

TEACHER PREPARATION IN AFRICA (TPA/FICEA)

RESEARCH PROJECT

SUMMARY OF RECENT ACTIVITIES

March 2nd 2010

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List of Acronyms

COBET	Complementary Basic Education and Training
CPD	Continuing Professional Development
DEO	District Education Officer
DUCE	Dar es Salaam University College of Education
EFI	École de Formation des Instituteurs (Teacher Training College)
IFM	Institut de formation des Maîtres (Teacher Training College)
INSET	In-service training
ITE	Initial Teacher Education
KIE	Kenya Institute of Education
NGO	Non-Governmental Organisation
NQT	Newly Qualified Teachers
NRG	National Reference Group
P1, P2, P3	1 st year of Primary school, 2 nd year, 3 rd year
PACE	Programme for Accessible Health, Communication and Education
PTC	Primary Teacher Colleges
RA	Research Assistant
RO	Research Officer
SARPE	Stratégie Alternative pour le Recrutement et Préparation des Enseignants
TSC	Teacher's Service Commission (Kenya)
TTC	Teacher Training colleges
UDSM	University of Dar es Salaam

Uganda Visit Report 11th – 15th January 2010

TPA Uganda preliminary meeting

Dr Jo Westbrook visited Uganda from January 11th to 15th, meeting with the Lead Researcher Dr Robinah Kyeyune from the Department of Language Education, School of Education, Makerere University. The Uganda team is made up of six researchers who contribute specific skills in language/reading, mathematics and qualitative research skills:

Ugandan Research Team

Research Officers:

Dr John Sentongo has a PhD in Science Education from the University of the North, South Africa, has completed research methodology courses in science and mathematics education, was part of the research team for Strengthening School Level Management in Uganda funded by the Hewlett Foundation and has much primary and secondary classroom teaching experience.

Margaret Baleta is a language specialist currently taking her PhD, who has presented papers at the Pan Africa Reading for All conference in Dar es Salaam, and who has worked with Professor Kate Parry on research looking into the role of community libraries.

Dr Robina Mirembe has much experience of qualitative research and completed her PhD in curriculum and

programme development at the University of Birmingham, UK.

Research assistants:

Rebecca Nambi is a language and literature specialist and researcher who has worked on the Early Grade Reading Assessments with Dr Kyeyune.

George Katende is a Research Officer with the Programme for Accessible health, Communication and Education (PACE/PSI), Uganda and a specialist in monitoring and evaluation techniques and quantitative data collection and analysis.



Ugandan research plan

Jo met with Robinah and her team on three occasions to discuss the proposal, research questions and fieldwork. Robinah, John Sentongo and Jo met on three further occasions to finalise the budget. There will be two teams of three, each one working in two Primary Teacher Colleges (PTC) and then in the six schools around each PTC. Three rural and one urban PTC have been earmarked for the research, pending the initial survey and sampling plan.

CPD programs for possible follow-ups focus on:

1. Training on the thematic curriculum for all primary teachers run by Teacher Development and Management System (TDMS) structures,
2. Refresher courses run by Coordinating Centre Tutors (in charge of a school cluster)
3. Programmes run by NGOs
4. In-school CPD

Upgrading programmes leading to a degree would be counted in as a factor in teacher professional development but not counted as a specific CPD programme to evaluate.

Approval for the research project has been sent to the Permanent Secretary, Mr X.K.Lubanga.

National Reference Group

Jo and Robinah, together with the research team, met with eight different key members of the National Reference Group in their respective offices. In each meeting Robinah outlined the research, and Jo followed this up with the cross-country perspective and the specific role played by Sussex. All the members were very positive about the research, felt it was timely and with the potential to make an important contribution to knowledge about the teaching of early maths and reading.

The group so far include:

Magaret N Nsereko, Teacher Education Commissioner

Resty Muziribi, Assistant Commissioner for Education

Daniel Nkada, Commissioner, Pre-Primary and Primary Department, Ministry of Education (MoE)

Albert Byamugisha, Commissioner, Department for Education Planning, MoE
Wilber Wanyama, Wilber, Principal Education Officer, Primary Teacher Education

Renuka Pillay, Chief of Party for USAID/UNITY – Uganda Initiative for TDMS (Teacher Development Management Systems) and PISA (Presidential Initiative on AidsCommunication for Youth)

Mr Bakayira, Head of Department, Teacher Education Kyambogo

Mrs Baguma, Acting Director, National Curriculum Development Centre

Gerald Bukenya Nakatumba, Expert in Local Languages policy, National Curriculum Development Centre, Kyambogo

Hajj Mutazindwa, Director, Education Standards Agency

Lydia Nakijoba, Senior Inspector of schools at Npigi

Christine Semambo-Sempebwa, Chief Executive Officer, Katutandike NGO (Reading for Pleasure in Primary Schools, Early Childhood Studies and Disability)

Rosemary Rugamba-Rwanyange, UNICEF Uganda

Two meetings of the NRG are planned for, one in October following the in-country data analysis workshop and one in February 2011 following the cross-country synthesis report which will focus on planning for further dissemination and action. This last meeting would be a larger group and also include PTC Principals, District Education Officers and head teachers from the participating schools and colleges where possible.

