

Regional Strategies to improve the development of literacy and numeracy in the lower primary phase

Research Sub-division, NIED

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National Institute for
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REPUBLIC OF NAMIBIA
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Introduction

The National Institute for Educational Development (NIED) through its research sub-division successfully completed its assignment by the Ministerial Planning and Coordinating Committee (MPCC) of investigating factors that promote the development of literacy and numeracy skills at the lower primary phase. The findings were disseminated to the members of the MPCC, and the same findings were disseminated to all thirteen regions of Namibia during 2012, whereby lower primary education officers, heads of departments and teachers were in attendance. The overall aim of such meetings had four specific objectives:

1. To disseminate and discuss the findings with the participants
2. To identify key areas of weakness in literacy and numeracy teaching at lower primary
3. To set up regional strategies for improving literacy and numeracy competencies among teachers
4. To facilitate the training of lower primary teachers by the lower primary education officers in crucial areas of learning.

The programme of activities

Day 1: Round table discussions and developing intervention on four key areas

| Time | Activity | Person Responsible |
|-------------|--|---------------------------------|
| 8h00-8h30 | Introduction and purpose of the round table discussion of the findings, dissemination and intervention | NIED Team |
| 8h30-10h00 | Round table discussions of findings | NIED Team & LP Advisory Teacher |
| 10h00-10h30 | Tea Break | |
| 10h30-13h00 | Identify areas requiring intervention and setting the tentative intervention program | NIED Team & LP Advisory Teacher |
| 13h00-14h00 | Lunch | |
| 14h00-15h30 | Sorting and align intervention materials on key areas of concern | NIED team & LP Advisory Teacher |
| 15h30-15h45 | Afternoon Tea | |
| 15h45-17h00 | Sorting and align intervention materials on key areas of concern | NIED team & LP Advisory Teacher |

Day 2 Dissemination and Setting Regional strategies

| Time | Activity | Person Responsible |
|-----------|---|--------------------|
| 8h00-8h15 | Registration of Participants | All |
| 8h15-8h30 | Objectives and purpose of the activity | Dr G. Nambira |
| 8h30-8h45 | Back ground and introduction to the study | Dr G. Nambira |

| | | |
|-------------|--|--|
| 8h45-10h00 | Literacy and Numeracy findings: Grade 1 | Mr G. Tjipueja |
| 10h00-10h30 | Tea Break | |
| 10h30-13h00 | Literacy and Numeracy findings: Grade 4 | Dr G. Nambira |
| 14h00-15h30 | Factors affecting literacy and numeracy at lower primary | Ms B. Sichombe |
| 15h30-15h45 | Afternoon Tea | |
| 15h45-17h00 | Recommendations and setting regional strategies | Ms B. Sichombe, Mr G. Tjipueja and Dr G. Nambira |

Day 3: Initial Capacity Building: Intervention

| Time | Activity | Person Responsible |
|-------------|--|-------------------------------------|
| 8h00-10h00 | Setting training objectives and expectations | NIED Team LP/Advisory Teacher |
| 10h00-10h30 | Tea Break | |
| 10h30-13h00 | The Intervention: key area 1 and 2 | NIED Team LP/Advisory Teacher |
| 13h00-14h00 | Lunch | |
| 14h00-15h30 | The Intervention: key area 3 and 4 | NIED team & LP Advisory Teacher |
| 15h30-15h45 | Afternoon Tea | |
| 15h45-16h30 | The way Forward | NIED team & LP Advisory Teacher |
| 16h30-17h00 | Workshop Evaluation | NIED team & LP Advisory Teacher |

Regional Strategies

As in the programme above, the findings were presented to the Lower Primary Education Officers (LPEO) on day one. After the presentation and discussion of findings, the LPEOs identified areas pertaining the teaching and development of literacy and numeracy skills to empower lower primary teachers. The LPEOs prepared model lessons on how best to teach the identified areas. This was a huge and satisfactory success as teachers really appreciated the effort of LPEOs in this endeavour, and wished that it continued in the regions. And this was the whole aim of the activity, to ‘kick-start’ regional interventions on improving the teaching of literacy and numeracy.

The part of the programme on setting strategies yielded expected results. A number of strategies as solutions to the identified problem areas by the study were identified at different operational levels, inter alia: school, cluster, circuit and regional. The strategies will be presented at two levels. The first level is on strategies set by individual regions according to different operational levels, and the second is a cross analysis of strategies, still according to operational levels but focusing on common similarities and differences among regions. **Please note** that, apart from a few editorial changes, the strategies presented here are as suggested by the participants.

