



# **USAID/ UGANDA SCHOOL HEALTH AND READING PROGRAM**

## **Teacher Training Delivery Mode Research**

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**Comparative International Education Society Conference**

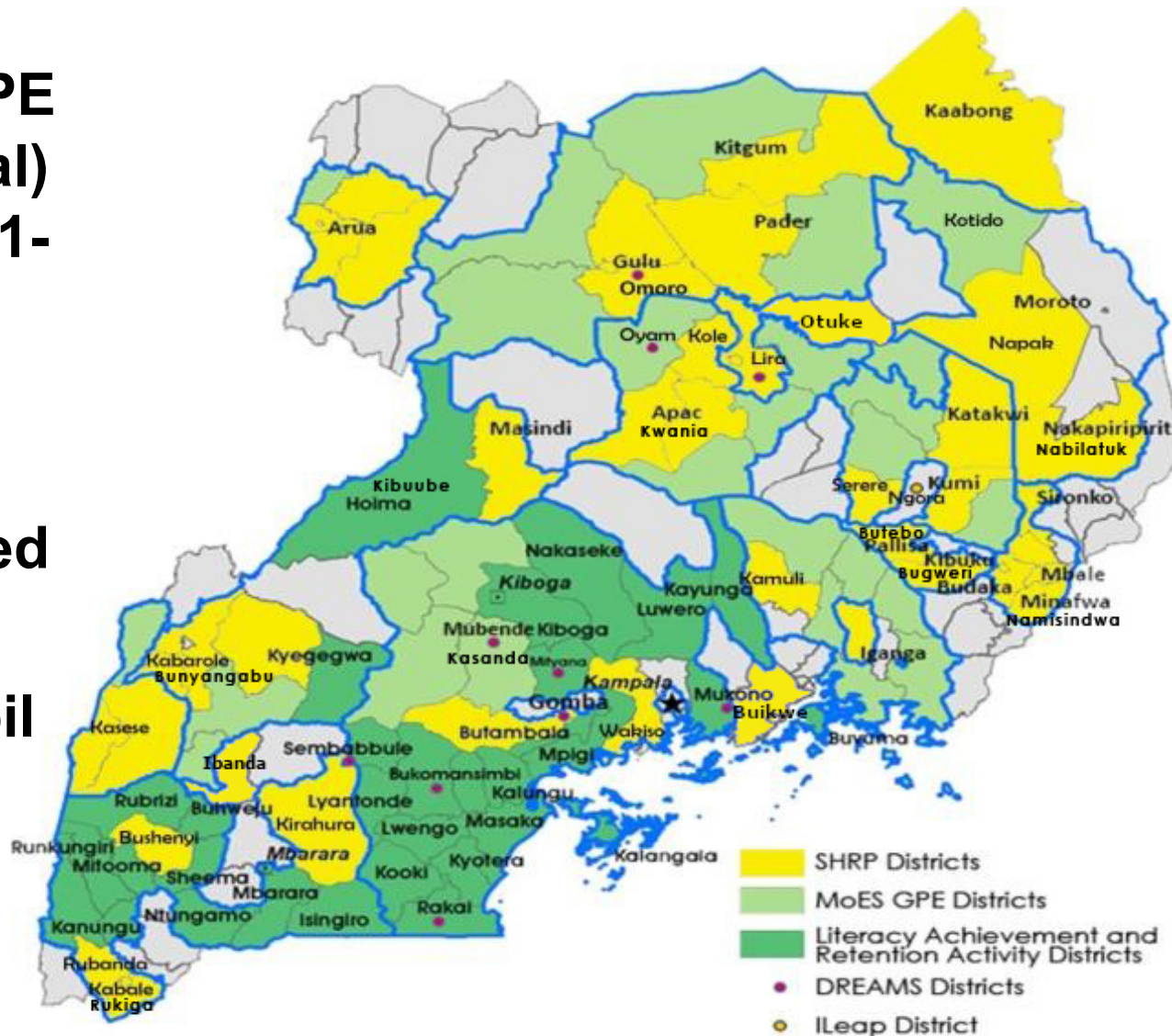
**San Francisco, CA**

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# Current reach of Early Grade Reading Programs

- **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**



# USAID/Uganda SHRP Study- Teacher Training Delivery Model

Brunette, Nabacwa, Jordan, Tiguryera, Opiyo, Komugisha, Akunda

## Purpose

Determining if the smaller, coordinating centre (CC) non-residential training is more effective or at least as effective as large residential trainings.

