

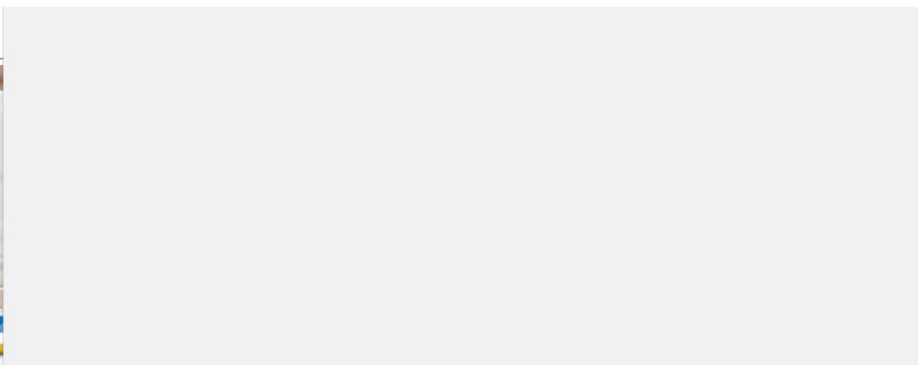


Play and Learning in Children's Eyes (PALICE) Pilot 2 Progress Report

Country: Uganda

Research Partner: Luigi Giussani Institute of Higher Education

Date: 18th October, 2022



Summary

This section provides a summary on: dates of the pilot; number of teachers and ISS that participated in the pilot, the pilot locations; main lessons learned; and main recommendations.

The PALICE pilot 2 was conducted from 29th August to 11th October, 2022 in 30 schools located in Luweero. A total of 179 trained teachers participated in piloting the PALICE tools – FORA and CELP modalities.

The main lessons learned from the pilot include:

- Teachers perceived the PALICE tools as useful and supportive to their practices. The application of the tools has been credited by the teachers for contributing to an improvement in the way they plan and implement their learning through play (LtP) activities.
- The post-observation reflections have provided teachers with a platform to evaluate their lessons and be able to devise ways of improving on areas where they did not perform well.
- Application of the digital FORA is partially hindered by the teachers' lack of smartphones; for those who could use the app, the online version is much preferred to the paper version.

The main recommendations drawn from the pilot include:

- *FORA- Review Post-Observation Reflection Section 3*: Clearly spell out indications on how to complete the section by making clear reference to the behavioral items under Observation section 2.
- *FORA- Children voices*: Create a clear distinction between FORA section 3 and the tool's triangulation section with CELP. Provide clear instructions on how to complete the form in reference to Teacher CELP/CELP.
- *CELP- Behavioral items*: Inclusion of behavioral codes in Teacher CELP/CELP in order to facilitate triangulation with the FORA tool.
- *Tool's readability*: Ensure the tool provides for a font size easily readable by all teachers and a simple language which is understandable to all.
- *Training*: Consider allowing for a longer training in order to provide for greater time to process and understand the information and indications given regarding the use of the tools. A longer training period will also accommodate time for conducting simulations where teachers can use and test their understanding of the tools before entering class, so to have the possibility of having any doubt and question addressed at that time. Alternatively, consider managing groups which are smaller in size in order to provide for

a less dispersive environment which allows for greater support to the training's attendees.

Training

This section provides a description of the number of teachers and ISS who were trained, the training dates, format of training, challenges encountered and recommendations for future trainings.

The PALICE pilot 1 training was conducted from 29th to 31st August 2022. Four facilitators from LGIHE supported the main facilitators: Mauro Giacomazzi, Institutional Development Advisor, LGIHE, virtually connected; and Martin Ariapa, Director of Research and MEL, LGIHE, present on site. Further support was also provided by 2 BRAC Officials.

A total of 179 teachers participated in the training on how to administer the FORA and CELP tools. All the 179 teachers trained were expected to implement the FORA tools as well as act as Instructional Support Staff (ISS) for their colleagues while administering the CELP tool.

The pilot training was conducted as follows:

- **Introductions:** Facilitators introduced themselves and the Luigi Guissani Institute of Higher Education. They went on to wear name tags and help teachers wear same and tag schools against particular tables for easy identification. Thereafter, the facilitators explained the purpose of the workshop and the assured the participants of their compensation for taking part in the research.
- **Introduction to PALICE:** In this session, participants were introduced to the PALICE project: its objectives, the implementing partners, its geographical scope, and the three project's phases. The teachers were explained their fit within the project and thereafter, taken through the concept of learning through play and its importance in the teaching and learning processes.
- **Introduction to the play spectrum:** The facilitators enhanced understanding of the concept of learning through play with the introduction of the three play facilitation styles: free play, guided play, and teacher directed play. (a) PPT slides were used for presentation of the concepts, and teachers were invited (in plenary) to share classroom's personal experiences; moreover, (b) it was made use of videos to provide demonstrative examples of the different facilitation styles. Participants were then asked to share personal reflections on what they observed in the various videos – focus of the discussion was on the various characteristics and roles played by the teacher and children in each characteristic of play. It emerged from the discussion that participants had been using play activities in their teaching and learning processes, although not aware of the play facilitation styles applied.
- **Introduction to the characteristics of play:** The five characteristics of play were explained to the participants through the use of videos. A plenary discussion was held after each video- participants were invited to identify and discuss the characteristics of play demonstrated by the children during the activities in the videos. During this phase, the five characteristics of play were linked to the three play facilitation styles.
- **Introduction to the FORA:** The teachers were invited to share possible activities that could be employed to achieve the five learning goals. Thereafter, a recap of the different facilitation styles and characteristics of play was done and participants were introduced to the FORA tool. The 4-step process for using the tool was presented: (1) set intention, (2) observe, (3) reflect, and (4) triangulate. Facilitators went through the FOR A tool together with the participants as they filled out the paper FORA using one of the facilitation style (Teacher-Directed play). After going through the various steps of completing the paper FORA tool, participants were then introduced to the digital FORA. Internet access was provided to participants in order to download, install and navigate the App. Support was provided throughout these steps by the facilitators. Those who did not have smartphones, were provided tablets so that they could follow up the process of using the Digital FORA.

On the pre-observation planning stage, teachers were advised that the section for ‘minutes planned’ should be for the activity, not for the entire lesson since the tool is focused on the activity.

