



Fellow Report: 3-Month

This report focuses on the specifics of your fellowship experience thus far. The following questions are meant to help you evaluate your first three months at your fellowship post.

Deadlines for this report are as follows:

If you began your fellowship in

June
July
August
September

Your report is due

September 30
October 31
November 30
December 31

Organization: Maru-a-Pula School
City, Country: Gaborone, Botswana

Your Work

1. What is your job title?

Junior Maths Teacher

2. What are your primary responsibilities? Please list your job duties as you would on a résumé.

Form 1 and Form 3 Maths Teacher

- Lesson Planning: Preparing daily lessons for each Form 1 and Form 3 class that are student-focused, creative, effective, and differentiated as needed and when possible. Lessons must be thoroughly researched through examining the relevant textbook chapters and questions, looking through established online Cambridge resources, consulting other teachers in the Maths department, and referencing previous lessons on that topic. I strive to incorporate handouts, group activities, educational games, engaging multimedia, and motivational competition whenever possible. Homework is assigned to reinforce the skills taught during lessons.
- Developing Assessments: I construct regular assessments in the form of graded homework, quizzes, and tests for each topic covered. The Maths department provides clear guidelines for the skills each student must be capable of performing at the conclusion of each topic, and the assessments must be constructed to determine which skills the students have mastered, and which skills require further practice through lessons or homework.
- Maintaining Relationships with Parents: Effective teaching requires establishing strong relationships with parents to ensure their cooperation in encouraging good behavior and a desire to learn in their children. Parent evenings during the term allow formal discussion of each student's performance and behavior, and regular contact through email is helpful for students who struggle to regularly turn in their work.
- Curriculum Development: As a member of the Maths department, I participate in the weekly departmental meetings which assess the progress of the different forms, and potential improvements to overall curriculum, specific topics, or particular lessons. Decisions regarding individual students are made, as well as broader decisions regarding ability-streaming in different forms.
- Faculty Meetings: As a member of Maru-a-Pula faculty, I participate in faculty assessment meetings. In these meetings, which occur in the middle of the term and at the end of a term, every student is discussed individually to assess current performance and behavior at MaP. Teachers share different techniques that have worked for certain difficult students, and collaborate to determine best practices moving forward. I also participate in faculty meetings regarding the broader state of the school, including a discussion of the newly developed Strategic Plan, and plans for construction of additional buildings.
- Form Class Teacher: As a teacher at Maru-a-Pula, I co-teach a form class in addition to my Maths classes. In this home-room session at the start of each class day, I take register and help lead a particular activity or discussion, and guide the weekly cleaning rotation.

Extracurricular Coordinator

- Curves gym: Weekly, I accompany a group of about thirty girls to a local women-only gym to complete a fitness circuit. I have sole responsibility for the students while we are off-campus, and strive to ensure they remain safe and comply with school regulations, as well as enjoy their work-out.
- Maths tutorial: The Maths department offers extra-help to students during the afternoons every day, and I am the teacher in charge of a tutorial once weekly. Students from any class can come for additional

assistance, and I help individual students in problem solving, offer mini-lessons if multiple students need help in the same topic, and provide guidance for extra review resources as desired.

- Childline Service: I chaperone a group of about twenty students to Childline, a local orphanage, to play with the children once a week. In addition to playing with the students and offering help wherever needed around the facility, we organize campus fundraisers to support our various initiatives at Childline, ranging from buying small birthday presents for every child to repairing broken equipment.
- Intermediate Tennis: I serve as the assistant coach to the intermediate tennis group once a week. I assist with leading drills, giving advice about form and strategy, and running fitness and stretching exercises.
- Better Writing Literary Magazine: I lead the Better Writing Team, a group of students which produces Maru-a-Pula's only creative writing magazine. I guide the team in selecting the theme for that term's issue, editing creative writing submissions from the student body and faculty, creating the layout and graphic design of the issue, and printing and distributing the finalized issue.
- Nteta Singers Soprano Section Director: I assist the music director in teaching the student a cappella group on campus, Nteta Singers, by teaching the Soprano section. We meet during lunch three days a week, for either sectional or group practice, and perform at various events throughout the term.

