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[Post-primary school administration
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Post-Primary School
Administration in
Botswana

by

David N. Plank
April 1982

**Botswana
Lesotho
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David N. Plank

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SUMMARY

This paper represents the principal findings of a survey undertaken among post-primary school administrators in Botswana in 1981. The survey was conducted in preparation for a program of training for school administrators then being organized by the Institute of Development Management in cooperation with the Botswana Ministry of Education. The central concern of the report is therefore with the administrative and other problems encountered by administrators in the schools; and with the administrators' reports of their own priorities for a training program for themselves and their colleagues.

The problems viewed as most significant by Botswana's post-primary school administrators fall into four major categories: staff problems, student problems, curriculum problems, and administrative problems. More detailed information about these problems is presented in Section IV of the report, and in Table 6. It was found that while many of the problems most commonly reported (e.g. lack of training and experience among teachers, excessive centralization of administrative authority) are generally not susceptible to administrative solutions within the schools, they are nevertheless such that well-trained administrators could ameliorate their worst effects. The administrators' reports of their own training needs overwhelmingly stressed the need for training oriented toward the solution of immediate, local problems and toward improvement in the day-to-day administration of Botswana's post-primary schools (e.g. financial regulations and management, student discipline, filing and information management;) but there was interest as well in training in the more broadly theoretical aspects of school administration. A detailed presentation of the training needs reported by Botswana's post-primary school administrators is offered in Section IV, and in Table 7.

The report concludes with recommendations for the structure and content of a training program for school administrators. Among the major recommendations are that programs be organized separately for headmasters and junior administrators; that the program for headmasters be organized as a series of short courses and seminars oriented toward the discussion of single, clearly-defined problems (e.g. school finance, student discipline) and that the program for junior administrators be organized as a sequence of courses, broader in content than those for headmasters and primarily oriented toward the preparation of junior administrators for promotion to headship.

Additional subjects receiving attention in the report include the current state of school-community relations and the ways in which these might be improved; and the special problems of community junior secondary schools. On this last subject, the report suggests that the provision of well-trained administrators is one of the most important steps which the Ministry of Education can take to advance the proposed upgrading of community schools; and recommends that in most cases the best approach to this goal is to prepare junior administrators now serving in government schools to assume headship in the community schools, rather than to attempt to upgrade the present administrators of those schools. Such community school administrators as can profitably make use of training can be included in courses primarily intended for junior administrators from government schools.

I. Introduction

At the present time the post-primary educational system of Botswana¹ is in the midst of a period of rapid growth and change. Old schools are being expanded and new schools are being opened. The curriculum is being revised in a variety of ways, and new objectives are being addressed throughout the system. These changes have placed a new and increasingly large burden of responsibility on administrative personnel² throughout the system, and especially on administrators working within secondary schools and teacher-training colleges. With the expansion of the secondary school network, new personnel are being promoted to administrative positions, and experienced personnel are being reallocated throughout the system. The changes which are currently being implemented in the schools have caused headmasters and junior administrators to be called upon not only to oversee the day-to-day administration of the schools, but also to supervise the introduction of innovations in the schools' internal organization and functioning.

Botswana's current National Development Plan puts forward four major objectives for the nation's post-primary school system in the present plan period (1979 - 1985). In keeping with the recommendations of the National Commission on Education, opportunities are to be expanded throughout the system, and especially at the junior secondary and teacher training college levels. Greater emphasis is to be placed on the production of manpower appropriate to the achievement

¹In this paper, the term "post-primary schools" comprises junior secondary schools, senior secondary schools, community junior secondary schools, and teacher-training colleges.

²Administrative personnel participating in the survey included headmasters, deputy headmasters, and assistant headmasters.

of the nation's development objectives, and especially on the production of Form V leavers with good qualifications in mathematics and science. A greater effort is to be made to inculcate students with social and political attitudes which will encourage them to participate willingly and usefully in Botswana's development programs. Finally, secondary schools are to be brought into closer relations with the communities in which they are located. The establishment of boards of governors and parent-teacher associations is to be encouraged, in order to involve community organizations in the administration of the schools; and efforts to open school facilities to community groups and to involve staff and students in community projects will be intensified.¹

Many secondary school administrators - both those who have recently been promoted and those with some experience who are now faced with changing circumstances - are not well-prepared for the tasks they are now called upon to fulfill. Most have received little or no training in the field of educational administration, and they are poorly-equipped with the practical and theoretical skills which would enable them to deal effectively with the new problems now facing them in Botswana's secondary schools. This can be made worse by the ongoing expansion in the secondary school network which is being planned for the coming decade, as increasing numbers of teachers with limited training and experience will be called upon to fill administrative posts in the system.

¹Botswana. National Development Plan, 1979 - 1985. Gaborone. Government Printer, pp. 99-100, 111-118.

Taking note of this set of circumstances, the Botswana Ministry of Education has been working in cooperation with the Institute of Development Management to develop a training program for practicing and prospective secondary school administrators. As one element of this cooperation, the Institute of Development Management has undertaken a survey of administrative personnel in Botswana's secondary schools, to investigate their problems and training needs and to determine the direction and content of a proposed program of courses for this group. This survey was conducted during the months of October and November 1981 and this paper presents the principal findings and recommendations which have emerged from it.

The following section of the paper describes the methodology of the survey which was conducted. Section three describes the current population of post-primary school administrators with regard to age, education, training, and experience. The fourth section concerns the administrators' perceptions of their own administrative problems and training needs. Section five deals with the administrators' assessments of the changes which have taken place in Botswana's educational system, and with the changes which they would like to see in the system and in their own schools in the future. The sixth section concerns the relationships between secondary schools and the communities in which they are located. Section seven considers the particular problems faced by administrators in Botswana's community junior secondary schools. The final section presents a number of recommendations for a proposed training program for the nation's secondary school administrators.

II. Methodology of Survey

The survey on which this paper is based was carried out in the secondary schools and teacher training colleges of Botswana in October and November 1981. An effort was made to visit all of the post-primary schools in the country during this period, but constraints of time and distance made this impossible. In the event, thirty-eight of the forty-two functioning post-primary schools in Botswana were visited, including twenty-one government and aided secondary schools, fourteen community junior secondary schools, and three teacher-training colleges. The instruments of the survey comprised both a written questionnaire and an oral interview. (See Appendix A.1 and A.2)

TABLE 1
PARTICIPATION IN SURVEY, BY TYPE AND STATUS

| | <u>Questionnaire</u> | <u>Interview</u> |
|---------------------------------|----------------------|------------------|
| Headmasters | 22 | 21 |
| Deputies | 22 | 19 |
| Assistants | 18 | 15 |
| Community School Headmasters | 12 | 14 |
| | <hr/> 74 | <hr/> 69 |

Questionnaires were distributed to all of the practicing post-primary school administrators in the government and aided schools and in the teacher-training colleges, and to headmasters in the community junior secondary schools. Seventy-four questionnaires were returned, representing an overall return rate of 84 percent. (Within categories, the return rates were 86 percent for government and aided schools,

100 percent for teacher-training colleges, and 76 percent for community junior secondary schools.) Interviews were conducted with sixty-nine administrators; forty-six from government and aided schools, nine from teacher-training colleges, and fourteen from community secondary schools. Interviews were thus conducted with 78 percent of the post-primary school administrators working in Botswana at the time of the survey. (Copies of the written questionnaire and the oral interview schedules are included in an appendix.)

III. Characteristics of Current School Administrators

To simplify the presentation of what follows, the initial sections of the paper concern themselves only with administrative personnel in government and aided secondary schools and teacher-training colleges. Discussion of community junior secondary schools will be reserved for a later section of the paper.

