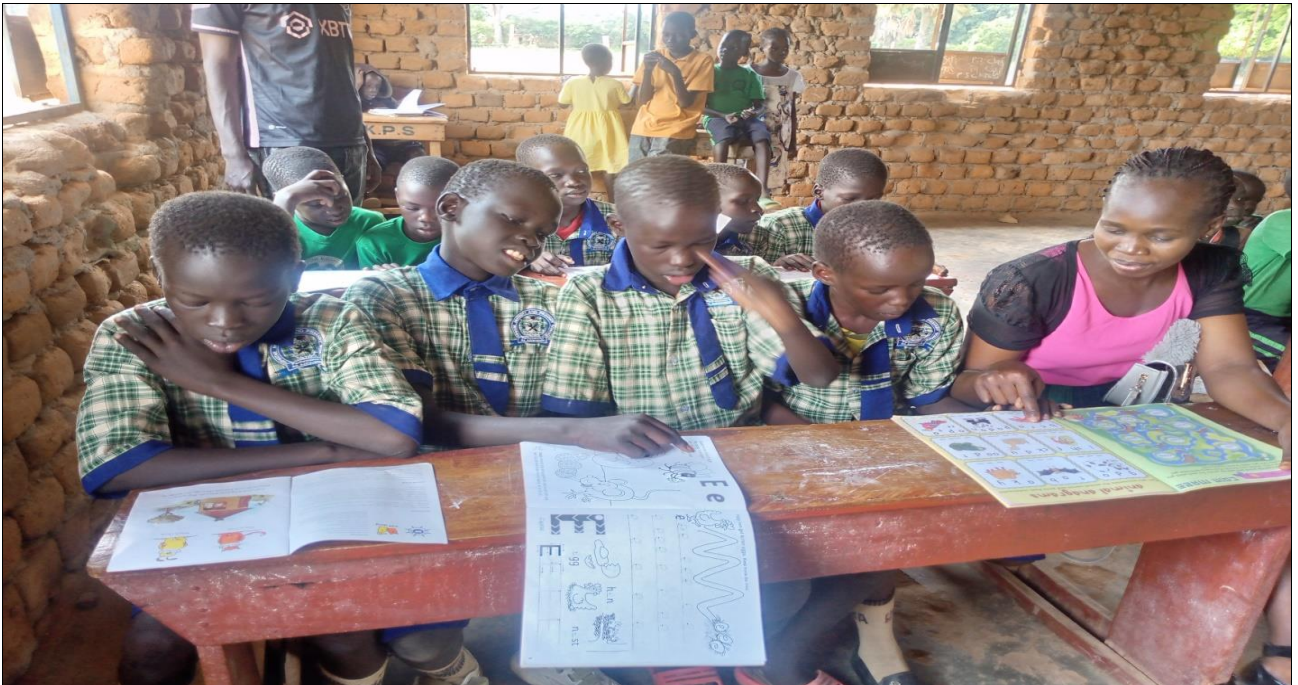


REPORT ON MONITORING AND EVALUATION HELD ON 5th -9thJuly, 2024



Children busy practicing phonics with the help of STAD Volunteer in Superstar primary school -Koboko

INTRODUCTION/BACKGROUND

Support Trust for Africa Development secured book donation from Biblionef Netherlands to enhance capacity of learners of ten (10) institutions in Koboko District/Municipality. The donation aims at promoting literacy among girl/boy child education by increasing access to reading and writing materials, which has been a challenge in the Northern region of Uganda especially Koboko District, a boarder of Democratic Republic of Congo and South Sudan. As well a base for refugees from both South Sudan and Republic of Congo. Institutions in Koboko enroll both hosts and refugees children and hence share the limited available resources. Nevertheless, the books donation has immensely responded with thousands of books for the children and teachers which will help address some of the challenges.

