Enhancing Pre-Service Teacher Education in Uganda to Sustain Early Grade Reading Initiatives

By Scholastica Tiguryera
Senior Program Education Specialist
USAID Uganda School and Health Reading Program (SHRP)
Presentation Outline

• Background

• Before Enriching the Pre-Service Teacher Education Curriculum

• Rationale for Enriching the Curriculum

• Curriculum Enrichment, Approval, and Dissemination
Improving literacy instruction in early grades has been a focus in developing countries.

Starting large scale early grade reading (EGR) projects have been initiated.

Focus on in-service teacher training.

Limited attention to pre-service teacher training.

Uganda’s experience to enrich the Primary Teacher Education curriculum.

Supported by four projects.
USAID in Uganda

School Health and Reading Program (SHRP) (May 2012-August 2019). Target districts: 37; learners: 2.5m; schools: 3761; teachers: 35,000.

Literacy Achievement and Retention Activity (LARA) (April 2015-April 2020). Target districts 29; learners: 1.3 m; schools: 3197; teachers: 17,470.

Goal:
To improve reading ability for Primary 1 to Primary 4 children in 12 local languages and English
Other Literacy Programs

Global Partnership in Education (GPE)

- **Uganda Teacher & School Effectiveness Project (UTSEP)** (2015-2018)
- Target Districts: 27 districts; schools: 2771; learners: 1m; teachers: 12,000.

Build Africa

- **Improving the Learning and Educational Attainment in Primary (ILEAP)** (2016-2018)
- Target district: 1; schools: 50; learners: about 60000; teachers: over 200.
Programs’ Achievements

- Pupils’ books and teachers’ guides developed
- Pupils’ books and teachers’ guides printed and distributed to schools
- Supplementary reading books distributed
- 12 Local language orthographies strengthened
- 12 Local Language Board Constitutions established
- Teachers trained in EGR
- Learners assessed-outcome-improvement
Ebiragiro by’Empandiika y’Orunyoro-Rutooro

Runyoro-Rutooro Orthography/Spelling Guide
Revised, 2013

©Runyoro-Rutooro Language Board, 2014

USAID/UGANDA School Health and Reading Program
Inspiring a Generation of Healthy Readers
Pre-Curriculum Enrichment Sustainability Measures

• Using Ministry of Education staff as writers of reading instruction materials
• Stakeholder awareness workshops/meetings
• Training outreach and pre-service tutors, university & national teachers’ college lecturers and district officials in EGR methodology
• Involving champion & head teachers as trainers
Rationale for Incorporating EGR in the Pre-Service Teacher Education Curriculum

If EGR was not in the curriculum, students would not be trained in it.

If the pre-service students did receive training, EGR would not be sustained.

If not sustained, MoES and partners’ efforts to improve EGR would be futile.

Thus, Pre-Service Teacher Education Curriculum Enhancement.
The possibility to revise the entire curriculum hit a snag:

- Ministry of Education and Sports (MoES) strategic plan and budget did not include curriculum revision
- Not in SHRP’s & LARA’s scopes of work
- Teacher certifying university recommended an addendum instead of a full curriculum review
- The MoES sought development partners’ financial support
What was important?

✓ Process—a sequence of activities
✓ Fund—contributed by dev. partners
✓ Partners—USAID & non USAID projects
✓ Time—July 2016—July 2017
Approval

Kyambogo University Vice Chancellor wrote to MoES’ Permanent Secretary:

“The purpose of this letter is to hand to you and our partners the addendum to the PTE curriculum ready for implementation. The University is proud to have been part of this great work.”
Dissemination

• Happened in November 2017

• Participatory-demonstrations of lessons, skills, methods

• Whole country: all 45 government teacher training colleges;
  428 College Tutors, Principals and Deputy Principals

• Inclusive: ensured as many individuals from MoES & education partners were involved

• The addendum was a very important milestone!

• **Challenge:** Mobilization of partners
Moving Forward

The next steps after addendum dissemination:

• More in-depth training & supervision of college tutors
• Tutors to coach and support students
• Students to teach children
• Kyambogo university to examine college students on the enhanced curriculum
• Tutors to reflect on progress
Conclusion

It takes concerted effort, a felt need and a spirit of ownership to successfully go through a curriculum enrichment/review process like the one that has been alluded to in this presentation.
Thank You Very Much

Questions & Discussion