Multigrade Teaching: A Viable Option for Sub-Saharan Africa?

1. Introduction
Despite considerable efforts by local governments and the international community, achieving the goal of Education for All (EFA) in some parts of the world, especially Sub-Saharan Africa (SSA), remains challenging (Global Monitoring Report, 2004). To break this cycle there is a need for alternative delivery methods of education services and, here, the development of multigrade teaching strategies will improve access, particularly in more remote regions. In multigrade, one teacher assumes responsibility for one or more classes in the same room at the same time. It is a system that is practiced in both developed and developing countries (Veenman, 1995, Little, 2001) and, with adequate support, the approach has achieved quality learning outcomes (Mason and Burns, 1997; Veenman, 1995; Berry, 2001). The provision of quality education in isolated areas for the remaining 10% to 15% out-of-school children is the current UPE challenge and here it is paramount to focus on supply side issues because of increasing evidence that distance to school is a major factor in attendance, especially for girls, and that if a school is available within the village, school attendance improves significantly. Multigrade is effective here and provides an economic solution to the difficulties of providing increased access for children in under-populated areas where it is difficult to provide the full primary cycle.

1.1 Context
The background studies that underpin this paper commenced in 2004 with a series of capacity-building multigrade initiatives. These activities were conducted by the World Bank, the World Bank Institute and were supported by the Africa Region and the newly established Irish Trust Fund at the World Bank. The work focused on quality improvements in teaching and learning in basic education in select SSA countries, including Ethiopia, Guinea, Mauritania, Senegal, Uganda, and Zambia. The initiative included a ‘Multigrade Teaching and Learning Colloquium’ in Dakar, Senegal in 2004. Since then a number of follow-up multigrade activities were organised and two

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1 Independent Education Consultant
2 The three multigrade case studies were supported by Africa Region, World Bank and the Irish Education Trust Fund at the World Bank. For further details contact amulkeen@worldbank.org
awareness raising videoconferences, titled ‘Multigrade Teaching as a Policy Option for Africa’, delivered to about 100 heads of different government departments from Ethiopia, Gambia, Kenya, Lesotho, Nigeria, Uganda and Zambia, active in basic education. Unfortunately, while many of the above activities heightened the general awareness of the potential of multigrade, they do not appear to have increased to any real extent the practice, or quality, of multigrade in the participant countries.

1.2 Case studies
The initial multigrade activities were followed by three multigrade case studies: Uganda (2006) and Senegal and The Gambia (2007). Later, the findings of the three case studies were synthesised into a World Bank publication, ‘Improving Multigrade in Sub-Saharan Africa, A toolkit for policy makers and educators’. The synthesis report included (i) a review of international literature on multigrade usage and effective pedagogy; (ii) reflected detailed discussions with a spectrum of officials engaged in the education sector and (iii) site visits to a selection of monograde and multigrade classrooms in each of the participant countries. The report documented key issues in multigrade, highlighted the strengths and associated challenges if multigrade is to become a viable alternative in improving access for the remaining out-of-school children in Sub-Saharan Africa. It also suggested how high pupil: teacher ratios in senior grades in larger monograde schools, might be made more equitable if multigrade practices were implemented.

The paper provides information on a number of central multigrade issues: (i) how multigrade was introduced in the respective countries; (ii) the progress and success of multigrade in the intervening years and (iii) the quality of learning in the multigrade classrooms and (iv) how multigrade practices might be improved in SSA countries.

2. Background
The introduction and practice of multigrade varied in each of the three targeted countries:
2.1 Uganda

In 1998, the Ministry of Education and Sports in Uganda launched a multigrade pilot project in two districts, Kalangala and Sembabule. The Kalangala pilot district was acknowledged to have been the more successful and the findings on it have been reported at numerous conferences and summarised in ministry reports. Accordingly, in July 2006, the present researchers visited the Kalangala schools and documented the progress of multigrade and the lessons learned. The conclusions were based on school visits, observations of classroom practice, and interviews with teachers, headteachers, parents and education officials and the circulated report provided insights for policymakers in supporting the expansion of multigrade in Uganda and in other sub-Saharan countries. The case study included a separate report, aimed at teacher trainers and support workers that highlighted emerging issues in multigrade pedagogy.

