Primary School Education, Curriculum Africanisation, and Community Engagements of Teachers in the Process of Poverty Alleviation in Uganda

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Abstract

The article stipulates the unseen yet useful remedies that can be utilised by primary schools to alleviate economic poverty in Uganda. The paper examines the trend of primary school education and the extent the curriculum is Africanised to engage pupils and their parents in staged progressive household income-generating projects aimed at uplifting the economic standards of households. In Uganda, the Church Missionary Society established several schools and imported a European-based education curriculum. Since then, the Europeanised type of education has never been contextualised into African learning approaches, and this has made it hard for teachers, who are accorded respect in the African culture as elders, to engage with local communities to alleviate economic poverty in Uganda. In reality, the aims of education since colonial days have undergone several revisions, but staged education curriculum developers in Uganda have never incorporated African indigenous knowledge yardstick indicators that ensure that teachers play their communal roles as: incubators, initiators, nurturers, examiners, and promoters of European-Africanised community poverty alleviation programmes. In fact, from the inception of the colonial governance up to date, several poverty eradication programmes have been implemented in Uganda, but to the dismay, most of them collapsed without realising the anticipated goals. Astonishingly, primary schools that are expected to be centres of demonstration innovations have no crafted projects geared at empowering young people with income-generating skills that can be mirrored in their homes. Yet when young people are empowered by their teachers to engage in practical subjects, they are mostly to work devotedly on simple income-generating projects. The number of young people dropping out of schools and the poor national academic performances, registered every year, tell it that the Ugandan poverty alleviation education curriculum is not African. Something bitter, disguised, and foreign is being forced down the throats of Ugandan intellectual knowledge seekers.

Key Words: Education, Poverty, Teacher, Government, Curriculum.

Introduction

Formal education, an academic approach that focuses on imparting numeracy and literacy skills, is reported to have emerged in Sumer, Southern Mesopotamia between 3500 and 3000 BCE. Around 3150 BCE, the Egyptians inspired by the Mesopotamian cuneiform writing, set up elementary schools to shape the literacy mind-sets of their populace towards social economic transformation (Mark, 2011).

As years rolled, the Greek-Roman society set up schools based on the Phoenician writing system, though different, it owed its development to the Mesopotamian advances in formal education. The Phoenicians' invention of formal education made hands-on skills instructions manageable and accessible by different races within the Greek-Roman world. The early formal education systems were then exported to other cultures, which, in turn, formalised their oral education ideologies into written language concepts of their local communities (Mark, 2011).

Besides classroom learning using instructional materials that included: book rolls on papyrus and engraved tablets made out of; wood, lead, bronze, and stones; there were demonstration projects at household levels that were used as mediums of community social transformations (Norman, 2011). Given the fact that early indigenous populations were intact and could have been minimal, then emphasis on household projects could have been possible.

In the centuries following the invention of elementary schools; access to schools was scarce and too expensive for the poor individuals; it was only the elite human society that attended elementary schools. Organized education curricula articulating practical implementation of literacy and numeracy skills are documented to have had their infancy in Rome towards the end of the Roman republic collapse in 23 B.C (EBSCO HOST, 2016).

In medieval Europe, formal education was at a slow pace. However, the development of the printing press during the fifteenth century resulted in increased availability of printed instructional materials and this made literacy education easier and faster in every society that was under the control of the colonialists (EBSCO HOST, 2016). However, "Literacy remained a privilege of aristocratic males in most societies until the 19th century when public education became more widespread around the world" (Whipps, 2008).

In Sub-Saharan Africa, education was introduced by colonialists, Christian missionaries, traders, and Muslim jihadists. From the 1920s onwards, Christian missionaries ran East African schools administering a Westernized classroom-based education curriculum whereby the teaching process was classroom focused and detached from the learning methodologies of African indigenous communities (Onwuatuegwu and Paul-Mgbeafulike, 2023, p.48).

African Indigenous learning is: a) holistic - encompassing spiritual, economic, social, and physical dimensions; b) communal in the sense that the entire household and neighbours get involved in the learning process; practical - skills that yield tangible results to solve community

challenges are emphasized; c) ritualistic – ceremonies coloured with songs, proverbs, storytelling, taboos, initiations, etc., are held in high regard to pass on traditional values to the young generation; d) elder role model influenced. Elders are seasoned individuals with vast experiences, wisdom and practical knowledge. Elders are divinely anointed to bless and curse; and e) intergenerational mingling that catalyse transmission of social traditions (Onwuatuegwu and Paul-Mgbeafulike, 2023, p.49).