On 13th of April, 2024 STAD received second books donation of one hundred thirty-eight boxes containing ten thousand two hundred and seventeen (10,217) books from Biblionef, Netherlands via Bondeko Primary School Kayunga, Wakiso District. The 138 boxes of books contained jolly phonics work books 1-7, activity books 1-7, finger phonics board books 6, phonics wall frieze, phonics teacher's books, dictionaries, encyclopedias, novels to mention but a few distributed to 10 schools and other non- planned beneficiaries in Koboko District.

STAD in partnership with Biblionef in Netherlands secured funds to organize five days capacity building/training for teachers and school administrators (teacher supervisors) in 10 schools located in Koboko Municipality and the district. The program was conducted to train teachers of lower and upper primary classes on jolly phonics and reading development/ promotion respectively and to further enable administrators to guide the schools.

After the capacity building training, there was need to measure the impact of the training in the 10 primary schools hence monitoring and evaluation of the project was carried out for 5 days (5- 9) July

OBJECTIVES OF MONITORING AND EVALUATION (M&E)

- To assess the progress of the project in all the ten (10) selected primary schools trained.
- To monitor how the schools are using the books in relation to the current curriculum.
- To find out the challenges faced by the teachers and learners in using the books and the way forward.

METHODOLOGIES

- Below were the methodologies used during the time of monitoring and evaluation:
- **Interviews:** conducted in-depth interviews with teachers, pupils and the school administration to gather insights on their experiences and perception.
- **Surveys and questionnaires:** Collected data from pupils and teachers on various aspects on the usage of books given to them.

EXPECTED OUTCOMES

- Enhanced reading skills: increased pupil's ability to decode word, read fluently and comprehend simple texts. Pupils should be able to learn letter sounds and recognize unfamiliar words leading to more confident and independent reading.
- Strong spelling abilities: improved spelling skills among pupils particularly in using phonic strategies to spell out words correctly.
- Pupils should be able to demonstrate a better understanding of sound and how they relate to letters. This includes the ability to identify, differentiate, and manipulate sounds in words, which is a foundational skill for reading and spelling.

THE TARGET SCHOOLS FOR THE ACTIVITY

Monitoring and evaluation was conducted in ten (10) primary schools where the training took place under the program of jolly phonics and reading development skills.

NUMBERS OF SCHOOLS TRAINED

S/NO	Private schools	Government schools	Total
1	6	4	10
S/N	School	Status	Location
1	Diplomatic P/S	Private	Municipal
2	Super Star P/S	Private	Municipal
3	Koboko Unique P/S	Private	West Division
4	Open Space Learning Program	private	Midia Sub-county
5	Ogo P/S	Government	Midia Sub-county
6	Mondugoro P/S	Government	Midia Sub-county
7	Midia P/S	Government	Midia Sub-county

8	Koboko Pioneer Nursery and Primary	Private	Koboko Municipal
9	Teremunga P/S	Government	Koboko Municipal
10	Eden P/S	Private	Koboko Municipal

IMPACT OF THE PROJECT:

The distributed jolly phonics books are helping the teachers and learners in the following ways;

- Writing and reading skills of the pupils in the schools have improved compared to before the training which will result to better performance.
- Great improvement in pronunciation of words and letters among the pupils in the trained schools.
- The training will change the way of teaching as the teachers had learned new skills of handling pupils in the class.
- Children can borrow books and read at home with their parents and their siblings/friends.
- The books will act as resource packs for the teachers during lesson delivery.
- The teachers' guides help the teachers a lot in planning lessons.
- Learners will improve on their reading skills as well as in English language.

MATTERS ARISING DURING MONITORING AND EVALUATION

A teacher from one of the schools confessed that the training and welfare (feeding) was really good and enjoyable but transport refund was inadequate.

CHALLENGES:

Some of the challenges registered during the monitoring and evaluations of the Biblionef project;

- Some schools lack a library for keeping the books hence some books are still kept in boxes.
- Teachers in some schools have challenges in using the phonic sound books.
- Poor storage facilities-lack of bookshelves in most of the schools, hence books not kept well.
- The teachers trained are few compared to the number of the learners in a class. For instance, some schools have over 200 learners. Hence it is hard for teachers to manage such large classes.
- The books are few compared to the numbers of the learners in all the schools.
- The days for training were inadequate hence it became hard for some teachers to navigate through the challenges faced.
- Some words in the story books are very complex for the children.