## Research questions

*Are teachers present? Are we training the right teachers?  
Are teachers learning as much as they are in the larger trainings?*

## Research Sites

5 Coordinating Centers	3 Residential Centers
Naigombwa, Busesa, Canon Ibula, Rugendabara, Kisinga	Moroto, Ibanda, Shimoni

# A note about the research

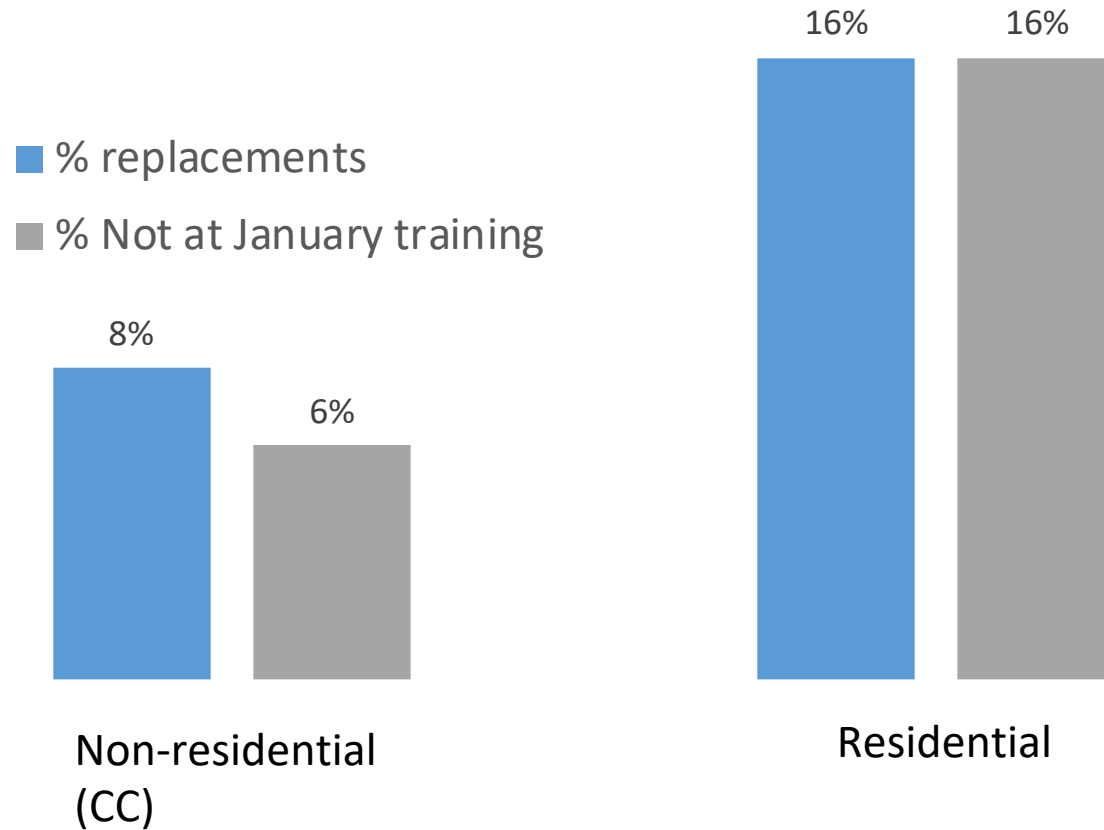
- The impetus for this research came from the teacher training technical team.
- The technical team worked with program M and E to develop data collection instruments and protocol
- All data collected by program staff as they were overseeing teacher training

# Residential vs. Non-Residential Comparison

Description of the Two Training Models (what was planned)		
	Coordinating Centre Level – <b>non-residential training</b>	Teacher Training college – <b>residential training</b>
Duration of training	2 days – 7 hours each day	2 days – 9 hours each day
Training Venue	Coordinating Centre	Primary Teachers' College
# of participants per venue	All target teachers in the CC	All target teachers in the college catchment area
Class size	Dependent on CC size	Target= 50 teachers/class
Number of trainers	2 per class	2 per class
Make up of trainers	CCTs, District officials, DPOs, Preservice tutors and Champion teachers	CCTs, District officials, DPOs, Preservice tutors and Champion teachers
Facilitation for participants	Transport refund	Incidentals and Transport refund
Training Content	Content was the same, less time	Content was the same, more time

