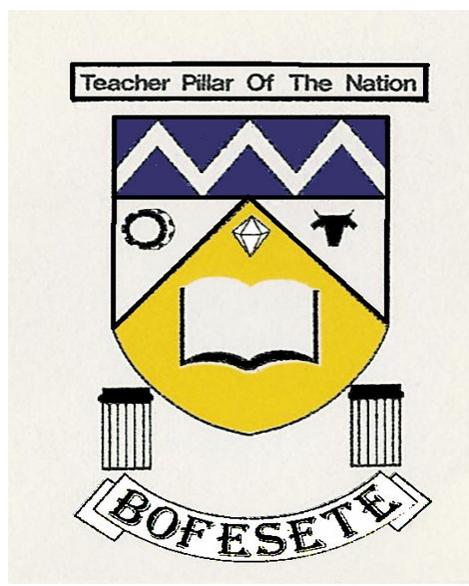


BOFESETE



Report on double Shift system
introduced Term 1 2006

TABLE OF CONTENTS

Foreword	3
Acknowledgements	4
1.0 Introduction	5
2.0 Check list and Teams	6
3.0 Findings	
3.1 Cooperation	7
3.2 Timetable	7 - 11
3.3 Sports /Club Activities	12 - 14
3.4 Feeding	14 - 15
3.5 Accommodation	16 - 18
3.6 Class size	18 - 19
3.7 Class Resources	19 - 20
3.8 Increase in funding	21 - 22
3.9 Cleaning	22 - 23
3.10 Staffing	23 - 24
3.11 Working Hours	24 - 25
3.12 Management Structures	25 - 26
4.0 General Observations	27
5.0 Recommendations	28 - 29
6.0 Conclusion	30
7.0 Annexures	

FOREWORD

This report constitutes a humble submission of BOFESETE findings on the schools piloting double shift. Despite our serious reservations, the Ministry of Education decided to hurriedly pilot double shift. BOFESETE's contention has been that some spade work should have been done before piloting such a major reform.

Prior to the piloting of double shift in nine (9) schools, BOFESETE undertook a research on the countries which practice double shift. Our findings succinctly reflect that if proper preparations are not made prior to implementation of such a reform, the quality of education could be highly compromised. BOFESETE produced a well researched position paper in which it gave various scenarios which might occur if certain precautions were not taken before implementation. Further to that, the Ministry of Education had failed to consult important stakeholders mainly parents, teachers and students. This defeats the reasoning behind introduction of this reform, thus "there is need for extensive consultation with all those concerned before double session in secondary can be implemented"

Despite all these, BOFESETE is committed to playing a role in improving the education system of our country. Hence, the organization deemed it fit to visit all piloting schools, to get first hand information on how the teachers and students are coping with this reform.

BOFESETE National Executive has resolved to visit all piloting school timely so that they can give an informed position at the end of the piloting phase.

We hope this report is of assistance to the Ministry of Education and all stakeholders to this exercise. Happy reading!!

.....
Eric C L Ditau
PRESIDENT

ACKNOWLEDGEMENT

BOFESETE would like to thank all the Ministry of Education Officials, through their respective regions for allowing this exercise to be undertaken in schools; members of respective Management Committees of schools listed below, for having allowed them to visit their schools and for their earnest contributions; and to all the teachers who managed to attend these meetings, we thank them for their time and contribution; We would also like to thank BOFESETE school representatives for mobilizing teachers in their respective schools; and we thank all members of the National Executive who undertook these trips to ensure that this exercise is carried out, that it would eventually assist in improving the quality of education in our country. A special thanks is also given to BOFESETE staff for arranging these trips.

1.0 INTRODUCTION:

Double Shift system was introduced in January 2006 in order to increase access to senior secondary school education in accordance with the Revised National Policy on Education of 1994 Recommendation 41 (paragraph 5.9.12 amended to read “ *a pilot programme of double session day schools should be developed immediately within the existing day senior schools as a temporary measure*”

It must be noted that Teacher welfare issues cannot be divorced from any issues that affect the education system of this country. It is BOFESETE’s mandate to ensure that quality education is given to Batswana children and that Teacher’s welfare is taken into consideration. BOFESETE understands the spirit of double shift. We are committed in ensuring that its intended goals of increased access to education are fully realized, more so that it also creates employment to teachers thus reducing unemployment.