To contextualise foreign education approaches into African language concepts, in Kenya, Swahili formal education came to display as a result of Arabs-African mingling, but then, the resultant aim of Swahili education was to ease mercantile transactions, religious indoctrinations, and not to support African communities to walk towards socio-economic self-discovery and industrial innovation. By then, Swahili was not seen as 'an adequate vehicle of scientific thought or philosophy' (Broomfield, 1930, p.518).

Later on, the Christian missionaries introduced formal education as well as in Nigeria, Senegal, and in many African countries that were colonised to ease business communications. Foreign education was enforced as a vehicle of mass production of literate and semi-illiterate African communities engineered to feed European societies with cheap labour and at the same time, consume European innovative products, a trend that persists up to date (Ochoma, 2016).

In Uganda, the Church Missionary Society established several schools and imported a European-based education curriculum. The aims of the education curriculum during the colonial period yielded minimal results. Economic poverty among the rural population remained a serious challenge to deal with (What-When-How, 2016). From the onset of the post-colonial period, the National Curriculum Development Centre (2016, pp.2-3), was mandated by the government to craft, incubate, initiate, and oversee academic implementations from pre-primary to tertiary levels. The sector has carried out several education curriculum reviews with the major aim of scaling down economic poverty in Uganda. Nonetheless, a close look at the aims and objectives of primary education, it is indicative that all of them are classroom caged to empower learners with numeracy and literacy skills. There is no objective geared at engaging teachers-learners-parents in the staged piloting and implementation of projects aimed at alleviating economic poverty in Uganda.

The crafted aims of primary education in Uganda even when the curriculum developers are Africans and they argue that the indigenous populations is ever involved in the curriculum

changes, the syllabus lacks 'Uganda's indigenous epistemic roots, norms, values, beliefs, science, ethics, cultures and beliefs' (Nampijja, 2024, p.45) that are pivotal at convicting African people to examine their collective responsibility ideologies and walk towards self-discovery and industrialisation.

In reality, the Europeanised education approaches to poverty alleviation have never been contextualised into African household income mining approaches, and this has made it hard for classroom teachers, who are accorded respect in the African culture as elders, to engage with local communities to alleviate economic poverty in Uganda. This study, then, relying on historical criticism methodology that examines literary texts to underpin historical voices with life trends in the present (Mambrol, 2020), was relied on to examine the trend of primary school education and the extent the curriculum is Africanised to engage teachers in the process of poverty alleviation in Uganda.

1. Primary School Education in Uganda

Christian missionaries initiated European education in Uganda, and later on infrastructural development and human resource motivation were financed by the colonial government. Formal education by then was aimed at: a) providing children with education to raise household standards of living, b) producing professional men and women to occupy government positions, c) training sub-professional technicians, artisans, craftsmen, clerks, and teachers, and d) attaining a universal literate society (Scanlon, 1964, pp.7-13). The intentions of colonialists, even when they might have had little life experience of what it means to be of Black Culture ancestry, seem to have been to birth a consumer society but not to aid indigenous people in digging their fingers into their cultural universe to walk toward industrial self-discovery. In reality, the aims of education since colonial days have undergone several revisions, but staged education curriculum developers in Uganda have never incorporated African indigenous knowledge yardstick indicators that ensure that teachers play their communal roles as: incubators, initiators, nurturers, examiners, and promoters of European-Africanised community poverty alleviation programmes (Nampijja, 2014, p.45).

2. Primary Education Completion Rates in Uganda

The spinning education drive in Uganda aimed at providing education to all is code-named - 'Universal Primary Education.' However, statistics show that millions of children enrolled to

benefit from free universal primary education drop out before completing the seven-year schooling cycle. The completion rates are displayed in Table 1 below.

Table 1: Completion rate of pupils in primary schools in Uganda

Year	Primary One Enrolment	Primary Seven completion	Year
2010	1,943,552	639,037	2016
2011	1,839,714	646,190	2017
2012	1,877,801	671,923	2018
2013	1,883,803	695,804	2019
2014	1,932,489	749,761	2020
2015	1,800,000	Affected by COVID-19	2021
2016	1,888,847	832,654	2022

Source: Etukuri and Kwesiga, 2023.

