



**german
cooperation**

DEUTSCHE ZUSAMMENARBEIT



Co-funded by
the European Union

Implemented by

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Resilience to COVID-19 through Digitalisation (RESICODI)

German BACKUP Initiative

Final Reporting Form

A. BASIC DATA

1. Country	Botswana
2. Name of organisation or institution	Destination Imagination Botswana
3. Title of measure	Destination Imagination Team Challenge Experience (DI Team)
4. Contract number	81281384

B. REPORTING ON THE RESULTS MATRIX

Please report on the results matrix stated in your application form. If you have submitted a progress report, please update the status on completion of your project and insert it here.

Level	Indicator(s) of achievement (please add the indicators identified in the application form)	Source(s) of verification	Rating of achievement A = achieved B = partially achieved C = not achieved	Statement of achievement Please state your <u>quantitative</u> achievements against the indicators. Please also provide <u>qualitative</u> information regarding your achievements. Please indicate any <u>amendments</u> to the project and provide <u>reasons</u> for these changes.
Outcome: eLearning and support for Content Facilitators	The 10 Content Facilitators will gain knowledge and application skills in ICT, Project Management and Learner-led teaching with monthly accompaniment via an online portal, Spatial Chat.		A	AM: We decided not to use Spatial Chat as all facilitators were able to gather for meetings at the local office. We found that in-person training and reflection was more effective and better attended.
Output 1: Online, interactive training for Content Facilitators.	1. All Content Facilitators understand how to use the creative process through learner-led experiences evidenced on exams in Learning Management System by February 28, 2022.	Adobe Captivate LMS Pre and Post Survey	A	QN: Our Adobe Learning Management System showed that 10 facilitators took the full certification course. QL: Facilitators used the 10 laptops to take the courses together side by side to facilitate discussions. Based on the weekly M&E and verbal reports from the supervisors, the facilitators were able to apply the knowledge around the creative process when working with the teams. As new Facilitators joined to

				<p>meet capacity or to replace facilitators who left, they took a few days to go through the training and then shadowed experienced facilitators in the field.</p> <p>AM: Some facilitators did the program using the DI Botswana admin account.</p>
<p>Output 2: Open-source skills training for Content Facilitators in ICT and using ICT for project management.</p>	<p>1. All Content Facilitators indicate an increase in ICT usage for organization and project management.</p>	<p>atingi.org (open source platform) engagement reports</p>	<p>B</p>	<p>QN: The atingi system was not set up correctly, so no reports are found. 7 people logged in and worked on the course online.</p> <p>QL: Prior to courses being uploaded into atingi, training on the 4 ICT modules and the project management modules was done in person in Botswana in March. All facilitators received these modules and applied them with the learners as evidenced by the M&E weekly reports. The 3 project management modules were created and placed in atingi in May due to a delay in getting the atingi account set up. Facilitators were given access in July as a reinforcement of skills for further projects.</p> <p>AM: We offered 3 instead of 4 project management modules.</p>

				<p>We offered 1 ICT module on Cyber Crime and then due to the skills gap in the learners, changed focus from ICT usage in project management to ICT skills in AI, Robotics and animation, and cloud computing as this was the logical next step for learners to move toward using ICT more widely online.</p>
<p>Output 3: Access to internet data</p>	<p>1. All Content Facilitators will have access to data needed on the first day of each month from March to July per facilitator to access to eLearning and access to ICT platforms and applications for use with learners.</p>	<p>Screenshot</p>	<p>A</p>	<p>QN: All facilitators were provided access to internet in the form of airtime as bundles for their phones and using a router for laptops when out in the field. This was topped up as needed.</p> <p>QL: Data was used so teams could access the laptops to complete research about their project. Teams also used the laptops for creating animations and editing their final project videos. Learners utilized various platforms to complete their project including Flipaclip, Toontastic, Blender. These platforms were researched and chosen by the learners based on their project goals. Facilitators would also fill in their weekly M&E reports and access online training as assigned.</p>

				AM: No amendments.
Outcome: Long-term, project-based STEAM challenge competition for learners	525 learners will work in small teams of up to 7 learners over 5 months to develop their project solution using project management skills, the creative process and exploration of materials (tech and construction) to understand and explore solutions and showcase those solutions online for international appraisers.		A	644 learners reached across 5 schools.
Output 4: Learn and apply skills building-creative and critical thinking, collaboration, communication	<ol style="list-style-type: none"> Learners will apply creative problem solving tools to decide on their project solution. Learners will keep track of personal successes and goals in communication and collaboration during the project season. 	<p>Pre and Post Survey</p> <p>Creative Process reflection sheet</p>	A	<p>QN: The M&E Weekly reports showed that 68% of the classes had at least 1 creative problem-solving activity.</p> <p>QL:</p> <ol style="list-style-type: none"> Brainstorming/Idea Generation, Vision Boards: visualise their goals and then break it down step by step. Used researching, then discussion then team members voted and majority determined the final project idea. Execution and then voting, Establishing Goals

				<p>2. In the learners what's app group, communication flowed and they began to share information with other learners, highlighting personal and team successes. They were also asked to provide audio messages as part of their Post-program reflection on the skills they had developed. Most messages highlighted how much higher their confidence was in their own ideas and their ability to be innovative. They also highlighted how much more comfortable it was to collaborate with team members. The ICT skills were also highlighted.</p> <p>As part of PM, the teams needed to breakdown the project, setting daily goals and assessing the achievement of each goal.</p> <p>AM: Instead of using the Creative Process Reflection sheet, the teams used a Project Management format to track their goals.</p>
<p>Output 5: Project Management skills building</p>	<p>1. Learners will create and carry through a project plan to solve their challenge using online tools.</p>	<p>Project Plan shared online</p>	<p>A</p>	<p>QN: All teams (91) created a project plan using a set format.</p>

				<p>QL: Learners did research and developed multiple alternatives, decided on the final alternative and then broke down the steps to reach their objectives over a 3-week period. The project plan was created on paper in a calendar format to break down tasks and assign tasks to different team members.</p> <p>AM: The project plans were created on paper which was more conducive to the initial assimilation of these skills. We found that most learners had not been exposed to PM previously and having a hands-on experience where they could be physically interacting (brainstorming, planning, discussing) added to the percentage of learners who completed the program.</p>
<p>Output 6: ICT skills building for collaboration, research and planning</p>	<p>1. Learners will research at least 3 avenues for creative collaboration online and determine which platform best serves their purpose.</p>	<p>Pre and Post Survey</p>	<p>B</p>	<p>QN: 91 learner teams each created a What's App group as the vehicle for collaborating outside of the in-person meetings. Each team had their own group What's App for creative collaboration.</p> <p>QL: The learners used What's App to share youtube links that supported their ideas, to express opinions, and to showcase how they were advancing on</p>

				<p>assigned tasks. This was a new use of a platform they felt comfortable with. A lot of creative collaboration happened within the app.</p> <p>AM: The focus shifted to in-person work. Learners used ICT for technical skills development which was where the larger gap lay. We decided that creative collaboration was better achieved in-person so that the application of the ICT skills was practical and in line with the long-term project goals.</p> <p>Instead of using the Pre-and Post survey to monitor this component, we had each facilitator be part of the teams' what's app group so they could monitor and support as needed. This allowed for timely intervention and motivation where the surveys would not have.</p>
<p>Output 7: Collaborative STEAM-based Challenge solution</p>	<p>1. Material kits will be provided in February 2022 and March 2022 for all learner teams to successfully plan and create their STEAM-based solution.</p>	<p>Material Kits</p>	<p>A</p>	<p>QN: 91 teams received a material kit made up of motors, sensors, hot glue sticks, syringes, wires and any other materials that were needed to help them reach their project goals.</p> <p>QL: Each team was taken through the creative process element of Imagine where they determined what materials would be needed initially. Then as the</p>

				<p>teams progressed along their plan, to encourage perseverance and decision making, teams were allowed to request extra materials as needed. This allowed for greater creative problem-solving and kept motivation high.</p> <p>AM: Initially we had planned to purchase and provide a STEM kit to each team, but we realised that the kit had some materials that were not as useful and they needed multiple parts that were not included in the kits. We supplemented materials in order to reach the main goals of using ICT in creative problem-solving.</p>
<p>Output 8: International appraisal of learner challenge solutions.</p>	<p>1. A team of international appraisers trained in learner-centric, project-based learning will virtually appraise and provide concrete feedback and scores to all learner teams in July 2022.</p>	<p>Raw and ranked scores</p>	<p>A</p>	<p>QN: 33 people were trained and 30 appraised the teams. They represented 8 countries. 83 teams were appraised. The average score was 2.6 out of 4 with 7 teams ranked as exemplary (3.30-4.00). The average score for technical elements was 2.4/4. 675 positive comments were sent to teams by appraisers. Every team was appraised by at least 4 appraisers.</p>

