

# 2014

## ICT Retooling Workshop Report



By Kalema Golooba Ayub

Lead Facilitator

5/30/2014

## Report on ICT Workshop for Teachers of Subsidiary ICT

Venue: Kololo Senior Secondary School

Dates: May 2014

### **Summary**

A total of 3 Workshops took place each scheduled for 4 days, including the reporting day. The workshops were organised by MoES and supported by UCC's Rural Communications Development Fund as part of the Schools ICT Laboratories Project.

These retooling workshops were in response to the urgent demands to improve ICT teaching as a subsidiary Subject at Advanced level which had experienced tremendous challenges in the past year.

## **Abbreviations**

ESC	Education Service Commission
HT	Headteacher
ICT	Information and Communications technology
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
RCDF	Rural communications Development Fund
S.S	Secondary School
Sub	Subsidiary
UCC	Uganda Communications Commission
UNEB	Uganda National examinations Board

## **Facilitation and Coordination Team**

- |    |                           |  |
|----|---------------------------|--|
| 1. | Mr. Kalema Golooba Ayub   | Lead Facilitator                                     |
| 2. | Mr. Matovu David Kisubika | Co-Facilitator                                       |
| 3. | Mr. Nsubuga Hood          | Co-Facilitator                                       |
| 4. | Ms. Banda Lucy            | Co-Facilitator                                       |
| 5. | Mr. Kajungu Tom           | Computer Lab Technician, Kololo Secondary School     |
| 6. | Mr. Otim                  | Computer Lab Technician, Kololo Secondary School     |
| 7. | Ms. Nabitosi Victoria     | Registration /Secretary, Kololo Secondary School     |
| 8. | Mr. Sibukhule Peter       | Contact Administrator/Deputy Headteacher, Kololo S.S |

## **Officials who officiated during the workshops at different stages**

Mr. Agura F. J, Commissioner Secondary Education, MoES

Mr. Muyinga Patrick, Assistant Commissioner – ICT, MoES

Mr. Bbuye Abu, ICT Desk Officer in Secondary Department, MoES

Mr. Siima Gilbert, Subject Specialist – ICT, NCDC

Mr. Oketa Kenneth, Administrator, Rural Communications Development Fund, UCC

Mr. Kizito Joseph, Department of Consumer Protection, Uganda Communications Commission

## Goal of the Retooling workshop

The Goals of the Workshop was to improve the teaching and Learning of Subsidiary ICT in schools

## Objectives of the Retooling Workshop

1. To afford teachers an opportunity to share best practices and experiences in teaching and using ICT
2. To enhance teachers ability to effectively assess learners of Computer using skill based assessments
3. To increase the teachers knowledge of the goals, objectives and coverage/extent of the ICT Syllabus
4. To improve teachers skills of organizing and implementing Computer practical sessions effectively

## Participants

The workshop targeted teachers in schools which have received computers from the UCC / MOES Schools ICT Labs project. This workshop focused on teachers of subsidiary ICT at Advanced Level. Participants were drawn from all districts of the country

(See Participant Lists Attached)

## Profile of Participants

A quick survey was done to yield better understanding of the characteristics of the participants

	ATTRIBUTE	Percentage
<b>1.0</b>	<b>Retooling Program and Teaching</b>	
1.1	Participants who currently Teach ICT as A Level	80%
1.2	Participants who teach Computer Studies at O Level	50%
1.3	Participants whose students sat for Subsidiary ICT in 2013	75%
1.4	Participants who had undergone Retooling to Teach O Level Computer studies	07%
1.5	Participants who had attended the January 2014 ICT Retooling	02%
1.6	Participants who had been oriented by NCDC to teach ICT in 2013	40%
1.7	Participants who had attended both NCDC Orientation and MoES/UCC	5%
<b>2.0</b>	<b>Training Background</b>	
2.1	Participants who had Studied ICT or Computer Science at the University but not education	10%

2.2	Participants who had studied ICT and Education (Professional Teachers of ICT)	05%
2.3	Participants who studied other subjects (Not ICT)	80%

### Skill Level of the Participants

Participants were asked to indicate their level of competence in the following areas of ICT. From High (very comfortable/experienced), Moderate and Very low. They did this by show of hands except for the last category (very Low) where they were allowed to make a sound. This was designed to capture areas that need emphasis without causing embarrassment to individuals. Below are the results of the exercise

	Attribute/Skills	Expert/Comfortable	Basic Knowledge/Skills + Advanced	Very Limited/No Skills
	Can Operate a Computer	00	95%	5%
	Knowledge and Skills of Word processing	30%	95	5%
	Spread sheets	15%	90%	10%
	Presentation software	20%	60%	20%
	Database Management Systems	10%	30%	70%
	Publications Software	05%	40%	50%
	Internet	10%	80%	20%

*Note: These were estimates based on how people raised their hands in response to the prompt. While they give a general picture, actual testing may yield slightly different results*



**Figure 1 Enthusiastic Participation**

From the above, it is clear that teachers felt inadequate in a number of skills areas particularly Database Management systems, Publication and Presentation Software. None of the teachers considered himself/herself as an expert in operating a computer. Most of the participants (over 90%) indicated they could operate a word processor and a computer. A few were going to use Computers for the first time.

