



Phonics Primary Teachers Training Report- Phase 3

Background: The Phonics project trains primary teachers in the phonetic method of teaching reading and writing, in 15 primary schools in Amuru district.

This report gives a detailed account of the activities that were implemented from May 2017 to the August 2017.

Written by Thomas Kinyera, Phonics Officer.

Project Objectives: Increase capacity of local teachers to teach phonics in the classroom, including knowledge of phonics methodology, learner centered teaching techniques and confident level in the delivery of curriculum content. This project aims to

improve literacy rates, participation, and reading ability of students.

Activities Delivered since Last report:

- Refresher training at all schools
- Distribution of manuals
- Phonics teacher training of 13 new teachers at Labongogali Primary school.
- Phonics lessons support monitoring and supervisions.
- Reading & Writing Assessments (pictured left)



Monitoring Findings:

P.1 and p.2 teachers are actively teaching phonics lessons while p.3 and p.4 teachers are not yet, as they feel the method best suits in infant class. We will be addressing this in the next quarter.

Teachers still have challenges on scheming and planning for phonics lessons which was handled during the refresher training and at the end they were confidently scheming and lesson

planning. There was improvement in literacy, especially in infant classes of p1, p2 and p3.

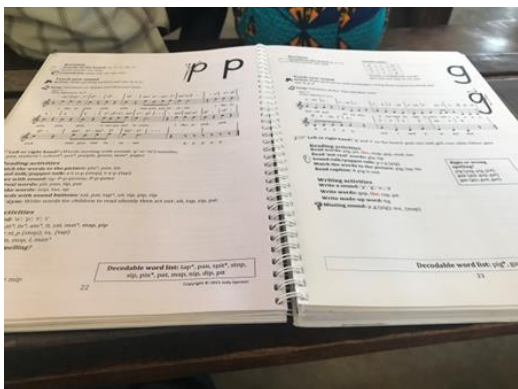
Phonics Lessons in progress at Labala Primary School below:



Teachers feel empowered to teach phonics as they were trained during refresher training on scheming, lesson planning, effective classroom practices, and they managed to review the previously learned sounds in set 1, 2 and set 3. The average scores for teachers monitored in lessons is 68.92%. They are expected to improve as the support monitoring has helped them on areas of improvement.

Refresher training in Amuru district:

During the course of July 2017 refresher training was done in all of the 15 schools in the Amuru District. This training covered revision of all set 1, 2 & 3 sounds, lesson planning support & model lesson plans, and advice on how to improve the learning environment to support phonics lessons.



Feedback from the teachers at refresher training:

Because of the interactive actions and songs, learners are interested in learning phonics, and play more attention in class. Children are reading more and both teachers and learners are pronouncing words better.

Challenges:

Difficulty in integrating phonics into the teaching timetable, as a result of busy schedules for teachers. Teachers have been fitting phonics in as an extra lesson in the early morning, free time and in the evening. Teachers were forgetting the phonics songs/rhymes - manuals have now been distributed, which will address this issue. Large number of learners in the class hinders the teachers' ability to do individual monitoring of learners.

Refresher Training Achievements:

1. Teachers gained skills and are confident to scheme and lesson plan phonics lessons.
2. Teachers were retooled on the different sound sets and their sounds knowledge have improved.
3. Teachers gained confidence to teach phonics.



EGRA testing in all 15 schools:

Two research assistants were trained on the 31st July 2017 from our Amuru field office on how to conduct EGRA tests, and how to produce the high quality data needed for the project.



The research assistants were oriented on AR child safety policy, qualities of a good researcher, completeness of the tools, validity and confidentiality of the information collected.

A total of 300 children were tested using EGRA test tool in all the 15 schools in Amuru District. This test group comprised of 5 students from p1-4 in each school.

