

Enhancing Effectiveness of Basic Education

Rotary Club of Lugogo, Mango Tree

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*Success begins at
Cavendish University*

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“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society... a bulwark against poverty...an agent of family health and nutrition...the road to human progress and the means through which every man, woman and child can realize his or her full potential.” - Kofi Annan

“The man who does not read has no advantage over the man who cannot read.”
— Mark Twain

1. Overview on literacy and basic education
2. Educational purposes of basic education
3. Basic education in Uganda: a commentary
4. Enhancing effectiveness of basic education
5. Concluding remarks

*According to International Standard Classification of Education (ISCED), basic education comprises **primary education** and **lower secondary education**. One is tempted to ask questions:*

- Of what importance is this education?
- How should it be delivered?
- Are its potential benefits being realised?
- How can its effectiveness be enhanced?

*Literacy is understood as the **core for mass education**, which for most of the world population **begins with primary education**. This is the reason most people use the words “literacy and basic education” **consecutively**, sometimes **synonymously**.*

Literacy and basic education represent the most telling indicator of a country's educational status, the reason MDG No. 2 was focused on addressing this concern

- In many developing countries, literacy means the ability to **read and write**.
- UK - skills to communicate orally and in writing, work with numbers, use IT, and swim
- UNESCO - ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts
- Paulo Freire: a process of "**conscientization**" which involves reading "the world" rather than just reading the "**word**"
- Variations in definition create **problems of measurement** and **comparability**

Basic education should give broad-based development, ensuring that learners are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities, preparing them for their further school career

- Basic education should provide every learner with sufficient opportunities to:
 - acquire literacy, numeracy, creativity and communication skills
 - enjoy learning and develop desire to continue learning
 - develop into a self-disciplined, physically fit and healthy person
 - develop aesthetic values and appreciate own and other people's cultures
 - develop awareness and appreciation of the environment
 - develop awareness of and appreciation for other nations and international community
 - instill respect and love for own country and the need for harmonious co-existence
 - develop individual talents
 - promote social responsibility and make proper use of leisure time
 - develop awareness and appreciation of the role of technology in national development

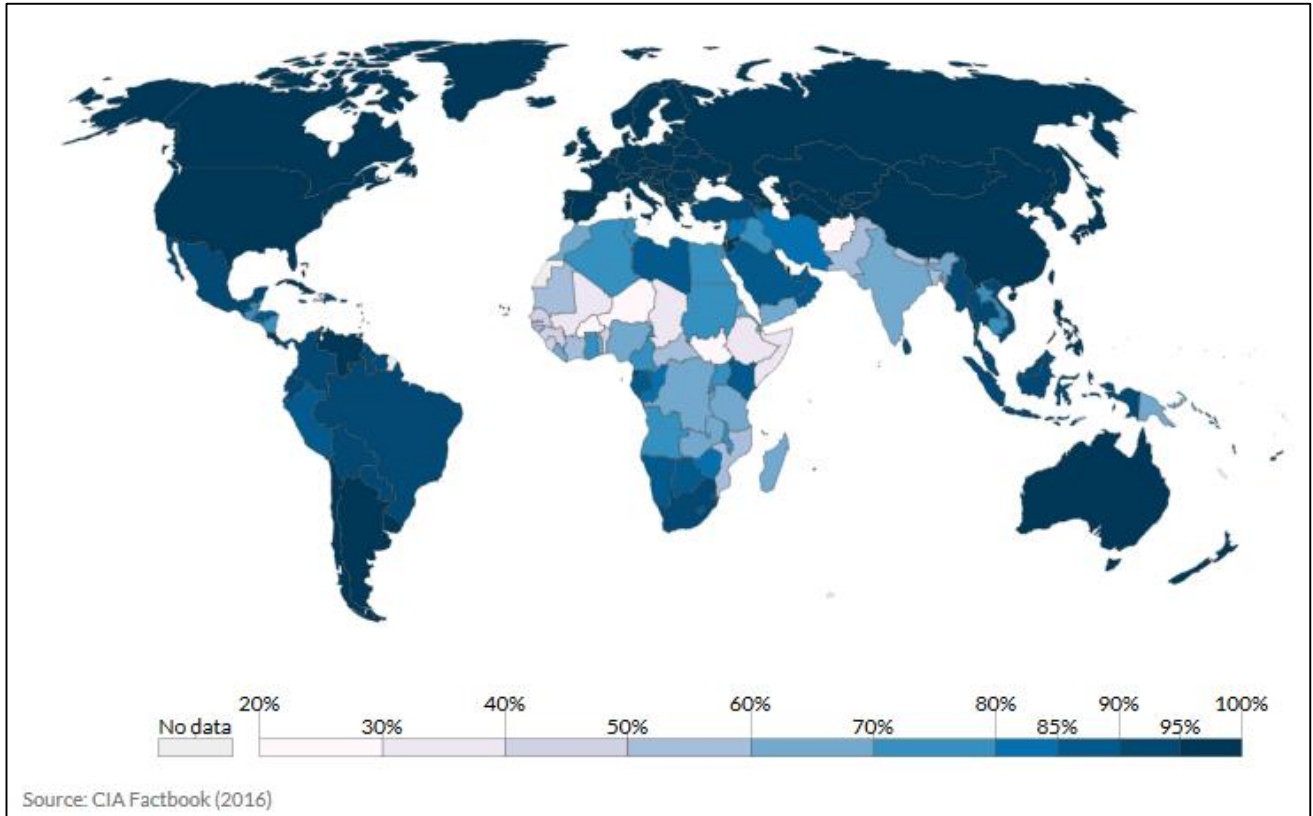
Basic education especially lower secondary school correlates with basic indicators of population development in a positive way and is considered a key determinant of socio-economic development

