Scaling Up
Early Grade Reading Interventions in Uganda through collaborative efforts

Charles Tony Mukasa Lusambu, Uganda Ministry of Education

This PowerPoint presentation is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of RTI International and do not necessarily reflect the views of USAID or the United States Government.
In 2012, USAID and the Ugandan Ministry of Education embarked on an intensive reform of early grade reading.

The USAID/School Health and Reading Program was the one that sparked reform efforts.

Before the program, we could see very few, if any, learners reading from printed material during reading lessons and reading scores were very low.
In 2015, using Global Partnership for Education Funds, the MoES Uganda Teacher and School Effectiveness Program (UTSEP) “scaled up” Activities in the following areas:

- Production of pupil readers and teacher guides
- Teacher Training Methods
- Support Supervision Model
- Early Grade Reading Assessment

Around the same time, the USAID supported Literacy Achievement and Retention Activity got underway to expand the methods and materials even further.
Tenets of collaboration

- Working hand in hand between government, education development partners and civil society.
Current reach of EGR Programs Across Uganda

- More than 10,000 UPE schools (80% of total) and over 6 million P1-P4 learners reached
- 65,707 teachers and head teachers trained
- Over 8.4 million pupil books and teachers guides in 12 local language + English
Collaboration at all Levels

Through MoES structures & systems (NCDC, DES, UNEB, Basic Education, Teacher Education)

Local Government

Primary Teachers Colleges

Schools

Teachers

Learners

PTA/SMC

Districts / Municipalities

(DEOs, MEOs)

Coordinating Centre Tutors

National level

District / Municipality level

School/ Community level

SHRP
LARA
GPE
UWEZO
Aga Khan
World Vision
Build Africa
Mango Tree
Results are promising

• It is gratifying to note that literacy levels in our schools – are increasing.
Thank You!

- Charles Tony Musaka Lusambu – Uganda MOES
  – lusambuless@gmail.com

“Our children, our future and our future, our children”.
Developing Quality Instructional Materials in 12 Languages: Scaling up a mother-tongue based early grade reading program in a multilingual context

Robinah Kyeyune
RTI International/USAID-Uganda School Health and Reading Program
Attention to complexities of task

- Improving reading through local language and transition to English
- Reaching teachers with no previous training for teaching through the mother-tongue medium
- Developing materials in 12 of Uganda’s local languages and English, for Primary 1, 2, 3 and Primary 4
System’s ownership of development process

- Ministry of Education’s ownership of the EGR program and methodology and guidance of processes
- SHRP support for establishment of language boards in local government structures for review and validation of orthographies
- National Curriculum Development Centre (NCDC)’s appointment of writing panels elected by speech communities
Quality and trust

• Materials written by native speakers elected by the speech communities

• Content development supported by linguists and curriculum specialists

• Materials approved by NCDC
Assurance of ownership aids scale-up

• EGR materials taken on by USAID-Uganda Literacy Achievement and Retention Activity (LARA), GPE funded Uganda Teacher and School Effectiveness Project (UTSEF) and Build Africa’s Improving Learning and Educational Attainment in Primary (ILEAP)

• Demand for extension of provision to all of Uganda’s government-aided schools as well as privately owned schools

• MoES’s decision to fund book replenishment and preparation for expanding provision
Grade and age appropriateness: support for active use

• Lessons have materials.

• Each child has a pupil book.

• Learners read from print.

• Users provide constant feedback on materials, aiding revision.
Lessons and recommendations

• Beneficiaries attach great value to their languages but need time to understand their educational value.

• Accuracy of language content in EGR materials is assured through speakers’ use of the languages and participation in development.

• Users are capable of evaluating EGR materials.

• Understanding the value of children learning to read and write first in a familiar language underlies demand for inclusion in program.
Opportunity for scaling up EGR program

- Government should exploit the
  (i) demand for expanded reach
  (ii) users’ capacity to evaluate materials

- Scale-up of EGR should involve participatory processes of developing materials and evaluating their usefulness.
Teacher Pedagogical Competence and Learner Achievements in Early Grade Reading

UGANDA TEACHER AND SCHOOL EFFECTIVENESS PROJECT

PRESENTED BY: CAROLINE N. KAVUMA
Teacher capacity to deliver EGR

T-Factors contribute 75% of child’s learning

Appropriate methods and techniques

Beliefs, liberated attitudes, mindsets and perceptions

Commitment to professional practice
T-Training Pedagogical Gaps

1. Knowledge
   - Lack of knowledge and skills of teaching reading and writing

2. Inadequate PTE Curriculum
   - Limitations of the initial PTE curriculum – focus on methods of teaching reading, no reference to child