Further issues that arose from the different NRG members for our consideration (but not necessarily to take up) are:

1. The primary probationary draft curriculum and its foreseeable effect in schools
2. The effectiveness of the CPD training at P1, P2 and P3 on thematic curriculum in the classroom
3. The impact of the Certificate in Teacher Education Proficiency recently taken by PTC Principals, PTC tutors, District Education Officers and delivered by Kyambogo University
4. The influence and impact of many interventions on the PTCs and schools such as Breakthrough to Literacy
5. The effectiveness of continuous assessment in primary schools



Tanzania Visit Report 17th – 22nd January 2010

TPA Tanzania preliminary meeting

Dr Jo Westbrook visited Tanzania from January 17th to 22nd, meeting with the Lead Researcher Professor Eustella Bhalalusesa, Dean of the Faculty of Education, University of Dar es Salaam (UDSM). The Tanzanian research team is made up of eight researchers who contribute specific skills in language/reading, mathematics and qualitative research skills:

Tanzanian Research Team

Research Officers:

Dr Martha Qorro is a senior lecturer in the Department of Foreign Languages and Linguistics, University of Dar es Salaam and is an expert in the role of English and Kiswahili as languages of instruction in Tanzania. She is a key member of the Language of Instruction in Tanzania and South Africa (LOITASA) Project funded by NUFU, Faculty of Education, UDSM working with Zubeida Desai and Birgit Brock-Utne.

Dr Rebecca Sima is a senior lecturer in the Department of Educational Psychology, Faculty of Education, UDSM, with experience of qualitative and quantitative research in education, including an analysis of Primary School Examinations.

Dr Jovita Kataboro is Dean, Faculty of Education, Dar es Salaam University College of Education (DUCE), with research and publications in the area of access and performance in primary schools in Tanzania, and with a mathematics specialism as a primary school teacher.

Research assistants:

Jonas Tiboroha, a PhD student in the Faculty of Education, UDSM, has been a Research Assistant (Field Data Manager and Analyst) on the EdQUAL Research on the Contribution of Head teacher's Administrative Training on the Improvement of Primary Education Quality, January – February, 2010 and on the UNICEF Research on the Current Status and Future Utility of COBET as a Strategic Intervention to Ensure Access to Quality Education for

All Primary school-Aged Children, August – October, 2009.

Ibrahimu Nzima is an Assistant Lecturer in the Department of Educational Psychology and Curriculum Studies, at UDSM, with research experience in Pre-primary Teacher Education and in Quality Primary and Secondary Education in Tanzania.

Magreth, D. Matonya is completing her PhD studies at the Jyväskylä University, Finland, has taken part in research exploring the transition of orphan school girls from primary to secondary school and has a background as a teacher of Kiswahili.

Dr Septimi Kitti is a lecturer in the Department of Educational Psychology, Faculty of Education, Mkwawa University College of Education, Iringa with a PhD from the University of Twente, Netherlands, entitled *Enhancing mathematics teachers' pedagogical content knowledge and skills*. Dr Kitti has much experience of research in mathematics education in primary and secondary schools and in quality education and performance levels at primary level.

Tanzanian research plan

Jo met with Eustella and her team on four occasions to discuss the proposal, research questions, fieldwork and budget. Taking into account the size of Tanzania, there will be four teams of researchers, with an experienced research officer teamed with an assistant to visit one Teacher Training College and six schools each, and whichever CPD programs are identified in the initial sample. All eight researchers will take part in all the

training/familiarisation days and in the piloting to ensure consistency of approach and understanding of the key concepts required. The four research officers (which include the Lead Researcher, Professor Bhalalusesa) are all highly experienced, having carried out major research projects for UNICEF and LOITASA.

There are 34 government TTCs and 44 private TTCs in Tanzania so discussions focused on sampling issues. It was agreed that three of the TTCs should be government with one private TTC, all in rural areas as the vast majority of TTCs are situated away from urban areas. Both types of institution have to implement the same ITE curriculum. The team agreed that further information about other TTCs will be collected from the questionnaires and the observation/interviews with the NQTs and more experience teachers so that a fuller picture of the different TTCS will be gained, particularly when there is no direct correlation between where the graduates of a particular TTC are posted and local schools, with graduates posted anywhere within the country.

Jo and Professor Bhalalusesa also spent a morning in a primary school observing lessons in Kiswahili, maths and English and discussed the issues around observation and interviewing that arose from this with the rest of the team.

Other issues centred on the need to translate the research instruments and particularly the questionnaire into Kiswahili and a day for logistics to be built into each TTC and school visit prior to actual data collection. Only the more experienced teachers are allowed to

teach grades 1 and 2 with NQTs teaching from grades 3 upwards – and maths and reading are always taught in the morning from 8-11am after which the children, and often the teachers, go home or to other employment. These factors will necessarily affect the nature and timing of the data we can collect. Grade 4 is also seen as a crucial year in which formal national assessments of the students are made with those not reaching the required level having to repeat grade 4. Hence, the research team wondered whether it would be possible to collect data in grade 4: workshop 1 discussions agreed that flexibility was needed to get the most accurate understanding of the teaching of early reading and maths in Tanzania.

Possible CPD programs to sample:

CPD is decentralised and mainly school-based, organised through the Teacher Resource Centres in every district. Teachers meet and if a problem in a particular subject is identified this is locally organised through the District Education Officer. The DEO is the trainers and the District Academic Officer will look for facilitators who are knowledgeable in a particular subject. Each region will therefore have a different CPD programme. The Tanzania team will ensure that their sampling plan prioritises regions where CPD programs are identified from the initial survey and so travel to that area's TTC and schools.

