

Teachers' Professional Development Programme 2008-9

Report on Refresher Course Sun 25 May to Sat 31 May held at Kulika Training Centre, Lutisi, on the Hoima Road, Uganda



Background

In 2001, the *Food For Thought* (FFT) School Linking Programme began to link primary schools in Devon with two Districts of Uganda: Mubende and Gulu. (A District is the equivalent of a British county). This work is coordinated by Devon Development Education in England and its partner organisation *Kulika Charitable Trust* (Ugandan Registration number S.5914/1070.) in Uganda. The focus for FFT is food and organic/sustainable food growing in both countries. Linking between schools in different countries is recommended by the UK government and will be a requirement by 2010. Currently 16 primary schools are linked through FFT, including 3 Special Schools. Two secondary schools in Devon have also linked as a spin off from the *Food For Thought* programme.



The Ugandan context

This has two strands:

- In the 1990s, *Kulika Charitable Trust* recognised that one way to make a real impact on the lives of the poorest people in Uganda was to give them skills in organic (sustainable) farming, so that they can feed themselves and earn some income to meet their basic needs. 80% of the Ugandan population are subsistence farmers. So Kulika trains small scale farmers to become 'Key Farmer Trainers' (KFTs), able to develop their own farms and share their enhanced skills with their neighbours through farmer groups. The *Food For Thought* programme began by taking successful Key Farmer Trainers into rural primary schools, where they share their skills and enthuse the pupils to become successful small farmers. Teachers, parents and the local community are also benefitting from this work.



- Primary education became free in Uganda after debt cancellation in 1997, and secondary schooling is due to follow suit in 2008 for some. However most children (up to 90% in northern Uganda and over 60% in Mubende) drop out of primary school and return home to work as subsistence farmers. There are several reasons for this, but one is the poor quality of much of the primary school teaching, resulting from the limited skills and experience of the teachers. Primary school teachers in Uganda leave school after taking the local equivalent of GCSE exams and then follow a two year teacher training course. After that there is virtually no opportunity for continuing professional development unless the teacher is able to fund for him/herself a distance-learning course that is almost totally theoretical in nature. As teachers are poorly paid (£70 per month approx), it is hard for them to

afford such courses. The Uganda Government is currently introducing a new 'thematic' curriculum (similar to the UK approach) into the lower years of primary education but teachers have received only introductory training for this new approach and some lack confidence in handling it. Another major issue is coping with the huge numbers in P1 and P2 classes – 100 children in one class with one teacher is not unusual.

Building links between education offices in Devon, Mubende, Amuru and Gulu

In November 2007 three Directors of Education from Mubende, Gulu and Amuru (a new District created by cutting Gulu in half. Some of the FFT schools are now in Amuru) were invited to visit Devon by Devon Local Authority: Children and Young People's Services (CYPS). One aim of the visit was to build structural links between Devon CYPS and the District Education Offices in Uganda. Another was to enable the Ugandan DEOs to develop their professional understanding of education structures in the UK and explore new ways of working, applicable to their own situations. During the visit a 'Memorandum of Understanding' between Devon CYPS and the 3 DEOs was signed and the Adviser for Geography/ International Education was asked to begin developing a 5 year Joint Action Plan between Devon County and Mubende, Amuru and Gulu Districts, which will include further training in specific areas for teachers. This will be a significant opportunity to have an impact on teacher effectiveness in Uganda (with clear benefits for teachers and pupils in the UK also). The one-year course discussed here is an important first step towards that goal. Meanwhile, the FFT programme with its focus on food and food growing will continue and develop.



The Teachers' Professional Development Programme 2008

In 2007, Jean Harrison, an education consultant, approached Devon Development Education to offer her expertise to the Food For Thought programme. She was asked to visit the Ugandan schools on a three-week fact finding visit to assess the professional needs of the teachers in the FFT schools. She visited twelve of the schools, sat in on 28 classes and held staff meetings at each school where she invited the teachers to identify for themselves their key professional needs. In her report *A Review of Teacher Effectiveness in FFT Schools, Uganda July 2007* (available on request), these needs are listed (see Appendix A).

The report's key recommendation was to run a residential refresher course as part of a one year course, for four teachers plus the head teacher from each FFT school. This course would be in three sections – lower primary (P1-P3), upper primary (P4-P7), and head teachers, and would deal with the main issues identified in the report. Recommended content given in Appendix A, Table B. The residential is being followed by support and supervision visits in the classrooms for the next three terms. This follow-up is being provided through the District Education Offices by District Education Inspectors.