### Session#1 Setting the Scene

This session intended to provide critical information to the participants, get an understanding of the participants, their expectations, fears, concerns and questions

### Session#1.1 Introduction Of Participants

Participants were requested to introduce themselves stating the following

- Name
- Role in the School
- Experience with ICT
- School
- District
- Expectations

It emerged from the introduction that participants were drawn from almost all districts in Uganda as indicated in the registration sheets.

### Session #1.2 Expectations and Questions from Participants



Figure 2 Participant makes a contribution during the workshop

From the session, participants expected the following from the workshop

- ▶ To get laptops to support teaching
- ▶ ICT policy from the ministry for sustainability
- ▶ To acquire skills in various areas of ICT
- ▶ Affirmative action on recruitment of ICT teachers and sciences
- ▶ Invitation letters
- ▶ Allowances for participants
- ▶ To find out when computers will be delivered to our schools
- ▶ To learn how to make a scheme of work
- ▶ To get Clarification on how to get computers
- ▶ To find ways as to how to get room for ICT.
- ▶ To get relevant digital content
- ▶ No ICT teachers have been posted in schools yet they were interviewed by ESC
- ▶ Need for ICT teachers and even for other essential subjects

- ▶ To learn how to get Internet connectivity

Qn. Why doesn't the Ministry of Education provide for transport refund and living out allowances for the participants?

### **Session #1.3 Ground Rules**

Facilitators led the participants through the session of setting ground rules to create a conducive climate for the workshop to take place. These were

- i. Phones in silent mode
- ii. Reduce movements during presentation
- iii. Smoking away from room!
- iv. Respect for self and others
- v. Avoid strong perfumes
- vi. Time management
- vii. Be open to new ideas and perspectives
- viii. Use the dustbins
- ix. Use the Coordinators maximally

They then selected coordinators to liaise between participants, the school and facilitators. The role of the participants were spelt out and cautioned to communicate issues as they arise instead of waiting to the end of the sessions. Three coordinators were selected namely

- The male coordinator
- The Female Coordinator
- The Time Keeper

### **Session 1.4 Objectives (Why We Are Here)**

This session provided background knowledge and rationale, and objectives of the workshop.

The facilitator introduced participants to the Schools ICT Labs Project, explained the key players and the role of the partners. He said the SICT Labs Project was introduced to deepen establishment and utilisation of ICTs in Ugandan Schools. That's schools are seen as centres of access to ICTs by the School and Community around them



He explained the four components of the program which include provision of Computers, Connectivity, Content and Professional Development (Capacity Building). He reiterated that this workshop was supported by UCC and organised by MoES



**Figure 3** Participants presenting Challenges of ICT

The Schools ICT Labs Project is a Partnership between The Ministry of Education and Sports (MoES) and Uganda Communications Commission (UCC)

Roles of partners are such that MoES has oversight role, UCC's Rural Communications Development Fund (RCDF) provides ICT Equipment while Schools own and use the equipment

The facilitator highlighted some of the Challenges in teaching ICT

observed so far which included

- Few Qualified Teachers of ICT
- Computer instructors have no knowledge of the syllabus
- Assessment of learners is a challenge
- Limited skill in organising computer practical sessions
- Rationalization calls for retooling

He also noted that monitoring reports had revealed that

- Limited understanding of the roles of the partners among teachers and administrators
- Computers still in boxes in few centers and are not used
- Some computers were stolen in some schools
- Poor management practices
- Access times are restricted in some schools
- Confusion about who should or should not access the computers

The facilitator pointed out that these challenges called for the sensitization of Headteachers to enable them effectively manage the ICT facilities in their schools. A number of Sensitization workshops had already been carried out.

Participants said they appreciated the sensitization of Headteachers. They said they had seen positive changes in the attitude of the Headteachers after sensitization. They however



pointed out that some of the Headteachers who had been sensitised were transferred to other schools creating a need to sensitize new Headteachers.

The Facilitator then introduced the objectives of the Workshop and responded to the fears and questions which participants had.