Boarding House Chaperone

- Weekly Duty: Once a week, I run the prep sessions and check-in at the Girls' Boarding House between 7pm and 10pm. The chaperone enforces study conditions for the lower school students between 7 and 9, and runs check-in and lights-out at 9:45, ensuring each student is at the boarding house and ready for bed. During duty, the chaperone is expected to be available for everything from health emergencies to additional tutoring for a struggling student.
- Weekend Planning: I am beginning to get involved with the student committee responsible for planning weekend activities for the boarders. I hope to encourage organizational skills and advanced planning so the committee can achieve some of its desired goals for weekend events for the boarders.

3. Did you receive any sort of orientation, handover or "onboarding" when you started your fellowship? By whom?

I overlapped with the previous fellow in my post for about a week, and was able to shadow a few of her classes before taking them over myself and getting some of her feedback and observations. At the end of that first week, the other fellows and I received an orientation run by the Deputy Principal, the Principal and the director of Form 1 about the basics of effective lesson planning, and managing classroom behavior. The session lasted a couple of hours, and was our main source of orientation. A couple weeks into my fellowship, I also received a mentor, who serves as a direct resource for asking questions about best practices, particularly difficult situations or classes, or general advice about the school.

4. Describe a representative day at work.

The school day begins with a short staff briefing at 6:55am, followed by form-class (home-room) from 7 until 7:25am. The academic day consists of six periods between 7:25am and 12:45pm, in which I typically teach during three periods. I teach in different classrooms depending on the day, and am often bouncing between my office and the classrooms throughout the morning. Lunch is technically from 12:45 until 2pm, and is provided for the staff in the staffroom. Three days a week I have Nteta singers from 1:10 until 2, so I quickly grab something before rehearsal. The other days, I typically relax with other teachers until around 1:30 or 2pm. Afternoon activities, called SPE's (service, physical and enrichment activities) begin at 2. SPE's occur every afternoon except Fridays, and I am in charge of at least one on every day, Monday through Thursday. These typically last until 3 or 4, depending on the day. The official work day ends once SPE's have

concluded, although the work of a teacher for brainstorming and preparing lessons, constructing and printing materials, and grading assessments continues into the evening and over the weekend.

5. Please describe in greater detail 1-2 specific projects you have undertaken or accomplishments you have made so far.

Exam Revision Strategy: At the end of Terms 2 and 3, students take cumulative exams that entirely determine their grade for the term. Although I arrived mid-way through Term 2 and had no resources for the lessons which I hadn't taught, comprising all the topics of Term 1 and half of Term 2, I decided to revise each topic with my Form 1 and Form 3 students to ensure maximum preparation for the exam. Rather than simply print off past exams and have the students individually work through problems during class, I researched each of the prior topics and constructed mini-lessons of revision so the students could be reminded of the main skills necessary for each set of problems they might encounter on the exam. While this revision strategy required a monumental investment of time and effort, the performance of my students on their exams and their appreciative feedback showed that it was definitely to their benefit.

The Tide, Issue 2: I arrived with just a few weeks left before we hoped to publish the second issue of Maru-a-Pula's first and only creative writing magazine. I joined a small, motivated team of students who had helped with the inaugural issue, but who lacked much organization or preparation for the term's issue. With only a few weeks left, we had yet to edit a single piece for the issue, and faced a significant time crunch. I led the students in encouraging additional submissions from the student body, editing each submission and deciding on which to include, and compiling the pieces into a cohesive and structured set for the issue. Given the time crunch, I invested many hours in personally designing, formatting, and printing the final issue, which portrayed a compelling picture about what Maru-a-Pula students feel and think. I am looking forward to continuing with the Tide in Term 3, where I can be involved in the organization and planning from the start of Term.