BOFESETE is not against the introduction of this system, we sincerely support the principle and the purpose. Our main concerns are that it has been rushed and that rightful measures were not followed to ensure full support and implementation. Teachers are the drivers of this system, Students and Parents are also stakeholders, and it is disappointing to note that they were also not appropriately consulted before the system was introduced. Even though it is possible, it is difficult to wholly own something of which you feel you were not made part of in the beginning.

The purpose of this report is therefore to compare all schools that are piloting this exercise as they differ geographically, and ascertain how they are coping with the system, note any problems that are arising from the system and thereafter make appropriate recommendations to the Ministry of Education.

2.0 CHECKLIST AND TEAMS

This report will hence cover such schools and will be arranged according to the checklist that had been forwarded to management and staff before the actual trips were undertaken. It was as below:

- (i) Timetable
- (ii) Sports - Club activities
- (iii) Feeding
- (iv) Accommodation
- (v) Class size
- (vi) Class resources (desks, Boards etc)
- (vii) Increase in Funding (vote allocation)
- (viii) Cleaning
- (ix) Staffing
- (x) Working hours
- (xi) Management structure in place

The Teams comprised of the following:

SCHOOL	TARGET	TEAM	DATE OF VISIT
FSS	Management Teachers	Mr Motshegwa Mr Onkabetse	17/02/2006 1430 pm
MONTSAMAISA CJSS	Management Teachers	Mr Gombani Mr Akuje	17/02/06 23/02/06
KGARI SECHELE	Management Teachers	Mr Sakwape Mr Modukanele	14/02/2006 1430 pm
Maun Senior	All Teachers Management	Mr Sakwape Mr Ditau	28/02/06 29/02/06
Rakops CJSS	All Teachers	Mr Mokomane	02/03/06
Bokamoso CJSS	Management	Mr Mokomane	8/03/06
Itekeng CJSS	Management Teachers	Mr Ditau Ms Kelefhile	17/02/06 18/02/06
Seepapitso Senior Sec School	Management	Mr Motsumi Mr Lekabe	17/02/06
Montsamaisa CJSS	Management Teachers	Mr Gombani Mr Akuje	17/02/06 23/02/06
Swaneng CJSS	Management Teachers	Mr Hunyepa Mr Ramadi Mr Motshegwa	17/02/06 14/03/06

3.0 FINDINGS

3.1 COOPERATION

Generally school management of all schools was cooperative when requests were made for the teams to visit their respective schools. It has also been evident from all schools visited that everybody interviewed is willing to ensure that the system works, this could have been more meaningful if the necessary consultation was done. However it does not absolve Teachers from implementing it and finding means of ensuring that its ideals are realized. It is worth noting that in one school that had already been visited by Ministry of Education officials before our team, the information derived from management could be construed as not having been representing the actual experience. One could sense a temptation to project a positive picture, notwithstanding obvious challenges. This however did not deter us from getting a clear picture of what is actually happening at ground level.

Suffice to also note that at one school, we were nearly denied access to undertake our mission, we were denied access to the school administration until permission was derived from the regional office, in spite of the above though, through patience the meeting was held.

3.2 TIMETABLE

Francistown Senior Secondary

- Assembly for morning shift is at 0640 hours
- Lessons begin at 0650 hours to 1230 hours for morning shift, study at 1355 hours to 1525 hours
- Afternoon shift begins lessons at 1235 hours and ends at 1805 hours. They do not have study
- Double Shift only affects form 4s,
- Form 5s have been exempted since the system found them already in school.
- System adopted: 2 form 4 groups attend school in the morning with form fives. Only 1 form 4 group attends in the afternoon
- Groups come for afternoon sessions once in 3 weeks.
- School to be divided into 2 next year when form 5s leave.

