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REPORT ON HORNBY-FUNDED TEACHER ASSOCIATION PROJECT

Title: Capacity Building for Teacher Communities of Practice (CoPs)

Country: Rwanda

Dates: January–June 2019

1. BACKGROUND AND RATIONALE

The Association of Teachers of English in Rwanda (ATER)'s mission is to encourage “teacher-driven professional development in English language teaching and learning for teachers of English in Rwanda.” English is the sole medium of instruction in Rwanda’s education system. The shift from French to English as the medium of instruction has created a strong need for teachers who are equipped with English and teaching skills that enable them to be the engine of the use English to deliver quality education. This ongoing project is in line with the Government of Rwanda’s ambition: implement a competency-based curriculum (CBC) with the aim of becoming one of the middle-income countries in the world. Therefore, ATER wished to contribute to the Government of Rwanda to achieve this goal especially through leveraging resources rolled out to schools via the school-based mentorship program (SBM) particularly focusing on rural schools. For more details about the SBM program, please refer to this link:

https://www.researchgate.net/publication/340347428_Enhancement_of_Primary_and_Secondary_School_Education_Through_School-Based_Mentorship_Program And for the summary of the CBC framework, please refer to this link: <https://files.eric.ed.gov/fulltext/ED595372.pdf>

This project was designed to focus on utilizing local resources and policy frameworks to organize and implement regular workshops and activities of a professional development nature. 16 primary and secondary English teachers benefited from the project directly. A variety of capacity building sessions were implemented through existing self-organized CoP groups. Each group was composed of a minimum of 25 teachers. All CoP groups are based in rural schools where qualified teachers do not want to go and their level of English and ELT methodology is low.

It is important to note that ATER had already been supporting the CoPs to carry out teacher development activities and workshops in their respective groups. ATER added a training of trainer (ToT) component where two members from each CoP were selected and trained with an objective to strengthen their CoP activities, prepare and present at a workshop style conference.

2. PROJECT OBJECTIVES

- CoP members will have acquired the basic English language skills necessary to plan English lessons and teach these lessons using appropriate English comprehensible to learners with low English proficiency levels.
- Through regular ToT workshops, ATER trainers will have trained 18 CoP members who will in turn cascade the training to the 225 CoP members.
- The 18 CoP trainers will have received training to prepare them to share best practices from their CoPs at a national ATER conference scheduled for 30June2019.
- ATER will have recruited new members in each CoP and encouraged them to both set up new CoPs and hopefully join IATEFL through the WMS [Wider Membership Scheme].

3. PROJECT MEMBERS AND THEIR ROLES

This project was designed and implemented by members of ATER's professional development team. **Vivens Hitiyaremye** was the head and a trainer. **Juliet Kyobweine** is the CoP coordinator and was a trainer. **Kanyankole Rukundo** advises ATER on professional development and assists with designing and delivering training. Vivens and Juliet worked to organize and facilitate three ToT workshops and the conference.

4. DESCRIPTION OF ACTIVITY

Activity implementation started in February 2019. 15 CoP representative attended the first capacity building workshop on 24 February 2019. This ToT workshop focused on explaining the nature and scope of the activity, implementation timelines, deliverables and the role they will play during implementation. Focus was on identifying and sharing classroom success stories, and some of the common challenges that the activity can potentially address as well as resources and strategies that CoP members can utilize to address or cope challenges identified. Moreover, CoP members were tasked to identify at least two members from each of the nine CoPs who would be trained to prepare and deliver presentations at a workshop style conference. Again, focusing on successful classroom practices where teachers can mostly learn from what is going well and spread that among classrooms of many CoP members.

The second capacity building ToT workshop took place on 31 March 2019. 17 CoP members attended this ToT. The focus was on teaching the CoP members basic skills necessary to prepare and deliver presentations at a conference. Trainers focused on ways to reflect on effective classroom practices, write abstracts, drafting presentation outlines and create PowerPoint slides. It is important to note that very few teachers in rural schools know how to create to use computers, so they needed to learn some basics of creating PowerPoint slides and formatting.



Teachers attending the capacity building ToT workshop, 31 March 2019

The third ToT took place in 12 May 2019. 15 CoP members attended this ToT. The focus of this ToT was to give CoP members an opportunity to practice giving presentations to a conference audience. Between March 2019 and May 2019, CoP members were given ample time to draft abstracts, presentation outlines, PowerPoint slides if they chose to use PowerPoint and then get feedback from trainers. Overall, the topics CoP members chose clearly reflected success stories around things that they have tried and succeeded especially in terms of improving learners' English skills.

