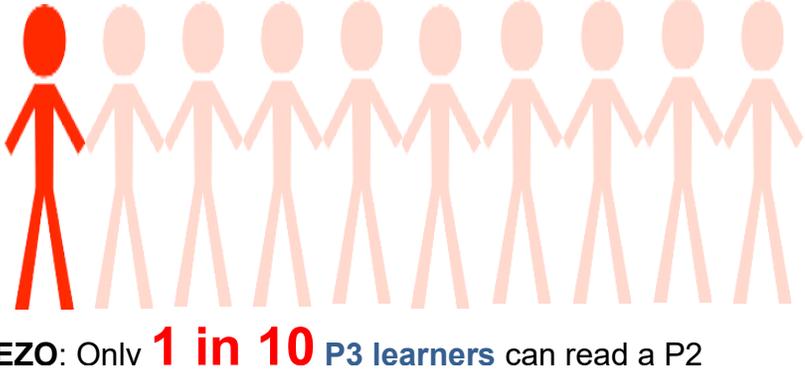
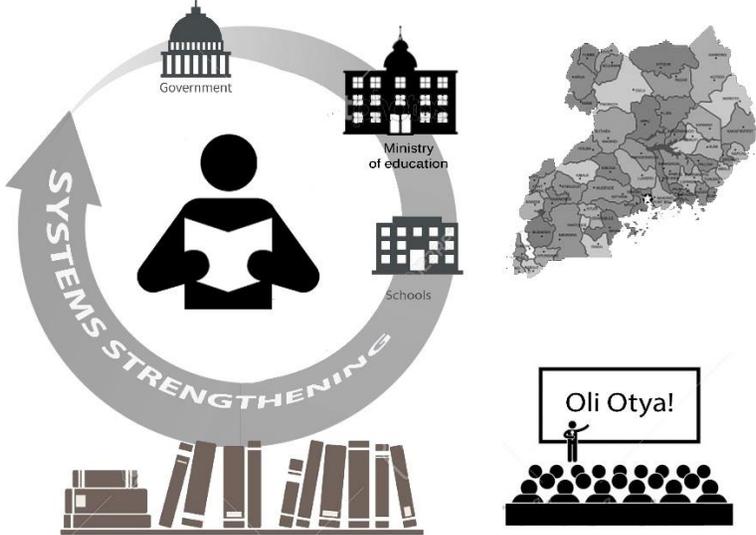
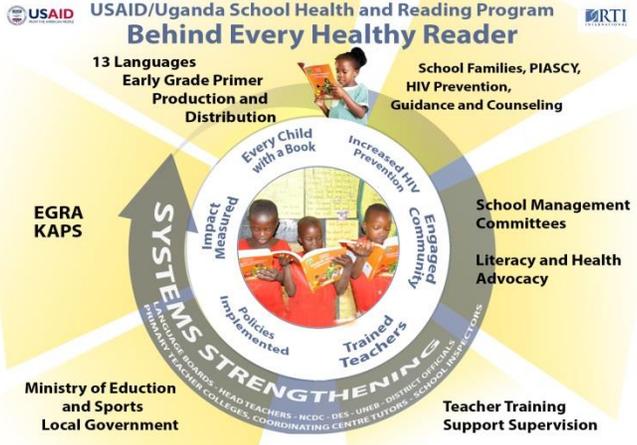
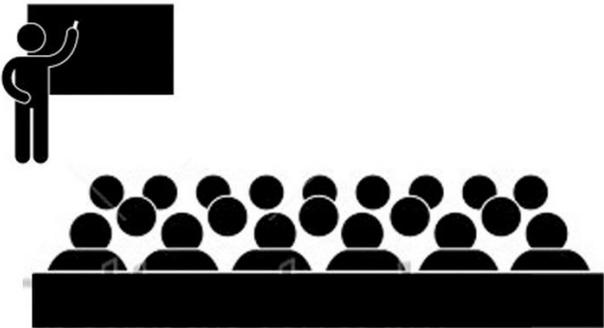
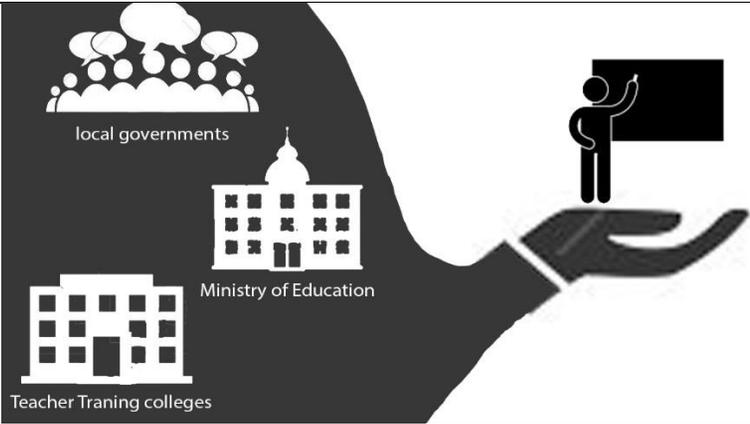
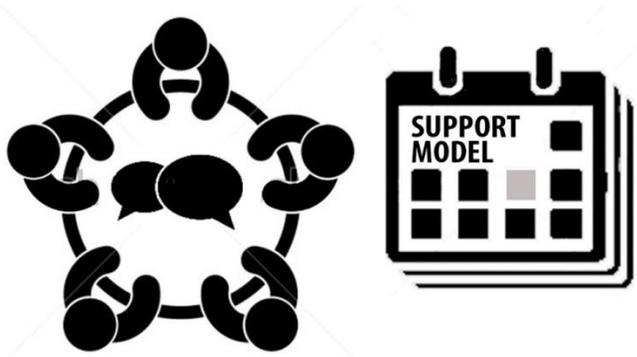
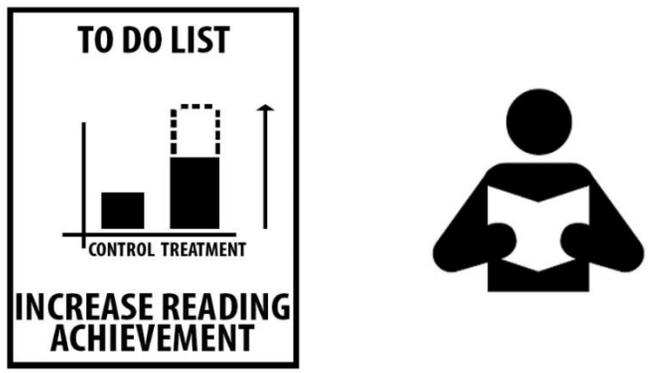
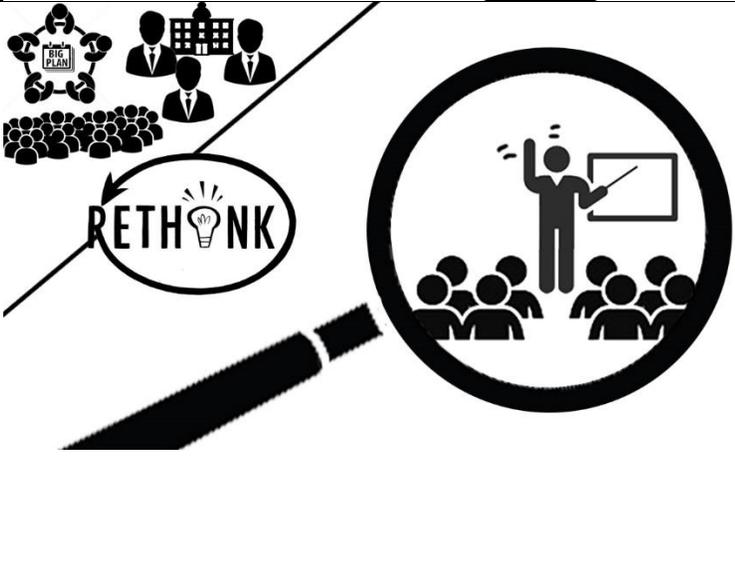