Problems:

- (i) According to the timetable, teachers work both in morning and afternoon sessions, which automatically implies that teachers can serve in both shifts

Kgari Sechele Senior Secondary

- The school has been divided into 2 groups, the first group operates from 6.30 hours to 1245 hours, between 1245 hours and 1325 hours, it is assembly.
- Teaching time has been reduced from 40 minutes to 35 minutes, with no 5 minutes breaks
- Movement of Teachers and Students in between lessons reduces period time even further
- Lunch break has been shortened because students are many and they may have to clean before assembly
- Some classes have had to be split, because of the class size, indicating that a Teacher has to attend to one class twice in one session, this happens in optional subjects such as History.
- There isn't enough time to give proper tests, so Teachers resort to giving quizzes.
- Students become restless and doze off after 1800 hours during lessons, ventilation is also not good.
- No Teacher teaches both shifts - good.

Problems:

- (i) Administration of tests is difficult, tests have to be given during lesson, of whose time is also not enough.
- (ii) Staff meetings not held appropriately, they are held around 1200 noon, but this is a problem because Teachers have to leave for lessons
- (iii) No afternoon studies
- (iv) Quality of education has been compromised because even though class time have been changed from 40 minutes to 35 minutes, the syllabus has not changed.

Maun Secondary School

- Time Table stretches from 0630 hours to 1830 hours
- Evening study is for Boarders only, Teachers supervising them can be on duty from 1945 hours to 2045 hours.

- Form 4s are divided into 3 bands, 2 bands come in the morning and one in the afternoon
- Form 5s do not shift
- Afternoon groups start at 1230 hours
- There is afternoon study for form 5s and 1 band of form 4s

Problems:

- (i) Teachers are forced to work long hours
- (ii) Teaching time reduced to 35 minutes with no 5 minutes break
- (iii) Movement of Teachers and students and distance reduces this time even further
- (iv) Teacher can teach across shifts
- (v) Afternoon study overlaps with teaching time
- (vi) Tests done during lessons and there is a possibility of leakage for groups that have not written, quality of education questionable?
- (vii) Class teachers have to be there every morning
- (viii) Conducting science practicals is going to be a challenge
- (ix) Students concentration during afternoon lessons is also doubtful
- (x) Teachers traveling on weekends also have a problem teaching well on Friday afternoons
- (xi) Student's punishment schedules have been affected because they used to be punished in the afternoon, when such a student is on an afternoon shift, it becomes a problem.

Problems:

- Indiscipline in schools, level of punishment has reduced.
- It is difficult to hold staff meetings, which therefore means that afternoon lessons are compromised during such meetings, or teachers leave during meeting.

Rakops CJSS

- Lessons begin from 0710 hours to 1215 hours morning shift, with study from 1830 hours to 2000 hours evening study
- For afternoon shift, Lessons start from 1225 hours to 1740 afternoon shift, with study finishing at 2000 hours.
- School has been divided into 2 groups alternating on a weekly basis on a 7 day timetable

- On Thursdays all groups merge
- For both groups each uses dining hall for study purpose
- Sports activities are held concurrently with lessons
- Morning shift does sports at 1455 hours to 1740 hours and afternoon shift does sports at 0700 hours to 0830 hours. (See ANNEXURE 2)

Problems:

- (i) Students do not have time after sports to clean up before lessons start
- (ii) Day students are forced to utilize bathroom facilities for boarders to enable them to cleanup before lessons, this compromises hygiene as they are many students using limited resources.

Bokamoso CJSS

- School divided into 2 groups, BOKA and MOSO and operate normal time table
- 1 session has 13 classes whilst the second session has 14 classes
- Each session has its own Teachers
- 1st session begins at 0640 hours to 1150 hours followed by an hour break.
- Afternoon session begins at 1130 hours, which is lunchtime; lessons then begin at 1310 hours to 1810 hours.
- Common Assembly is held only on Mondays and Fridays at lunch break.

Itekeng CJSS

- School starts at 0630 hours
- Lesson time has been reduced from 40 to 35 minutes, the syllabus however has not changed
- Assembly is done at Lunch (1300 hours) on Mondays, Wednesday and Fridays
- All students have lunch at 1200 noon
- The School has been divided into two schools and shift fortnightly

Problems:

- (i) Remedial teaching now non existent

Montsamaisa CJSS

- School divided into 2 schools
- Staff divided into the 2 schools
- Contact time has reduced from 40 to 35 minutes, no 5 minutes break

Swaneng Senior Secondary School

- Only form 4s are involved
- There are 30 form 4 classes, 15 come in the morning and the other 15 in the afternoon
- Shift is done on termly basis
- Timetable runs from 0630 hours to 1830 hours
- Morning session feeds at 1240 hours
- Afternoon session feeds at 1140 hours
- No study time for both shifts