The fourth and final activity was an inter-CoP conference. This conference took place on 30 June 2019. All CoP members who attended workshops in February, March and May attended. In addition, ATER

supported another 20 CoP members to attend the conference. Each CoP selected at least 2 members as representatives. A total of about 60 participants including about 25 teachers of English from several schools around Kigali city and neighbouring school districts. (See Appendix 1 for full conference programme.)



Teachers attending a session at the Inter-CoP conference, 30 June 2019



Teachers attending a plenary at the Inter-CoP conference, 30 June 2019

5. EVALUATION

As mentioned in section 4 above, the capacity building workshops were designed in such a way that there was a task CoPs were expected to accomplish at the end of each ToT. By the end of the first workshop in February, CoP members were expected to know details of the activity and nominate 2 participants from each of the 9 CoPs. By the end of the second ToT, CoPs were expected to choose topics, start drafting abstracts and presentation outlines. By the end of the third ToT, CoP members were expected to practice their draft presentations and get feedback from trainers and other participants. Task completion was a key evaluation factor at end of each of the workshops. At the conference on 30 June 2019 all CoP members were expected to co-facilitate the presentations they completed during the third workshop. (See Appendix 2 for feedback on the conference.)



6. EXPENDITURE

Hornby funds were used for the following:

- transport for CoP members;
- lunch;
- snacks and soft drinks.

Budget details:

Stages	Item	Number of Participants	Number of Days	Unit Cost	Hornby
1. Training of Trainer workshops for CoP mentors: Content	Transport for CoP members	15	2	15,000	450,000
	Coffee break	15	2	2,000	60,000
	Soft drinks	15	2	600	18,000
	Lunch	15	2	4,000	120,000
Sub-Total					648,000
2. Training for 24 CoP members: Presentation Skills	Transport for CoP members	17	2	15,000	510,000
	Coffee break	17	2	2,000	68,000
	Soft drinks	17	2	700	23,800
	Lunch	17	2	4,000	136,000
Sub-Total					737,800
3. CoP members' practice- giving presentations	Transport for CoP members	15	1	15,000	225,000
	Coffee break	15	1	2,000	30,000
	Soft drinks	15	1	600	9,000
Sub-Total					264,000
4. CoP members' presentations at a conference	Soft drinks	17	3	600	30,600



A. S. Hornby Educational Trust

	Transport for CoP members	17	1	15,000	255,000
	Lunch	17	1	4000	68,000
Sub-Total					617,600
Total					2,267,400
Grant total	2,267,400 Francs	=	1,997.709	GBP	

Note: GBP at a rate of 1 GBP = 1135 Rwandan Francs

7. DISSEMINATION TO A WIDER AUDIENCE

The activity involved 9 CoPs located in 9 out of 30 districts of Rwanda. These districts included:

- Kicukiro in the capital Kigali;
- Nyarugenge district in the capital Kigali;
- Muhanga, Nyaruguru, Huye districts in the south;
- Ngoma and Kayonza districts in the east;
- Karongi district in the west; and
- Gicumbi district in the north.

First, each of the 9 CoP groups consists of about 25 English teachers each. This means a total of 225 teachers. We have the capacity to reach all CoP members via WhatsApp and if necessary e-mail especially when we want to share documents via google docs. CoP members were all aware of the ToTs and that the project was funded by Hornby Trust. Second, the 30 June 2019 Inter-CoP conference was attended by over 60 English teachers from more than half of Rwanda’s 30 districts. In his speech, Richard Niyibigira, the president of ATER, acknowledged and thanked Hornby Trust for their ongoing support for TAs that are able to showcase success stories presented by practicing teachers of English.

ATER believes that constructing and showcasing success stories is an important aspect of teacher development. Success can stay silent and teachers would never know classroom practices they are good at. Sharing and learning from each other’s successes is a good practice. Moreover, showcasing success stories has the potential to inspire and motivate experienced and novice teachers alike, especially because sharing and exchanging mutuality is inevitable, happens naturally and has potential to create space for teachers to trust and support each other.

