

Your platform

Let's learn from the Irish education system

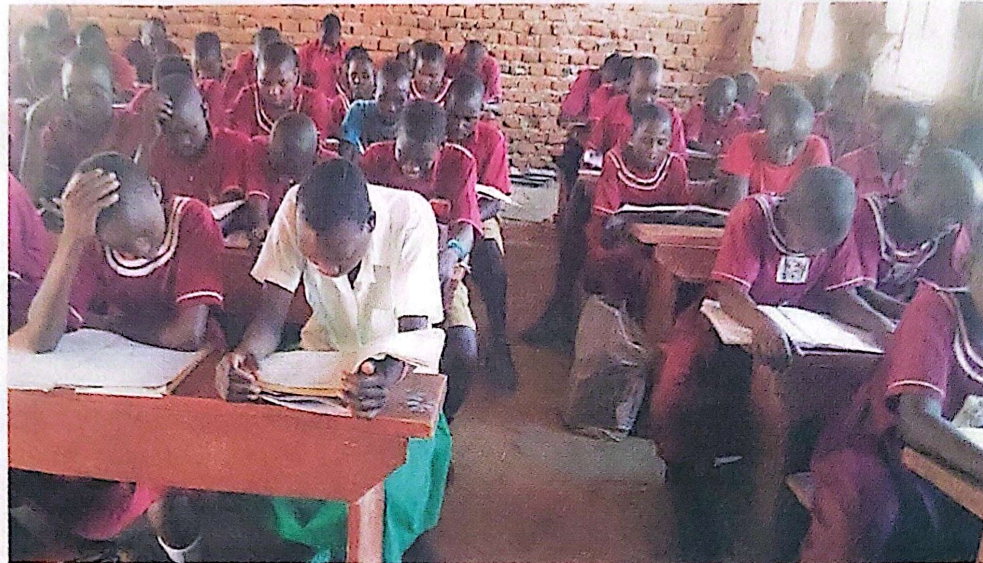


Godfrey Arims

I was greatly privileged to travel to Ireland as one of the winners of the New Vision Teachers Making a Difference competition. The trip was very fulfilling and imparted in me many new skills and methodologies to improve the education system in Uganda.

The Irish education system is unique. It is learner-centred and participatory. The child is the pivot point of interaction. Teachers use "think pair" methodology to help learners interact and understand their needs in education.

The classes are small, with approximately 27 learners per teacher, unlike in Uganda, where a teacher handles hundreds of learners in a class. The methodology used by the teachers in Ireland is based on techniques to promote life skills development, ideology interpretation, problem-solving, creativity and critical thinking.



Pupils of Good Shepherd Nursery and Primary School, Pallisa. Ugandan teachers need to concentrate on engaging learners as the pivotal point of learning so that they can realise their full potential

The teachers have been equipped with skills on integrating global issues in a classroom situation for learners to understand what surrounds them. The learners are also taught how to utilise resources within their reach for environmental and sustainable development.

These issues are well-embraced through the curriculum set up by the Ministry of Education and Skills. The teachers, therefore, are already aiming higher at Sustainable Development Goals of zero hunger, no poverty, good health and

wellbeing, quality education and gender equality, among others.

The teachers in Ireland develop instinctive motivation as a professional aspect to help learners attain their full education potential. The teachers in Ireland define their quality for education system as development meant for modernisation.

In Uganda, therefore, we need to improve on our education system by use of co-operative learning approaches. This calls for borrowing any appropriate methodologies to

enrich and improve the education system to nurture a better and changed citizenry.

Ugandan teachers need to concentrate on engaging learners as the pivotal point of learning so that they can realise their full potential. Ugandan teachers need to maximise the use of resources within their reach and environment – instructional materials that provoke and encourage incidental learning.

Even though we have not advanced technologically, all the stakeholders – the government,

community and parents – should do whatever is within their means to support the education sector as a starting point to a breakthrough for sustainable education development.

Though there is universal education in Uganda just like in Ireland, the teacher-to-pupil ratio is too high to enhance better learning. If the government could recruit more teachers and improve their terms and conditions of service, the equilibrium of value for money would be realistic.

To realise sense in quality education, we must massively contribute in all aspects in order to see our country move towards quality education enhancement. Children need to be aware of their surroundings, hence Uganda curriculum developers in their review, should integrate global issues, especially in the primary curriculum in order to create awareness in the learners how to utilise resources within their reach for environmental and sustainable development.

I urge all Ugandans to continue contributing towards the betterment of this nation by supporting education.

Arims is the headteacher Lemusui Primary School, Nakapiripirit. He was one of the teachers sponsored for an all-expenses paid study tour of Ireland courtesy of New Vision, the Embassy of Ireland, Simba Travelcare and Trocaire