### **Session 1.5 Evaluation Plan**

The facilitators used several methods to evaluate the workshop and these were explained to the participants

- a) Direct Observations and testimonies of the participants
- b) Daily feedback forms at the end of the day which had 4 Questions. This was to give continuous feedback to be used in fine-tuning aspects of the program for the group as well as for subsequent groups. The Four daily questions are indicated below
  - 1. Learning
    - What was the most important thing you learnt today?
    - Why is it important to you?
    - How did you learn it?
  - 2. What activity should have been allocated?
    - a) More time?
    - B) Less time?
  - 3. List 2 things you intend to do as a result of what you learnt/shared today
  - 4. Any other Comments /Suggestions you have for improvement
- c) Summative evaluation at the end of the workshop ([See appendix for the Tool](#))

### **Session#2: The Role of ICT In Education**

#### **Rationale:**

Educators need to understand the role ICT plays in enhancing education. This forms the basis for their use of these tools.

#### **Session Detail**

The session defined ICT; and gave various examples of ICTs in use. It was stressed that ICT is broader than computer studies and includes all electronic means of capturing, processing, storing and communicating information,

The rationale for using ICT was presented; namely vocational, social, catalytic and pedagogical. This was followed by a discussion of Learning in the 21<sup>st</sup> Century and how this compares with Learning in the traditional view.

Finally, it explored some of the ways in which ICTs can enhance the teaching/learning Process. Areas covered include

- Enhancing Research
- Online professional Development
- Motivating Learners through Virtual Tours
- Skills Building
- Connecting with experts
- Publishing to real audiences

As a conclusion to the session, it was observed that ICT will not replace teachers but Teachers who use ICT will replace those who don't. It was therefore imperative that all teachers (whether they teach ICT or not) need to embrace ICTs.

### **Session#3: Making Sense (Challenges and Strategies being used to teach ICT in Schools)**



#### **Rationale**

Teachers often feel overwhelmed by challenges when they work in isolation. This session is intended to enable teachers share challenges and strategies in teaching and learning ICTs in schools. Participants worked in

**Figure 4**Participant Presenting

groups and then made presentations to fellow participants

The challenges identified included the following

- a) Infrastructure related challenges
  - Few Computers
  - Frequent Break downs of PCs
  - Limited knowledge of NComputing systems
  - Out-dated software (V-space expired and needs internet access to update yet the schools are not connected to the Internet)
- b) Challenges in preparation
- c) Challenges related to teaching and Learning
- d) Challenges related to Assessment
- e) Management and Leadership Challenges

These challenges are enumerated in the participants' reports so attached.

#### **Session#4: The A-Level Subsidiary ICT Syllabus**

##### **Session#4.1 Overview of the A –Level Syllabus**

Rationale:

Many teachers of ICTs are not aware of the ICT syllabus because they were not trained as teachers of ICT. In addition, only a few teachers attended the orientation workshop organised by NCDC. Some intimated that they had been using the O-level syllabus to teach Advanced Level. For effective teaching, teachers must be familiar with the syllabus and able to interpret it.

##### **Session Detail**

The session introduced the Subsidiary ICT Syllabus the teachers covering the following areas

- The goal and objectives the teaching ICT at advanced level
- The topics of the ICT syllabuses
- Overview of knowledge, competencies,
- Detailed discussion of each topic in the syllabus, including the objectives, competencies, time allocated strategies for teaching etc.

- Introduction to assessment strategies advocated for by NCDC

The Goal of the session was to enable participants become familiar with the ICT Syllabus

The objective of the session were

- To explain the rationale and inspiration of the ICT Syllabus
- To expose teachers to the new ICT Syllabus for Advanced Level
- To Explain assessment rubrics suggested by NCDC
- To expose participants to recommended methods of teaching ICT

The session was facilitator led. The facilitator introduced the syllabus, the need for the syllabus and key elements. He then led participants to through a topic by topic treatment of the syllabus highlighting the objectives of each unit, the estimated time, skills/competencies for each unit, suggested activities and resources.

Participants then commented on the syllabus and raised various issues that needed NCDCs attention.

## **Session#4.2: Assessment and Evaluation**

### **Rationale**

Teachers need to assess learning to determine whether students understood the concepts. Assessment is inevitable. In schools today, there is a discrepancy between the results students attain in internal examinations and the results they score at national examinations. This could be because of weak assessment routines and practices.

### **Session Detail**

This session covered the following key areas

- What is assessment?
- Objectives of assessment and the different ways in which assessment results are used
- Different forms of assessment
- Setting examination questions
- Use of action verbs in setting examinations – based on Bloom’s taxonomy of Action Verbs (see attachment)
- The concept of the Test Blue Print – what it is, how it is used, its importance (especially in balancing the paper)

### Session# 4.3 Group work on Assessment



Figure 5 Group work

Participants were divided into groups. Each group was assigned topics from which to set questions and come up with model answers and marking guide. The questions had to utilise the knowledge and skills covered in the previous session of assessment. They had to

indicate the topic, subtopic and competence being tested. They

were then asked to make presentations of their work to the whole group after the individual group assignments had been collected to avoid changes.

