

Iterative implementation research to improve literacy programming in Uganda

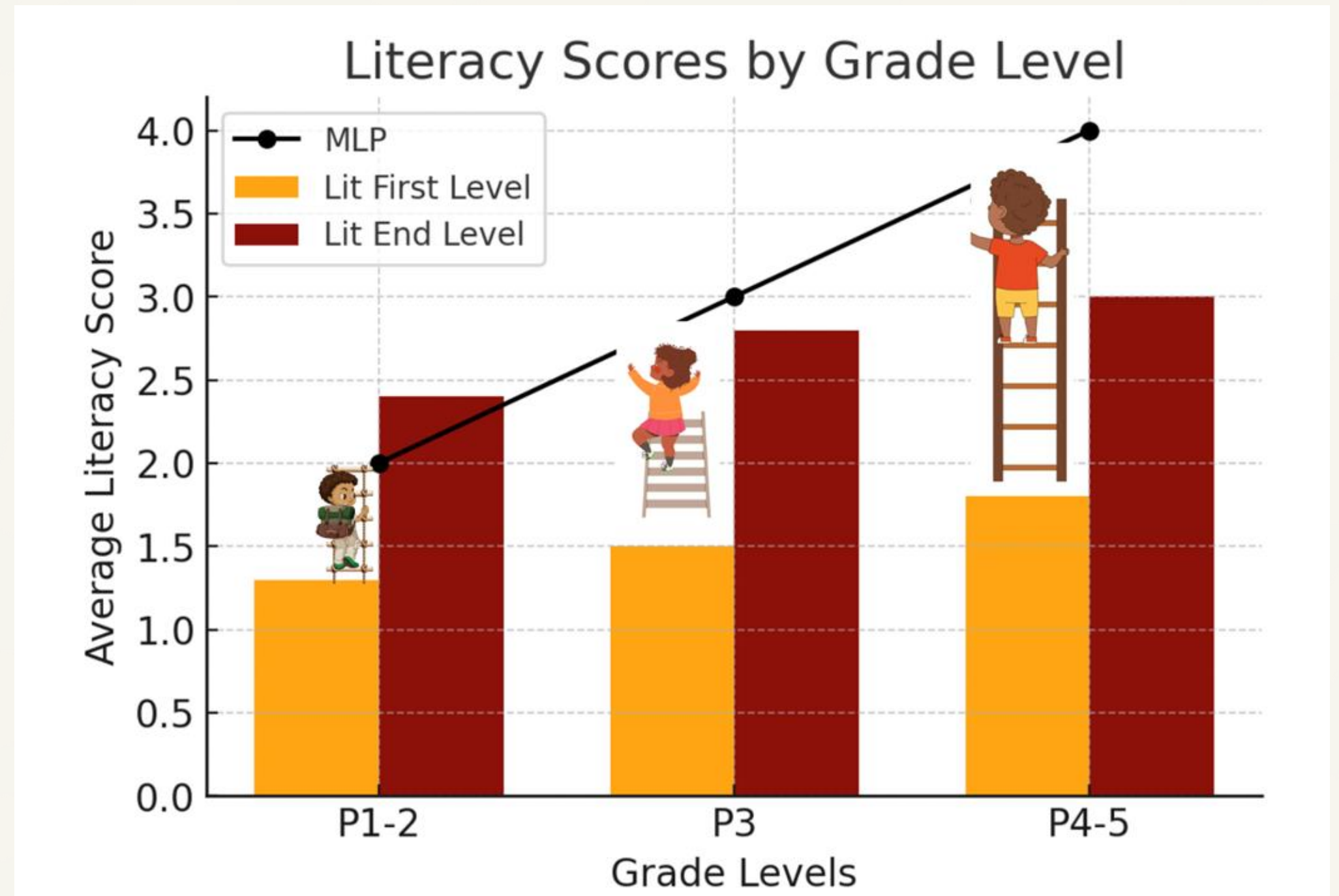
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Research Question/Problem Statement

Why are P4 and P5 learners reaching their minimum proficiency level (MPL) for literacy at lower rates compared to other grades and how can Roots to Rise programming be adapted to support them?



Approach: Iterative Feedback Loops



Findings and Implications

Research

- “Right size” your research
- Be curious about null results
- Use diagnostic loops

Programming

- Materials vs. knowledge
- Understand *exactly* where teachers struggle
- Account for systems challenges

Findings indicate that targeted instruction + structured pedagogy can accelerate learnings so that upper primary learners can more quickly achieve their MPL.



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