- **Introduction to CELP:** The facilitators introduced the CELP tool and indicated that it can either be administered by either a resource person, who may be a fellow teacher, or the teacher in the actual lesson (self-CELP). It was emphasized that the purpose of CELP is to get to hear the children’s voices about the activity and that it cannot be used in isolation, but alongside the FORA tool. The teachers were taken through the steps: the preparation and planning with the teacher who is using the FORA; the photo-taking of the LTP activity; the discussion of the photos with children in a focus group discussion; the filling of the CELP Feedback Sheet for the selected facilitation style and characteristics of play; the sharing of the feedback with the FORA teacher; managing the data, etc. The Self-Administered CELP tool was later introduced to support the teacher administering FORA to hear from the children’s experience. It was emphasized that the teacher, in this case, did not need to take photos. It is at this point that the teachers were taken back to the FORA tool to do hands-on triangulation after filling out both the CELP Feedback Sheet and FORA. The facilitators finally took the participants through Digital FORA, from the start to the point of triangulation of feedback from the CELP tool.
- **Fieldwork planning and other logistics:** At the end of the three days, participants were taken through the fieldwork planning phase – agreement was reached upon the start-date for the implementation of the tools and the duration of the activity. Pilot materials were distributed. The facilitators also created a WhatsApp group which facilitated generation of daily feedback regarding issues of concern for the teachers during the training and implementation of the pilot tools.

Notably, during Day 1 and Day 2 of the training, the Core Research Team connected, every evening, with the participants to give them the opportunity to ask questions and have them answered. Among the key questions that the participants raised during these sessions included:

- Can learning through play be employed in upper primary?
- How can free play be used in a classroom setting given the limited availability of Materials?
- How can one employ learning through play in large classrooms?
- Do we need internet connectivity to use Digital FORA?
- What is the basis of choice of learners for observation?
- Can FORA be used independently, without CELP?
- How can I tell than the LtP activity helps me achieve my learning outcome?

These questions were answered/clarified by the Core Research Team members. Additional question and answers have been shared from thereafter on the WhatsApp group for continuous understanding and for better administration of the tools.

Challenges that emerged during the training

The following major challenge emerged during the training:

A big number of participants' phones could not allow for installation of the Digital FORA App because of various reasons, among which: lack of storage, selectiveness of the phone and phone make. Such participants were advised to share with colleagues whose phones had the App installed successfully. Also, some teachers could not easily navigate their phones and tablets in order to use the App. The LGIHE team provided support on how to manipulate the phone and the App accordingly to the participants' needs.

Training recommendations

- The training was a success, however, there was need for more time to allow for a number of mock lessons for practice for the teachers for better practice administration of the tools.

Pilot Statistics

This section will provide an overall summary of the pilot administration: how many teachers, dates of the pilot and locations, and number of observations.

Statistic	Teachers	ISS (if applicable)
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Number of teachers, % Female/ Male	Number, %	Number, %
Number of ISS, % Female/ Male	%	%
Age range	Min- Max	Min- Max
Experience range	Min-Max	Min-Max
Locations	Luweero	Luweero
Average number of times administered FORA		
Teacher CELP observations	Min-Ave-Max	
% administered Digital FORA	% - this can be a visual (pie chart) %	
% Paper FORA		
Number of CELP		Min-Ave-Max
Number of participants in post-pilot survey	106	

- *Digital FORA administration:* Of the 106 respondents, 4 stated to have not used FORA. Of the remaining 102, majority of respondents (69.6%) have used FORA paper, 13% of them have made use of both FORA app and FORA paper; while the remaining 18% made use of only the FORA app.
- *Number of participants surveyed:* The facilitators anticipated to follow all the 179 teachers who participated in the pilot training. However, this was not possible due impossibility to find all teachers in school during the team's visit. This therefore means that some paper FORA and CELP forms were not collected from some teachers who had not left their forms at school. A total of 106 teachers were surveyed.
- *Frequency of FORA application:* Over the period of 4 weeks prior to the post-pilot survey administration, majority of respondents have stated to have used FORA with a frequency of 'once per week' (49%) and 'twice per week' (28%).

Overall impressions

This section presents findings on whether teachers liked the tools, what the teachers found most valuable, and what their greatest challenges were.

Teachers generally perceived the practice of Learning through Play positively and as a valid, meaningful and valuable approach to teaching as mentioned by some: "When they played, the learning was brought into real life" (Teacher interview, Uganda).

It gives learners time to learn at the same time it gives them a joyful experience. Because before I know play, I define play as a child's own business. It means that sometimes they will not notice they are learning, but they are learning at the same time enjoying the whole experience. (Teacher interview, Uganda)

Every time I teach using the tools it makes me feel I should continue teaching because children are happy and also understand well. This motivates me to teach. (Teacher survey, Uganda)

Ever since I started using FORA, it simplified the work and the lesson becomes more joyful to the learners. It becomes fun to them and they are eager to do it more. (Teacher interview, Uganda)

The different components of the tools, such as observation and focus group discussion, helped the teachers to integrate, process and internalize a new approach which poses the focus on the child's experience:

It is not now all about me, but it's even about the learners. I've learned to fully engage my learners in the learning activities. (Teacher interview, Uganda)

It has helped me to think more like my customers who are the children. If you think [of them] like your customer, you find that you're doing the best. I have been able to see or to relate my teaching with them. So, I got a chance to hear their opinions and plan for the next activity. (Teacher interview, Uganda)

Furthermore, the application of the tools has been credited for improving learners' attitudes and interests in learning whereby they are always looking forward to the next lesson's activities as one of the participants remarked: "Children are capturing things and eagerly waiting for next lessons with play activities" (Teacher survey, Uganda). Another teacher said:

When I used it [FORA], the rate of my learners' understanding has increased. The learners are now more interested in the lessons; they are eager about what will take place in the next lesson. (Teacher interview, Uganda)

The tools Teacher CELP and CELP were perceived as supportive of each other in the soliciting and understanding of children's opinions, views and needs. Teachers who were in fact able to experience the two tools have stressed the importance of having focus group discussions both conducted by themselves and by an ISS:

All are better because when I discuss with them I get to know my weakness and strength. And when somebody else comes in, he can also help me. For me I can ask where I was just targeting, where my objectives are. Another person can come in and bring in other views which I had not known. (Teacher interview, Uganda)

Children are interested to participate in the discussions. They feel so unique and happy to participate in them. This also makes me happy. Both having ISS or teacher self FGDs with children is good. (Teacher survey, Uganda)

For me I like both because these children may fail to tell me but they can tell another one what they have failed to tell me. Because we have different behaviours. It is better to use both. (Teacher interview, Uganda)

The CELP and Teacher CELP are further commended for the tremendous improvement in the teacher pupil relationship mainly due to their participation in the focus group discussions. Learners are now closer and freer with the teachers as explained by one of the participants:

I have learnt some of these children's behaviours because some of them could not talk to anyone; they opened up and they are free. And somehow somewhere, we developed some kind of relationship. Though they had a tendency that when you call a child he or she knows you are going to punish them. But this is another story where they came and we discussed or we shared about our lesson. So, it helped us build our relationship and I love them more. (Teacher interview, Uganda)

The main challenge to the successful application of the FORA, as mentioned by several participants, was the large class sizes yet with limited learning materials for the designed LTP activities. Most times the teachers had to prepare multiple activities so that different learners are engaged in a different activity which as well presented its own challenges including compromising the quality of support extended to the learners and the observation itself.