Participants gave feedback to each other regarding the quality of the questions and answers.

The session reaffirmed the need for further training in setting and marking examination questions.

### Session#5.1: Word Processing for Beginners



Figure 6 Hands-on exercises with Computers

This session was handled using double track method. Participants were split into two groups based on competence.

The novices group was introduced to word processing concepts and practical. They were asked to type and format a letter. The facilitators introduced the session to get them started and then provided them with

hand-outs with instructions to follow. This was intended to enable them start the journey to independent study which they would need once they get back to their centres.

### **Session#5.2: Word Processing for Advanced Teachers**



**Figure 7 Participants Assisting Others during an Advanced Word Processing Session**

This session was intended to increase the skills of the teachers in word processing so that they could competently handle advanced aspects. This was led by participants themselves, with some guidance from the facilitators. Areas covered included

- Working with mail merge
- Inserting water marks, Drop caps etc.
- Inserting Footnotes, Footers and headers

Participants needed further assistance in working with table of contents

### **Session#6: Spread sheets**

This session introduced key aspects of Spread sheets software. Participants then discussed strategies for handling spread sheets in class and the challenges being faced.

### **Session#7: Modern Developments in ICTs (Blogs and Wikis)**

This session focussed on modern developments in ICTs. The session defined the wikis and blogs, explored their differences, emergence/origin. It then demonstrated the tools are actually being used. This was followed by a practical session that for the setup of blogs and wikis

### **Session#8: Introduction to Social Media**

This session exposed participants to social media tools as a method of communication. This was intended to build a network that would enable the teacher continue collaborating even after the workshop.

### **Areas covered included**

- Use of Facebook groups to post class work
- Use Facebook Pages for School promotion and project updates. Participants were guided on how post to pages; how to “Like”, and the etiquette of Facebook. A Facebook page for collaboration was introduced (<http://facebook.com/ictretooling>)
- Use of Facebook for chatting
- Use of SKYPE videoconferencing features - how to set up, requirements, testing, adding friends, and etiquette etc.

### **Session#9: Digital Migration**

#### **Rationale**



**Figure 8 Mr. Kizito talking about Digital Migration**

Uganda has signed up to migrate from Analogue to Digital Migration. Uganda Communications Commission is currently sensitizing the population on the need for migration. Teachers of ICT are expected to be familiar with these new changes to enable them reach out effectively to the communities they serve.

This session was handled by Mr. Kizito Joseph and Ms. Kukundakwe Audrey from The Consumer Protection Department of Uganda Communications Commission. It covered the following key areas

- What is digital Migration?
- Why was digital migration necessary?
- What are the costs of digital migration?
- What will be needed by the population to become compliant?



- What progress has been made so far?

Participants had an opportunity to ask questions related to consumer rights.

### **Session#10: Feedback from National Curriculum Development Centre**



**Figure 9 Mr. Siima Gilbert from NCDC in a session**

Subsidiary ICT Syllabus has just been rolled out. It is imperative for NCDC to get feedback from the teachers as to how they are handling the syllabus. In addition, participants needed clarification and had questions directed as NCDC after the session on the overview of the syllabus (Session#3)

### **The key issues raised by participants regarding the syllabus included**

- There was disagreement among the participants regarding the breadth of the syllabus. Some felt that the syllabus was too wide for a subsidiary Subject that weighs only one point. Others felt it was adequate.
- Some felt the time allocated for the syllabubs by NCDC was not enough to cover all the topics.
- They appealed to NCDC to clarify the recommended number of lessons per week for to teach ICT for schools. They said they are finding it difficult getting time on the school time table that would enable them cover the entire syllabus
- Some participants felt that the recommended methods of teaching where students are merely guided do not apply in the schools. Schools require that teachers give notes to students, and teach ICT almost the same way as they teach other subjects
- They needed clarification why some topics feature twice e.g Word Processing I 6 II. Some argued that it could be more efficient to handle a topic all at once, finish it before moving on to the next topic

- vi. They needed clarification on the scheduling of topics. Some felt that some topics such as Computer Hardware Computer Software should come before Word Processing
- vii. Participants noted that “Support Files” which had been alluded to by NCDC would help to make their work easier during the national examinations.

All the issues were responded to by the facilitators but were still forwarded to NCDC officials for comment and further guidance.

## **Session#11: Feedback and Interaction with Ministry of Education and Sports Officials**

### **Rationale**

Ministry of Education and Sports is the body that organised this workshop. It behoved it to monitor the progress of workshop to ensure the workshop was on course. Moreover, there are critical issues that MoES needs to communicate to the participants.