				<p>QL: Appraisers reported feeling like the teams could have done with more time and practice in creating their solutions. They also felt that the development of the storylines was very well done.</p> <p>AM: No amendments.</p>
<p>Outcome: Community of Content Facilitators and learners that share learning</p>	<p>The 10 Content Facilitators will take part in monthly online follow up sessions to share learning and challenges ensuring solid growth and skill set development.</p> <p>525 students share their team solutions and take part in informal activities that develop soft skills around self-esteem and collaboration.</p>			<p>There were 11 facilitators who remained on the project for the full 5 months. As new facilitators were contracted, the initial 11 became trainers and supervisors passing on knowledge within the community. This led to 27 facilitators being trained. It even lead to alumni of the program joining the community and facilitating at some of the follow up boot camps.</p>
<p>Output 9: On-boarding schools, learners and Content Facilitators</p>	<ol style="list-style-type: none"> 1. Recruit 10 Content Facilitators from the youth educator community and 525 learners aged 13-18 from 5 chosen schools. 2. Hold a launch event in each school for learners during February 2022 to motivate and explain the program. 	<p>Zoom Registration</p>	<p>A</p>	<p>QN:</p> <ol style="list-style-type: none"> 1. Recruited 27 facilitators from the youth community and 644 learners from 5 schools. 2. 5 launch events were held, one per participating school. <p>QL:</p> <ol style="list-style-type: none"> 1. Content Facilitators were recruited from the database of youth who had previously worked with the program and had some

				<p>background knowledge. Each facilitator had a contract for the months they worked with the student teams. Some facilitators left mid project and were replaced, so the total amount of facilitators was 27 with 19 in March, 19 in April, 18 in May-June, and 14 in July. This was based also on how many teams were being run at a given moment.</p> <p>2. At each event, learners from each grade and key stakeholders (ICT, science teachers) were invited to attend an assembly. Content included an introduction to DI content, videos, and expectations of the program. They did Instant Challenges activities to motivate them and better understand what the program entailed in an interactive, hands-on way.</p> <p>AM:</p> <p>1. We agreed with GIZ before the project launched to have 20 content facilitators as identified in the approved budget. We had more learners sign on than expected and were able to</p>
--	--	--	--	--

				<p>accommodate them. We also found the need to have a supervisor for each school. These supervisors were more experienced in the program and were part of the 27 facilitators with an added duty.</p> <p>2. The project approval didn't come through until March, so launch events were not held until after that date. The launch events were held before the program began in each school instead of holding them all in one month. Each school worked on the program for 3 weeks so the launch events were scattered from end of March through July. This was due to the difficult time of the school year.</p> <p>GSS-March 21, 2022</p> <p>Ledumang-April 12, 2022</p> <p>Mogoditshane Senior-June 1, 2022</p> <p>Marang-June 27, 2022</p> <p>Mogoditshane Junior-July 2, 2022</p>
--	--	--	--	---

				We also did in-person launches, not Zoom launches.
Output 10: Celebration event for learners and Content Facilitators	1. Learners and Content Facilitators will meet to celebrate the process of their STEAM project in one central location in July 2022.	Event	A	<p>QN: Closing event was held at Mogoditshane Senior Secondary School on July 30th. All learners and facilitators were invited. All 84 projects were displayed.</p> <p>QL: The event included the opportunity for every team to showcase their project solution (a technical invention), testimonials on stage, performances, awards were given to the top three teams ranked by the online appraisers prior to the event. Lunch was provided during the event.</p> <p>AM: No amendments.</p>
Output 11: Guided community group for Content Facilitators to share experiences	1. Monthly meetings from March to July 2022 will be organised for Content Facilitators to connect and share learning while being exposed to new digital tools.	Registration and Attendance	A	<p>QN: Weekly meetings in the office, 17 meetings. Usually held on a Saturday depending on weekly schedules with schools.</p> <p>QL: These meetings provided a platform for facilitators to share highs and lows of the week and discuss any skills gaps and find solutions to ensure that the learners could meet their goals.</p> <p>If any facilitators missed the meetings, a short 15 minute touchpoint between the</p>

				<p>facilitators and the supervisor assigned to the school would be held at the school before engaging learners.</p> <p>AM: The only change here was that exposure to new digital tools was limited to using Monday.com, atingi and Adobe Learning management.</p>
<p>Output 12: Dissemination and discussion of data with partners and ministry</p>	<ol style="list-style-type: none"> 1. Raw data from all collection points to be compiled into 3 formats: ministry report, case study, promotional data in July 2022. 2. Disseminate in-person to our contact in the Ministry of Education as well as to the national education coalition to determine ways forward. 	<p>Report and Case Study</p>	<p>B</p>	<p>QN:</p> <ol style="list-style-type: none"> 1. Data points have been collected from surveys, M&E weekly reports, LMS, atingi and appraiser evaluation forms. 2. Not completed <p>QL:</p> <ol style="list-style-type: none"> 1. We are in the process of collating all data and finalising the ministry report. Data for promotion has already been used on social media and at other events including testimonials and video and photos of teams. 2. This dissemination will take place in January 2023. <p>AM:</p> <ol style="list-style-type: none"> 1. The only amendment made was that the data took longer than anticipated to collate. We also were granted an extension which

				meant that additional data needed to be included.
--	--	--	--	---

C. REPORTING ON THE WORK PLAN

Please report on all activities stated in your application form. If you have submitted a progress report, please update the activity status on completion of your project and insert it here.

Activity title and Description <i>Indicate each individual activity.</i>	Start date - end date <i>dd/mm/yy – dd/mm/yy</i>	Output <i>Indicate the relevant number from the results matrix</i>	Description and explanations on implementation <i>In cases where activities had to be amended, postponed or were unable to be implemented, please provide an explanation.</i>
1. Staff cost for Community Engagement Officer (CEO) over the 5.5 month span of the project	15/02/22-31/07/22	All	The CEO was hired and began in March and worked through July as agreed in the GIZ budget proposal. While the original goal was to receive the approval from February 15th, it was not approved until Mar 2, 2022 so that is when the project began. This person had background knowledge in DI content and was able to manage the project and the facilitators locally. She was the main point of contact for the project objectives which were monitored through Monday.com.
2. Create Facilitator Pre and Post Program Surveys to collect data for 10 Content Facilitators and 525 Learners	15/02/22-19/02/22	2,4,6	We used Survey Monkey to collect survey results. 91 teams initially filled in the Pre-program survey. 84 teams have filled in the Post-program survey equaling 644 learners. All facilitators transferred the survey results online and answered questions about access and learning tools.
3. Create and upload online project management modules 1. Setting goals and deliverables, 2. Determining assumptions and risk, 3. Assigning and carrying out roles, 4. Creating tasks and timelines, 5. Finalizing a project	15/02/22-28/02/22	2	Facilitators were given in-person training on PM in March. All new Facilitators were provided the same training and were able to be mentored by experienced Facilitators. It took some time to get our atingi account working. The modules were built and uploaded in May, but due to the heavy workload of reaching teams, they were not given access until July. Some Facilitators used this as a review to strengthen PM knowledge. We plan to use this platform with new teams in the future.

