

**UNIVERSITY OF CENTRAL FLORIDA**  
**College of Education & Human Performance**  
**(Includes extensive Bibliography)**

**Department:** School of Teaching, Learning and Leadership  
**Course Title:** International Education Field Experience - Botswana  
**Course Number:** EDG 4954.0BP1  
**Course Credit:** 3 semester hours  
**Semester:** Summer B, 2015  
**Instructor:** Dr. Karen L. Biraimah  
**Email:** [Karen.Biraimah@ucf.edu](mailto:Karen.Biraimah@ucf.edu)

**Catalog Description**

**EDG 4954: *International Education Field Experiences*.** This course is a guided field experience focused on an examination of current critical issues within Botswana schools from both academic and experiential perspectives. Through field experiences within Botswana's schools and guided studies students will gain a greater appreciation of the challenges faced by educators in southern Africa and beyond which include the effects of poverty, exceptionality, race, ethnicity, language and gender on access to quality education. The course is designed to help students work within Botswana's school community while gaining insights into global and local educational issues. The course is applicable to overseas study programs.

**Statement of Course Objectives**

1. Analyze the relationships between education, poverty, inequality, and social equity within a school in Botswana.
2. Examine how gender affects students' educational opportunities and life chances within Botswana.
3. Identify effects of class (socioeconomic status) on access to quality schooling and social equity in Botswana.
4. Examine how religion and religious affiliation can affect a child's educational and life chances in Botswana.
5. Analyze how race and/or ethnicity can affect children's life chances in Botswana.
6. Identify national and multinational policy interventions designed to overcome challenges to equitable education/social/economic opportunities in Botswana.
7. Demonstrate knowledge of the shared human condition, commonalities and unique, diverse cultures beyond the US.
8. Reflect upon international field experiences that serve the needs of the global community and experience the rewards of helping others.
9. Identify and describe how culture is transmitted through institutions in Botswana.
10. Describe how schools and institutions within Botswana respond to social issues that place children at risk.

11. Participate in, and reflect upon field experiences within a school in Botswana (including changes in attitudes, perceptions, and your knowledge base regarding key national social and educational factors).

## **Course Requirements**

### ***1. General Knowledge/Setswana Growth (50 points)***

Pre- and post-tests will be administered to measure learning gains. Up to 50 points will be awarded for amount of knowledge growth.

### ***2. Orientation Participation in Orlando and Gaborone (100 points; 60 points-content test; 40 points-attendance)***

Participate in all orientation meetings and activities, completing all assigned readings/activities. These will include, but will not be limited to developing a basic understanding of key historical, geographic, social and educational factors impacting modern Botswana. Participants will also be expected to expand their knowledge of oral Setswana. A 60 point content exam will be given during the last orientation session.

### ***3. In-Country Analysis of Topical Questions (75 points)***

Working as a team (2-3 students), or individually, select and respond to five (5) Focus Questions while you are **still living in Botswana**. These will be submitted to the course instructor at least seven (7) days before leaving Botswana. These questions will focus on key issues such as the effects of poverty, race, ethnicity, gender and language on equitable access to schooling and life chances, and how Botswana is addressing these issues. Answers will be based primarily on your experiences, observations, and conversations with Batswana.

### ***4. Post-Project Analysis of Topical Questions (75 points)***

Working as a team (2 to 3 students), or individually, select and respond to five (5) Focus Questions **after your return to the US**. Email or hand-deliver these responses to your instructor on or before the last day of Summer A, 2013 (June 21). These questions will focus on key issues such as the effects of poverty, race, ethnicity, gender and language on equitable access to schooling and life chances, and how Botswana is addressing these issues. Answers will be based primarily on your experiences, observations, and conversations with Host country nationals. Do not answer the same questions as those selected for Course Requirement # 3 above.