As it can be observed in Table 1, the completion rate of young people in primary schools is alarming. Due to household basic life scarcities and social evil magnets, many young people drop-off before completing the cycle of their primary education. The year 2021, was the most affected, intensified by the outbreak of COVID-19 epidemic. To keep learning continuous, rolled out Home Study materials that prepared the 2021 and 2022 candidates to sit for national exams. In reality, the year 2022 was expected to register big numbers of candidates sitting for national exams, but alas, only 832,654 candidates surfaced. The disappearance of young people before completing their primary education has been attributed to household economic poverty, rated at 85 percent. Economic poverty makes it hard for parents, especially in rural areas, to support the supplementary educational needs of their children (Etukuri and Kwesiga, 2023).

Even when primary education is free in Uganda, parents have to provide scholastic materials, meals, textbooks, sanitary ware, and uniforms to their children. In addition, there are remedial classes and staged assessment tests that attract extra funds. Such arrangements are costly and they are not funded by the government. Parents who are unable to meet supplementary costs subject their children to frustration. Such children, even when they persist with their education, they score poor academic grades that cannot enable them to be absorbed in post-primary vocational institutions (Muhumuza, 2024).

3. Poverty Trends in Uganda

Poverty cannot be fully understood by focusing on only one factor because it is influenced by various interconnected elements, for-instance; it involves not only lack of income but also lack of education that exposes an individual to poor health, limited access to services, and other

resources that are required for living. It is therefore a term used to emphasize the complication of an issue that highlights the need for holistic approaches to understand and solve it (Ramphoma, n .d, p.60).

The national poverty survival line per person in Uganda is measured at a scale of USD 0.88-USD 1.04 per day. This then means that if an individual cannot earn daily monitory survival of Uganda shillings 3,500-4,000, then, such an individual is operating below poverty line (Owor 2020, p.15). In line with the measurement yardstick, statistics display the regional populations that are surviving below poverty line in Uganda, thus: Central, 21.4 percent; Eastern, 35.7 percent; Northen Uganda, 32.5 percent; and Western, 11.4 percent (Poverty Maps of Uganda, 2019, pp.12-26).

UNICEF (2020), examining the poverty trends put forward by '2016/17 Uganda National Household Survey (UNHS),' reveals the state of multidimensional poverty in Uganda. Multidimensional in the sense that lack of sustainable financial flow, affects an individual's social, spiritual, physical health, and the ability to manipulate the surrounding environment to attain a state of economic freedom.

Countrywide, 47 percent of the Ugandan population has been found to suffer from multidimensional poverty. Household heads who are illiterate are suffering more from economic bites as compared to those who have substantial levels of formal education. Households headed by single mothers stand at 31 percent as compared to those headed by widows rated at 56 percent. Homes headed by grandparents stand at 52 percent. Households with orphans are rated at 53 percent as compared to those without orphans (48 percent). Families with more than four children experience poverty at a rate of 70 percent. Single mothers suffer at a rate of 50 percent as compare singles fathers at 46 percent (UNICEF, 2020).

In Uganda, 41 percent of the 44.3 million people are poor, 76 percent stay in rural areas, and 73 percent depend on subsistence farming as the major household source of income survival. Given the challenges that are associated with indigenous farming, 50 percent of girls and boys drop out of school before completing their primary education (Opportunities International, 2025). Poverty trends are higher in: "Bukedi (78 percent), West Nile (76 percent) Karamoja (76 percent), Bugishu (72 percent), Acholi (69 percent), Busoga (61 percent), Teso (50 percent) and Kigezi (49 percent)." The most hit group is the youthful population (56 percent) aged below 18 years (UNICEF, 2020).

Due to the prevailing poverty trends in Uganda, primary schools in Eastern and Northern Uganda have the highest Pupil-to-Teacher ratio as compared to the recommended national average of 65 pupils per teacher. In addition, teaching spaces are congested (Owor, 2020, p.10).

Education is a yardstick through which a community attains economic transformation. However, such a dream is minimal felt in Uganda. People in Uganda are struggling to access essential services and quality living conditions (Ramphoma, n .d, p.60). This then makes one to wonder, why primary schools teachers, who are the babysitter custodians of knowledge transmission are caged from society. Probably, if class room - community engagements were legislated by the government, then young people would have been indoctrinated to innovate products at household levels that would spur community transformation.

4. Poverty Eradication Programmes in Uganda

Poverty eradication programmes in Uganda are traceable to the coming of Christian missionaries and European colonialists. Christian missionaries and colonialists replaced African informal education with European-tailed formal education in Uganda. The major aim of the European education system was to develop a literate Indigenous society that would play the role of intellectual producers of quality raw materials that were much needed by the industrialized world and at the same time consume European value-added products (Harris, 2005, pp.1-2).