8. OVERALL REFLECTIONS

There were several lessons learned from this project:

- Writing project proposals;
- Designing, facilitating and evaluating training sessions;
- Identifying and negotiating potential sources of funding, especially in kind;
- Reaching teachers in more rural schools is possible;
- Use of WhatsApp as cost-effective tool for sharing information and mobilizing teachers in more or less real time;
- Teachers were more interested in CPD that we original thought;
- Sharing success stories inspires teachers!
- Teachers can help, advise and even train other teachers when an appropriate cascade model is utilized.



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The project team felt that this project was successfully designed and implemented. All four project stages were correctly implemented. The target number of teachers – 18 teachers (two teachers from each of the 9 CoPs) – was achieved. 15 teachers were able to attend all three ToTs and 11 of them gave presentations with support from their colleagues.

9. GOING FORWARD / LOOKING AHEAD

In 2020, ATER intends to scale up CoPs from 9 to 15. The focus will be on reaching more remote schools. This will include training at least two members from each new CoP using the capacity building model ATER used to implement this project and drawing from the lessons in section 8 above.



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Appendix 1

ATER 2019 CoP CONFERENCE PROGRAM (30 June 2019)

Venue: Groupe Scolaire APOCOPE, Muhima, Kigali

Theme: Promoting Teacher Collaboration: Empower and Sustain Teacher Development

Time		Room A	Room B	Room C
8:30 – 9:00		Arrival of presenters, participants and guests		
9:00 – 10:00		Introduction & Housekeeping: Organizers (10 minutes) Opening Address: ATER President (25 minutes) Address by the Guest of Honour: Headteacher, GS APOCOPE (25 minutes)		
10.15– 11.00	S1	<p>Topic: The Major Channel of knowledge while teaching Facilitator: Regine Kubwimana (CoP Muhanga) Presentation type: Teaching Young Learners</p> <p>The process of teaching needs preparation. Most teachers have problems finding the best ways to teach English lessons successfully. This session presents important ways of making an English lesson effective for young learners. It also explains where and how to access such ways. The workshop has three activities. All participants will be able to explain how to give an English lesson effectively and go back to their respective schools with required knowledge to improve their teaching methods.</p>	<p>Topic: Future directions in ELT teacher development in Low resource settings Facilitator: Ahishakiye Laurent (ATER) Presentation type: Teacher Development</p> <p>Today's teacher communities empower teachers by creating a platform for teachers to participate in their learning according to their context and needs. This emerged after traditional teacher professional development approach failed because teachers in the global south were always invited to consume western knowledge and practice, which most of the time, did not fit the context. This presentation discusses the importance of putting teachers at the centres of their own professional development instead of mere recipients of knowledge. In the discussion, participants share views on the effectiveness of teacher-led professional development through collaborating in CoPs. Research data collected on the role of CoPs in teacher development in Rwanda is also shared.</p>	<p>Topic: Gender Responsive Pedagogy Facilitator: Adrien Muhayimana (CoP Kayonza) Presentation type: ELT Tips</p> <p>Gender responsive pedagogy involves creating an environment that reflects on understanding the realities of both boys' and girls' lives and addressing issues in the society. The presentation seeks to clearly compare and contrast gender used terminologies, and identifying gender responsive hurdles within schools. These may base on factors like classroom activities, classroom set up, sexual harassment, classroom management and language use while interacting with learners. This workshop inspires teachers to set up classroom activities and create gender responsive schools by dealing with sexual harassment in their respective schools.</p>
11.10- 11.55	S2	<p>Topic: The 21st Century Techniques for Teaching English as a Foreign Language Facilitator: Apollo Kakoraho (CoP Nyarugenge) Presentation type: ELT Tips</p> <p>In spite of the government of Rwanda changing its</p>	<p>Topic: The impact of Using Indigenous Language in the Acquisition of a second language Facilitator: MBONABUCA Patience David (CoP Ngoma) Presentation type: ELT Tips</p> <p>Teaching and learning English as a second language to speakers of other languages is still a big</p>	<p>Topic: How to Effectively Use Debate to Enhance Classroom Language Facilitator: UMWIZERWA Hosianna (CoP Karongi) Presentation type: After School Activity Tips</p> <p>Debate is one of the best strategies for communicative</p>



