From Evidence to Action
Teaching at the Right Level in Botswana
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Outline

1. Overview
2. The Motivation
3. The Assessment
4. Partnership
5. Government Interest
6. The Model
7. Progress to Date: Early Results
8. Successes and Lessons
9. What’s Next
Overview of Education Structure in Botswana

• Ministry of Basic Education

• Ministry of Tertiary Education, Research, Science and Technology

• Exam scores; standard 7, form 3, form 5

• Efforts by government
The Motivation & Challenge

Good *access* to school

Low *learning* outcomes
Situational Analysis Conducted

- Collaboration between University of Botswana, MoBE and Young 1ove
- Confirming conditions in lower primary levels
The Assessment in Botswana

2 regions

47 primary schools

2500 students assessed
Key Findings: Low Numeracy & English Literacy

Numeracy
- Only 1 in 10 standard 5 entrants could do division
- 32% of standard 5 entrants could not do subtraction

Literacy
- Only 6 in 10 standard 5 entrants could read a story
- 20% of standard 5 entrants could not read a paragraph
The Education and Training Sector Strategic Plan (ETSSP) 2015-2020

Programme 2: COMPULSORY REMEDIATION PROGRAMME (CRP) FOR STANDARDS 1 TO 7
Overall Goal: To reduce under performance of learners at PSLE and increase the number of children who attain irreversible literacy and numeracy

OUTCOMES
1. Improved quality of education through addressing shortcomings in the attainment of irreversible literacy and numeracy as identified in the Standard 1 attainment test
2. Improved school attendance and retention

MILESTONES
<table>
<thead>
<tr>
<th>Short Term 2015-2016</th>
<th>Medium Term 2017-2018</th>
<th>Long Term 2019-2020</th>
</tr>
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<tbody>
<tr>
<td>1. Institutionalised remediation in line with revised strategy and guidelines</td>
<td>7. Monitor and evaluate the impact of remediation</td>
<td>9. Rollout special classes for learners with learning difficulties to 25% of the schools nationally</td>
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<tr>
<td>2. Establish coaching clinics and learning camps in all schools</td>
<td>8. Roll out special classes for learners with extreme learning difficulties in every region (40)</td>
<td>10. Impact analysis on learner achievement</td>
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Programme 6: IMPROVED ACHIEVEMENT LEVELS IN READING, MATHEMATICS AND SCIENCE IN PRIMARY EDUCATION
Overall Goal: To improve students’ performance in Reading, Mathematics and Science in Primary Education

OUTCOMES
1. Improved student performance in literacy, numeracy

MILESTONES
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<th>Short Term 2015-2016</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching and learning standards for numeracy and literacy established</td>
<td>2. Improved In-Service teacher training (INSET) in Reading, Mathematics and Science instruction, coaching and assessments</td>
<td>6. 60% of schools introduce specialized reading, maths and science classes,</td>
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<td>3. 20% of schools introduce specialized reading, maths and science classes</td>
<td>4. Developed school-based management assessment and monitoring tools</td>
<td>7. 60% of all school heads and management trained on quality assessment and quality assurance,</td>
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<td>5. Developed In-service school heads training/coaching model and supervision for school heads</td>
<td>8. All school heads and management trained on quality assessment and quality assurance,</td>
<td>9. All Schools have established specialized reading, maths and science classes</td>
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Partnerships

• Signing a 4-year MoU

• Ministry of Basic Education (HQ & Regional Offices)

• Ministry of Youth Empowerment, Sports, and Culture Development (MYSEC)

  • Young 1ove

• University of Botswana

• UNICEF Botswana
Interesting factors about TaRL

• Principles of TaRL- aligned to teaching practices in Botswana

• Simple materials used

• Assessment tool- quick and easy
The Model

Re-organisation of classes
• 1 hour sessions
• 30 days (15 x 2)
• 1 agent
  (facilitator/intern/teacher)
  per group
• Standards 3-5

Agent options:
• Externally hired Facilitators
• Government Teachers
• National service agents (TS, Govt interns)
Progress to Date:
Early Results
30-days Thebe Primary School

Operations: Addition, Subtraction, Multiplication, Division

- 64.6% of students progressed at least one operations level
- Beginner level decreased from 26.2% at baseline to 9.2% at the end of the intervention
Otse: Movement since Baseline

- Up 4 Levels: 3%
- Up 3 Levels: 10%
- Up 2 Levels: 16%
- Up 1 Level: 37%
- No Movement: 32%
- Down 1 Level: 2%
Successes, Lessons and Way Forward
Successes and Lessons

Successes and Highlights

• Demand from schools for program
• Students are learning, motivated and more confident!
• Student appreciation ceremonies
• TaRL Orientation for Teachers

Lessons

• Teachers involvement approach is important
• School leadership and Ownership
• Ongoing sensitization of school administration and inclusion of parents
Challenges and lessons

Challenges
• What happens after the 30 days of TaRL
• Coordination at between HQ and Regional level
• Teacher involvement

What do we still hope to learn?
• How best to train & support our selected government agent (e.g. teachers or interns)
Way Forward

• Confirming government agent for national scale-up

• Teacher infusing TaRL principles into daily teaching practice

• Resource mobilization to support scale-up
Ke a leboga!