

# Redearth Education in Uganda



BECAUSE EVERY CHILD DESERVES THE BEST CHANCE IN LIFE...

# About Redearth Education

**Every day, thousands of children fill the small, dark classrooms of rural Uganda, eager to learn about the world around them.**

**These children dream of being accountants, lawyers, nurses, engineers and teachers. But sadly, between 65-80% of them will never even finish primary school.**

Due to limited opportunities for professional development and training, as well as access to resources, teachers in Uganda are unable to meet the needs of today's classrooms. As a result, primary children are failing to master basic competencies, such as literacy and numeracy.

As a UK-registered charity and Ugandan NGO, Redearth Education aims to enable every primary school teacher in Uganda to access continuing professional development through training. We currently work closely with the Masindi District Department of Education towards these shared goals, and have been training primary school teachers in Uganda since 2004. By reducing the country's high pupil dropout rate and improving learning outcomes through quality education, we aim to give every boy and girl child the opportunity to thrive at school, so that they can make a positive lifelong contribution to their communities.

It is the only way through which we can help these children achieve their dreams.





# Chain of learning

Redearth Education works to build the capacity & confidence of Ugandan primary teachers, in order to improve the learning outcomes and life chances of **all** children. All of our education programmes are closely interlinked, creating a sustainable chain of learning within schools and establishing a supportive community of skilled, local teachers.

- 1. Ongoing training of teachers in effective methodologies focuses on creating a successful learning environment for all children**
- 2. Teachers are trained in how to deliver quality training themselves, enabling them to support and collaborate with their colleagues, and embed knowledge of best teaching practices within their schools**
- 3. More teachers are equipped with the skills to innovate and adapt to new teaching methods throughout their careers, ensuring that schools continually improve their quality of education**
- 4. Children are engaged in real learning, and begin to succeed and thrive**

# Redearth Education Programmes

## DEVELOPING GOOD PRACTICE

Working with the Masindi District Education Office, Redearth's training programmes have been implemented in government primary schools to build the capacity of local teachers. Such training is vital in Uganda as there is currently a severe shortage in professional development opportunities available to teachers. Teaching methods are often outdated and ineffective, failing to promote real learning. Redearth training enables teachers to create a successful learning environment for **all** children through effective use and organisation of teaching spaces, behaviour management skills, interactive teaching methodologies and the making of resources from locally available, free materials.



## ACHIEVEMENT AWARDS

In 2012, we asked: “How can we motivate teachers when they are surrounded with huge challenges, both in their work and their home lives?” We knew that people like their successes to be recognised; this helps them feel good about themselves and drives them to achieve more. Yet the teachers we met in Uganda were not receiving the support and encouragement they needed. The Achievement Awards were set up to help meet this need. By supporting and motivating teachers, and providing public recognition of their hard work, success and commitment, the project aims to re-engage their love of working with children, and encourages schools to actively continue improving their teaching practices.



# Redearth Education Programmes



## LEAD TEACHER PROGRAMME

Redearth recognises that for any project to be continued into the future and to make a sustained impact, there needs to be a mechanism for hand over to the local people. Redearth have identified 20 Lead Teachers who exhibit a high level of good practice in their own classrooms and have the capacity (with further training) to support both their own schools and the schools of others. By empowering teachers with the skills they need to train and support other teachers, we can ensure that this knowledge is firmly rooted within local teaching communities. With this strong network of committed local teachers, the quality of learning in every school can be transformed and passed on to future generations of educators.

## EARLY READING PROGRAMME

USAID research has shown that between 50-80% of children in their second year of school in Uganda still cannot read a single word, which local studies show leads to low attainment and future dropout. Piloted with Comic Relief funding in 2013, the Reading Programme aims to improve the quality of the teaching of reading and dramatically improve children's reading levels. Training focuses on teaching children to read using phonic skills. Until recently, the majority of Ugandan schools were teaching reading using alphabetic names and whole words rather than the phonic sound of each letter. Through the phonics model, early learners can be helped to become fluent readers of their local language before transitioning and adapting their skills to the more phonetically complex language of English.



# Redearth Education Programmes

## MODEL NURSERY CENTRE

Opened in 2015, the Redearth Nursery is staffed by a Ugandan team, led by a Redearth Centre Manager and Operations Manager. Its aim is to serve as a Model Nursery, where nursery teachers in Masindi can access professional development and learn, by first hand observation, of good practice and strategies which they can implement in their own nurseries. The Nursery follows the child-centred approach stipulated in the Ugandan curriculum document, “The Learning Framework for Early Childhood Development.” The ongoing support and training being given by Redearth to the teachers running the nursery will put them in a position in the future to become trainers themselves.