		<p>educational approach from knowledge-based education to competency-based, some teachers are still stuck on the traditional methodologies that do not address the needs of the 21st century learner. This workshop focuses on the new evidence-based, high-impact techniques that are required in teaching English as a foreign language. Participants discuss and share their experiences with the teaching of English, simulate the focus strategies and critique applicability. At the end of the workshop, attendees walk away with new techniques of teaching English as a foreign language in the 21st century classroom.</p>	<p>challenge to many teachers and learners. This presentation focuses on the most effective strategies teachers can utilize in teaching English as a foreign language to speakers of other languages. Two approaches - Direct and Reading - are explored to promote the successful delivery and acquisition of English as a second language. The presentation also explores proactive and retroactive interference in language teaching. Participants walk away with handouts on best approaches for ESL classrooms.</p>	<p>language learning; however, it is not frequently used in classes because learners are afraid of making mistakes. This workshop focuses on how teachers can interest learners in debating to enhance the four English skills. The workshop session is filled with interactive activities and simulations to skill attendees in conducting debates. If you have been wondering about effectively using debate to enhance learning, this session is for you.</p>
12:00–1:00		LUNCH		
1:10-1:40	S3	<p>Topic: Monopoly: The Best Way of Learning English Skills Communicatively Facilitator: Joe Ivan Kataraiia (CoP Huye) Presentation type: Class Activity</p> <p>Educational games are one of the best ways to enhance communication in the class; however, many teachers don't use them because they are not used to a variety of these games. This hands-on activity focuses on using a hand-made Monopoly Game to promote speaking, listening and reading skills communicatively. The workshop is set into four sessions in which, first the concept is introduced, then participants explore and make various games like game boards and cards, simulate the Monopoly games while speaking, reading, listening before having the peer to peer language structural</p>	<p>Topic: Using a Supper Digital Library to Enhance Reading in the Classroom Facilitator: Jean Marie Vianey Ntawirema (CoP Kayonza) Presentation type: ICT in ELT Classroom</p> <p>Reading is very important in Education, but schools lack reading resources and libraries to promote it. Besides, books usually get torn after a short time of use and are very expensive. This session demonstrates cheaper and accessible resources teachers can use to promote literacy in the classroom using ICT. Participants will be given equipment and practice how to use Solar SPELL as one of the examples to incorporate ICT into ELT classrooms especially focusing on literacy in primary grades.</p>	<p>Topic: Effective Ways of Engaging and Empowering Lower Primary Learners to Listen to and Narrate Stories Facilitator: Pierre Muhayimana (CoP Karongi) Presentation type: ELT Tips</p> <p>Teaching stories to lower primary learners is a big challenge due to their low level of English language development and the use of Kinyarwanda as the language of instruction. This session explores six effective strategies for empowering and engaging lower primary learners to listen to and retell stories. The session is packed with engaging activities. Attendees walk away with practical skills in teaching stories to lower primary pupils.</p>

