



Remodeling Basic Education to Match a Dynamic Society

Rotary Club of Muyenga Tank Hill

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CAVENDISH
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*Success begins at
Cavendish University*

Prof. John F. Mugisha

“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**

- ❖ Overview on literacy and basic education
- ❖ Overview on the current dynamic society
- ❖ Purposes of Basic Education
- ❖ Basic education in Uganda: a commentary
- ❖ Remodeling B/E to match dynamic society
- ❖ Concluding remarks

*According to International Standard Classification of Education (ISCED), Basic Education comprises **primary education** and **lower secondary education**.*

*Literacy is understood as **essential mass education**, which for most parts of the world **begins with primary education**. It is part of B/E.*

The main questions that come with this understanding include:

- Why is basic education so important?
- What are features of current society?
- Are objectives of Basic Education being?
- How should B/E be remodeled to match a dynamic society?

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**

- Advent of the 4th industrial revolution

From steam engine to electricity, to electronics and now new era in which disruptive technologies are changing the way we live and work (Artificial Intelligence (AI), robotics, Virtual Reality (VR), Internet of Things (IOT))

- A world dominated by the millennials (those born between 1980-2000)

These are confident, ambitious, achievement-oriented, team-oriented, seek new challenges, question authority, assertive and tech-savvy, among others.

- Changing landscape of jobs

- 65% of children at B/E will do jobs not yet invented (World Econ. Forum)
<http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>
- 47% of current jobs will be performed by machines
- Only 33% of jobs existing on the cloud are being met
- Academic qualifications becoming irrelevant;
- Greater attention shifting to skills and competencies

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 and for a larger society

- 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 values and appreciate own and other people's cultures
 - develop awareness and appreciation of the environment
 - develop awareness and appreciation of other nations and international community
 - 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 etc.

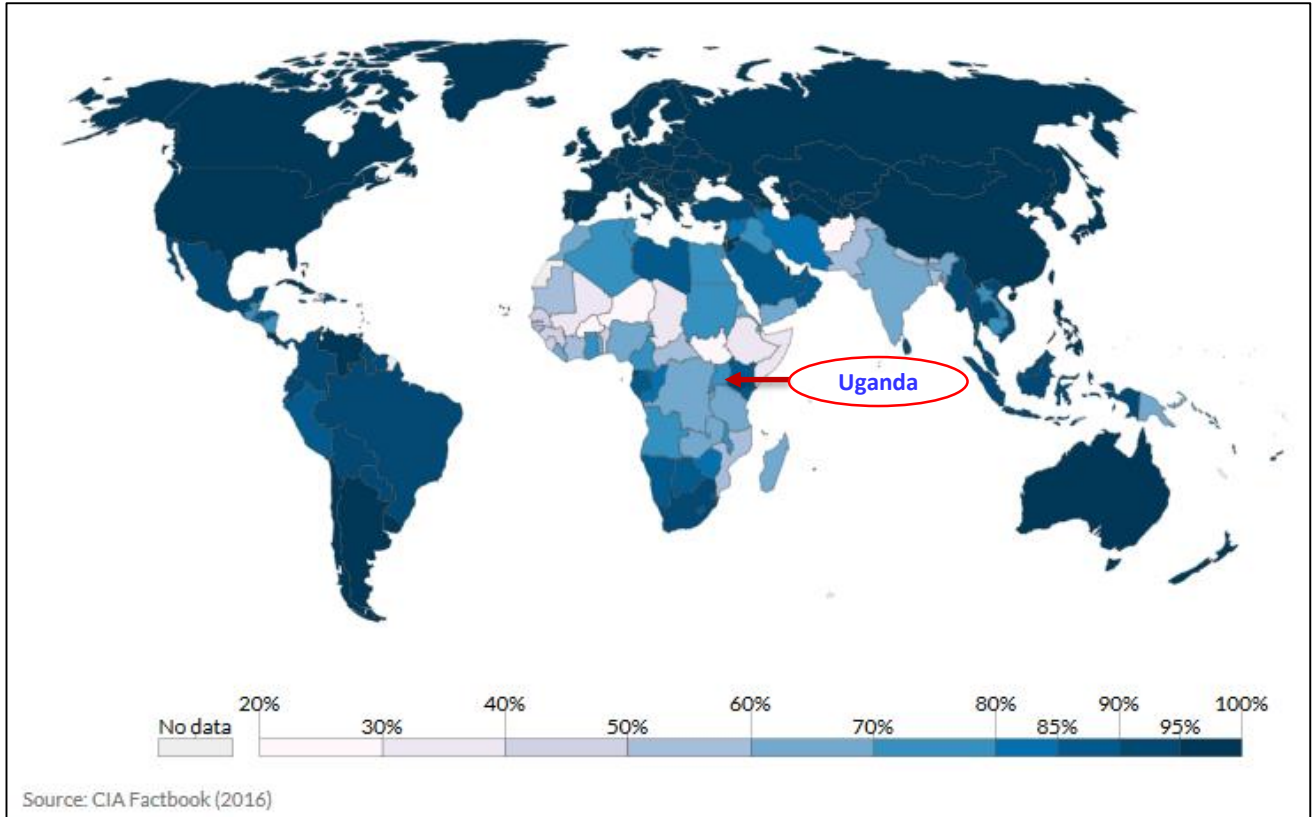
Basic education especially lower secondary school correlates with basic indicators of population development in a positive way and is considered a key determinant of socio-economic development