National Reference Group

A first meeting of the National Reference Group took place on Tuesday 19th January at the University of Dar es Salaam. An emergency meeting of education officials had been

called for on the following day, Wednesday 20th January, by the President of Tanzania to address his concern that only 21% of primary school students passed the final year mathematics exam. We were therefore pleased to have five representatives present at this first meeting:

Professor Mbunda, Language Educational specialist, Department of Educational Psychology and Curriculum Studies, UDSM

Mr Fred Sichizya, Deputy Director of Educational Policy and Mathematics Curriculum Development

Demetria Hyera, Kiswahili expert, Tanzanian Institute of Education

Antony Tresphory, Curriculum Development for Mathematics – Tanzanian Institute of Education

Greyson Hosen, National Examination Council of Tanzania

Professor Bhalalusesa gave a welcoming introduction explaining the nature of the project. She outlined the role of the National Reference Group as being made up of key people in the sector who can provide input and advice and keep an eye on the research process, particularly towards the end around the data analysis and dissemination of the findings. Jo gave an introduction to the international, comparative nature of the research and described the sampling and research design.

Issues discussed included:

1. Investigating the differences in educational attainment and destination between teacher trainees at government and private TTCs
2. Identifying the seven TTCS that specialise in CPD programs and

- ensuring they are included in the sampling plan
3. The importance of finding out what pre-school experience students in the schools have had and what preparation in the form of pre or in-service training trainees and teachers have in this
 4. Ensuring that data is collected on the language of instruction in the early grades, whether this is Kiswahili or English or a local language and what difficulties this may present for students and teachers
 5. Collecting data on the entry qualifications of trainee teachers in mathematics in particular; many of those who become teachers have failed their maths qualification gaining only Division 3 or 4 but teacher shortage means they manage to get into a TTC
 6. Progression in mathematics at the lower grades seen as crucial

A further meeting of the NRG will be called in March to ensure that other key members are able to attend. Two further meetings of the NRG are planned for, following the Ugandan model, one in October following the in-country data analysis workshop and one in February 2011 following the cross-country synthesis report which would focus on planning for further dissemination and action.

Mali Visit Report 16 – 22nd January 2010

John Pryor was able to stay at the apartment attached to the Groupe d'Appui aux Projets, an NGO run by Violet Diallo who has been extremely helpful in providing contacts and setting up the project. GAP has also offered an

office for the project which provides all the facilities that might otherwise be difficult to procure.

Dr. Yoby Guindo, the lead researcher had arranged for the visit to begin with a meeting at the Ministry of Education, Literacy and National Languages involving people who had been identified as potential members of the National Reference Group. These were mostly relevant senior officials at the Ministry. The meeting was chaired by the Conseiller Technique and included also the Director of Basic Education, the Director of National Centre for Education and Heads of the divisions of Teacher Education, Evaluation, Programmes, and Educational Materials. Also in attendance were representatives of PHARE, a project supported by USAID and Violet Diallo as a representative of an educational development NGO. John Pryor gave a presentation on the project and all of the participants commented and asked questions. The general tone was enthusiastic though some thoughtfully challenging questions about how the research would be carried were also asked. The meeting ended with an expression of support from the Chair, which was endorsed by other participants.

During the rest of the week several of the participants were visited individually, along with the Secretary General at the Ministry and the other Conseiller General. This meant that although the Minister was abroad so it was not possible to visit him, contact was made with all the relevant senior civil servants. The general consensus was that the project was timely and support was voiced for it. This has subsequently been put in writing giving both

permission for the research to take place and endorsement of the work. .

A visit was also made to a Teacher Training College (IFM) though it was not in action as the students were on strike. Nonetheless a meeting with the Director who had previously served as director in one of the rural colleges, was very helpful in clarifying issues about curriculum and organization and in talking through some of the practicalities of the field work.

Visits were also made to two CPD programmes (including PHARE) including opportunities to meet with visitors from RTI, the results of whose EGRA assessment of reading in Mali had recently been made public. Its conclusion amongst other things that the first two years of reading instruction in Mali were wasted and whatever the language of learning, the year of study, the syllabus or the training of the teacher, children were not mastering the basic concepts of reading. The solid evidence it provided, which confirmed generally accepted wisdom and smaller, less systemic studies, was concentrating minds in a way that was helpful to our research.

Along with the visits much of the time was spent in discussion with Yoby. Various plans for sampling were tried out and initial agreement was reached. For initial training it was decided to focus on three colleges (IFMs) and also on the alternative (short training) strategy for recruiting teachers (called SARPE in Mali) in one academy (region). In neither case was it possible to work in Bamako – the IFM has only just been opened and no primary teachers are being recruited through the three nearest academies. Otherwise the

fieldwork will take place in a more or less representative sample of the parts of the country where most people live. The colleges chosen are at Kangaba, Niono, Sikasso being both urban and rural and single-sex and mixed. For the SARPE we chose the academy of Koulikouro/Kita. Negotiations and costings for this plan continued during the UK workshop but ways were found to complete the work within budget.

For the CPD there are two programmes which have national coverage. PHARE (mentioned above) is supported by USAID and includes both radio programmes for children and training for teachers. CIDA /ACDI is also supporting the provision by the local education authorities of in-service training and so is widespread.

During the visits it was also possible to speak to various potential researchers and to complete the team. In addition to Yoby Guindo, there are two senior researchers, Ario Maiga who has had a background in the civil service as a inspector and later at a senior level and Mahamane Boury who has worked extensively as a consultant and researcher. The team is completed by a junior researcher, Djeneba Boro, who works as consultant within a variety of fields. Within the Francophone system it is not so easy to find the same sort of profile in researchers as in the Anglophone countries as education is not established as an academic specialty at university level in the same way. However, we have a team that has a good blend of expertise and experience and will do a good job on the research.