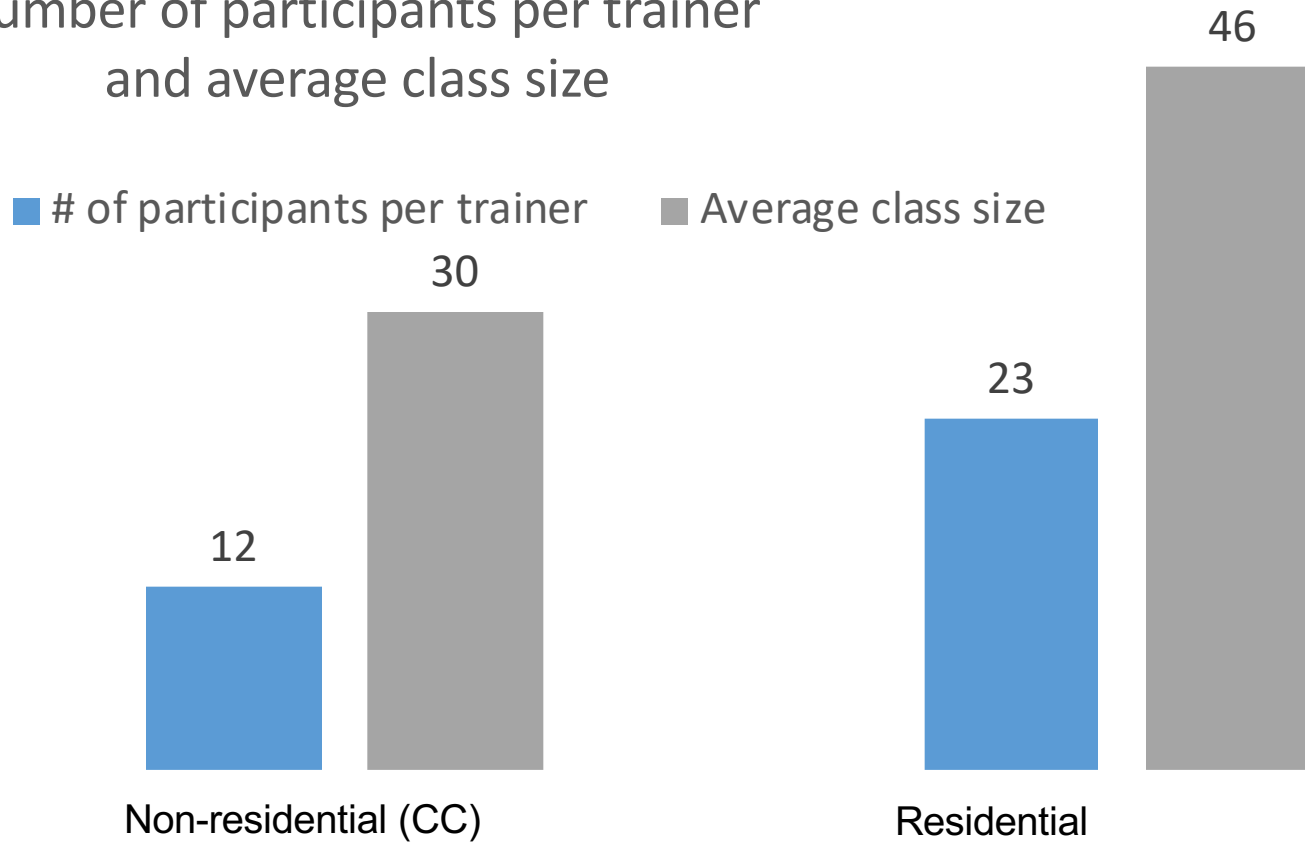
# Are we training the right teachers?

