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This year, Vision Group's media-based financial literacy debut in 25 focus schools in Lira, using media as a teaching tool to take financial education to the remote areas of Uganda. The project is implemented in partnership with Makerere University School of Public Health ResilientAfrica Network

The media occupies a unique position in society, not only to inform and entertain, but also to educate. Vision Group aims to use the project as a means to get teachers to engage better with their students. Students use a mix of textbooks, visual aids, tutorials and numerous supplementary

# Media takes financial literacy to schools

tools to achieve a better understanding of classroom topics. This helps overcome the rigidities of formal education. The media as a teaching tool has varied benefits to the student and teacher.

**1 Opens up learning space**  
It enables students to consult teachers outside the established classroom, scour the newspapers for information, surf the Internet for citations and consult.

**2 Provision of feedback**  
Teachers can provide feedback from which the students learn how to use email

and social media platforms such as Facebook which is a relief from having to convey all this information within the classroom.

**3 Stimulates learning**  
It breaks the monotony associated with formal education. Newspapers, websites, social media platforms and audio-visual presentations stimulate the students' senses and create a more conducive environment to learn. Students are likely to respond to a topic where they participate and feel a degree of ownership as opposed to dictation of notes which resigns them to the

tedious role of 'note taker'.  
**4 Interactive in nature**  
This increases the student's ability to communicate. A tool used in media-based financial literacy project is newspapers. The Pakasa pull out while acting as a source of financial information, requires students to formulate their own questions to ask the seasoned financial experts that the publication employs, which enables students to express their ideas.

**5 Eases the transition of learned behaviour**

From classrooms to the community, students and teachers are able to generate a discourse on matters that affect them and society using a diverse number of media platforms such as radio, TV and newspapers, this enables students to articulate their concerns on a more public sphere and gain insight into community on how to tackle existing societal problems.

The media continues to be a significant resource in the education sector. If applied, it could be the solution to engaging students in the classroom, ultimately producing a generation of critical thinkers that will transform Uganda to achieve its goal of attaining a middle-income status by 2020.



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