### ***5. Research Paper (100 points)***

Based on your study abroad experience, prepare a research paper which focuses on one challenge (such as the impact of poverty, or the urban/rural divide) on the quality of life and educational opportunities within Botswana, and how the country is addressing this challenge. This paper should outline the challenge in general, while addressing the perceived impact of field experiences in ameliorating and/or better comprehending the scope of the problem, as well as current/future actions by Botswana to ameliorate the problem's effects on Batswana. Be sure to reflect upon and include specific examples

from your study abroad field experiences. **This paper should be from 4 to 8 pages in length (double-spaced, 12 font). Be sure to list at least three sources, and cite them (APA) in your paper. This paper must be done individually, and is due no later than the last day of the semester.**

**6. *Service-Learning in Botswana Schools (75 points)***

Participants' service-learning experiences within Botswana schools will be evaluated in multiple ways. Beyond consistent attendance, the quality of your experience will be monitored through observations and through an analysis of your journals, reflections, and creative activities within formal classes and less formal afterschool activities.

**7. *In-Country Program Participation (50 points)***

It is expected that all students will participate in all group travel, classes, field activities and service-learning experiences within Botswana (with the knowledge that itineraries and scheduled activities may be adjusted at any time). You will be required to complete all assessment instruments designed to measure cognitive growth and change in perceptions before, during, and after your study abroad program in Botswana.

**8. *PowerPoint/Video Presentation. (75 points)***

Each participant will produce a PowerPoint and/or video presentation of their field experience in Botswana. The PowerPoint/video should focus on overarching themes related to the shared human condition, educational, social, and/or economic challenges that extend beyond national boundaries. It may also include personal reflections on the effectiveness of your study abroad field experience. **You may be asked to present this PowerPoint during UCF's International Week (or at another similar function – mutually selected by you and the course instructor). Your presentation should last about 15 to 20 minutes. You may do this as a team (2-3 students), or individually.**

**9. *Participation in Post-Project Workshops (50 points)***

Participate in all post-project workshops, completing all assigned readings/activities.

**10. *Complete Required Reflections/Questionnaires (S/U)***

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**Focus Questions:**

***Focus on relationship between socioeconomic/cultural/educational issues:***

1. How does poverty and socioeconomic class affect educational/economic opportunities in Botswana? What policies/practices within Botswana provide positive opportunities for Botswana youth?
2. Determine how class (socioeconomic status) can provide opportunities or barriers to a quality education in Botswana.
3. How might religion and/or religious affiliation affect the educational and life chances of children in Botswana?

4. Did you observe/learn a gap between the educationally and economically privileged and the educationally and economically poor in Botswana? Identify factors which may have contributed to this situation, as well as factors which ameliorate and improve life chances for all Botswana children.
5. Compare the concepts of educational inequality, equality, equity, access and outputs found in the US and in Botswana.
6. Describe the causes and effects of educational/social inequality within Botswana, as well as factors working to ameliorate these inequalities.

***Focus on relationship between gender/language/race/ethnicity/educational issues:***

7. Identify and examine how gender affects educational/economic opportunities and life chances in Botswana. What is occurring within Botswana to provide greater and more equitable opportunities for all students, regardless of gender or sexual orientation?
8. Determine how race and/or ethnicity can affect children's access to quality education/economic life chances in Botswana. Examine policies/practices within Botswana designed to improve equity without regard to race/ethnicity.
9. Analyze how issues related to a student's language ability/mother tongue can affect their educational and life chances in Botswana. Review and critique current language policies and practices within Botswana, as well as any anticipated revisions to these policies.

***Focus on educational issues:***

10. How might factors such as culture, poverty, race, ethnicity, gender, and language impact education in Botswana? How is Botswana dealing with these factors? Did any of these factors affect your field experience in Botswana?
11. Analyze how national and NGO policy and programs impact the quality of education and life chances in Botswana.
12. Identify politically viable, cost-effective solutions for any observed inequity of educational achievement in Botswana. Are these, or other approaches, currently being implemented within Botswana?
13. How can/is educational opportunity and social equity fostered in Botswana?
14. Reflect on how equitable and quality education might become (or are currently becoming) the keys to empowerment, security and a means of improving the quality of life for all Botswana.
15. Analyze on-going national educational/social policy interventions being implemented to overcome past inequities experienced by historically discriminated populations within Botswana.
16. How and under what circumstances can (is) education promote positive development for the poor and historically excluded populations within Botswana?
17. What is the relationship between education, social change and school transformation within Botswana?
18. How do current educational practices and policies within Botswana foster equitable opportunities, while preventing/reducing inequities within Botswana's schools.