On the other hand, CELP administration was mainly hindered by the extremely tight schedules in the schools coupled with understaffing where a teacher is responsible for a class thus finding it difficult to either observe or be observed by another.

The time of going to observe our colleagues is a challenge. Because you find almost everyone is busy [and] by the time you are free, you find somebody again is not free or he/she is not ready for the observation and then when you say let me do this ... so it's challenging. (Teacher interview, Uganda)

Digital FORA app

Nearly one-third (30.4%) of the participants surveyed reported to have had experience using digital FORA.

Table 1: Participants' usage of the FORA

Which of the following versions of the FORA have you had experience using?	Frequency	Percent
FORA App	18	17.65
FORA paper	71	69.61

Both (FORA app & FORA paper)	13	12.75
Total	102	100.00

Of the participants who reported to have had experience using both the digital and paper versions, 76.9% stated to prefer the digital version of the tool.

Table 2: Preference of the FORA versions

Which version of the FORA do you prefer to use?	Frequency	Percent
FORA App	10	76.92
FORA paper	1	7.69
No difference, I like both	2	15.38
Total	13	100.00

As mentioned by the participants surveyed, what they like most about the digital FORA included the following:

- As you use it, you're revising what was covered in the training;
- My data cannot be lost;
- It helps to save data even when there is no internet;
- It doesn't involve any writing;
- It is easier to use. You just tap and don't have to write a lot;
- It is faster than paperwork and convenient;
- It simplifies work. It's easy to navigate it

Participants were also asked to provide what they liked least about the FORA app. The followings were indicated:

- Not enough time to use the phone while in class;
- Sometimes it's hard to save the data. When saving, it says failed to save;
- It is better when you have a smart phone;
- Submitting the observations requires internet;
- Sometimes the app is very slow.

All the participants who reported to have used the digital FORA were either reasonably or very satisfied with the easiness of navigating the app, as shown below.

Table 3: Participants' satisfaction with the easiness of navigation of the FORA app

How satisfied are you with the easiness of navigation of the FORA app?	Frequency	Percent
Very satisfied	14	45.16
Reasonably satisfied	17	54.84
Total	31	100.00

These participants' ratings of the look and feel of the FORA app and the intuitiveness of its icons were as shown in the figure below.

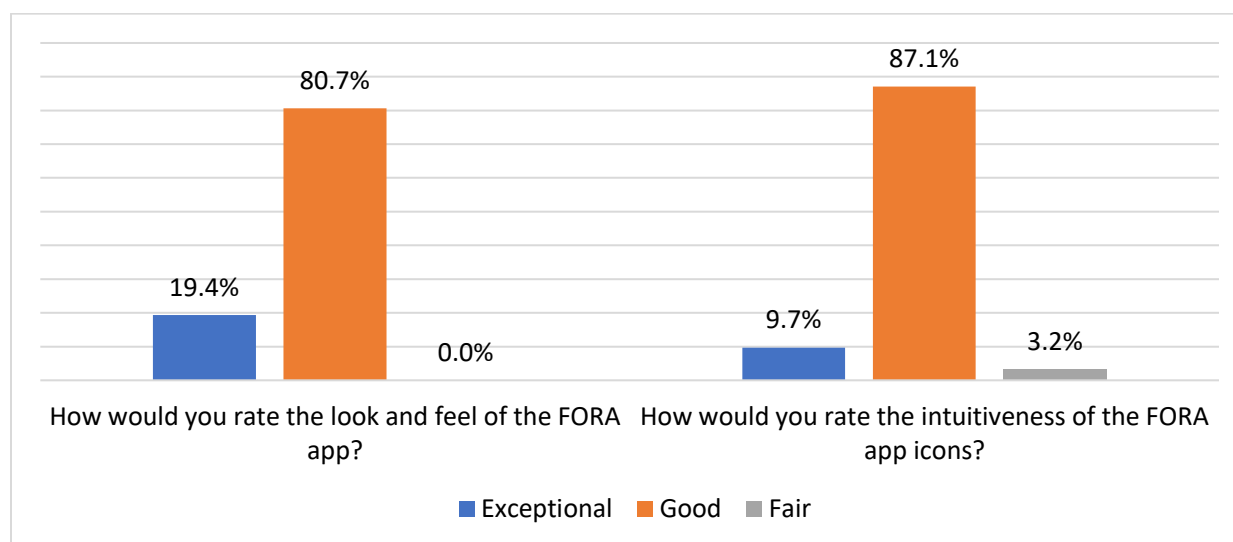


Figure 1: Participants' rating of the feel and look; and intuitiveness of the FORA app (n=31)

As seen in Figure 1, the majority (87.1%) of the participants rated the intuitiveness of the FORA app icons as good while 80.7% rated it's look and feel as good.

Impressions from the use of My Data

All the participants who reported to have had experience using the digital FORA found it helpful to have their observations displayed under My Data section, as shown below.

Table 4: Participants' rating on the helpfulness of the My Data section

In your opinion, how helpful it is to have your FORA observations displayed under the "My Data" section?	Frequency	Percent
Extremely helpful	4	12.90
Very helpful	27	87.10
Total	31	100.00

Impressions from receiving coaching feedback

The majority (92.2%) of participants stated to have found the feedback provided by the FORA to be very or extremely helpful in improving their LtP practice as shown below.

Table 5: Participants' opinion on the FORA feedback

In your opinion, how helpful is the feedback provided by the FORA to improving your Learning through Play practice?	Frequency	Percent
Extremely helpful	19	18.63
Very helpful	75	73.53

Not so helpful	8	7.84
Total	102	100.00

Furthermore, the majority (88.2%) of the participants reported that they ‘sometimes’ or ‘always’ incorporate the feedback provided from the FORA into the planning of their next Learning through Play activity, as shown below.

Table 6: Participants' usage of FORA feedback

How often do you incorporate feedback from the FORA into the planning of your next LtP activity?	Frequency	Percent
Always	30	29.41
Sometimes	60	58.82
Rarely	5	4.90
Never	7	6.86
Total	102	100.00

All the participants acknowledged to have improved their LtP practice as a result of using the FORA, with more than a half (67.7%) of them mentioning to have improved to a great extent. Relatedly, the majority (97.0%) of the participants stated to be more interested in using LtP in their classrooms due to their use of the FORA tool as shown below.

