

# LESSONS FROM UCE UNEB 2024 HISTORY AND POLITICAL EDUCATION FOR LEARNERS AND TEACHERS FACING COMPETENCY-BASED CURRICULUM (CBC) EXAMS IN FUTURE

The 2024 UNEB UCE history examination has highlighted key shifts in Uganda's educational approach, showing that exams are now competency-based, focusing on applied knowledge rather than rote learning. Both teachers and learners sitting for CBC scenario-based exams for the first time must navigate new requirements, perspectives, and challenges. Below are essential lessons learned, along with strategies to help pioneer students and educators adapt to this transformative period.

## 1. Understanding and Application of Knowledge Over Memorization

- **Lesson:** Exams are shifting from knowledge recall to application. Questions now require learners to connect historical and cultural knowledge with current real-life situations.
- **Response:** Teachers should prioritize teaching for understanding rather than memorization, incorporating scenario-based learning that reflects real-world contexts. Learners, in turn, should focus on engaging with materials in a way that helps them apply knowledge in practical, relevant ways.

## 2. Learner-Centred Approaches to Instruction

- **Lesson:** With the focus on competency, the traditional teacher-dominated approach no longer fits. Learners are expected to engage with material actively and take responsibility for their learning.
- **Response:** Teachers should facilitate discussions, encourage group work, and provide open-ended tasks that allow learners to explore concepts independently. Reducing lecture time in favour of learner engagement will build skills for independent thinking and application, essential for CBC exams.

## 3. Integration of Real-Life Scenarios in Learning Activities

- **Lesson:** The new curriculum emphasizes the integration of classroom knowledge with real-life contexts. Learners who could relate historical content to present-day situations found the CBC questions easier.
- **Response:** Educators should design activities around real-world issues, such as cultural integration, local government functions, and historical impacts on modern society. Incorporating local sites, political events, and cultural practices into lessons can strengthen learners' ability to understand and use historical knowledge in real life.

## 4. Less Focus on Traditional Exams, More on Classroom-Based Assessments

- **Lesson:** The CBC approach minimizes the role of high-stakes exams and emphasizes continuous assessment, including classroom activities and integration projects.

- **Response:** Schools should reduce the number of traditional exams and instead encourage activities of integration (AOI) that allow learners to demonstrate their understanding in various settings. Teachers should focus on formative assessments, which evaluate ongoing progress and practical application of concepts rather than isolated exam results.

## 5. Increased Out-of-Classroom Learning Experiences

- **Lesson:** History is no longer confined to textbooks. Out-of-class experiences such as museum visits, study tours, and interactions with historical sites or figures provide valuable practical exposure.
- **Response:** Facilitators should organize visits to relevant locations such as the Parliament of Uganda, Museums, or local cultural sites. These experiences enhance learners' practical understanding, helping them confidently tackle scenario-based exam questions. Learners should actively participate in these tours and reflect on their experiences to make deeper connections to their studies.

## 6. Collaboration and Sharing Among Teachers and Students

- **Lesson:** The CBC has proven that teaching and learning are no longer solitary tasks. Success now relies on shared efforts, collaboration, and continuous retooling.
- **Response:** Teachers should regularly exchange best practices, co-develop materials, and participate in retooling sessions to stay updated with CBC requirements. Likewise, learners should form study groups to discuss and deepen understanding, as group discussions can help them view scenarios from diverse perspectives and become more confident in answering real-life-based questions.

## 7. Adaptation and Retooling for Teachers

- **Lesson:** The shift to competency-based assessment has required teachers to quickly adapt to new teaching methods, which not all teachers have initially grasped.
- **Response:** School leadership should prioritize teacher retooling to build capacity for the CBC approach. By providing resources, workshops, and peer-support networks, educators can gain the skills needed to guide students in a competency-focused learning environment.

## 8. Encouragement of Critical Thinking and Problem-Solving Skills

- **Lesson:** CBC exams require learners to think critically, analyse scenarios, and offer solutions based on their knowledge.
- **Response:** Both in class and during assessments, teachers should encourage learners to approach questions analytically, exploring "how" and "why" instead of "what" alone. Problem-solving exercises and case studies will equip students to tackle scenario-based exams confidently.

The 2024 UNEB UCE history exams have provided valuable insights into the demands of competency-based assessments. The CBC approach requires teachers and learners to embrace new learning methods, real-life applications, and collaborative problem-solving. By focusing on these areas, schools, teachers, and students can make a successful transition to this new, skill-oriented educational model.

## **UCE UNEB 2024 HISTORY AND POLITICAL EDUCATION**

### **Item 1**

Cross cultural marriages in Uganda are becoming more common than ever before. Your brother married a lady from an ethnic community which is quite different from yours and therefore has half cast children. During holidays, you stay in your brethren's house, interact with his wife and children. Your brother together with his wife and your parents have tasked you to develop strong cultural values in those children.

