

**PROGRESS REPORT ON TRAINING PUBLIC PRIMARY SCHOOL TEACHERS ON CODING**

**INTRODUCTION**

A project team appointed by the CEO, CEMASTEA has been convening since early January 2024 to plan and prepare for the proposed project to train public primary school teachers on coding. The project proposal is based on the educational reforms with priority focus on 21st century skills including digital literacy among learners.

**OVERALL GOAL**

The overall goal of the project is to develop teacher training, coaching and mentorship processes and resources to improve delivery of coding in grades 4 and 5.

**SPECIFIC OBJECTIVES**

The specific objectives of the project will be:

**a)** Enhance pedagogical content knowledge of the teachers in coding.

**b)** Promote inclusivity in teaching and learning of coding.

**c)** Enhance learners’ foundational skills in coding.

**d)** Enhance knowledge of pedagogical leaders to support teachers in implementing coding.

**e)** Strengthen communities of practice among teachers for sustainability.

**EXPECTED OUTCOMES**

The expected outcomes upon completion of the training are:

**a)** Improved teaching of coding.

**b)** Enhanced coding skills among learners.

**c)** Sustainable communities of practice among teachers.

**d)** Improved support from pedagogical leaders to implement coding in schools.

**TARGET GROUP**

The target group will be primary school teachers from 5 selected remote counties. The program will work with 170 pedagogical leaders (CSOs and school leaders) and 370 (600) science and technology teachers from the counties. Special attention will be given to SNE schools and female teachers.

This is a status report on what has been achieved so far. The target number from the concept note was 600 science and technology teachers. Cemastea has trained 514 pedagogical leaders. The breakdown is as follows:



**Lessons learnt from coding training**

1. Coding enhanses critical thinking and problem solving.
2. Coding promotes creativity among learners.
3. Coding promotes the core competencies of CBC e.g digital literacy, communication and collaboration.
4. Scratch programming gives learners hands-on experience in coding.
5. Block coding’s interactive nature makes coding fun and engaging, keeping learners motivated to learn more.

**Conclusion**

The second phase of the training was supposed to commence on the reopening of the schools for the second term but unfortunately, the school reopening dates have been postponed up to further notice due to ongoing floods in the country.