



THE LOWER SECONDARY CURRICULUM, ASSESSMENT AND EXAMINATION REFORM PROGRAMME (CURASSE)

July 2014

NCDC, in close collaboration with stakeholders, has developed a Lower Secondary Curriculum Framework. The Curriculum Framework has eight learning areas. These are:

- Creative Arts
- Languages
- Life Education
- Mathematics
- Religious Education
- Science
- Social Studies
- Technology and Enterprise

WHAT'S INSIDE?

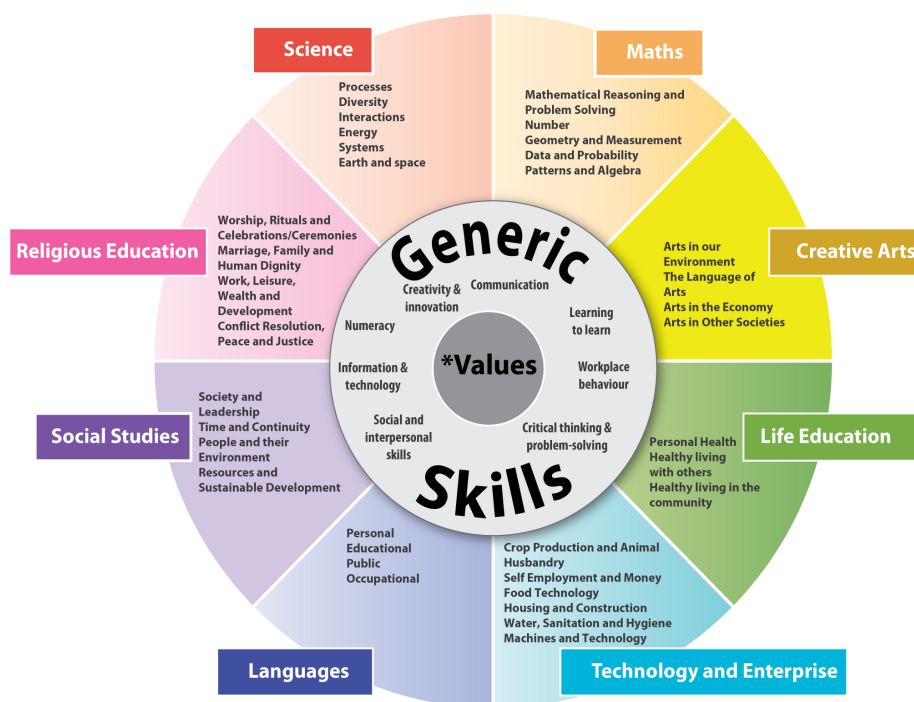
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THE LOWER SECONDARY CURRICULUM FRAMEWORK



***Values: Peace and Harmony; Integrity and Honesty; Patriotism; Positive Attitude to Work; Respect for Human Rights; Tolerance of Difference**

The reformed curriculum aims to produce graduates who can apply their school learning to making their living effectively after school. They should also be able to participate in the technology-driven global economy. This requires graduates with science and technology skills, and values which include increased awareness of the HIV and AIDS and other health risks, democratic values, respect for democracy, equality, race, gender, disability, human

dignity, culture, nation, life and social justice.

All eight Learning Areas will be compulsory. The learning associated with each Learning Area is part of a broad, general education and lays a foundation for a productive life later and also for specialisation.

A cross-curricular approach enables learners to recognise and apply the concepts and understandings within a

Learning Area and across the eight Learning Areas.

The lower secondary curriculum is designed so that the understandings and skills are developed incrementally across all years. In this way, learners leaving at any point between S1 and S4 can be given recognition for the level of competence they have achieved within each Learning Area.

THE KEY LEARNING OUTCOMES

The Key Learning Outcomes (KLO) describe what all learners in all Learning Areas should know, understand, value and be able to do as a result of following the lower secondary Learning Area programmes of study.

The KLOs can be achieved by all learners, of whatever ability, albeit to different levels of attainment.

*“The lower secondary curriculum should contribute to learners becoming **self-assured individuals, who take pride in being responsible and patriotic citizens; who have a passion for life-long learning; and who possess abilities and a willingness to make a positive contribution to national development.**”*

KLO	Learner is a self-assured individual	Learner is a responsible and patriotic citizen	Learner has a passion for life-long learning	Learner makes a positive contribution to national development
INDICATORS	<ul style="list-style-type: none"> • Demonstrates self-motivation, self-management and self-esteem • Knows own preferences, strengths and limitations • Uses appropriate language and adjusts behaviour according to social situations • Is able to relate to a range of personality types 	<ul style="list-style-type: none"> • Cherishes the values promoted in the curriculum • Promotes the development of indigenous cultures and languages and appreciates diversity, equity and inclusiveness • Applies environmental and health awareness when making decisions for themselves and their community • Is positive in their own identity as individuals and global citizens • Is motivated to contribute to the wellbeing of themselves, their community and the nation 	<ul style="list-style-type: none"> • Can plan, reflect and direct their own learning • Actively seeks lifelong learning opportunities for personal and professional development • Knows own abilities and makes future plans accordingly 	<ul style="list-style-type: none"> • Has acquired and can apply the Generic Skills • Demonstrates knowledge and an understanding of the emerging needs of society and the economy • Understands how to design, make and critically evaluate products and processes to address needs • Appreciates the physical, biological and technological world and makes informed decisions about sustainable development and its impact on people and the environment

THE GENERIC SKILLS

The Generic Skills encompass the knowledge, skills and behaviours that will assist young people to live and work successfully in the twenty-first century. Generic Skills are at the heart of the curriculum and these skills should be acquired by all learners within the programmes of study of all Learning Areas.