6. On average, how many hours per week do you work? 60-65 hours per week.
7. What is your office environment like? Please comment on the size and structure of the office(s) where you do most of your work.

The Maths Department Office has an open floor plan with five desks, each seating two people. Although this design makes the office a bit cramped, it also contributes to an atmosphere of collaboration, enjoyment, and encouragement. I sit directly across from the Department Head, who leads our weekly meetings and is always available to offer guidance when asked. There is a delightful camaraderie amongst the Maths department members, and there is often pleasant chitchatting throughout the day amongst those who are not teaching a particular lesson. While this can be distracting, it's wonderful to be a part of a group of people who so clearly enjoy working together, and who have been very welcoming and inclusive toward me.

8. To whom do you report? (Please specify name & title of all applicable persons.)

As a Junior Maths teacher, I report to the Head of the Maths Department. This reporting mostly consists of discussing any challenges I encounter, and assessing how my students' performance compares to the performance of other students in the same form. I also report to the Director of the SPE program, in regards to afternoon activities, and to Deputy Principal Judy Brown regarding everything involved in my fellowship.

9. Do you receive adequate direction/support to perform your job? How often do you check in with your supervisor?

Everyone here is both extremely busy and extremely kind. People therefore won't offer to directly help, but are more than happy to discuss particular issues, offer guidance, or simply chat if asked. The Maths department provides clear expectations of what skills the students need to be able to perform at the end of each unit, but lacks any organized repository of general resources from which I can draw – I create each lesson plan, each handout, each quiz, each test from scratch, and am striving to keep an organized list of each of these so that future fellows can draw on these resources. I am frequently able to get advice and guidance from my direct supervisor, and especially from the Principal for Staff and from the Form 1 Director. The other fellows and I have a weekly check-in with Judy, and I informally check-in with my supervisor multiple times a day, as he sits directly across from me.

10. What opportunities for travel has your work included so far? Do you anticipate work-related opportunities to travel in the future? How does your organization handle the arrangements/costs/plans for your work-related travel?

The extent of typical work-related travel is an occasional weekend trip for an athletic competition. I have also had the opportunity to travel with a group of students to Dukwi Refugee Camp through a service that fosters a connection between our school and their students. The group runs campus fundraisers to provide books and solar lamps to students at the camp, and we are able to organize typically one trip a year to distribute those resources, and educate our student group about the conditions at the camp and the opportunities provided for the students there. A discussion of the trip on campus can further educate more students at MaP about the status of refugees and the conditions of the camp. Additionally, I anticipate traveling with students next year on a once-yearly bonding trip for the Form.

The school calendar runs on a calendar year schedule, with Term 1 from mid-January to mid-April, Term 2 from mid-May to mid-August, and Term 3 from mid-September to mid-December. Between these terms are term breaks, which means we have three wonderful opportunities to go on personal travel trips. During the break between Term 2 and Term 3, we did a road trip around almost all of Botswana, and we anticipate doing similar trips around South Africa and Namibia in the future.

11. I feel adequately prepared for my position's professional responsibilities.

a) Strongly agree b) Agree c) **Neutral** d) Disagree e) Strongly disagree

Please briefly explain your response.

I am currently a few weeks into Term 3, and I do feel adequately prepared for my responsibilities. They are still challenging and overwhelming at times, and while I am still constantly learning, I do feel I have the basic skills to effectively teach and lead extracurricular activities. When I arrived, however, I felt entirely unprepared for my responsibilities: the brief two-hour teaching session at PiAf's orientation, and the brief two-hour lesson at Maru-a-Pula during my first week didn't do much to help me feel prepared for the job. However, I think I've realized that while days of orientation probably would have helped my unprepared feelings, the fastest way to learn effective teaching methods was to teach. In Maths here, we use the term "trial and improvement" rather than "trial and error," and my first few weeks of teaching here were certainly exactly that: they were a blur of writing handouts, planning lessons, grading quizzes, and attempting to control my classes, and while extremely difficult, they were an effective way of preparing me for my professional responsibilities. I have chosen neutral because while I certainly didn't originally feel prepared, I do now, and I believe that given the time constraints of orientation both through PiAf and here at MaP, that system was probably the best.