The one week residential refresher course took place in May 2008 and this is the report of that course.

The Residential Refresher Course

Funding

An application for funding to British and Foreign Schools Society for £12,385 was successful, which has funded the 12 month programme, comprising the one week refresher course, hosted at the Kulika Training Centre, Lutisi, Uganda and follow up visits by Inspectors during the next three terms.



Beneficiaries

The Head teachers, teachers and pupils of eighteen Ugandan rural primary schools, comprising approximately 200 teachers and 12,000 pupils in three Districts.

The Devon Team

Jean Harrison, Education Consultant, as Leader

David Weatherly, Devon Education Services Adviser for International Education
& Education for Sustainability

Gyles Morris, Director of The Magdalen Environmental Project, Chard

Debbie Buckingham, Head teacher of Alphington Primary School, Exeter

Carolyn Hallett, Maths and Special Needs (Visually Impaired) Teacher at West of England School

Sue Errington, *Food For Thought* co-ordinator as logistics co-ordinator.

Plus Fred Ovey, the teacher from Yeo Valley Primary School (linked with Koch Koo, Gulu)

Course outline

Taking the needs identified in Jean Harrison's report, the course focused on child-centred learning, creating a positive ethos for learning, motivating and involving children in their learning, group work, using the outdoors, special needs, thinking skills and intellectual development, numeracy, literacy and communication skills, lesson planning and assessment. Some sessions especially focused on the work of the headteacher.



Outline timetable

Sunday	Travel to the training centre, arrive, informal introductions.
Monday	Formal welcome, introductions, overview of the programme. First activities: aims of the course; how we learn; how children learn; intellectual development.
Tuesday Wednesday Thursday	Teachers working in four groups, plus the head teachers group, completing a carousel of activities with the five UK trainers. Sessions included: using the natural environment, thinking skills, developing stories and literacy, lesson planning, assessment, using effective questioning and discussion; mathematical matters; special needs.
Friday	Review, evaluation, planning how to share the learning back in each school and closing event, including distribution of certificates. of attendance. We identified the most important lessons learnt and high spots (some are given in Appendix B). In the closing event, we asked groups to demonstrate in interesting ways what they had learnt.
Saturday morning	Departure.

Evaluation

We asked everyone to complete evaluation forms. 85 were returned - and all are very positive - see Appendix C.

Observations about the course

- The timing was difficult for our Ugandan colleagues. The new term started on the same Monday as the course. Taking five teachers from each school undoubtedly caused difficulties. We are grateful to the DEOs for allowing the course to go ahead with their teachers and headteachers – and to all participants for their complete participation and engagement with the week’s activities.
- We requested good time keeping - using ‘English time’ and requested participants to attend all sessions. The response was excellent.
- We were delighted to have the active participation of all three DEOs and four inspectors.
- We were disappointed not to have Ugandan trainers working with us. Two we approached were not available. Without a preparatory visit some months before, it was



difficult to arrange this. However, this would be an aspect we would consider very carefully another time.

- The creative sessions did not take place as envisaged. However, people enjoyed playing frisbee and badminton – and had great fun at two campfires, two sets of English country dancing and one of Ugandan dancing.
- The Kulika training venue was excellent. The numbers who attended were greater than the numbers expected (including seven babies and four young girls looking after the babies!). We are grateful for everyone’s co-operation – especially Kulika staff in finding extra beds!

Next steps

The DEOs agreed to all schools using the following Friday, or other appropriate day, to share their learning with their colleagues in school, using the interactive methods experienced during the week. Debbie worked with the headteachers, DEOs and inspectors to develop an implementation and monitoring plan – for headteachers and teachers, with agreed dates (November 2008 and April 2009) to assess success (see Appendix D), over the following three terms.

The funding grant allowed for fuel to be available for inspectors to make their visits to schools to assess progress.

In Devon, the next year of the action plan will be outlined and developed. The UK Team will also be making reports to their constituencies.

Conclusion

This has been a productive and successful process so far, generating an enormous amount of energy and commitment from all the participants. We expect to see an impact in the 18 schools as a result.

Photos show some of the activities which took place during the course. All photos were taken by members of the UK Team.