During the visit it was also possible for John and Yoby to meet up with Ward and Penelope and discuss details of the work.

Issues:

Several issues emerged during the course of the visit which will be investigated further in the research.

- The colleges seem to be involved more in general education for future teachers than for the training of teachers.
- The teaching of reading is not clearly defined and the suspicion is that nobody sees it as their role.
- The position on language of learning is very unclear as although there are parallel school programs using French (classique) and national languages (curriculum) there appears to be no or little preparation for teaching in the latter.
- A new curriculum for initial teacher education has been in preparation for some time which supposedly matches ITE with what is planned to go on in schools but it has not been released.
- The Alternative Strategy for the recruitment and Preparation of Teachers (SARPE) is being given more prominence and the program has now been extended in length to six months.

Senegal Visit Report 22- 29 January

John moved on to Dakar after Bamako where he met up with Mbarou Gassama, the lead researcher for Senegal. Here it was not possible to get the relevant people together for a meeting of the NRG, compounded by

the celebration of an important religious festival the following week. Individual meetings were however held with relevant people. The first of these was with the Secretary General, the top senior civil servant at the Ministry of Education, Mr Mafakha Touré and member of the cabinet of the Minister. John was able to present the project to him(see photograph). The Secretary General was especially welcoming of the research and was happy to give it his blessing. His explanation of the decentralized nature of education in Senegal was particularly useful.



Although there is a single national programme for initial teacher education, its implementation is a regional responsibility. We have therefore chosen to include regional representatives on the NRG as well as national ones in the form of the Inspectors of the Academies in the five areas where we will be working. John and Mbarou were able to visit one of the Inspectors for the Dakar area. Newly in post and selected specially by the Minister she gave a very interesting account of her attempts to stimulate CPD in her area and to make the inspectorate much more active, requiring them to visit and report on schools for at least three days a week.

The other proposed members of the NRG are the Director of Planning and Reform who also has Responsibility for Curriculum and the Director of Elementary Education. At our meeting with the DEE, Mr. Selle Ndiaye, he was also very enthusiastic about the research suggesting that it was coming at particularly useful time as initial teacher education is becoming an important policy issue. He was particularly interested in the mathematics focus. Traditional residential college-based teacher education which produced tenured civil servant teachers was abolished several years ago and replaced with a system of 'volunteers'. However satisfaction with this has not been great and there has been a gradual increase in the time allocated to the training of the volunteers. It is currently up to six months and once more taking place at colleges (EFIs) with a substantial teaching practice element. The training also includes expectations of continuing professional development to follow and the possibility of obtaining a diploma. In addition there is a scheme to enable longer standing 'volunteers' already in post to upgrade their training to the level of diploma.

These various meetings were useful in clarifying what would constitute a representative sample of initial training courses and also to identify the important CPD programmes. Once again it was a question of finding a representative sample but within budget and within the constraints of time. The academies chosen are Dakar, Thies, Saint Louis/Podor and Fatick. As far as potential CPD programmes are concerned, four appear most promising because they work with the largest numbers. Formation des enseignants de

l'éducation de base en approche par les compétences (FEEB/APC) is sponsored by CIDA/ACDI and is aimed at bringing teachers up to date with the new competence-based curriculum. Projet de Formation continuée diplômante (PDFD) and Projet des Volontaires de l'Éducation (PVE) are those already mentioned as the means of upgrading 'volunteer' teachers. Projet de Renforcement en Mathématiques et Technique (PRMT) is sponsored by JICA and is working in the academies where we are researching initial teacher education.

A short list of researchers to join the team had been made and it was hoped to interview these candidates and settle on a team before John left. In fact following further consultation with Penelope, we discovered that most of them were still in government employment and the idea of paying someone alongside their government post did not seem a good idea. However, one researcher from the national institute for study and action for the development of education (INEADE) the government agency charged evaluation, innovation and research in education was identified who was about to retire. Subsequently, Mbarou Gassama spoke with the Director of INEADE, Mrs Niang, who is enthusiastic about the project and has joined the NRG. Two researchers from INEADE are therefore being attached to the project as part of their duties. El Hadj Sambe and Alhousseynou Alassan Sy, have relevant expertise in mathematics and reading and were also recommended by Sarah Pouezevara from RTI.

Many issues emerged from the visit but particularly striking is the fact that

despite a policy on multilingualism – the Minister contributed to a communiqué on this subject during the visit – throughout all the meetings there was an assumption that French was to be the medium of instruction and that reading was about the French language.

Kenya Visit Report 17th – 24th January 2010

The visit began with a half day planning meeting between Dr Kwame Akyeampong and the Kenya Lead Researcher, Professor Grace Bunyi of Kenyatta University. Grace briefed about arrangements to meet with her research team and launch the National Reference Group. The rest of the week was spent reviewing the Kenya plan and budget for the research, holding meetings with the research team, launching the NRG, and meeting key Ministry Officials. They had fruitful discussions with two officials of the Agha Khan Foundation who briefed on their work in Kenya and Uganda focusing on reading and numeracy in early primary. They also met and presented the study proposal to the Permanent Secretary of the Ministry of Education, Professor Karega Mutahi, and the Education Secretary Professor George Godia. Both expressed keen interest and requested that a presentation be made to other relevant officials of the Ministry at a later date.