LESSONS LEARNT

- Willingness of the teachers and children in giving the right answers during the interviews.
- In all the schools reached, the team received a warm welcome by the school administration and were given time to interact with the pupils and teachers.

RECOMMENDATIONS

- Need to organize more refresher training for already trained teachers on how use the books in teaching the learners.
- Need to provide more books to cultivate and encourage reading culture in the school.

- Need to train more teachers on promotion of reading and use of jolly phonics.
- ECD caregivers need to be included in the training to help them in teaching the nursery kids.
- More training for teachers on jolly phonics for better knowledge and understanding.

CONCLUSION

Monitoring and evaluation of the jolly phonics and story books provided to the schools revealed some key findings. The teachers reportedly emphasize that the books are in line with the schools curriculum goals and are helping in improving reading skills. However, more books and training for additional improvement and support for diverse learning needs is very much needed or required.

PICTORIAL EVIDENCE

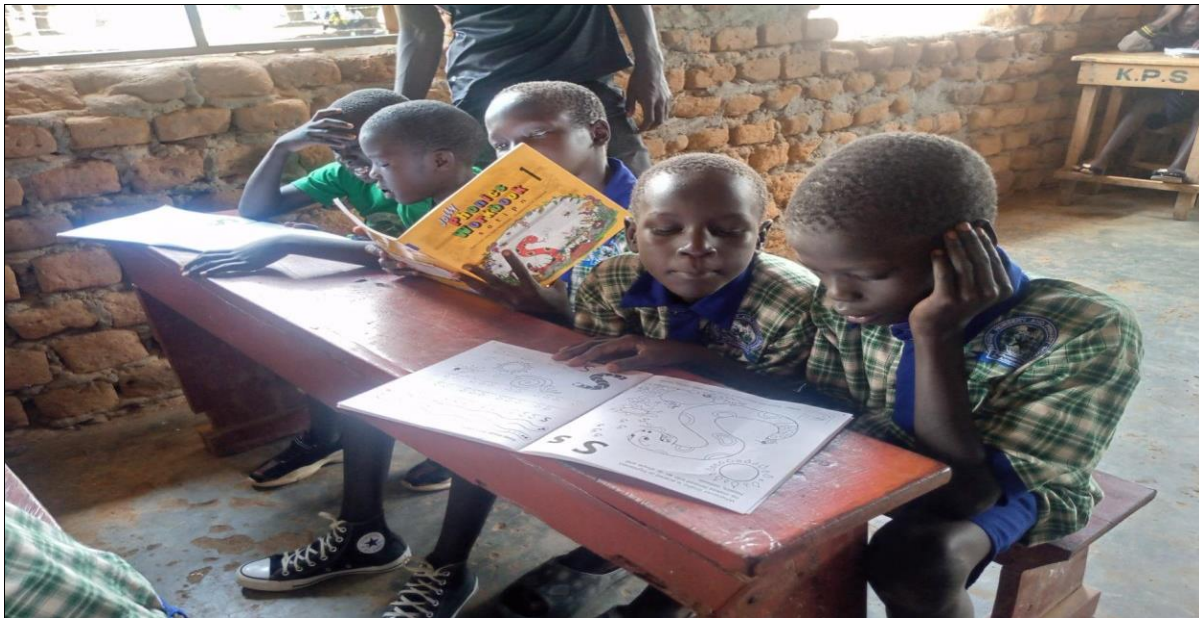


Figure: 1 Pupils of superstar P/S practicing jolly phonics sounds



Figure 2: The books provided to Koboko Hill Primary schools in the shelves well kept



Figure 3: STAD Ass. Education officer, checking the books in Midia primary school library



Figure 4: Pupils of Ogo P/S participating in reading story books

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