Appendix A

Table A: Table showing needs identified by teachers. Taken from ‘Review of Teacher Effectives in FFT Schools, Uganda, July 2007’

Identified needs		i	ii	iii	iv	v	vi	vii	viii	ix	x	xi	xii
Lack of textbooks	11	X	X	X		X	X	X	X	X	X	X	X
Lack of writing materials	5	X			X		X	X	X				
Large classes	9	X	X	X	X	X	X	X		X			X
No lunch for pupils or teachers – poor concentration	6	X		X	X			X				X	X
Lack training, initially, for changes or as refresher	8	X	X	X	X			X		X	X	X	
Lack of teaching aids and skills to make them	7	X	X	X	X				X		*X		X
Lack of teacher housing	4		X		X					X			X
Lack of sports equipment/rules	5				X			X		X	X	X girls	
Lack of musical instruments	5				*					*	*	*	*
Poor pupil attendance, come late and drop out	5	X		X		X	X	X					
Lack of appreciation of teachers by parents or politicians	1	X											
New policies handled poorly: no consultation or support	1	X											
Syllabus more academic than practical	1	X											
Poor toilet facilities, especially for girls	4		X							X		X	X
Poor water supply	1		X										
Little incentive or support for upgrading	4		X							X	X		X
Lack of fencing	2		X					X					
Poor classrooms	4		X	X		X		X					
Lack of desks	3			X		X							X
Courses take place during holidays	1	X											
Teacher transfer system	2	X		X									
Lack of school trips	2		X								X		
Too much to cover in curriculum	2			X				X					

Appendix A

Poor parent-teacher relationship	4	X		X				X		X			
No main hall	1			X									
Lack of secondary education	1			X									
Lack skills/materials for teaching P1	6				X			X	X	X		X	X
Lack skills for IPS	2				X	X							
Lack skills for 'free activity'	1				X								
Lack Science equipment (P6/7)	2				X	X							
Lack reading books	3				X		X			X			
Lack local language knowledge /materials	3				X	X	X						
Children have poor attitude	3				X						X		X
Poor English vocabulary	1					X							
Lack of handwriting books	2					X	X						
Lack Maths equipment	3					X	X				X		
Lack skills for different levels of learning/slow learners/special needs	2					X		X	X	X			
Lack access to knowledge of world events (for Social Studies)	1					X							
Lack maps, globes, atlases	3					X					X	X	
Lack Bibles for RE	3					X				X		X	
Lack of secure storage for materials	3						X	X		*			
Hard for pupils to learn in English	1							X					
Government policy not to charge fees	1							X					
Lack of respect between teachers	1							X					
Lack counselling rooms for returnees	1									X			
CCT taken to run all government training	2									X	X		
Lack counselling skills	2										X		X
Lack how to write schemes/lesson plans	1											X	
No opportunities to share with other teachers	1												X
No access to computers	1												X
Need more link schools	1												X

Table B: Suggested Refresher Course content. Taken from ‘Review of Teacher Effectives in FFT Schools, Uganda, July 2007’

- Basic teaching skills such as: use of voice, handling resources, organising group work (cooperative learning), managing a classroom, linking theory to life, devising appropriate written work, marking written and assessing other work, motivating and involving pupils in their learning, time management
- The purpose and preparation of effective schemes of work and lesson plans
- English pronunciation
- Managing continuous assessment and recording progress at every level
- Thinking creatively
- Making teaching aids from local resources
- Creating reading opportunities
- Working with slow learners and others with special needs
- Working together

Appendix B

Material from the conference

Aims of the Refresher Course

- Look at what is happening in your schools
- Put children at the centre of learning
- Think about how we develop teacher's skills
- Reflect on how we learn
- Find out how we can help others to learn
- Focus on the processes of teaching & learning
- Be willing to share
- Enjoy yourself!



