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Photo

Situational Analysis of Play based learning in Uganda and Zambia

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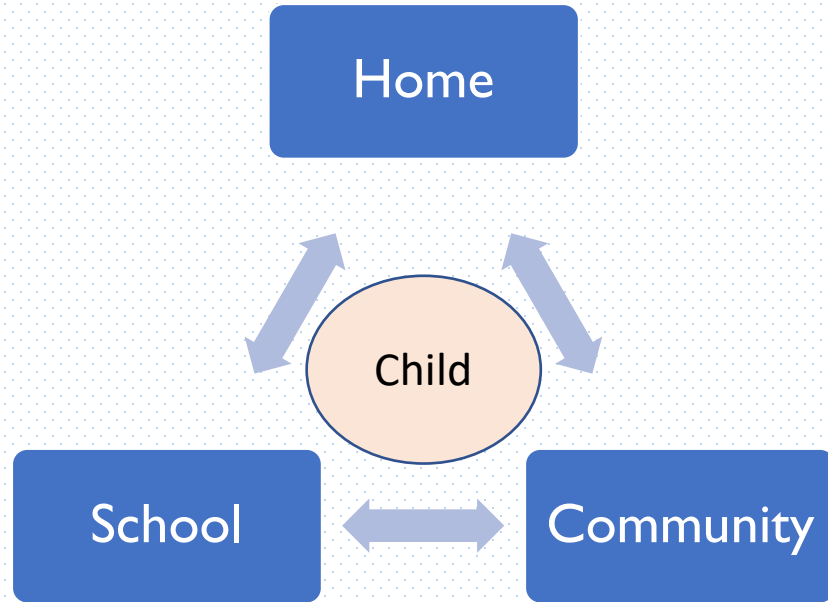
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Presentation outline

- Background
- Objectives
- Methodology
- Results
 - ✓ Play items used in lessons and involvement of learners in using those items
 - ✓ Other play activities used in lessons and how learners were utilized
 - ✓ Extent to which play activities resulted into learning
 - ✓ Gaps and challenges identified in the delivery of lessons
 - ✓ Stakeholder perceptions to use of play in learning in ECE
- Conclusion
- Recommendations

Background



The School Readiness Initiative (SRI) is an early learning intervention that utilizes the strengths of home, school and community (HSC) support for a child's holistic development

The HSC is an effective model for:

- ☐ Transition into Grade 1
- ☐ Providing age-appropriate learning experience and environment.





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Objectives

This study explored

- 1) The extent of integration of play based learning (PBL) in Early childhood Development Education (ECE)
- 2) The perceptions of stakeholders on the use of PBL in Early childhood education



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Results

a) Play items used in lessons and involvement of learners in using those items

- Learners own bodies e.g doing actions
 - Doing actions as asked by the teacher like “stand up, hands up, sideways, jump about-turn”
 - Answering questions like “How many fingers do you have?”. Then they answer “I have ten fingers” while flashing them up
 - Outdoor play items
 - Classroom play items (Classroom corners)
- Made and bought items
 - Clay items, paper items
 - Building blocks
 - Bottle tops and empty bottles

Play and Learning

Other activities used in lessons and how they were utilized ...Cont...

- Songs
 - Used to teach vowels and letters
- Games
 - Used to teach letters and numbers
- Physical activities
 - Used as warm up, stretching

- Extent to which play activities resulted in learning
- Kept learners awake
- Kept learners participating
- Songs used to emphasize learning
- Cover more content in less time
- Ensured collaborative learning among children

Generally: less involvement of play in the teaching and learning process beyond singing.

b) Stakeholder perceptions to use of play in learning in ECE

- “We are busy to start playing with children”.....Uganda Female parent A
- “What will people think of me if they find me playing with a child?”...Uganda Male parent B
- “How does play prepare my child for learning in primary that is purely cognitive”.....Uganda Male Parent C
- “PBL is the way to go but there is pressure from parents to have their children learn how to read and write and see play as a waste of time”.....Uganda District education official A

Gaps in the utilization of play based learning

- No demarcated play areas of ECE children in centres attached to primary schools
- (Except in SRI schools in Zambia and private schools)
- No play items in the play grounds (Except in SRI schools in Zambia and private schools)
- For Uganda, ECE is largely in the hands of the private sector who respond to parental pressure against play
- Teacher training colleges largely have exotic play items for outdoor play spaces
- Multi-age classes
- No ECE framework in most schools in Uganda
- Lack of guided play for assessment (Except in SRI schools in Zambia)
- Lessons facilitated by one teacher in the majority of the classes

Gaps identified in the delivery of lessons

Cont...

- Some play activities were not directly related to the lessons
- The transition between play activities was not well planned in some cases
- Lesson corners remained unused in most classes. They are more decorative.
- Talking walls were placed way beyond children's view
- Non SRI classes restricted all learning to classrooms
- Non standardization of teaching and learning materials used in the classes
- Classroom management when with learners seating on desks was a challenge
- Some lessons were integrated others were on one subject area
- A general lack of audio-visual play resources to support lesson delivery
- Few traditional/local forms of songs in non SRI schools
- Language of instruction largely in English against policy guidelines (in Uganda)

Recommendations

- Sensitization of stakeholders on PBL in ECE
- Need to align teacher training curriculum to the ECE school syllabus on PBL
- Need for refresher on PBL for ECE in-service teachers
- Need for structured involvement of parents in PBL
- Need to increase resource allocation for ECE
- Contextualisation of Free education policy implementation in Zambia
- Government should take over ECE provision in Uganda
- Emphasise the use of both free and guided play
- Re-look the annexing of ECE centres to primary school (play areas)

END