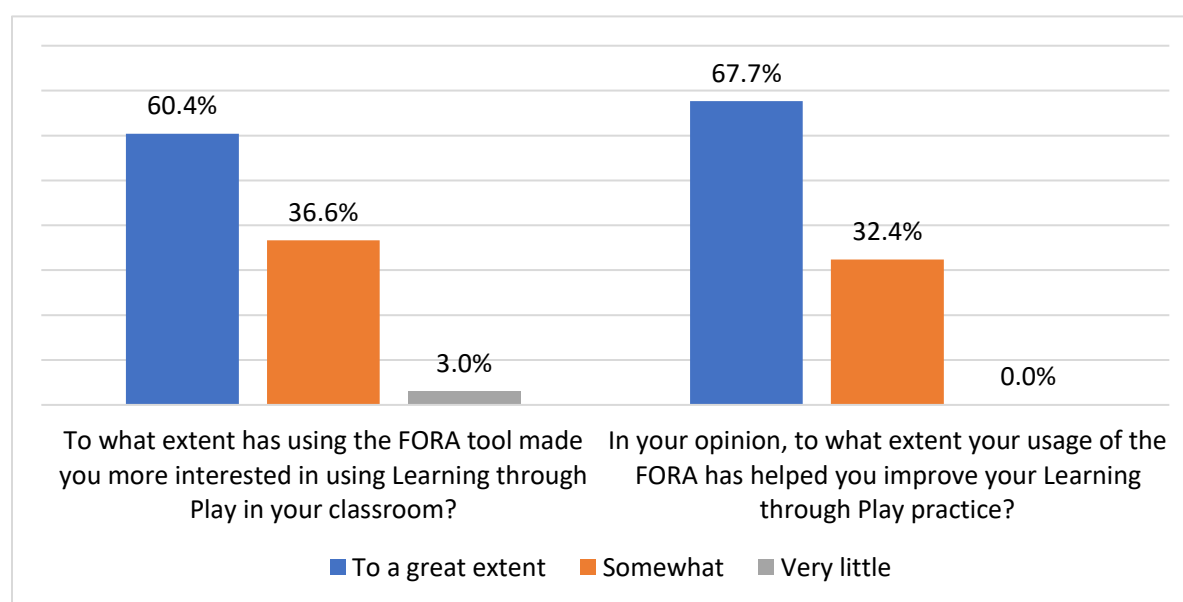


Figure 2: Extent of improvement and interest in using LtP (n=102)

Paper FORA

The majority (82.4%) of participants reported to have had experience using the paper FORA (refer to **Table 1**). Furthermore, out of the 13 participants who reported to have had experience using

both the digital and paper versions, only one of them stated to prefer using the paper FORA (*refer to Table 2*). Participants who used FORA paper identified the followings as the most liked about this version of the tool:

- Each paper is dedicated to a different facilitation style;
- It is easy to use and fill;
- It's well structured. All the information in it is easy to understand and use;
- Record keeping is much better since you can always see what was filled unlike the app where you only see a summary;
- The arrangement of the paper as it was clear how to organize the activity from the number of students, to the goal, to characteristics. Its good to be given options.

On the contrary, participants mentioned the followings as the least liked about the paper FORA version:

- The paper easily gets damaged or misplaced if not well stored;
- The words are very small making it difficult to read;
- Using behaviour codes is at times confusing.

Out of the 84 participants who reported to have used the paper FORA, the majority (92.9%) were either reasonably or very satisfied with the easiness of navigation of the FORA paper as shown below.

Table 7: Participants' satisfaction with the easiness of navigation of the FORA paper

How satisfied are you with the easiness of navigation of the FORA paper?	Frequency	Percent
Very satisfied	28	33.33
Reasonably satisfied	50	59.52
Slightly dissatisfied	6	7.14
Total	84	100.00

These participants' ratings of the look and feel, and the intuitiveness of the FORA paper were as shown in the figure below.

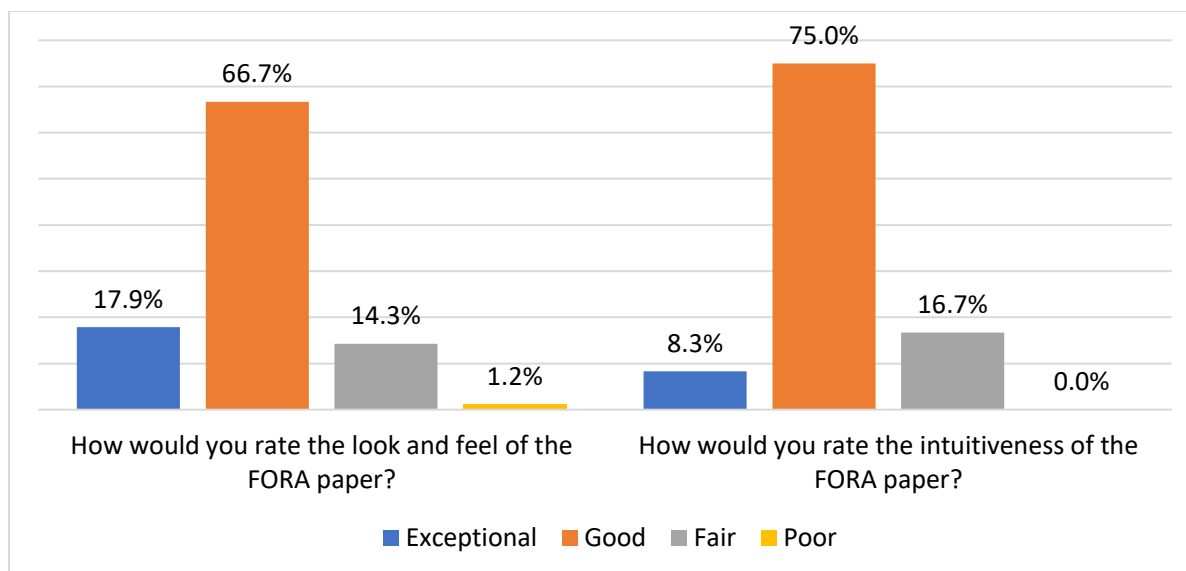


Figure 3: Participants' rating of the feel and look, and intuitiveness of the FORA paper (n=84)

As seen in figure 3, the majority (75.0%) of participants rated the intuitiveness of the FORA paper as good whereas 66.7% rated it's look and feel as good.

Benefits and challenges of using the FORA tool

Benefits/successes

The FORA tool was credited for contributing to a greater awareness of one's delivery in their teaching practices and to a greater the understanding of their pupil's challenges: "[FORA] has also helped me to discover my weaknesses as a teacher as well as for my learners" (Teacher interview, Uganda).