3. Curriculum Mismatch
   - Disparity between the PTE curriculum and primary school curriculum’s focus on teaching children to read and write

4. EGR Content
   - Lack of EGR content of the Thematic curriculum
   - No support materials
Growing Teacher Competence: Focus Areas

- Child/Leaner Magt
- Techniques Integration
- Language (LOI)
- Continuous Assessment
- T-Process & Procedures
- Change Agency

The focus areas are interconnected, indicating a holistic approach to growing teacher competence.
**T-Training to Enhance Competences**

1. **Knowledge**
   - Knowledge enhancement - components; principles of Reading; 5Ts, orthography of Local Language & English

2. **Methodology**
   - Methods of teaching reading and writing
   - Step by step teaching procedure per lesson

3. **Assessment**
   - Continuous assessment of literacy outcomes
   - Working with time takers
   - Designing activities for skilling

4. **Preparation**
   - Preparation for teaching
   - Developing Lesson plans and Schemes of Work
A Cascade Model of T-Training

- Master Training
  - Lecturers
  - Leader Trainers

- Trainer of Trainers - ToTs
  - CCTs/DISs
  - Champion Teachers

- Regional Teacher Training
  - ToTs
  - Supervisors/Monitors
T-Dilemma

• Fear of change!

Many questions: New curriculum ..... 
Shall I manage to plan in local language ....
Working with more than one text book

From singing the alphabet to teaching sounds

Phonics drama ... letter name vs letter sound
T-Support Mechanisms

- Classroom-based support
- Self-study: Teacher Guides as personal Tutors
- Refresher training and rewarding progress
- Skill practice was key
- Peer mentoring and coaching
- PAPAYA software was adapted
- Video vignettes at college level
T-Classroom Best Practices

- Evidence of improved learner participation & reading ability
- Getting closer and friendlier to learners
- Systematic teaching of Literacy Skills
- Inbuilt assessment: introduction to Evaluation
- Teachers Playing Evaluator role
- Teacher Creativity – Sound songs
T-Competences

- Confidence
- Orthography

- Motivation & Commitment
- Mastery of Steps/Skills

- Fidelity to methods was rated at 85%

Leanne Literacy Skills

- Better Perception of significance of Reading

- Vocabulary
- Oral Expression

- Letter Recognition
- Print Awareness

- Describing Pictures
- Telling Storing
- Creating Writing

- Oral Reading
- Spelling with sounds
- Segmenting
Lessons Learnt

• Teacher attitude plays a key role in their ability to deliver
• Teacher social competence adds value to effective teaching
• Competent teachers make relaxed and more lively literacy classes
• Progressively advance into differentiated instruction since no two children will learn to read in the same way and at the same pace
• Train teachers the way they will teach: More hands-on practice
• Teacher pedagogical competence has potential to reduce learner absenteeism
Sustainability and Strengthening Gains

1. Pedagogical Content Gaps
2. Training of Teacher Educators
3. Review of PTE Curricula
4. Differential Teaching
5. Use of Assessment Data
THANK YOU

CAROLINE KAVUMA
Scaling up Early Grade Reading Interventions in Uganda

EGRA in Uganda: From Program to System

Comparative International Education Society Conference
San Francisco, CA
April 18, 2019

Opaman Constant Amos, Uganda National Examinations Board

This PowerPoint presentation is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of RTI International and do not necessarily reflect the views of USAID or the United States Government.
Background

• Large scale early grade reading programs funded by USAID were using EGRA to monitor progress of Early Grade Reading

• The Ministry received funds to expand the reading program to additional districts under the GPE funded Uganda Teacher and School Effectiveness Program (UTSEP).

• MoES requested UNEB (as the only mandated body to conduct public examinations and national assessments in Uganda) to conduct EGRA in UTSEP districts

• Due to the ongoing work and support in assessment in general and EGRA, UNEB was prepared to take this on.
Steps which UNEB followed to make UNEB-EGRA

• First of all; worked with SHRP/LARA throughout one of its survey processes (Training of assessors, Pre- test and final field work). Learnt and understood a lot about EGRA.