2.2 Senegal

Two varieties of multigrade teaching were observed in Senegal. The most common version was the traditional model in which two consecutive, or non-consecutive, grades were grouped together and were taught by a single teacher. The second form of multigrade was the *Ecole a Classe Unique* (ECU), or the single-teacher school, in which one teacher provided instruction for all six grades. Traditional multigrade classes were introduced in Senegal in the mid 1980s; the ECU model commenced as a small scale pilot initiative in 2000 with the objective of improving rural access. While the ECU model was never formally evaluated, and learning outcomes in these schools remain questionable, the number of ECU schools has continued to increase. In total, it was estimated that 18% of the classes in the country are currently multigrade and that they cater for approximately 10% of the school going population.

2.3 The Gambia

Data on the implementation of multigrade in The Gambia was sparse and often inaccurate but to help tackle the issue of limited access, particularly in the more remote Regions, the practice has increasingly become a feature of ministry policy. For example, the Third Education Sector Project, Phase 2, includes an infrastructure component that will see the construction of 10 multigrade schools; six of these schools will be 2-classroom schools, the remaining 4 will be *one* classroom schools - similar to the Senegalese *Ecole a Classe Unique* model. Here, it was suggested that
insights from the Senegalese one-teacher schools will help prevent similar quality related difficulties arising in The Gambia schools.

3. **Issues arising**
   
a. There is increasing evidence that distance to school is a major factor in primary school attendance and that the provision of schools within villages is an effective strategy for attracting the remaining 10% to 15% out-of-school children (Mulkeen, 2006).

b. But in situations where the number of children in a village is insufficient to support a school, the single-grade option is unsustainable and uneconomical and, here, it is necessary to explore alternate delivery methods. One such option is to focus on the potential of multigrade classes and schools.

c. Multigrade is not an inferior system of education. It is extensively and effectively used in developed and developing countries and when properly supported and resourced, it achieves cognitive and social learning outcomes that are equal to, or superior, to traditional monograde classes (Mulryan-Kyne, 2007).

d. Teachers tend to have a negative view of multigrade, particularly when they have received no multigrade training and are expected to implement it without additional teaching and learning resource materials (Berry, 2001). In this context, the successful *Escuela Nueva* programme is a useful example for attitude change because it has avoided many of the negative perceptions associated with multigrade in SSA (Rojas and Castillo, 1995). It is suggested that when the Colombian government sanctioned the programme as a model for best practice in rural areas, the people were more willing to embrace it.

e. While many experts argue that a multigrade class is considerably more difficult to teach (Mason and Doepner, 1998; Veenman and Raemaekers, 1995), it is also true that multigrade teaching requires similar skills to those required for effective monograde instruction in heterogeneous classes (Mulryan-Kyne, 2007). It is also likely that a poorly resourced, large
monograde class may be no more demanding than a multigrade class with a small number of pupils and appropriate teaching materials.

f. If multigrade contributes to higher costs than monograde schools this is not about multigrade, as such, it is about size (Lewin, 2006). Further, if effective multigrade is associated with cognitive advantages and increased social and personal gains for learners (Little, 2006; Berry, 2006), then the higher unit cost per learner is justified. And while the development costs of multigrade may be significant, they are unlikely to be any more than those for quality learning and teaching in monograde schools.

g. It was noted that learning outcomes in multigrade classes across the three targeted countries varied greatly. For example, in Uganda the gains were comparable to those in traditional monograde classes whereas in Senegal progress was less satisfactory. It is cautioned, however, that the available data does not allow for reliable conclusions, particularly as many of the pupils were not long in the multigrade classes.