		<p>corrections. Participants take away instruction leaflets for the game rules and game complexion picture.</p>		
1:40-2:10	S4	<p>Topic: Turn your Language Classroom into a Reading area using Whole Language Approach to Teaching Facilitator: Cleophae Nzabagerageza (CoP Ngoma) Presentation type: ELT Tip</p> <p>Reading is a very fundamental skill in fostering mastery of any language. However, most teachers still use traditional methodologies that don't enhance reading in the 21st century classroom. This is largely as a result of inadequate professional development training and poor adaptation to the Competency Based Curriculum. This session focuses on how primary and secondary teachers can turn Language Classrooms into reading areas. The participants walk away and come up with the best strategy of using Whole Language Approach to making your classroom a reading area.</p>	<p>Topic: Use This Fast and Accessible Internet Resource to Enhance Learners' Vocabulary and Language Use Facilitator: Mbarushimana Rugwiro (CoP Nyarugenge) Presentation type: ICT in ELT</p> <p>Most students in Rwanda struggle with vocabulary and language use due to inadequate resources. This workshop explores the effective use of fast and accessible Internet resources to get teaching aids for any lesson. Through various interactive activities, the participants not only share their experiences on how they teach using images but also gain skills on how and where to get valuable online resources for the classroom. The workshop ends with a critique session in which participants predict and discuss what would or wouldn't work for them. If you want to enhance learner engagement and learning in your classroom using the most accessible Internet resource, this workshop is for you.</p>	<p>Topic: The 21st Century Classroom Management Strategies that Enhance Learning Facilitator: Theoneste Tuyisenge (CoP Muhanga) Presentation type: Classroom Management Tip</p> <p>A lot of research in the area of classroom management reveals that good classroom management greatly improves academic performance. However, most teachers struggle with classroom management and lack skills in managing the 21st century learners. This highly interactive workshop explores the most effective classroom management strategies that enhance teaching and learning activities. Participants will be involved in various activities like discussions and simulations. If some of your learners fail or show some misbehaviour in your class, this workshop is helpful to improve the way you manage your classroom.</p>
2:15-3:00	S5	<p>Topic: Effective Techniques for Engaging and Empowering Learners with Special Needs Facilitator: Umuhoza Christine (CoP Gicumbi) Presentation type: Special Needs in ELT Classrooms</p> <p>Even though learners with special educational needs require multiple interactive strategies in the classroom, teachers still use the traditional methods and one-size-fits-all approaches that do not afford them the opportunity to engage fully</p>	<p>Topic: The Most Effective Technique for Enhancing Speaking and Listening Skills in the Classroom Facilitator: Protais Nsabimana (CoP Kicukiro) Presentation type: Classroom Activity</p> <p>It is hard for some students to act and work in English in class because of their French speaking background. This session explores the most effective technique for enhancing English speaking and listening skills. They should learn how to use different symbols and letters of English phonetics. They think about words that are very difficult for them to pronounce. Learners are able to</p>	<p>Topic: The most Interactive and Engaging Techniques for Teaching Literary Texts Facilitator: GAKARA Juvenal (CoP Huye) Presentation type: ELT Tips</p> <p>Effective teaching of literary texts to learners is very important because it is where reading and speaking skills are developed. However, most teachers shy off from teaching texts and sometimes use traditional methodologies that do not enhance reading and speaking skills. This session focuses on the most interactive and engaging</p>



A. S. Hornby Educational Trust

	<p>with the content. This highly interactive session explores the best strategies to engage every learner with special needs within a language classroom. Participants get guidelines to modify their lessons to meet the needs of every learner and practise the best strategies that not only enhance learning but also make a language classroom more inclusive.</p>	<p>look up in dictionary how to pronounce every word.</p>	<p>techniques for teaching literary texts. The session consists of two activities in which steps in teaching a text are discussed and simulations to give attendees enough practical skills to teach literary texts effectively. If your students fear reading and have a tendency to look bored during literature classes, this session is for you.</p>
3:20-4:00	<p>Closing reflections and evaluation: Organizers Closing and way forward: ATER Vice President</p>		

APPENDIX 2

ATER 2019 CoP Conference Evaluation

Name	Name of CoP	Conference takeaways	To improve / recommendations
	Kayonza CoP	I learnt how to help students with disabilities by creating an inclusive class. I discovered that students can play a big role in helping their colleagues if the right strategies are used and an inclusive environment is created in the classroom.	If possible, there should be two or more conference style workshops each year because they are very helpful.
	Nyarugenge Cop	I have learnt so many new things, especially in the area of using audio visuals in my ELT classes.	There is a need to improve communication among CoP members. They should also meet often to share their teaching experiences and resources.
Uwizerwa Hosiane		I have developed self-confidence – standing strong in front of others to share my teaching experience without fear. I also learnt many instructional strategies like how to make my classroom more inclusive.	
	Nyarugenge CoP	I learnt how to make my instruction more inclusive of the special needs learners. I also learnt how to adapt new teaching skills working collaboratively with my fellow teachers.	Provide more discussion time for presentations. To include some foreigners or specialists who can teach us how to make good presentations.
Protais Nsabimana	Kicukiro CoP	I learnt effective ways of engaging lower primary learners to listen to and narrate stories. I have been inspired by presentations on teacher development through collaboration/networking and sharing experiences	It would be better if we shared all presentations in one room. I personally would have learnt all the topics presented today.
	CoP Kayonza	I learnt many things especially the techniques for teaching students with disabilities	ATER and all CoP members should share experiences they have; it will be more helpful. I wonder if we can have more teachers joining CoP, especially those from western province (Nyabihu)
	Kacukiro CoP	I have learnt to pay attention to the use of phonetics as it is the key to effective speaking and listening.	ATER needs to expand to reach all the districts in Rwanda, so that other teachers may also acquire what we have learnt.
	Gicumbi CoP	I have learnt how to use digital libraries/internet to prepare for lessons. I also learnt special techniques to use with learners with special needs.	For the next conference, please invite and include all CoP members in sharing skills.
	Gicumbi CoP	I learnt the 21 st century EFL strategies.	Decentralize conference sessions in two regions for instance Kigali and Butare.
Mureramanzi	Nyaruguru CoP	I learnt how to use debate in teaching to enhance learner engagement with the language.	
Regine Kubwimana	Muhanga CoP	Learnt the best techniques for teaching learners with special needs.	