1. Kavango Region

School Level

1. Proper Induction of novice teachers by mentor teachers.
2. The management should set up subject committees and ensure that they are functional
3. There should be clear supervision roles within the school
4. The HOD for lower primary should have specialised in lower primary
5. Teachers with the potential and knowledge should be identified to assist fellow teachers
6. Teachers should not be permanently allocated to one grade, but be swapped and alternated to different grades
7. Send teachers to good performing schools (exchange programmes) to learn good practices
8. Competition among learners (drama, quizzes, games) should be encouraged
9. Term one should focus on the development of literacy and numeracy skills
10. Prioritize the teaching of letter sounds (phonics)
11. Involve learners with literacy and numeracy activities on a daily basis (more contact time)
12. Integrate literacy and numeracy in all subjects
13. Planning sufficiently and effectively, including proper utilization of teaching aids or materials/teaching and learning support materials
14. Make classroom environments conducive by displaying relevant and intriguing materials
15. Schools should acquire relevant videos on literacy and numeracy skills, e.g. phonics
16. Teachers should intensify the development of relevant teaching aids or materials/teaching and learning support materials
17. Design quality challenging class-work and homework based on literacy and numeracy; monitor their progress and provide constructive feedback
18. Provide support (compensatory and remedial teaching) to learners who need help
19. Make use of appropriate literacy approaches and strategies, e.g. Spelling BEE
20. Promote team work among teachers (team planning, team teaching and peer coaching)
21. Organize award ceremonies to reward best performing learners and teachers
22. Lower primary phase learners should be housed in best appropriate classes in the school
23. Organize refresher courses for teachers
24. Lower primary learners should have supervised and monitored library sessions

25. Introduce a reading day for the school
26. Establishment of literacy and numeracy promotion clubs
27. Organize and hold phonics awareness weeks
28. Hold interdepartmental meeting to share experiences
29. Teachers should develop a reading culture to keep abreast with changes within their profession
30. Whole school approach to promoting a culture of reading and writing (both learner and teachers)
31. Set targets for each grade and work towards achieving them
32. The management should ensure that effective assessment is done
33. As part of promotion, learners should be tested in literacy and numeracy skills
34. Schools should be well resourced (textbooks, teachers, infrastructure, computers etc)
35. Develop reading corners in every lower primary class

Cluster Level

36. Attach teachers to good performing schools to adopt the good practices.
37. Identify teachers with expertise to assist fellow teacher on literacy and numeracy teaching
38. Lower primary teachers should hold meetings to identify common problems, to strategise on how to improve literacy and numeracy and such meetings should be in English
39. Identify and select teachers to compile schemes of work
40. Cluster-based competition to be organised to promote literacy and numeracy
41. HODs should setup meetings to share their experiences and expertise
42. Set subject targets.
43. Cluster centre principals should visit schools and advise them accordingly.
44. The first three weeks of term one should be focus to school readiness.
45. Revive and promote Readathon to enhance literacy skills
46. English should be compulsory on school grounds (inside and outside classrooms
47. Reward best performing schools, teachers and learners
48. Workshops to be conducted by ATs to improve literacy and numeracy development skills
49. Cluster centres should be well resourced (computers, photocopiers, photocopying papers, internet connectivity, transport provision etc.)

Circuit Level

50. Set realistic targets and aim at achieving them
51. Organise exchange programmes for teachers
52. Inspectors should identify training needs of the teachers and principals.
53. ATS should carefully appoint facilitators with sufficient knowledge and skills
54. Resource centres should be well equipped with all necessary resources, especially on literacy and numeracy for lower grades
55. Organise literacy and numeracy material development workshops
56. Inspectors should carefully scrutinize the promotion schedules before approval

57. ATs to plan uniform assessment tasks on literacy and numeracy

Regional Level

58. Build more classrooms to alleviate overcrowded classrooms and do away with the platoon system, the teacher-learner ratio to be reduced to 1:30.
59. Build appropriate classrooms to suit lower primary learners, with the right chairs and desks, and provide suitable library materials.
60. Equally distribute materials and resources on time to schools (textbooks, desks, chairs, etc)
61. Educate parents on their roles as stake holders and encourage them to attend parental meetings
62. Reintroduce handwriting as a subject
63. Appoint a lower primary advisory teacher for each circuit
64. Advisory teachers should visit schools to monitor the teaching of numeracy and literacy and model lessons, possibly every term
65. English should be made a medium of instruction from grade 1.
66. Schools should be informed in advance about policy changes and the introduction of new programmes.
67. Circuit centres should be established in-land for easy access to in-land schools and inspectors
68. Combining grade 3 and 4 in multigrade setups cannot work as the two grades have different medium of instruction.
69. Samples of textbooks should be sent to schools for scrutiny before ordering takes place.
70. Lower primary teachers should, as is the case with other phase levels, be recognised and rewarded for good performance.
71. Introduce subject teaching at lower primary
72. Appoint well qualified teachers with sufficient knowledge in the teaching of literacy and numeracy/ place teachers according to specialization.
73. CPD on literacy and numeracy should be conducted annually to upgrade teachers (refresher courses), and these should take place early in the year
74. Establish special classes for learners with special needs
75. Develop curriculum documents in different mother tongues
76. Organise workshops on specific components of the syllabus, e.g. interpretation of content topics, objectives and competencies.
77. Set strategies to improve literacy and numeracy skills
78. Incentive should be given to subject facilitators to motivate them
79. Provide computers to all schools (electrify all schools)
80. Temporally teachers should be inducted and oriented
81. AT's make sure all schools have relevant materials

82. Set regional strategies on the development of literacy and numeracy
83. All schools with needy learners, should have school feeding schemes

2. Erongo Region

School level

1. Proper induction on novice teachers by mentors
2. Combine upper primary classes for multigrade teaching than lower primary as lower primary need more attention.
3. Parents through adult education should be helped with sounding/phonics
4. A lower primary HOD for every lower primary phase level
5. Exchange programs between good and poor performing schools
6. Have Maths competitions, games and quizzes to make mathematics learning fun
7. Always use concrete objects including rhymes and songs to enhance the development to literacy and numeracy skills.
8. More support is needed from ATs on the development of literacy and numeracy
9. The HODs, despite being overloaded, should create ways to carry out their management tasks
10. Upper primary and lower primary teachers should create a platform to discuss problems experienced regarding the development of literacy and numeracy