Age, Nationality and Sex

The process of localization has proceeded rapidly at the administrative level in Botswana's post-primary schools. Among those serving as headmasters at the time of the survey, there were seventeen Batswana and five expatriates; while among the junior administrators from whom information was collected there were thirty-four Batswana and five expatriates.

TABLE 2
DISTRIBUTION OF RESPONDENTS. BY SEX

| | <u>Sex</u> | | <u>Nationality</u> | |
|------------------------------------|------------|---|--------------------|------------|
| | M | F | Motswana | Expatriate |
| Headmasters | 21 | 1 | 17 | 5 |
| Deputies | 18 | 3 | 18 | 3 |
| Assistants | 15 | 2 | 16 | 1 |
| Community School Headmasters | 14 | 0 | 12 | 2 |
| | 68 | 6 | 63 | 11 |

In consequence of the recent progress in localization, most of the local administrative personnel in the system are quite young; the average age among the Batswana headmasters is under forty, and more than half of those from whom information was collected were forty-five.

TABLE 3

DISTRIBUTION OF RESPONDENTS, BY AGE AND STATUS

| | <u>25-29</u> | <u>30-34</u> | <u>35-39</u> | <u>40-44</u> | <u>45-49</u> | <u>50-54</u> | <u>55</u> | <u>Average</u> |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------|----------------|
| Headmasters | 0 | 6 | 4 | 2 | 3 | 3 | 3 | 39 |
| Deputies | 1 | 5 | 3 | 5 | 3 | 3 | 1 | 42 |
| Assistants | 8 | 6 | 2 | 0 | 1 | 0 | 0 | 31 |
| Community School Headmasters | 2 | 1 | 2 | 0 | 3 | 1 | 3 | 45 |
| Total | 11 | 18 | 11 | 7 | 10 | 7 | 7 | |

Among junior administrators, the average age of deputy headmasters was marginally greater than forty, while the average age of assistants was just over thirty. It can therefore be expected that personnel now in administrative positions within the schools will remain in the system for some time, and investments in training for this group will return benefits to the system over an extended period.

Education

Virtually all of the headmasters in Botswana's post-primary schools have degrees, though three of those from whom information was collected do not. Among junior administrators, fewer than 40 percent of Batswana deputy headmasters have degrees, while (as a result of the recent expansion of University enrollments in Botswana) nearly 70 percent of Batswana assistants are graduates.

TABLE 4
DISTRIBUTION OF RESPONDENTS, BY EDUCATION AND STATUS
Highest Educational Qualification

| | Degree | Diploma | Certificate | G.C.E. |
|------------------------------------|--------|---------|-------------|--------|
| Headmasters | 19 | 2 | 1 | 0 |
| Deputies | 10 | 2 | 9 | 0 |
| Assistants | 12 | 3 | 2 | 0 |
| Community School Headmasters | 4 | 3 | 3 | 2 |
| Total | 45 | 10 | 15 | 2 |

This finding has two principal implications. First, it suggests that the present pool of candidates for promotion to headship is less qualified than its predecessors, in terms either of education or experience, or of both. Training programs in Botswana or abroad for those now being considered for promotion may serve to compensate for this shortfall to some extent. Second, status conflicts within the educational system, not very severe at present, are likely to be exacerbated as senior personnel without degrees are promoted to head staffs comprised largely of graduates; or as junior administrators with degrees are promoted over the heads of more senior personnel who lack them. These conflicts may be unavoidable, but training in educational administration may in part make up for the lack of formal educational qualifications among senior personnel who are to be promoted; and care should certainly be taken in the promotion of junior personnel to ensure that those who are promoted do not provoke such conflicts by their attitudes or actions in office.

Experience

With regard to experience, nearly all of Botswana's post-primary headmasters are new to their jobs. Among the Botswana heads, only three of the seventeen for

whom information was available had been in their present posts for more than three years. Virtually all, however, had spent between one and three years in junior administrative posts before being promoted to headship. Among junior administrative personnel, most had been in their present position for less than two years. These generally brief terms in office indicate the rapidity of promotion and turnover in the system in the current period of change and growth, and a similar pattern is likely to prevail in the system in the coming decade, as the processes of expansion and localization continue.

While experience and training are in some senses substitutes for one another; and while it is undoubtedly desirable to expose administrative personnel to a variety of schools and to move capable personnel to posts where their skills are most needed; it is also true that it takes a considerable amount of time before an administrator is able to establish himself in a school or to have a positive impact upon it, and it is likely that the continual movement of personnel among schools serves more to disrupt than to improve the functioning of the educational system. It is therefore likely that an effort to limit the mobility of administrators - especially headmasters - between schools and to extend their average terms of office in particular schools will have a positive effect on the administration of Botswana's post-primary schools, in addition to that which would be gained from a training program. It would also be desirable to extend the probationary/training period which administrators spend in junior posts before promoting them to headship.

Administrative Training

With reference to training in the area of educational administration, few of the present administrators in Botswana's post-primary school system were well-prepared for their jobs.

TABLE 5

DISTRIBUTION OF RESPONDENTS, BY TRAINING AND STATUS

Training completed in Educational Administration

| | None | Course (University) | Course (IDM) | Certi- cate (IDM) | Certi- ficate (UK or US) |
|------------------------------------|-----------|------------------------|-----------------|-------------------------|--------------------------------|
| Headmasters | 5 | 5 | 6 | 1 | 5 |
| Deputies | 8 | 2 | 8 | 3 | 0 |
| Assistants | 7 | 4 | 5 | 1 | 0 |
| Community School Headmasters | 12 | 0 | 0 | 0 | 0 |
| Total | 32 | 11 | 19 | 5 | 5 |

Among those headmasters from whom information was collected (excluding expatriates), five had received no training at all and six others had taken a single two-week course presented by the Institute of Development Management in 1977. Of the remainder, one had completed a 16-week certificate-level course offered by the Institute of Development Management in 1980-81, and five had taken courses abroad. Among deputy headmasters, ten had received no training at all, four had completed the two-week course offered by IDM in 1977, three had completed IDM's certificate-level course in 1980-81, and four completed a four-week course offered by the Institute at the end of 1981. Among assistants, one had completed IDM's 1977 course, one had completed IDM's certificate-level course, and four completed the Institute's most recent course at the end of 1981, while the remaining eleven had had no training.

Conclusion

Two major points emerge from these findings. First, many of Botswana's headmasters could clearly make good use of training beyond that which they have received in the past. Even among those who have followed year-long courses abroad, there is a great deal of interest in receiving additional training within Botswana oriented specifically towards local circumstances and problems; while among those who have had little or no training in educational administration the need for and interest in additional courses is clearly great. Second, among junior administrators the need for training is equally pressing. Twenty-one have had no training at all, and five have completed a single two-week course. While it can be argued that a two or four week course in educational administration represents sufficient training for a deputy or an assistant headmaster, it is not adequate preparation for promotion to headship. As has been noted previously, however, the planned expansion of Botswana's post-primary educational system in the coming decade will require that many of the administrators now serving in junior posts be promoted, and it would thus be desirable to provide those who are being considered for promotion with additional training prior to the time that they assume headship.

One further point should be made in connection with the personal characteristics of post-primary school administrators in Botswana. Of the seventy-five administrators from whom information was collected, only six were women: one head, three deputies, and two

assistants (see Table 2). As a large and increasing proportion of the teachers in the educational system are female, this under-representation of women among school administrators almost certainly indicates a failure to use the human resources available to the school fully and efficiently. Continuation of this policy will have increasingly serious negative consequences for the educational system, especially as the pool of male candidates available for promotion is diminished.