A. S. Hornby Educational Trust

	CoP Karongi	I learnt how to motivate learners to improve their speaking, writing, listening and reading skills. I also learnt the importance of using internet resources in class.	I wish this conference would continue.
	CoP Karongi	I learnt how to use debate to enhance English practice.	Attendees must be encouraged to keep time.
	Huye CoP	I learnt how to create role play for a text.	Extend the session time to 1 hour. 30 minutes was too short for some presentations.
		I learnt how to use basic ICT to enhance the use of English language in my class.	ATER should increase the duration of the conference to two days as one day is not enough.
			We should end at 1:00 pm to have enough time to travel back home. Prepare more schedules for training.
	Nyarugenge CoP	I learnt how to deliver a reading text to learners of different levels and language abilities.	Make all the presentations in one hall (even if they only take 25 minutes) to allow attendees to learn as much as possible.
	CoP Kicukiro	I learnt the importance of games, for example 'monopoly', to improve English skills of learners	Everything was perfect in a unique way.
	Rwamagana CoP (yet to be created)	I learnt the techniques to use when teaching learners with disabilities.	All CoPs should be given time to share difficulties or experiences on how their organize CoP sessions in various districts.
	Ngoma CoP	I have learnt how to teach learners with special disabilities.	
	CoP Karongi	I learnt the techniques used to teach using reading activities in my EFL classroom. I also learnt the use of games to enhance learning vocabulary.	It is better to invite a delegate or a representative from the ministry of education to share with us.
	CoP Nyarugenge	I have learnt basic techniques of teaching English as a foreign language.	We should have such constructive conferences termly.
	CoP Kayonza	I learnt that a self-organized teacher development works well to address teacher's concerns in their context.	Commitment and motivation are more powerful than anything especially in a case of low finances.
		I learnt different ways to develop teaching and learning skills through the use of debate, the digital library and other techniques.	ATER should increase the number of workshops and plan on how to finance them because we come from far and cannot facilitate our own transport.
		I discovered where to find library resources on the internet.	Plan another conference as you did today.
	CoP Huye	I learnt how to teach texts using role play.	Continue the same way.
		I have learnt gender responsive pedagogy and language use in the classroom	With shortage of resources, there should be enough financial and management of resources to be used at the conference.
	Cop Muhanga	I learnt new tips for classroom management and how to effectively use the digital library.	It is better to connect all CoP members to share their experience.
	CoP Rulindo	I have learnt how to use games in teaching English as a second language.	



A. S. Hornby Educational Trust

		I also appreciated how dynamic this conference was.	
Nyirunkwaya Isaie	Gicumbi CoP	I learnt the best strategies to use when teaching students with special needs.	The conference was well done. Thank you, ATER!
	Ngoma CoP	I learnt to share knowledge for when it is not shared, it doesn't grow.	The presentations should be given more time because during presentations, there are always more interesting things to talk about.
		I learnt that we have experts hidden in our midst.	Facilitators should involve participants in their presentations. Hold sessions in one hall so that participants can attend all of them.
		I learnt how to teach learners with special needs.	Remind more ATER members to contribute so that the next conference can be better than today's.
	CoP Muhanga	I learnt how to use debate in teaching.	
	CoP Gichumbi	I learnt ways to teach reading in English, and techniques used in teaching literary texts.	The conference was perfect!
	CoP Ngoma	I learnt various teaching techniques.	It is better to inform and encourage heads of schools to give their teachers time to share what they learnt from such conferences with the rest of the teachers.
	CoP	I learnt how to motivate pupils with special learning needs	Empower more CoPs through monthly training.
		I learnt how to teach stories to young children.	It is better to invite more people because these experiences are needed by a big number of teachers.
	CoP Kayonza	I gained a lot in the area of methodology and classroom management.	Prepare two conferences per year.