**Figure 10**Mr. Bbuye from MoES in a Session

### **Goal**

This session was intended to enable MoES communicate critical information to the participants and to respond to issues participants had

### **Session Detail**

MoES was represented at various times by Mr. Bbuye Abu (ICT Desk officer in Secondary Schools Department) and Mr. Muinda Patrick, Assistant Commissioner, ICT in the MoES. They key messages delivered were

- MoES is committed to retool all teachers of ICT to enable them teach ICT effectively
- MoES is in the process of aligning the Education Sector ICT policy with the national policy
- Despite challenges, there is no turning back on ICT as a subject at Advanced level
- MoES encouraged Universities and Colleges to start training teachers of ICT to address the skills gap

- In-service teachers who are not on the pay roll but teaching ICT should apply when the next wave of recruitment takes place
- ICT instructors were encouraged to go to universities to attain qualifications as teachers while teacher who are being retooled need to go for greater ICT training lasting at least 6 months.

#### **They addressed other issues which participant had for example**

- The need for invitation letters and certificate
- Clarification of roles between UCC and MoES in the running of the Schools ICT Labs Project

#### **Session#12 Closing Ceremony**

The Commissioner Secondary Education, Mr. Agura Francis officiated over the closure of the workshop. During his closing remarks, he commended RCDF (UCC) for the continued support to schools in the ICT Labs Project. He also thanked Kololo S.S for hosting, the facilitators for the high level of commitment and training, and the participants who attended. He acknowledged the support of MoES officials with whom he works to deliver workshops for teachers.

He encouraged participants to implement what they had learnt and reiterated the Ministry commitment to promoting ICT in Education.

He responded to the issues raised by the participants in their reports (See participant Reports attached)

[INSERT GROUP PHOTO]

**UCC/MoES ICT Retooling Workshop for Teachers and Instructors**  
**Kololo SESEMAT Training Center – May 2014**  
**Program for Closing**

**Closing Ceremony and Award of Certificates**

- *Anthems*
- *Prayers*
- *Remarks by Host School – Kololo Senior Secondary School*
- *Report of the facilitators*
- *Participants presentation of Recommendations, Resolutions and Action Plan*
- *Speech by Guest of Honour*
- *Issue of Certificate*
- *Closing of Workshop*
- *Group Photo*



**Figure 11 Mr. Oketa Responding to Issues Raised by Participants**

## Appendix: Issues for Uganda Communications Commission

	<i>Issue raised to be addressed by UCC</i>	<i>School and Contact Information</i>
1	<i>Our Internet has not been connected yet we were promised that the connection was to be done by End of first term 2014. Please update us.</i>	<i>St. Andrew Kaggwa S.S, Luwero Ssemakula Steven, 0776273314</i>
2	<i>Our School was connected to the Internet in September 2013. When we went for the December holidays, we returned in February when we had been disconnected. We were told that our grace period paid for by UCC had expired. Yet we had not used internet for even 6 months. What should we do?</i>	<i>Nalywanga Agnes, Mateete Comprehensive Seed S.S, Sembabule District</i>
3	<i>a) UCC promised to give us 40 computers because we are on the power grid. But they gave us 11 solar powered computers. Is there a possibility to get the 40 computers? b) We are not yet connected to the internet. When can we expect the internet connection?</i>	<i>Waisanka Joeeph, 0776830688 St. Charles Lwanga S.S Bukeerere, Mukono</i>
4	<i>Internet hardware was installed in our school but we are not connected to the internet. What is going on?</i>	<i>Buhore S.S, Busia 0772387025, 0752654821</i>
5	<i>Internet has not yet been installed in our school. When can we expect it?</i>	<i>St. Paul S.S, Kagongi, Mbarara. 0785194111</i>
6	<i>Our Internet connection is off. We have tried to contact the ISP but they have failed to reactivate it. What should we do?</i>	<i>Lubani S.S. Jinja</i>
7	<i>The V-Space Software that was installed on our computers requires constant updating. This causes us problems. Why not provide software that is reliable and stable which does not require constant updating?</i>	<i>Donald Kavuma, Fort Portal</i>
8	<i>How soon will UCC provide computers to those schools that have not yet received?</i>	<i>Kitante Hill View S.S, Serere</i>
9	<i>We got Solar powered computers but two of them have problems with graphics displays. When we hosted UCC officials, they told us that it was supply error and that they would replace them. Up to now, no replacement has been received. Please assist us. We do not know how to proceed.</i>	<i>Amolatar S.S.S, Amolatar</i>
10	<i>We propose you target teachers more in the digital migration agenda. This is because teachers can train sensitising the youths so they take the message of</i>	<i>Kitavujja Mose 0782 461234 Kayunga</i>