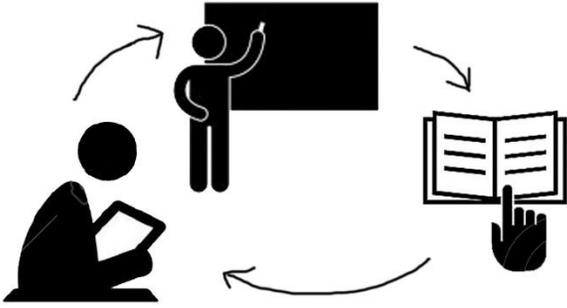
	Video (frame shots)	Diagram	Audio
1	School children in Uganda – pan a classroom.	 <p>UWEZO: Only 1 in 10 P3 learners can read a P2</p>	All children, everywhere, have the right to learn to read. But, even today, this is not a true for many children, for many Ugandan children.
2	Graphics of program linkages with the ministry and local government.		In Uganda, USAID is supporting the Ministry of Education, schools and communities to make it so through the RTI implemented School Health and Reading Program. This program is working through existing government and local systems to train teachers, develop reading materials with the ultimate goal of reaching 1 million primary school students in 30 districts and 12 local languages nationwide.
			Crucial elements of this reform include developing teaching and reading programs and materials in all 12 local languages and English. Training teachers to teaching their students how to read. And assessing reading in the classroom to feed back into teaching and learning and also as part of a randomized control trial to assess overall program impact on reading achievement. We are also working with parents and communities to

			support their children to become readers.
3	Show snippet of teachers being trained.		Teachers are key to the success of the program. Teachers are trained to actually teacher student how to read, but training without ongoing follow up and support does not work. Not for you and I and not for Ugandan teachers.
4	Graphic of support supervision model		A key component to the successful implementation of new teaching methods and use of new materials is ongoing follow up and support once the teacher returns to the classroom. Based on this premise, stakeholders from the ministry of education, teacher training colleges and local governments developed a model of providing support to teachers.
5	Pan to support supervision visit. Teams meeting with teacher to review plans and, observe class and debrief.		Teams met to plan out a week of support to a district, then fan out to schools to observe teachers in the classroom, then coming back at the end of the week to compare notes and learn from the collective experience. The model was very successful in getting a wide array of stakeholders "on board" to the importance of teaching reading in the early grades of primary school and also teaching the local language which are cornerstones of the ministry education system and the program. School inspectors learned how to provide support to