Extensive number of studies have correlated benefits of basic education with:

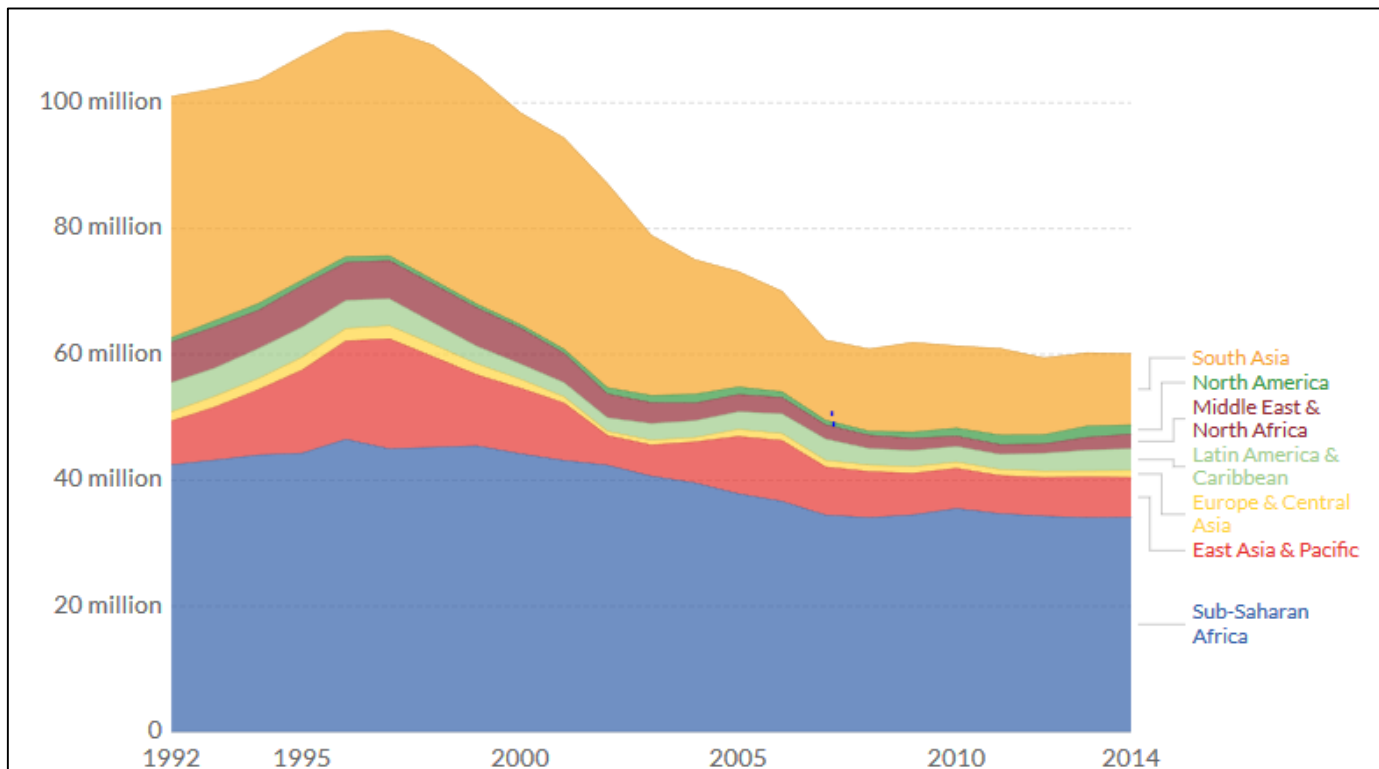
- public health (e.g. lower spread of HIV/AIDS; better vaccination; prevention and medication of disease; better nutrition; lower maternal, infant, and child mortality),
- demography (e.g. longer life expectancy, accelerated [demographic transition](#) through better birth control) and
- the economy (e.g. increased purchasing power, increased productivity in traditional sectors, increased demand on service sectors etc.)
- beneficial impact on democracy, human rights, governance, and political stability through increased understanding of non-violent ways to solve problems and resolve conflict