Cluster level

11. Organise competitions among learners (spelling, quizzes, games, etc.)
12. Conveners should ensure that scheduled meetings are held and attended
13. Improve functions of cluster activities
14. Cluster centres should be well resourced (transport provision) and cluster centre principals should be remunerated as cluster centre principals
15. Advisory teachers should model lessons on the teaching of literacy and numeracy
16. ATs should design more structured activities for grades 1-4 on literacy and numeracy
17. Teachers should identify and select appropriate resources (to their situation) from the textbook catalogue (textbooks, reading series)

Circuit level

18. Organise exchange programmes for teachers on the teaching of literacy and numeracy

Regional Level

19. The teacher-learner ratio to be reduced to 25:1
20. In schools with a platoon system, grades 5-7 learners should come during the afternoon session, as they have a better concentration span
21. Acquire relevant videos on literacy and numeracy, e.g. phonics
22. Develop materials on literacy and numeracy, e.g. activity books.

23. Appoint personnel to do some administrative work in order to reduce the workload of the teachers
24. The workload of the HODs should be reduced to enable them carry out their administrative task effectively.

3. Ohangwena Region

School Level

1. Lower primary teachers should observe each other's class
2. Promote teamwork among teachers (team planning, team teaching, peer coaching)
3. Teachers should use concrete materials, and improvise whenever necessary
4. Lower primary classes should be conducive with relevant displays on the walls
5. Make use of appropriate literacy and numeracy approaches and strategies
6. Design quality activities (relevant, challenging, and thought provoking)
7. Allocate time for the development of relevant teaching aids or materials/ teaching and learning support
8. Vocabulary building activities should be encouraged to improve literacy skills
9. Identify subject experts within the lower primary to handle some subjects, e.g. Maths, English etc).
10. Involve parents with regard the development of literacy and numeracy (parents should assist at home)
11. Introduce a reading day for the whole school.
12. Refresher courses to improve teachers' knowledge of phonics (sounding of letters)
13. Teachers should model good handwriting
14. Proper supervision by the principal, HOD and subject heads
15. Involve learners in competitions on literacy and numeracy skill development
16. Train the learners on Public speaking

Cluster Level

17. Lower primary teachers and learners, as in the case with other phase levels, be recognised and rewarded for good performance
18. Teachers should be assisted with regard the interpretation of content topics, objectives and basic competencies
19. Develop materials to enhance the development of literacy and numeracy skills
20. Compile common cluster tests and scheme of works
21. Organise school visits within the cluster to learn from each other (cross school exchange programme)
22. Organise meetings at cluster level to share best practices/ could invite retired teachers and learn from their experience
23. School mentors should meet at the cluster and share experiences
24. Lower Primary teachers should come together once a team to discuss problems encountered and assessment techniques

Circuit Level

25. Introduce HOD Forums to share best practices
26. Teachers should seek assistance when needed from facilitators and resource teachers
27. Introduce debate societies/ clubs for lower primary learners
28. Organise competitions to promote literacy and numeracy
29. Introduce a circuit newsletter where inspectors write on what is happening in schools
30. Organise training to help teachers with assessment practices.

Regional Level

31. Official documents should be made available to schools on time (syllabuses, teachers' guides, policies, circulars etc.)
32. Materials and resources should reach schools on time (teachers, textbooks etc).
33. Teacher–learner ratio should be revisited and make classroom number smaller
34. Organise forums for school board committee
35. Award best performing lower primary teachers as well
36. Organise exchange programmes with other regions to share best practices
37. Identify teachers who can write text books (story books)
38. Staff (principals, teachers, and HoDs) should be correctly placed accordingly
39. Principals managing lower primary schools should be specialists in lower primary or else, they should be trained on lower primary issues
40. Evaluate the impact of some programmes, e.g. THRASS, MOLTENO etc.

4. Khomas Region

School Level

1. The management should continuously monitor the teaching activities and progress and ensure that teachers plan their lessons effectively and efficiently
2. Literacy and numeracy should be integrated across all subjects
3. Set aside a reading and an arithmetic period (multiplication tables) each day of the week (five periods for each)
4. Introduce reading corners with relevant and appropriate materials in every lower primary class
5. Have Maths competitions, games and quizzes to make mathematics learning fun
6. Best teachers in literacy and numeracy should be identified to assist fellow teachers (peer coaching, model lessons etc.)
7. Reading materials and follow up activities should be planned in advance.
8. Learners who are best readers should model reading to learners who do not read so well
9. Introduce a DEAR period (Drop Everything And Read)- (everybody in the school including support staff), to promote a reading culture
10. Keep best performing teachers to grade 1 classes in order to lay a strong foundation
11. Record the proper pronunciation of phonics for teachers to practice and use

12. Lower primary classrooms should be attractive and conducive with relevant displays on the walls
13. Principals should familiarise with the content of the curriculum for each grade.
14. Set up induction programmes for newly appointed HOD's
15. Competitions among learners should be encouraged and promoted (quizzes, debates, spelling etc.) and reward best performers
16. Promote teamwork among teachers (team planning, team teaching, peer coaching)
17. The school should set targets each grade and work towards achieving them
18. Teachers should seek assistance from ATs, if necessary, invite them to the school

Cluster Level

19. Teachers should share teaching materials and approaches that enhance the development of literacy and numeracy
20. Teacher should meet at clusters and model literacy and numeracy lessons to each other
21. Teachers should implement what they learn at the cluster, and HODs should ensure that the knowledge gained is implemented.
22. Expert teachers should visit weaker schools and assist where they can (school visits).
23. Organise school visits for teachers and learners
24. Advisory teachers should render support and assistance to the teachers as expected
25. Competitions between schools within the cluster should be encouraged.
26. Teachers and learners visit other schools during open days.