Key lessons learnt

The Group of Smiles <i>(compiled by one group of four teachers)</i>	Group B <i>(compiled by one group of four teachers)</i>	Group C <i>(compiled by one group of four teachers)</i>
<ul style="list-style-type: none"> • New teaching methods • Child centred lesson • Group/teamwork etc. • Ways of communicating • Using gestures • Body movements • Facial expressions etc. • Methods of evaluating and assessing • Using thumbs • Drawing smiley faces • Ways of handing learners with disabilities e.g. Sign language 	<ul style="list-style-type: none"> • Use the environment • Make lessons practical • Feed the body and the mind • Make learning CHILD centred • Care for pupils with special needs • Assess learning daily • Making golden rules helps to manage the class well • Questioning techniques • Disability is not inability – in that although someone is disabled, they can still serve others in the community • Using pictures to develop thinking skills • Dramatising a story which was about the monkey and the crocodile • Evening dance in the main hall • Different skills of handling pupils with special needs in my class 	<ul style="list-style-type: none"> • Use the environment • Make lessons practical • Make learning CHILD centred • Care for special needs • Feed the body: feed the mind

Highspots of the course

Group D

(compiled by one group of four teachers)

- Playing Frisbee after a long day
- Catherine acting “deaf and dumb” for the special needs session
- Making a lesson more practical for better understanding
- The skills of recording the weather elements
- Getting an egg from the acid lake
- Skills of identifying things in our environment – using our senses
- How to handle a large number of children
- Ways in which children learn best (Visual, Practical, Audial)
- Watching people (teachers and children) using computers for the first time – the excitement in their eyes!
- Peter preparing soup out of stones
- Having four meals promptly

Reflections

by the P6 teachers:

Refresher course in
Effective
Functional
Learning
For **E**ducational
Creativity
In **T**eaching children

Golden Rules of Learning

Developed by one group of teachers

- We must listen to the teacher and each other
- We must actively participate
- We must co-operate
- We must ask questions
- We must interact with one another
- We must concentrate

Some comments from the graffiti board

Monday

"The discussion about how a child learns was very good."

"No boredom due to the good methods used by the facilitators."

"Facilitators, we thank you all for your work and love for us. Keep the participatory approach in your teaching."

"Instructors are lively because they involve everybody in the learning situation."

"Thanks for your good ways of teaching e.g. group work method and all your endeavours. We're hoping to get good fruits from this workshop. Long live FFT!"

"Our learning experience has been excellent because our UK team of teachers don't teach work out of abstract, they use the learning materials."

"How can communication be improved with the link schools in the UK?"

Wednesday

"Excellent campfire activities; music, quizzes last night. Thank you!"

"Requesting to give us another refresher course like this, because it has been interesting in terms of teaching and learning. Thanks."

"Thanks, Food For Thought. Please extend this programme to Eastern Uganda as well, because its very educative and encourages learning."

Thursday

"Wonderful facilitators!! We gonna miss you."

"Well done our facilitators. Organise another workshop like this next time."

"Well done to all the Tired Dancers!"

Appendix C

Summary of participants' evaluation forms

Eighty-five evaluation sheets were returned – most by participants, but including a small number by facilitators.

The evaluations consisted of tick responses to six questions on four-point scales, plus optional additional comments written in. The numbers of tick responses on each scale point for each question are shown on the attached sheet.

The most frequent response was “*very well*” (the most positive) for each question except “*How well did the training meet your expectations?*”, for which the most frequent response was “*well*”.

The response “*satisfactorily*” was much less used.

The most negative response - “*unsatisfactorily*”- was not used at all.

Comments

Almost all respondents added some comment in their own words, but few were very specific, and a few were impossible to interpret. By far the most frequent comment (48) was a request for more courses of the same kind or longer or more advanced ones.

In addition, small numbers suggested that these courses could:

- give participants of the present course an opportunity to compare their experience of trying to implement it;
- target Centre Co-ordinating Tutors or “other stakeholders”;
- be held at several venues to reduce participants' travel costs;
- be held in the holidays to make them easier for teachers to attend;
- include more on organic farming. (Prior FFT courses have focused on organic farming).

The next most frequent comment was thanks to the organisers and facilitators (20), plus a few general expressions of satisfaction. In addition, 12 said they had learned new skills, unspecified except for a few references to using the local environment.

Several other comments were made about the course, each by only one or two respondents. Only three such comments seem to call for some reflection:

- “5 x 90 min sessions were very tiring for all concerned”;
- “Some of the words of the facilitators were not being heard properly”;
- “Most things taught are based to UK schools. It would be better if the teaching was more related to the Ugandan style”.

Finally, two points not about the course itself: a few respondents said or implied that participants should have been given some payment (“allowance” or “pocket money”); and a few pointed to a need for funding to schools, to buy textbooks and learning materials related to the course.