Problems:

- (i) Clash of timetable for Teachers because sometimes when a Teacher is supposed to do afternoon registration which begins at 1130 hours, he is held up by morning classes
- (ii) Some teachers are forced to teach in both sessions and their lessons spread through the day
- (iii) Students supposed to be in afternoon session sometimes sneak in to morning lessons, because they do not like afternoon lessons.
- (iv) Reduced contact time

Seepapitso Senior School

- Only form 4's have been affected
- Form 4s divided into 2 groups, one group comes in the morning and the other comes in the afternoon.
- School begins at 0640 hours until 1230 hours when the morning group is given lunch.
- Afternoon group has lunch from 1200 to 1230 hours
- Done on alternative basis, Teachers too alternate, rare for Teacher to teach both shifts
- Lesson duration has been reduced from 40 minutes to 35 minutes

3.3 SPORTS / CLUB ACTIVITIES

Francistown Secondary School

- No sporting grounds, they use CTO grounds for sports activities
- Sports activities are only done by those who are on morning shift

Problems:

- (i) Students on afternoon shift do not have access to sports, which is a disadvantage to them because they do not get to do sports, others may be sports fanatics and are hence denied that opportunity by shifts
- (ii) When Coaches are on afternoon teaching, there is nobody to coach
- (iii) Participation of students in sporting activities compromised.

Kgari Sechele Senior

- Morning session students are ferried to the stadium for sports activities in the afternoons
- Teams combine on weekends to form a school team
- Inter house competitions will not be held
- Clubs use classes to meet during lunch break

Problems:

- (i) There is no money to pay the driver as overtime who transports students for sports.

Maun Senior Secondary

- Teachers on afternoon sessions do not do sports
- Teachers sacrifice their time in order to meet students on weekends
- Children on morning session leave at 1230 hours; therefore they have to be followed if they have to come for training
- Form 4s do not participate on sports activities

Problems:

- (i) Clubs are dying a natural death
- (ii) Form 4 are also denied an opportunity to train because they are on shifts

Rakops CJSS

- Sports activities run concurrently with lessons
- Morning session do sports in afternoons and afternoon session do sports in morning, see attached timetable (Annexure 2)

Problem:

- (i) Noise is generated by students when on afternoon activities, concentration becomes compromised for those having lessons
- (ii) Cleanliness of students who do sports in morning is also a problem, they do not have facilities where they can clean themselves before their lessons begin.

Bokamoso CJSS

- Morning session starts training from 1330 hours to 1530 hours whilst the afternoon session trains in the morning from 0800 hours to 1000 hours
- On weekends they combine

Problems:

- (i) No bathroom facilities for morning training
- (ii) Club activities have also become problematic because it is difficult to bring students together to form a team.

Itekeng CJSS

- Afternoon session starts training in the morning from 0800 hours to 0930 hours.
- Students are expected to come for training in the morning, then go back home to clean up

Problems

- (i) Afternoon session students who train in the morning start school tired hence concentration compromised

- (ii) Some homes are far, and it could be impossible to return home for clean up
- (iii) They resort to using boarding facilities but there is a problem of theft and cleaning up the bathrooms
- (iv) It is difficult to form a school team.

Montsamaisa CJSS

- Only morning session undertakes sports training from 1530 hours to 1730 hours
- Two teachers coordinate sports, one in morning and another in afternoon
- School competitions are held between the 2 schools to select school athletics team:

Swaneng Senior Secondary School

- Only morning shift students attend sporting activities, however turn up is low
- Coaches involved in afternoon classes

Seepapitso Senior School

- It is only the morning group that goes for co curricular activities before the lessons

3.4 FEEDING

Francistown Secondary School

- Morning shift Lunch is from 1230 hours to 1400 hours and afternoon shift from 1130 hours to 1200 hours
- Cooks not enough to cater for all children

Problems:

- (i) Afternoon students have to wait outside the school gate for their time, this is not safe, students are tempted to do undesirable things

Kgari Sechele Secondary School

- Breakfast for morning session is at 0900 hours

- At 1100 hours, the afternoon shift begins to arrive and they are kept in empty rooms for silent reading
- Lunch for everyone is at 1145 hours
- Tea for afternoon group is at 1545 hours

Problems:

- (i) Food shortages, students have to therefore wait for food whilst it is being prepared

Maun Secondary School

- Morning tea is at 0935 hours, Lunch at 1230 hours
- Afternoon session have lunch at 1130 hours, and tea at 1600 hours

Problems

- (i) Some teachers who supervise meals are sometimes required to be teaching

Rakops CJSS

- No comment on funds was given since school head was not there.