Kenya Research Team

The Research Officers (RO):

Dr Joyce Wangia – Joyce is a language in Education and Linguistic specialist. She has published on language use in primary schools in Kenya and recently worked on a programme looking at

multilingual education network in language.

Dr Sammy Muthwii is an ICT and mathematics educator, and has research experience in classroom discourse and interaction analysis. He holds a Masters in primary teacher education, and has published on mathematics and science education in Kenya

Research Assistants:

Charity Limboro and Charles Magoma – both are PhD students working on literacy, curriculum innovation in the context of teacher education

Workshop with Research Team



A half day workshop was organised for the research team at Kenyatta University. Kwame presented an overview of the teacher preparation research before the team discussed the research design and how it might be carried out in Kenya. The team discussed the research objectives, questions and sampling strategy.

Two sampling strategies were proposed:

Strategy 1:

Province A: 2 TTCs and 12 schools in urban areas

Province B: 2TTCs and 12 schools in rural areas

Strategy 2:

Province A: 2 TTCs + 6 rural and 6 urban schools

Province B: 2TTCs + 6 rural and 6 urban schools

After much discussion the team felt that sampling strategy 2 was perhaps the most feasible and more likely to capture the breadth and depth of issues that would address the challenges facing teacher preparation in reading and mathematics across the country.

Launching the National Reference Group

The NRG launch was organised at the Anglican Guest House Conference Room. The NRG has representation from the following education divisions and organisations in Kenya. (1) Director - Basic Education Division; (2) Chair of the Principals of Teacher Training Colleges in Kenya; (3) Head of Research – Kenya Institute of Education; (4) Chair of Headteachers Association of Kenya; (5) Representative from the National Assessment Centre; and finally (6) A Director of the Teachers' Service Commission.

Before discussing the research objectives, each NRG member spoke briefly on what they saw as the main challenges facing primary education in Kenya. Kwame and Grace presented the objectives of the study to the group and explained the role of the NRG.

Key issues raised by the NRG included:

1. Institutionalising INSET (CPD) provision for all primary teachers in Kenya. The representative from Basic Education Division, talked about the structures in place to support INSET provision. A point was made about the gap between pre-service teacher education and INSET and how research could illuminate this gap and provide insights for teacher education reform.

2. Improving the quality of teacher education – The chair of teacher education institutions presented an overview of primary teacher education in Kenya and raised pertinent questions about its quality. He drew attention to the fact that most college tutors had no experience of primary teaching; TTC curriculum was overloaded (13 compulsory subjects) heavily focused on content knowledge. Trainees go on teaching practice (3 weeks in the whole of the 2 year programme) in the first year and at a time when they have had



no training in teaching methodology; training resources for developing teaching skills are lacking etc He was very pleased that the research was going to focus on teacher education as this had been a neglected area in education development in Kenya.

3. KIE is mainly responsible for curriculum development. The issue for them was how teachers were being prepared to teach maths and science in the local languages; the duration of teacher training and the extent to which teacher education had strong grounding in both subject content and pedagogy.

4. The chair of Headteachers' association raised the issue of in-service support for teachers once trainees graduate from college. His concern was whether current investments in teacher education and CPD make any difference. He was critical of the practice of placing the more experienced teachers in the upper primary instead of lower primary, and hoped the research would draw attention to the harm this was causing.

5. The representative of the National Assessment Centre pointed to the need for research to understand why so many children are unable to read and do basic mathematics. He stressed the importance of understanding what it is learners are learning in schools, and what could be done to improve the reading and numeracy in lower primary. He asked the Kenya research team to consider circulating policy briefs on the TPA research summarising key findings for policy review.

6. The Teachers' Service Commission (TSC) representative raised the issue of teacher supply and demand in Kenya,

pointing out that the fact that it takes about 5 years for a newly qualified primary teacher to find employment in a primary school. This issue, she pointed out, has implications for how the Kenya research defines the newly qualified teacher.

7. The NRG welcomed the research and their role. They asked for another meeting to brief on issues emerging from the study and implications for their department.

**Workshop with Lead
Researchers 8 – 12th
February 2010**

A five day planning workshop took place at the University of Sussex from February 8th to 12th 2010 with the lead researchers in each country and the research team from Sussex. The participants were: Robinah Kyeyune from Uganda, Eustella Bhalalusesa from Tanzania, Christine Adu-Yeboah from Ghana, Grace Bunyi from Kenya, Yoby Guindo from Mali, Mbarou Gassamia Mbaye from Senegal as well as Jo Westbrook, John Pryor, Kwame Akyeampong and Kattie Lussier, from Sussex.

On Monday, the researchers were welcomed by Professor Peter Aggleton, Head of the School of Education and Social Work and the different participants introduced themselves. The first morning was used to present the project and discuss the research questions and methodology. Key issues were raised here that underpinned the rest of the week.

The lead researchers were introduced to the various IT resources from Sussex as

Visiting Research Fellows and given a tour of the university campus - despite the falling snow! A short visit of the library with an introduction to the main education resources also took place.

The afternoon was mainly dedicated to discussions around fieldwork and substantive issues. The main challenges identified by the lead researchers were the short time frame and resulting limited opportunities to build relationships and trust with people on the ground; issues of motivation and involvement of in country actors sometimes due to a 'research fatigue'; and communication and access problems especially in countries such as Mali and Tanzania where infrastructure is weak and the country is big.