	<i>Issue raised to be addressed by UCC</i>	<i>School and Contact Information</i>
	<i>digital migration to the parents.</i>	
11	<i>The installation of Cyber School Software was not completed and no installation CDs were left behind. What should we do?</i>	<i>Amach Complex, S.S, Lira District Kuna Dolly - 0773536387</i>
12	<i>Please provide us with information about ISPs so that we can proceed to connect to the internet</i>	<i>Lira</i>
13	<i>We have not yet got computers from UCC. When will they be delivered?</i>	<i>Bufundi College, Kacerere, Kabale St. Thomas Aquina SS, Kashaki</i>
14	<i>We received 11 solar powered computers in 2011 when the school was not yet connected to the main grid. Now we are connected. Is there a possibility of donating more computers? We have a large school population of 1,200 students.</i>	<i>Akalo S.S, Kole district</i>
15	<i>Please provide us with the registration key for Windows Server 2008/Multipoint; together with the installation CDs and system drivers</i>	<i>Xavier Kanyoro, Rwenzori High School</i>
16	<i>The school was provided with 21 computers in May 2013. But we have not yet got the solar power. Its not a full year since.</i>	<i>St. Paul Abarilela S.S, Amuria</i>
17	<i>Some computers that were delivered broke down. The network is not working. And officials who came to school failed to troubleshoot the computers. We find the computers complicated. Please help us.</i>	<i>Nakenyi S.S, Masaka-Lwengo Kaggwa Ronald 0773 619166</i>
18	<i>Solar Panels were installed but no computers delivered. Yet we are nearing examinations.</i>	<i>Dzaipi S.S, Adjuman District</i>
19	<i>What procedure should be followed to recover computers that were stolen?</i>	
20	<i>We have not yet received computers. When can we expect you to deliver?</i>	<i>Kabbo Seed, S.S, Mubende 0778570038 Bukonde SS, Mbale</i>
21	<i>Some of our computers have keyboards that have broken down. They are not working. Please help</i>	<i>Kapchorwa S.S, Kapchorwa District</i>
22	<i>Solar system was installed but the computers have not been installed. When can we expect the computers)</i>	<i>Mutunda SS, Kiryadongo Orwenyo Patrick 0783768046, 0777676387</i>
23	<i>Some people from UCC usually come to upgrade our computers. Unfortunately, the last time they came, they deleted all application programs and one of the computers cannot boot. We need your assistance.</i>	<i>Buginyanya Comprehensive S.S, Mr. Wolumuli Godfrey</i>
24	<i>We received computers but Internet is not installed yet</i>	<i>Kantare SS, Kabale</i>
25	<i>We request UCC to encourage schools to allow</i>	

	<i>Issue raised to be addressed by UCC</i>	<i>School and Contact Information</i>
	<i>students carry mobile phones to schools. We can use these for teaching many things</i>	
26	<i>Why has UCC and Government banned the importation of Second hand computers. We still need them to get on board. And not all second hand computers are bad.</i>	



## UCC/MoES Teachers' ICT Retooling Workshop- May 2014

Time	Day #1	Day #2		Day # 3	Day # 4
8: 30 – 09:30		Registration, welcome		Word Processing - Advanced	Topical Issues
9: 30 – 10:30		Objectives and Ground rules  Who is who?		Word Processing - Advanced	Ministry of Education – Secondary Department
<b>10: 30 – 11:00</b>		<b>Tea Break</b>		<b>Tea Break</b>	<b>Tea Break</b>
11: 00 – 12:00		Rationale of using ICT in Education  Sense Making - Intro		Uganda Communications Commission –Key Issues	Resolutions and Way forward  + Evaluation
12: 00 – 01:00		Sense Making - ICT as a Subject in Schools : Challenges and Prospects Group Work and Presentations		Feedback from National Curriculum Development Center	Closing Ceremony And Certificate  <b>Departure</b>
<b>01: 00 – 02:00</b>	<b>Lunch</b>	<b>Lunch</b>		<b>Lunch</b>	<b>Lunch</b>
02: 00 – 03:00	Reporting and Registration at the Venue	Overview of the ICT Syllabus	Advanced Word Processing for those who were already retooled	Spreadsheets - Extended	
03: 00 – 04:00	Receive instructional materials	Word Processing - Intro		Spreadsheets - Extended	
04:00– 04:30		Word Processing Hands On	Discussion of Paper	Evaluation	
04: 30 – 05:00		<b>Tea Break</b>		<b>Tea Break</b>	
05 : 00 – 7 :00		<b>Hands on</b>		<b>Hands on</b>	

**RE:REPORT ON UCC/MoES RETOOLING WORKSHOP HELD AT  
KOLOLO SS ON 11<sup>TH</sup>-14<sup>TH</sup> MAY 2014**

**WHAT WE HAVE LEARNT AND HOW WE INTEND TO USE THE  
SKILLS AND KNOWLEDGE ACQUIRED.**

We are grateful to the ministry of education and sports and Uganda communications commission for their support to ICT retooling program to improve the skills of teachers of ICT.