Circuit Level

27. CPD programmes should be established to keep teachers abreast with current changes
28. Schools should encourage the rotation of teachers to different grades (same phase) to broaden their horizons
29. Phonological awareness should be made integral to teacher education programmes
30. Every teacher should present a lesson on literacy or numeracy as part of selection criteria (interview).

5. Oshana Region

School Level

6. Organise workshops for the development of materials that enhance the development of literacy and numeracy skills
7. Enforce English usage on school grounds (inside and outside classroom) and award learners who stick by rule
8. Teachers should share teaching materials and approaches that enhance the development of literacy and numeracy (share information)

9. Promote team work among teachers (class visits, team planning, team teaching, and peer coaching)
10. The management should continuously monitor the teaching activities and progress
11. Teachers should set up targets and work towards achieving them
12. Organise competitions among learners to promote literacy and numeracy skill development (spelling bees, quizzes etc.)
13. Empower parents on how to assist learners at home, e.g. letter sounds
14. Re-introduce journal writing among lower primary learners
15. Create print- rich classrooms (displays on the wall) relevant to lower primary learners

Cluster Level

16. Cluster centres should coordinate holiday reading adventures
17. Organise exchange programme among schools (school visits) for teachers and learners to learn from each other

Circuit Level

18. Set common assessment tasks (and tests) on literacy and numeracy
19. Regular support /class visits and proper monitoring by advisory teachers

Regional Level

20. Principals should be well acquainted with the teaching of literacy and numeracy in the lower r grades
21. Organise study tours on the teaching of literacy and numeracy to other countries (SADC)
22. Establish CPD programmes to develop teachers' knowledge in literacy and numeracy
23. Teachers with abilities should be identified to develop readers in indigenous languages
24. Minimise the work load of HODs to enable to fulfil some managerial tasks
25. Teacher–learner ratio should be revisited and make classroom numbers smaller
26. Introduce prize giving to recognise teachers (best teachers) in the lower grades as done in other phase levels
27. Teachers should develop activity banks on the development of literacy and numeracy (worksheets and different activities)
28. Each school should be provided with a learning support teacher

6. Omaheke Region

School Level

1. Promote quizzes and spelling tests to enhance the development of literacy and numeracy skills
2. Promote team work among lower primary teachers (team planning, team teaching and peer coaching)

3. Execute cross reading assessment by different teachers to have a true reflection of the reading levels of learners (Teacher in class A assesses the reading abilities of learners in class B).
4. Identify teachers with expertise in the teaching of literacy and numeracy to assist fellow teachers
5. Mentor teachers should match novice teachers to ensure proper support
6. Teachers should make use of a variety of teaching methods and approaches to cater for different learning styles and needs, and employ methods that make mathematics learning fun and enjoyable
7. Promote the culture of reading among teachers and learners
8. The management should have a mechanism to ensure that teachers acquaint themselves with official documents (circulars, policies etc.)
9. Promote literacy focus programmes/activities (spelling BEE, reading holiday adventure etc.)
10. Introduce mental activities to improve the mental abilities of learners and minimize the reliance over counters, and more focus should be given to the teaching of the multiplication table
11. Competitions among learners should be encouraged and promoted (quizzes, debates, spelling etc.) and reward best performers
12. Special attention should be given to the teaching of the four operational signs (+, -, x, ÷) as learners in the lower grades tend to confuse them.
13. Lower primary teachers should be correctly placed according to their specialisations
14. Introduce a sounding period (Phonics period)
15. Reading corners with relevant materials should be created in all lower primary classes.
16. Label all objects in each lower primary class for vocabulary building
17. Learning support programmes should be properly monitored by the management
18. Teachers with expertise should be encouraged to write phonic books in indigenous languages

Cluster level

19. Set common assessment tasks and activities to maintain standard and uniformity
20. Teachers with expertise should demonstrate lessons on problematic areas, e.g. how to teach Phonics (literacy) or any challenging topic on numeracy
21. Teachers should meet at clusters regularly to discuss problems pertaining the teaching of literacy and numeracy, share resources and ideas as well.

Circuit level

22. Each circuit should have a lower primary advisory teacher
23. Teachers should be encouraged to improvise as much as they can

Regional level

1. The lower primary phase need more funds (budget) to cater for essential educational materials.
2. Provide needed resources to schools (photo copiers, photo copying papers)
3. Provide refresher courses to keep teacher abreast with new trends in education) teaching and learning issues)
4. Minimise the work load of HODs to enable to fulfil some managerial tasks

7. Caprivi Region

School Level

1. Promote competition and quizzes in numeracy and literacy in lower grades
2. Promote the usage of poems, songs, rhymes and games to enhance the development of literacy and numeracy in the lower grades
3. Intensify the teaching of phonics, multiplication tables and counting every day.
4. Motivate learners by awarding best performers.
5. Introduce reading period each day across all grades, including lower grades.
6. Schools should adopt a reading culture by encouraging learners to make use of the library, magazines, newspapers and any appropriate print material available
7. Promote teamwork among teachers (team planning, team teaching, peer coaching)
8. School resources and materials to reach school on time.