h. To provide a somewhat rigorous evaluation of the quality of multigrade pedagogy observed, an analytic framework was developed and applied (appendix 1). In it the ‘best’ multigrade lesson observed in each country was selected and scored on select skills that were considered integral to effective multigrade, namely classroom management and instructional adjustments. While less that a wholly reliable procedure, the process indicated that the skills of the best multigrade teachers were invariably unsatisfactory, a conclusion not unexpected given the lack of support, scarce resources and limited multigrade training provided to the practicing teachers.

i. On the positive side, relatively competent teaching skills were observed in a number of multigrade classes in each of the countries. In Uganda, for example, the ministry reported that learning outcomes were ‘at least as good’ as in neighbouring monograde schools (2003). On the negative side, the most challenging issue for all multigrade teachers was how to reduce the amount of ‘dead’ time, namely, how to keep pupils, not currently being instructed,
meaningfully employed. And the greatest administrative challenge was to ensure that teacher deployment practices did not undermine the multigrade success stories – in many cases successful multigrade schools were assigned additional teachers and, as expected, these schools quickly reverted to monograde practices.

j. The quality of instruction provided in the Senegalese *Ecole a Classe Unique* (ECU) was consistently judged to be unsatisfactory. It was also considered weaker than the most ineffective traditional multigrade schools in the country. It was apparent that these schools need additional inputs to ensure they are better resourced and capable of achieving more acceptable learning outcomes. It would also be helpful if the proposed evaluation was undertaken, particularly in light of the recent decision to introduce the single-teacher multigrade model in The Gambia.

4. **Support for multigrade**

The pilot studies indicate that multigrade can be used effectively in remote areas and that it can achieve results comparable to monograde schools. It is also apparent that there are a number of key ‘needs’ that should be addressed if multigrade programmes are to be strengthened and to become sustainable. The following nine issues are considered central in efforts to strengthen multigrade teaching and learning opportunities.

4.1 **Awareness raising campaign**

It was recognised that multigrade instruction is not perceived as an ideal approach by either teachers, administrators or the community at large; all tended to favour monograde and would prefer if their local multigrade school acquired additional teachers and reverted to monograde status. And while multigrade has consistently tried to overcome this negative image, it continues to be perceived as a *deficit* approach to schooling and one forced on developing countries because of scarce resources. This negative perception was further compounded because of a failure to provide multigrade schools with sufficient teaching and learning resource materials, particularly when the multigrade teachers are poorly trained and unlikely to successfully implement any pedagogy, be it monograde or multigrade. In such
circumstances, there is a need for increased advocacy to highlight (i) how multigrade can cost effectively improve access in rural areas – and in senior grades in larger schools when the number of pupils is falling; (ii) how extensively multigrade is used both in developed and developing countries; and (iii) how successful it can be when properly resourced and supported.

4.2 Clear and consistent multigrade policy

The range of varying, and often ambivalent, multigrade practices in many of the countries suggested that there was no clear policy on multigrade. Invariably multigrade practices have been partly eroded by teacher deployments initiatives in which additional teachers were posted to existing, and relatively successful, multigrade schools. In addition, tensions between policy and practice were observed, for example, there is a need to facilitate flexible curricular structures to allow for efficient multigrade but ministry was almost always committed to rigid curricula and assessment procedures – it was suggested these are necessary to ensure teachers remain accountable. There was a further difficulty: multigrade rarely comes in one form and in such an environment developing a coherent policy to support the hybrid of multigrade approaches is quite challenging. But, regardless of the multigrade variations being practiced in a region, it is essential that a clear and coherent multigrade policy, one that commits to multigrade and highlights the role of multigrade in improving access in the more remote regions, is developed.