Reference: Cutler, David M., Lleras-Muney, Adriana (2006); Mazumder, Bhashkar (2008)

World data on literacy rates (basic reading and writing) showing performance across countries



World data on children of primary school age who are not enrolled in school across the world shows a glooming picture for Sub-Saharan Africa (over 40M) and South Asia



Source: World Bank

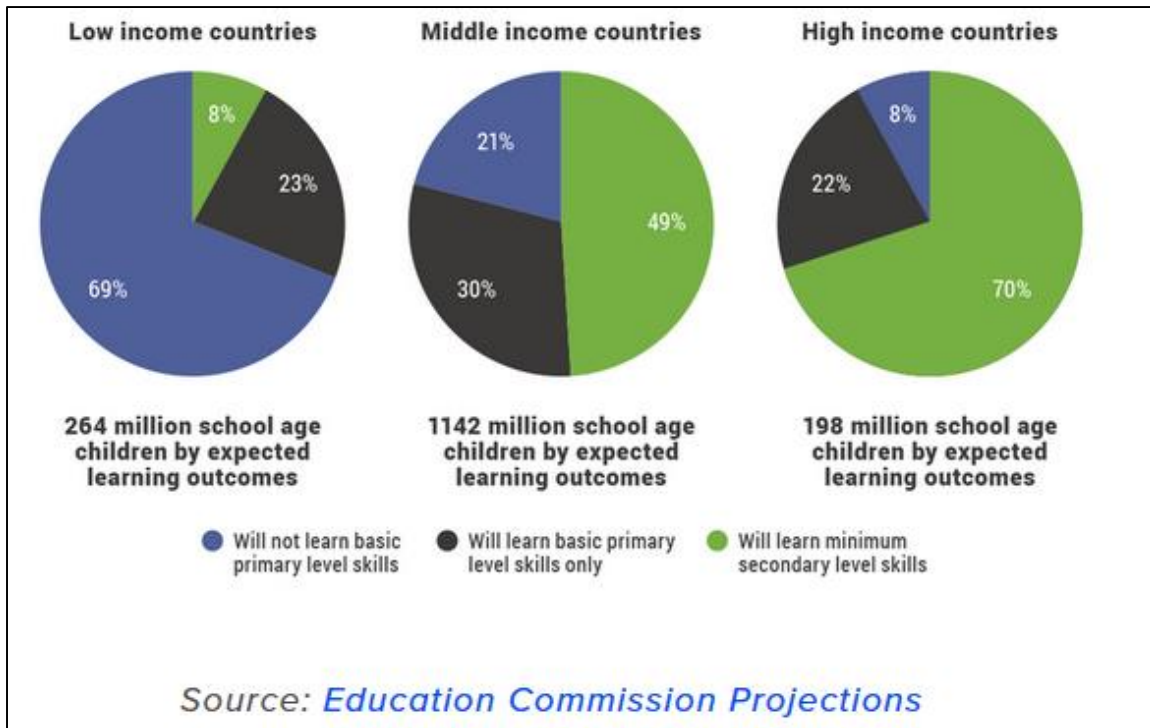
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Transition through Uganda's education system 2007-2013 showing progression rates

Year	P1	P7	%	S1	S4	%	S6	%
2013	1,883,803	579,431	30.8%	346,537	250,274	13.3%	89,748	4.7%
2012	1,887,803	564,217	29.9%	317,286	216,754	11.5%	74,618	4%
2011	N/A	N/A	N/A	320,273	222,226	N/A	74,079	N/A
2010	1,838,714	532,631	29%	324,487	220,340	12%		3.7%
2009	1,943,552	544,531	28%	296,400	193,158	9.9%	79,726	4.1%
2008	1,946,318	546,505	28.1%	N/A	N/A			
2007	1,897,114	515,729	27.2%	N/A	N/A			

Source: Quality Assurance Directorate, Makerere University (as quoted by Prof. Kasozi)

World data on school children who are not learning the most basic skills despite substantial gains towards UPE enrollment especially in developing countries



Philosophical

- The beliefs, values and understandings of an individual or group with respect to learning
- We no longer have “pure” children and expert teachers

Pedagogical

- Generally used to mean the method and practice of teaching (children) especially as an academic subject
- We need a mix of pedagogy and andragogy (for adults)