IV. Administrators' problems and training needs

A. Administrators' Job Perceptions

Most of the headmasters in Botswana's post-primary schools take a relatively passive, technical view of their jobs. When asked about the head's primary responsibilities in the schools, virtually all answered that the headmaster was responsible for managing his school on behalf of the Ministry of Education, for implementing Ministry policies, and for "oiling the works" to ensure that the school was running smoothly. The establishment of an atmosphere in which cooperation, motivation, and productivity would be encouraged was regarded by most headmasters as their principal objective. Only a small minority took a more active view of their responsibilities, identifying the headmaster's major tasks as the development and implementation of administrative and educational innovations within his own school and the origina ion of policy suggestions for the Ministry of Education.

There are two compelling reasons behind the technical approach to school administration prevailing among Botswana's post-primary school administrators. The first is that many of these institutions are currently experiencing serious administrative and educational problems, and the tasks of problem-solving and "oiling the works" necessarily take up a large proportion of the headmaster's time. Moreover, the persistence of these problems means that the establishment of an atmosphere of cooperation, motivation, and productivity within many of Botswana's post-primary schools in the near future would in itself represent an impressive administrative achievement. The second is that under the present organization of Botswana's post-primary educational system an active, innovative view of the headmaster's role is discouraged by the Ministry of Education, which maintains a virtual monopoly on discussion and decision-making in policy areas and which reserves to itself a great deal of administrative authority which could as easily be exercised in the schools. While both of the factors contributing to the prevailing passive attitude among heads carry a great deal of weight, and while significant change in either area is unlikely in the short term; it is nevertheless unfortunate that Botswana's headmasters should approach their jobs in this way, and it should be a primary objective of any training program in educational administration to encourage them to adopt a more positive, active approach in their work.

B. Administrative Problems in Post-Primary Schools

As was noted above, Botswana's post-primary schools face a number of serious problems. When the headmasters were asked about these problems, their

responses identified four principal areas of difficulty: inadequate staff; student discipline; inappropriate curricula; and excessive centralization. Each of these will be discussed in turn.

TABLE 6
PRINCIPAL PROBLEMS IN BOTSWANA POST-PRIMARY SCHOOLS,
AS REPORTED BY SCHOOL ADMINISTRATORS^a

| | <u>STAFF PROBLEMS</u> | | | | |
|--------------------------|--|---------------------|-----------------------|---------------------|----------------------------------|
| | Unmotivated/ Poorly Trained Teachers | Teacher Shortage | Teacher Discipline | Turnover Wastage | Teacher Shortage X subject |
| Headmasters | 13 | 7 | 2 | 7 | 1 |
| Deputies & Assistants | 17 | 11 | 9 | 1 | 2 |

| | <u>STUDENT PROBLEMS</u> | | | |
|--------------------------|-------------------------|----------------------|----------------------------------|-------------|
| | Student Discipline | Quality of Intake | Diversity of Background (TTC) | Pregnancies |
| Headmasters | 13 | 5 | 0 | 1 |
| Deputies & Assistants | 22 | 12 | 3 | 2 |

| | <u>CURRICULUM PROBLEMS</u> | |
|--------------------------|-----------------------------|--|
| | Too Academic/ Irrelevant | Poor Articulation Between Curricula |
| Headmasters | 5 | 3 |
| Deputies & Assistants | 2 | 2 |

| | <u>ADMINISTRATIVE PROBLEMS</u> | | | |
|--------------------------|--------------------------------|-----------------------------------|---|---------------------------------------|
| | Lack of Autonomy | Lack of Ministry Leadership | Inefficiency/ Unresponsiveness in Central Govt. | Lack of Administrative Training |
| Headmasters | 4 | 3 | 1 | 10 |
| Deputies & Assistants | 3 | 2 | 6 | 8 |

^aResponses of community school headmasters are not included.

OTHER PROBLEMS

| | Inadequate Resources/ Facilities | Expatriate Teachers | School Fees | Community Relations | Miscellaneous ^b |
|-----------------------|-------------------------------------|---------------------|-------------|---------------------|----------------------------|
| Headmasters | 5 | 2 | 3 | 1 | 2 |
| Deputies & Assistants | 7 | 3 | 0 | 1 | 2 |

The most common problem identified by Botswana's post-primary school headmasters was the inadequacy of the staff allocated to the schools. This problem had several dimensions. First, many headmasters complained about shortages of staff in their schools, both in absolute terms and in terms of specific subject areas. Second, a number of heads noted the problems created by the rapid turnover of staff within their schools. Third, nearly all were troubled by the inexperience of the teachers in their schools, and by the lack of motivation, cooperation, and discipline which they found among their teachers. Finally, several heads pointed out that a number of administrative problems were created or made more serious by the lack of training and expertise shared by themselves and their administrative staffs.

Nearly as common among the problems identified by the headmasters was that of student discipline. Among the suggested causes of this problem were the inexperience and indiscipline of staff; poor academic preparation of students in primary schools; lack of cooperation from communities and parents; and excessively strict regulations governing the punishment of students promulgated by the Ministry.

The problem of inappropriate curricula had essentially two components. On the one hand, it was argued by some headmasters that the present curriculum in the

^bSize of schools, financial mismanagement, lack of guidance program.

secondary schools remains too academic, and provides children with too little practical preparation for the world outside of school. On the other hand, several headmasters pointed out that the articulation is poor between curricula in different sectors of the educational system (e.g. between J.C. and Cambridge curricula; or between curricula in secondary schools and teacher-training colleges.)

Finally, a number of headmasters identified excessive centralization of authority and lack of communication between the schools and the Ministry as the sources of a variety of administrative problems. Many resented the fact that they had to submit decisions to the Ministry which they felt capable of taking themselves, especially in light of the delays which this process necessarily entailed. They complained of disorganization, delays, and inefficiency in the procedures which they were required to follow in order to procure transport, supplies, and routine maintenance work. They also felt that there was insufficient contact between the Ministry and the schools, with inspection visits made only at two-year intervals, and that the Ministry was therefore ill-equipped to provide them with the leadership and guidance which they required to solve the problems which they faced in their schools.

The responses of junior administrators to these questions were essentially similar to those provided by the headmasters.

While it is apparent that not all of these problems are susceptible to administrative solution within Botswana's post-primary schools, it is equally apparent

that well-qualified school administrators could make considerable progress towards solving many of them if given proper training and due support from the Ministry of Education. With regard to the problems related to staff inadequancies, for example, headmasters can have little control over the training and experience of the teachers allocated to their schools, but there are administrative innovations available to them (e.g. establishment of induction programs, appointment of strong heads of department, maintenance of clear communication channels between teachers and administrators) which could ameliorate many of the difficulties which poorly-trained and inexperienced teachers cause in the schools. Beyond this, the devolution of greater authority over teachers to administrators within the schools would increase the leverage available to headmasters in their efforts to encourage their teachers to accept the responsibilities of their positions. Even in the absence of such organizational changes, however, additional training for headmasters and other post-primary school administrators which is specifically concerned with the problems which they now face in their schools could make a valuable contribution toward the solution of these problems.

C. Training needs of School Administrators

The headmasters and junior administrators who participated in the survey were also asked to identify the sorts of training which they felt could be most useful to them in the performance of their jobs.