Ways forward were discussed and ways to address the challenges explored. The following elements were highlighted:

- the importance of the initial survey of pre-service teacher education and CPD programs to direct sampling and inform logistical arrangements;
- the contribution that the research will make to the field of teacher preparation in each country and the

knowledge so generated can motivate both the research teams and research participants;

- the role of the NRG in each country in supporting the above point;
- how the different research methods and instruments will triangulate effectively to enable us to answer the research questions and construct a picture of how teachers learn to teach early reading and maths in the different countries.
- the short timeframe will support the desired sharp focus on teacher education and sustain researcher energies

Discussions around the main issues in the teaching of reading and maths and becoming a teacher in each country took place. Each country's context is different and the structures of teacher preparation programmes vary considerably although there is one main ITE curriculum in most countries. However, a lot of similarities were noticed in regard to the substantive issues. Among these lies the question of how teachers understand the meaning of 'numbers' and understanding of the balance required between teaching decoding of sounds/letters in words and understanding word meaning and how to support the development and progression of these understandings for their pupils. Questions of working with large classes and how the knowledge, skills and attitudes learned during ITE and CPD are or can be transferred to the classroom were also topical in each country.



Each lead researcher made a short presentation about teacher preparation in their respective country. Highlights can be found in appendix.

From Tuesday the discussions focussed on methodology. Emerging themes included: organisational issues (e.g. size and composition of focus groups, procedures, timing etc.); sampling (maintaining the focus on the TTCs through sending the questionnaire to further TTCS than the original number to be visited); conceptual issues (e.g. what do we all mean by 'knowledge, understanding and practice' and 'pedagogical content knowledge', link to research questions); power dynamics, trust and rapport; involvement of different groups of actors; documentation and communication.

On Tuesday evening, a small reception was held to introduce the lead researchers to Sussex's Pro Vice Chancellor with responsibility for International issues, Prof. Chris Marlin, as well as to the members of the Centre for International Education (CIE).

On Wednesday drafts of the different qualitative instruments such as

checklists for documentation to collect in the TTCs, schools and classrooms, observation prompt sheets and interview guides drafted by the Sussex team were presented, reviewed, commented on and revised. As a way of making the issues more concrete, the lead researchers tested some of these by observing and filming a teaching session within the department and interviewing the lecturer afterwards. The team also practised using video recorders and digital tape recorders to get to grips with the practicalities of the chosen recording techniques.

On Thursday the team divided into two groups to look at the reading and mathematical items/scenarios in Part 2 of the draft questionnaire and then reconvened to revise Part 1 together. It was agreed that countries will continue to work on ensuring that Part 2 reflects country-specific teaching methodologies and expectations. On Thursday evening the team went for a meal in Brighton despite the increasing cold and toasted the success of the project over the next year.



Friday was dedicated to questions of data management and communication. Communication mechanisms and data management procedures were discussed, challenges and possible solutions were identified and a set of

procedures were agreed. An agreement was reached in terms of what data needed collecting and what information needed to be sent to Sussex.

The lead researchers were introduced to the project's Study Direct site, a web-based interface and discussion forum specific to the TPA project where lead researchers and the Sussex team can share material, exchange experiences and discuss issues. The participants had the opportunity to practice hands-on how to post documents on study direct and how to use the discussion forum.

The time throughout the week was very busy and short but in amongst it there were smaller meetings in which details of the research in each country were debated and planned.

The workshop was hard work but all the participants felt that it was worthwhile. The bases for collaborative work have been set and there is now more clarity about the project design and what we seek to achieve. A lot of ground has been covered in a short time and the opportunity to exchange among researchers from different countries was highly appreciated by all.

The immediate next steps are for in-country teams to revise the instruments as appropriate for their country, to translate them where appropriate and to pilot them in a TTC and a primary school within the next two weeks. Each country will feed back to Sussex on their revisions who may make generic changes as needed.



Appendix 1: Teacher preparation in the 6 countries

Senegal

Recruiting teachers can be really political. Can get in with any qualification if you have the political sponsorship. Volunteer teacher system should lead to more qualified than those who were coming from the previous colleges which were really only general education. .

Current situation

- Policy of recruiting volunteers Teachers « Volontaires de l'éducation to achieve EFA, instead of Teachers civil servants (cost issue)
- 1995 2000: First volunteers recruited: 2 to 3 months of training by Departmental Inspectors (IDEN)
- 2005: 6 months In service training in EFI (École de formation des instituteurs without diploma)
- 2006: first generation of elementary school teachers who are able to continue study for a diploma (volunteers), training from January to June – July
- 2007: Continuous Professional Development for volunteers that serve as elementary teachers without diploma (1995-2000 generations of volunteers)
- Teachers CPD process: 3 months Distance education + 3 months on site training (presentielle)
- from April to June in IDEN (regularly a 2 days training is organized for elementary teachers in the EFI and IDEN) in addition to 3 months on site training during the summer holidays.
- 8,500 elementary teachers who will be trained this year and there are 17,000 more to be trained for the 2 coming years

Who are the trainers in TTCs (EFI)

- Inspectors are teachers' trainers in EFI. They are posted at EFI as full time teachers
- Other inspectors can be called upon for specific modules
- There are no people specially trained as teacher trainer in Senegal. The Faculty of Education (FASTEF), which used to be "École Normale Supérieure" trains Inspectors for elementary, secondary.