Participants' evaluation forms: scaled responses

	Evaluation question	Very well/ Very good	Well/ good	Satisfactory	Unsatisfactory	No response or NA
1	How well did the training meet its stated objectives	46	21	18	0	0
2	How well did the training meet your expectations	30	40	14	0	1
3	How well did the training prepare you for improving your work back in school?	45	23	16	0	1
4	How effective was the training delivery, including the teaching and learning styles used by the trainers?	54	19	12	0	0
5	How well did the training course meet your professional needs?	44	32	8	0	1
6	Please provide us with an overall rating for this course	49	35	1	0	0

Appendix D

Monitoring frameworks provided for the follow up work in schools

Food For Thought – making a difference to children

1. Leadership and Management monitoring form – for November 2008 and April 2009

To ensure Head teachers, with the support of the DEOs and Inspectors, improve the quality of teaching and learning in the classroom.

Objective	Success Criteria November 2008 Evidence that:	Success Criteria April 2009 Impact	Method of evaluation
1. To ensure all stakeholders are involved in the review and development of the school's vision and improvement plan.	All stakeholders have been consulted.	A school improvement plan has been completed in school and actions are taking place.	Inspectors approve the plan.
2. To ensure the school has a realistic improvement plan in place.	Priorities identified with clear actions to improve all aspects of school life.	The improvement plan has been agreed and implemented.	Inspectors monitor the plan.
3. To ensure all teachers are aware of professional expectations.	A code of conduct is drawn up and agreed with teachers.	Teachers are carrying out their professional responsibilities effectively.	Inspectors/Head teachers monitor all aspects of the teacher's work.
4. To ensure all members of the teaching staff are trained in aspects of the course.	All teachers are trained and have knowledge about the content of the course.	Teachers are using effective methods in their teaching and planning together to share ideas and improve quality.	Inspectors/Head teachers monitor all aspects of the teacher's work.
5. To ensure Head teachers arrange meetings to share the successes and challenges of school improvement.	Monthly schedule of meetings have been implemented, recorded and action points noted.	Meetings will have a positive impact on standards in respective schools.	Inspectors receive the minutes and monitor the Impact of the actions.
6. To ensure DEOs, Inspectors and Head teachers work together to ensure all classes have one teacher.	A strategic plan is in place	All schools will ensure that there is at least one teacher in front of the class.	DEOs and Inspectors to monitor.
7. To ensure that Head teachers track children's progress and attendance.	Head teachers will work together to develop a system to monitor attendance and set targets.	Using the new pre-inspection form all Head teachers will have a strong knowledge about their school.	Inspectors monitor the tracking and discuss completion of pre-inspection form.

Food For Thought – making a difference to children

2. Leadership and Management monitoring form

Teacher's professional development – to be completed by November 2008

Objective	Success Criteria November 2008 Provide evidence that:	Key Questions	Comments
1. To ensure all stakeholders are involved in the review and development of the school's vision and improvement plan.	All stakeholders have been consulted.	Has the Head teacher consulted: a) Parents b) Teachers c) Children d) Community e) Inspectors in the development of a School Improvement Plan?	
2. To ensure the school has a realistic improvement plan in place.	Priorities have been identified with clear actions to improve all aspects of school life.	a) Has the school created a School Improvement Plan? b) Are appropriate actions prioritised and detailed? c) Are stakeholders aware of the plan?	
3. To ensure all teachers are aware of professional expectations.	A code of conduct is drawn up and agreed with teachers.	a) Have all teachers signed an agreed code of conduct?	
4. To ensure all members of the teaching staff are trained in aspects of the course.	All teachers are trained and have knowledge about the content of the Food for Thought course.	a) Have Head teachers and teachers who attended the course shared the main messages with the rest of the staff?	

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<p>5. To ensure Head teachers arrange meetings to share the successes and challenges of school improvement.</p>	<p>Monthly schedule of meetings has been implemented, recorded and action points noted.</p>	<p>a) Have Head teachers and teachers met in their local areas? b) Have effective minutes been taken? c) Are they having a positive impact on standards?</p>	
<p>6. To ensure DEOs, Inspectors and Head teachers work together to ensure all classes have one teacher.</p>	<p>A strategic plan is in place</p>	<p>a) Is there a teacher for every class in every school in the three districts?</p>	
<p>7. To ensure that Head teachers track children's progress and attendance.</p>	<p>Head teachers will work together to develop a system to monitor attendance and set targets.</p>	<p>a) Do Head teachers have basic systems in place to track progress and attendance? Give examples.</p>	