TABLE 7

SELF-REPORTED TRAINING NEEDS OF BOTSWANA POST-PRIMARY
SCHOOL ADMINISTRATORS^a

FINANCIAL MANAGEMENT

| | Bookkeeping & Budgeting | Stores Management | Boarding Management |
|--------------------------|----------------------------|----------------------|------------------------|
| Headmasters | 20 | 7 | 1 |
| Deputies & Assistants | 20 | 1 | 1 |

PERSONNEL MANAGEMENT

| | Personnel Manage- ment | Staff Develop- ment | Delegation/ Job Descriptions | Communi- cation Channels | U.T.S. Regulations |
|--------------------------|---------------------------|------------------------|---------------------------------|-----------------------------|-----------------------|
| Headmasters | 13 | 6 | 2 | 2 | 2 |
| Deputies & Assistants | 20 | 4 | 6 | 7 | 5 |

GENERAL MANAGEMENT

| | Administrative Principles | Filing/ Information Management | Timetabling | Planning/ Setting Objectives |
|--------------------------|------------------------------|--------------------------------------|-------------|------------------------------------|
| Headmasters | 9 | 7 | 8 | 7 |
| Deputies & Assistants | 13 | 16 | 7 | 13 |

MISCELLANEOUS

| | Student Discipline/ Child Psychology | National Development | Community Relations | Evaluation |
|--------------------------|---|--------------------------|------------------------|------------|
| Headmasters | 9 | 4 | 1 | 0 |
| Deputies & Assistants | 8 | 5 | 8 | 7 |
| | Curriculum Development | Counselling/ Guidance | Others ^b | |
| Headmasters | 3 | 0 | 3 | |
| Deputies & Assistants | 3 | 2 | 1 | |

^aResponses of community school headmasters are not included.

^bPolitics, preparation of project memoranda, school climate.

Their responses to the question were unprompted, and can therefore be taken as a fairly reliable guide to the administrators' own views of their own limitations and training needs. It should be noted, however, that these views do not represent the only or even necessarily the best guide to the organizations of a training program; the perceptions of the administrators themselves must be complemented by the perceptions of those responsible for supervising administrators and of those responsible for organizing the program. Nevertheless, the results of the survey provide some extremely interesting and useful information about the training which Botswana's current post-primary school administrators feel they would like to receive.

Financial Management

The area most often mentioned by both headmasters and junior administrators as one in which training was required was financial management. Twenty of twenty-one headmasters and twenty of thirty-four deputies and assistants identified financial management as a field in which training was required. Though most of the financial responsibilities within Botswana's schools fall to the bursar, the administrators who participated in the survey clearly felt that their own responsibilities in this area (e.g. budgeting) combined with the need to oversee the work of their bursars (who are themselves often young, inexperienced, and poorly trained) were sufficiently great as to require additional, specialized training. Stores management was also cited as an area in which training was needed by seven headmasters and one junior administrator.

Personnel Management

The second most frequently mentioned area in which training was felt to be necessary was that of personnel management, which was named by thirteen headmasters and twenty junior administrators. This is not surprising in view of the staff problems noted above, and it is almost certainly the case that the training which is desired under the general heading of "personnel management" would be oriented toward the solution of these particular, local problems. Some more specific areas were identified under this general heading as well. Eight headmasters and six junior administrators stated that training in the principles of delegation and in the preparation of job descriptions for subordinates would be valuable, while an additional six heads and four junior administrators identified staff evaluation and development as a major training need. A handful suggested that greater familiarity with the regulations governing the teaching service would also be useful.

General Administration

After financial management and personnel management, the most frequently identified training need was general administration, named by nine headmasters and thirteen junior administrators. It is difficult to make much practical sense of this response, although it could be taken as an indication that the general theory of educational administration (as discussed in most standard textbooks, for example) should not be neglected in a training program for Botswana school administrators. Once again, however, several specific subjects were identified under this general heading as areas in which training was required. Foremost

among these was filing and information management, named by seven headmasters and sixteen junior administrators. Planning techniques and the setting of realistic goals and objectives were identified by six heads and ten junior administrators as areas in which training would be useful, while the skills involved in timetabling were named by eight headmasters and seven junior administrators. An additional area under this general heading in which it was thought training would be useful was communication skills, with special emphasis on the organization and management of meetings (identified by two headmasters and seven junior administrators).

Additional Subjects

Several additional subjects also received notice. Most important among these was that of student discipline and, more broadly, child psychology, identified as an area in which training would be valuable by nine headmasters and eight junior administrators. Others included community relations (named by nine administrators); educational policy and national development objectives (named by eight administrators); measurement and evaluation (named by seven administrators); and curriculum development (named by six administrators). Boarding management, counselling and student guidance, and preparation of project memoranda were identified by smaller numbers. Among those headmasters who had received training abroad, there was general interest in a course which would relate the theory of educational administration which they had studied in the U.K. or the U.S. to the problems which they faced on the job in Botswana.

Conclusion

The most notable finding to emerge from these data is the overwhelmingly practical nature of the training needs identified by Botswana's post-primary school administrators. Their pre-dominant orientation is toward the solution of the immediate problems facing them in the schools, and their interest in training is chiefly an interest in acquiring the practical skills which will enable them to run their schools more efficiently. Any training program for this group must share this orientation if it is to be effective and useful to the participants. At the same time, however, it is essential that a training program for Botswana's administrative personnel resist the pressure toward an exclusive preoccupation with the particular problems which the country's administrators face daily in their schools. As was noted above, Botswana's post-primary school administrators tend to take a relatively passive and technical view of their jobs, and to concern themselves almost entirely with day-to-day administration at the expense of a concern with improvement, innovation, and change. The cultivation of concern for these latter subjects must necessarily be among the principal objectives of a truly useful training program, which should attempt to supplant the passive attitudes currently prevailing among Botswana's school administrators with a more active, innovative sense of the administrator's role in the school. An effective training program will thus combine attention to the pressing problems faced by administrators in the schools and to skills and techniques which will contribute to their amelioration or solution, with encouragement to the participants to look beyond their day-to-day administrative problems and consider the ways in which their own schools and the educational system as a whole might be changed and improved.

V. Changes in Botswana's Post-Primary School System

A. Administrators' Perceptions of Recent Changes

In evaluating the changes which have taken place in Botswana's post-primary schools in recent years, school administrators generally had mixed impressions. Most viewed the principal changes which have occurred positively, but simultaneously recognized that these changes had brought about negative consequences as well. The recent expansion of enrollment in the system, for example, was regarded as a positive development, and it was widely agreed that expansion should continue; but at the same time, expansion was seen as the source of a number of current problems, including poor teacher quality, declining academic standards, and deteriorating student discipline. Similarly, recent curricula reforms were viewed favourably, but it was felt that they had not proceeded far enough and that the curriculum in post-primary schools remained too academic and too remote from the world outside the classroom. Localization of staff and the improvements which have been made in school facilities were viewed more positively; while the recent centralization of authority in the Ministry of Education was regarded as a change for the worse by several administrators.

B. Administrators' Recommendations for Change

When asked about the changes which they would like to see in Botswana's post-primary educational system in the future, the administrators who participated in the survey came up with a host of suggestions. While many responses simply asserted the schools' need for more resources - more money, new buildings, more teachers, and so on - most of the administrators also recommended less conventional improvements. The most frequent of these suggestions are reviewed below.

Many administrators recommended changes in the organization and administrative structure of Botswana's post-primary schools. Several argued that such schools should be increased in number and reduced in size, because at present many schools are over-crowded and too large to be effectively managed. There was a division of opinion over the question of whether day or boarding schools should be favoured by the Ministry: several administrators argued that day schools should receive preference and boarding schools should be phased out; and an equal number argued the reverse. There was agreement, however, that combined day and boarding schools created a number of administrative and disciplinary problems, and that the two sorts of schools should be kept separate to the greatest degree possible. In addition, there was general support for efforts to encourage community involvement in Botswana's post-primary schools through the establishment of boards of governors and parent-teacher associations; and also for efforts to increase the involvement of schools in their communities through community service schemes and the development of more practical curricula.

With reference to the problem of inadequate staffing in the schools, most administrators stressed the need for improved teacher training at the University College of Botswana and for increased in-service training opportunities for teachers, ancillary staff, and administrators at all levels. In addition, many recommended that greater efforts be made to keep skilled, experienced teachers in the schools through the provision of increased financial rewards and promotion opportunities outside of administration which would not necessarily cause highly-competent teachers to leave the classroom in pursuit of higher administrative salaries. At the same time, however, many

recognized the need for additional administrative personnel in the schools and argued that the best available candidates should be recruited for these posts.