12. Have you met with your supervisor to discuss your work plan assignment? If not, please explain why.

Yes.

13. Please look back at your online VITALS form to review the goals you set for yourself before orientation. Are you working towards these goals? Have you met any of them? Please explain.

On my VITALS form, these were three things I was looking forward to in my fellowship year: 1. A deepened understanding of different cultures and of how international service will be a part of my life long-term; 2. Stronger and broader interpersonal skills in relating to all types of people of all different ages; and 3. All the benefits that come from a challenging and rewarding adventure.

I believe that I have certainly encountered challenges from this adventure, and that I continue to struggle with certain aspects of the year, and that all of this challenge is rewarding. I also believe that I have improved my interpersonal skills through teaching and interacting with students, and have reached a solid baseline level of engagingly teaching Maths material to my students. Our trip to the refugee camp and our trip around Botswana did help deepen my understanding of a different culture, and I hope to experience more of this intercultural connection. Gaborone is an interesting assortment of people from all over the world, and I hope to get to know more Botswana directly and learn about their experiences and their stories.

14. Please indicate 3-5 goals you have for the rest of your fellowship year (these can be personal or professional). Your professional goals should align with your work plan (see end of report).

1. Continue to have my students perform at the same level as students in comparable sections.
2. Push myself to include more creativity in my lessons and to differentiate lessons by ability when possible, while still ensuring that my students are effectively learning.
3. Help inspire confidence in my students in regards to Maths, as most of them lack the self-confidence necessary to push themselves to higher levels.
4. Work to make Better Writing's Creative Writing Magazine a permanent part of Maru-a-Pula School, through encouraging student opportunities for leadership.
5. Continue working at personal relationships with local friends to reach the point where we can openly talk about our full stories, and share and discuss difficult and complex experiences.

Your Arrival in Africa

15. How did you travel to your host country? Please be specific in terms of what airline(s) you flew, what cities you flew to/from, how much your plane tickets cost, and how you found/purchased your tickets. *For example: "I purchased my ticket from the Cape to Cairo travel agency based in Washington, DC. I flew on British Airways from JFK to London, London to Johannesburg, and Johannesburg to Maputo. I have also booked a return flight for next June to return through the same cities. The round trip ticket cost \$2,277."*

I purchased my one-way ticket from Miami to Johannesburg through Student Universe and through Air Botswana. I flew on Lufthansa from Miami to Frankfurt, where I had a day layover, and then again on Lufthansa from Frankfurt to Johannesburg. My bags were automatically transferred. In Johannesburg, I collected my bags and rechecked them on my separately booked Air Botswana flight, which traveled from Johannesburg to Gaborone. The ticket from Miami to Joberg cost \$759 and the flight from Joberg to Gaborone cost \$115.

16. Please describe your visa arrangements. Please provide as much detail as possible to assist future Fellows in the visa application process.
- a) What kind of visa/work permit do you have?
 - b) How did you obtain it?
 - c) Did you receive your visa/permit before heading to Africa or after arriving?

- d) What costs were associated with obtaining it?
- e) Did you pay these costs or were they covered by your organization?
- f) Any suggestions to help future Fellows navigate this process?

I was instructed what to write when arriving in Botswana, which was to say that I was a visitor to Maru-a-Pula school, and to ask for a 90-day visa. I was granted the visa no problem, and it's free for US citizens. Once we arrived at school, we began the process of applying for a volunteer residence permit, which someone on staff helped us with. The residence permit allows us to stay for a year, and MaP covered the costs. The permit requires passport photos, a certified copy of your US passport (which we did at the US embassy), a form, a doctor's signature (which we did at a local doctor's office), a trip to the immigration office, and some fees. All of this is led by a staff member here and paid for by MaP, just be sure to start the process as soon as you arrive.