We acknowledge the immense sacrifice of our facilitators who have tirelessly laboured for this noble cause.

We appreciate the organizers of the workshop as we have been able to acquire the following skills:

1. Reviewing of the Subsidiary ICT syllabus with fellow teachers/facilitators and NCDC officials.
2. We have acquired hands on skills in Word processing . These will help us to handle the subject better with experience.
3. Assessment skills have also been acquired especially from NCDC officials, this will enhance teaching and learning and will change the learners attitude positively.
4. Creativity skills especially for creating more time for ICT subject.
5. Using the skills acquired to design reports and other documents e.g. making budgets.
6. Making ICT to be learner centered instead of teacher centered.

## **CHALLENGES OF TEACHING AND LEARNING SUBSIDIARY ICT IN SCHOOLS**

1. Inadequate teaching and learning materials.
2. Limited remunerations and motivation to ICT teachers.
3. Less time is allocated on the general school time table.
4. Negative attitude by some school administrators who do not appreciate the value of ICT.
5. Inadequate assessment and evaluation materials.
6. Inadequate instructional materials in form of Subsidiary ICT ie basic ICT text books and ICT devices especially for the practical paper.
7. Negative attitude by the learners themselves towards Subsidiary ICT lessons especially the theory part.
8. Some learners have never touched computers making it difficult to introduce it in advanced level.
9. UCC installed computers in some schools but without teachers to handle the subject in those respective schools.
10. Servicing and maintenance costs are high and schools fear to charge students money for servicing computers because they think it must be done by UCC.
11. The internet gadgets that were connected in ICT labs are not functional and this is more evident in up country schools where contractors delivered the gadgets and left them idle without being put to proper use.
12. The software were not delivered to the stations this has delayed the whole process.
13. The teacher-student ratio in some schools is very high which makes practical and theory lessons more difficult.

## **HOW PARTICIPANTS ARE HANDLING THE CHALLENGES**

1. Attending national ICT retooling workshops organized by the Ministry of Education and Sports.
2. Using online instructional materials from the internet and educational websites.
3. Sensitizing the school community about the importance of acquiring hands on skills.
4. Helping fellow teachers acquire subsidiary ICT skills as a way of expanding ICT knowledge and skills.
5. Encouraging learners to purchase their personal computers however expensive they may be in order to improve their ICT skills.

## **RECOMMENDATIONS~~~~~**

1. Teachers who have pioneered in the ICT teaching and have been retooled should be given first priority during recruitment and if need be, conditioned to upgrade using their salaries within a specified period of time because they are suffering with the new subject but don't have money to upgrade in the short run
2. All schools listed to get computers and have not got should be considered
3. The MoES should organize and provide financial support so that ICT Retooling workshops are taken to different regions/districts of the country.
4. The MoES should provide instructional materials like ICT text books, computers and internet connectivity to all government schools if the program is to succeed.

5. The government should mobilize all the stake holders in particular the head teachers and sensitize them about their role towards the development of ICT.
6. NCDC should closely work with UNEB in order to effectively and efficiently examine, assess, and evaluate ICT skills acquisition by the learners.
7. If the workshops remain centralized then ministry of education should provide more of the financial assistance in form of off pocket allowance so that teachers do not find it very challenging to attend these workshops
8. Ministry of education should work hand in hand with the facilitators of these workshops so that they do come up with streamlined subject content to give to the teachers to avoid repetition of content every year.
9. There should be level in this training ie from one step to another to avoid repeating packages.
10. MOEs/UCC should begin considering all schools in Uganda for workshops if we are to advance in ICT.
11. Teachers with certificate of ICT retooling should be recommended to government job irrespective of the subject he/she qualified in.
12. Ministry should not stick on their six month approach but should consider the ability of retooled teachers.
13. ICT budgets should be included in schools.
14. Subsidizing internet fee by the internet service provider ISP.

## **CONCLUSION**

The program was a success in that it did help a lot in that all the stake holders were fully represented and delivered the content to the expectation of the participants

**GOD BLESS YOU.**

# REPORT ON RETOOLING OF TEACHERS ON ICT WORKSHOP HELD AT KOLOLO SS

MAY 18 – 21, 2014

## INTRODUCTION

“To improve is to keep on changing and to keep on improving is to be perfect.” So, a very big thank you to Uganda Communications Commission, Ministry of Education and Sports as well as National Curriculum Development Center for deeming it fit to conduct this retooling exercise. Thank you to our facilitators and the Host School. The teaching of ICT at Advanced level is definitely going to improve. Thank you very much.

## EXPECTATIONS

The participants expected the following:

- Getting absorbed to the government payroll
- More time on hands-on sessions on Databases, Electronic Publication, and Electronic Presentation
- Allowance
- Certificate
- Teaching materials to be availed to the participants

## RESPONSES TO EXPECTATIONS

The following responses were made to the participants’ expectations:

- Regarding getting absorbed to the payroll, the issue was referred to the MoES.
- Facilitators promised that more workshops would be arranged to cover hands-on.
- No allowance would be provided to the participants.
- Certificates would be awarded.
- No teaching materials would be provided.