On academic questions, most administrators felt that insufficient progress had been made in the effort to give the curriculum a more practical orientation, and they therefore argued for the inclusion of more practical and technical subjects at all levels of the educational system. They also stressed the need for a closer articulation between curricula at various levels and within different sectors of the system. In addition, there was some dissatisfaction with the system of automatic promotion and support for a return to a system in which children could repeat grades.

Support for the government's efforts to broaden access to post-primary education was widespread, as was concern that standards within the system be maintained. In this regard, the two most common suggestions were that the present community junior secondary schools be upgraded, and that fees be abolished in government and aided secondary schools in order to enable talented poor children to continue their education.

As has been noted previously, there is considerable dissatisfaction among Botswana's post-primary school administrators with the degree of centralization of authority now prevailing in the educational system. With regard to this problem, it was argued that either administrators in the schools should be accorded more administrative autonomy or the Ministry should improve its own administrative capacities in order to make its inspection and advisory mechanisms genuinely responsive to the problems which administrators face

in the schools, and useful to those who are responsible for solving those problems. There was considerably greater support for the first of these two alternatives, but there was widespread recognition that the latter was more likely to be effected. In either case, it was felt that the Ministry should make a greater effort to consult both with school administrators and with parents and members of the community in order to take the views of these groups into more account in the development of educational policies.

When asked what changes they would most like to see in their own schools, the headmasters offered responses similar in most respects to those summarized above. Nearly all suggested improvements in their school's physical facilities - additional classrooms, teacher housing, office space, and so on - and nearly as many expressed a desire for more and better teachers and better students. Additional changes which were desired included the introduction of more practical subjects into the curriculum and the encouragement of greater community involvement in the administration of the schools.

VI. School Community relations in Post-Primary Schools

As was noted above, the improvement of relations between post-primary schools and the communities in which they are located is among the primary objectives of the government of Botswana for the educational system in the present plan period. This improvement is intended to take two forms: communities are expected to take a greater part in the administration of the schools in their midst; and the schools are expected

to play a more positive role in the communities in which they are located. The former objective is to be attained through the establishment of organizations like parent-teachers' associations and local boards of governors for post-primary schools, which will enable parents and community members to participate in the development and implementation of educational policies at the school level. The latter objective is to be achieved through the opening of school facilities to community organizations and through the increased participation of staff members and students in community activities.

There is considerable support for these objectives among Botswana's post-primary school administrators, as the preceding section indicated. When questioned about the relationship between schools and communities, the headmasters and junior administrators who participated in the survey uniformly held that there should be close links between schools and the communities in which they are located, and that efforts to improve the relationship should be encouraged. Many approved of efforts to establish parent-teachers' associations and boards of governors to involve the community more actively in the schools, and most felt that the schools should make a considerably greater effort to contribute to the development of the local community through participation in development projects and extension education efforts, among other things.

Nevertheless, when asked about the present relationship between their schools and the surrounding communities, nearly all acknowledged that the present situation left much to be desired. In only a handful of schools did community organizations play an active part in

the school's administration, and in even fewer was the school an active and effective participant in community activities. These circumstances suggest little cause for optimism that the government's objectives in this area will be achieved in the absence of major changes.

There are several possible explanations for the present unsatisfactory state of relations between post-primary schools and the communities in which they are located. Foremost among these is the absence of clear leadership from the Ministry of Education in this area. Though a policy has been formulated and published, no clear sense has merged among school administrators of the steps which should be followed to achieve these objectives. With regard to the organization of local boards of governors for post-primary schools, for example, in the present environment of centralized administrative authority it is not apparent what functions such boards would fulfill, and, as a result, there is little active interest in establishing them. While there is a great deal of interest in opening school facilities to the community, there is some confusion about current policies in this area and a consequent reluctance to act.

A second explanation for the current unsatisfactory state of school-community relations is the continued predominance of boarding schools within the post-primary school network in Botswana. The remoteness of parents from their children's schools discourages their participation in school activities and their understanding of school problems. Moreover, the fact

that the students in many of Botswana's post-primary schools are drawn from all over the nation may serve to exacerbate the feeling among local adults that they have no state in the functioning of the post-primary schools in their midst, and it may consequently serve to increase their reluctance to participate in school activities or to aid in the solution of school problems. If an improvement in the relations between post-primary schools and the communities in which they are located is indeed an objective which is to be accorded increased importance during the present plan period, this may be viewed as support for the current emphasis on the construction of new day schools and the upgrading of community junior secondary schools.

Other explanations for problems in school-community relations may also be suggested. The rapid turnover of staff in Botswana's post-primary schools makes it extremely difficult for teachers and administrators to establish personal relationships with community members which would enable them to strengthen the ties between the school and the community. It encourages them to look inward, and to concentrate exclusively on school activities and school problems (or on personal activities and personal problems) rather than looking outward and building a relationship with the community in which they find themselves. In addition, excessive staff mobility increases the difficulty which community members experience in establishing links with what under the circumstances must appear to be a foreign and highly impersonal institution.

Perhaps in part because of this rapid turnover of staff, there is widespread distrust of and even hostility towards post-primary schools in many Botswana communities. Additional causes of this hostility may

include staff and student behaviour which is unacceptable in many communities, and a general absence of communication between schools and communities on the subjects of their respective objectives and problems. The consequence of this distrust and hostility has been that the efforts made by administrators in some schools to improve relations between their schools and communities by opening facilities or by offering staff and student assistance with local development projects have been ignored or rebuffed by community members. As a result, these administrators have concluded that the initiative for improved relations must come from the communities rather than the schools, but there is little evidence that such initiative is forthcoming.

One further explanation for the present poor state of school-community relations might be suggested. The relative importance of improvement in this area as an educational objective has not been established, with the result that a number of administrators asserted that the amount of time required for academic work in the schools prevented the involvement of staff students in community activities.

If relations between post-primary schools and the communities in which they are located are to be improved, it is clear that the initial impetus must come from the Ministry of Education. The relative importance of improved relations as a school objective must be determined, and clear policy guidelines must be established identifying the ways in which improvements are to be brought about. It is equally clear, however, that the actual responsibility for improving

relations lies with school administrators, and it is therefore essential that they be provided not only with a clear understanding of what is expected but also with the training and administrative support which are necessary if the objective is to be achieved. Relations between post-primary schools and the communities surrounding them will not improve of themselves, for the distrust and inertia on both sides are too strong. Only if the Ministry of Education determines that such improvement is an important objective and takes positive action to achieve it, will the links between the two be strengthened.

VII. Administration in Community Junior Secondary Schools

Botswana's community junior secondary schools are fortunate in the close ties which exist between them and the communities which support them, and in the relative autonomy which their headmasters enjoy, but they are unfortunate in virtually every other respect. Nearly all of the problems which trouble government and aided secondary schools and teacher-training colleges are present in exaggerated form in the community junior secondary schools, and the means for their solution are even less obvious in the community schools than in the others. The community schools are almost entirely staffed by unqualified teachers, and teacher turnover within them is frighteningly rapid. Most of the schools are housed in makeshift premises, and lack the facilities - office space, laboratories, even toilets in some cases - which are taken for granted in government schools. Students in the community schools are drawn from among those who have failed to gain admission to government

schools, and are only poorly qualified for post-primary school work. This combination of poor teachers, poor facilities, and poor students means that the work of the community junior secondary schools is carried on under the most difficult circumstances.