I can assess myself as a teacher to understand my weaknesses. After observing learners, I can understand the learners' weaknesses so that I know what to do next time. (Teacher survey, Uganda)

Some teachers remarked how the structure of FORA envisioning the three different components of planning, observation and reflection has allowed them to also structure their teaching practice accordingly, and therefore to have provided for a more structured approach to teaching:

I plan very well for my lesson. I observe my class very well. I [dedicate] time to observe, and I understand or I get ... to know where the weakness is and where I should put more strength. (Teacher interview, Uganda)

Other participants have highlighted the fact that the structure of FORA as provided, encourages for the planning and the delivery of the lesson to be more purposive and clearer in its intention. The tool has been confirmed to enhance self-accountability as it foresees a moment of self-

reflection and evaluation for the teacher to verify whether the objectives set have been achieved, as explained by one of them:

FORA has helped me to plan better, to really have an intention as I'm teaching my learners. It has helped me to observe and also at the end of the lesson sit down and see if I achieved the objectives of the lesson. (Teacher interview, Uganda)

The practical aspect of FORA has been appreciated in the dimension of it bringing a tangible component to the teaching/learning moment as play becomes an integral component of the learning experience: "It simplifies the lesson because you remove this activity from notes, and you put it into practical" (Teacher interview, Uganda). Another teacher said:

FORA has made my lessons more learner centred; I'm making sure that at least learners have a time when they really have their hands on whatever I'm teaching. (Teacher interview, Uganda)

Some participants attested to have witnessed a shift in the way pupils welcome, understand and retain the information delivered to them. This has been associated with an increase in performance on the pupil's side, as seen in this quote: "[LtP] has improved on the performance in my class. After using FORA, the performance changed" (Teacher interview, Uganda).

Moreover, appreciation regarding the overall engagement of pupils during class time when integration of LtP is foreseen, has been expressed: "I've improved in how to interact with learners. Learners' participation has greatly improved" (Teacher survey, Uganda).

My experience was good because when you apply FORA in your class, children are always active. Even those ones who are quiet, they become active ... and the children become active with the teacher. (Teacher interview, Uganda)

It has helped me to conduct the lesson and helps the pupils to acquire knowledge and children are interested in it. Attendance has now improved. (Teacher survey, Uganda)

Challenges

Among the challenges mostly faced during the application of the FORA tools, as identified by the surveyed teachers, there are: inappropriate class size/room, technical challenges of FORA app, limited time to use the tools. Others are presented in the figure below.

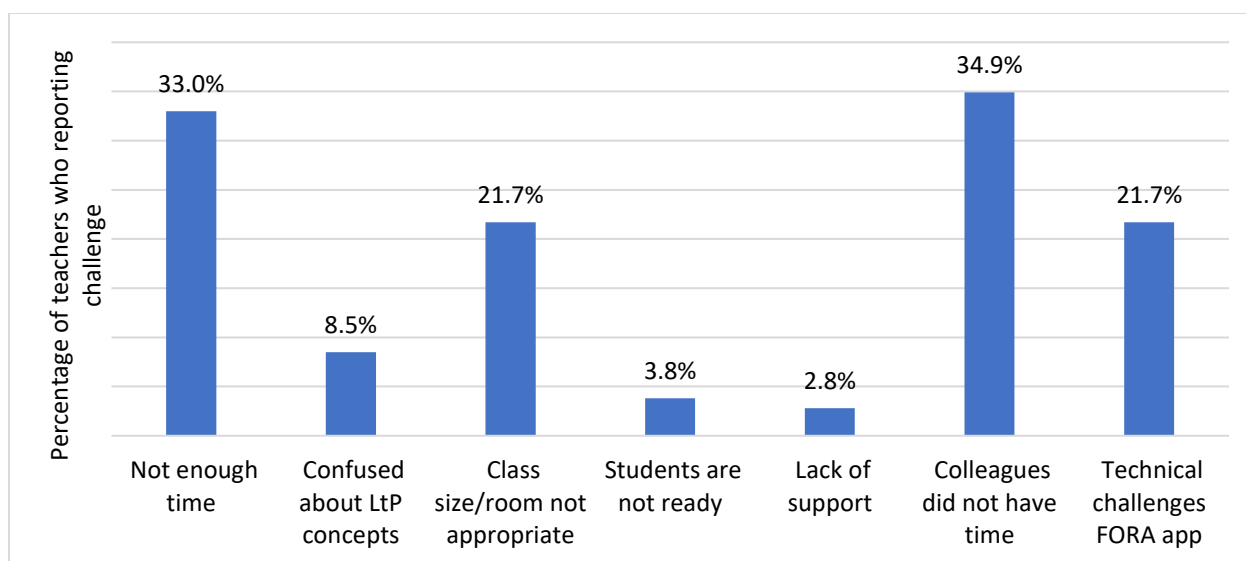


Figure 4: Challenges faced with the use of FORA

The incorporation of play in planned activities is hindered by the inadequacy of teaching learning materials, especially when the classes are large. This has consequently affected the use of FORA as explained by one of the participants:

[Some learners] tend to be dormant. But what brings that is that the materials that we use are not enough. But if they are enough, maybe everybody now is hands on. It would be better. It would reduce that one. (Teacher interview, Uganda)

Additionally, the nature of many classes being very large in size has represented a challenge to some teachers whenever they employed activities incorporating learning through play. They claimed that classroom control was always problematic due to the excitement aroused by such activities. One of them noted that:

What is challenging, because I have a class of about eighty learners and most of the time I do it alone, it makes it a bit challenging because sometimes learners tend to be so excited and there's a way how young children behave; sometimes learning through play is difficult especially on the side of class control. (Teacher interview, Uganda)

Still in relation to class size, a challenging aspect that one teacher presented, is the fact that having a large number of students in class makes it hard to dedicate them the same level of attention. This hinders the extension of equal support to the learners in taking part in the same activity. Instead, the teacher is prompted to plan for different activities according to the level of the students and this adds on to the complexity of the use of the tool, in terms of planning and observing:

I have the ones who are very good, those ones who are mediocre and those ones who are struggling. It means that I have to prepare three kinds of activities such that they can all

fit in or should I say make something which is ... a bit complex, then I have even to include something which is so easy so that these [good] ones don't take it as if it is completely play and even again at the same time to include the ones who are struggling. (Teacher interview, Uganda)

Use of Self-Administered CELP

More than a half 59(57.8%) of the participants reported to have used the Teacher CELP to conduct focus group discussions with their learners after application of the FORA. More than a third (33.9%) of them found it very easy to conducted the discussions with their children.

Table 8: Participants' rating of the ease in conducting FGDs

How easy was it for you to conduct these focus group discussions with your students?	Frequency	Percent
Very easy	20	33.90
Somewhat easy	31	52.54
Somewhat difficult	7	11.86
Very difficult	1	1.69
Total	59	100.00

Furthermore, the majority (93.2%) of the teachers who used the Teacher CELP observed that the perspectives of children collected during the focus group discussions were either very or extremely helpful to them, as shown in the table below.