Bokamoso CJSS

- It seems their feeding programme is running smoothly and smaller groups can be supervised easily..

Itekeng CJSS

- No problem teachers on duty do supervision
- 2 extra people have been engaged to assist with feeding

Montsamaisa CJSS

- Afternoon session lunch at 1125 hours to 1200 noon, Morning session lunch is at 1205 hours to 1235 hours.
- Duty teachers for afternoon session come at 1100 hours to supervise meals and prepare for start of afternoon session

Swaneng Senior Secondary School

- Quality of food has gone down, some students resort to buying own food from tuck shop.

3.5 ACCOMODATION

Francistown Secondary School

- 130 Teachers, to 72 units
- 52 Teachers not sharing, whilst 38 are sharing.
- 30 Teachers do not have accommodation at school but are desperately in need of it
- BHC given the school 5 houses but they pay normal BHC rental, this is expensive.
- Students who come from far places end up renting, houses in Francistown.

Problems:

- (i) Students renting houses are exposed to undesirables, without parents supervision, alcohol and drug abuse, teenage pregnancy, sexual abuse might be prompted by this arrangement.
- (ii) Some students renting in town also sometimes miss school, the excuse being they would have gone back home to collect rental money.
- (iii) Destitutes and Orphans have been hard hit by double shift because proper accommodation has not been acquired for them some are reported not to have started school as yet.

Kgari Sechele Secondary

- Serious accommodation problem, 130 teachers and 62 units
- Married teachers forced to share houses
- 30 teachers stay out of school some in Gaborone

Problem:

- Rentals too high for private accommodation

Maun Secondary School

- Serious accommodation problems, almost everyone is sharing
- BHC houses are expensive
- Boarding capacity has been expanded by 150 students

- Not all students due for boarding were taken in. Some are forced to rent in the village and some did not come to school because of lack of accommodation.

Rakops CJSS

- 60+ Teachers and 29 units
- Married staff sharing houses

Problems

- Overcrowding of staff houses especially when married couple have children
- Creates friction amongst teachers

Bokamoso CJSS

- 69 Teachers to 24 housing units
- Married Teachers not sharing and teachers are finding alternative housing easily.

Itekeng CJSS

- Serious problem with teacher accommodation
- All teachers are sharing houses, from Deputy school head

Montsamaisa CJSS

- School has 43 houses and all teachers sharing
- Transfer ins all have own accommodation
- BHC approached and proved expensive

Swaneng Senior Secondary School

- A lot of Teachers are sharing, even married ones
- Some teachers rent outside, some have not reported for duty yet as there is shortage of accommodation
- Staff houses dilapidated, old
- Students from Gweta, Tonota, Tswapong renting from village

Problem:

- (i) Parents are worried by their children who are forced to rent houses and hence stay on their own

(ii) Problem of indiscipline could result from this.

Seepapitso Senior School

- Staff housing is a problem, Teachers are forced to share
- Accommodation for students is not a problem, there are enough facilities since the school was built as a boarding school

3.6.1 CLASS SIZE

Francistown Secondary School

- Not mentioned

Kgari Sechele Secondary School

- Average size is presently 41, but students are still coming in
- Classrooms are too small to handle number of students
- Hands on approach to teaching becomes a problem, for instance in Science when 3 students have to do an experiment together

Problem:

- (i) Discipline is a problem as they are too many children to handle.

Maun Secondary School

- Average class size is presently 45
- Practical subjects are not manageable
- Projects are not done anymore since they used to be done in afternoons.

Rakops CJSS

- Class size is within prescribed range
- Teachers doing optional subjects operating below required number
- Shortage of resources brought in by increase in number
- When groups are merged, shortage of desks is more pronounced, and students resort to sitting on benches, the quality of education is therefore compromised

Bokamoso CJSS

- Resources are enough to handle the class size.
- They have not experienced any problem in that regard

Itekeng CJSS

- Classes range from 40 to 45 but this is seasonal.