Cluster Level

9. Cluster committees should identify and reward good performing teachers; furthermore, identified performers should assist fellow teachers (run workshops).
10. Exchange programmes should be organised at cluster level for the exchange of good practices and ideas
11. Material development within clusters should be intensified and properly organised.
12. Promote the spirit of competition among lower grades in literacy and numeracy.

Circuit Level

13. Principals should be familiarise themselves with lower primary policy documents, including the curriculum.
14. Lower primary managers should teach at lower primary not upper grades for monitoring.
15. Team work should be promoted at circuits for teachers to learn from each other.
16. Invite lower primary teachers to as well attend English and Mathematics workshops organised for upper primary teachers.

Regional Level

17. Advisory teachers should provide necessary information and documents on time.
18. Advisory teachers should monitor the implementation of ideas after training workshops.

19. Teaching aids, handwriting should be strengthened from pre- primary to grade 12.
20. Readathon activities should be enhanced and intensified.
21. Translate all documents from English to Silozi (the curriculum, syllabus guides, teachers' manuals etc.)
22. Identify expert teachers to localise content in order to suit learners' experiences.
23. Principals in lower primary schools (grades 1-4) should be specialists in lower primary
24. As is the case with other phases, lower primary teachers should be rewarded for good performance.
25. Each circuit should have a lower primary advisory teacher to easily render support.
26. In case of multigrade classes, grade 1 classes should not be combined, more time is needed.
27. Handwriting should be reinstated as a subject to enhance the development of the handwriting skill among lower grades.
28. The number of assessment tasks should be reduced to allow teachers time to teach.
29. Special teachers should be appointed at lower primary schools to assist learners accordingly.

8. Omusati Region

School Level

1. Allow learners to take books home and this should be preceded by educating learners on how to handle books at home. Taking books enables parents to check their children's work regularly.
2. Create print- rich classrooms (displays on the wall) relevant to lower primary learners
3. Teachers should set up targets on literacy and numeracy development and aim to achieve them.
4. Promote competitions on literacy and numeracy among learners, between grades and across grades (spelling, reading, writing, multiplication table etc.).
5. Develop reading corners in every lower primary class
6. Schools should acquire relevant literacy and numeracy development materials and resources, e.g. CDs for phonics.
7. Schools should promote the usage of English on school grounds (inside and outside the classrooms).
8. Schools should organise competitions and award best performers in reading, writing, spelling, counting, etc. (awards for best reader, writer, speller, counter etc.).
9. Teachers to ensure that every classroom is enriched with counters/ and each learner has a set of counters.
10. Learning support programmes for learners should be properly managed and monitored, and proper evidence of the support given should be properly documented.
11. Each school should have a HOD for lower primary (with specialities in the phase).

12. Schools should hold information sharing meetings / phase meetings to identify needs in the teaching of literacy and numeracy.
13. Schools should organize holiday reading adventures.
14. Integrate literacy and numeracy across the curriculum, in all subjects.
15. Promote team work among teachers (team planning, team teaching, peer coaching, sharing of ideas, etc.).

Cluster Level

16. Clusters should organise reading competitions among schools.
17. Information sharing meetings regarding the teaching of literacy and numeracy) should be organised at cluster level.
18. Difficult aspects of teaching literacy and numeracy should be identified and teachers with expertise should help fellow teachers.
19. Clusters should organize holiday reading adventures.

Circuit Level

20. The distribution of resources and materials should be in time to schools.

Regional Level

21. As is the case with other phases, lower primary teachers should be rewarded for good performance.
22. The teaching workload for HODs and principals should be reduced to enable them carry out their managerial and supervisory tasks (e.g. monitoring activities).
23. The reading component should be graded separately on report cards (a separate column should be created).
24. Multiplication Tables should be taught from Grade 3 onwards.
25. Introduce subject teaching at lower primary (grades 1-4).
26. The reading component should be recorded separately on the report cards (a separate column be created), to indicate the grade obtained in reading.
27. Provision of special classes and teachers to all schools in the region.
28. Provision of materials e.g. solar operated photocopying machines to rural areas without electricity.
29. Improve the quality of classrooms/buildings in schools (renovate dilapidated structures).
30. Speed up the provision of pre- primary/ Grade 0 to all schools.
31. Schools should be provided with appropriate reading materials (Grades 1-4), e.g. story books.
32. Train all teachers on effective teaching approaches and programmes e.g. THRASS, Letter Land, etc.
33. Advisory teachers should visit schools regularly and render the needed support.

34. Family literacy should be introduced to all schools and parents should be encouraged to attend.
35. Revise the teacher-learner ratio for effective teaching and learning.
36. More Lower Primary classrooms should be built to avoid teaching under trees/makeshift structures).
37. Provide libraries to all schools.