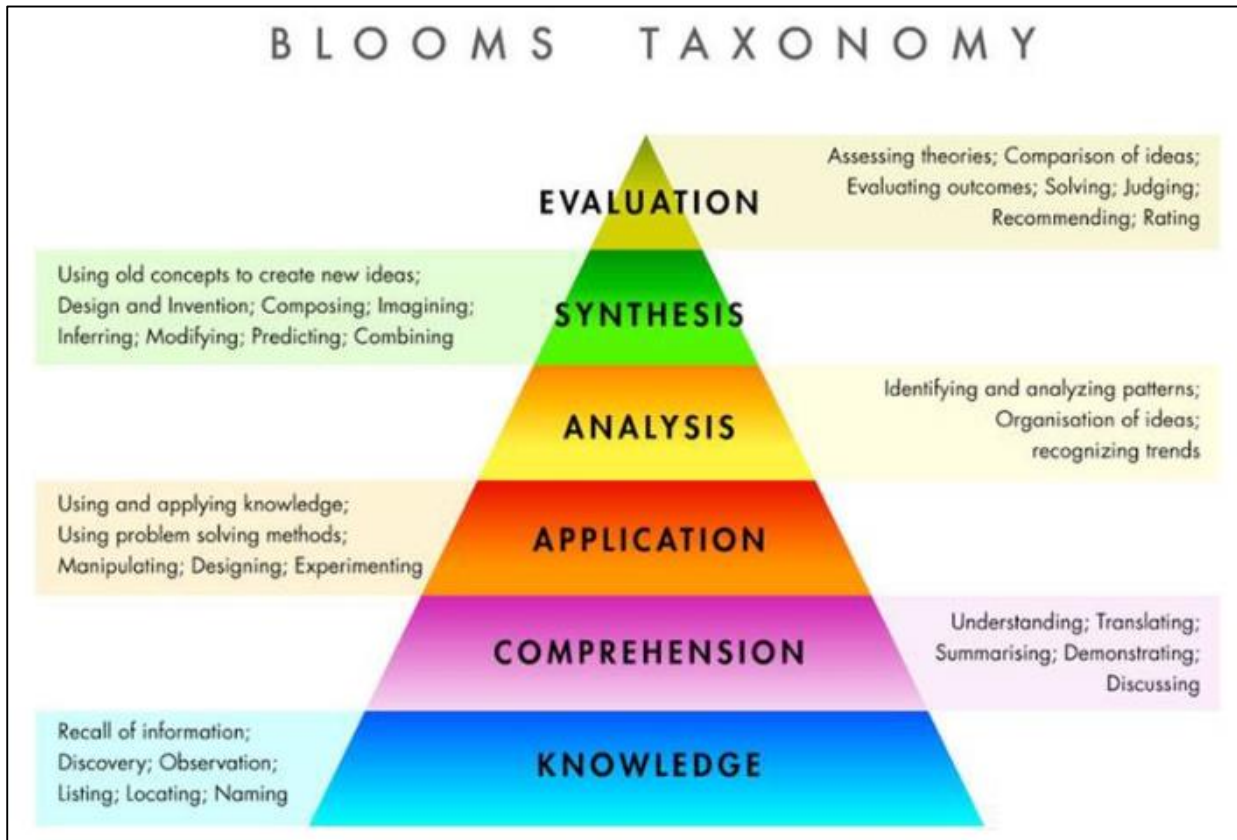
Logistical

- Academic paraphernalia (books, charts, boards, papers, etc.) used to facilitate teaching and learning
- Need to add ICT especially the Internet

Curriculum related

- Formerly, a series of student experiences that occur in the educational process (in class and school targeting knowledge)
- The totality of learning experiences designed to impart knowledge (and skills in and out school setting)

The notion that basic education is for basic information tested by ability to remember facts which learners can neither comprehend nor explain is outdated. Higher levels of knowledge are needed



- That **over 40 million** children of school going age in SSA are **not enrolled in school** at all is a scandal
- That out of those enrolled, only **23% learn minimum primary-level skills** and a paltry **8% learn minimum secondary level skills** is equally scandalous
- There is need to attend to detail in respect of **variables correlating with failure to enroll** or high attrition from basic schooling such as:
 - religion,
 - gender,
 - urban/rural factors,
 - income levels
 - Culture etc.
- Moreover, **pedagogical and curriculum-related reforms** that seek to impart higher level skills such as critical thinking, logical judgment etc. need to be incorporated
- What we need is not to train an **army of specialist education planners**. Rather, we need **a critical mass of people with social influence** to appreciate the problem and **take responsibility** in helping to solve it. **xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx**

Thank You



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