***Focus on study abroad/service-learning impact:***

19. Identify the contributions of this field experience to your future educational and career goals.
20. What is the impact of field experiences like yours on Botswana's education, social, and/or economic institutions?
21. Analyze any assumptions/generalizations you held regarding the cultural/ethnic groups of Botswana before arrival. Have these perspectives changed? Why or why not?
22. Reflect upon the factors which provided challenges/rewards for your field experience within a school in Botswana.
23. Examine how your assigned school within Botswana worked to reduce/eliminate the impact of prejudice, racism and/or discrimination on its teachers/students.

***Focus on other issues (develop questions which align with your academic/career interests – please obtain approval from course instructor before beginning)***

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<b><u>Evaluation and Grading System</u></b>	<b><u>Points</u></b>
1. General Knowledge/Setswana Growth .....	50
2. Orientation Participation/Content Knowledge.....	100
3. In-country Analysis of Topical Questions.....	75
4. Post-Project Analysis of Topical Questions.....	75
5. Research Paper .....	100
6. Service-Learning .....	75
7. In-Country Program Participation .....	50
8. PowerPoint/Video .....	75
9. Participation in Post-Project Workshops .....	50
10. Complete Required Reflections/Questionnaires.....	S/U
<b>TOTAL.....</b>	<b>650 Points</b>

***Grading Scale:***

A = (93%-100%) 605-650 pts.  
 A- = (90%-92%) 585-604 pts.  
 B+ = (87% -89%) 566-584 pts.  
 B = (83%-86%) 540-565 pts.  
 B- = (80%-82%) 520-539 pts.  
 C+ = (77%-79%) 501-519 pts.  
 C = (73%-76%) 475-500 pts.  
 C- = (70%-72%) 455-474 pts.  
 D+ = (67%-69%) 436-454 pts.  
 D = (63%-66%) 410-435 pts.  
 D- = (60%-62%) 390-409 pts.  
 F = (59%-) 389 & below pts.

### **Special Accommodations:**

Students with documented disabilities are entitled to reasonable modification, special assistance, and/or accommodations and accessibility in terms of materials, seating, and access to the classroom. Students having such needs should promptly direct their request/needs to the course instructor, preferably during the first week of classes. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the staff of Student Services on campus.

### **Academic Integrity and Conduct**

To ensure complete compliance, please review the UCF Golden Rule policies, paying particular attention to Student Rights and Responsibilities - Rules of Conduct.

The applicable criteria can be located online at: Code of Conduct:

<http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm>.

Academic Behavior: <http://www.oir.ucf.edu/pubrel/goldenrule/rule03.htm>

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### ***Suggested Readings (books and journal articles)***

#### **Botswana: General**

***Suggestions: You might wish to start off with a travel/culture guide book first (in yellow).***

Alexander, E. (2005). *Women in Botswana: a profile of women in Botswana*. Gaborone, Botswana: Southern African Research and Documentation Centre. (UCF Library: HQ 1803.D38 2005.

Ashley, J. (1999). *Botswana, 1939-1945: An African country at war*. NY: Oxford. D766.99.B55 J33 1999

Brough, A. (2009). Botswana: *Globetrotter Travel Guide*. London: New Holland Ltd.

Campbell, A. (2010). *Tsodilo Hills: Copper bracelet of the Kalahari*. East Lansing, MI: Michigan State University Press. DT 2520.T76 T76

Claassens, M, & van Zyl, A. (2005). *Budget transparency and participation II: nine African case studies: Botswana, Burkina Faso, Ghana, Kenya, Namibia, Nigeria, South Africa, Uganda and Zambia*. Cape Town, South Africa: IDASA.

Darnolf, S. (1997). *Democratic electioneering in southern Africa: the contrasting cases of Botswana and Zimbabwe*. Goteborg: Goteborg University.