Moved by the agenda to eradicate economic poverty, the Uganda was zoned into two – lower and upper. Lower (Southern) Uganda specialized in the production of coffee and tea, the upper (Northern) Uganda took on livestock farming, production of hides, and cotton growing. Due to the high level of illiterate society, the British and the Asians were the dominant entrepreneurs. Foreign entrepreneurs established processing plants that fed on the raw materials supplied by the indigenous people. The British government dictated the prices of raw materials paid to indigenous farmers but industrial by-products consumed by the local people were not price regulated (Harris, 2005, pp.2-3). Certainly, introduction of cash crops in Uganda helped indigenous people to earn a living that helped them to acquire household basic necessities and to pass on agricultural skills to their children. Nonetheless, the colonial period vanished without any trace of Ugandan community unleashed to manipulate local resources to move towards industrialisation.

The post-colonial Period (1962 – to date), riding on the European governance structures and systems: "nationalized several industries and commercial establishments, strengthened the monopoly control of the cooperatives in buying and processing export crops, strengthened the control of the crop marketing boards, and created new state-owned enterprises." Agricultural prices were dictated by the state. Not any different from the colonial government, Indigenous people kept their space as consumers of what they were not producing and feeders of raw materials to Asian and overseas industries (Harris, 2005, p.4).

As years rolled on, with the expulsion of Asians by Idi Amin followed by a series of rebel insurgencies, the Ugandan economy collapsed. Government infrastructures inherited from the colonialists became lifeless. The standard of living became horrible and the rural areas were hit hardest by disease epidemics and scarcities of basic life necessities. Criminalities were the order in the urban settings. State instigated killings were lethal. All foreign expatriates and European trained African professionals fled from the country (Harris, 2005, p.4).

As wiling voices were becoming louder on the international scene, a guerrilla group led by Yoweri Kaguta Museveni emerged in 1986 and at the nasal of gun shots, they took over government business. Driven by the agenda to: i) enforce security, ii) revive government infrastructure, iii) lower inflation, iv) reactivate fiscal system, v), export value added products, vi) refurbish the civil service sector, and vii) seek foreign aid; the government dished out several programmes to eradicate economic poverty in Uganda (Harris, 2005, pp.6-7).

The first Ugandan post-independence constructed poverty eradication programme to be initiated was Poverty Alleviation Programme (PAP). Flagged off in 1994, financial resources channelled through Non-Government Organisations focussed at empowering people affected by civil wars were dispatched. However, a review of the programme two years down road, the intended aims of eradicating economic poverty were not realised. The target audience did not benefit, instead big chunks of money were diverted by the chain of programme implementers.

Due to the failure of PAP to deliver the anticipated outcomes, *Entandikwa* fund (Seed Capital Fund), revolving in nature, was rolled out in 1996 and dispatched through local government units to people with small household businesses. Nonetheless, government did not put in place the measures to keep track of the record keeping and experiences of small business entrepreneurs and for that reason, faked businesses vanished and the government never recovered the dispatched funds.

Despite the challenges encountered with the previous strategies, the government designed other strategies to support households to walk out of economic poverty. Several programmes were crafted and these included: Prosperity for All, Plan for Modernisation of Agriculture, National Agriculture Advisory Services, Operation Wealth Creation, Youth Livelihood Programme, Uganda Women Entrepreneurship Programme, and currently Parish Development Modal is in action (URN, 2022).

In the war affected areas, government rolled out Peace, Recovery and Development Plan (PRDP) and Northern Uganda Social Action Fund (NUSAF) with the aim of ensuring that insurgence affected areas move faster to catch with the rest of Ugandans (Omona, 2021, p.199).

As aforementioned, several programmes have been rolled out by the post-colonial government to alleviate economic poverty in Uganda. To the effect, financial scarcity in homes dropped from 19.7 percent in 2013 to 8.4 percent by the closure of the year 2020. However, on the global scene, Uganda is ranked at 41 percent with the biggest population languishing in object poverty (Sharon, 2025).

To the dismay, most of the poverty eradication programmes collapsed without realising the anticipated gaols. Corruption by the government agents was the poisonous number one vice. Instead of poverty alleviation programmes benefiting the rural poor, the well-connected elites of society dubiously forked huge chunks of money. Audit reports displayed inflated administrative costs pocketed by the programme implementers. To make matters worse, lack of business management skills among the beneficiaries drove the government dish outs to abyss. Studies conducted in 2019 to assess the impact of government poverty alleviation programmes among the recipients revealed that 68.9 percent of the Ugandan population was languishing in thorny monitory economy (Sharon, 2025).