Percent of participants "replacements"  
or not at the January initial training

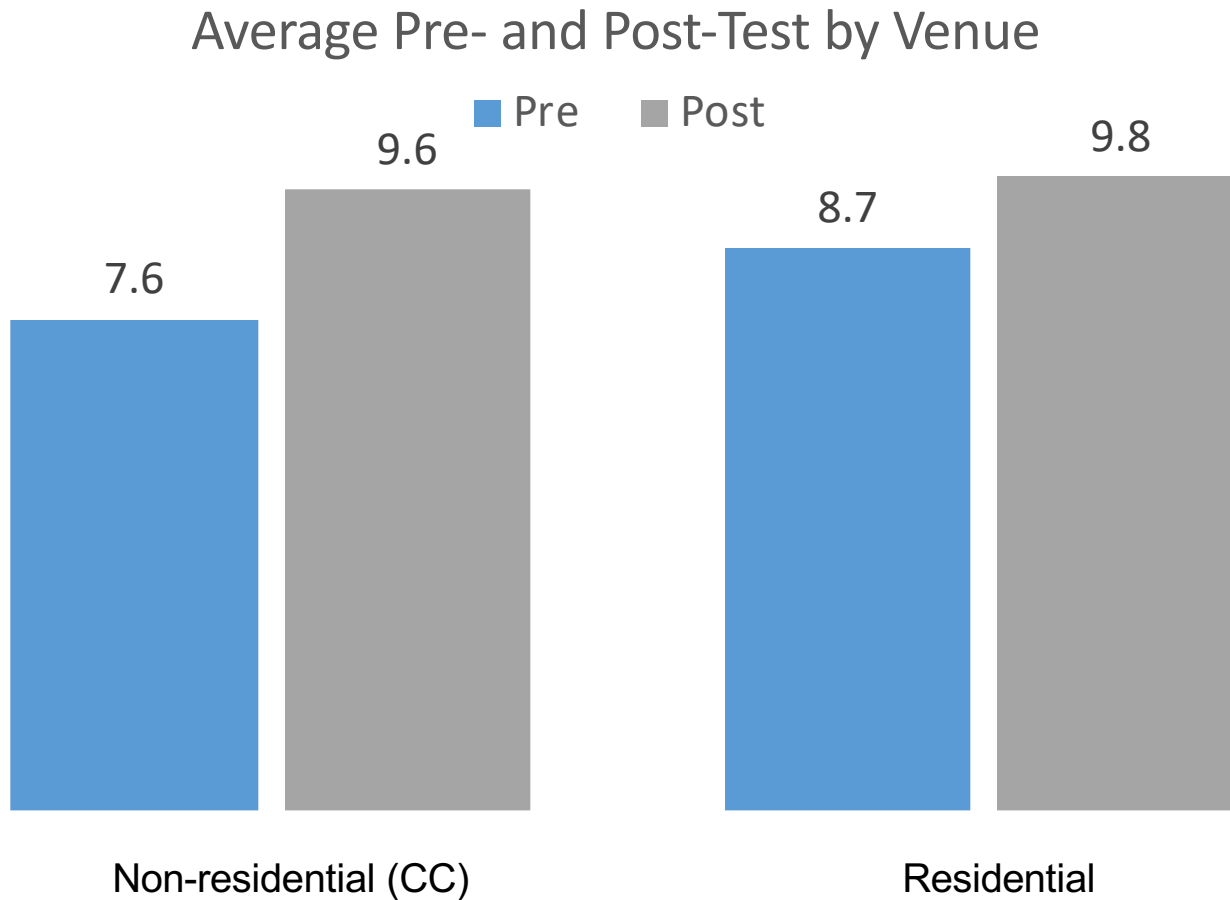


# Participants and Class Size

Number of participants per trainer  
and average class size

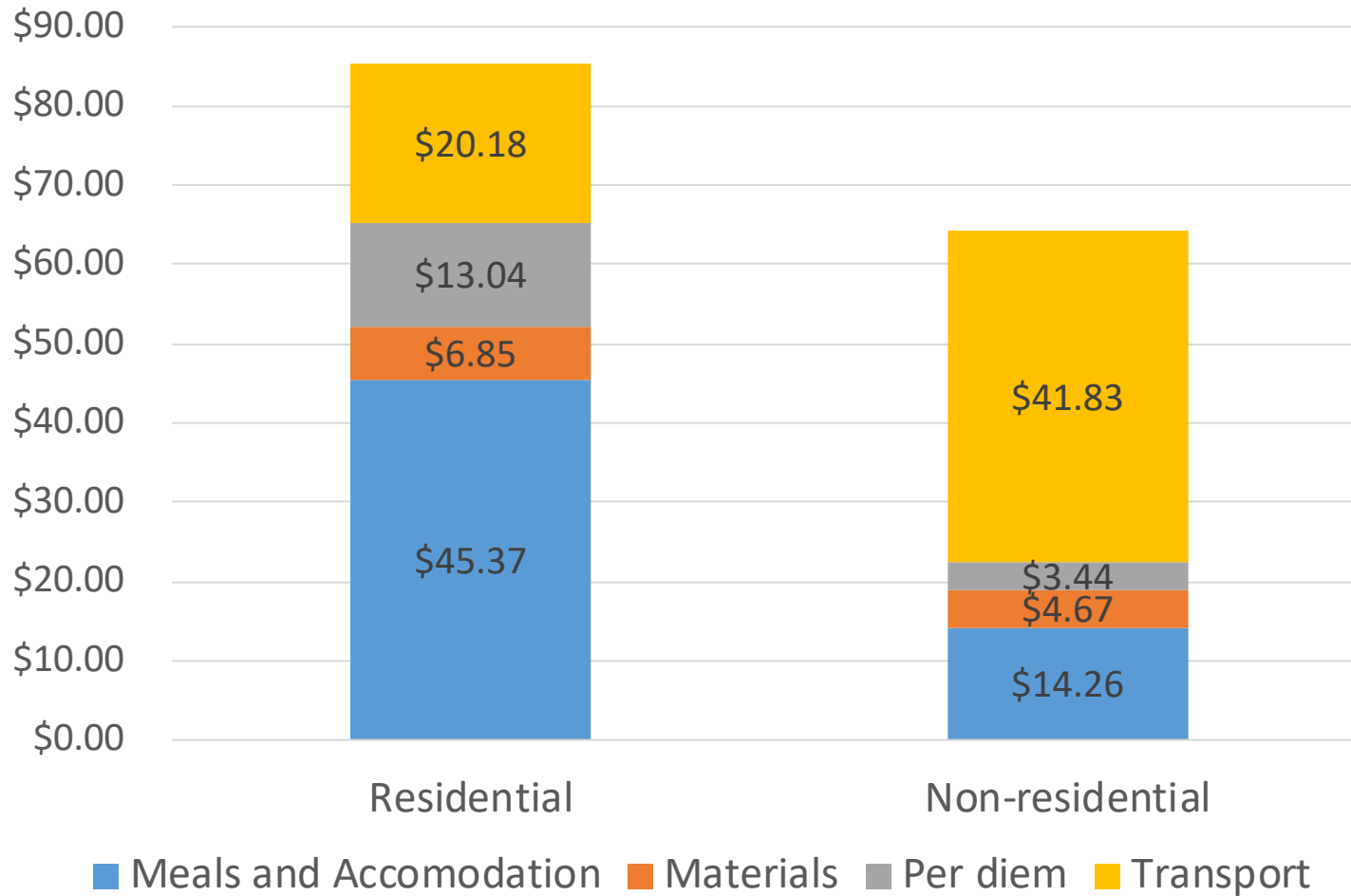


# Impact on Pre and Post-test by Venue





# Per Teacher Costs for SHRP Trainings (2 days)



# Residential vs. Non-residential study

## Findings Recommendations

- Non-residential trainings are potentially **more effective** for training delivery but there is **variability across centers** depending on oversight and trainers -Those in non-residential trainings **learned as much if not more** than residential trainings
- Non-residential trainings are **significantly cheaper** (but reimbursements are potentially more complicated).
- Non-residential training was **better for ensuring teacher attendance and that the right teachers were trained**
- **Participants preferred** the smaller classes and closer oversight in the non-residential training

## Residential vs. Non-residential study Findings

**Projects should **pilot** non-residential and residential training comparisons when possible**

**– and consider building action research into programs, with technical staff identifying research questions and undertaking research**

**Research to action: 30% of participants at our recent training in January were trained in the smaller, non-residential settings.**