Denbow, J, & Thebe, P. (2006). *Culture and customs of Botswana*. Westport, CT: Greenwood Press. <http://www.loc.gov/catdir/toc/ecip062/2005029680.html>, (UCF Library: DT 2452.D46 2006)

Du Toit, P. (1995). *State building and democracy in southern Africa: Botswana, Zimbabwe and South Africa*. Washington, D.C.: United States Institute of Peace Press.

Good, K. (2003). *Bushman and diamonds: (un)civil society in Botswana*. Uppsala: Nordic Africa Institute. (UCF Library: DT 2458.S26. G66 2003)

Hardy, P, & Firestone, M. (2007). *Botswana and Namibia*. Oakland, CA: Lonely Planet

Heath, A. (2009). *Field guide to the plants of northern Botswana*. Richmond, Surrey: Royal Botanical Gardens.

Henk, D. (2007). *The Botswana Defense Force in the struggle for an African environment*. New York, NY: Palgrave MacMillan. (UCF Library: UA 869.B68 H46 2007)

Jackson, A. (1999). *Botswana, 1939- 1945: an African country at war*. New York, NY: Oxford University Press.

Leith, J. Clark (2005). *Why Botswana prospered*. Montreal, Canada: McGill Queens University Press.

Leslie, A. (2006). *Social movements and democracy in Africa: The impact of women's struggle for equal rights in Botswana*. New York, NY: Routledge.

Levinsohn, A, Dinkelman, T, & Majelante, R. (2006). *When knowledge is not enough: HIV/AIDS information and risky behavior in Botswana*. Cambridge, MA: National Bureau of Economic Research.

Lindholt, L. (1997). *Questioning the universality of human rights: The African charter on human and people's rights in Botswana, Malawi and Mozambique*. Aldershot, Hants, England: Ashgate, Dartmouth.

MacLeod, D. (2003). *Participation and entitlement in educational development: accounts of participatory practitioner research in Botswana*. Aldershot, Hants, England: Ashgate.

Main, M. (2007). *Culture Smart! Botswana*. London: Kuperard.

Mbabazi, P, & Taylor, I. (2005). *The potentiality of 'developmental states' in Africa: Botswana and Uganda compared*. Senegal, Dakar: Council for the Development of Social Science Research in Africa.

McIntyre, C. (2010). *Botswana: The Bradt Safari Guide – Okavango Delta, Chobe, Northern Kalahari*. Guilford, Conn: The Globe Pequot Press Inc.

- Mooko, T. (1996). *An investigation into the impact of guided peer feedback and guided self- assessment on the quality of compositions written by secondary school students in Botswana*. Chicago, IL: Center for Research Libraries.
- Motzafi-Haller, P. (2002). *Fragmented worlds, coherent lives: The politics of difference in Botswana*. Westport, Conn.: Bergin & Garvey. (UCF Library: DT 2458.T93 M67)
- N' Diaye, B. (2001). *The challenge of institutionalizing civilian control: Botswana, Ivory Coast, and Kenya in comparative perspective*. Lanham, MD: Lexington Books
- Parsons, Q. (1967). *Three Botswana chiefs in Britain, 1895*. Edinburgh, Great Britain: University of Edinburgh.
- Patterson, S. (2006). *Economic growth in Botswana in the 1980s: A model for Sub-Saharan Africa*. Trenton, NJ: Africa World Press. (UCF Library: HC 930.P367 2006)
- Preece, J, & Mosweunyane, D. (2004). *Perceptions of citizenship responsibility among Botswana youth*. Gaborone, Botswana: Lightbooks.
- Samatar, A.I. (1999). *An African miracle: state and class leadership and colonial legacy in Botswana development*. Portsmouth, NH: Heinemann.
- Saugestad, S. (2001). *The inconvenient indigenous: Remote area development in Botswana, donor assistance and the first people of the Kalahari*. Uppsala: Nordic Africa Institute. DT 2458.S26 S28 2001.
- Suggs, David. (2002). *A bagful of locusts and the baboon woman: constructions of gender, change and continuity in Botswana*. San Diego, CA: Harcourt.
- Tlou, T. (1972). *A political history of northwestern Botswana to 1906*. Chicago, IL: Center for Research Libraries.
- Tsayang, GT. (1998). *Evaluation of school partnership policy in Botswana: a qualitative approach to six case studies*. Lewiston, NY: E. Mellon Press.
- Tshosa, O. (2001). *National law and international human rights law: cases of Botswana, Namibia and Zimbabwe*. Aldershot, Hants, England: Ashgate.
- Vaughan, O. (2003). *Chiefs, power and social change: Chiefship and modern politics in Botswana 1880s-1990s*. Trenton, NJ: Africa World Press. (UCF Library: DT 2490.V38 2003)
- Werbner, R. (2004). *Reasonable radicals and citizenship in Botswana: the public anthropology of Kalanga elites*. Bloomington, IN: Indiana University Press.