4.3 Incentives

Teacher morale is low in the majority of SSA countries and this was especially true in the three countries surveyed. This predicament was prevalent even in large monograde schools that are more likely to be located in favourable urban environments. In such circumstances, it is unlikely that teachers will welcome deployment to a multigrade school since the majority of these schools are located in more isolated regions where basic comforts are generally lacking. There is also a likelihood that teachers placed, and remaining, in isolated environments may also be the least educated, the least able and the least supervised. There are also opportunity costs that need to be acknowledged for teachers placed in multigrade teaching: multigrade requires teachers to invest more time and effort in planning and preparing multigrade lessons and this means that they have less time for alternate income
generating activities. When presented with this reality, teachers are unlikely to embrace multigrade if the benefits do not appear to outweigh the costs of adopting it. As such, there is a need to consider providing some relevant incentives that will make these positions more attractive and here, the relative successes of the rural incentive scheme in The Gambia suggest a possible approach which might be expanded and linked more directly to multigrade.

4.4 Improved teacher education and support

A limited amount of multigrade in-service training was provided to some of the teachers in the study and where this occurred, the quality of the multigrade teaching was generally more impressive. Unfortunately, there was also a high attrition rate of multigrade trained teachers and a subsequent decline in the practice of multigrade because the replacement teachers – often from the teacher training colleges - were unfamiliar with multigrade pedagogy since it had not been mentioned in their pre-service training. As such, if multigrade is to be successfully implemented, it is essential that multigrade concepts are introduced in the initial teacher education curriculum and, here, it is reassuring that there is a window of opportunity because many of the skills required for multigrade teaching are already included in initial teacher education. Unfortunately, almost all the colleges of education tutors fail to see this connection and, as a result, do not broaden their professional studies courses to include key multigrade classroom management and organisational skills. Further, if college tutors are less than certain of the direct relevance of their professional studies courses to multigrade, two related questions arise: (i) how au fait are the lecturers with multigrade? and (ii) how effectively are they presenting their courses? In the interim, and until multigrade is fully mainstreamed within the colleges of education, management deployment and utilisation patterns need to take account of the nature of multigrade and to ensure a pool of expertise is not just created but is also sufficiently ring fenced.

On the positive side, the recent initiative to strengthen pre and in-service multigrade training in The Gambia - using the Commonwealth of Learning multigrade modular resource pack – is a positive development. This programme is also a good model for overcoming the anomaly of no pre-service multigrade input in the majority of SSA countries; it is also recognised that such initiatives are only a beginning because there
is a need for additional content to improve multigrade instruction. For example, Mulryan-Kyne (2007) highlights the need for inclusion of the following categories: (i) rationale for multigrade; (ii) curriculum development and planning; (iii) classroom organisation; (iv) selection and production of essential resource materials; (v) selection and use of a variety of teaching strategies; (vi) effective time management and (vii) classroom management. The article does not include the priority of strengthening teachers’ assessment skills but since multigrade is basically about pupils proceeding at their own pace, it is important that multigrade teachers become more adept at assessing pupils’ progress.

4.5 Additional resources
Research studies consistently highlight the necessity of providing multigrade teachers with a wider array of appropriate teaching and learning resources. This aspect is appreciated in many countries - for example, in Uganda, MoES is currently engaged in providing additional Learning Guides for P3/P4 and in completing the production of remaining Learning Guides. Unfortunately, while the other two countries espouse multigrade, little of significance has been achieved to increase the supply of suitable learning materials and, as in most SSA countries, even the availability of traditional textbooks poses real challenges.

4.6 Semi-autonomous materials
For effective multigrade, it is not enough to have additional teaching and learning materials. The materials also need to be less teacher-centred, more interactive and facilitate independent learning so pupils can (i) learn the content, (ii) test themselves and (iii) apply the new knowledge. The Escuela Nueva learning guides are structured in this way and in recent years a number of support workshops to develop the requisite skills to adapt existing SSA materials into semi-autonomous learning materials have taken place. Uganda has made significant progress in implementing these guidelines but it is disappointing that The Gambia, which also participated in the

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3 The discussion includes details of the necessary goals to be achieved under each of the content categories.
4 In late November 2004, the World Bank and WBI jointly delivered a technical multigrade workshop in Kampala. It was attended by seven SSA countries, including Uganda and The Gambia, and during it a day and a half was devoted to developing learning guides, based on examples and prototypes from Escuela Nueva. This session was facilitated by V. Colbert, a key supporter of the Columbian approach. The simulation exercise was designed to raise awareness and to improve technical skills, not to train participants in writing materials.
various capacity building workshops, does not appear to have followed up on the initiative.

