



BIBLIONE F
GIVE EVERY CHILD THE JOY OF READING

LEARNING FOR ALL FOUNDATION



REPORT ON BIBLIONE F REFRESHER TRAINING AT ST. ANDREW NURSERY & PRIMARY SCHOOL -AYIMINI.



Group Photo: Participants from the ten primary schools received Jolly phonics books after the Biblione f refresher training.

Prepared by:	Peter Sakaya Luka Elisha-Human Resource Officer. (H.R.O)
Reviewed by:	Data Amule-Education Coordinator. (E.C)
Submitted to:	Florence Aate Andrew–Executive Director. (E.D)
Date of Submission:	18th/March/2025.

Contents

Background	2
Objective of the refresher training	3
Refresher training content	3
Summary of attendance for the two days Biblionef refresher training.	4
Achievements.....	4
Challenges encountered.	4
Recommendations	5
Communication from the inspector of schools e official opening of the refresher training.	5
Communication from STAD.....	6
Conclusion	6
Activity pictures.....	7

Summary

Support Trust for Africa development, a non –profit Civil Society Organization secured funds from Biblionef, the Netherlands to organize two days capacity building refresher training for the (10) ten primary school teachers within and outside Koboko Municipality who were previously trained in 2024.

The two days refresher training was aimed at training teachers of both lower and upper primary on Jolly phonics reading development on the 17th-18th February 2025 to further enhance their teaching skills. Ms. Ineke Bloemendaal facilitated the training. The training took place at St Andrew nursery and primary school at Ayimini village, Degiba parish, Midia sub-county and the district inspector of schools Mr. Moro Paul officially opened the refresher training program.

The training was followed by a visit to all the ten schools on 19th February 2025 to acquaint and assess how the books distributed earlier are being used and a planning meeting with STAD staff on the 21st of February 2025 on proposed Jolly phonics training for all the primary schools teachers in Koboko district Uganda in 2026.

Objective of the refresher training:

1. To enhance teaching skills and provide teachers with modern pedagogical skills and techniques.
2. To promote and foster a culture of collaborative learning among teachers from different schools.
3. To introduce teachers to new educational resources and tools sharing that can be integrated into teaching.

Preliminary activities essential for the successful execution and completion of the project included:

Mobilization:

The District and Municipal education officers, the focal education heads were mobilized and involved about the refresher training.

The 10 selected primary schools that benefited from the Biblionef project (refresher training on Jolly Phonics and reading development) were actively engaged in creating awareness about the capacity building program. The STAD team visited the 10 primary schools and engaged the Head teachers and teaching teams/staff of the various schools.

Organization: pre-arrangements of books displayed in library and the training hall.

Services providers- cooks were hired and provided with the menu as planned by STAD.

Actual training program.

The refresher training program was divided into two days and sessions:

Day 1: Sessions was on jolly phonics facilitated by Ineke Bloemendaal (trainer) and covered a recap on the key elements of jolly phonics including the following topics:

- **Tricky words:** words that cannot be read according to the rules of merging sounds.
- **Sounds:** learning to read with sounds.
- **Letter formation:** learning to write letters correctly.
- **Identifying the sounds in words:** recognizing sounds in words.

Other topics covered included:

- The use of teaching materials.
- The 8 steps of a lesson, regular and alternative spelling.
- Active teaching.

The teachers were able to differentiate analytical phonics, learning to recognize words and synthetic phonics, learning to read with sound and the importance of learning to read well and the pleasure of reading.

Day 2 Sessions focused specifically on reading development and reading promotion facilitated. The following topics were recapped:

- Informative children's books in classroom.
- Reading instructions in a multilingual context.
- Selection and supply of children's books.
- Work methods for reading development.

Summary of attendance for the two days refresher training.

Male	24
Female	21
Total	45

Achievements**Attendance:**

- ✓ The refresher training was officially opened by the education officer from the District.
- ✓ The invited teachers from the 10 schools, representatives of education and STAD's staff fully attended the two days refresher training.
- ✓ **Enhanced understanding of Jolly phonics and reading development:** Participants demonstrated significant improvement in understanding the Jolly Phonics principles and reading development. Many teachers expressed confidence in implementing jolly phonics and reading development strategies in their various classrooms.
- ✓ **Interactive learning:** The training included hands-on activities, which motivated active engagement. Teachers participated in group discussions and role-play exercises, fostering a collaborative learning environment.
- ✓ **Resource received and utilization:** Trainees received various resources, including notebooks, pens and books from Biblionef, valuable added for future instructions and work.
- ✓ **Networking opportunities:** Teachers had the opportunity to network with peers, sharing best practices and experiences in literacy education, which will further foster the ongoing collaboration.
- ✓ **Feedback mechanism:** A feedback session was held at the end of each day, allowing participants to voice their thoughts and suggestions for improvement, thereby enhancing future training needs.
- ✓ **Food and refreshment:** food and refreshment were enough for everybody during the training.
- ✓

Challenges encountered.