In all poverty alleviation undertakings by the government of Uganda, primary schools have never been considered as catalysts of community economic transformation. Yet primary schools are poverty alleviation programme demonstration centres. It is at these centres that if poverty alleviation projects are piloted, and through the chain connection of learners as households ports of entry, successes can be replicated in the community.

5. Effects of Illiteracy in Uganda

Education is a tool through which individuals are mentored to exploit their innate potential and move towards social and economic fulfilment. Although the process is costly in monetary terms and time constraints, it is a praiseworthy adventure through which young people become shaped as responsible and productive members of society. Even when the government has taken the initiative since 1997, to ensure education for all, millions of Ugandans are illiterate. Two of every ten Ugandans aged 15 years onwards cannot read and interpret a simple sentence to be enlightened on important life instructions (Kabahizi, 2021, p.1; Monitor, 2024). This then means that there is a challenge with the Europeanised education curriculum being consumed by Ugandans.

Illiteracy is associated with high levels of ignorance about the right choices to make to: overcome economic poverty, minimize communicable and non-communicable diseases, and build meaningful social capital. Illiterate people are parasitic. They consume resources that they are incapacitated to produce. In the quest to survive, many turn out to become: prostitutes, drug addicts, fraudsters, robbers, and guerrilla; taking on risky lifestyles that plunge society into chores and disease epidemics (Kabahizi, 2021, p.1). When disease epidemics erupt and criminalities increase, the government loses big chunks of money at the expense of providing quality social services to society. If Africanised education curricullum is rolled out and households are tagged onto the education curriculum to be part of the progressive literacy and numeracy growth assessment of children, then illiteracy challenges can be minimized. Teachers would monitor and grade household projects and such a move would be a powerful strategy to keep parents involved in the learning cycle of their children. In addition, local government leaders would be tasked to work with schools to ensure that small household projects are protected in the interest of learners. Certainly, there are abusive and careless parents who may be disastrous to the pupil initiated household projects, but such parents can be teamed using legislation crafted by the parliament of Uganda to protect the progressive economic empowerment of children.

6. Africanisation of Education Curricullum

As developing nations celebrate education for all, code-named, 'Universal Primary Education,' 'Universal Secondary Education,' etc. the motive behind the architects of the free education hand-outs, could be to ensure that there exist literate and probably semiliterate societies that

can consume digital resources of the industrialized world. The number of young people dropping out of schools in Uganda and the poor national academic performances, thus, 88,269 failures registered in 2023 and 64,251 failures registered in 2024 (Nangozi, 2025) tell it that the education approach is not African. Something bitter and foreign is being forced down people's throats. Societies inhabited by normal human beings who are neither famine-stricken nor insane cannot fold their hands to watch millions of their children abandon lacerative life survival goodies.

European tailored education, then, although pricks minority elite Europeanised African minds to walk towards intellectual discovery, the approach has suffocated African social traditions and indigenous crafting of language concepts to aid contextual self-discovery and economic liberation. Up to date, in the education arena, an Africanised education curriculum that connects learners to dig deep into their indigenous social traditions and craft theories based on African: spirits, magic (technology), medicine, rituals, totems, proverbs, legends, myths, etc., is none existent (Nampijja, 2014, p.45).

Primary Schools that are expected to be centres of demonstration innovations have no africnised crafted projects geared at empowering children with income-generating skills that can be mirrored in their homes to raise funds to bridge the education gaps that are not provided by the government. Yet when young people are empowered by their teachers to engage in practical subjects, they are mostly to work devotedly on simple income-generating projects. The mentoring voice of a teacher is a powerful tool that cannot be underestimated. Teachers shape the destiny of learners. When teachers play their roles, young people are most likely to work hard; well-aware that income-generating projects initiated in their households will be graded to boost their academic prestige. However, for such arrangements to be effective, the government needs to legislate a process that rewards Teacher-Learner-Parent involvement on hands-on skills achievements (Muhumuza, 2024).

Sadly, young people being absorbed in Ugandan communities without substantial attainment of literacy; numeracy; and vocational skills; are disasters. Such persons have taken on parenting roles at early stages. They are bringing forth the generations of children who are most likely to follow in the academic failure footsteps of their parents (Muhumuza, 2024).

As a matter of fact, formal education has been found to be the fuel that propels economic development among societies that have discovered the techniques of manipulating their cultural

heritages. Such societies consume what they produce and not the other way round. To them, communal learning environments are demonstration plants that craft innovative ideas spinning in the wider community. Knowledge acquired at school is put to display to challenge the rigid lifestyles at local levels and well-crafted intellectual outputs are progressively rewarded and celebrated (Omoniyi, 2013, p.179).

