

**REPORT ON THE TRAINER OF TRAINERS WORKSHOP ON
NEWSPAPERS IN EDUCATION
(NiE)**



Some of the teachers who participated in the PEDN/Daily Monitor Workshop on Newspapers in Education perform a group activity at Kembabazi Catering Point Naguru, 14th June, 2008.

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CITI GROUP



THE PRIVATE EDUCATION DEVELOPMENT NETWORK



DAILY MONITOR

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II. LIST OF ABBREVIATIONS

NiE	Newspapers in Education
PEDN	The Private Education Development Network
TOT	Trainer of Trainers

III. Workshop Core Content

- Teacher Baseline Survey questionnaire administration
- Pre-tests and post-tests
- Characteristics of successful people
- Picture story
- Defining people, places and events using newspapers

IV. Facilitation Methods used

Workshop was characterised with:

- *Story Telling*
- *Brainstorming*
- *Lecturing*
- *Small group Work*

1.0 Introduction

The Private Education Development Network (PEDN) in partnership with Monitor Publications Limited organized a one-day Trainer of Trainers Workshop for School liaison teachers on Newspapers in Education on 14th June 2008, Kampala. This was the first workshop conducted for teachers for the NiE programme sponsored by Citi Bank and it was hosted by PEDN at Kembabazi Catering Point in Naguru.

1.1 Target Group

Participants included teachers from schools participating in the NiE programme.

1.2 Participants

There were 34 female and male teachers from NiE schools, as well as PEDN and Daily Monitor officials. The following criteria were used in recruitment:

- Ability by teachers to communicate, to read and write in English.
- Teachers should be from NiE schools sponsored by Citi Bank.

1.3 Getting started

Self introductions were done to help build confidence among participants and promote group contact. The workshop started with the teachers responding to the baseline survey questionnaire and the pre-test questions, on NiE programme. This initial exercise proved to be interesting and engaging.

1.4.0 Course purpose

The aim was to build capacity of primary school teachers to support, coordinate and ensure effective delivery of the NiE programme in schools. Specifically, the workshop highlighted the process of using newspapers and activity books. Teachers were also told to make other innovations with the newspapers during school sessions.

1.4.1 Facilitators

Facilitators and presenters were drawn from Daily Monitor, PEDN and Nakasero Primary School. They exhibited professionalism, excellent training and facilitation skills, and patience and tolerance in responding to participants' concerns and questions.

These included David Wangolo from Daily Monitor, Irene Mutumba from PEDN, Antonia Okia from Nakasero Primary School, and Charity Byarugaba from Daily Monitor.

1.5 Workshop Process

A. Presentation by David Wangolo, Daily Monitor

In his first remarks, the facilitator gave a general lecture on the NiE program. As a justification for the programme, he said that children find the newspapers exciting, in part because the newspapers provide a break from the textbook. The newspapers are fresh and new; they have pictures and color. The information contained in newspapers is more current than what is in the textbook.



David facilitating during the NiE workshop at Kembabazi Catering Point

First Activity

The facilitator invited the teachers attending the workshop to write the characteristics of successful people on sheets of newsprint posted on the front wall. After the teachers wrote these qualities, he asked for the names of successful people and then asked if these individuals have each characteristic of successful people. He demonstrated that not all successful people have all of the characteristics. He also pointed out that people can be successful either at being good or destructive. Cited as examples were Mother Theresa and Joseph Kony. The facilitator also noted that children can identify with both kinds of people.



Left:
Teacher ambassadors participate in writing characteristics of successful people.

Second Activity

The facilitator stated that newspapers define people, places, and events, and then asked teachers to cut out a picture of someone in the newspaper that they would want to tell each other about and then tape it on the wall. He asked teachers to come forward to tell the group about each person. He stated that this activity allows children to feel ownership for the picture they tear out and to be in charge of their own learning process. He said that pupils can tear or destroy a newspaper and another will be there the next day.

Third Activity

The facilitator asked teachers to work in groups of four. For approximately 25 minutes, each group tore out pictures from the newspaper to create a story and then presenting these stories to all the workshop participants. Groups constructed narratives about the following subjects:

- ◆ The dangers of fire
- ◆ The successful lawyer Elias Lukwago
- ◆ Museveni speaks out on infrastructure
- ◆ Majosude the tailor (group members created the tailor's name from their own initials)
- ◆ Bishop Geresen
- ◆ Oh! Successful Matilda
- ◆ Maureen sets her ambition
- ◆ Minister of education and sports

The groups presented these stories to the participants.



Irene Musoba a teacher ambassador of Mivule Primary school, presenting her group's picture story- Museveni speaks out on infrastructure.

B. Presentation by Antonia Okia-Teacher Ambassador Nakasero Primary School-Nakasero's Experience.

The facilitator, Antonia Okia¹, said the paper has motivated children. She spoke of the sense of pride students feel when they are given a Newspaper. They keep it out, carrying it under their arm, rather than putting it away in their book bag.