The Generic Skills were identified through surveying over 130 enterprises around Uganda and by conducting a review of international

literature on twenty-first century skills.

Competence in them will facilitate transition to making a living effectively, to the world of paid employment or to TVET programmes. They will facilitate progression to tertiary and higher education institutions. This is a fundamental shift away from the traditional approach that focuses on mere acquisition of knowledge.

To implement a curriculum that prioritises the acquisition of these skills, and which expects learners to demonstrate competence in

them, is a significant pedagogical challenge. Schools need to move towards providing an environment where cooperative learning, project-based learning, experiential learning in the real world, and practical problem-solving are at the heart of the learner experience.

There are eight baskets of Generic Skills in the Lower Secondary Curriculum Framework. These will be acquired and applied throughout the eight learning areas.

Communication	Social & inter-personal skills	Creativity and Innovation	Critical thinking and problem-solving
<ul style="list-style-type: none"> Is literate Communicate s clearly- 	<ul style="list-style-type: none"> Interacts effectively with others Works effectively in diverse teams Guides and leads others Is responsible towards others 	<ul style="list-style-type: none"> Thinks creatively- Works creatively with others Implements innovations 	<ul style="list-style-type: none"> Processes data Reasons effectively Thinks systematically Makes judgments and decisions Embraces innovation Solves problems systematically and cooperatively
Learning to learn	Workplace behaviour	Numeracy	Information and Technology
<ul style="list-style-type: none"> Uses study skills Knows oneself Adapts learning strategies Self-regulates Takes responsibility for developing own skills 	<ul style="list-style-type: none"> Produces quality work within agreed timescales Works independently, without the need for close supervision Can be relied upon to conform with workplace norms of time-keeping, attendance and following instructions Adapts to change Is flexible Manages goals and time Manages discrete pieces of work and tasks 	<ul style="list-style-type: none"> Uses functional Mathematics Has personal finance skills Has mathematical skills relevant to the workplace- 	<ul style="list-style-type: none"> Applies Information and Communications Technology effectively Enhances appropriate, locally available technologies Uses digital media

Copies of the complete Lower Secondary Curriculum Framework are available to download from the CURASSE pages NCDC website:

www.ncdc.go.ug

The following documents relating to the lower secondary curriculum, assessment and examination reform programme are also available:

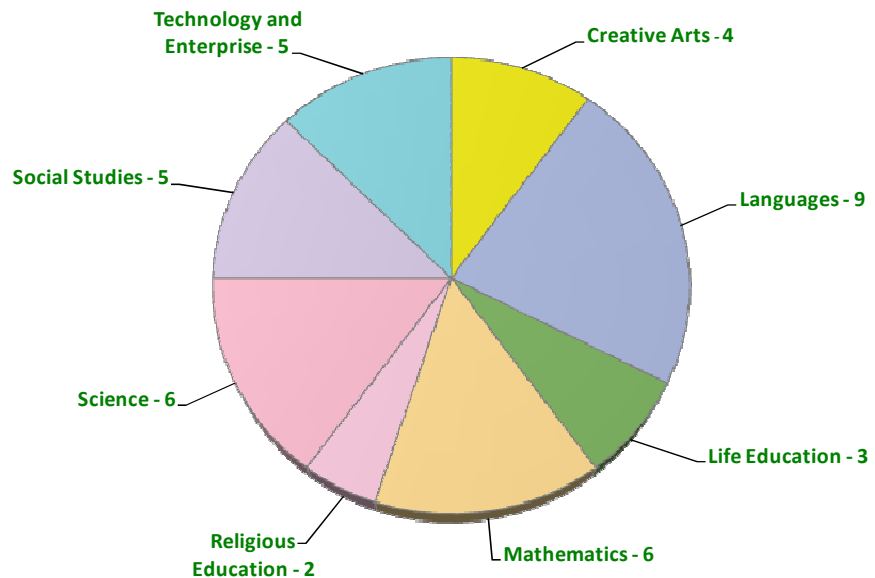
- Curriculum Situational Analysis
- Labour Market Survey
- Guidelines for District and School Stakeholders to move towards a more inclusive approach in all Lower Secondary Schools
- Assessment Comparative study
- Curriculum Implementation and Support Plan

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LEARNING TIME ALLOCATION

The curriculum framework proposes that learners will have **8** periods of **40** minutes per day. This will give a total of **1600** learning minutes per week. They will study for a number of periods in each learning area per week as shown in the table below. The learning area programmes of study are being designed in accordance with the number of periods per term that are available to the Learning Area. The pie chart shows the Learning Area period allocation.



WHAT HAPPENS NEXT?

A reform of this scale is challenging, expensive and multi-faceted. In order for it to succeed, a robust plan for curriculum implementation and adequate funds must be available. It is essential that textbooks are provided to learners, that teachers are properly trained, and that additional learning and teaching materials are available in all schools.

Over the coming months NCDC, with support from the Learning Area Working Groups (comprising teachers, teacher trainers UNEB and NCDC representatives), will be:

- Consulting with stakeholders
- Finalising syllabuses
- Preparing sample learning materials and trialling them in schools

- Rolling out the Curriculum Implementation and Support Plan
- Developing a framework for assessment
- Developing materials to orient teachers to the reformed curriculum, learning areas and new teaching methods
- Continuing to visit schools, NTCs and universities to provide information on the reform

For further information on the CURASSE programme:

- Email curasse@ncdc.go.ug
- Call **0312 517069**
- Visit www.curasse.ncdc.go.ug