9. Karas Region

School Level

1. Promote effective teaching strategies/methods e.g. drilling of sounds, multiplication tables etc.
2. Teachers should put more emphasis on the teaching of subject terminologies in grade. 4 as preparation for grade 5's work.
3. Promote competition that enhance the development of literacy and numeracy at school level and reward best performers.
4. Support all learners who have problems with literacy and numeracy skills (provision of learning support).
5. Teachers should share methods/ideas on how to teach literacy and numeracy skills.
6. Teachers should familiarise themselves with teaching guides and manuals on the development of literacy and numeracy.

Cluster level

7. Clusters should organise meetings to discuss issues pertaining the teaching of literacy and numeracy.
8. Promote competition that enhance the development of literacy and numeracy at cluster level and reward best performers.
9. Organise workshops on the teaching of literacy and numeracy.

Regional Level

10. Provision of special classes and teachers to all schools in the region.
11. All lower primary teachers should be trained on learning support.
12. Handwriting should be reinstated as a subject.
13. The teacher –learner ratio policy should be revisited and aim for smaller classes.
14. The following reading series should be included in the textbook catalogue e.g. Silwerboom reeks, Springboard series, /Gui #aidas, Pierrewiet series etc.
15. The number of files to be organised are too many and this affects teaching.
16. The number of assessment tasks is too many; these should be reduced to allow more teaching time.

10. Kunene Region

School Level

1. Establish reading a reading corner in every lower primary classroom.
2. Teachers should meet to develop relevant teaching materials for literacy and numeracy.
3. Teachers who are knowledgeable in the teaching of phonics should be identified to help fellow teachers.
4. The teaching of multiplication tables should be intensified.
5. Teachers should set targets for the development of literacy and numeracy, and work towards achieving them.
6. Support all learners who have problems with literacy and numeracy skills (provision of learning support).
7. Promote team work among teachers (team planning, team teaching and peer coaching).
8. Educate parents through motivational speeches on the importance of literacy and numeracy.
9. Teachers should plan literacy and numeracy lessons sufficiently and effectively.
10. Handwriting as a subject should be reinstated.
11. Both lower primary and upper primary teachers should enhance the development of handwriting skills among learners.
12. Schools should establish literacy and numeracy committees composed of teachers with expertise to help fellow teachers teach literacy and numeracy better.
13. Make English compulsory on school grounds.
14. Organize activities that promote the development of literacy and numeracy skills (usage mathematical games and toys, debates, public speaking etc.)
15. Each school should have a special class with an experienced teacher.
16. Schools should have a reading period each day.
17. Schools should ensure that libraries are functional.
18. Schools should identify supplementary readers to boost the reading abilities of learners.

Cluster Level

19. Promote literacy and numeracy competitions at cluster level (spelling competitions, quizzes etc.).
20. Readathon activities should be enhanced and intensified.
21. Teachers should meet at clusters to plan together and develop teaching materials that promote the development of literacy and numeracy.
22. Clusters should organise and host holiday reading adventures.
23. Teachers or committees should be established to assist underperforming schools (in literacy and numeracy development).

Circuit Level

24. Holiday reading adventures should be organised to promote literacy development.

25. Advisory teachers should visit and support teachers regularly; more workshops should be organised to assist lower primary teachers regarding the teaching of literacy and numeracy skills.
26. Continuous professional development courses / programmes should be organised to help teachers keep abreast with the changes pertaining to literacy and numeracy development.
27. Family literacy should be introduced to all schools and parents should be encouraged to attend (they should know how to go about assisting their children at home).
28. Translate all documents from English to local languages (the curriculum, syllabus guides, teachers' manuals etc.)

Regional Level

29. English should be the medium of instruction in the lower grades (some teachers are not confident in some Otjiherero dialects).
30. The region should be provided with more Otjiherero reader books.
31. Each circuit should be provided with a lower primary advisory teacher.
32. There should be a special school in the region where severe cases could be referred.
33. Handwriting as a subject should be reinstated.
34. Advisory teachers should model and demonstrate lessons on the teaching of literacy and numeracy.
35. Exchange programmes for schools to learn good practices from each other.
36. The workload for HODs should be reduced to pay attention to their supervisory roles.
37. Speed up the provision of pre- primary/ Grade 0 to all schools.

11. Hardap Region

School Level

12. Schools should organise reading competitions among learners.
13. Lower primary teachers should meet and identify effective teaching methods and strategies that enhance the development of literacy and numeracy.
14. Schools should organise activities that promote literacy (a literacy day-word building games, spelling competition, a library awareness week, a day for the development of picture dictionaries etc).
15. Train all teachers on effective teaching approaches and programmes e.g. THRASS.
16. Schools should organise counting activities with or without counters, make mathematical songs, rhymes and games.
17. The teaching of multiplication tables should be enhanced and intensified.
18. Organise mathematical game competitions e.g. chess.
19. Schools should acquire mathematical resources, e.g. the abacus.
20. Schools should adopt a whole-school approach towards the teaching of mental arithmetic/ multiplication tables.

Cluster Level

21. Teachers with expertise on the teaching of literacy and numeracy should demonstrate and model lessons especially for novice teachers.
22. Clusters should organise a literacy and numeracy promotion day (competitions on reading, writing, story writing, spelling, counting, language concerts, dramas, poems, multiplication tables, speed tests etc.).
23. Clusters should organise ‘taal-aand’ evenings to promote literacy development.
24. Teachers with expertise should develop teaching recourses (CDs) to enhance the development of literacy and numeracy.
25. Integrate rhymes and songs in the teaching of literacy and numeracy.
26. Teachers should share resources (mathematics activities and worksheets).