### **Education in Botswana**

**\* Indicates author is a faculty member at the University of Botswana and part of our study abroad program. You may wish to find other articles published by our Botswana team. If so, their complete names follow: Richard Tjombe Tabulawa, Agreement Lothi Jotia, Lone Elizabeth Ketsitlile, Nkobi Owen Pansiri and Keene Boikhutso.**

Adeyemi, M. (2009). The challenges for teachers in the teaching topics associated with Botswana's "Vision 2016". *Multicultural Education*, 16(3), 24-28.

Bhola, H. (1988). The Botswana National Literacy Program: Case materials on policy and performance. Retrieved from ERIC database, 50pp. ERIC Reproduction Service Document No. ED 255 705.

\*Biraimah, K.L. and Jotia, A.L. (2012). The longitudinal effects of study abroad programs on teachers' content knowledge and perspectives: Fulbright-Hays Group Projects Abroad in Botswana and Southeast Asia. *Journal of Studies in International Education* 17(4) 433-453. You may be able to access online version at <http://jsi.sagepub.com> (published online 15 November 2012 at: <http://jsi.sagepub.com/content/early/2012/11/06/1028315312464378>. (Dr. Biraimah has a hard copy)

Boaduo, N., Milondzo, K. & Adjei, A. (2009). Parent- community involvement in school governance and its effects on teacher effectiveness and improvement of learner performance: A study of selected primary and secondary schools in Botswana. *Educational Research and Reviews*, 4(3), 96-105.

\*Boikhutso, K. (2010). The theory into practice dilemma: Lesson planning challenges facing Botswana student-teachers. *Improving Schools* (13)3, pp. 205-220.

\* Boikhutso, K. & Jotia, A.L. (2013). Language identity and multicultural diversity in Botswana. *International Journal of Lifelong Education* (access online at: <http://dx.doi.org/10.1080/02601370.2013.814725>) Dr. Biraimah has a hard copy.

Brock- Utne, B., & Skattum, I. (2009). *Languages and Education in Africa a Comparative and Transdisciplinary Analysis*. Symposium Books: Oxford, UK. Retrieved from ERIC database, 356 pp.

Chhabra, S., Srivastava, R., & Srivastava, I. (2010). Inclusive education in Botswana: The perceptions of school teachers. *Journal of Disability Policy Studies*, 20(4), 219-228.

Dart, G., Nkanostang, T., Chizwe, O. & Kowa, L. (2010). Albinism in Botswana junior secondary schools- a double case study. *British Journal of Special Education*, 37(2), 77-86.

Dart, G. (2006). 'My eyes went wide open' – an evaluation of the special needs education awareness course at Molepolole College of Education, Botswana. *British Journal of Special Education*, 33(3), 130-138.

Garg, D. & Garg, A., (2007). General education courses at the University of Botswana: Application of the theory of reasoned action in measuring course outcomes. *Journal of General Education*, 56(3-4), 252-277.

\*Jotia, A.L. (2007). "Doing Democracy" in the Classroom. *Democracy & Education*, (17)1, pp. 31-32.

\*Jotia, A. L. (2008). *Educating for Deep Democratic Participation in the Post-Colonial Botswana*. Saarbrücken, Germany: VDM Verlag Dr. Muller Aktiengesellschaft & Co. KG.

\*Jotia, A.L. (2008). Western Education and the Death of Indigenous African Identity. *Democracy & Education*, 17(2), pp. 23-28.