<p>4. Customise and upload online the ICT modules</p> <ol style="list-style-type: none"> 1. Types of available technology to enhance teaching, 2. Using video conferencing platforms, 3. Using project management applications, 4. Online safety 	<p>15/02/22-28/02/22</p>	<p>2</p>	<p>Facilitators were given in-person training on ICT in March. Due to that and the observations around learner engagement and sustainability of skills, we opted to modify the ICT modules to include Artificial Intelligence, Cloud Computing, Cyber Crime, and Computing and Robotics. These modules were uploaded to atingi in May for future use. We plan to use this platform with new teams in the future.</p>
<p>5. Welcome webinar for 10 Content Facilitators on responsibilities, accessing training, accessing virtual rooms, and Facilitator Pre-Program Survey</p>	<p>19/02/22</p>	<p>8</p>	<p>The CEO held initial meetings with Content Facilitators in-person to explain the training module access on the Adobe LMS and share the curriculum for work with the learners.</p> <p>We held a welcome webinar via Zoom on March 23rd, 2022 to go through M&E documentation and filling in the Pre-program survey with 19 content facilitators. This was conducted by Renee Rainville from DIHQ.</p>
<p>6. Pre-Program Survey for 10 Content Facilitators to track data and unlock the online training.</p>	<p>20/02/22</p>	<p>2,4,6</p>	<p>We decided that it made more sense for the Facilitators to fill in their pre and post surveys in the same document as the team feedback to ensure that we were getting accurate information about each team. 14 content facilitators filled in the pre and post surveys.</p>
<p>7. Training Induction and Online Modules for 10 Content Facilitators</p> <ol style="list-style-type: none"> 1. <i>Setting goals and deliverables,</i> 2. <i>Determining assumptions and risk,</i> 3. <i>Assigning and carrying out roles,</i> 4. <i>Creating tasks and timelines,</i> 5. <i>Finalizing a project.</i> <ol style="list-style-type: none"> 1. Types of available technology to enhance teaching, 2. Using video conferencing platforms, 3. Using project management applications, 4. Online safety 	<p>21/02/22-15/03/22</p>	<p>1,2,11</p>	<p>Content Facilitators were given access from March to the Adobe Training modules provided by DI. Each Facilitator needed to complete the Team manager Certification course. The initial Facilitators worked in pairs to complete the online modules and new Facilitators accessed through the DI Botswana admin account for Adobe.</p> <p>They were also given coaching offline in March around the topics listed under this activity title to help them guide their teams on how to use the project management plan sheet which was designed to fill the gaps between where the teams were in their PM knowledge and where the atingi course would take them.</p>

			<p>The modules on atingi changed topic based on the feedback from facilitators early in the program. 1. Overview of PM in DI. 2. PM for Rapid Ideation in DI. 3. PM for team-based Project-based Learning- Part 1. 12 Facilitators were given access in atingi and 6 completed the modules online in July, but all 27 had access to the materials in printed form. We plan to use these modules and add to them for future iterations of the project. The Facilitators were given printed access to the ICT module content and in-person training from March and then it was uploaded to atingi for future iterations of the project. We plan to offer access to learners in future as well.</p>
<p>8. Create and deliver STEM kits and learner manipulatives to 10 Content Facilitators. <i>Kit will include the following:</i></p> <ul style="list-style-type: none"> ● 150 page manual ● STEM Kit ● Laptops ● Manipulatives: <p><i>Balloons, Binder Clips (all sizes), Cardboard Tubes, Chenille Sticks, Coffee Stirrers, Cups (plastic and paper), Clothespins, Craft Sticks, Envelopes, Foil, Golf Balls, Index Cards, Mailing Labels, Marbles, Newspapers, Paper (copy, colored, construction), Paper Clips (large and small), Paper Plates, Paper Towels/Napkins, Ping-Pong Balls, Plastic Bags, Rubber Bands, Straws, String, Tape (masking and other), Tennis Balls, Toothpicks, Twist Ties, Colored Markers, Crayons, Flip Chart Paper, Measuring Tape, Pencils (sharpened and unsharpened), Scissors, Yardstick (meter stick, Blindfolds, Spaghetti Noodles (small box), Rope, sandpaper</i></p>	<p>01/03/22-08/03/22</p>	<p>7</p>	<p>In order to ensure that the teams continued to work with the technology and that the school could continue to showcase the solutions made by the students, a STEM kit was provided to each team (91 teams). This kit included motors, wires, sensors, batteries and other technical equipment needed to reach their solution. As we are forming creative thinkers, the teams had the opportunity to source materials based on their designs within reason and budget. This changed how we sourced the materials. We purchased 50 STEM KITS and then purchased another 20 motors and another 20 sensors as well as locally sourced tech as requested by the teams.</p> <p>We purchased 10 laptops and they were shared between the 27 facilitators. All teams had access to either a laptop or a tablet to do research.</p>

<p>9. Monthly Community Meetings with 10 Content Facilitators to reflect on advancement of learners and documentation of the process.</p>	<p>15/02/22-31/07/22</p>	<p>1,2,11</p>	<p>These meetings proved beneficial and followed a structure that allowed for focus on challenges and successes as well as discussing modifications needed in a timely manner to best benefit students. These meetings began in April and were done weekly instead of monthly helping us to stay on top of learner and facilitator well-being and achievement.</p>
<p>10. Launch event per school (5) for 525 learners introducing DI program content <i>Materials Kit:</i> (6 pipe cleaners, 4 cardboard tubes, 1 clothespin, 3 paper plates, 20 mailing labels, 5 rubber bands, 6 sheet of newspaper, 5 index cards, 3 pencils, 3 paper cups, 10 paper clips, 6 straws, 8 crayons, 3 piece of A4 paper)</p>	<p>21/02/22-28/02/22</p>	<p>10</p>	<p>These launch events were set up as an assembly with a hands-on component. In each school, all grades with 13-18 year olds were invited as well as teachers in ICT, sciences and other interested subjects. At the event, a snack was provided and the learners did a short Instant Challenge after hearing about how DI works and watching a video and hearing testimonials. These events reached beyond the 525 learners as all learners were invited to participate and from there they signed up for the program.</p>
<p>11. Purchase and deliver internet data to 20 Content Facilitators on a monthly basis to work with learners and take online training.</p>	<p>15/02/22-31/07/22</p>	<p>3</p>	<p>All facilitators were provided access to internet in the form of airtime as bundles for their phones and using a router for laptops when out in the field. Data was used so teams could access the laptops to complete research about their project. Teams also used the laptops for creating animations and editing their final project videos. Learners utilized various platforms to complete their project including Flipaclip, Toontastic, and Blender. These platforms were researched and chosen by the learners based on their project goals. Facilitators would also fill in their weekly M&E reports and access online training as assigned.</p>
<p>12. 525 Learners are grouped into teams of 7 based on Challenge interest and assigned to Content Facilitators</p>	<p>01/03/22-05/03/22</p>	<p>10</p>	<p>We ended up have 644 learners sign up to the program and 567 complete the program. Team size was modified to accommodate a maximum of 7 students, but sometimes had only 5 students.</p>

<p>13. Content Facilitators work with 75 learner teams 2 hours a week for 22 weeks: March– June <i>Learner Engagement Collaboration using ICT, communication, rapid problem-solving, Project Management using Destination Imagination programme design content.</i></p>	<p>02/03/22-15/07/22</p>	<p>4,5,6</p>	<p>The original goal would have been to extend the project over 22 weeks. As the project was approved many months after the original start date for the plan, the time in the school year did not allow for an extended experience. Instead we offered the 44 hours to each team in a three week block of time at 3 hours a day. This allowed the teams to have consistency and was easier for most to commit. Each of the 5 schools were run in their own schedule based on school requirements. During the three weeks, the team was guided through the project planning process of solving their DI challenge. They collaborated using What’s App outside of class time and kept record of their goals and accomplishments on a physical project plan. One school had a more challenging structure and so the project lasted over a 45 day period with slightly more time spent than than allocated 44 hours.</p>
<p>14. Learner Pre-Program Survey is filled in by all 525 Learners</p>	<p>01/03/22-15/03/22</p>	<p>4,5,6</p>	<p>Content Facilitators used the PDF version of the Pre-program survey to gather learner feedback on how they gauge their confidence in 21st century skills and use of technology as well as social emotional learning. Content Facilitators then submitted the survey data into Survey Monkey. This was accomplished within the 1st day of the program for each school.</p>
<p>15. Register 75 teams for the Tournament and Celebration Event</p>	<p>01/06/22-15/06/22</p>	<p>10</p>	<p>Teams registered for the event by submitting a video of their final solution and a tournament data form online via jotform. We had 84 teams submit their solutions.</p>
<p>16. Purchase materials for Celebration</p> <ul style="list-style-type: none"> ● <i>Certificates for all participants</i> ● <i>Event banners</i> ● <i>Supply Kit for Instant Challenge</i> ● <i>Decorations</i> 	<p>01/06/22-21/06/22</p>	<p>10</p>	<p>Materials purchased included trophies, medals, certificates, banners, and student meals based on the number of attendees.</p>

