

INTEGRATED EDUCATION STRATEGY: Improving Quality of Classroom Instruction

Teachers are increasingly turning to Participatory and Interactive Methods of Classroom Instruction. Pupils' interaction and quality of learning in academic and social skills are now beginning to improve.

According to the head-teacher Kinyasano PS, “....Teachers adopted the Cooperative Learning (CL) idea easily and are now practicing it. They support each other and the pupils are very enthusiastic. It is very good to teach pupils how to



Teachers of Kinyasano PS Rukungiri peer and mentor each other

lead, and be accountable at an earlier age. With my deputy, we now sit in the classrooms and observe lessons in progress. Some teachers found the method very



Teacher monitors group work

difficult and are resistant to this move. So we agreed to conduct refresher training sessions at school every term” In

Kashonji, one primary school teacher in Kiruhura District, Ms Kabuye says she has found teaching the Thematic Curriculum more effective when using CL. “....The pupils enjoy learning in groups, in their local languages, because they speak with confidence and are happy about what they are doing.”

William Zabo V/C SMC – Arua Hill PS says “...We are now faced with a big challenge as pupils from other schools are being transferred to this school because in P7 it performed best, in the whole district, the previous year. We are going to achieve even better... The head-teacher is using his leadership skills to go full-time in Cooperative Learning ...”

The infant classes use slates to accomplish group and individual tasks from the Thematic Curriculum. The primary one teachers organize the pupils in small groups to facilitate CL learning where facilities are inadequate with congestion in the classrooms. “....We sometimes hold classes in open air, under trees, to give children room to have maximum fun. Pupils' groups have elected their leaders and share materials, which helps them to learn more”



Kyebando pupils during Literacy lesson



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MAINSTREAMING COOPERATIVE LEARNING in Primary Teacher's Colleges

St Bosco Lodonga, Bishop Willis Iganga, St. Alysious Ngora and Nakaseke Core Primary Teachers Colleges (CPTCs) have embraced the UPHOLD Integrated Education Strategy. They have continued to train the pre-service tutors and students in their colleges in the Cooperative Learning (CL).



Tutors of Lodonga training in CL

ST Bosco Lodonga CPTCs has trained 35 pre-service tutors and 5 CCTs from Moyo and Ajumani in a bid to mainstream CL into the pre-service teacher training curriculum implementation. The Deputy Principal Outreach (DPO), Augustus Oryem reports, "As a result, the 476 newly qualified Grade III teachers who have just completed from this college and the 210 second year students are CL proficient. We expect all the current 260 student teachers we have in year one also to go out to teach in primary schools as believers and users of CL".

Christine Candiru, DPO Arua CPTC 'We have trained 15 Pre-service Tutors in CL who are using the method to teach students... So far 747 Pre service - students including the qualified and current students have been trained in Cooperative Learning and have used the method in school practice. The In-service Teachers (320) are very excited about CL approach. They were able to use CL method in the Teaching Practice effectively last year'.

According to Tino Consolata, the Deputy Principal Pre-service (DPP) Nakaseke CPTC, "All our pre-service tutors (19 tutors) know and use CL because we trained them during our College CPD. We trained 520 students who have successfully used CL during their school practices... Because of CL our tutors now find their work lighter at the same time covering a lot of content with the students taking lead and researching..."

Other colleges have also started mainstreaming CL through training the pre-service tutors and students and using the method with students: Bishop Willis Iganga has trained 10 tutors, 153 qualified students; St Aloysius Ngora, 5 tutors/CCTs in Kumi District.



Tutor/students Nakaseke PTC using CL



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COOPERATIVE LEARNING TAKING ROOT IN CLASSROOMS

Experiences from UPHOLD Districts

Reports from CCTs, Head-teachers, pupils and parents reveal improvement in the quality of pupils' academic performance, interaction in the classroom, pupils accessing and using text and non-text book materials, teachers' and headteachers practice of Cooperative Learning (CL) and parents support to pupils' learning.

According to Sally, "pupils have developed interest in reading, in classrooms, during break and outside in the reading tent. Now there is a lot of sharing of text books. This method gives the pupils and we the teachers the opportunity to share and use the available resources effectively. Pupils get practically involved in the lessons..."



Pupils in a reading tent-Arua Hill



Pupils of Kashonji 1 P.S - Rukungiri in reading group

Pupils have acquired social skills that they are extending to community service. "I took a class out on a field trip, to a farm. After the tour, I went to sign the visitors' book but when I returned I couldn't find the pupils where I had left them. I found them helping the farmer's wife weed the garden. It was amazing because no one had asked them to help. It was their initiative and they collectively did it" *Teacher from St. Kagwa Primary School, Bushenyi district.*

With CL the children said they are more confident because of the roles they take up in the groups. Every child has a chance to be a secretary, a time keeper and a chairperson. As a result of making presentations during CL the children's spoken

vernacular and English has improved. One pupil, aged eight years, was the head of his school's debate club. . "As a result of making presentations during the lessons our spoken English has improved...." **Ddumba Zubairi P. 3** The pupils demonstrate that they could ably articulate the issues in front of everyone. "I have self-esteem" said 10 year-old Charity of Gulu Police Primary School. That's why I can speak before you without fear."



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