The data presented in Appendix 1 shows the comparisons between literacy at our baseline study in 2016 and term the same test taken in term 2, 2017. The general analysis revealed that there was improvement in almost all sections of the test, with particular areas of progress being Phonemic Awareness and Letter Sound. The only areas those were worse than at the baseline was reading of unfamiliar and familiar words. This can be attributed to the fact that teachers had begun teaching children just the most simple sounds with this new method, and are now progressing into more complex sounds. Our focus for the next school term will be comprehension, and the support of the phonics readers will provide great support to teachers to improve these areas.

Learners writing skills were also tested. Sentences were read to them, and they were required to write what was dictated to them. On average there was improvement in the percentage score in term 2 2017 with 21% score compared to the 19.02% score in the baseline 2016.

Overall school's pupils reading abilities have shown some realistic improvement within the three phases of the project. The test tells us that literacy level has gone to 14.69% in the term 2 2017 compared to the 9.03% level in the baseline of 2016.



Intervention schools pupils writing skills of children have also increased from 19.02% in the baseline to 21% in the term 2 test.

Lessons Learnt:

All the teachers in all the intervention schools are still teaching set 1 sounds and this is due to the fact that training took most of the time within the first three phases of implementations. The fourth phase will help our teachers to finish set 1 so that they start set 2 by the end of the year and set 3 in 2018.

The Phonics programme is a new initiative in Northern Ugandan schools, and therefore requires consistent monitoring and support supervision to enable the teachers to gain full confidence in implementation.

Phonics is the only method that teachers collaboratively teach together.

Phonics has been widely accepted by teachers, the District Officials, pupils, parents and other local community because they can see the impact it's having on child literacy.



Beneficiary Case Studies:

The head teacher of Lujoro Primary School:

"Phonics is not just a project African Revival is implementing, but it is also doing the great work of inspectors of schools, because my teachers are on their toes doing the right thing being aware that any time their lessons can be observed, and therefore they need to be prepared all the time. Your support monitoring our teachers has made work of the head teachers very easy and simple compared to the past where teachers knew it is the head teacher and inspectors to follow them, and they were relaxed but now it is jointly being done by African Revival"

A teacher at Pawel Langetta stated:

"I have seen the impact of phonics; it's not just a story but real. In my class I have seen that my children are mastering and understanding sound much faster than any other method I have ever used in my teaching career of 18 years. Children do need time to easily grasp the sounds, but I believe after teaching them all the sounds correctly, no child will fail to read. Let's give time for teachers to get acquainted with the method and a real impact, and great improvement, of the children's literacy level will occur"

Beneficiaries:

Direct:

Lower primary P1 to P4 teachers:

125 M (92), F (33)

Lower Primary P1 to P4 pupils:

7,520 M (3,798) F (3,722)

TOTAL DIRECT BENEFICIARIES: 7,645

Indirect:

P.5 – P.7 teachers: **75 M**(65) F(10)

P.5 – P.7 pupils: **4,185 M**(2,360) F(1,825)

CMCs Members: **165 M**(82) F(83)

SMCs Members: **135 M**(68) F(67)

CCTs from GCPTC: **05 M**(5) F(0)

Local community members: **7,852**

TOTAL INDIRECT BENEFICIARIES; 12,417

Upcoming Quarter 4 activities:

1. Engagement of stakeholders in joint monitoring.
2. Continuous assessment of learners' progress in reading and writing skills.
3. Training teachers on the electronic monitoring system using smart phones and printers to monitor children reading and writing skills in the 10 sampled intervention schools in Amuru district.
4. Regular phonics lesson monitoring and support supervision.
5. Locally made slates to be distributed to the schools to solve the problems of inadequate learning and writing materials for children during phonics lessons.
6. Discussing EGRA results with teachers for a way forward.



Project Sustainability:

Full engagement of school administrators to take charge of monitoring phonics project activities or lessons in their school by ensuring this is a continuous activity that the district can take up without African Revival.

Integration of phonics into the District Education work plan.

Peer to Peer mentorship programme to be developed for trained teachers to mentor the untrained ones so that projects can be rolled out into schools with minimal resource input.



African Revival Thank You for your support of this programme

Appendix 1 - EGRA DATA

Bar Chart showing EGRA Data collected at 15 target schools in the Amuru District in 2016 & 2017.