<p>17. Tournament and Celebration Event with signage, food stations and expo for all 525 learners and 10 Content Facilitators plus teachers and staff</p>	<p>15/07/22-31/07/22</p>	<p>10</p>	<p>All 91 teams who finished the project were invited to attend the celebration event, but only 84 teams registered. They were provided lunch and had the opportunity to showcase their technical solutions. The event on July 30th was attended by GIZ officials as well as ministry officials.</p> <p>The evaluation of the learner projects was done online before the event. A team of 30 appraisers representing 8 countries were recruited and trained through the Adobe LMS. 84 teams were evaluated by at least 4 appraisers and given positive written feedback as well as a ranking.</p>
<p>18. Post-Program Survey filled in by 10 Content Facilitators</p>	<p>21/07/22-31/07/22</p>	<p>2,4,6</p>	<p>Post surveys were collected online from 14 content facilitators. Data will be included in plans to modify the program and in the final dissemination report.</p>
<p>19. Post-Program Survey filled in by 525 learners</p>	<p>01/07/22-15/07/22</p>	<p>2,4,6</p>	<p>All 84 teams filled in their Post-Program survey through Survey Monkey upon completion of their 3 week course. Facilitators collected their responses and input them online.</p>
<p>20. Compile raw data from surveys, LMS, project plans and create dissemination documents</p>	<p>15/07/22-27/07/22</p>	<p>1,2,4,5,6,8</p>	<p>This is ongoing as part of the finalisation of the project. We plan to have this completed and ready to go by the end of December. We have currently collected data from pre and post surveys, from evaluations, from Adobe and atingi and from the weekly M&E reports filled in by facilitators. We also have audio messages from team members about their experience within the program.</p>
<p>21. Dissemination to local partners and Ministry, Discussion with MoE</p>	<p>27/07/22-31/07/22</p>	<p>12</p>	<p>This will happen in January 2022. No costs involved.</p>

D. RESULTS REPORTING

Please choose to which area(s) the implemented measure has contributed and provide a short overview of the main activities and results:

Access to digital education services for learners and/or education professionals

Main activities and results achieved by the measure:

Learners had access to tablets, laptops or other devices to expand knowledge during the research phase of the project. This permitted them to practise searching and locating pertinent videos and articles online to support their ideas and refine their solution which they shared via team What's App groups. Learners also had access to 3D printing and cameras.

Facilitators had access to devices to expand their training and exposure to learner-led mentoring. It allowed them to practise organisational skills in the management of the project online.

Planning and/or implementation of digital solution(s)

Main activities and results achieved by the measure:

Improvement of digital skills of learners and/or education professionals

Main activities and results achieved by the measure:

Both students and team leaders explored and used a known, easily accessible platform to increase collaboration time. Each team used What's App as a team collaboration tool. They shared ideas, YouTube links and other informational articles as part of their research then instigated discussion in the app so they were able to use their time effectively during the in-person portions of the project.

Learners increased their knowledge of free access digital tools for filming and coding. As part of the project the team had to create, they were given a challenge that combined the use of robotics, coding, and performance. They were encouraged to find tools that best suited their purpose online and then used those platforms to create their 5-8 minute film featuring their storyline and technical creation. These platforms included Flipaclip, Toontastic, and Blender among others.

Team Facilitators were trained on using Monday.com as their project management software. They were asked to keep track of team progress within the application. Team Facilitators have reported that due to the acquisition of this skill as well as other skills learned through the training modules, they have been able to find better jobs than before participating in the program.

Cooperation with the private sector to foster digital solutions for education services

Main activities and results achieved by the measure:

Learning and network building on national and/or regional and/or international level in the area of digital solutions for education and COVID-19 resilience in general

Main activities and results achieved by the measure:

Other

Main activities and results achieved by the measure:

Learners strengthened their understanding of project management. The teams were taken through the steps of project management in real time as they solved the challenge presented to them. This included creative problem-solving tools for brainstorming and decision-making, setting up goals and tasks, assigning roles, and assessing development of the project based on criteria. The final stage was presenting their product to a wider audience which included an international panel of appraisers.

Learners demonstrated strong reflection around creative thinking. As teams were brainstorming, they were asked to determine the types of materials they needed to complete their project. They were encouraged to look for other solutions if what they needed was not within the possibilities. This sparked conversations and critical thinking as well as giving the learners a voice.

Learners showed greater self-awareness and social awareness by the end of the project. The activities are designed to allow learners to take the lead on the decision-making and collaboration. The learners commented in their end of project audios about their increase in confidence in their own ideas and abilities as well as seeing the benefit of working with others to develop better ideas. This was evidenced further as we see DI alumni volunteering to motivate younger learners at DI and tech bootcamps as well as taking on leadership roles in their schools such as Head Boy/Girl or Prefects.

Results related to digital solutions in education

5. Please describe how the measure contributed to **strengthening** the use of **digital solutions in the education sector as a COVID-19 response**. *Please attach evidence of this contribution.*

Our original research showed that learners in secondary schools were unmotivated to return to the classroom after COVID. Our solution was to provide a hands-on experience that was seated in short-term and long-term goals allowing them to feel successful and like there was a purpose for coming to school. During the project, learners were given hands-on technical experience as they built their “gizmos”. They were also encouraged to explore free applications online that helped them to develop skills-in this case it was video editing applications, coding and collaboration tools.

For the Facilitators, they all are walking away now with experience in using online training platforms, online organization tools and experience with helping learners take charge of their skills development and search for and use free applications.

General outreach of the measure

6. Please indicate the number of learners and education professionals that were directly reached through the activities (e.g. as part of a working group, information/exchange activities etc.):

If several activities were conducted, you can either provide a sum here, or copy the table to provide details for each activity.

	Total Number	Age (group) <i>(if available)</i>	Sex <i>(if available)</i>
Learners (e.g. pupils, parents)	644	13-18	57% female, 43% male
Education professionals (e.g. teachers, ministry officials, civil society representatives)	40 teachers 10 ministry officials 15 civil society		

Outreach related to training activities (if applicable)

7. Please indicate the number of learners and education professionals that have taken part in activities organised by this measure to improve their digital skills:

If several activities were conducted, you can either provide a sum here, or copy the table to provide details for each activity.

	Total Number	Age (group) <i>(if available)</i>	Sex <i>(if available)</i>
Learners (e.g. pupils, parents)	644	13-18	57% female, 43% male
Education professionals (e.g. teachers, ministry officials, civil society representatives)	20 content facilitators		

Results at the organisational level and cooperation with other stakeholders

Please indicate what has changed as a result of the measure in terms of:

8. **Development of your organisation** (technical processes, structures, management, knowledge management etc.):

Financial management, Monday.com for project management, strategic and sustainable approach with outreach to schools, training learners has been modified.

As a result of the measure the organisation has been able to utilise technology and software, which has helped to improve efficiency and productivity. This has come through the use of CRM systems such as Monday.com.

The organisation has also been able to train staff, by virtue of learning platforms available which has aided in ensuring that everyone is up to speed with the latest processes and procedures therefore making us better placed to respond to the needs of our beneficiaries

and to achieving our mission. We have been able to reach more children and provide them with greater support and resources by virtue of hosting one day boot camps within schools.

Lastly we have been able to develop our organisation's structure by hiring more personnel and ensuring the adequate utilisation of existing equipment. It allowed us to also improve our marketing and advertising campaigns, which has helped to increase our visibility and reputation.

Overall, the measures have been instrumental in helping us to grow and develop as an organisation.

9. **Cooperation with national and international stakeholders** (in case of CSOs please specifically refer to the collaboration with the ministry responsible for education and the LEG):

During the journey, we have been in contact with the Deputy Permanent Secretary, Simon Coles and the Director for ICT, Mr. Tsimanyane. The program was acknowledged by the Minister of Education, Dr. Douglas Letsholathebe. There has been a focus on the scalability of the project and the impact on job creation for youth.

Due to the success of the project, we were approached by the Botswana Investment and Trade Center (BITC) to showcase the products from the GIZ project at their corporate event in November 2022. This triggered an invitation from the Office of the President to present at the global expo and educators symposium where the President came to acknowledge the work done by the teams who participated in the GIZ project. This led to an endorsement of the event by UNESCO and a provision of water for the participants. There were 800 students in attendance from the GIZ project, and the office of the minister paid for the food and transportation on the day with BITC covering the costs of the expo itself.

Out of that showcase of the GIZ funded project's solutions, new conversations were opened and are on-going with HB Antwerp, BITC, Engineers Botswana, Debswana, and Innovation Hub.

Due to the GIZ project development, we were invited to participate at the ADEA 2022 Triennale in Mauritius in October. Out of this meeting, we were able to present the idea to potential funders and open discussions with ministries across Africa.