However, within the Ugandan context, although European tailed education has propelled economic growth, the taught language concepts in schools do not align with the African social tradition language concepts. Knowledge disseminated in schools, although over time has been crafted by intellectual Europeanised Africans, it is detached from the everyday language concepts of indigenous people. Learners look like they are exposed to European movies that shatter their minds and drive arrows of fear in their guts. The few multilingual gifted ones, even when they excel in numeracy and literacy knowledge memorization, they graduate from colleges with academically disabled hands and severely mutilated brains, incapacitated to innovate indigenous resources (Nampijja, 2014, p.45).

To the framers of formal learning, primary education is a capstone that pioneer tickle a child's brain to dive into knowledge mining horizons. As young people progress in intellectual knowledge acquisition, they turn out to become useful citizens who are 'physically, emotionally, intellectually, morally, socially, aesthetically, and culturally' sound. Nonetheless, the progressive aspects of education are the resultant underpinnings of the social traditions of a given society. Indigenous cultural language concepts, social tradition heritages, and phenomenological identities are wholesome developmental tools that when amalgamate with foreign education language concepts inspire individuals to become innovative and productive in society (Namgyel and Kawai, 2014, p.48).

7. Role of Primary School Teachers in Allevation of Economc Poverty

Primary school teachers are key actors in poverty alleviation programmes. Teachers are more than just educators. They are pivotal change agents at the grass root levels. When well positioned, they can play a crucial role in bridging the gaps between education and community development (Akera, et al, 2023, pp. 4, 12). Studies show that teachers undergo professional trainings and they come out equipped with several competences and instructional approach methods that quicken acquisition of literacy and numeracy skills among learners. Such skills include:

a) Competences of Teachers

Competencies that a teacher must possess to empower learners attain hands on skills are measured basing on an individual's understanding, abilities and behaviours that aid instructors to manage learning process and aid learners to attain staged progressive order performance skills (Singteach, 2010). To some people, teaching is an innate skill, however, for someone to offer excellent services in the field of intellectual empowering of others, such an individual needs to undergo specialised formal training. Formal training imparts several competences that enable teachers to pass on progressive academic skill to the learners. Such skills required of a teacher, include the following:

Teacher-Pupil Interaction: Teachers are trained to interact positively with learners from diverse backgrounds. This includes interacting with ill-mannered pupils, slow learners, and pupils whose reasoning personalities outshine a teacher. Teachers are empowered to be affectionate to all pupils, treat them equally and enhance their self-esteem during the teaching and learning process (Nessipbayeva, 2017). Cultivated teacher-pupil relationships when well utilized, such relationships can be points of entry for teachers to oversee classroom instruction implemented by learners in their homes. To the contrary, teacher-pupil interactions in Uganda are classroom caged. It is a handful of parents who know the teachers who feed their children with intellectual knowledge. Besides, the essence of intellectual knowledge pumped onto children at school is geared at passing exams so that young person joins the next academic level but not to piece meal offload knowledge to enrich family income generating projects.

Safe Learning Environment: Competent teachers create safe learning environments that ensure that pupils are well protected from destructions that cause worry and anxieties. High performance standards are set and behaviours that lead to poor performance are punished consistently and fairly. Pupils are pampered to be confident in the class setting and they are prepared to feel comfortable when expressing their ideas (Nessipbayeva, 2017). Under a safe learning environment, pupils are supported to: explore their talents, avoid mistakes, take on lifestyles that enable them to relate with society constructively. It is at school that children attain social capital competence skills that in the long run help them to influence their families to transact business with society in a productive manner. Of course, engaging children in open market business transactions is tantamount to child labour but a school based curriculum flow engagements with parents can be understood by society as a learning process. However,

mercantile endeavours that flow from schools to families to alleviate economic poverty are non-existent in Uganda.

Talking Class Room Environment: To address pupil's learning challenges, skilled teachers make use of: visual aids, audio aids, bright colours, charts, paintings, etc., to create a talking classroom environment. This approach that involves incorporation of different methods that are learner centred help pupils with individual differences in learning (Ramirez, 2014). Nonetheless, in Uganda, it is hard to find school replica home environments where young people come from. Homes lack experimental learning space and libraries. Knowledge transfer at home is disconnected from what is emphasized at schools. And yet, if the community is to walk out of economic poverty, knowledge attained by infants at school need to be practically implemented at home. Of course, not all parents have the capacity to engage with intellectual sources but their life survival chores are indicative that they work hard to solve the daily basic necessities of their homes. In essence, parents supported by trained and well facilitated teachers can manipulate their local environments to walk out of economic poverty.