In many cases, the problems of community schools are compounded by unqualified administrators. Though a handful of community school headmasters are qualified, and some others manage their schools fairly efficiently, the majority are poorly prepared for the administrative tasks which face them on a daily basis and are incapable of providing the administrative leadership which would aid the community schools in overcoming their difficulties. In those instances where unqualified administrators do not contribute to the problems of the schools under their authority, they are able to do little to alleviate them.

In order to accomplish the objective first recommended by the national Education Commission that every Motswana child be provided with nine years of education, the government of Botswana has committed itself to upgrading the existing community junior secondary schools and to encouraging the establishment of as many as thirty new community schools during the present plan period. The principal forms which government assistance to community junior secondary schools will take are the provision of advisory and technical services, especially in the area of financial management; the upgrading of physical facilities; and the improvement of teacher quality, through the allocation of international volunteers to community schools and through the support of qualified teachers who choose to teach in those schools.

While these forms of assistance may bring about significant improvements in the performance of the community junior secondary schools, their impact would be greatly increased if they were accompanied by more direct intervention in the administration of these schools, either through the provision of training to headmasters who can make use of it or through the replacement of present unqualified headmasters with trained administrators from government schools. The headmaster is the key figure in any school, responsible not only for the oversight of daily administration and the supervision of staff but also for the creation and maintenance of a positive school atmosphere and for the provision of leadership to encourage the amelioration or solution of the problems encountered in the school. The potential impact of the proposed government aid to community schools is likely to be dissipated in large part if the administration of the schools is not upgraded simultaneously with the teaching staff and the physical facilities. In the case of the allocation of qualified teachers to community schools, for example, their presence in the schools would not achieve its full potential benefit and might in fact create new problems if they are to be placed under the authority of unqualified headmasters. Thus, the provision of training to present community school heads or the allocation of qualified administrators to be community junior secondary schools is likely to have a substantial positive impact on these schools in itself, and is also likely to increase the impact of the other forms of assistance which the government may provide.

VIII Conclusion and Recommendations

One principal point should be made in conclusion. At several points in this paper the widespread dissatisfaction among school administrators with the present centralized organization of authority in the post-primary school system has been noted. The problems resulting from the present organization will only be exacerbated in the coming decade, as the system expands; Ministry personnel responsible for the administration of post-primary education are already over-extended, and as the number of schools in the system increases their ability to deal effectively with the schools under their authority will correspondingly diminish.

There are two ways to avert this decline in administrative efficiency. Either the present centralized system can be improved, through the training and employment of additional education officers and the development of more effective communication between the schools and the Ministry; or greater administrative authority can be delegated to headmasters and junior administrators in the schools. The latter alternative has much to recommend it, especially in light of the government's interest in encouraging closer ties between the schools and the communities in which they are located, and in light of the ongoing expansion of the system which will be required if the government's goals of universal junior secondary and expanded senior secondary school enrolments are to be realized, but the choice between the two remains with the government. If authority is to be decentralized, however, (and if it is not, though in this case to a lesser extent), present and future administrators

in the post-primary school system will require an increased amount of training to enable them to fulfill their new responsibilities effectively. This paper therefore concludes with a number of recommendations about the directions which a training program for this group should take. Recommendations concerned with the training of headmasters and junior administrators are presented separately. Some observations on the training of administrators from community junior secondary schools are also offered.

The headmasters in Botswana's post-primary educational system are generally doing a reasonably effective job in running their schools, but they still require training if they are to be enabled to solve the problems with which they are faced and to play an active role in the improvement of the schools under their authority. They themselves recognize the need for such training, as was indicated in Section III above. It is apparent, however, that the professional responsibilities of headmasters will not permit them to leave their posts in order to pursue lengthy training programs, and so it is essential that whatever programs are developed for this group be tailored to the time available. This suggests that training for headmasters be organized in terms of short courses and seminars covering single, specific topics and lasting no more than one week at a time. It is also essential that whatever programs are offered are scheduled to coincide fully with school holidays.

Short Courses

Short courses should be designed to offer intensive instruction in specific areas where problems have been encountered in the schools or in which an interest in training has been expressed by the headmasters them-

selves. Subjects which suggest themselves as appropriate for treatment in a short-course format would include financial management, information management, timetabling, and communication. In the area of financial management, for example, it might be necessary to offer two or three one-week courses, covering such topics as basic bookkeeping, budgeting and estimates, and school financial regulations. With respect to the other areas, a single course of one week or less should be sufficient to provide a useful training program.

The teaching of such courses could be organized under the auspices of the Institute of Development Management, but every effort should be made to enlist the assistance of personnel from the Ministry of Education, the University, or other institutions with expertise in the areas under study. In some cases it may be possible to involve headmasters with expertise in particular areas in the teaching of parts of courses concerned with those areas.

Seminars

Seminars for headmasters should be organized on a different basis, and should probably be of shorter duration as well. Such seminars should be organized around the discussion of particular issues or problems facing the schools, and should be oriented toward the origination of common strategies for resolving problems or toward the development of new policy directions for the post-primary educational system. Such seminars should be organized under the joint auspices of the Institute of Development Management, the Ministry of Education, and the Association of Secondary School Headmasters. Participants should

certainly be drawn from these three institutions, but representatives from the University or other Ministries could be brought in cases where outside expertise was required.

Such seminars would serve at least three valuable purposes. First and most obviously, they would provide practicing headmasters with opportunities to discuss common problems with their colleagues, and to share ideas and experiences which might contribute to the discovery of solutions. Second, they would provide officials from the Ministry of Education with a forum in which existing policies and proposed changes in policy could be communicated to school officials and in which such matters could be discussed prior to their implementation. Third, such seminars would provide school administrators with a means for presenting their problems and concerns to Ministry officials in an environment in which these could be discussed; and they would provide Ministry officials with information about circumstances in the schools which would be more regular and more reliable than that which is commonly available to them. Such seminars should be organized on an annual or bi-annual basis, to coincide with meetings of the ASSH, and might concern themselves with topics like student discipline, administrative decentralization, and curriculum development, among others.

Staff Development

In addition to attendance at short courses and seminars, Botswana's post-primary school headmasters can participate in a training program in educational administration by playing a more active role in the training of their own subordinates. This participation

might take three forms: expanded efforts by headmasters to supervise and evaluate the work of their subordinates in order to identify training needs and to recommend candidates for training or promotion; fuller recognition of the training responsibilities for headship, and increased attention to the important task of developing the knowledge and administrative skills of their subordinates and a greater willingness to allow subordinates who have undergone training the opportunity to put the knowledge and skills they have acquired to use, by according them increased influence and responsibility in the schools. The possibilities for increased participation by headmasters in the training of their subordinates might represent a topic for discussion in one of the proposed headmaster's seminars.

Training for junior administrators in Botswana's post-primary schools is equally necessary, especially as this group - at present essentially untrained - represents the pool from which future headmasters will be recruited. While courses may be organized which cater specifically for the training needs of administrators in junior positions, the principal objective of a training program for this group should remain the preparation of junior administrators for promotion to headship, as the proposed expansion of the system is likely to require the promotion of large numbers of junior administrators in the coming decade. With this end in mind, the program should take the form of a sequence of two or possibly three courses, with selection at each stage of the sequence, in order to develop a pool of candidates well-qualified for promotion. The first course in the sequence should be an introductory, four-week course organized along lines similar to those embodied in the Institute of

Development Management's current "Principles of Education Administration" course. Such a course should offer participants an introduction to a wide range of subjects within the field of educational administration, mixing administrative theory with exposure to the most salient organizational characteristics and administrative procedures of Botswana's educational system. The second course in the sequence should be offered to those candidates who performed most successfully in the first course, and might best be offered in two four-week segments, with assignments and projects to be completed between the two. The content of this course should not differ radically from that of the first course, but should instead offer a somewhat deeper investigation of the subjects introduced in the first course, with somewhat less attention paid to "nuts and bolts" administrative matters and somewhat more attention given to administrative theory and educational policy issues. Further selection might lead to a third course in the sequence, similar to the Certificate in Education Administration course offered by the Institute of Development Management in 1980-81, but it is unlikely that the Institute of Development Management or any other institution in the region currently has the capacity to present such a course, and it is probably best that training at a higher level than this second course be pursued abroad as is now the case. If such a program is instituted, future headmasters in Botswana's post-primary educational system will have undergone a minimum of twelve weeks of training prior to their promotion to headship, and this in itself should lead to significant improvement in the administration of Botswana's schools, even in the absence of complementary organizational changes.