10. How did this measure ensure **CSO participation** and/or strengthen the role of CSOs in education sector processes?

Through the funding received by GIZ, we were able to make this type of learning and its impact on student motivation very visible to the Ministry of Education. This has led to further conversations with the Deputy Permanent Secretary, Simon Coles and to conversations with

the South East Regional Office of the Ministry of Education to offer DI jointly to reach all regions in Botswana.

There have been further conversations about the need to bring the program goals into rural areas opening conversations around implementation strategy and the need for schools to be digitally equipped or to have access to hubs.

11. How did this measure involve a **collaboration with the private sector** (e.g. telecommunications/IT company)? *Please describe.*

GIZ funded the airtime and the laptops needed for learners to access the online resources needed. Due to this, we did not work directly with the private sector in any support of funding capacity.

*Please answer the following questions **ONLY** if you are a national education coalition or a civil society organisation.*

12. Please describe how this carried out activities have been taken into consideration by the ministry responsible for education.

Ministry officials attended the celebration event at the end of July. They have also provided the facilities for the showcase and the access to the schools and students.

We are receiving pressure from teachers, students, schools and the ministry to continue the initiative. Continuing conversations with the Ministry always highlight the need to find further funding.

E. REPORTING ON CROSS-CUTTING ISSUES

To answer the following questions, please refer to your answers on cross-cutting issues in your application form.

Gender equality:	<p>a. For measures where gender equality was indicated at the <u>outcome or output level</u>, please explain how the results of the measure contributed to the inclusion of gender equality in the use of digital solutions in the education sector as a COVID-19 response.</p> <p>b. For measures where gender equality was considered <u>a cross-cutting issue</u>, please explain if and how it was integrated specifically as a cross-cutting issue in the measure.</p> <p>Being a STEAM program that combines STEM and the Arts allows us to appeal to both female and male participants. Female students were given equal opportunity to join the program and 59% of facilitators were also female. Of the participants, 57% were female and 43% were male.</p>
Conflict / crisis sensitivity:	<p>c. Please explain how conflict / crisis sensitivity was integrated in the measure at the outcome, output level or as a cross-cutting issue.</p> <p>While the program did not directly cover conflict and crisis sensitivity, the focus on collaboration meant that learners needed to learn self-regulation and social awareness when disagreements took place. This was not as strong due to the fact that we needed to modify the length of the intervention to 3 weeks instead of 2 hours a week over 22 weeks. The school that ran for 45 days instead of 15 days showed more awareness in conflict resolution as they had more time to bond as a team.</p>
Digital Skills	<p>d. Please explain how digital skills were integrated in the measure at the outcome, output level or as a cross-cutting issue.</p> <p>At the outcome level, 27 facilitators began to use digital tools for tracking progress both on Survey Monkey and Monday.com. They also increased knowledge of organising and storing digital materials from each team in Google Drive. The learners increase their capacity to research and try out new online applications for editing, animation and coding.</p>

	<p>At the output level, Facilitators were able to access training online that they otherwise might not have known about through the provision of internet data. The learners used their digital skills to develop a STEAM-based solution to the DI challenge. This allowed them to see the benefits of using digital solutions to enhance their knowledge and ideas. Within the What’s App groups where the teams were brainstorming, they would share and comment on videos that were more in the DIY space. There was a purpose to their internet usage.</p> <p>Digital tools become another tool that can be accessed for personal growth instead of just for entertainment.</p>
--	---

F. REPORTING ON SUSTAINABILITY AND LEARNING

13. Please describe your **experience and lessons learned** in implementing the measure.

We have learned that it is critical to begin with the basics when implementing digital literacy among learners. Many of the children were unfamiliar with basic concepts. It was difficult to progress to more complex tasks such as using word processing software or conducting online research without covering this fundamental. We also learned that flexibility is important in our approach because not all children learn in the same way, even in group settings. What worked for one student or group may not have worked for another. As a result, be willing to try new approaches and be open to new ideas.

Public transportation went on strike for a two week period. Even though there were contracts with the drivers, they had to go on strike. There was no back up plan for this. We have added these types of disruptions to our SWOT analysis to ensure that we know how they will be dealt with.

Winter was a challenging time because of school dropouts and lack of spaces in schools for teams to meet and work properly (enclosed space, desks, chairs.) We prefer to run this program during the spring or autumn months to keep students engaged.

It was challenging to run the program in a three week block. With more time they came up with better prototypes. Student feedback showed that they would have liked to have continued the project. We would return to running the project over 4 months, meeting with each team on a weekly basis to allow for assimilation of skills. We would also consider working in a school over 4 weeks with 3 hours a week if the learners were in secondary school.

From a project management perspective, we have learned a lot about managing a project of this magnitude from a distance. Internet connectivity was an issue when reviewing materials in Botswana, but we made use of Monday.com and Google Drive to organize all aspects of the project. We plan to use our Monday.com board for further projects and have made improvements to our data collection.

Within the pre and post surveys, we realised that learners have less perspective on how confident they feel about their skills when starting a project as they don't know what they don't know. For this reason, growth was more evident in their end of project audio feedback than in the pre and post surveys. We will be modifying the surveys to be filled in by the facilitators based on initial and final observations of the team. The weekly M&E format helped us see how the teams progressed, but we will make some updates to those forms as well and create an online training on how to fill it in with examples to ensure consistency of implementation.

We originally had projected to pay facilitators an hourly rate. This was not possible due to the need for contracted secure work in Botswana. We changed it to be a monthly contract with all hours spent on training, meetings and working with learner teams. This worked well although we had some facilitators leave due to finding a better job or role that was more in line with their abilities.

14. Please describe how the direct and indirect results of this measure contributed to a sustainable change.

The project was begun by training recruited adults to work directly with the students in a school setting. This allowed for the school administration and the teachers to observe the development of their students without the burden of accountability. The direct result is a shift in mindset at the school level. Teachers are now looking to be trained to accompany their students which means that the trained facilitators can now become trainers instead of facilitators. They can also become part of the pool of appraisers for the student solutions. This expansion of the community leads to a more sustainable implementation model where the schools are promoting and ensuring that their teachers are receiving the training and follow up needed.

Students themselves have provided feedback highlighting their improvement in soft skills most notably in confidence, the ability to work in a team setting, and the ability to think creatively. They also have commented on how surprised they are that they could finish an entire project. Teachers reported that learners who participated in the program have improved behaviour in classes. It has also led to alumni of the program taking leadership roles within their schools as prefects or head boy/girl.

School principals have reported an interest in running STEAM Clubs at their school moving forward.

Financially speaking, an indirect outcome of the project was the participation in the STEAM Park event at the BITC corporate event in November. Which has led to further conversations about financing. We plan to continue to explore relationships with local sponsors as well as the conversations that are ongoing with the Ministry of Education to expand beyond Gaborone.

15. Please describe how follow-up activities will be organised and financed.

The first follow up activity was run in November 2022 with the sponsorship of the Botswana Investment Trade Center (BITC). In this event the GIZ project teams showcased their solutions for the corporate attendees of the event. The Ministry of Education provided food and transportation, and UNESCO provided drinks for the students.

We will be taking part in the Africa for Africa Women's Conference: Annual International Young Entrepreneur Summit in June 2023. This opportunity is funded by DIHQ and we plan to incorporate winning teams from each of our existing affiliates across Africa including Botswana. Funding for teams locally will be sought through our local partners for the winning teams to travel to South Africa and showcase their winning solutions. This is thanks to the successful pilot that GIZ has funded in Botswana.

At the school level, we are working with the Ministry to determine a timeline for implementation to a wider audience of schools for the next season.

Continued Bootcamps are being offered and are funded by the participants themselves.

G. FEEDBACK FOR THE BACKUP INITIATIVE AND OTHER COMMENTS

16. Please rate your level of satisfaction regarding your engagement with the BACKUP Initiative on the **quality of technical assistance received during the application process**, the **implementation** of your project or the completion of **reporting** requirements.

- Very satisfied
- Rather satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

17. Please describe how the technical assistance provided by the BACKUP Initiative has impacted the planning and implementation of your measure.

Our initial contact with GIZ was very helpful and supportive. Our contact scheduled frequent calls and was available to answer any questions that came up. As this was our first experience with GIZ, it was very helpful to have a direct contact where we could best understand the formatting, especially for the budget.

It was also very helpful to work with the team involved in atingi. While it took some time to get set up, the assistance there was wonderful. The late start with setting up our account in atingi meant that we offered the modules to our facilitators in-person and then uploaded the modules to atingi for future use.