Table 9: Participants' perception about the perspectives from Teacher CELP discussions

In your opinion, how helpful it was to have the perspectives of children collected through the CELP and triangulated with the FORA?	Frequency	Percent
Extremely helpful	15	25.42
Very helpful	40	67.80
Not so helpful	4	6.78
Total	59	100.00

CELP administration by ISS

Integration of CELP with FORA

The majority (74.5%) of the participants reported to have never had an ISS observe their Learning through Play practice and subsequently apply the CELP:

Table 10: Whether the participant was observed by an ISS and applied CELP

Has an ISS ever observed your Learning through Play practice and subsequently applied the CELP with a sample of your students?	Frequency	Percent
No	76	74.51
Yes	26	25.49
Total	102	100.00

The teachers who never had an ISS observe their lessons identified reasons such as: busy schedules for everyone, understaffing and absence of co-teachers in their schools, lack of proper coordination with colleagues, reliance on Teacher CELP alone, limited number of smartphones:

Every teacher is busy in their class. That's why I decided to use teacher CELP. (Teacher survey, Uganda).

The limited time from other colleagues. Here each teacher has a class to follow for the whole day. The teacher has to attend to it from morning to afternoon. (Teacher survey, Uganda)

As stated by those who reported to have been observed by an ISS, the observations were majorly conducted by their colleague teachers who were also trained on using FORA and CELP. Furthermore, half (50.0%) of them felt very comfortable with the presence of an observer in their classroom as shown below.

Table 11: Participants' comfortability with the observer

Overall, how comfortable were you with the presence of the observer?	Frequency	Percent
Very uncomfortable	11	42.31
Somewhat uncomfortable	1	3.85
Somewhat comfortable	1	3.85
Very comfortable	13	50.00
Total	26	100.00

The majority (88.5%) of participants reported to have administered the FORA observation protocol at the same time as the CELP was administered. Some participants, (11.5%) stated to have had no discussion about the goals of their learning through play activity with the observer prior to the observation.

The majority (88.5%) of participants whose LtP practice was observed, mentioned to have conducted a feedback session upon observation and conversation with the children by an ISS.

Most (69.6%) of them acknowledged that the results of their own observation and those of the external observer's discussion with children were somewhat similar.

Table 12: Similarity between teachers' and children's results

How similar or different were the results of your observation with the results of the external observer's discussion with children?	Frequency	Percent
Very Similar	6	26.09
Somewhat Similar	16	69.57
Somewhat Different	1	4.35
Total	23	100.00

In addition, all the teachers whose LtP practices were observed, stated that it was either very or extremely helpful to have the perspectives of children collected through the CELP and triangulated with the FORA as shown in the table below.

In your opinion, how helpful was it to have the perspectives of children collected through the CELP and triangulated with the FORA?	Frequency	Percent
Extremely helpful	6	26.09
Very helpful	17	73.91
Total	23	100.00

Overall CELP administration

Only 8 participants completed the ISS survey. Less than a half (37.5%) of them felt very confident in administering the CELP as shown in the figure below.

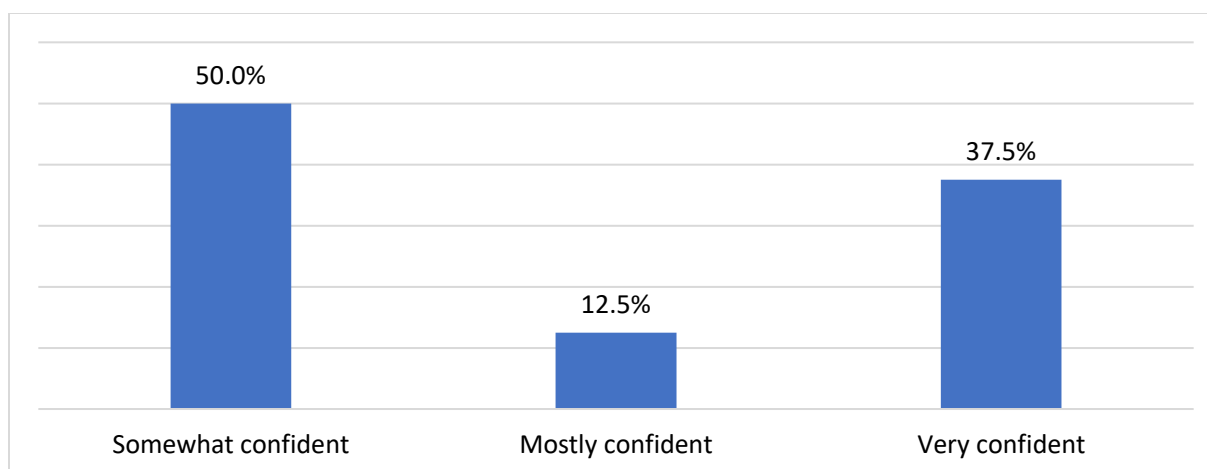


Figure 5: Participants' perception of their confidence in administering CELP

At least a half of the ISS found it 'very easy' to take photos during the observation; select children for the focus group discussion; or write down quotes from what the children said during the focus group discussion. Less than a half of the ISS found it 'very easy' to facilitate a focus group discussion with children; and code children's behaviours in the CELP feedback sheet as represented below.