Montsamaisa CJSS

- Class average 40
- No major problems with transfer outs

Swaneng Senior Secondary School

- Form 4s have increased size from 35 to 40

Problem:

- Desks are not enough, students have to therefore use their laps for writing.

3.6.1 CLASS RESOURCES

Francistown Secondary School

- Acute shortage of classrooms because the school is still under construction
- Shortage of text books because of the number brought in by double shift
- Noise from construction machinery disrupts classes

Kgari Sechele

- Desks and chairs are not enough
- Infrastructure is okay but equipment wanting
- Requirement that 5 quotations be presented for purchasing daunting

Maun Secondary School

- Furniture is not enough for students

- Books that were ordered have not been enough
- Dining hall too small and lunch takes longer

Problems:

- (i) Theft in hostels
- (ii) Students are dodging lessons.

Rakops CJSS

- Shortage of desks, students write on their laps

Problems:

- (i) Teachers are frustrated by shortage of resources

Bokamoso CJSS

- Nothing noted

Itekeng CJSS

- Class resources not problematic
- Books are in short supply, supplier has not yet delivered
- Toilets are getting crowded, this has led to hygienic problems
- Number of pots for cooking in the kitchen are also not enough
- Staff rooms are crowded, had not catered for the increase in Teachers

Montsamaisa CJSS

- Classrooms are enough, other classrooms unoccupied
- School given extra 100 chairs but no desks

Swaneng Senior Secondary School

- Preparation of studies for morning session cancelled because of shortage of classrooms
- Present ablution block is insufficient, it was not meant to cater for a large number
- Toilets over used, cleaning becomes cumbersome
- Note books and textbooks are not enough for students
- Laboratory Assistants are not available before 7.30 hours and after 1630 hours but they are needed during those times.

3.6 INCREASE IN FUNDING

Francistown Secondary School

- School was given additional funding for expansion, so for now no problems (P1.6 million)

Kgari Sechele Senior

- None noted by Double shift visit

Maun Secondary School

- None noted by Double shift visit

Rakops CJSS

- None noted by Double shift visit

Bokamoso CJSS

- They have had their funds increased in area of needs such as feeding and books.

Itekeng CJSS

- 3 extra classes have been catered for, so no problem in that area

Montsamaisa CJSS

- School given extra P100 000.00.

Swaneng Senior Secondary School

- Supplementary funding given to school to help up to the end of the financial year
- No supplementary budget for support staff to cater for overtime claims

Problems:

- Laboratory Assistants knock off at 1630 hours because they are not paid overtime, Teachers who need to use them after that time become frustrated.

Seepapitso Senior School

- Government has assisted with regards to funding

3.7 CLEANING

Francistown Secondary School

- General cleaning is not well coordinated, 2 periods for afternoon session are used for general cleaning, a disadvantage to afternoon lessons
- Two groups clean at once, this is a large group to supervise effectively

Kgari Sechele Senior

- Both sessions clean during registration time
- Support staff do not work during lunch, so there is a problem of acquiring cleaning material

Maun Secondary School

- Cleaning is just done once in the morning
- General cleaning is done twice a week, Boarders clean on Saturdays and day scholars clean midweek.
- Some classes are not cleaned during that time because they would be used

Rakops CJSS

- None noted by Double shift visit

Bokamoso CJSS

- Has been noted to be a serious challenge because it is done during shifting by morning session

Itekeng CJSS

- There is continuous cleaning, this makes it impossible to do thorough cleaning
- General cleaning has been discontinued
- Staff rooms are also not being cleaned properly because they are overstaffed
- A Committee has been set up to look into how best to conduct cleaning

Montsamaisa CJSS

- Cleaning is done every Wednesday at period 7 and 8 by morning session, still it means loss of afternoon time
- Afternoon shift does not have general cleaning

Swaneng Senior Secondary School

- It is done at 1530 hours on Thursday afternoons
- Only form 5s clean
- Toilets are not thoroughly cleaned and are a health hazard.
- Hygiene has been compromised because too many students use limited facilities
- Supervision of cleaning also tends to be problematic because a Teacher who might be supposed to be supervising might have a lesson during that time.