## TEACHER TRAINING CENTRE

In order to achieve Redearth’s aim of sustainable continuing professional development for teachers, a Training and Resource Centre was designed and built. It is intended for **free** CPD training of teachers who are part of Redearth programmes within Masindi District. In future, it is hoped that this could be extended to the other areas.

Facilities include a large training room, an ICT facility for teachers and staff to develop computer skills, access to the Internet, a lending provision of educational equipment (eg. books, learning aids and science resources), and up to date conference facilities. Many courses of training have been run here for nursery and primary school teachers, including an introduction to basic computer skills. Training is followed up by support and monitoring visits to give encouragement, advice and guidance.



# Sustainability

SUSTAINABILITY is at the heart of everything Redearth Education do. The whole Redearth model is designed to be entirely sustainable so that, in the near future, the programmes can be run by a Ugandan team without external intervention. Co-Founder of Redearth, Ronnie, explains "the best outcome is for the founders to become 'redundant'"...

This involves focusing on building the capacity of local teachers, headteachers and Field Officers, enabling them to work together with District officials to continue advancing the quality of primary education. We aim to equip all teachers with the skills to adapt to evolving, pedagogical developments throughout their careers, ensuring that schools become resilient to staff changes, and preparing the next generation of educators for the challenges of the future classroom

# Achievements

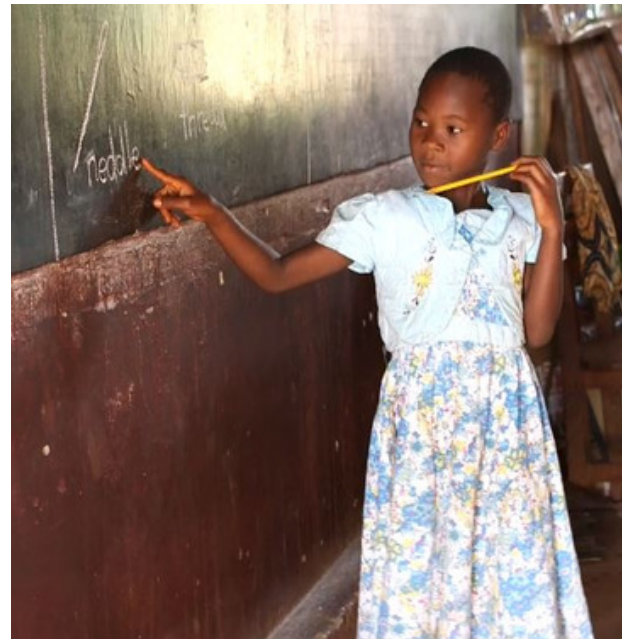
★ In 2016, our Ugandan team of Field Officers began independently delivering training to local teachers. This is an important milestone in our step towards sustainability.

★ The latest Achievement Awards saw 64 teachers teaching at the Silver Level and 23 teachers at Gold Level! There are also 7 schools which are now operating at Silver Level overall and 1 at Gold Level. This is an incredible achievement on the part of the teachers, who all started off at Foundation Level.

★ Several of our Lead Teachers have been promoted and 7 teachers have been nationally recognised as “changemakers” for developing micro-innovations in their schools through the Redearth partnership with the STIR network.

★ Our Reading Programme has been introduced to almost 70 schools in Masindi and Buliisa Districts. We have received visitors from several other NGO’s to look at the methods used and these have been then taken elsewhere e.g. Ethiopia, Malawi. In these schools attendance and drop out improved in grades 1 & 2, which the schools attributed largely to the programme and the subsequent improved motivation of children, teacher and parents.

★ We were asked to train 80 Education Leaders from across Uganda at the 2016 STIR-Education Teacher Changemaker Programme in Kampala. In this way, the Redearth strategies for promoting positive and engaging physical and emotional learning environments are being introduced in various districts around the country.







# The future

Redearth Education is working towards the UN's Sustainable Development Goals, to ensure that by 2030 every child has access to an "inclusive and equitable quality education."

We endeavour to provide each child with a quality education that will equip them with the skills and knowledge needed for the global challenges ahead. Rather than being simply a transfer of knowledge and facts, today's education must find ways of responding to such challenges, taking into account multiple worldviews and alternative knowledge systems.

It must foster creativity and knowledge, the acquisition of literacy and numeracy, of analytical, problem solving and interpersonal social skills. It must develop the values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges. Most importantly, it must instill a desire for lifelong learning, producing a population of empowered, critical, mindful and competent citizens that can help transform the world.