Regional Level

27. Advisory teachers should demonstrate and model lessons on literacy and numeracy.
28. The region should arrange regional competitions on literacy and numeracy including lower primary grades.
29. The region should organise a lower primary reading week.
30. The region should set up common grade 3 examination papers in English.
31. Organise Readathon activities to promote literacy.

12. Otjozondjupa Region

School Level

1. Schools/teachers should concentrate on building vocabulary in literacy and numeracy at an early age.
2. The management should ensure that teachers complete the syllabi in order to cover all skills.
 1. Teachers should make written and homework part of teaching
 2. Teachers should choose strategies that enable learners to manipulate objects; think and interact with the teacher and among themselves.
 3. Involve parents with regard the development of literacy and numeracy (parents should assist at home)
 4. Introduce educational programmes/ activities that enhance literacy and numeracy at school level, e.g. spelling bee; quiz /test; arithmetic competitions and reward learners for good performance.
 5. Schools should provide learning support and carry out compensatory teaching to assist struggling learners.
 6. Principals and HODs should monitor and evaluate the teaching of literacy and numeracy.

Cluster Level

7. Clusters should establish mathematics clubs/ debating societies to promote literacy and numeracy.
8. Clusters should be equipped with enrichment books and other resources that target the development of literacy and numeracy.
9. Organise school visits within the cluster to best performing schools.
10. Clusters should set common question papers to assess literacy and numeracy skills.

11. Regional Level

12. Advisory teachers should monitor and evaluate the teaching of literacy and numeracy.
13. The region should organise school exchange programmes/ organise schools to visit best performing schools.
14. The region should hold an annual regional mathematics congress.
15. Speed up the provision of pre- primary/ Grade 0 to all schools.
16. Family literacy should be introduced to all schools.
17. Revive and promote Readathon to enhance literacy skills

13. Oshikoto Region

School Level

1. Teachers should model lessons on literacy and numeracy to the different needs of the learners
2. Schools should establish enriching programmes/ activities, e.g., spelling competition, spelling bee; reading competition, creative writing, poetry writing reading corners, and phonic awareness
3. Schools/teachers should concentrate on building vocabulary in literacy and numeracy.
4. Teachers should pay attention to the teaching of the four basic operations as learners tend to confuse them.
5. Teachers should make learning interesting for learners through games and songs.
6. Schools should appoint subject specialists specifically for literacy and numeracy development.
7. Schools through well experienced and motivated teachers should develop reading materials (puzzle games, memory games, quizzes, sight words, songs, dictionaries, number games and cards).
8. Schools should provide learning support and carry out remedial teaching to assist struggling learners.
9. There should be strict class observation to render assistance to both novice and experienced teachers where it is necessary.
10. Schools should organize peer teaching in both reading and numeracy
11. Schools should host holiday reading adventures, and this should include parents and ATs.

Cluster Level

12. Clusters organize quizzes in both literacy and numeracy.
13. Clusters should encourage the use of English at early stage.
14. Clusters should organize workshops to cater for novice/old teachers and share experiences.

Regional Level

15. Each school should be provided with a fully fledged library.
16. All schools should be provided with computers and access to internet.
17. Pre-primary should be speedily extended to all schools.

Cross analysis of school based strategies across all regions

Literacy and numeracy activities

| | Caprivi | Kavango | Otjozondjupa | Omaheke | Omusati | Oshana | Ohangwena | Oshikoto | Kunene | Erongo | Khomas | Karas | Hardap | Total No. Of regions |
|--|---------|---------|--------------|---------|---------|--------|-----------|----------|--------|--------|--------|-------|--------|----------------------|
| Promote literacy and numeracy based competitions and quizzes among learners and across grades | * | * | * | * | * | * | * | * | | * | * | * | * | 12 |
| Organise award ceremonies to reward best performing learners | * | * | * | | * | | | | | | * | | | 5 |
| Introduce a reading day for the school/ set aside a period for reading/sounding (phonics period), counting and mental arithmetics (multiplication tables) on a daily basis | * | * | | * | * | | * | | * | | * | | * | 8 |
| Every lower primary class should have counters/ each learner should have a set of counters/ acquire other materials such as the Abacus. | | | | | * | | | | | | | | * | 2 |
| Emphasise the teaching of the four operational signs (learners should internalise them) | | | | * | | | | * | | | | | | 2 |
| Class written work and homework should be integral to teaching | | | * | | | | | | | | | | | 1 |
| Re-introduce journal writing among lower primary learners | | | | | | * | | | | | | | | 1 |
| Organise and hold phonics awareness weeks | | * | | | | | | * | | | | | | 2 |