4.7 Flexible curricula

Existing national curricula are in the main designed for monograde teaching and are too rigid to allow multigrade teachers teach a number of grades at the same time. Again, there have been some attempts to adapt these national curricula so they are more user-friendly in multigrade classrooms but further work in this area is necessary if multigrade is to become more effective and popular. Further, it is unrealistic to expect exceedingly busy multigrade teachers themselves to adapt the curriculum for use in multigrade settings. A positive development, here, is the progress in Uganda in developing a thematic curriculum which is likely to increase flexibility and provide opportunities for whole-class activities in multigrade contexts. In Senegal and The Gambia, however, teachers are currently unable to adapt the curriculum because both the content and sequence is rigidly prescribed. In the meanwhile, it is important to consider how non-incremental subjects might be re-aligned over a two or three year cycle to encourage multigrade teaching.

4.8 Strengthened teacher management

Since multigrade is rarely welcomed in a district by either the teachers, or the local community, and is, by and large, a relatively unfamiliar teaching approach, it is a priority that multigrade teachers are not just monitored but are also provided with increased support and encouragement. The most obvious source of this support is likely to come from head teachers and local inspectors. As such, it is important that both groups are fully briefed on the potential of multigrade and possess the requisite skills to support the instructional efforts of multigrade teachers. The real interest of these key stakeholders will ensure there is greater accountability on how teachers implement multigrade approaches; it will also avoid a practice, commonly observed in The Gambia, whereby the ‘multigrade’ teacher kept the two multigrade classes in their separate class rooms and visited them on a rotational basis

4.9 Local community support

The further one travelled from the capital, the more prevalent this practice became.
In many of the schools, it was apparent that local leaders did not understand either the rationale or the necessity for multigrade schools and, worse, were suspicious about its real value. Furthermore, most parents failed to appreciate that multigrade can achieve comparable results to mainstream classes. The effect of this local scepticism was a further undermining of multigrade and it, in turn, contributed to a growing reluctance by parents to send their children to a multigrade school - or even to allow their child attend a multigrade class in a monograde school. It is ironic, also, that the appointment of additional teachers to multigrade schools further eroded the overall community confidence in the approach. That said, it is important that all local stakeholders are familiar with the rationale for multigrade and know what is expected in multigrade schools. If this occurs, multigrade can be presented as a viable and valuable arrangement and many of the unhelpful practices that serve to undermine it, for example teacher specialisation in primary, or keeping different classes in separate rooms, successfully challenged.

5. Conclusion

Despite the shortage of resource materials and training for multigrade teachers, many multigrade schools were performing reasonably well. A number of teachers were able to manage two grades reasonably effectively although they invariably had difficulty keeping each group engaged in productive activities when they were teaching the ‘other’ class. But many multigrade pupils were making satisfactory progress and often performed at least as well as the children in the monograde class in the same school. However, the ad hoc support being provided to multigrade teachers also illustrated the difficulties of sustaining a practice, such as multigrade, in an education system where the pedagogy is either unfamiliar, or is frowned upon. Multigrade practices were also eroded in some places by ad hoc teacher turnover procedures, the allocation of new teachers, lack of multigrade training and support, the late arrival of additional teaching materials, or changes in local leadership. The failure to provide any pre-service multigrade teacher training, however, was the most significant shortcoming and the item that most frequently contributed to faulty instructional practices, such as keeping the two grades in separate classrooms, or in a complete abandonment of the multigrade approach.