Training Policy

- Supervised by the "Direction de l'Enseignement Élémentaire" (DEE)
- CENFIC, which is a division of DEE organized and manage the CDP
- EFI are located in each region, currently there are 14 EFI, because of the 14 regions, and since 2 regions are being split, there will be 16 EFI
- In addition to EFI, which are responsible of initial training, there Pole Régionaux de Formation (PRF), Regional Training Pools which manage all CPD
- Cellule d'animation pédagogiques: this is a kind of school-based /cluster-based INSET. They are important because they include all teachers. The participation is mandatory and the time commitment should be 2 hours a week, every other week (4 hours a month). They are also under the direction IDEN. During the sessions, teachers organized micro-teaching followed by discussion and debriefing

- Math, Sciences and Techniques Project: PREMST funded by Japanese cooperation

Mali

- The previous system for training teachers involved the Cours Normal (primary) then École Normale Secondaire (7-8-9) and École Normale Supérieure (secondary level).
- Since 1962 started a parallel system for cours normal (CPR) 6 months quick course to produce teachers. IPEG system is another parallel
- Now have IFM (Institut de Formation des Maîtres) has 2 sections: training elementary school teachers and secondary school teachers and École Normale Supérieure trains senior secondary school teachers and inspectors.
- There are 14 IFMs in Mali who aim to train 500 every year to meet the government needs. There is one specifically for women on an experimental base.
- Diplôme d'Enseignement Fondamental (DEF) is the basic education leaving certificate. With this certificate you can get into a IFM for a 4 year course. If you have a baccalauréat, the leaving exam from a lycée (senior secondary), the course is for 2 years only
- 2 streams within the TTC: generalist – primary and specialist – secondary. Students on both the 2 and the 4 year course can choose either which to follow.
- Both types of teacher have the same salary.
- The final year of both the 2 and the 4 year course is a practicum.
- The École Normale Supérieure (4 years) trains teachers for the lycée (grade 10, 11, 12) but it is competitive to get a place. It is one of the Grandes Écoles which used to be private but were brought into the system recently.
- Because of teacher shortage there is an alternative stream of teacher education SARPE system that is recruiting graduates and giving them a short intensive course originally for 45 days. It is now extended to 6 months training.
- CPD: All are required to have 45 days of in-practice training funded by the government in the school. This is for all in theory but may be mainly aimed at SARPE teachers because of funding constraints.
- SARPE teachers as general graduates can leave the moment they find a better job.
- In practice there are both good and bad teachers from both streams.
- Teachers trainers are not specifically trained as such. Those teaching primary teachers often have no primary experience themselves.
- It is not clear the extent to which the IFMs offer a professional training or a general education.

Tanzania

- Issue of crisis: What is better, leave a school without teacher or send a teacher who is not qualified?
- Educational reform impacted on the duration and type of teacher training. No fixed duration, keep on changing responding to immediate needs.
- If complete S4 can complete 2 years of TTC and go straight into teaching.

- By 1975 – all children should go to school so one year crash programme so just methodology and no content. Mobilised even those who had not gone to secondary school. So even those who have just completed primary were offered residential training and on school training in school learning on the job. UPE teachers – quality of education went down. Needed to solve that problem.
- For primary teachers if no crisis it is two years, if a crisis it becomes 1 year. 2002-2006 was a crisis so just one year.
- Training has micro teaching but also block teaching of 1-2 months in school depending on resources but posted to different parts of the country. After 2 years they graduate and go into schools as fully qualified teachers.
- Those who complete advanced level go to teacher training for two years and get a diploma and teach in a secondary school. Also at time of crisis this is reduced to one year.
- At university teachers are trained for 3 years and go to teach in secondary school and some in colleges as tutors. So some teacher educators are not experienced primary teachers. But university has asked that such teacher educators have some primary experience. So we are getting more education students directly from school.
- CPD – changing because of educational reforms. 4 regular CPD.
 1. for special education, in a specialised college, primary school for one year.
 2. for PE, diploma for one year.
 3. 3 months college CPD for college tutors. Part of this is to go into schools and carry out action research so they know what goes on. Just one college: Moromoro.
 4. Particular subject not taught eg lower grades so CPD instigated for lower graders but this CPD short term only for one year 1997-8.
- Each primary school must have a pre-primary not part of formal primary education ages 5-6. So all primary teachers must know how to teach pre primary at 3 specialised colleges. Started 2002. 3 months training. But no money this year!
- Teacher Resource Centres in every district, school-based CPD. Teachers meet and if problem in a particular subject this is locally organised depending on need. Decentralised. Each District Ed Officer gets a budget for CPD. Programmes different in each region. DEO are the trainers and District Academic Officer who will look for facilitators who are knowledgeable in a particular subject.

Main issues:

- People now are not stable, keep on changing.
- Shortage of resources and shortage of funds to support TTC
- Sometimes time to do practice is reduced and trainees are sent close to the TTC rather than in many areas.
- Teaching profession is not attractive. People go there without being committed or creative
- 40% of university graduates in education are not ending up teaching.
- Had a problem with upgrading programme because teachers were not going back so government funds were stopped for that,