17. What vaccinations were you required to obtain prior to your departure? How much did your vaccinations cost?

I had previously received yellow fever for a trip to Tanzania. I got a typhoid shot at my University health center, which was covered through my insurance. I also purchased malaria medicine (malarone, expensive) for travel throughout Botswana and in other countries. Gaborone is a malaria-free area so I don't take it on a regular basis, but I take it when traveling to areas with a risk of malaria.

18. Comment on your arrival and first week in Africa. Any improvements that could streamline the assimilation process for future Fellows?

Having overlap with my previous fellow was extremely helpful. It was great not only for professional reasons of introducing me to fellow faculty members and allowing me to observe a lesson before actually teaching one, but also for showing me around the town and introducing me to a great social network here that has helped immensely with forming personal relationships outside of work. Some of the fellows didn't have overlap with their previous fellows, and I would highly encourage overlap whenever possible. Otherwise, as I commented on in the previous question about feeling prepared, I think while being thrown into the deep-end was extremely challenging, it was probably the most efficient way to learn basic effective teaching practices. Meeting weekly with the Principal for Staff is also extremely helpful, and can be a wonderful opportunity to ask any and all questions and receive fantastic advice.

19. PiAf's Pre-departure Orientation was sufficient in preparing me to transition into my fellowship.

a) Strongly agree b) Agree c) Neutral **d) Disagree** e) Strongly disagree

Please briefly explain your response.

I understand that PiAf orientation attempts to provide helpful material for transition into a huge range of professional positions in a huge range of countries, but I think that more frequently dividing the group up by either region or professional expectations would help ensure that the information and training is more relevant to the specific placement. As well, the timing is unfortunate for our placement considering I flew to Botswana about a week after orientation – much of the advice about planning and preparation would have been helpful about 2-months prior.

20. Is there anything in particular that PiAf could cover at orientation that would have better prepared you for your fellowship post? Please specify.

Additional break-out sessions with a specific focus on teaching would have been helpful. Our one two-hour session that attempted to cover lesson planning, discipline, long-term expectations, and assessments was honestly more overwhelming than helpful, and I think needs much more time to help fellows feel even a bit prepared.

Your Housing & Local Transportation

21. Is housing provided by and/or paid for by your organization?

Yes, housing is provided and paid for. I live on campus, in the annex to the girls' boarding house.

22. Please describe your living arrangements. Include the following details:

- a. Are you living in a house, apartment, guest room, etc.?
- b. Are you living alone or with roommates?
- c. How did you find your housing?

I'm living in the annex to the girls' boarding house. The annex is laid out similar to the boarding house, with dorm-style rooms along a hallway in both the ground floor and upstairs. There is a bathroom with two showers in the downstairs and upstairs. I have a permanent single bedroom to myself. There is also a small kitchen area of a sink and electric stove in the common area under the stairs. The annex houses visitors throughout the year, so often I'll have additional people in the other bedrooms and sharing the common space, although some of the time I am the only resident.

23. How do you typically travel between your home and your work? How much does your daily transportation cost and how long is your commute?

I live on the school campus – it take just a few minutes to walk anywhere within the school's gates from my room.

24. Is your local transportation adequate? Please briefly describe your options and their related costs.

The other fellows and I purchased a car together in order to help us get around, and I would highly recommend this for all fellows. We found the car and the school agreed to finance the purchase, and deducts a sum from each of our pay checks each month. The car is extremely helpful for getting around the rather sprawl-y city of Gabs. We also took it on our trip around Botswana, and are planning to take it on our trip around Namibia next spring. It has various expensive associated costs of servicing before major trips to make sure everything is in order, and regular costs of petrol, but on the whole the convenience is definitely worth it. Taxis can add up here, and often aren't immediately ready to pick you up, and the public transport-type system of combi minivans taking people on established routes are cheap but not always reliable or frequent, and don't offer much flexibility or autonomy.