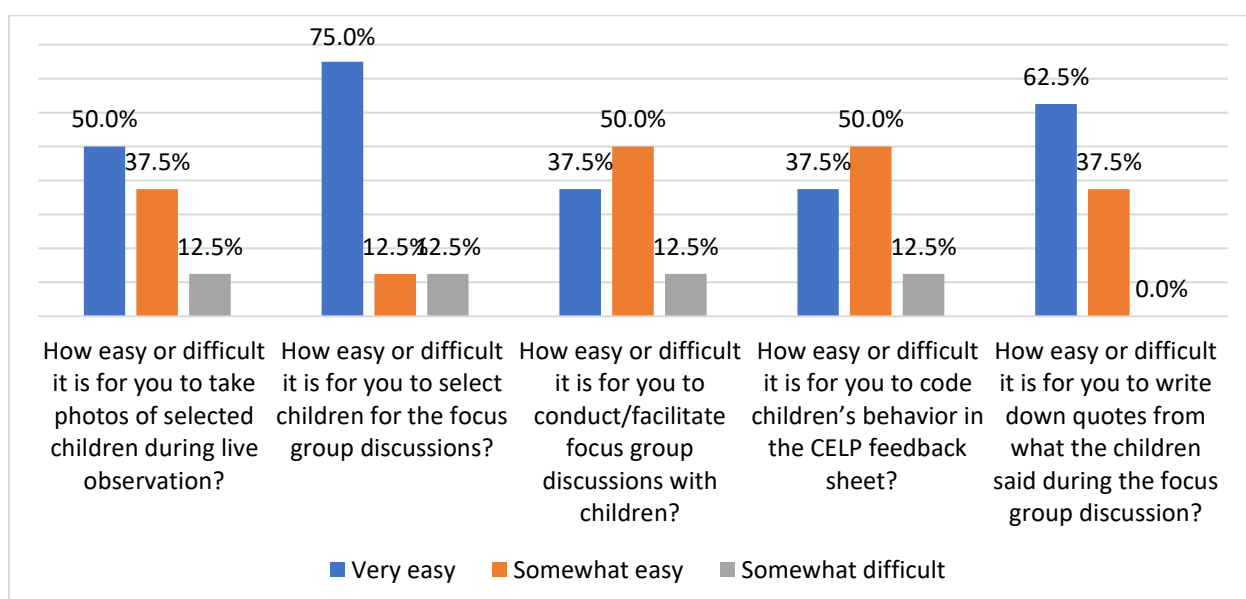


Figure 6: Participants' perceptions of the easiness of CELP administration

All the ISS survey participants stated that most teachers were receptive to the children's feedback collected through the CELP. Additionally, all of them acknowledged that the feedback collected through CELP is helpful for the improvement of teachers' LtP practice.

Table 13: Teachers' receptiveness and helpfulness of the CELP feedback

How receptive are most teachers to the children's feedback collected through the CELP?	Frequency	Percent
Extremely receptive	3	37.50
Receptive	4	50.00
Somewhat receptive	1	12.50
Total	8	100.00
In your opinion, how helpful is the feedback collected through the CELP to improving teachers' LtP practice?		
Extremely helpful	3	37.50
Very helpful	5	62.50
Total	8	100.00

Successes and challenges with the CELP administration

Successes

Introducing teachers to the possibility of having focus group discussions with their pupils made them realize the importance of collecting children's voices for the very improvement of the lesson. As some teachers stated, discussing with the children allowed them to better track the level of reception and to calibrate their teaching practice based on the latter, therefore making the planning of the following lesson more child-oriented:

You see when you hold a discussion with them, you get to know where to step back, where they have not understood properly and how to plan for another lesson having got their problems. (Teacher interview, Uganda)

It can help us to identify, to know the challenges of the teacher and to know the challenges of the children and really it is very helpful because it tries to measure the success of the lesson because you don't look at what the teacher has taught only, you have to engage the children. For these other supervisions, whenever we are supervising, we look particularly at the teacher, but when we use the CELP, this one involves in the children. (Teacher interview, Uganda)

The CELP has cultivated a practice of self-reflection and evaluation among the teachers on the way their lessons are conducted and deepened by the feedback generated from the discussions with the learners. Previously, supervision and evaluation of teachers' delivery was solely conducted by external people but CELP presents an opportunity for self-evaluation:

[Teacher] CELP helps a teacher timely evaluate themselves on what they have done which was not the case before when we waited for a test or supervisor to do so. The learners' feedback tells the teacher whether they have achieved what they wanted in the lesson or if they have to repeat it. (Teacher interview, Uganda)

It is helpful because that's when you get to know what transpired, that's when you get to know where you didn't perform well and how you can improve, because sometimes you ask those pupils to tell you what you would do better ... to improve on the lesson. It also gives you a way forward because as teaching and learning is concerned, like when you know the areas of weakness, sometimes you review or do remedial or reteach. And also, it helps you to know what type of activity for the characteristic you are going to use. (Teacher interview, Uganda)

The tool confirmed its validity in bringing added value to participants' teaching practices in the way that participants being given the option to choose whether to implement the tool or not, purposively decided to make use of it having recognized it as a mean for improvement in their practice:

"I decided to use it because it helps me to know my weakness and my learners' weaknesses". (Teacher interview, Uganda)

One teacher has highlighted how the discussion with the children, inclusive of the use of photos, is not only a medium for the teacher to collect feedback on his/her teaching practice, but also a means to further stimulate children's cognitive ability:

To gives task to this child to remember. So that one you are improving on the cognitive domain of this child to start thinking and even interpreting pictures. (Teacher interview, Uganda)

The element of discussion with the children was recognized to be a valuable moment for building on the teacher-students relationship: "These learners felt like this teacher has given us a chance to listen to us by the end of the lesson" (Teacher interview, Uganda).

In addition, some participants associated the CELP with an improved relationship among the teachers themselves. It builds the relationship between you and your fellow teacher, then also builds the relationship between you and the children. (Teacher interview, Uganda)

The feedback session allows teachers to not only get to know the perspectives of the children but also the perspectives of their colleagues about the activity conducted. They both reflect, exchange opinions, and support each other where a weakness is detected.

It is helpful because you have to know your mistakes when a teacher observes you, but when you use self CELP, you don't know your mistakes. (Teacher interview, Uganda)

It is helpful because it enables the observer to find out whether they can come at the same point with the teacher. Because the teacher evaluates herself, assesses herself and then the observer also can help to identify whether the set goals have been achieved. (Teacher interview, Uganda).

Challenges

Inadequacy of smart devices (such as smartphones and tablets) derailed some teachers a chance of being observed by an ISS, thus they missed the opportunity of having perspectives of children collected through the CELP.

The challenge comes in when a colleague needs to apply CELP ISS and the school staff does not have enough teacher as well as the teacher being required to have a smart phone to apply the CELP ISS, should be good at taking pictures as well as interpreting them. (Teacher interview, Uganda)

While ideally the moment of feedback between the ISS and the teacher should be an occasion for in-depth discussion, some conducted it hurriedly because of constraints in time presented by the various responsibilities that the teachers have and the strict timeline they work on:

Providing feedback to the teacher and discussing together was somehow rushed I did not have enough time but she came when she brought it, I talked to her but we did not go into details because of the time. (Teacher interview, Uganda)

Participants found the administration of CELP somewhat challenging in its components. Some participants described the photo-taking component of the tool as an element of distraction for the children:

Learners are distracted by taking pictures and they tend to ask what is going on since it is something that has not been going on in the schools. And when an ISS comes in, they are distracted and keep looking at the back since they are used to having one teacher in a lesson. (Teacher interview, Uganda)

Moreover, some pointed out that having someone the children are not used to as an observer tends to distract them. Relatedly, some teachers acknowledged to have felt uncomfortable in the presence of an ISS in their class which affects the quality of their delivery, as explained by some of the teachers:

It is a bit challenging that it brings in some panic in the learners and me myself. At times these learners are not used to other people, they are used to me as their teacher. When they see somebody else, they tend to panic, they tend to get disorganized like that. (Teacher interview, Uganda)

We always have some difficulty in areas whereby some children may fail to give out their opinions. Others may fail to give you because they fear we are not teaching them, we

came just to observe but sometimes they fail to be open to you. (Teacher interview, Uganda)