• Adapted the documents (Tools, field manual) of SHRP/LARA to fit the standards required by UNEB.

• Adapted the design of SHRP and used practicing teachers as assessors.
How UNEB – EGRA came to be

Six UNEB officers:

• Developed EGRA tools: Pupil assessment tool, pupil interview schedule, lesson observation tool and Head teacher questionnaires.

• Translated the tools into 11 local languages using language panelists/practicing teachers trained by SHRP/LARA.

• Acquired and trained in the software for type setting the translated versions of the tools from SILAFRICA

• Developed a sample design together with SHRP; for the 27 districts initially under UNEB
- Developed UNEB-EGRA manual and procedural guide for the entire process

- Selected Assessors/Data Quality Assurance officers using lists of Assessors compiled by SHRP.

- Carried out joint training of the Assessors and DQAs with SHRP/LARA only at baseline survey.

- Developed the benchmarks/standards for data analysis by adapting what takes place in other countries which succeeded with their EGRA

- Disseminated the findings to practicing teachers and key education partners.
UNEB – EGRA Surveys

- In 2016 baseline survey, UNEB conducted its EGRA using a server based at RTI USA. However for the second and third surveys (2017 and 2018), UNEB purchased its own server with financial support of GPE and created a similar platform where the security of its data is now guaranteed.

- Since tangerine software is open source, UNEB now runs its customized tangerine installed on the local UNEB server.
Advantages of UNEB Internet Protocol (IP)Address

- Enhanced the security of UNEB data
- Allowed for customization of tangerine to suit UNEB goals
- Gave UNEB full control of the local server and its operations
- Provided for reliability and availability of the server: consistent checks for any breakdowns with full understanding of any arising issues.
- Entire process is cost free
Finally…what contributed to the success of the partnership

• Listening to what others have to say.

• Willingness of partners to share experiences.
Scaling-up Early Grade Reading Assessment through Civil Society Organisations: The case of Uwezo

Faridah Nassereka & MG Nakabugo, Uwezo at Twaweza
CIES 2019, San Francisco, 14-18 March
UWEZO IN UGANDA

• Uwezo, or ‘capability’.
• A member of PAL Network; programme of Twaweza East Africa since 2009
• Revealing the gap between goals and achievements in children’s learning
• Generating and curating evidence on learning outcomes and communicating it to policy actors and citizens
• Stimulating action for improved learning
• Emphasis on citizen participation in assessment
UWEZO BASIC LEARNING ASSESSMENT

- Conducted annually or biannually in Kenya, Tanzania and Uganda since 2009/2010
- Measures actual literacy and numeracy competences of children aged 6-16 years based on Primary 2 level
- Survey conducted in 428 districts and over 150,000 households
- Overall over 300,000 children assessed per full round
What we assess with every child........

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Letter/Sound/syllable - letter name knowledge</td>
<td>➢ Count and Match – ability to recognize numbers 1 - 10</td>
</tr>
<tr>
<td>➢ syllable knowledge - LL</td>
<td>➢ Number Recognition (recognition of numbers 10 - 99)</td>
</tr>
<tr>
<td>➢ Word – ability to read words</td>
<td>➢ Operations (Addition, Subtraction, Multiplication &amp; Division)</td>
</tr>
<tr>
<td>➢ Paragraph – ability to read a short text fluently</td>
<td>➢ Ethno math: everyday math</td>
</tr>
<tr>
<td>➢ Story – ability to read a short story fluently</td>
<td>➢ Problem solving</td>
</tr>
<tr>
<td>➢ Comprehension – ability to comprehend story</td>
<td></td>
</tr>
</tbody>
</table>
Example of a Literacy Tool

- Letter/Sound
- Word
- Paragraph
- Story
- Comprehension

### ENGLISH READING TEST

<table>
<thead>
<tr>
<th>LETTER</th>
<th>WORDS</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>e x d w k c h b j a</td>
<td>room face table dog desk pen ear fish bean man</td>
<td>My mother works in Lamu. Lamu is a busy town. The people there are good. They are very kind.</td>
</tr>
</tbody>
</table>

#### STORY

Juma reads to us a story from his book everyday. He reads the story aloud in class. We enjoy listening to the stories. Yesterday, he read about the sun and the wind. Both of them lived in the same sky. The wind did not like the sun. It wanted to be the head of the sky. One day, the wind chased the sun away. It told the sun to go to another sky. The sun did not go. The next morning, the wind ran after the sun. The sun fell down and started crying. That is how it began to rain. We clapped for Juma.