Community Junior Secondary Schools

At the present time, training for administrators in community junior secondary schools should be subordinated to training for junior administrators, in two respects. On the one hand, the pool of candidates for promotion in government and aided schools should ultimately come to be regarded as a pool of potential headmasters for community schools as well, as government efforts to upgrade these schools continue. On the other hand, the few administrators now at work in community schools who could make good use of training in educational administration might best be included in courses intended primarily for junior administrators from government and aided schools, in order to provide them with an introduction to the theory and practice of educational administration, which none of them has had previously. In the future, when a sufficiently large group of qualified headmasters for community schools has been built up, it may be advisable to establish a program of short courses and seminars for them similar to that recommended above for the headmasters of government and aided schools.

The post-primary schools of Botswana are already well-managed relative to those of Lesotho and Swaziland, and the establishment and support of a training program organized along the lines suggested in this paper will ensure that the quality of school administration in the country will be maintained and improved even as the post-primary educational system grows and changes in the coming decade.

Degrees, Diplomas, and other Awards: _____

How long have you been in your present job?

What other positions have you held in the education system of Botswana? (Give positions and dates)

What training have you received in the area of education administration?

How would you describe the major responsibilities of your position?

What are the major problems which you face in your job, from day to day?

WRITTEN QUESTIONNAIRE:

Name: _____

Job Title: _____

School: _____

Location: _____

Date of Birth: _____

Place of Birth: _____

Details of Primary Education (Schools, Locations, and Dates attended)

Details of Secondary Education (Schools, Locations, and dates attended)

Post-Secondary Education: _____

What is the single most important responsibility of your job?

What is the single most difficult part of your job?

How many hours a week do you spend teaching, on average?

How many hours a week do you spend on administrative work, on average?

What do you think are the major training needs for education administrators in Botswana?

What subjects should be included in a training program in education administration?

INTERVIEW SCHEDULE

Part I. Secondary School Administration

1. What do you see as the major responsibilities of secondary school administrators in Botswana?
2. What do you see as the major problems facing secondary school administrators today?
3. How do you see the relationship between the secondary school and the community in which it is located?
4. How have the secondary schools in Botswana changed in recent years?
5. What are the major problems of secondary schools in Botswana today?
6. What are the most important changes which you feel should be made to improve Botswana's secondary schools?
7. What improvements would you most like to see in your school?

Part II. Education and National Development

1. What do you see as the major development needs of Botswana at this time?
2. What contributions do you think secondary schools should make to the development of the country?
3. What contributions do you think a secondary school should make to the development of the community in which it is located?
4. How does your school contribute to the development of the local community?
5. What do you see as the major contributions which the government can make to the improvement of secondary education in Botswana?
6. What changes do you think would increase the contribution made by secondary schools to national development?

APPENDIX B

LIST OF POST-PRIMARY SCHOOLS

A. GOVERNMENT SECONDARY SCHOOLS

| | | |
|-----|---|---------------|
| 1. | Francistown Secondary School ^z | Francistown |
| 2. | Gaborone Secondary School* | Gaborone |
| 3. | Kagiso Secondary School* | Ramotswa |
| 4. | Kgari Secnele Secondary School* | Molepolole |
| 5. | Letlnakane Secondary School | Letlnakane |
| 6. | Lobatse Secondary School* | Lobatse |
| 7. | Madiba Secondary School* | Manalapye |
| 8. | Matshekge Hill Secondary School* | Bobonong |
| 9. | Moeng College* | Moeng |
| 10. | Molefi Secondary School* | Mochudi |
| 11. | Mosnupa Secondary School* | Moshupa |
| 12. | Naledi Secondary School* | Gaborone |
| 13. | Palapye Senior Secondary School* | Palapye |
| 14. | Seepapitso Secondary School* | Kanye |
| 15. | Selebi-Phikwe Secondary School* | Selebi-Phikwe |
| 16. | Shashe River School* | Tonota |
| 17. | Swaneng Hill School* | Serowe |
| 18. | Tutume McConnel Community College* | Tutume |
| 19. | Matsha Community College | Kang |

B. GRANT AIDED SECONDARY SCHOOLS

| | | |
|-----|------------------------|-------------|
| 20. | Mater Spei College* | Francistown |
| 21. | Maun Secondary School* | Maun |
| 22. | Moeding College* | Otse |
| 23. | St. Joseph's College* | Gaborone |

C. TEACHER TRAINING COLLEGES

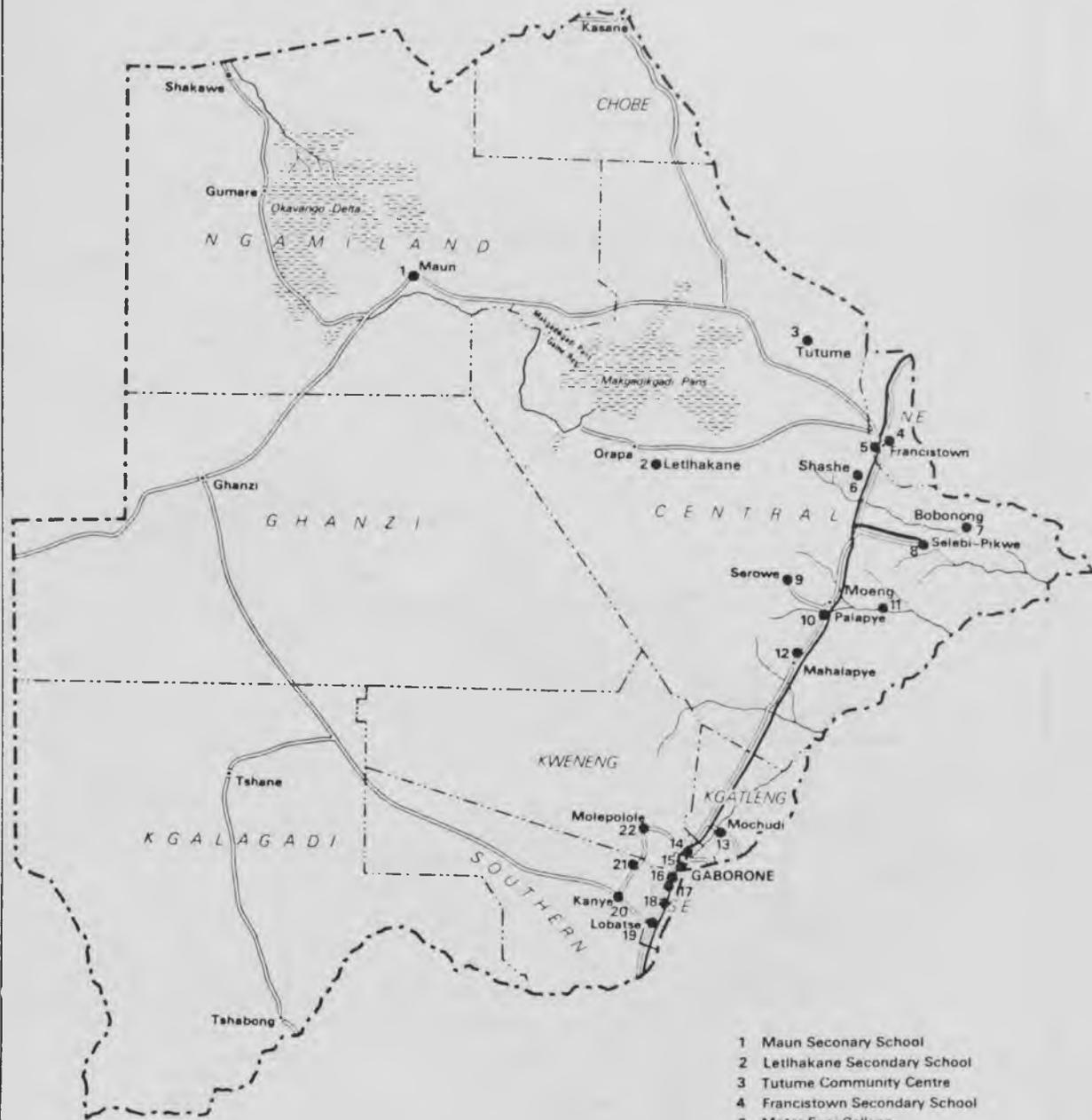
| | | |
|-----|---------------------------------------|-------------|
| 24. | Francistown Teacher Training college* | Francistown |
| 25. | Lobatse Teacher Training College* | Lobatse |
| 26. | Serowe Teacher Training College* | Serowe |