## WORKSHOP PURPOSE

To retool teachers to teach Computer Studies for Advanced Level Subsidiary Paper from selected secondary schools.



## WORKSHOP OBJECTIVES

The workshop objectives were:

- To afford teachers an opportunity to share best practices and experiences in teaching and using ICT.
- To enhance teachers' ability to effectively assess learners of computer using skill based assessments.
- To increase the teachers' knowledge of the goals, objectives and coverage/extent of the ICT syllabus.
- To improve teachers skills of organizing and implementing computer practical sessions effectively.

## CHALLENGES FACED BY THE PARTICIPANTS

- Some participants fell sick and were not taken care of.
- Little time was allocated to the workshop resulting in some of the group presentations not being adequately critiqued.
- Sanitation was generally good. However, water supply was irregular.
- The training hall was too hot in the afternoons making the participants uncomfortable.
- "Digital natives" and "digital migrants" were put together; the latter were treated like the digital natives.

## TESTIMONIES

The following are some of the testimonies captured:

*"I have discovered that it is necessary to use the score sheet for the practical paper. It is sad to note that the questions I have been setting have not been in line with the test blue print. I believe I am going to improve. Thank you,"* said Lira district participant.

*"When we were given the timetable, I read through and found new words like blogs and wikis. But I can assure you I am more informed now than the facilitators. Secondly, the pace at which ICTs are changing, the teachers who are not computer literate will lose their jobs. Finally, we are grateful to this school for the delicious food; the environment has been very good."* – Musa

Marion Atuhaire said, *"I have been teaching ICT since 2007. I have been teaching without teaching skills including assessment, but now I feel I will be able to teach with a bit of professionalism. Please arrange to teach us how to do the lesson planning, scheming in order to make us [unprofessional teachers] more effective."*

*"I promise to pass on the knowledge to the students well. I am now capable enough of to teach ICT in A level,"* said Malingu Kenneth Okumu

## RECOMMENDATIONS FOR FUTURE WORKSHOPS

- Have at least a nurse to provide first aid to the participants who fall sick.
- Consider allocating a minimum of 5 days for the workshop.
- Participants should be given more time at night to engage in practical exercises.
- Improve on sanitation facilities.
- Use other spacious rooms with ceiling boards for conducting future trainings.
- Participants should be grouped according to their levels of competence.

## WAY FORWARD

- The Ministry of Education and Sports should recruit more qualified ICT teachers including the retooled teachers.
- ICT teachers should be considered for the science teachers' allowance.
- More workshops should be organized to equip the teachers with new skills and emerging technologies.
- The ICT syllabus should be availed to all schools.
- Handouts should be provided to the participants in electronic copy.
- Participants should be provided with a modest allowance in order to motivate them more.

## CONCLUSION

When the MoES, NCDC, UCC and the ICT teachers each play their role, the teaching and learning of ICT will be a success. As participants, we pledge to play our role to bring about the desired change in technology in education.

*"Change only favours minds that are diligently looking and preparing for discovery." - Louie Pasteur*

We wish all of you journey mercies back to your various destinations.

# ICT Retooling Workshop

---

## Challenges and Prospects

**Kalema Golooba Ayub**  
**agkalema@gmail.com**  
**077 259 2826**  
**070 169 2724**

# Challenges and Prospects

---

- ❑ 3 Years down the Road, what's happening?
  - ❑ *What challenges are teachers facing?*
  - ❑ *How are they handling?*
  - ❑ *What suggestions do you have?*
  - ❑ *What is working well?*
-

# GroupWork - Areas to focus on

---

- ☐ Teaching Methods
- ☐ Time tabling
- ☐ Infrastructure
- ☐ Students Attitude
- ☐ Assessment
- ☐ Resources

# Learning with ICT

---

- Are students passive consumers of ICT, active users, or designers of an ICT product for an authentic audience?

# Use of ICT for Learning: Rubric

- 1
  - Students **do not have the opportunity to use ICT** for this learning activity.
- 2
  - Students **use ICT to learn or practice basic skills or reproduce information.** They are not constructing knowledge.
- 3
  - Students **use ICT to support knowledge construction**
  - BUT they could construct the same knowledge without using ICT.
- 4
  - Students **use ICT to support knowledge construction**
  - AND the ICT is **required for constructing this knowledge**
  - BUT students do NOT create an ICT product for authentic users.
- 5
  - Students **use ICT to support knowledge construction**
  - AND the ICT is **required for constructing this knowledge**
  - AND students do **create an ICT product for authentic users.**