- Inflation: unexpected drop in the exchange rates affected the proposed budget and money received vs actual for the implementation of the refresher training.
- **Time Management:** Several teachers were not punctual, leading to late start of the training program. This affected the overall flow of sessions, limiting the time available for discussions.
- **Training Location:** St Andrew Nursery and Primary School is situated a remote area. Being newly established, many people don't know the location, thus, contributing to the late turn-up.
- **Distance:** Some participants travelled long distances to attend the training which affected attendance and engagement levels. This was particularly evident during the afternoon sessions caused by fatigue and the February heat wave
- **Diverse Experience Levels:** Varying experiences levels among the participants posed challenges. Some teachers were more familiar with phonics than others, making it difficult to tailor discussions to effectively address everyone's needs.
- **New participants:** The new participants from the two extra schools and teachers from the ten schools who did not attend the first training, making it difficult to connect with previous training.
- **Duration:** the refresher training was organized for two days only. Noticeably short period for the jolly phonics topics to be fully recapped and covered.
- **Insufficient funds:** Due to insufficient funds, the Jolly phonics refresher limited the targets out of previously trained primary school teachers in 2024

Recommendations

- Biblionef should target more schools for the next training course in 2026. This is because the Jolly phonics refresher training has more impact on the previously trained teachers.
- Provide differentiated sessions based on experience and levels to cater for all participants.
- Implement strict time management protocols to ensure sessions start and end on time.
- Consider online training options for distant participants with accessibility of network.
- Funds for the project should be increased to cater for administrative and focal people directly involved in the planning and implementation process.
- Books to be displayed in an open space in the classrooms to attract children.
- To consider special diet or foods for people with some health conditions

Communication from the education officer during the official opening of the refresher training.

- The Koboko district inspector of schools, Mr. Moro Paul representing the district education officer (DEO), welcomed Ms. Ineke Bloemendaal, the trainer to Koboko municipality and Koboko district.
- Thanked Biblionef for the books and funding the capacity building training in 2024 and the follow up refresher training on Jolly phonics and reading development for the primary school teachers in Koboko District.
- He also thanked STAD for distributing the books and organizing the refresher training.
- He acknowledged the importance of refresher training aimed at enhancing the teaching skills of the teachers.
-

- The education sector of Koboko district and Mmunicipal has great challenges in understanding and analyzing the basics of jolly phonics and reading developments which he believed could be solved through the continues trainings of these kind.
- He urged the community leaders to avail more land for STAD for its development. He pledged as a District representative to work closely with STAD in all its programs.
- Finally, he expressed concern and dissatisfaction because out of the ten (10) only three (3) schools from the district level were selected for the training while the district schools are performing poorly and could benefit from such trainings.

Communication from STAD

- The Ex. Director, Ms. Florence Andrew thanked Biblionef and Ms. Ineke Bloemendal from Leaning for All Foundation the good partnership and for entrusting the organization (STAD) with funds to conduct the capacity building refresher training for the lower and upper primary school teachers.
- Thanks Ms. Ineke Bloemendal for the excellent training and humility in conducting the training. She assured Biblionef that STAD will continue to monitor the trained teachers to help with result-based documentation, challenges being faced by the teachers and share with Biblionef for further interventions .
- STAD will always coordinate the Biblionef training when required at any time.
- Expressed sincere gratitude to the trainees for accepting to come for the refresher training program
- Thanked the Koboko district inspector of schools, Mr. Moro Paul representing the district education officer (DEO) for sparing time to come and open the training and pledged that STAD will always cooperate and work with them while implementing its projects.

• Conclusion

The Biblionef refresher training on Jolly Phonics and reading development was a valuable added experience for the educators, fostering enhanced skills and collaborative learning. Despite challenges related to time management, distance, and varying experience levels, the overall impact of the training was positive and well received and appreciated. The reading development and reading promotion refresher training helps teachers to improve and increase their knowledge in reading.

Addressing these challenges in future sessions will be crucial for maximizing the effectiveness of such professional development initiatives. Finally, STAD is pleased with the donor Biblionef, trainer Ms. Ineke and the participants who played a role in achieving the interest of the project.

Activity photos



Figure 1 STAD representative and head teacher of Midia primary school (left) and Mondrugoro primary school (right) during mobilization.



Figure 2: Arrangement of books at St Andrew Nursery and P/S and setting of the hall ready for the training.



Figure 3: Teachers participating actively in the jolly phonics refresher training.



Figure 4: Trainees busy reading during their discussion groups.



Figure 5: Teachers during interactive session of refresher training.



Figure 6: Facilitator (Ms. Ineke) monitoring the trainees during learning to read with sound session and giving demonstration.



Figure 7: Trainees serving lunch.



Figure 8: Group photo of STAD, Facilitator and trainees with the books given to the 10 schools.



Figure 9: Ms. Ineke and the STAD team visited the 10 primary schools.