Food For Thought – making a difference to children

3. Teacher’s Professional development monitoring form Teaching and learning – to be completed by November 2008

Objective	Success Criteria November 2008 Evidence of:	Key questions	Comments
1. To ensure all children are aware of how to behave and learn in the classroom.	An agreed code for learning for all children in each class. (Golden rules).	<p>a) Is there an agreed code of learning in the class? Give example.</p> <p>b) Are children aware of it?</p> <p>c) Are they following it?</p>	
2. To ensure all children are motivated to learn.	A positive ethos within the classroom. Teachers are responding to children with positive comments in response to their learning (Well done, fantastic).	<p>a) Does the teacher greet the class?</p> <p>b) Do they praise the children appropriately? Give examples.</p> <p>c) Do the children respond to the praise? Give examples.</p>	
3. To ensure teachers are using the environment to promote learning.	Teachers beginning to use the outside learning environment as a resource	<p>a) Is it evident in planning that teachers are using the outdoor environment? Give examples.</p> <p>b) Is the use of the outdoor environment having a positive effect on learning? Give examples.</p>	
4. To ensure planning clearly identifies what the teacher is going to teach and what the learner is going to learn.	Improved planning with opportunities for children to participate (not just copying off the blackboard). Teachers familiar with their schemes of work.	<p>a) Does the planning identify the learning intention?</p> <p>b) Is it clear what the children are going to have to do?</p> <p>c) Are the activities appropriate for all children?</p>	
5. To ensure children know what they are learning.	Clear identification of the learning intention with the children.	<p>a) Is the learning intention displayed in the classroom?</p> <p>b) Is the learning intention shared with the children?</p>	

Appendix D

<p>6. To ensure teachers are aware of special needs children in their class.</p>	<p>Special needs children are identified.</p>	<p>a) Can the teacher identify the children with special needs? b) Is the teacher aware of their needs?</p>	
<p>7. To ensure learning aids support the learning in the classroom.</p>	<p>Further use of resources to support learning. Stories in literacy. Counting stick. The outside environment as a resource.</p>	<p>a) Are teachers using resources to engage the children? b) Are teachers having the opportunity to make resources?</p>	
<p>8. To ensure teachers use open and closed questioning to enhance the learning.</p>	<p>Teachers using a variety of open questions to enhance the learning.</p>	<p>a) Are teachers planning key questions in their planning? Give examples. b) Are teachers using questions to extend thinking? Give examples.</p>	
<p>9. To ensure teachers plan for different groups in their class.</p>	<p>Teachers thinking about appropriate activities for different groups</p>	<p>a) Are teachers planning for all children in their classroom? b) Are they dividing children into groups?</p>	

Food For Thought – making a difference to children

4. Teacher’s Professional development monitoring form

Teaching and learning – to be completed by May 2009

Objective	Success Criteria for May 2009 Impact	Key questions	Comments
1. To ensure all children are aware of how to behave and learn in the classroom.	Children will follow and understand the agreed code for learning.	<p>a) Is there an agreed code of learning in the class? Give examples.</p> <p>b) Are children attentive and keen to learn? Give examples.</p>	
2. To ensure all children are motivated to learn.	Children are motivated to learn and show a keen interest.	<p>a) Do the children respond to the teacher? Give examples.</p> <p>b) Are the children keen to take part in the lesson? Give examples.</p> <p>c) Do they complete their learning?</p>	
3. To ensure teachers are using the environment to promote learning.	<p>The outside learning environment is used effectively.</p> <p>Evidence of effective use of :</p> <ul style="list-style-type: none"> • Weather stations • Natural materials • Thinking skills 	<p>a) Are teachers using the weather stations?</p> <p>b) Are they making effective use of resources?</p> <p>c) Are children actively encouraged to think? Give examples.</p>	
4. To ensure that planning clearly identifies what the teacher is going to teach and what the learner is going to learn.	<p>Planning is clear, showing opportunities for children to participate in their learning by using:</p> <p>A. The environment</p> <p>B. Simple resources</p> <p>C. Open activities</p>	<p>a) Does the planning identify the learning intention?</p> <p>b) Is it clear what the children are going to have to do?</p> <p>c) Are activities appropriate for all children?</p>	

