



MISSION REPORT

the Banmans



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Ugandan Education

As I walk around Uganda, I see schools everywhere. There are government run schools which have a reputation for huge class sizes (over 100 children in 1 class) and poor education standards. There are privately run schools that range from a few kids in a yard to hundreds of children in a school building. There are Muslim schools and Christian schools. There are even expensive international schools.

Each school has a target audience and something that they feel sets them apart from others; and their costs range widely from a few hundred shillings to thousands of US dollars. Looking at all these school options makes me wonder, why are Ugandan children not getting an education that properly prepares them to thrive in Uganda?

There are many factors that make up an effective education and we could discuss class sizes or resources or teaching methods, but I think the primary reason children graduate from primary school, and then from secondary school and often even from university with few real skills and even fewer options is because they have been chasing the wrong goals. Ugandan students are taught to cram for government exams so they can get a good score. Good test scores benefit schools but add little value to the student long-term.



“... why are Ugandan children not getting an education that properly prepares them to thrive in Uganda?”

“Too often we give children answers to remember rather than problems to solve.” - Roger Lewin



“A better building, better library, better administration. None of these things are going to change much.”

For a number of months now, Terry and I have been analyzing how we could make a real difference to how children are educated in Uganda (a substantial, long-term, large-scale, measurable difference).

We know we need to target the core issue to trigger a real change in the outcomes. We need to change the goal from just passing government exams and place mastery learning at the centre of the process.

At just the critical moment, we were introduced to a completely new education system called Profound Learning developed by Tom Rudmick at Masters Academy & College in Canada. Profound Learning has a well documented record of amazing results. Today, Profound Learning is in use in Canada, Spain, Nigeria and Brazil with other countries considering adoption.

Profound Learning is not the education system invented in the 1950's and designed to produce factory workers for the industrial age. Profound Learning is a completely new education system that shifts the responsibility of learning to the student (where it belongs) and tasks educators with making knowledge inviting, accessible and measurable.

Students must be empowered to master knowledge and skills. Classrooms should encourage creativity and innovative.



The children pictured above attend Treasured Kids primary school in our community. This school is part of a larger ministry to local children and families operated by Deo Ministries. Deo Ministries are partners and friends of the Children Arise team in Uganda.

"It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them." - Leo Buscaglia

GOD'S GREAT PLAN IS EVERY CHILD'S POTENTIAL

Mission - To transform the Ugandan system of education so that children may be fully equipped to thrive in a constantly changing world.



“Tell me and I forget. Teach me and I remember. Involve me and I learn.” – Benjamin Franklin

Integrity Education - A prototype providing both an example and a benchmark for educating children.

Education is a foundational building block for any society. A nation with a poorly educated population will struggle to thrive and become a breeding ground for corruption and poverty. It is our belief that change begins with the next generation. Integrity Education aims to catalyze change in Uganda by educating and empowering children.

With the Profound Learning system at its core, a school will be established. It will make use of standard national curriculum to facilitate a direct comparison between its students and students out of other schools.

The schools primary purposes will be to:

- produce creative and innovative learners who also achieve excellent scores on government tests
- develop good character and integrity in students as individuals
- catalyze a change in the national education system that will produce individuals far better equipped to thrive in an ever changing world

In addition to the prototype school, Integrity Education will create a Ugandan organization to equip educators and advocate for the Profound Learning system in Uganda.

Visit our web site:

INTEGRITY.EDUCATION