3.8 STAFFING

Francistown Secondary School

- Some Departments are understaffed e.g. Setswana
- A Coordinator supervises too many Teachers, e.g. 28, they could be difficult to control
- Laboratory Assistants also knock off at 430 pm and it is a problem, their services could be needed until 1830 hours

Kgari Sechele Senior

- None noted by Double shift visit

Maun Secondary School

- Teachers workrooms are too congested
- Senior Teachers-Science supervises more than 30 Teachers
- The school is expected to have 138 Teachers, but they are still awaiting 5

Rakops CJSS

- Teachers on duty knock off at 2000 hours when evening study ends.

Bokamoso CJSS

- 69 Teachers, all are at maximum load level except for social studies that are overstaffed.

Itekeng CJSS

- School expecting additional 10 Teachers and the number will be fine
- Management is finding it tough to be in school from 0630 hours to 2100 hours.

Montsamaisa CJSS

- School given 9 additional teachers

Swaneng Senior Secondary School

- Management overstretched
- 4 Teachers have not reported for duty yet due to accommodation shortage.

3.9 WORKING HOURS

Francistown Secondary School

- As per schedule (**Annexure 1**)

Kgari Sechele

- None noted by Double shift visit

Maun Secondary School

- Timetable stretches from 0630 hours to 1830 hours
- Class Teachers have to be present every morning
- Management takes turns to remain beyond 1630 hours.

Rakops CJSS

- As in Attached time table (Annexure 2)

Bokamoso CJSS

- First session begins at 0640 hours to 1150 hours followed by an hour break, afternoon session begins at 1130 hours to 1810 hours.

Itekeng CJSS

- Non teaching staff knock off at 1200 hours, when another school comes, this makes acquisition of materials difficult

Montsamaisa CJSS

- Teachers on duty for afternoon sessions start at 1125 hours
- Only the Bursar and her/his Assistant work normal hours

Swaneng Senior Secondary School

- Teachers have asked for shift allowance to compensate for long working hours.

3.10 MANAGEMENT STRUCTURES

Francistown Secondary School

- Management attends all sessions
- There will divide themselves next term

Kgari Sechele

- Management has been divided between the 2 schools
- Within 2 divisions, there are 2 further divisions to ease supervision
- Some senior Teachers who are in morning shifts have to supervise Teachers on afternoon shifts, this is unrealistic

Maun Secondary School

- None noted by Double shift visit

Rakops CJSS

- None noted by Double shift visit

Bokamoso CJSS

- Each group is allocated a Head of Department and Senior Teacher.
- The School Head and Deputy are always around for both shifts.

Itekeng CJSS

- The School head and Deputy school head are always around for both shifts. This is exhausting them.

Montsamaisa CJSS

- Heads of Departments and Deputy School Head are paired and divided between 2 schools
- Senior Teacher 1 also divided between schools, except Senior Teacher Guidance and Counseling who stretches between the 2 schools
- Senior Management Team on afternoon shifts start at 0930 hours
- School Head also shifts (0930 hours - 1730 hours)

Swaneng Senior Secondary School

- HOD's workload has been increased
- Management teams attend both shifts.
- Have asked for 2 Senior Teachers Grade 1 for Guidance and Counseling