Your Daily Life

25. Do you live and work in safe areas?

Yes. MaP is extremely safe – the school is surrounded by an electric fence and there's a guard gate as a point of entry that's staffed 24/7. Gaborone on the whole is also quite safe, with just the driving being the most dangerous as some drivers are a bit reckless.

26. What has been your experience with crime so far?

No crime for me or anyone I know while I've been here. There are certain places to avoid late at night, and driving can be dangerous on pay weekend late at night, but otherwise everything is quite safe.

27. Describe the crime and general security situation within your city/town. Could you recommend specific areas future Fellows might consider for safe housing? What about areas that should be avoided?

See above: no crime that I'm aware of. MaP provides housing on campus which is convenient and paid for.

28. Comment on the local languages, your proficiency in them (if any), and your subsequent ability to get by.

Setswana is the local language in Gabs, but almost everyone speaks fluent English, and everything other than language classes at school are taught in English. I wish that there were more of a push for me to learn Setswana to make daily life easier, and I'm striving to learn a couple new phrases every week, but English is entirely sufficient to get around professionally and personally here.

29. Comment on appropriate clothing for work and outside of work.

Appropriate clothing at work is a typical teacher outfit: in general professional but comfortable, nothing too revealing for women that would distract teenage boys, and pants and an oxford/polo/sweater for men. As days get hotter, I've been wearing sleeveless dresses with a normal / high neckline that come down to about my knees and flats/nice sandals, and in the winter I wore pants and a sweater most days with boots, as it's quite cold in June, July and the start of August.

30. How have you been spending your free time? What kinds of opportunities are available for socializing in your city/town?

There's a great ultimate Frisbee group that meets on Wednesdays and Fridays that I've been going to, as well as zumba classes (extremely physically challenging! nothing like zumba in the states) a couple times a week. We also try to grab dinner with friends on the weekends, and sometimes during the week, as socializing happens almost exclusively over meals. Braais, which are social gatherings at people's houses, are very common, and they are essentially a large hang-out among friends for much of the afternoon and evening, and everyone brings something for the meal. Veggies and meat are cooked on the braai (barbeque/grill), and it's a wonderful and relaxing time. Meals with friends at restaurants are also quite common – many of the restaurants in Gabs are delicious. There are also fun artisan food/craft markets with live music every few weeks.

31. I feel adequately prepared for my personal/social life. _____

a) Strongly agree **b) Agree** c) Neutral d) Disagree e) Strongly disagree

Please briefly explain your response.

I'm extremely grateful to have had overlap with the previous fellows, and to have other fellows with me in the same city, as both have made it easier to join a social friend group outside of work. I think the challenges I've faced are mostly characteristic of being out of college and in a new city. Making relationships with people outside of work proceeds at a much slower pace than in college, because you only see the people at a maximum every weekend and maybe once during the week, so it's just a slower process of getting to know people. It's also challenging to go from having all of my best friends living in the same dorm / same general vicinity to being a continent away from them and trying to make friends with new people who barely know me – but it's good to keep in mind that this difficulty is true of anyone graduating college and moving to a new city, no matter where it's located. Having a first job and leaving

formal education for the first time has its own set of challenges distinct from being in Gaborone, specifically.

Your Reflections

32. Any frustration with living arrangements or with work? Any frustrations outside of work?

It was tough to feel that in regards to teaching, I was thrown into the deep end and had to figure out how to swim mostly on my own. But, in reflecting on this, I think that experience is maybe the best and most effective way to learn teaching techniques. It can be frustrating that there aren't more resources available for teaching lessons in the Maths department, and I'm trying to deal with that by keeping an excellent record of my lessons, how they've gone, and improvements that can be made so that future fellows have at least something to start with when teaching. As well, it's wonderful that MaP provides housing, but it can be a bit frustrating to live on campus because it makes separating work and personal life even more difficult.

33. Has there been anything that you have needed but have not been able to locate or acquire?

Nope!

