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Education for children in Africa and Asia



## Teaching and Learning in Zombo

Assessment by Anton Speck at eight project partner schools

26. September 2023 – 5. October 2023

### Summary of the strengths and development potentials

«Alochi Ku Somu» education project, Zombo District, Uganda

# Gamba Primary School

Class attendance in P.2 and P.7



## Strengths

- Committed teachers: Positive interaction with students. Ensure a pleasant learning environment.
- Class management: Effective management despite a large number of pupils (P2: 105 pupils)
- Playful lessons: Use of varied methods such as songs or play scenes (e.g. bicycle accident).
- Tablets as a learning aid for pronouncing and writing letters.
- Relation of environmental education to local conditions: why is it important in agriculture to treat the soil with care?
- Pupils' answers are collected and analysed

## Development potential

- Teaching methods: Use even more interactive and student-centred methods
- Incorporate songs and theatre whenever possible, e.g. also in biology lessons, hygiene lessons, etc.
- Incorporate more discussions with and between students

# Zeu Primary School

Class attendance in P.2 and P.7



*Prisca Awekonimungu, Teacher of the year 2023*

## Strengths

- Highly committed teachers create a positive learning environment
- Varied lessons, creative methods. Words (parts of teeth) are fished out of a bag in hygiene lessons. In English lessons, words are presented in a short theatre play.
- Praise for correct answers with a chant from the class
- Teacher reacts very well to mistakes: corrects the mistakes and has the correct answer repeated
- Good rhythmisation: alternating teaching form to keep attention high; one part lecturing, then an exercise part
- Transfer what you have learnt at the end of the lesson into the exercise book as consolidation and practice

## Development potential

- Lesson content: Allow more partner work among the pupils (exercises in pairs, mutual explanation)
- freer structure in the lesson
- More teaching content would be possible, less repetition. With the risk that the slowest students might miss something. But the best could quickly get bored with a lot of repetition

# Papoga Primary School

Class attendance in P.3 and P.7



## Strengths

- Dedicated teachers: Motivated teachers with good English skills
- Structured lessons and good classroom management
- Learning of new words in English lesson (dance, kneel) is supported by singing
- The students are asked individually to write the new words on the board
- Practical learning: Exercises and activities promote understanding. E.g. biology lessons: the pupils go outside for two minutes. Back in the classroom, what the pupils have found is collected and recorded on the board.
- Elaborative lessons: this leads to a great discussion between the teacher and pupils. The teacher leads the students to the results, which are recorded on the blackboard
- After class, performance of the Child Parliament. Good discussion, beautiful dance and self-composed songs. Messages are packaged in songs, which is very good.

## Development potential

- Create space for pupils: More partner work in pairs and group work with several school children
- Reinforce practical learning involving the school environment. Stay outdoors for longer and extend the topic.
- Tip: Task at the end of the lesson. Go beyond the topic covered and ask further questions. The students are clever and can discuss the questions.

# Nyapea Girls Primary School

Class attendance in P.3 and P.5



## Strengths

- Committed teachers: confident lesson planning in maths lessons and good student interaction
- Schoolchildren come to the board for tasks, which are illustrated with objects, fruits and graphics. The tasks are then solved in the exercise book.
- A good learning environment: a positive atmosphere promotes learning
- Practical examples: Use of everyday examples and practical exercises in the classroom

## Development potential

- The pace of the lessons could be faster. Most students understood the content after 10 minutes
- Integration of the students' knowledge: More opportunity for independent work. E.g. "Who wants to explain it to the others?" The biology lesson is about goats. The children know a lot about goats! Call up the knowledge of the students, systematise it on the part of the teacher and then supplement/correct it.