In some scenarios, photo taking by the ISS was challenging especially when they had to look for a better spot in order to take good quality photos:

The first photos that I took, I discovered that they were faint and what I did was to change position. And in the changing of the position also, it interrupted the children, they were, 'eh the teacher has a phone and as if he is taking a photo'. So, I thought that was also another challenge to them. (Teacher interview, Uganda)

In addition, some teachers were unable to take clear and good quality photos which not only made it difficult for the learners to identify themselves but also the activity they were involved in at that time. This challenge was at times a result of the darkness within the classrooms where the activities were being conducted:

Then another one is somewhere where you take photos when they are not clear. Even you yourself you can look, and the child was not clearly seen, the photo really was faint. So, a child cannot describe the activity they were doing [at] that particular time. So, I found that one was challenging most especially when you go in a room when it is too dark. (Teacher interview, Uganda)

Focus group discussions were described by some participants as challenging when CELP was applied. Some children were shy, unable to express themselves, uncomfortable around the ISS, and being very young thus easily distracted or unable to understand the questions: "The children were playing around, they were not settling since they are still young" (Teacher interview, Uganda). Other participants said:

Some of the children I chose, they could not answer clearly. So, getting a clear answer from them sometimes could be a tug of war. Some others are a little bit shy. (Teacher interview, Uganda)

You have to ask the children like seven times so that they can understand what you need. (Teacher interview, Uganda)

Likewise, the excitement among learners of appearing in the photos was another hurdle experienced during the discussions as they mostly concentrated on the photos rather than responding to the questions asked by the ISS:

They were just too excited to see their pictures and they were like, 'how did the teacher take our pictures?' So, I just found a problem of getting some answers because the learners were just concentrated on the pictures. (Teacher interview, Uganda)

As result of other school activities, finding time to successfully administer the CELP protocol was challenge to teachers. In most cases, there was completely no favourable time for the teacher to

observe or be observed where as in some cases where the observation was conducted, finding an appropriate time to conduct both the focus group discussions and feedback sessions with the teacher was difficult:

One of them [challenges] is time because sometimes you may fail to get that time of discussing with the children and then conferencing the teacher you have observed. So that one I saw it is a little bit, was a challenge. (Teacher interview, Uganda)

Item-level Analysis

Characteristics and behaviours most and least frequently used

The most and least frequently used characteristics of play as extracted from the digital FORA [dashboard](#) were: ‘meaningful’ and ‘iterative’ respectively. The facilitation style most used is ‘Guided Play’.

Play Spectrum	Actively Engaging	Iterative	Joyful	Meaningful	Socially Interactive	Totale
Free Play	24	7	51	7	27	115
Guided Play	61	17	42	121	36	275
Teacher Directed	39	10	38	65	21	175
Totale	124	34	131	193	84	565

Figure 7: The most and least frequently used characteristics of play

Challenges with understanding items- Problematic items

In terms of challenges faces in the understanding of the behaviour items, 34.3% found the items ‘somewhat difficult’, as shown below.

Table 14: Ease of understanding the behaviour items in FORA

In your opinion, how easy is it to understand the behaviour items in the FORA too	Frequency	Percent
Very easy (Most items are clearly written)	67	65.69

Somewhat difficult (I cannot comprehend some of the items)	35	34.31
Total	102	100.00

The specific behaviour items identified as problematic or difficult to understand by the participants are as shown below divided by characteristic of play.

Table 15: The behaviour items flagged as problematic or difficult to understand

Characteristic of play	Behaviour items	N of Teachers
Joyful	Children demonstrated enthusiasm (sustained or moments of enthusiasm) about what they were learning	4
	Children demonstrated enthusiasm (sustained or moments of enthusiasm)	7
Meaningful	Children's play was connected with what was happening in their communities and surrounding environments	2
	Children's play connected with what is happening in their communities	1
	Children engaged with the skill or concept in the way it was demonstrated	1
	Children demonstrated why the skill or concept was relevant to the activity (eg, integrated the learning goal into the play)	3
	Children connected their play to their previous knowledge or experiences (eg, they played using examples from their own lives)	1
	Children's play was connected to their own experiences (eg, they are playing using examples from their own lives)	1
Iterative	Children's play was repetitive (e.g., children repeated the same actions or sequences of actions over and over)	2
	Children's play changed based on their own preferences/ideas (eg, new narratives, new rules, roles or processes)	8
	Children's play changed based on the preferences/ideas of other children (eg, new rules or roles)	2
	Children tried out new ideas within the context of the play activity (eg, new ways of doing the activity or solving a challenge)	8
	Children tried out new approaches based on what other children suggested	7
	Children suggested, communicated, or tried out their own ideas	1
	Children engaged with familiar content/ideas/processes	2
	Children changed what they were doing in response to teachers' suggestions, questions or feedback	4
Actively engaging	Children's contributions were used to design or change the activity	4
	Children showed self-sustained engagement in the activity (eg, were not easily distracted, children persevered, etc)	1
	Children engaged with the learning goal in their play	1
	Children shared thoughts or ideas that extended beyond what the teacher presented or explained	1

	Children engaged in the play activity in new ways (eg, they added new elements to the play activity, engaged with new content in the activity, added to or changes the rules, or tried something new)	1
	Children engaged in the activity but changed to a new unrelated activity quickly	2
Socially interactive	Children asked questions to the teacher or to their peers	1
	Children took turns, negotiated narratives or rules and settled disagreements during play activities	1
	Children used each other's ideas or opinions as they engaged with the activity and/or found new solutions	1
	Children used each other's ideas, opinions or emotions to create, modify, or transform a play situation	1

As expressed by participants who found challenges in comprehending some of the vocabulary used in the items, suggestion is to replace such words with synonyms that are easier to understand. Frequently flagged among these words was 'enthusiasm' under the characteristic of Joyful, as one of them said: "The word enthusiasm should be replaced, it is difficult to understand" (Teacher survey, Uganda). Another participant said: "The word enthusiasm could be simplified. The meaning of the word concepts" (Teacher survey, Uganda).

Recommendations for Final Version of PALICE tools

Recommendations for the PALICE tools

Digital FORA

Participants suggested to include an option where they could view all the completed observations to allow for better preparation. This was hinged on the fact that the FORA app does not display all the observations made, but instead displays the most recent observation under 'My Data' section.

Paper FORA

Some participants suggested increasing the font size used in the FORA paper version to allow them effectively utilize the tool.

CELP

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General recommendations

The language in some behaviour items should be simplified to increase on the usability of the tools.

Reflections on Future Use

What would you do differently, if you had a chance to start this project over?

What would be necessary, in your opinion, for the PALICE tools to be taken up and used by teachers in your country and the neighboring region? What will need to change? What should be reinforced?