			<p>teachers in the classroom rather than simply going to schools to “find fault”. They talked to the teacher, planned together, observed a lesson and then discuss strengths and weaknesses.</p>
<p>6</p>	<p>Show pictures of teams, quotes from district official about success of support supervision model.</p>	 <p>WIDER OUTCOMES MET?....</p>	<p>By all accounts the model was a success. A lot of excitement was generated about this supportive model and getting to schools to see the reading methods and books in action. Participation was strong. Teams saw teachers using the new methods and learners using the new books. One book per learner – previously unheard of – but crucial in beginning reading.</p>
			<p>In just one year, teachers in School Health and Reading Program schools were more likely to use effective methods for teaching reading in the classroom, and learners were more likely to be seen reading from printed material.</p>
<p>7</p>	<p>Show results graphic.</p> <p>Light bulb – redouble efforts to increase reading achievement</p>	 <p>INCREASE READING ACHIEVEMENT</p>	<p>But what about reading gains?</p> <p>EGRA results showed significant gains in reading in program schools compared to control schools – but gains that were not as high as hoped. A learner reading check introduced during the support visits also showed many learners not performing at an expected level.</p> <p>CLA moments: Portfolio review</p>

			<p>leading to annual work planning.</p> <p>All teams were given the task of thinking about how to accelerate reading achievement.</p>
8		 <p>The collage includes a circular icon with 'BIG PLAN' in the center, surrounded by four hands. To the right are silhouettes of three business professionals and a school building. Below these is a large group of silhouettes representing a crowd. In the foreground, a hand holds a magnifying glass over a smaller icon of a teacher at a whiteboard with the text 'REMEMBER ME?!'.</p>	<p>A major piece of this was rethinking service points and our teacher support model was one of them. Participation was high and the varied groups of stakeholders people were involved, but how much support was any one teacher getting in the classroom?</p>
9		 <p>This collage features a circular icon with 'RETHINK' and a lightbulb. A magnifying glass is positioned over a larger icon of a teacher at a whiteboard with students. In the background, there are smaller icons of a school building, business professionals, and a crowd.</p>	<p>The answer was “not enough”: any one teacher would be visited by this team at on average once per year. The idea that the participation in this model would spark ministry visits (through the training colleges) to make visits outside of the activity did not materialize. Head teachers, who are based at schools and should be the front line support for teachers were often left out or took a back seat during these visits.</p> <p>All those who took part in these school visits were so involved and energized (a huge success in itself)</p>

10	Show a shot of a newly formatted workplan.	<p>The diagram for row 10 illustrates a strategic shift. It begins with a clipboard icon labeled 'BIG PLANS' and a group of people icon labeled 'EMPHASIS ON STAKEHOLDER BUY IN'. A large arrow labeled 'RETHINK' with a lightbulb icon points to the right. On the right side, there are two main components: 'INCREASE SCHOOL VISITS' (represented by a school building icon and a group of people) and 'INCREASE SUPPORT IN CLASS' (represented by two people at a whiteboard).</p>	<p>– but we lost sight of the teacher who was in the center.</p> <p>Within a week, the plans were retooled to include a stepped down version of the big support supervision team model (it was still a great way to encourage stakeholder buy in and action) but stepped up support to teachers in the classroom.</p>
11		<p>The diagram for row 11 focuses on teacher support. At the top, it says 'INCREASE SUPPORT FOR TEACHERS IN SCHOOL' with a school building icon. Below this, there are three distinct support strategies: 'FIELD ASSISTANT VISITS' (group of people), 'HEAD TEACHER INVOLVEMENT' (group of people), and 'TEACHER TRAINING COLLEGES' (group of people). To the right, a large icon shows a group of people standing at a whiteboard, representing a training or support session.</p>	<p>This includes not only training head teachers in the reading methodology as was done previously, but training them to better support teachers in the classroom.</p> <p>This will also include working with teacher training colleges to better support their field staff (coordinating center tutors) to visit teachers more regularly to support reading in the classroom.</p> <p>This will also include visits by program Field Assistants which, in the past, had acted as program support and data collectors at the school -- they would now provide more reading specific, in class support to teachers.</p>

12		 <p style="text-align: center;">CONTINUOUS TRAINING AND LEARNING</p>	<p>In the spirit of redoubling efforts to increase reading achievement, modification were also made to the teacher training itself (streamlining content to focus on basics of reading, writing and English) and learner assessment (supporting teachers and parents to do quick learner reading checks).</p>
13	<p>Pan to child learning/reading in the classroom.</p>		<p>The key is to continue soul searching with an aim towards a focused goal: in this case accelerating reading achievement. And not falling to deeply in love with an activity – that you can't see when it is time to make a change.</p> <p>Here's to increased reading achievement. Stay tuned! As the modifications to the program are underway.</p>