Lynch, P. (1985). Family, culture and achievement in the primary schools of Botswana. Retrieved from ERIC database, 20pp. Paper presented at the Annual Convention of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Makwinja-Morara, V. (2009). Female dropouts in Botswana junior secondary schools. *Educational Studies*, 45, 440-462.

Maruatona, T. (1996). *Reflections on Friearian Pedagogy and the Transformation of Rural Botswana*. Retrieved from ERIC database, 1-14. Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).

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Matemba, Y. (2010). Continuity and change in the development of moral education in Botswana. *Journal of Moral Education*, 39(3), 329-343.

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Moswela, B. (2007). From decentralisation to centralisation of community secondary schools in Botswana: A community disenfranchisement in education. *International Education Journal*, 8(1), 151-159.

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\*Pansiri, N.O. (2007). Improving commitment to basic education for the minorities in Botswana: A challenge for policy and practice. *International Journal of Educational Development* (28), pp. 446-459

Richardson, A. (2009). Crossing the chasm- introducing flexible learning into Botswana technical education programme: From policy to action. *International Review of Research in Open and Distance Learning*, 10(4),1-18. Retrieved from ERIC database.

Sikwibele, A., & Mungoo, J. (2009). Distance learning and teacher education in Botswana: Opportunities and challenges. *International Review of Research in Open and Distance Learning*, 10(4),1-16. Retrieved from ERIC database.

\*Tabulawa, R. (2003). International Aid Agencies, Learner-Centred Pedagogy and Political Democratisation: A critique. *Comparative Education* (39)1, pp. 7-26.

\*Tabulawa, R. (2013). Teaching and Learning in Context: Why Pedagogical Reforms Fail in Sub-Saharan Africa. Dakar: CODESRIA. (You may access a free e-version at [www.codesria.org](http://www.codesria.org). Scroll down to “recent publications” and click on the book title, and then access the Full Text.) (Dr. Biraimah has a hard copy).

Tau, O.S. (2008). Converting a conventional university to a dual mode institution: The case of the University of Botswana. *The Quarterly Review of Distance Education*, 9(2), 201-209.

### **Education & Democracy**

Green, L. (2004). Nurturing democratic virtues: Educator’s perspectives. *Southern African Journal of Education*, 24(2), 108-113.

Harber, C. (2002). Education, democracy and poverty reduction in Africa. *Comparative Education*, 38(3), 267-276.

Harber, C., & Serf, J. (2006). Teacher education for a democratic society in England and South Africa. *Teacher & Teacher Education*, 22(8), 986-997.

Hunt, T.J. & Hunt, B. (2005). Students are ready for democracy - if the teachers can handle it. *English Journal*, 94(5), 103-107.

Kubow, P.K. (2005). African wisdom and democratic classrooms: Kenya and South Africa. *Education & Society*, 23(3), 21-33.

Nagda, B.R.A., Gurin, P., & Lopez, G.E. (2003). Transformative pedagogy for democracy and social justice. *Race, Ethnicity and Education*, 6(2), 165-191.

Shechtman, Z. (2002). Validation of the democratic teacher belief scale (DTBS). *Assessment in Education*, 9(3), 363-377.

Sifuna, D.N. (2000). Education for democracy and human rights in African schools. *African Development*, 25(1&2), 213-239.

Waghid, Y. (2007). Education, responsibility and democratic justice: Cultivating friendship to alleviate some of the injustices on the African continent. *Educational Philosophy & Theory*, 30(2), 182-196.

### **Education & Democracy: Africa/Botswana**

**\* Indicates author is a faculty member at the University of Botswana and part of our study abroad program. You may wish to find other articles published by our Botswana team. If so, their complete names follow: Richard Tjombe Tabulawa, Agreement Lothi Jotia, Lone Elizabeth Ketsitlile, Nkobi Owen Pansiri and Keene Boikhutso.**

Adeyemi, M.B. (2002). An investigation into the status of the teaching and learning of the concept of democracy at the junior secondary school level in Botswana. *Educational Studies*, 28(4), 385-401.

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Gary, L. (1994). *Building an Understanding of Democratization in a Developing Nation: A Success Story in Botswana*.1-16. Retrieved from ERIC database.