#### **Task**

Identify your ethnic group and that of your brother's wife and explain the steps you will follow to develop cultural values in those children.

### **Item 2**

Your grandfather participated in World War II. He fought in the battles of Keren and Sudan. When he was deployed to Burma, the war ended. He tells the stories of African soldiers dying in the battle field and going through a period of suffering for a war they knew nothing about. He has lived all along regretting the time they lost in the service of the colonial army. All they came back with, were army uniforms (cold weather coat and cap) each.

#### **Task**

Explain to your grandfather that their participation in world war II was not a total loss.

### **Item 3**

Your class has organized a study tour to the Parliament of Uganda. The tour will last for four days during which you will interact with every office. Your History and Political education teacher has asked you to organize a pre-trip meeting with class during which you will brief the class on the offices you will interact with.

#### **Task**

Explain to the classes the offices you will have interacted with by the end of four days and the kind of information you will have gained about the working of Parliament.

### **Item 4**

It is an election period, and the people in your sub county are encouraging you to contest as their representative to the local council V (LC V). you met with other contestants in the local council in other sub- counties and agreed that when you win the election, they will support your interest to become the Speaker of the District Council. They in turn, have requested you

to influence the District Chairperson, to appoint them on committees of Finance, Education, Health and Social Services.

### **Task**

Explain your plan for the District if elected to the position of the District Speaker.

### **The Consequences of Ignoring CBC Guidelines: A Call for Unity and Understanding**

If we had adhered closely to the foundational requirements of the Competency-Based Curriculum (CBC) and consistently sought proper guidance and training, our learners might have found the 2024 UCE exams far more manageable. Unfortunately, many of us remained in a state of self-denial, choosing to operate as though the traditional methods would still suffice. This resistance to change limited our ability to fully understand and implement CBC principles, leaving our students unprepared for the shifts in assessment focus.

In addition, several groups exploited this period of transition, capitalizing on widespread uncertainty to introduce alternative teaching and assessment methods. These groups often promoted practices that appeared to align with CBC on the surface but were, in reality, misaligned with the core principles and intended outcomes of the curriculum. The result was a fragmented understanding of CBC, with many teachers and schools adopting methods that did not adequately prepare students for competency-based assessments.

For some of us, this lack of knowledge on CBC was compounded by limited access to accurate information and retooling opportunities. Without sufficient training, we faced the challenge of implementing an unfamiliar system on our own. Certain groups even introduced their own assessment models, thinking they would mirror CBC's focus on applied learning. However, as we now realize, these methods failed to capture the depth and breadth of skills required under CBC, particularly in assessments that emphasize real-world application, critical thinking, and problem-solving.

In the end, the gaps in our understanding and preparedness have come to light in the performance of our students. It is a reminder that as educators, continuous learning and adaptation are essential, especially during periods of curriculum reform. Moving forward, there is a need for all stakeholders—teachers, school administrators, and training bodies—to unify under a clear and shared understanding of CBC's requirements. By doing so, we can foster a teaching environment that truly empowers learners, preparing them not only to succeed in exams but also to thrive in real-life situations.

Looking back at the recently concluded UCE UNEB exam for History and Political Education, it becomes evident what was expected of our learners. The examination shifted away from rote memorization to emphasize the application of historical knowledge to contemporary issues. Questions were designed to assess learners' abilities to analyse and interpret historical events and their relevance in today's context, reflecting a significant departure from traditional examination formats.

## POSSIBLE APPROACHES TO THE TASKS UCE UNEB 2024 HISTORY AND POLITICAL EDUCATION

### Item 1: Developing Cultural Values in Half-Caste Children in a Cross-Cultural Marriage Setting

#### Task Requirements:

1. **Identify Ethnic Groups** - Clearly state your own ethnic group and that of your brother's wife. This sets the foundation for understanding the cultural dynamics and differences involved.
2. **Understand and Appreciate Both Cultures** - Describe how you will learn about the values, beliefs, and traditions of both ethnic communities. Show respect for both cultural identities.
3. **Design Cultural Learning Activities** - Develop specific activities, such as storytelling, traditional games, language practice, and visits to cultural sites, to introduce cultural values from both backgrounds to the children.
4. **Incorporate Family Involvement** - Explain how you will engage family members in reinforcing these cultural values, ensuring that both sides contribute to the children's cultural upbringing.
5. **Foster Respect and Understanding for Both Cultures** - Highlight the importance of teaching the children to respect and value both cultures, aiming to create a balanced, inclusive identity that embraces both sides.