Ghana

- Universities train teachers for secondary schools and TTCs and when they are trained for basic schools (grades 1-9) they often don't go there if they have a degree.
- Lack of teachers so there are financial incentives to go to the teaching profession. Some people go for incentives not because they want to be a teacher.
- Need sec school leaving certificate no matter what level to want to teach. If the qualification is not good enough to enter university go to training college and do 2 years and the third year of practice in schools and then come back for their exam.
- TTCs used to be certificate (lower than diploma) but now allow diploma
- Accelerated programmes (un-trained teachers programme) because of lack of teachers. Districts recruit and these people are supposed to go to TTC during vacations to get their diploma. Actual training programme and untrained teacher programme go simultaneously (both are going on)
- Capitation grant abolished school fees. Government pay the fees according to number of pupils in the schools. The package goes according to improvement plan from the school. Each school have to identify needs and use some of that money to implement some measures but it is not working. The districts should identify training needs and to the training. District training officer who does not have to teach but because of the capitation grant the district one does not work much.
- 2 years programmes to upgrade teachers to a diploma.
- Sandwich programme for teachers who have the old type of certificate to obtain diploma (during holidays when they are not teaching) and they are examined.
- During the non qualified teacher programme people from a whole range of backgrounds got in because they did not have a job and some people dropped along the way.
- 1 year practicum: foundation first year, methodology second year, tutors are assigned to a group of trainees during the year of practicum and tutors is supposed to assess them in their study cycle (linked tutor should visit them once or twice a week) after they have an exam. Have to written papers to write. Not always working as it should. Tutors don't go as often. They are paired with an experience teacher (first observe the teacher and then teacher observe them and help them).

Kenya

General Description

- About 30 public national teacher training colleges plus private colleges
- Train secondary school graduates at certificate level in a two-year (6 terms) programme
- Very competitive entry

- Entry requirement is at least a C pass in KCSE with at least a C minus in English and D plain in math
- National curriculum developed at KIE
- Students required to take 9 subjects – 5 compulsory including English and Kiswahili and 4 optional subjects including math
- 3 TP sessions – in the 2nd, 4th and 6th terms
- Examined nationally by KNEC

Issues in Primary Teachers Preparation

- Untrained teacher trainers
- Overloaded curriculum
- Lack of specialisation for early grade teaching
- Inadequate practical teaching experience
- Little modelling of learner-centred pedagogy
- Inadequate preparation for the reality of primary school classrooms in Kenya
- Lack of employment opportunities for graduates
- Inadequate funding

Continuing Professional Development (CPD) for Teachers

- Largely donor or non-government sponsored and largely uncoordinated
- A INSET unit established in MoE
- INSET one of the Investment programmes in KESSP
- Most INSET is provided in partnership with donors such as JICA, DFID, USAID, CIDA and CSOs

Issues in CPD

- Lack of induction for NQTs
- Little INSET in teaching of core subjects such as languages and math
- Little professional motivation for teachers to go for INSET
- Overburdened quality assurance officers and TAC tutors who are supposed to provide CPD

Every teacher trained for a number of years so over supply of teachers now.

Teachers trained in universities except for a couple of really technical TTCs.

Training programmes is 2 years. Entry requirement really competitive.

Emphasis on raising the entry grade for teacher training.

Math is an optional subject for teacher trainees

Teacher trainers usually people trained to teach in secondary schools.

KESSP Kenya education support programme

Demand and supply of teachers is an issue because people may have to wait 3, 5 8 years to get a job... NQT may have graduated a long time ago.

TTC don't know where their graduates go.

Don't have enough teachers in schools but the government don't have the money to pay them.

Many Kenyan teachers go teach abroad.

Uganda

Number, description and distribution

- 47 PTCs
- 45 owned and funded by government, 2 owned by faith-based (Catholic and Protestant) bodies
- 9 core (have pre- and in-service programmes), and other non-core
- Spread throughout older districts

Entry Requirements

- O Level
- Can join only within 2 years of taking O Level
- Should have passed Mathematics, English and 2 science subjects
- Passed = grades (1, 2, 3, 4, 5, 6), **7 and 8**

Beneficiaries

- Average age 17 years
- Most go as alternative to the main route, not having been selected to join HSC
- Some go because cannot afford fees for HSC
- No significant difference between numbers of male and female beneficiaries

TE Curriculum

- Uniform across colleges
- Designed by Kyambogo University (KYU)
- Tutors trained by KYU, some trainers have no primary teaching background
- Supervised by Department of Teacher Education (DTE), Ministry of Education and Sports (MOES)
- Trained to teach all subjects - English, Maths, Science, SST, Music, Art, IPS, at all grades, but tutors are specialists

Duration and Qualification

- 2 years of training in content and pedagogy, with 8 weeks of school practice in the middle of each year
- Grade III Certificate, the basic requirement for a teaching post in primary school

Comparison with practice at school

- Individuals are allocated (required to teach) specific subjects to particular grades.
- Teachers will be allocated particular grades. Best teachers are usually allocated to upper grades such as P.5, 6, 7 to prepare pupils for the Primary Leaving Examination (PLE). Usually NQT end up in lower classes because good teachers are asked to be teaching at higher levels.

Professional Development

- Predominantly the responsibility of DTE, through the Teacher Development and Management System (TDMS) structures, i.e. the Coordinating Centre (CC), organised by Coordinating Centre Tutors (CCTs); usually on general pedagogy.
- NGOs and education funding agencies (members of EFAG) also play a role, especially by supporting entry/implementation of innovations/interventions.
- Large numbers seek higher qualification, DTE & later B. Ed. on own initiative.

Mode of CPD Delivery

- MOES often works with the cascade approach, intending that tutors pass on skills and competences to teacher trainees, which does not happen

Most of students teachers will join with lower marks because have not been selected to HSC (requires higher grades) or could not afford the fees.

Usually education is not the first choice. Could have been elsewhere but ended up there.

Status issue: Good teachers at higher levels (more prestigious). Good teachers will quit if transferred to lower grades (feeling of demotion).