**\*Jotia, A.L.** (2008). *Educating for deep democratic participation in the post-colonial Botswana*. Saarbrücken, Germany: VDM (Verlag Dr. Muller).

Leslie, A.N. (2006). *Social movements and democracy in Africa: The impact of women's struggle for equal rights in Botswana*. NY: Routledge. HQ 1236.5.B55 L47

Mannathoko, C. (1994) Democracy in the management of teacher education in Botswana. *British Journal of Sociology of Education*, 15(4), 481-493.

Monyatsi, P. (2005). Transforming schools into democratic organisations: The case of the Secondary Schools Management development project in Botswana. *International Education Journal*, 6(3), 354-366.

Preece, J. (2004). *Perceptions of citizenship responsibility amongst Botswana youth*. Oxford, UK: Africa Books Collective. JQ 2760.A92 P74 2004.

Riemer, F. (1998). *Seeing the Light: Literacy Education and Citizenship in Botswana*.1-14. Retrieved from ERIC database.

Samatar, A. I. (1999). *An African miracle: State and class leadership and colonial legacy in Botswana development*. Portsmouth, NH: Heinemann. JQ 2760.A91 A23.

\*Tabulawa, R.T. (2009). Education reform in Botswana: Reflections on policy contradictions and paradoxes. *Comparative Education*, 45(1), 87-107.

\*Tabulawa, R.T. (2003). International aid agencies, learner-centred pedagogy and political democratisation: A critique. *Comparative Education*, 39(1), 7-26.

### **Impact of Study Abroad and Service-Learning on Teachers/Teacher Education**

Adamson, P., et. al. (2008) The Trouble with Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education. *School Library Journal*, 5480.

Alfaro, C. & Quezada, R.L. (2010). International teacher professional development: Teacher reflections of authentic teaching and learning experiences. *Teaching Education*, 21(1), 47-59.

Armstrong, N. F. (2008). Teacher education in a global society: Facilitating global literacy for pre-service candidates through international field experiences. *Teacher Education and Practice*, 21(4), 490-506.

Castagno, A. (2008). I Don't Want to Hear That!: Legitimizing Whiteness through Silence in Schools. *Anthropology & Education Quarterly*, 39(3), 314-333.

Chill, A.S. (2009). Get in the groove, let's make a move!: Students in Israel confront a transition with service learning. *Social Education*, 73(1), 31-33.

Crabtree, R.D. (2008). Theoretical foundations for international service-learning. *Michigan Journal of Community Service Learning*, 15(1), 18-36.

Diez, D., Malizia, A., & Aedo, I. (2009). A methodological approach to encourage the service-oriented learning systems development. *Educational Technology & Society*, 12(4), 138-148.

Fitts, S., Winstead, L. Weisman, E., Flores, S. & Valenciana, C. (2008). Coming to voice: Preparing bilingual-bicultural teachers for social justice. *Equity & Excellence in Education*, 41(3), 357-371.

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**Websites: (Google “Botswana” – you come up with the good, and not so good) Also try:**

- Republic of Botswana  
[www.gov.bw](http://www.gov.bw); [www.botswanaembassy.org](http://www.botswanaembassy.org)
- Center for Disease Control (Look up Botswana for guide to inoculations etc.)  
[www.cdc.gov](http://www.cdc.gov)
- US Embassy in Gaborone, Botswana  
<http://botswana.usembassy.gov>
- US Department of State, Resources/Reports on Botswana  
[www.state.gov](http://www.state.gov); <http://travel.state.gov>
- Comparative Education Resource Centre: Hong Kong (Indexes, publications, newsletters, and conferences on comparative education, especially for Hong Kong)  
<http://www.hku.hk/cerc/index.htm>
- OECD Education Page (Links to statistics, country profiles and publications and reports on education)  
[http://www.oecd.org/topic/0,2686,en\\_2649\\_37455\\_1\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/topic/0,2686,en_2649_37455_1_1_1_1_37455,00.html)
- World Bank Topics in Development (Select Education and then a country – World Bank Development projects around the world)  
<http://www.worldbank.org/html/extdr/thematic.htm>

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