Seepapitso Senior School

- All management staff have to be available throughout

2.0 GENERAL OBSERVATIONS

- 2.1 The reduction of class time from 40 to 35 minutes means that in a day each class loses 40 minutes, in a week it adds up to 2 hours whilst in a term it builds up to 128 hours.
- 2.2 The end of month tests in most schools are now being written during lessons, this has further reduced contact time.
- 2.3 All schools seem to be content with regards to additional funding to cater for double shift, so Ministry of Education needs to be commended for that effort. However there is need to cater for additional funding for support staff, which does not seem to have been attended to.
- 2.4 Class size has also been increased against a Revised National Policy of Education (RNPE) Recommendation 41 (Paragraph 5.9.12) which advocated for an increase in class size from 30 to 35.
- 2.5 The unhygienic problems being experienced in schools is a concern, there could be an outbreak of diseases, because facilities available now were not meant to cater for a large number of students
- 2.6 The fact that students are sometimes forced to rent houses in the village is also a cause for concern, as already noted above, there is a high chance of indiscipline, which includes dropouts, alcohol consumption, HIV/AIDS and other social ills.
- 2.7 All schools practice different methods in this system.
- 2.8 Accommodation for Teachers is also a grave concern, the fact that married Teachers sometimes share promotes misunderstandings between Teachers and family life is exposed.
- 2.9 Parents are also incurring costs that they had not anticipated, in addition to school fees, some have to pay for their children who are accommodated out of school, which includes clothing, and food.
- 2.10 It is a reality that some Teachers are being forced to work in both shifts, which goes without saying that this is beyond the time that a Teacher can cope with.
- 2.11 It is quite evident that somehow quality education is being compromised in one way or another. This is evident in the fact that tests that were normally given during studies have been reduced in most schools, due to lack of time.
- 2.12 Staff meetings have also been affected by this exercise, this is a forum where Teachers meet, communicate, failure to hold appropriate

staff meetings could imply failure to pass on important messages to Teachers.

3.0 RECOMMENDATIONS

3.1 DOUBLE SHIFT

- 5.1.1 Double Shift should not be rolled out to other schools until the cycle is complete and a thorough evaluation involving all stakeholders has been made as per Savingram Ref SE 1/12/15 - 1 (8) dated 19/9 2005 (Pilot Programme)
- 5.1.2 Since double shift is a temporary measure, we strongly urge the Ministry of Education to facilitate expansion of Brigades and Vocational centres to enhance accessibility of further studies by Junior Certificate and Cambridge school leavers.

3.2 TIMETABLE

- 3.2.1 All Schools piloting double shift should be divided into two groups to create consistency and uniformity e.g Kgari Sechele model and avoid long hours for Teachers.
- 3.2.2 Deliberate efforts be made to ensure that Teachers do not teach across shifts

3.3 SPORTS / CLUB ACTIVITIES

- 3.3.1 Bathroom facilities should be provided as soon as possible.
- 3.3.2 Government should engage the Botswana Institute of Sports Association (BISA) to develop a sports programme for double shift schools

3.4 FEEDING

- 3.4.1 Introduction of coupons to reduce risk of some students feeding twice

3.5 ACCOMODATION

- 3.5.1 Ministry of Education to construct more houses for Teachers as soon as possible.

- 3.5.2 Ministry of Education to negotiate with Housing Institutions on behalf of Teachers and subsidize them accordingly so that teachers end up paying almost what their counterparts accommodated in schools are paying
- 3.5.3 Teachers be made legible for pool houses.
- 3.5.4 Hostels to be built, or some form of accommodation be provided with proper adult supervision for students who come from outside school area.
- 3.5.5 Boarding schools should have a selection Committee made up of Teachers and Parents to consider student's accommodation.
- 3.5.6 National Selection / Placement Committee should place students in schools within the vicinity of the areas of their previous school.

3.6 RESOURCES

- 3.6.1 There is need to increase resources, because shortage of resources is very pronounced more especially in rural schools
- 3.6.2 There is need to increase ablution facilities to cater for the increased population of students in double shift schools.
- 3.6.3 There is need to hire additional laboratory Assistants who would also work on shifts.

3.7 CLEANING

- 3.7.1 To outsource cleaning services for all school facilities

3.8 MANAGEMENT STRUCTURES

- 3.8.1 School Governance be improved as follows:
 - 3.8.1.1 Each school be divided into 4 houses
 - 3.8.1.2 Each house be led by Head of Department
 - 3.8.1.3 Each mini school to have two Heads of Department
 - 3.8.1.4 Each mini school to have one senior teacher grade 1 guidance and counseling
 - 3.8.1.5 Students should be involved in school governance.

3.9 WORKING HOURS

3.9.1 Shift Allowance should be introduced in double shift schools.

4.0 CONCLUSION

We are committed in ensuring that this system works, we would very much like the Ministry of Education to seriously consider our recommendations and to in future ensure that Teacher Organizations as stakeholders, are consulted timeously and appropriately on issues that affect them. This will not only promote ownership of policies implemented but will also assist in improving the quality of education in Botswana.

BOFESETE NATIONAL EXECUTIVE COMMITTEE
April 2006