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<p>5. To ensure children know what they are learning.</p>	<p>Children are aware of what they are learning.</p>	<p>a) Is the learning intention displayed in the classroom? b) Is the learning intention shared with the children? c) Can the children talk about the learning intention? Give examples.</p>	
<p>6. To ensure teachers are aware of special needs children in their class.</p>	<p>Special needs children are catered for in the classroom.</p>	<p>a) Can the teacher identify the children with special needs? b) Is the teacher aware of their needs? c) Is the teacher planning for special needs children? Give examples.</p>	
<p>7. To ensure learning aids support the learning in the classroom.</p>	<p>Teachers and children make effective learning aids which enhance the learning</p>	<p>a) Are teachers using resources to engage the children? Give examples. b) Are resources having a positive impact on teaching? Give examples.</p>	
<p>8. To ensure teachers use open and closed questioning to enhance the learning.</p>	<p>Teachers are confident in using a variety of questions such as How? Why? Tell me more...</p>	<p>a) Are teachers including key questions in their planning? Give examples. b) Are teachers using questions to extend thinking? Give examples. c) Are teachers planning questions for different groups of children? Give examples.</p>	
<p>9. To ensure teachers plan for different groups in their class.</p>	<p>Grouping children in their work is having an impact on standards</p>	<p>a) Are teachers planning for all children in their classroom? Give examples. b) Are they dividing children into groups? c) Are they planning appropriate tasks for the different groups in their class? Give examples.</p>	

Appendix E

Financial statement

Purpose	BUDGET		ACTUAL	
	U shillings	£ sterling	£ Sterling	
1. One Week Refresher Course, May 2008				
Training centre: food @ 15,000/- per day	1,710,000/-	534.00	534.00 ^b	
Training centre: water	600,000/-	188.00	188.00 ^b	
Training centre: generator fuel for 6 days	240,000/-	75.00	75.00 ^b	
Training centre: accommodation @ 10,000/- per night	1,140,000/-	356.00	356.00 ^b	
Training materials and learners' manual (photocopying, paper, printing ink etc) by Kulika Materials purchased in Uganda and UK, by SEE	3,200,000/-	1,000.00	500.00 ^b 1,290.00	A
Teachers' transport based on 7 mini-buses @ 700,000/- each	4,900,000/-	1,531.00	1,531.00 ^b	
Travel costs for 4 UK trainers: inc. flight, visa, insurance	15,360,000/-	4,800.00	4,760.00	B
Uganda travel costs for UK and Ugandan trainers + emergency vehicle on site	600,000/-	188.00	188.00 ^b	
Honoraria for 4 Ugandan trainers Spent on materials	2,400,000/-	750.00	0.00	
Set up/preparation costs in UK JH travel (London to Exeter) for preparation meetings (4 x £50)	640,000/-	1,200.00	1,000.00 ^c 200.00	

Set up/preparation costs in Uganda	460,000/-	144.00	144.00 ^b	
2. Follow up visits by Inspectors				
Fuel incentive for school follow-up: 6 visits per school @ 10,000/- each, totalling 120 visits	1,200,000/-	375.00	375.00 ^a	
Review meeting with head teachers, each term, in each District. 3 @ 10,000/- transport and lunch, 20 headteachers, 3 DEOs, 3 Inspectors	780,000/-	244.00	244.00 ^a	
3. Contingency (eg changes in exchange rate, failure of electricity)	3,200,000/-	1,000.00	1,000.00 ^b	
Total	36,430,000/-	12,385.00	12,385.00	

Notes

1. Funds to cover costs of items marked ^b were transferred to Kulika in Uganda in early May 2008. These were used to provide all aspects of the workshop as detailed above.
2. Funds marked ^a (totalling £619) were transferred to Kulika in early May and will be made available to DEOs' offices during the rest of this term and the following 2 terms, until the 12 month monitoring is completed.
3. The contingency fund was fully used to cover:
 - i. the reduction in the value of £ compared to Ugandan shillings - a decline from 3200/- to 3,000/- to £1.
 - ii. the increase in the cost of fuel, which affected all transport and airfares for all participants, fuel for generators on site (for video and computer use), and also transport costs for food and drinking water (supplied by water tanker).
 - iii. Extra water had to be brought in by water tanker – water usage was higher than expected.
 - iv. It was necessary to purchase some additional beds, as number increased to 107 persons.
4. Funds marked ^c were a contribution to DDE's costs in preparing for and running the refresher course, plus the follow-up work. Costs included phone, internet, staff and bookkeeper's time, and a contribution to DDE's office costs and overheads.