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

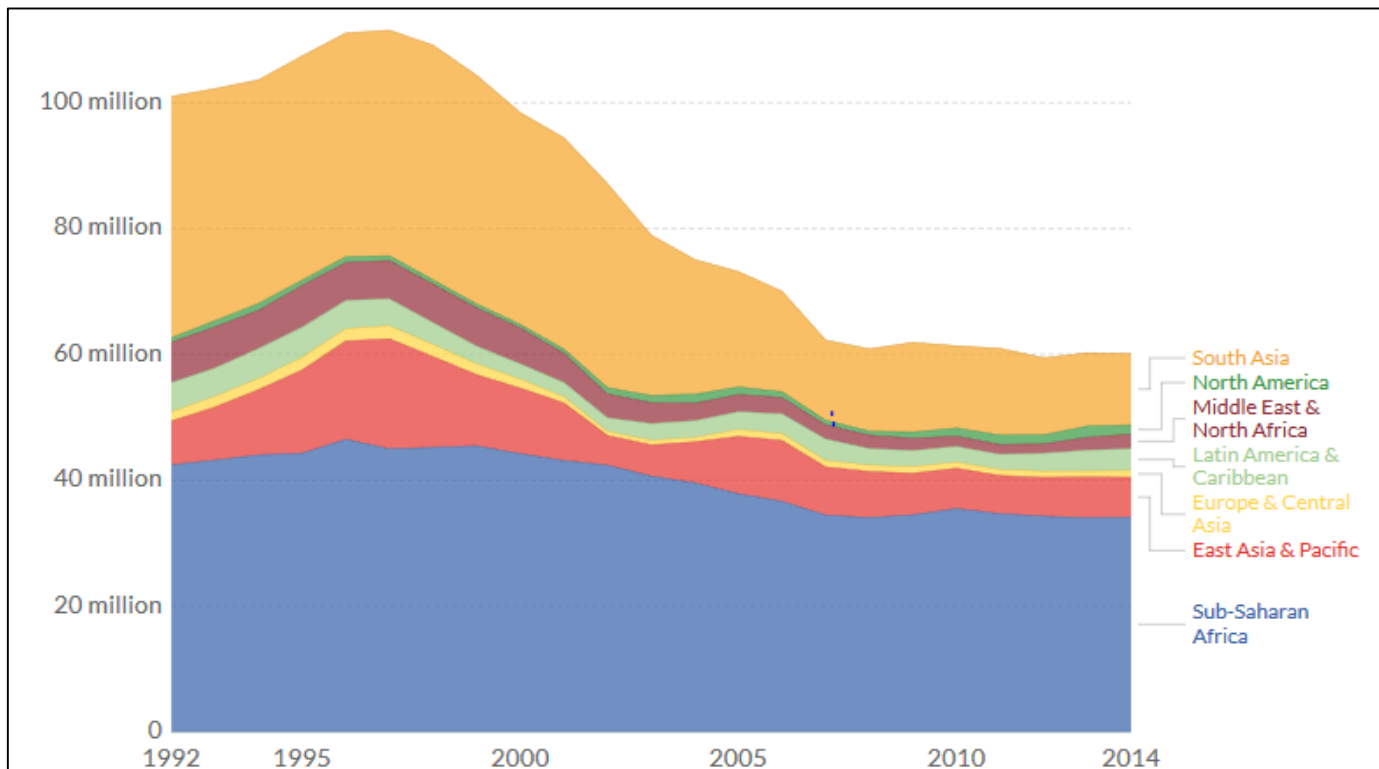
- public health (e.g. lower spread of HIV/AIDS; better vaccination; prevention and medication of disease; better nutrition; lower maternal, infant, and child mortality),
- demography (e.g. longer life expectancy, accelerated [demographic transition](#) through better birth control) and
- the economy (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