Teacher's Responsibility

Antonia said each class teacher is responsible for the students' activity books. The teacher needs to make sure that each activity is done. He/she collects the activity books and then marks them according to the correctness of the work. He/she also signs NiE certificates for students when they have completed the program.

Newspaper Schedule

The newspaper arrives every Monday at around 11 a.m. At Antonia's school, each classroom should have its paper by 1 p.m.

On Tuesday from 4:00-4:30 p.m., every class works on the activity book.

After the activity is done, each teacher must consider how to further bring the newspaper into his/her classroom. The newspaper can be used for composition and comprehension. Pupils can write their own imaginary stories and poetry from newspaper photos.

Some teachers have written their own storybooks based on the newspaper photos and put their books in the school library.

Newspaper Use

The newspaper provides pupils with unlimited opportunities for self-expression. They can learn language, debate, and political skills.

The newspaper can also be used to teach math skills, including counting, adding and subtracting with a number line, and multiplication.

Upper classes can learn about exchanging currency.

Pupils can learn about science, for instance, new diseases, food and nutrition, sanitation, and plant life.

¹ Antonia Okia is a teacher at Nakasero Primary School, a school involved in NiE from the first year.

In social studies, children can read about current affairs, weather charts, and graphs.

The newspaper can also be used to teach physical education. Antonia said that boys often want to read the newspaper from the back to the front, beginning with the sports section.

Children can make balls, puppets, guns, caps, and bags out of the newspapers. Children can also decorate the bags. Older children might give these bags to pupils in Primary one and Primary two to use in their activities. Children are often reluctant to use the current paper for these projects and they may be more comfortable bringing an old paper that they have saved.

Antonia then opened the workshop for questions.

Antonia responded to the questions. First was a question on challenges faced. She said the first challenge was when Daily Monitor stopped supplying the newspapers after the eight-week program ended. The children were very disappointed, so she told them, "Now that we've gotten it, let's let someone else get it." The second challenge was that pupils thought they could get a job or a degree with their NiE diplomas. The third challenge was that teachers not participating in the program asked, "Why do you do these activities?" Antonia said she responds to such questions by saying, "It is part of our syllabus."

Question: The next questioner said that the images in the newspaper "tend to be a bit pornographic." He stated that teachers are supposed to instill morals and asked, "How have you handled this?"

Response: Antonia responded by noting that the Monday paper has always been clean and free of pornography.

She also said that when she finds spelling errors in the newspaper, she uses them as opportunities for class activities. She tells pupils, "There are two spelling errors in headlines today. Find them."

Antonia further stated that the children have come to know David Wangolo, and Brian of Daily Monitor, as well as the vehicle that supplies the paper.

C. Presentation by Charity Byarugaba-Daily Monitor

The presenter said she came as an observer of the workshop for Daily Monitor. She addressed the importance of involving corporate sponsors. She said, "I need to feel what teachers and pupils are feeling and what their challenges are."

She said she would like to expand NiE from Primary Schools to Secondary Schools and finally to University students.

Impression

"I have observed teamwork, creativity, and networking during the workshop", *Charity Byarugaba, Daily Monitor*

Charity also tried to motivate teachers by pointing out that if teachers keep doing things in the same way, their income stays the same. She said teachers can increase their income by creating small books for parents to buy.

Charity concluded her remarks with the following story: "All members of the staff at a business received a message telling them to report to a particular room at a specific date and time. When the staff showed up at the appointed time, they were told that someone very important had died and that everyone needed to show up at the church at a specific time for the funeral service. At the funeral service, they were told, 'You won't see the body until you go to the burial.' At the burial, the coffin was opened. A mirror had been placed inside so that as each mourner looked into the coffin, he/she saw him/herself! If you can die to some of your fears, if you can let go of your fear of failure, then you can progress".

D. Presentation by Irene Mutumba, Executive Director, PEDN.

Irene spoke and first asked for a round of applause for Citi bank. She stated that PEDN is serving as a fund manager for NiE. She asked Aflatoun² teachers to make themselves known by raising their hands. She then asked all participants in attendance to clap for themselves for being involved in the NiE program. Irene said she had learnt a lot from the workshop and that she will look at the newspaper differently from now on. She also stated that she was very proud to be a teacher and that PEDN wants to create relationships with schools, particularly by incorporating entrepreneurial teaching into schools, primarily at the secondary level.

Irene stated that she was grateful to Daily Monitor for promoting innovative teaching strategies which will go a long way in not only supporting children but also aiding and simplifying a teachers' teaching role.

Irene introduced those volunteering at PEDN this summer, noting that PEDN brings many stakeholders into its work. These work in schools where PEDN runs both the Aflatoun programme and now, the NiE programme.