34. How did you deal/are you dealing with "culture shock"?

I haven't really experienced culture shock in Gabs. I think the most difficult has been adjusting to life after formal education, and getting to know the way around a new city, becoming part of a new friend group, etc. Otherwise, the differences in culture are delightful. I've found that life has a slower pace, people are extremely kind, considerate and welcoming even toward strangers, and people here define themselves more based on community and relationships than individual achievements and possessions, which is a wonderful contrast to much of my experience in the US.

35. What about your experience thus far has been the most...

Surprising?: How selfless and welcoming people are here. From the random strangers who stopped by the side of the road when we had car trouble and called a mechanic friend and waited thirty minutes until the friend arrived, to the teachers here who will take a moment out of their day no matter how busy they are to discuss a question I might have, everyone is incredibly kind and generous. They genuinely care how others are doing, and will make sacrifices to help whenever possible.

Pleasant?: The pace of life here. Whether it's professionally, where lunch is generally considered an uninteruptible break from 12:45 – 1:30, or socially, where braais can last from early afternoon to late evening, life is generally slower and more focused on relaxed social interaction and discussion than I found in the United States.

Frustrating?: The difficulty of maintaining relationships with people I care about at home. I'm extremely lucky in that I have generally reliable internet to skype and talk with family and friends back in the US, but our very busy schedules combined with the time change and intermittent problems with the internet make it harder than I'd like. Part of this challenge is simply not living immediately adjacent to my best friends any more, but part is also living a continent away, having an entirely new experience that is hard to convey, with a time change, and a packed schedule.

36. What are the Top 3 things you miss the most from the US? (Can be food, amenities, movies, etc. Cannot be people—although we know you miss us in the PiAf office terribly, and we thank you! We miss you, too.)

1. an outdoorsy culture – easily accessible running trails, mountains, oceans
2. good coffee
3. free telephone calls – the ability to just call up a friend or family member whenever I'd like

37. What are the Top 3 things about life in your host country that beat out the U.S.?

1. the pace of life – life outside of the rigidity of the school day is extremely relaxed, and full of wonderful, casual conversations and hanging out in the company of great people
2. the friendliness and selflessness inherent in the culture here
3. proximity of absolutely incredible places: from the natural beauty of Botswana to other countries and cultures that I now have the opportunity to explore

38. Please comment on your relationship with the Princeton in Africa office. Include the following details:

- a. Are you receiving sufficient support, materials, and information from us? Yes!
- b. What could we improve? Orientation could be improved in the ways that I mentioned above, but otherwise I feel fully supported by MaP, and I know that if I were to have a problem, I would feel completely comfortable in reaching out to PiAf, and that PiAf staff, in turn, would help me figure out how to solve the problem.

Your Stipend & Budget

39. If you are receiving stipend monies directly from your fellowship organization, how are you being paid?

- a. Biweekly, monthly, etc? Monthly.
- b. In US dollars or in another currency? Local currency: Botswana pula.
- c. In cash or deposited directly into a bank account? Local account or US account? In cash.

40. Have you undertaken additional work to meet expenses? (Please remember that during the term of your fellowship, you are to work only as a Fellow and at no other job unless any such job is previously disclosed to Princeton in Africa and approved in writing by PiAf).

No, what we're being paid is definitely adequate to meet expenses.

41. Please provide a sample monthly budget of your average expenses (in US dollars).

Rent	\$ 0
Utilities	\$ 0
Furnishings	\$ 0
Phone	\$ 40
Internet	\$ 20
Transportation	\$ 15
Fitness	\$ 30
Entertainment	\$ 30
Food	\$ 300
Travel	\$ 0
Medications	\$ 0

Laundry \$ 0
House cleaning \$ 0
Home security \$ 0
Other (specify) \$ 0

Other one-time or infrequent expenses not included in your monthly budget above (e.g. visa expenses)?

This represents a typical month during a term. I try to save money during these months to contribute toward our traveling, which occurs during the term breaks. In our 2-week road trip around Botswana after Term 2, we spent the equivalent of about 1 and a third month's stipends.