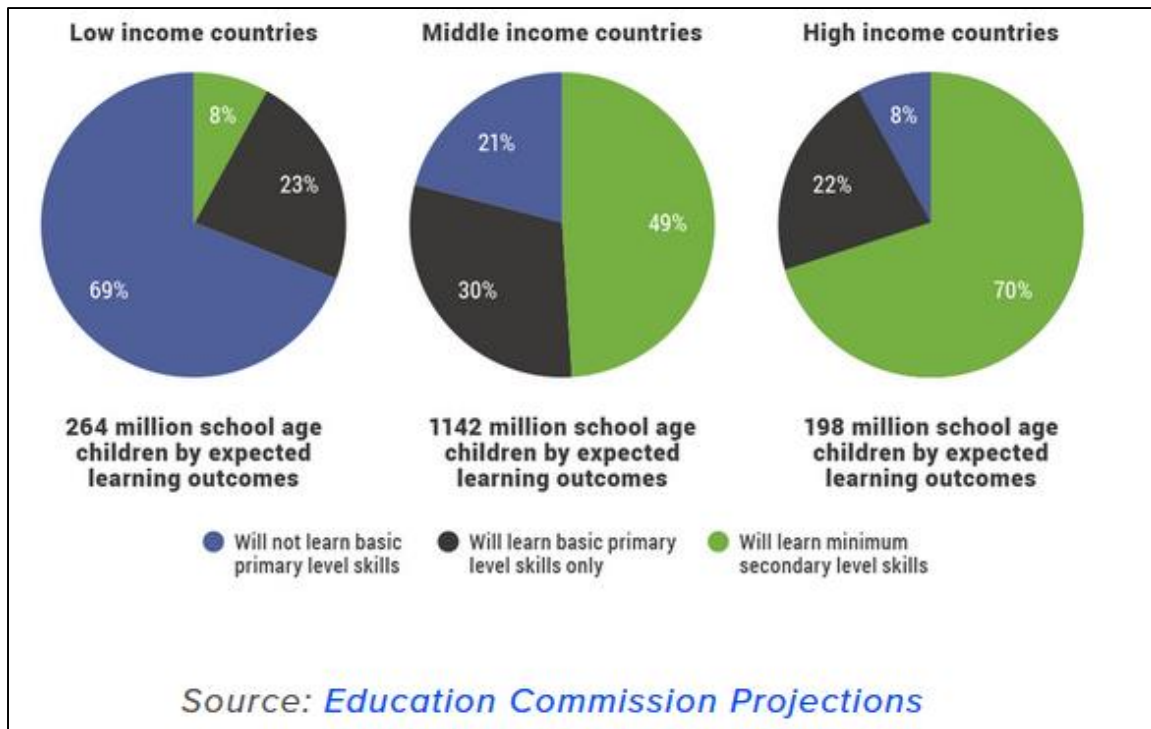
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Transition through Uganda's education system 2007-2013 showing progression rates

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. A whole 69% won't learn basic skills in developing countries



Philosophy

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

Pedagogy

- 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)