When it came time for the financial reports, we found it challenging to wade through the various documents as the format of creating the budget was different from other budgets we have submitted. Again, the feedback provided by our contact was very helpful in understanding what was not permitted.

18. Please add any other comments or feedback for the BACKUP Initiative to enable us to improve our work.

Navigating the financial reporting would be easier and faster if a virtual meeting could be set up with the project finance manager at GIZ to fully understand what is expected on the 3d-f worksheet. Our questions were addressed by email, but the intricacies were challenging to adhere to. This may be due as well to translation issues which are not related to English-German, but rather a person from a financial background in the EU to a person with a non-financial background in the US. One call would have avoided long chains of emails. I would like to state that the supporting documents were helpful.

The process of approval was very lengthy and contributed to the need to modify the implementation plan. This was not all down to GIZ. There were changes that needed to be made and approval was 8 months later than originally planned for meaning that the time of school year was completely different. In education, you have to plan projects around the school timeline, which we were unable to do properly due to the delay.

We also requested an extension from the beginning of the project due to the shortened timeline because of the delay in approval. We had been informed of the opportunity to apply for an extension and missed the window to apply so that the project remained uninterrupted.

H. ATTACHMENTS

Please attach all documentation relevant to your measure:

- Consultant's reports relevant to the measure
- Participant attendance lists
- Policy documents
- Shadow reports
- Local Education Group minutes
- COVID Response Document
- Other

Weekly M&E compilation report for teams including attendance and skills served.

When completed, please send an electronic version of the report to backup-education@giz.de

Published by the

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices

Bonn and Eschborn, Germany
German BACKUP Initiative – Education in Africa
Dag-Hammarskjöld-Weg 1-5
65760 Eschborn, Germany
Phone +49 (0) 6196 79 3267
Fax +49 (0) 6196 79 80 3267
backup-educaton@giz.de
<https://www.giz.de/expertise/html/60957.html>
<https://www.giz.de/en/worldwide/15707.html>

As at

November 2022

GIZ is responsible for the content of this publication.

The programme is co-funded by the European Union (EU)
and the German Federal Ministry for Economic Cooperation and Development (BMZ).

IXP Activation-Botswana

March-July 2022

Project Processing No.: 16.2191.1-108.01

Agreement No.: 81281384



Implemented by



This Project was financed by GIZ as commissioned by the Government of the Federal Republic of Germany and with funding provided by the European Union.

Original goal: 525 learners in 75 teams

M&E Report

Learners

Total enrolled: 645

Total completed: 567

Female: 57%

Male: 43%

Other: 0%

Teams

Total enrolled:

Total completed: 91

Evaluated: 84

Schools

Total participated: 5

Teams per school:

- Gaborone Senior Secondary School: 10
- Ledumang Senior Secondary School: 19
- Marang Junior School: 8
- Mogoditshane Junior School: 34
- Mogoditshane Senior School: 20

Appraisers

Total Appraisers trained: 33

Total Appraisers appraising: 30

Total countries represented: 8 (USA, Botswana, Kenya, Canada, Turkey, Japan, Nigeria, Tanzania)

Scores:

Average score: 2.6 (Accomplished)

Teams rated as Evolving (0.00-1.25/4.00): 1

Teams rated as Developing (1.26-2.40/4.00): 32

Teams rated as Accomplished (2.41-3.29/4.00): 43

Teams rated as Exemplary (3.30-4.00/4.00): 7

Percentage of teams rating Developing or better: 40%

Average rating for Arts elements: 2.6

Average rating for technical elements: 2.4

Observation of the amount of 0 scores.

Number of individual comments sent to teams: 675

Survey Data:

94 teams filled in the pre-survey.

91 have filled in the post-survey.

65% of teams said that they did not have the materials needed to complete the project citing mostly technical components needed to make their idea generation into reality.

Facilitators reported:

95.65 % said that they attended all the monthly meetings.

86.96% said that the meetings supported the developmental support for a new teaching skill.

44.93% said they supported them by providing social support from peers and emotional support for making changes.

11.59% added that they contributed to training and team building.

Regarding the inclusivity of the materials used generally the digital materials were ranked high for inclusiveness of gender. Language and special needs inclusivity was generally ranked as Neutral.

88% said that the activities had clear objectives.

78% said that the activities had clear instructions.

77% said that real-world examples were provided.

Team Name:	BOAGO JWA RONA
Team Number:	EUP-22-004
School/Org:	Gaborone Senior Secondary School
Facilitator :	RODNEY NONOFO RAMPHO

% OF SESSIONS WITH ACTIVITIES

Communication/Collaboration	100.00%
Project Management	100.00%
Creative/Critical Thinking	87.00%
ICT	80.00%
Research	13.00%

% OF SESSIONS WITH AT LEAST 1 METACOGNITIVE ACTIVITY

Team goals reviewed	
New team goals	73.00%
Individual goals reviewed	
New individual goals	

IC ASSESSMENT SCORE

% scored	90.00%
----------	--------

% OF ENGAGEMENT

Good or Excellent	100.00%
Fair or Poor	0.00%

% OF ATTENDANCE

% Total	89.00%
---------	--------

2 CAMEROON EUP-22-008 Gaborone Senior Secondary School	3 Gwihaba Caves EUP-22-005 Gaborone Senior Secondary School	4 Team Mexico EUP-22-010 Gaborone Senior Secondary School Alfred Lebanna
100.00%	100.00%	100.00%
80.00%	80.00%	67.00%
67.00%	73.00%	73.00%
60.00%	60.00%	87.00%
33.00%	33.00%	13.00%
53.00%	46.00%	73.00%
70.00%	82.00%	90.00%
80.00%	87.00%	80.00%
20.00%	13.00%	20.00%
92.00%	91.70%	93.00%

5 Sudan EUP-22-013 Gaborone Senior Secondary School	6 Switzerland EUP-22-014 Gaborone Senior Secondary School	7 The Tardigrades EUP-22-007 Gaborone Senior Secondary School Alfred Lebanna	8 TSHUKUDU EUP-22-006 Gaborone Senior Secondary School
100.00%	100.00%	100.00%	100.00%
93.00%	100.00%	67.00%	80.00%
67.00%	67.00%	80.00%	73.00%
60.00%	47.00%	80.00%	60.00%
33.00%	27.00%	13.00%	33.00%
46.00%	46.00%	73.00%	46.00%
75.00%	72.00%	90.00%	83.00%
87.00%	74.00%	87.00%	94.00%
13.00%	26.00%	13.00%	6.00%
85.00%	80.00%	90.00%	92.00%

Lack of materials

Lack of materials

9	10	11	12
UNITED KINGDOM	UKRAINE	Achievers	Andromeda
EUP-22-012	EUP-22-011	EUP-22-047	EUP-22-027
Gaborone Senior Secondary School	Gaborone Senior Secondary School	Ledumang Senior Secondary School	Ledumang Senior Secondary School
RODNEY NONOFO RAMPHO	RODNEY NONOFO RAMPHO		Tshego Malepa
100.00%	100.00%	100.00%	100.00%
87.00%	80.00%	63.00%	83.00%
60.00%	60.00%	80.00%	32.00%
73.00%	80.00%	58.00%	50.00%
13.00%	13.00%	11.00%	7.50%
60.00%	60.00%	96.00%	40.00%
80.00%	70.00%	83.00%	53.00%
100.00%	100.00%	80.00%	
0.00%	0.00%	20.00%	
92.00%	93.00%	85.00%	97.50%

Team members were shy to try acting; they were disappointed they couldn't source all materials

13 Creative Innovators EUP-22- Ledumang Senior Secondary School	14 Destroyers EUP-22-042 Ledumang Senior Secondary School	15 Dream Warriors EUP-22-024 Ledumang Senior Secondary School	16 Gold Diggers EUP-22-023 Ledumang Senior Secondary School	17 Innovators BW EUP-22-044 Ledumang Senior Secondary School
	Theo Silitshena	Alfred Lebanna		
100.00%	100.00%	100.00%	100.00%	100.00%
73.00%	92.00%	83.00%	89.00%	89.00%
73.00%	83.00%	90.00%	93.00%	93.00%
61.00%	65.00%	70.00%	69.00%	69.00%
11.00%	11.00%	27.00%	13.00%	13.00%
90.00%	90.00%	47.00%	95.00%	95.00%
64.00%	71.00%	62.00%	71.00%	80.00%
79.00%	79.00%	91.00%	80.00%	78.00%
21.00%	21.00%	9.00%	20.00%	22.00%
100.00%	100.00%	98.00%	100.00%	100.00%

2 members dropped
out

18 Jasper EUP-22-036 Ledumang Senior Secondary School	19 Melanin OG EUP-22-035 Ledumang Senior Secondary School	20 Myocardial EUP/22/031 Ledumang Senior Secondary School	21 Psycho Sages EUP/22/026 Ledumang Senior Secondary School	22 Space Seekers EUP/22/041 Ledumang Senior Secondary School
		Tshegofatso Malepa	Vicky Mokopakgosi	
100.00%	100.00%	100.00%	100.00%	100.00%
89.00%	89.00%	89.00%		91.00%
93.00%	93.00%	89.00%		93.00%
69.00%	69.00%	84.00%		60.00%
13.00%	13.00%	6.00%		11.00%
95.00%	95.00%	22.00%	55.00%	95.00%
74.00%	83.00%	57.00%	41.00%	83.00%
78.00%	80.00%	74.00%	80.00%	78.00%
22.00%	20.00%	26.00%	20.00%	22.00%
100.00%	92.00%	88.00%	97.00%	86.00%

1 member dropped
out and 1 joined.