Irene raised the possibility of finding ways for individuals and newspapers to share their newspapers with the NiE programme and participating schools so that children can continue having access to newspapers even after their participation in the eight-week program has ended. She said, "we must be creative in finding ways to continue supplying schools with newspapers".

Irene said she chose to hold the workshop at the catering center so that teachers would know where PEDN offices are.

She said child participation is key, that children must have opportunities to take charge and to be creative and innovative.

In her last remarks, Irene said, "I am so happy to see all of you."

² Aflatoun Programme is another programme run by PEDN where children in primary schools are taught the culture of saving, and their rights and responsibilities as children. The programme runs in 39 schools in Kampala and Wakiso districts and is supported by Child Savings International.

E. What did others say?

"I ask you-all of you-in attendance to applaud Daily Monitor for giving free newspapers to children. Children sing songs at the diploma ceremony. It is important to sensitize children on the NiE program, and not every child in the school will be participating in it. Children will not be too disappointed if their class is not participating in the program. Majority of children see the value of the newspaper, though there is a small group that does not. Using the newspaper and doing NiE activities instead of other curricular activities requires careful planning. NiE activities can be done early morning, during lunch, after school, or at home" **Geoffrey, Teacher, St.Jude Primary School**

1.6 Challenges

A few teachers came late for the training which affected the administration of the baseline survey, pre-tests and post-tests.

1.7 Conclusion

The workshop went on smoothly. The facilitator, David Wangolo, brought the workshop to a close. He stated that activity books and newspapers would be delivered to schools the following Monday. He encouraged teachers to call in the event that they had problems receiving the newspapers and/or activity books. He provided his cell phone number: 0772-356504. He also asked each school to identify a teacher ambassador for NiE, one that PEDN would contact during monitoring and reviews after 4 weeks and 8 weeks.

The workshop content was deemed excellent. Participants proved confident and sensitive in the discussion. The workshop had quality facilitators who were appreciated by participants.

1.8 Way Forward

PEDN and Daily Monitor will organize NiE workshops for teacher ambassadors every time a programme is to start in a new NiE School. The schools will implement the programme. PEDN will monitor and evaluate the programme after 4 weeks and again after 8 weeks. PEDN will also ensure that activity books and Newspapers are promptly delivered by Daily Monitor.

APPENDIX I: LIST OF PARTICIPANTS IN ORDER OF REGISTRATION

No	Name of Participants	School / Organisation
1	Josephine Y. Oyira	St Jude Naguru P/S
2	Christine Akia	Greenhill Academy
3	Kadama Paul	Greenhill Academy
4	Tushemereirwe Diana	Naguru Parents School
5	Okia Antonia	Nakasero Primary School
6	Godfrey Ssemugga	Greenhill Academy
7	Lanyero Ojara Monica	St Jude Naguru Primary School
8	Namaganda Esther	Mivule Primary School
9	Natukunda Penninah	St James Bbiina Primary School
10	Asiimwe Devis	Naguru Parents School
11	Kubirabe Jane	Naguru Parents School
12	Nankya Mariam	St Jude Naguru Primary School
13	Kiobe Lawrence	St James Bbiina Primary School
14	Kibalama Erusha	St James Bbiina Primary School
15	Nankya Veronica	St James Bbiina Primary School
16	Kukulakwetta Sharifah	Police Children School Ntinda
17	Akurut Hellen	Police Children School Ntinda
18	Ayuro Susan Juliet	Police Children School Ntinda
19	Akongo Sarah	Kampala Junior Academy
20	Nyinakiiza Joy	Greenhill Academy
21	Babirye Margaret	Naguru Parents School
22	Namufuta Mariam	Mivule Primary School
23	Musoba Irene	Mivule Primary School
24	Bainomugisha V.	Luzira C/U School
25	Amodine R.	Luzira C/U School
26	Nakiyingi Suzan	Tree shade Primary School
27	Okala Simon P.	Tree Shade Primary School
28	Nafula Margaret	Tree Shade Primary School
29	Ojok Jimmy	Tree Shade Primary School
30	Wazemba Paul	Luzira C/U School
31	Bajeh John M.	Mivule Primary School
32	Murembe Dennis	Kiswa Primary School
33	Mauso Zipporah	Kiswa Primary School
34	Geoffrey	St Jude Naguru Primary School

APPENDIX II: PROGRAMME FOR NiE TEACHER TRAINING (June 14th, 2008)

No.	Programme Activity
1.	Introductions
2.	Teacher Baseline
3.	Pre-tests
4.	Presentation by David Wangolo
5.	Tea
6.	Presentation by Antonia Okia
7.	Presentation by Charity Byarugaba
8.	Presentation by Irene Mutumba
9.	Post-tests
10.	Closing remarks by David Wangolo

APPENDIX III: LIST OF NiE TOT FACILITATORS, 2008, Kembabazi Catering Point

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