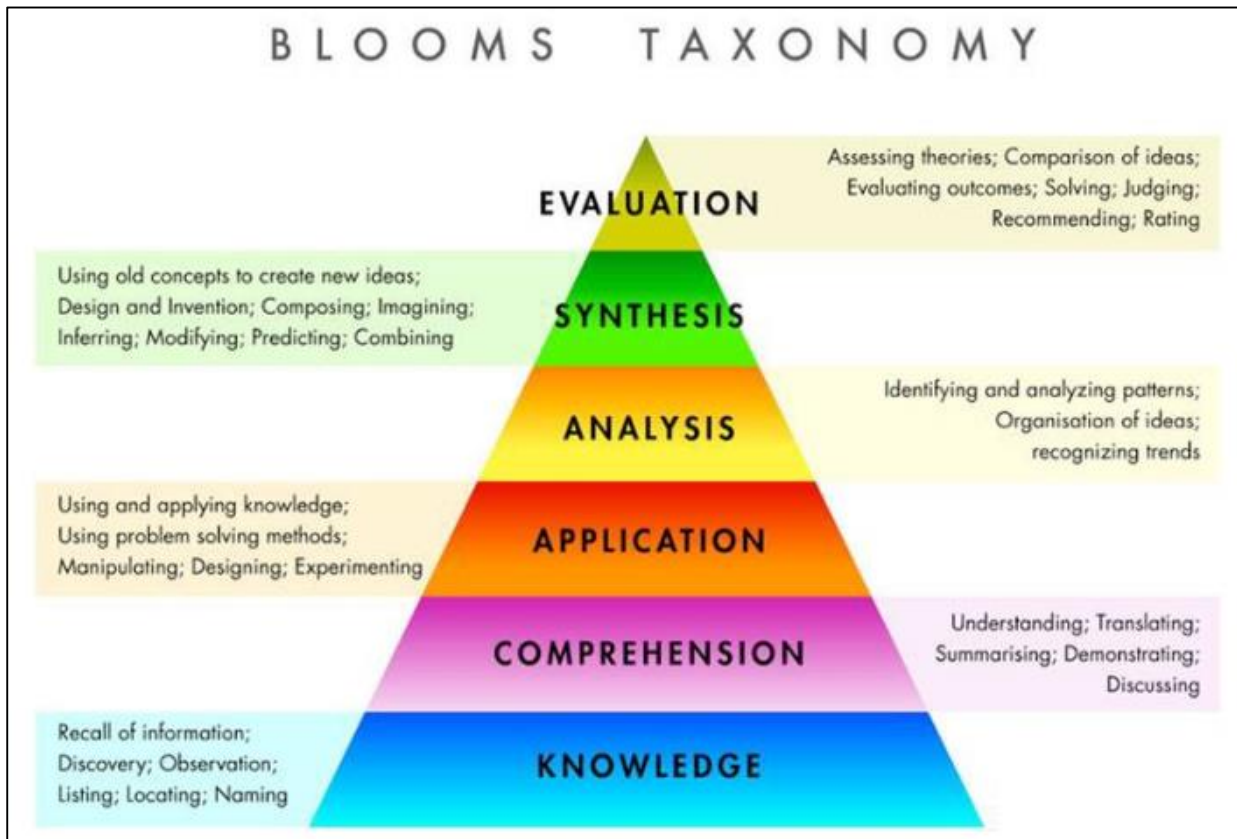
Logistics

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

Curriculum

- 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



- Focus on entrepreneurship (impart skills to develop business plans and project concepts)
 - Africa is a land of opportunity. Imagine if you brought the people of Israel here and took Ugandans to Israel for 20 years. What you find in each of the countries?
- Train learners to look for problems they can solve instead of jobs for employment
- Train learners to develop ideas in teams rather than operating in silos (as individuals)
 - 10% shares in a business worth 1B better than 100% shares in business of 10M
- Focus on flexible modes of study (DL, blended learning, SWAP)
- Impart generic skills for employability required in a dynamic job market (IT, Communication, Critical Thinking, Financial Mgt etc.)
- Impart Life Long Learning skills (**Learning to learn; to do; to be; & to live together**)
- Focus on student-centricity. That is when all knowledge and skills will be mastered (and transformative learning achieved)

*These are strategies that work because we have applied them at Cavendish University Uganda over the past few years with very positive results . =====**THANK YOU**=====*

Thank You



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