D. PRIVATE SECONDARY SCHOOLS

| | | |
|-----|---------------------------------------|---------------|
| 27. | Linchwe II Secondary School* | Mochudi |
| 28. | Mahalapye Secondary School* | Mahalapye |
| 29. | Maru-a-Pula Secondary School | Gaborone |
| 30. | Setlalekgosi Secondary School* | Francistown |
| 31. | Bobonong Secondary School* | Bobonong |
| 32. | Ipelegeng Secondary School* | Lobatse |
| 33. | Itekeng Secondary School | Ghanzi |
| 34. | Itireleng Secondary School* | Lobatse |
| 35. | John Nzwazwi Secondary School* | Marapong |
| 36. | Mmanaana Secondary School* | Moshupa |
| 37. | Matlala Secondary School* | Tlokwen |
| 38. | Palapye Continuation School* | Palapye |
| 39. | Ngwaketse Continuation School* | Kanye |
| 40. | Ramotswa Secondary School* | Ramotswa |
| 41. | Tshegetsang Secondary School | Molepolole |
| 42. | Capital Continuation Classes | Gaborone |
| 43. | Maun Private Secondary School* | Maun |
| 44. | Selebi-Phikwe Adult Education School* | Selebi-Phikwe |
| 45. | Okavango Private Secondary School | Gomare |
| 46. | Serowe Boipelego | Serowe |

*Schools marked with this symbol were visited in the course of the survey.

Government and Aided Secondary Schools

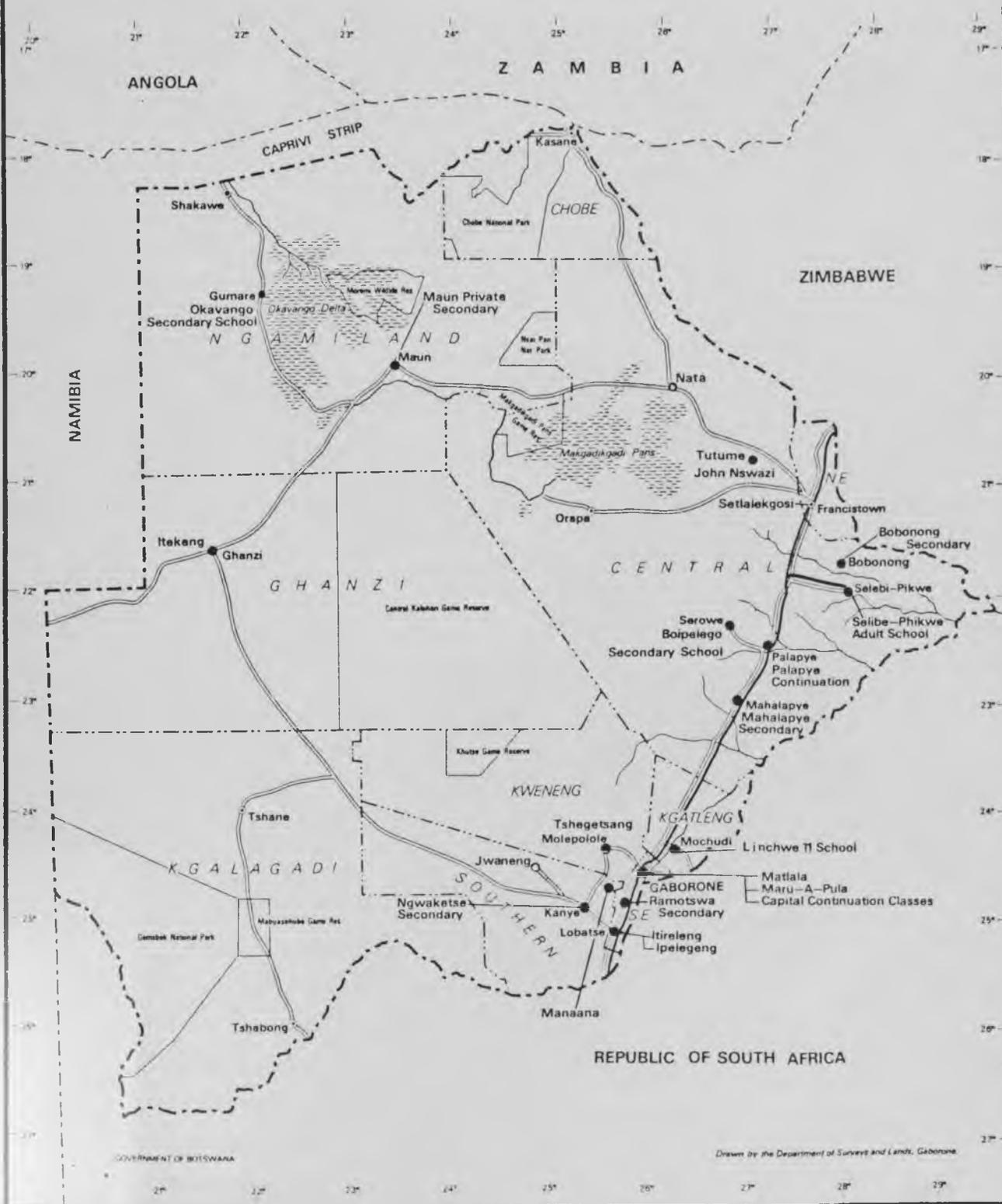


- 1 Maun Secondary School
- 2 Letihakane Secondary School
- 3 Tutume Community Centre
- 4 Francistown Secondary School
- 5 Mater Spei College
- 6 Shashe River Secondary School
- 7 Matshege Secondary School
- 8 Selibe-Phikwe Secondary School
- 9 Swaneng Secondary School
- 10 Palapye Secondary School
- 11 Moeng College
- 12 Madiba Educational Training Centre
- 13 Molefi Secondary School
- 14 Gaborone Secondary School
- 15 Naledi Secondary School
- 16 St. Joseph's College
- 17 Kagiso Secondary School
- 18 Moeding College
- 19 Lobatse Secondary School
- 20 Seepapitso Secondary School
- 21 Moshupa Secondary School
- 22 Kgari Sechele Secondary School

Community Junior Secondary Schools

- Road 
- Railway 
- District Boundary 
- National Park 
- River 

0 100 200 Kilometres





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