School culture/values

| | Caprivi | Kavango | Otjozondjupa | Omaheke | Omusati | Oshana | Ohangwena | Oshikoto | Kunene | Erongo | Khomas | Karas | Hardap | Total No. Of regions |
|---|---------|---------|--------------|---------|---------|--------|-----------|----------|--------|--------|--------|-------|--------|----------------------|
| More emphasis and focus on literacy and numeracy skill development activities and programmes | | * | | * | | | | | * | | | | * | 4 |
| Literacy and numeracy should be integrated across all subjects | | * | | | * | | | | | | * | | | 3 |
| Schools should develop a reading and writing culture among learners and teachers | * | * | | * | | | | | | | | | | 3 |
| Schools should organise reading holiday adventures | | | | * | * | | | * | | | | | | 3 |
| Introduce a DEAR period (drop everything and read) for everyone in the school, including support staff. | | | | | | | | | | | * | | | 1 |
| Enforce English usage of schools grounds | | | | | * | * | | | * | | | | | 3 |
| Learners should take books home, and this should be preceded by educating them on how to take care and handle books at home | | | | | * | | | | | | | | | 1 |

School Strategies

| | Caprivi | Kavango | Otjozondjupa | Omaheke | Omusati | Oshana | Ohangwena | Oshikoto | Kunene | Erongo | Khomas | Karas | Hardap | Total No. Of regions |
|---|---------|---------|--------------|---------|---------|--------|-----------|----------|--------|--------|--------|-------|--------|----------------------|
| Schools should prioritize the teaching letter sounds | | * | | | | | | | | | | | | 1 |
| There should be literacy and numeracy activities on a daily basis | | * | | | | | | | | | | | | 1 |
| Teachers should plan their lessons sufficiently, including appropriate teaching and learning aids/ concrete objects | | * | | | | | * | | * | * | * | | | 5 |
| Teachers should use a variety of teaching methods and approaches to cater for | | | | * | | | | | | | | * | | 2 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|---|---|---|--|--|---|
| different learning styles and needs | | | | | | | | | | | | | | | |
| Teachers should use appropriate literacy and numeracy approaches and strategies that accelerate the development of literacy and numeracy skills- making learning fun (songs, rhymes, games, | * | * | * | | | | * | * | | * | | * | | | 7 |
| Each lower primary classroom should have a reading corner with appropriate reading materials | | | | * | * | | | * | * | | * | | | | 5 |
| Multigrade classes should be in the upper grades and not lower grades, if not, grade 1 should not be combined at all. | | | | | | | | | | * | | | | | 1 |
| Teachers should train lower primary learners in public speaking | | | | | | | * | | * | | | | | | 2 |
| Learners who are good readers should model reading to fellow learners. | | | | | | | | | | | * | | | | 1 |
| Keep best performing teachers in grade 1 in order to lay a strong foundation | | | | | | | | | | | * | | | | 1 |

Supervision and support

| | Caprivi | Kavango | Otjozondjupa | Omaheke | Omusati | Oshana | Ohangwena | Oshikoto | Kunene | Erongo | Khomas | Karas | Hardap | Total No. Of regions |
|---|---------|---------|--------------|---------|---------|--------|-----------|----------|--------|--------|--------|-------|--------|----------------------|
| Provide support to learners who need help in literacy and numeracy/ learning support programmes should be properly monitored by management | | * | * | * | * | | | * | * | | | * | | 7 |
| Each school should have a special class with an experienced teacher | | | | | | | | | * | | | | | 1 |
| Lower primary phase levels should be provided with well qualified (speciality in lower primary) HODs/ a lower primary HOD for each school. | | * | | | * | | | | | * | | | | 3 |
| Principals, HODs and subject heads should monitor, and provide support to teachers on how to develop literacy and numeracy skills (proper supervision). | | | * | | | | * | * | | * | | | | 4 |
| There should be clear supervision roles in the schools. | | * | | | | | | | | | | | | 1 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Principals should provide supervision and monitor teaching activities and progress | | | * | | | * | * | | | | * | | | 4 |
| There should be proper induction of novice teachers by mentor teachers, newly appointed HOs should also be inducted, and mentor teachers should match novice teachers (subject-wise). | | * | | * | | | | | | * | * | | | 4 |
| Schools should set up functional subject committees | | * | | | | | | | | | | | | 1 |
| The management should ensure that teachers complete the syllabi in order to develop all skills | | | * | | | | | | | | | | | 1 |
| Schools should identify teachers with expertise to assist fellow teachers/ model lessons | | * | | | | | | | | * | | | | 2 |
| Schools should organise refresher courses for teachers (e.g. on teaching of phonics)/ train teachers on effective teaching approaches and programmes (e.g. THRASS). | | * | | | | | * | | | | | | * | 3 |
| Schools should hold interdepartmental meeting to share experiences | | | * | | | | | | | | | | | 1 |
| Lower and upper primary teachers should create platforms (hold information sharing meetings) to discuss problems regarding the development of literacy and numeracy. | | | | | * | | | | | * | | * | | 3 |
| Schools should promote teamwork among teachers (team planning, team teaching, peer coaching) | * | | * | * | * | * | * | * | * | | * | | | 9 |
| Teachers should share teaching materials and approaches that enhance the development of literacy and numeracy | | | | | | * | | | | | | | | 1 |
| Lower primary teachers should observe each other's class/ model lessons to each other | | | | | | | * | * | | | | | | 2 |
| More support is needed from lower primary advisory teachers/ if need be, schools should invite ATs to render support. | | | | | | | | | | * | | | | 1 |

Conclusion

In summary, as stated in the introduction, the whole aim of the activity was to ‘kick-start’ regional interventions on improving the teaching of literacy and numeracy. It is our hope that regions will continue carrying out interventions based on the set strategies.