23 Super Novas EUP/22/029 Ledumang Senior Secondary School RODNEY NONOFO RAMPHO	24 The Hashira EUP/22/034 Ledumang Senior Secondary School Tapiwa Bulawa	25 The Matrix EUP/22/025 Ledumang Senior Secondary School Theo Silitshena	26 The Uchihis EUP/22/033 Ledumang Senior Secondary School
100.00%	100.00%	100.00%	100.00%
87.00%	89.00%	89.00%	89.00%
90.00%	91.00%	91.00%	89.00%
69.00%	73.00%	73.00%	67.00%
13.00%	9.00%	9.00%	13.00%
28.00%	20.00%	28.00%	24.00%
68.00%	59.00%	60.00%	61.00%
90.00%	90.00%	91.00%	94.00%
10.00%	10.00%	9.00%	6.00%
94.00%	98.00%	100.00%	91.00%

1 member transferred to another school; 1 member dropped out due to transportation

1 member left and joined another team

Group tension and conflict
Unhappy with Gizmo turnout

27	28	29	30
The Warrils	Unified Club	Untouchables	ACHIEVERS ii
EUP/22/018	EUP/22/020	EUP/22/043	EUP-22/052
Ledumang Senior Secondary School	Ledumang Senior Secondary School	Ledumang Senior Secondary School	Mogoditshane Senior School
Tshenolo Motlhagodi	Alfred Lebanna		Daniel Missalie
100.00%	100.00%	100.00%	100.00%
89.00%	86.00%	67.00%	100.00%
91.00%	86.00%	87.00%	100.00%
64.00%	71.00%	75.00%	67.00%
11.00%	21.00%	11.00%	27.00%
24.00%	64.00%	96.00%	46.00%
60.00%	69.00%	79.00%	75.00%
100.00%	100.00%	78.00%	87.00%
0.00%	0.00%	22.00%	13.00%
87.00%	100.00%	87.00%	82.00%

31	32	33	34
ACTION TITANS	BRAINBURSTERS	Cybertech	DOMINATORS
EUP-22/066	EUP-22-057	EUP-22-048	EUP-22-056
Mogoditshane Senior School	Mogoditshane Senior School	Mogoditshane Senior School	Mogoditshane Senior School
Daniel Missalie	RODNEY NONOFO	Alfred Lebanna	RODNEY NONOFO
	RAMPHO		RAMPHO
100.00%	100.00%	100.00%	100.00%
100.00%	100.00%	41.00%	80.00%
100.00%	73.00%	100.00%	100.00%
60.00%	60.00%	59.00%	60.00%
27.00%	33.00%	18.00%	20.00%
47.00%	40.00%	30.00%	47.00%
72.00%	80.00%		80.00%
73.00%	73.00%	100.00%	94.00%
27.00%	27.00%	0.00%	6.00%
74.00%	82.00%	95.00%	87.00%

35 DREAM FISHERS EUP-22-055 Mogoditshane Senior School RODNEY NONOFO RAMPHO	36 DREAM IT UP EUP-22/073 Mogoditshane Senior School Thabiso Setume	37 Excellence EUP-22-065 Mogoditshane Senior School	38 Flawless Fam EUP-22-067 Mogoditshane Senior School
100.00%	100.00%	100.00%	100.00%
53.00%	69.00%	40.00%	40.00%
93.00%	85.00%	100.00%	100.00%
60.00%	62.00%	53.00%	73.00%
20.00%	23.00%	12.00%	13.00%
33.00%	54.00%	65.00%	73.00%
80.00%		75.00%	78.00%
100.00%	100.00%	100.00%	100.00%
0.00%	0.00%	0.00%	0.00%
96.00%	92.00%	92.00%	79.00%

1 student
dropped in the
5th class.

39 Kgetsi Ya Tsie EUP/22/071 Mogoditshane Senior School Betty Mbaembae	40 Legendary Eagles EUP/22/058 Mogoditshane Senior School Alfred Lebanna	41 Mechatronics EUP/22/061 Mogoditshane Senior School	42 MOBILE LEGENDS EUP/22/050 Mogoditshane Senior School DIVINE BELAYI
100.00%	100.00%	100.00%	100.00%
59.00%	18.00%	40.00%	31.00%
88.00%	82.00%	47.00%	75.00%
65.00%	65.00%	60.00%	75.00%
18.00%	24.00%	13.00%	19.00%
53.00%	100.00%	73.00%	38.00%
		75.00%	73.00%
82.00%	71.00%	100.00%	100.00%
18.00%	29.00%	0.00%	0.00%
79.00%	87.00%	90.00%	87.00%

43 NO REST EUP/22/049 MOGODITSHANE SENIOR THEO SILITSHENA	44 PHENOMENALS EUP/22/062 Mogoditshane Senior School THEO SILITSHENA	45 ROHANIAM EUP/22/054 Mogoditshane Senior School THEO SILITSHENA	46 STREET SMART EUP-22/059 Mogoditshane Senior School Daniel Missalie
--	---	--	--

100.00%	60.00%	100.00%	100.00%
30.00%	10.00%	10.00%	100.00%
40.00%	40.00%	40.00%	67.00%
70.00%	70.00%	70.00%	60.00%
30.00%	30.00%	30.00%	27.00%

20.00%	20.00%	20.00%	53.00%
--------	--------	--------	--------

89.00%

100.00%	100.00%	100.00%	93.00%
0.00%	0.00%	0.00%	7.00%

82.00%	34.00%	90.00%	81.00%
--------	--------	--------	--------

2 members left the team after session 10.

47	48	49	50
The Eagles	THE OLTAG	Todays Creators	BELLAS
EUP-22/060	EUP/22/068	EUP/22/070	EUP/22/131
Mogoditshane Senior School	Mogoditshane Senior School	Mogoditshane Senior School	MARANG JSS
Betty Mbaembae	DIVINE BELAYI	Thabiso Setume	LERATO JARABANE
46.00%	100.00%	100.00%	100.00%
80.00%	41.00%	41.00%	77.00%
90.00%	71.00%	65.00%	54.00%
47.00%	76.00%	76.00%	62.00%
7.00%	17.00%	12.00%	38.00%
40.00%	29.00%	65.00%	38.00%
68.00%	75.00%	75.00%	66.00%
34.00%	88.00%	100.00%	100.00%
66.00%	12.00%	0.00%	0.00%
38.00%	89.00%	90.00%	90.00%

Only 1 member finished the process.

51 DREAM CHASERS EUP/22/134 MARANG JSS LERATO JARABANE	52 EPHRAIM EUP/22/130 MARANG JSS LERATO JARABANE	53 ROBOTIC COBRAS EUP/22/132 MARANG JSS LERATO JARABANE	54 STANCE EUP/22/ MARANG JSS LERATO JARABANE
100.00%	100.00%	100.00%	100.00%
92.00%	77.00%	77.00%	77.00%
69.00%	54.00%	62.00%	54.00%
54.00%	77.00%	77.00%	54.00%
38.00%	54.00%	38.00%	31.00%
38.00%	46.00%	54.00%	38.00%
76.00%	67.00%	61.00%	72.00%
100.00%	100.00%	92.00%	100.00%
0.00%	0.00%	8.00%	0.00%
88.00%	97.00%	84.00%	88.00%

55 TEAM TOSS EUP/22/128 MARANG JSS LERATO JARABANE	56 WOO GANG EUP/22/135 MARANG JSS LERATO JARABANE	57 WORLD CRACKERS EUP/22/138 MARANG JSS LERATO JARABANE	58 BAFANA BA MAKULA EUP/22/089 Mogoditshane Junior Secondary School SETSHWANO BOSWAJATAU
100.00%	100.00%	100.00%	100.00%
69.00%	69.00%	69.00%	60.00%
62.00%	62.00%	62.00%	50.00%
62.00%	62.00%	62.00%	70.00%
38.00%	38.00%	38.00%	20.00%
54.00%	54.00%	46.00%	70.00%
69.00%	69.00%	69.00%	
100.00%	92.00%	100.00%	100.00%
0.00%	8.00%	0.00%	0.00%
89.00%	85.00%	82.00%	90.00%

1 member left at day
6.