# Acamukech Primary School

Class attendance in P.1 and P.7



## Strengths

- Dedicated teachers (without formal teacher training) who show great commitment
- Positive learning environment: good interaction between teachers and students
- Creative teaching methods: Teacher made small cars and drew means of transport on the board in English lessons on the subject of means of transport. Practical and playful approaches. Children are enthusiastic about it.
- English lesson first grade: in Alur, which is appropriate. Children learn to pronounce, read and write individual words in English.

## Development potential

- Pupil activation: Greater involvement of pupils. Lessons on science/diseases: Have students report. What do they know about it, what experiences do they have? Systematise, supplement and correct on this basis.
- Repetition at the beginning of the lesson: note the most important keywords on the board
- In small classes (P7 with 13 children), break up the usual learning situation, e.g. have the children form a circle or form two groups.

# Zombo Upper Primary School

Class attendance in P.2 and P.3



## Strengths

- Committed teachers: Motivated and well-trained teachers
- Classrooms with 125 children who are taught in a well-coordinated team-teaching programme.
- Innovative approaches: Use of stories on the topic of 'Peace and Security'. The teacher tells a story. Task for the pupils: what promotes security and peace in this story? The aim of the lesson is to familiarise students with the elements of peaceful coexistence. Singing method: these learning objectives are also sung.
- Structured lessons: Effective teaching methods (successful learning). E.g. 10 children give a lively musical performance towards the end of the lesson (You want to know me, my name is xxx, I like to...). Then finish the lesson by solving tasks in the book.

## Development potential

- Room for more interaction: introduce more student-centred methods
- Task at the end of the lesson: go beyond the topic covered and ask further questions

## Jubilant Canaan Primary School

Class attendance in P.2 and P.6



### Strengths

- Good teaching quality. Schoolchildren must learn about security and peace from history. Promoting understanding.
- Committed and professional staff and school management

### Development potential

- More student-centred teaching
- Involve "experts" among the pupils: Children who know about the topic. Also utilise children's manual skills: let them contribute materials for the classroom.
- Combine stories with writing an essay on the topic.



## St. Kitizo Primary School

Class attendance in P.2

### Strengths

- Committed teachers and parents. The teachers reflected on the lesson together (discussed strengths and weaknesses).
- Kindergarten integrates children with special needs/disabilities.

### Development potential

- Improve teaching methods. English lessons last 25 minutes in English, which the pupils do not understand well enough. Only after 25 minutes is Alur introduced and the pupils begin to participate in the lesson. Use Alur with school children at lower levels.
- Further training for teachers to improve methodology



# Synthesis and recommendations

## Common strengths of the schools

- Committed teachers: all the schools visited are characterised by motivated and committed teachers who create a pleasant learning environment in their lessons
- All schools try to organise varied lessons using diverse and creative teaching methods. In some cases, innovative teaching approaches such as musical activities, practical exercises and playful methods are used
- Structured classroom management: Despite large class sizes, teachers are able to manage their classes effectively and in a structured manner. The attention of the schoolchildren is maintained
- Positive learning environment: The schools create a positive atmosphere that promotes learning

## Common development potential of the schools

- Interactive and student-centred methods (including partner work in pairs and group work with several schoolchildren) can be increasingly incorporated into lessons
- More teaching aids can be produced and included, e.g. educational games. They can be developed with the schoolchildren.
- Schools should ensure continuous training and support for teachers. This can also include reciprocal visits to lessons and exchanges with progressive teachers. In addition, expert knowledge in didactics should be imparted as a means of analysing one's own teaching.

## Recommended measures

- Further training and exchange programmes for teachers
- Improvement of lesson planning: exchange between teachers; team-teaching for mutual learning and practical exercises; implementation of structured methods
- Exchange also on the topic of inclusion of children with disabilities, with teachers who have experience with it

**Anton Speck, May 2024**



**Anton Speck** studied history and geography and is teaching at the Gymnasium Hofwil, Canton of Bern, Switzerland. He obtained his teaching diploma in 2002 and can look back on over 20 years of experience as a teacher. Among other things, he has guided prospective teachers during their internships.