Lesson Plan Design: The learning needs of pupils vary, hence, capable teachers design lesson plans to meet pupil's diverse learning needs. Lesson planning gives the necessary evaluations to learners, diagnoses challenges with in a group and at individual levels, plans for the diverse learning needs of pupils at different levels, motivates pupils, and evaluates instructional procedures. The teacher also creates the order and systematic way with the time span that enables the pupils to accommodate the principles (American Federation of Teachers, 2017).

Looking at the diverse skills required of a teacher, researchers have pointed out competencies that are essential if a teacher is to effectively manage an inclusive classroom and these include:

> knowledge of foundations of education for pupils with diverse needs; knowledge of how pupils with diverse cognitive, motor, and/or social/behavioural needs learn; the ability to use appropriate assessment data to plan and implement instruction; the ability to plan safe, positive, and supportive learning environments; knowledge of principles and applications of instructional effectiveness; competency in the processes needed to establish constructive pupil-teacher and pupil-pupil interpersonal relationships; the ability to implement individual and group behaviour management procedures; knowledge of the principles related to the development of collaborative relationships with colleagues; the ability to collaborate with parents; knowledge of general management; and the ability to cooperatively develop, implement, and evaluate individualized education and family service plans (Eric, 2017).

Certainly, not all parents attain knowledge in the same way. There are parents who are professionals in diverse fields and such are financially capable to take their children to private schools. Then there are the illiterate and the semiliterate groups who may be financially well and others financially incapacitated. This then means that diverse groups of parents need to be approached differently to engage their children in on hands on skills family income generating activities. Illiterate parents may need a little push to understand the dynamics of managing family income generating projects but when teachers are well facilitated and children skilfully empowered, the outcome can yield positive results.

b) Instructional Techniques

Instructional methods in education are reported to have originated among the Greeks that employed Socratic questioning as a teaching method to aid learners to walk towards their independent self-discovery of important life trends (Net Industries, 2017). Since then, educators have developed several methods that are being used to instruct learners at staged intervals to acquire intellectual knowledge and such techniques include:

Direct instruction: In a consistent manner, this method is beneficial to learners. It enables them to attain quick results as they perform the acquired skills from teachers. Knowledgeable teachers give variety of examples, relevant displays, reaffirm the information, enable learners view simulations or pictures, and reward the best performers (Net Industries, 2017). Accordingly, if child-parent income generating projects are tagged on grades to be awarded to the learner, then parents can play their roles and the resultant outcome at home would be smart implementation of income generating projects.

Simulation: The approach involves acting pretending situations to inspire talent sprouting among the learners. Simulations include hands-on games, where instruction take place in a situation where a learner is rewarded immediately, gains experience, learns the consequences of behaviour, and with repetition retains the acquired skill. The teacher acts as a guide by giving feedback, clarifying misconceptions, and enforcing order. The instructor helps learners to apply acquired knowledge in real world situations (Net Industries, 2017).

Concept teaching: Concept teaching is a process through which learners under the guidance of the teacher: construct, refine, categorise, identify, recognise, explain, and make particular concepts that serve as foundation for knowledge acquisition and stimulation of complex reasoning (Net Industries, 2017).

Discussion: This method engages instructors and learners in a conversation about academic content were learners bring out their ideas and concepts to the instructor and to one another. The more learners engage in conversation, the more they become active in attaining skills in the learning process and are able to relate and interact with the learning environment (Net Industries, 2017).

Cooperative learning: Cooperative learning also known as 'collaborative learning' (Reed, 2014) is an instructional approach where learners collaborate in small groups to handle numeracy and literacy and numeracy activities. They support one another to accomplish the assigned tasks and to achieve academic outcomes. The instructor facilitates formation of groups, constructs group activities, resources for materials, and proposes the reward structure for the excellent performing group as well as each individual. The instructional approach encourages learning and motivates learners to work hard. Learners while in their groups, they are able to identify solutions to everyday life problems (Net Industries, 2017).

Problem based instruction: Here learners are identified with real issues of concern for the case study. The teacher acts as a facilitator by presenting problems, asking questions, and guiding the study process. This strategy empowers learners to participate in real life activities they encounter outside the school setting. Learners imitate adult scholars and professionals. They learn to solve challenges and control their own learning. They investigate and analyse strategies that expose them to acquire new knowledge (Net Industries, 2017).