59 BIG HERO 5 EUP/22/092 Mogoditshane Junior Secondary School Setshwano Boswajatau	60 BLOCK SQUAD EUP-22-127 MOGODITSHANE JUNIOR SCHOOL BOAGO LEON MMESE	61 BRAINSTORMERS EUP-22-125 MOGODITSHANE JUNIOR SCHOOL RODNEY NONOFO RAMPHO	62 BULLET DODGERS EUP/22/124 MOGODITSHANE JUNIOR THEO SILITSHENA
100.00%	100.00%	100.00%	100.00%
100.00%	40.00%	40.00%	10.00%
60.00%	60.00%	60.00%	40.00%
60.00%	50.00%	50.00%	70.00%
40.00%	30.00%	30.00%	30.00%
80.00%	50.00%	50.00%	30.00%
70.00%	100.00%	100.00%	100.00%
30.00%	0.00%	0.00%	0.00%
92.00%	84.00%	98.00%	68.00%

2 members left after session 3.

63	64	65	66
DIVISION AGENT	DREAMSTARS	Drum Healers	Goal Achievers
EUP-22-126	EUP/22/110	EUP//22/085	EUP-22-107
MOGODITSHANE JUNIOR SCHOOL	MOGODITSHANE JUNIOR SECONDARY	Mogoditshane Junior Secondary School	Mogoditshane Junior School
BOAGO LEON MMESE	THEO SILITSHENA	Alfred Lebanna	Betty Mbaembae
100.00%	100.00%	100.00%	100.00%
40.00%	10.00%	40.00%	85.00%
50.00%	40.00%	90.00%	62.00%
50.00%	70.00%	50.00%	38.00%
30.00%	30.00%	40.00%	38.00%
50.00%	30.00%	100.00%	69.00%
			90.00%
100.00%	100.00%		100.00%
0.00%	0.00%		0.00%
98.00%	92.00%	95.00%	100.00%

67	68	69	70
GOLD DICE	INVISIBLE CHAMPIONS	Junior Einsteins	KOLYM
EUP/22/077	EUP-22-121	EUP/22/080	EUP-22-088
MOGODITSHANE JUNIOR SECONDARY	MOGODITSHANE JUNIOR SCHOOL	Mogoditshane Junior Secondary School	MOGODITSHANE JUNIOR SCHOOL
THEO SILITSHENA	RODNEY NONOFO RAMPHO	Setshwano Boswajatau	PATRICK MATSANURA



100.00%	100.00%	100.00%	100.00%
10.00%	80.00%	100.00%	50.00%
70.00%	60.00%	40.00%	50.00%
70.00%	60.00%	70.00%	60.00%
30.00%	60.00%	30.00%	30.00%



20.00%	60.00%	91.00%	50.00%
--------	--------	--------	--------



55.00%



100.00%	100.00%	73.00%	100.00%
0.00%	0.00%	27.00%	0.00%



90.00%	97.00%		96.00%
--------	--------	--	--------

71 KULKIDS EUP-22102 Mogoditshane Junior School Daniel Missalie	72 LAKERS EUP/22/097 MOGODITSHANE JUNIOR SECONDARY SETSHWANO BOSAJWATAU	73 LEVI EUP-22-114 MOGODITSHANE JUNIOR SCHOOL BOAGO LEON MMESE	74 The Muskatears EUP//22/083 Mogoditshane Junior Secondary School Alfred Lebanna
100.00%	100.00%	100.00%	100.00%
85.00%	90.00%	70.00%	60.00%
54.00%	60.00%	50.00%	50.00%
46.00%	70.00%	50.00%	60.00%
31.00%	40.00%	30.00%	20.00%
46.00%	80.00%	50.00%	100.00%
75.00%			
92.00%	100.00%	100.00%	50.00%
8.00%	0.00%	0.00%	50.00%
80.00%	100.00%	84.00%	52.00%

75 NO REST EUP-22109 Mogoditshane Junior School Daniel Missalie	76 The Oblivion EUP-22-106 Mogoditshane Junior School Betty Mbaembae	77 PEACE WORKERS EUP-22095 Mogoditshane Junior School Daniel Missalie	78 PRO-X EUP/22/084 Mogoditshane Junior School THEO SILITSHENA
--	---	--	---

100.00%	100.00%	100.00%	100.00%
77.00%	85.00%	85.00%	20.00%
62.00%	54.00%	77.00%	70.00%
54.00%	54.00%	54.00%	80.00%
38.00%	38.00%	38.00%	30.00%

38.00%	69.00%	38.00%	20.00%
--------	--------	--------	--------

80.00%	90.00%	90.00%
--------	--------	--------

92.00%	100.00%	100.00%	100.00%
8.00%	0.00%	0.00%	0.00%

94.00%	100.00%	97.00%	96.00%
--------	---------	--------	--------

79 PROBLEM SOLVERS EUP-22-091 Mogoditshane Junior School RODNEY RAMPHO	80 Shining Stars EUP-22-094 Mogoditshane Junior Secondary School Alfred Lebanna	81 ST EAGLEZ EUP/22/098 Mogoditshane Junior Secondary School DIVINE BELAYI	82 SUPERSTARS EUP-22-117 Mogoditshane Junior Secondary School RODNEY RAMPHO
90.00%	100.00%	100.00%	100.00%
60.00%	60.00%	20.00%	40.00%
50.00%	50.00%	30.00%	40.00%
40.00%	60.00%	70.00%	50.00%
20.00%	20.00%	20.00%	40.00%
60.00%	100.00%	30.00%	80.00%
80.00%	50.00%	100.00%	100.00%
20.00%	50.00%	0.00%	0.00%
82.00%	52.00%	65.00%	96.00%

83 BROTHERS EUP/22/118 Mogoditshane Junior Secondary School DIVINE BELAYI	84 TEAM LEGIN EUP-22-105 Mogoditshane Junior School Betty Mbaembae	85 TECH LEGENDS EUP/22/090 Mogoditshane Junior School PATRICK MATSANURA	86 HARDWORKING GALZ EUP/22/078 Mogoditshane Junior School DIVINE BELAYI
100.00%	100.00%	100.00%	100.00%
30.00%	85.00%	60.00%	30.00%
40.00%	54.00%	60.00%	60.00%
50.00%	46.00%	60.00%	70.00%
30.00%	38.00%	30.00%	30.00%
40.00%	77.00%	70.00%	30.00%
	65.00%	75.00%	
60.00%	100.00%		100.00%
40.00%	0.00%		0.00%
75.00%	100.00%	95.00%	97.00%

87 LEGENT GROUP EUP/22/108 Mogoditshane Junior School DIVINE BELAYI	88 Rangers EUP/22/075 Mogoditshane Junior Secondary School Alfred Lebanna	89 THE TITANS EUP-22112 Mogoditshane Junior School Daniel Missalie	90 TIGER TEAM EUP/22/120 Mogoditshane Junior School PATRICK MATSANURA
--	--	---	---

100.00%	100.00%	100.00%	100.00%
20.00%	60.00%	85.00%	50.00%
40.00%	50.00%	77.00%	60.00%
70.00%	60.00%	54.00%	60.00%
30.00%	20.00%	38.00%	30.00%

30.00%	100.00%	46.00%	70.00%
--------	---------	--------	--------

90.00%

100.00%	50.00%	100.00%	100.00%
0.00%	50.00%	0.00%	0.00%
84.00%	52.00%	92.00%	100.00%

91

TSF FAV

EUP/22/081

Mogoditshane Junior
School

Setshwano
Boswajatau

AVERAGES

100.00%	99%
100.00%	67%
60.00%	68%
90.00%	64%
40.00%	25%

90.00%	56%
--------	-----

73%

100.00%	90%
0.00%	10%

88%