Q1. What does Juma do every day?
Q2. How did rain begin?
How we achieve and maintain scale

- **Sampling** (nationally representative) - 30 EAs, 20 hh
- **District Activities** - district partner engagement - volunteer recruitment
  - Citizen Volunteers engaged (over 30,000 in East Africa) - trained to assess
  - Visits to schools
  - Community discussions (facilitated advocacy approach)
  - Instant feedback (household conversations)
  - Households visits – (20 hh in the EA)
  - All children assessed orally
Summary of **scale and coverage** of Uwezo survey rounds

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Round</th>
<th>Districts</th>
<th>Households</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>2011</td>
<td>1</td>
<td>123</td>
<td>53,522</td>
<td>125,661</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>155</td>
<td>64,909</td>
<td>145,564</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>3</td>
<td>155</td>
<td>62,089</td>
<td>135,109</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>4</td>
<td>154</td>
<td>59,870</td>
<td>129,429</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>5</td>
<td>153</td>
<td>58,991</td>
<td>130,653</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 - 5</td>
<td>-</td>
<td>-</td>
<td>299,381</td>
<td>666,416</td>
</tr>
<tr>
<td>Tanzania</td>
<td>2011</td>
<td>1</td>
<td>132</td>
<td>57,945</td>
<td>110,435</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>126</td>
<td>56,106</td>
<td>105,352</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>3</td>
<td>131</td>
<td>52,808</td>
<td>104,162</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>4</td>
<td>45</td>
<td>16,013</td>
<td>32,694</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>5</td>
<td>133</td>
<td>54,327</td>
<td>112,455</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 - 5</td>
<td>-</td>
<td>-</td>
<td>237,199</td>
<td>465,098</td>
</tr>
<tr>
<td>Uganda</td>
<td>2011</td>
<td>1</td>
<td>79</td>
<td>35,331</td>
<td>100,139</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>2</td>
<td>80</td>
<td>34,667</td>
<td>92,188</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>3</td>
<td>80</td>
<td>34,013</td>
<td>87,339</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>4</td>
<td>26</td>
<td>11,670</td>
<td>28,147</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>5</td>
<td>112</td>
<td>42,058</td>
<td>99,617</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1 - 5</td>
<td>-</td>
<td>-</td>
<td>157,739</td>
<td>407,430</td>
</tr>
<tr>
<td>East Africa</td>
<td>Total</td>
<td>1 - 5</td>
<td>694,319</td>
<td>1,538,944</td>
<td></td>
</tr>
</tbody>
</table>

In 2014 a smaller sample was collected in Uganda and Tanzania; in 2014 and 2015, the Uganda and Tanzania district samples include newly created districts (existing districts were divided to create these).
Successes to date

• Amplified through large-scale robust evidence that
  - children are not learning
  - that inputs and interventions do not guarantee learning outcomes

• Attention is paid to inequalities in learning outcomes and to groups of particularly disadvantaged children

• UWEZO contributes to the global debate on measuring learning outcomes
  references include WDR

• Brought some influence into policy spaces - ESR, SDG 4 steering committee
Socio-economic disparity

P3 – P7 pupils who could do P2 work:

- **Wealthier households**: 42 out of 100 could read and understand an English story.
- **Poorer households**: 38 out of 100 could read and understand an English story.
- **Wealthier households**: 56 out of 100 could do division.
- **Poorer households**: 52 out of 100 could do division.
Lessons Learnt

• Uwezo’s assessment of learning at household level at scale through local citizens ensures equity and effectiveness.

• Citizen volunteer participation offers potential of increased academic achievement, massive infrastructure of volunteers being a resource.

• Improving learning through citizen agency is complex; information is necessary but insufficient for catalyzing sustainable collective action.

• Citizens have a critical role to play in promoting learning outcomes but need to be organized for action.
New elements and looking ahead…

• 2017 - piloted the learning assessment in refugee contexts

• 2019 - piloting assessment of young persons’ everyday literacy and numeracy skills
Uwezo Uganda at Twaweza,
Naguru Go down, Suwara Road, Plot 77
P.O Box 40163, Kampala-Uganda
Tel: +256-312112815
Email: uwezo.uganda@twaweza.org