In summary, on the positive side, it is evident that:
Multigrade is a viable, and perhaps the only, option if rural access in SSA countries is to be improved. It also ensures more equitable teacher deployment patterns in these communities;
Multigrade provides opportunities to restructure learning tasks to reflect the capabilities and interests of learners;
Multigrade promotes pupil independence, develops leadership skills and enhances group cohesiveness;

But it is also evident that:
Multigrade is more likely to thrive where there is a consistent and clearly articulated ministry multigrade policy that determines teacher deployment practices;
Where teachers are provided with pre or in-service multigrade training, or both, they invariably perform at more impressive levels;
At the moment, multigrade classes in SSA countries do not receive sufficient resources or support to achieve the learning outcomes achieved in single-grade combinations;
Multigrade requires a champion at senior management level to articulate and implement a consistent multigrade policy and to ensure the necessary supports are available.
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Author Information
Cathal Higgins has taught at all levels of education in Ireland and abroad. He developed pre and in-service mainstream, and special needs, teacher education courses at St Patrick's College of Education/Dublin City University, co-authored a children's language series and worked extensively with Irish Aid, the World Bank, DFID and Circa Europe as an education specialist in developing countries. From 2002 to 2005 he was a Senior Education Specialist with the World Bank where he managed a newly established Irish Aid Trust Fund that supported teacher education initiatives in Sub-Saharan Africa. During this period he supported teacher development and management initiatives in Uganda, Malawi and Nigeria. Since retiring from the Bank, he has worked as an independent consultant and has carried out a number of education assignments for Irish Aid, the World Bank and other international bodies. These include scoping studies, examinations of issues in teacher education (Tanzania, Ethiopia, South Africa, Lesotho), reviews of multigrade teaching approaches (Uganda, Zambia, Senegal and The Gambia), participation in Joint Annual Reviews (Zambia, Lesotho, Malawi, South Africa and Timor-Este). He has also evaluated a number of literacy programmes in SSA, including the Zambian Breakthrough to Literacy and the Primary Reading Programme. This year he carried out the background studies for a visit to Zambia by the Irish Minister of Education and Science; undertook a Needs Analysis that informed a Zambia/Ireland teacher education partnership and later provided consultancy support to the Technical Mission by Irish college staff that explored partnerships options in a number of Zambian colleges of education.
## Annex 1: Core multigrade skills

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Uganda</th>
<th>Senegal</th>
<th>The Gambia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Classroom lay-out supports group work</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Learners work meaningfully in small collaborative groups</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Learners work individually</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Chairpersons (‘helpers’) available in each group</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Learners encouraged to take responsibility for own learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Time is used flexibly and in accordance with learner’s needs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Classroom rules are explicit</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8. Discipline appropriate; reflects informal mode of teaching</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Noise levels facilitate class teaching and group activities</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Management total</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total available score</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>% Achieved</td>
<td>22%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Instructional adjustments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Lessons well prepared</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11. Basic teaching resources available and used</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12. Teachers display a range of different teaching skills</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13. Different types of groups in place e.g. achievement, interests, social, needs, etc</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Peer, cross-age and cross-grade tutoring strategies in place</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>15. Teachers teaches one grade; other work independently</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>16. Both grades taught same subject at varying difficulty levels</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>17. Taught lesson commences quickly</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>18. Seatwork quickly assigned to the group working alone and they commence work without undue delay</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19. Seatwork is relevant</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>20. Non-taught group application is informally monitored while teacher working with other group</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Appropriate feedback is provided for seat work</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22. Learners receive personal attention and help</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>23. Each group receives a fair share of available teachers’ time</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>24. Instruction comprises mix of group work and whole-class teaching</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. Assessment ongoing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. Records of progress maintained</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27. Learners are facilitated to work independently</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28. Learners progress at own pace</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29. Learners are encouraged to move around the classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30. Competition is minimised</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31. Instruction is planned at learners’ levels of development</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Instruction total</td>
<td>21</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Total available score</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>% Achieved</td>
<td>24%</td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
</table>
In Africa, with the expansion of coverage of primary education in recent decades, many of the remaining out-of-school children are in hard to reach areas, with low population density and poor transport. Providing access to education is challenging in such contexts, as the population in any village is often too small to support a conventional primary school. One of the...