Continuous Assessment: The method involves using assessment tools like observation, testing, and giving assignments to establish the learner's performance. Learners are assessed basing on what have been taught and the assessment is based on the teacher's observation to determine how best children are performing. At the every week, lessons are designed to review the previous academic activities. Continuous assessment provides room for teachers to gauge how best learners have attained practical skills (Plessis et al, 2003).

I Do, We Do, You Do: This kind of instruction is a slow method that involve the learners observing the instructor demonstrating a task. In the next step learners imitate the same under the teacher's guidance and finally learners demonstrate on their own. The classroom instruction method supports learners to become fluent and be able to retrieve what they have learnt at the right time. The teacher is also able to assess the learner's competences (Killian, 2015).

Multisensory: In this classroom instruction approach, the teacher engages all the senses of the learners to gain new information. Visual, auditory, and kinaesthetic-tactile (touch and movement) senses are incorporated into the learning process to activate different parts of the brain simultaneously. The methods applied enhance understanding of literacy and numeracy concepts, more ways of remembering the concepts, and more ways to recall them later (Hoisington, 2015, p.5).

Oral language – Phonological Awareness and Vocabulary: This is a class room instruction approach that enables learners to articulate words fluently and attain competences in language skills. Once sufficient instructions and exposures are given, learners attain phonological awareness and numeracy and literacy vocabulary articulation. Therefore, well designed phoneme awareness activities by the class room teacher are necessary if learners are to attain local language comprehension skills (Moats and Tolman, 2017).

Print Awareness: This concept of print is a class room instruction approach that enables learners to understand that print is diverse depending on the content. Learner's perception on the print enables them to have the understanding of how words are formed form letter and how they are spaced. If the teacher does not emphasise the concept of the print amongst the learners, it will be hard for them to express themselves orally and in print (Reading Rockets, 2017).

Scaffolding: This is an instructional approach where the instructor uses different teaching methods and versions to guide different groups with different learning needs in the same course and same learning environment. This method of teaching is in line with teaching from known to un-known; then gradually to complex, difficult, or sophisticated task over time. Learners who are supported become exposed to new information that enriches their understanding (The Glossary of Education Reform, 2015).

Certainly, the Socratic pedagogy approaches displayed above encourage learners to be curious, creative and analytical. Nonetheless, the knowledge acquisition processes are tagged to the cultural language concepts of the Greeks. In Uganda, the instructional learning aids in schools are European customised. They are not aligned with the African indigenous learning approaches much needed to alleviate economic poverty in Uganda. If such an anomaly is put right, then teachers can be able to transfer classroom knowledge to the indigenous households with less strain. Thus, classroom knowledge impartation instruction techniques would be parallel knowledge acquisition in homes and the wider community.

Above all, education is an important strategy for breaking the cycle of poverty in communities, yet the inputs of primary school teachers as instructors who are the changing agents in this process is underutilized. Their contributions are never utilized by development partners in the poverty alleviation and community engagement process in Uganda. Primary school teachers are not only classroom instructors in the transmission of knowledge but when well utilized, they can play a great role when it comes to designing pilot income generating programmes geared towards poverty eradication.

Unquestionably, primary school-home based income generating projects, if government legislated, progressive grading system attached, and a final grade score appears on academic certificates of learners, then parents would play their roles to ensure that their children score good project grades. Failure grades are most likely to torment parents with public shame. It is irresponsible parents who may be less mindful of their children's academic progress. Even then, such parents can be taunted by the community folks.

Conclusion

European formal education was introduced in Uganda to energize indigenous people with intellectual skills that would be translated into alleviation of economic poverty. However, even when the education curriculum has undergone several revisions with the aim of imparting skills aimed at alleviating economic poverty in Uganda, very little is measurable on ground. To make matters worse, the education curriculum is not Africanised to transmit tailored indigenous knowledge acquisition. Instead teachers who are the custodians of intellectual knowledge transfer are caged from rolling their fingers to turn class-room taught concepts into practical realities in the households of learners. As a result, several poverty alleviation programmes rolled out by the government have had little impact on society. Supposedly, if the European skewed education curriculum is Africanised, the roles of primary school teachers are redefined mandating them to stretch from classroom setting to the pupil's home environments, parents are dragged into the staged learning process, and such endeavours are legislated, then, an enterprising society can steadily blossom. Without an Africanised education curriculum, Uganda will continue registering increasing academic failures and cancerous household economic poverty.

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