### Item 2: Explaining to Your Grandfather the Positive Impact of African Soldiers' Participation in World War II

#### Task Requirements:

1. **Acknowledge His Sacrifice** - Start by recognizing and showing empathy for the hardships and sacrifices he and other soldiers faced during the war.
2. **Highlight Personal Development and Skills Gained** - Explain how his participation may have helped him develop discipline, resilience, and skills that were valuable even after returning home.
3. **Discuss Broader Historical Significance** - Explain how African soldiers' involvement helped pave the way for independence movements, as it exposed them to new perspectives and highlighted the contradictions in colonial rule.
4. **Reflect on Legacy and Heroism** - Show how his experiences contribute to the family's legacy and inspire future generations, portraying his role as part of a broader historical narrative.
5. **Appreciate His Unique Perspective and Stories** - Emphasize that his stories and memories offer valuable insights into history, allowing the family to preserve and learn from his experiences.

### Item 3: Preparing for a Study Tour to the Parliament of Uganda

#### Task Requirements:

1. **Identify Key Offices** - List and briefly describe each office in Parliament you will visit (e.g., Office of the Speaker, Clerk's Office, various Committees).
2. **Outline Roles and Functions** - Explain the roles and responsibilities of each office, helping classmates understand the working structure of Parliament.
3. **Highlight Interaction Goals** - Describe the types of interactions expected with each office, such as learning about legislative processes, debate procedures, and policy-making.
4. **Set Learning Objectives** - Clarify what the class will learn, such as insights into lawmaking, parliamentary governance, and democratic principles in action.
5. **Foster Engagement and Questions** - Encourage classmates to prepare questions or topics of interest for each office, enhancing the learning experience and making the study tour more interactive.

### Item 4: Plan for the District as a Newly Elected District Speaker

#### Task Requirements:

1. **Define Vision for the District** - Outline a clear vision for progress in key areas like infrastructure, education, healthcare, and social services.
2. **Strengthen Council Functionality** - Plan to promote transparency, accountability, and inclusivity within the council meetings and decision-making processes.
3. **Build Effective Committees** - Describe how you will work with the District Chairperson to ensure competent members are appointed to committees, prioritizing expertise and dedication to public service.
4. **Enhance Public Engagement** - Plan initiatives for citizen involvement and feedback, ensuring that council decisions reflect the needs and voices of the community.
5. **Monitor Developmental Projects** - Explain how you will track and evaluate the implementation of policies and projects to ensure they serve the community's interests and are completed efficiently.

## POSSIBLE ESSAY RESPONSES AND FORMAT TO THE TASKS UCE UNEB 2024

### HISTORY AND POLITICAL EDUCATION

#### **Item 1: Developing Cultural Values in Half-Caste Children in a Cross-Cultural Marriage Setting**

**Introduction:** In Uganda today, cross-cultural marriages are increasingly common, bringing together families from different ethnic backgrounds and creating diverse family environments. In my family, my brother married a woman from a different ethnic community, and they now have children who carry both cultural heritages. As someone who frequently spends time with them, I have been entrusted with the role of developing cultural values in these children. This task is both an honour and a responsibility, as it requires sensitivity and a thoughtful approach to ensure they appreciate and respect both their identities.

**Body:** To begin, I believe it is essential to have a foundational understanding of both ethnic backgrounds involved. My family belongs to the Baganda community, which has a deep-rooted culture focused on values such as respect, community involvement, and social responsibility. The Baganda place a strong emphasis on “Obuntu,” a concept that reflects humanity and mutual respect for others. In contrast, my brother’s wife is from the Acholi community, which values resilience, pride in heritage, and a communal approach to problem-solving and celebrations. By understanding the core values of each background, I can approach this task with greater awareness of how these children can integrate these values in their everyday lives.

My first practical step in instilling cultural values would be to introduce the children to traditional stories and folklore from both cultures. Baganda folklore, with its emphasis on moral lessons and community values, can teach them principles of integrity, kindness, and respect. Similarly, the rich stories of the Acholi people, often shared through oral storytelling, offer insights into courage, resilience, and communal harmony. Storytelling sessions could become a regular part of our time together, allowing the children to learn in a relaxed and enjoyable setting while absorbing valuable cultural lessons from both sides of their heritage.

Another significant step involves language acquisition. I would encourage the children to learn basic phrases and greetings in both Luganda and Acholi. Language is an integral part of cultural identity, and familiarizing themselves with both languages would deepen their understanding and connection to their roots. To make this process enjoyable, I could introduce songs and games that incorporate both languages, turning language learning into a playful experience. This dual-language approach would not only help them communicate with extended family members but also allow them to take pride in both parts of their identity.

Engaging the entire family in this process is equally important. I would encourage my brother and his wife, along with our parents, to share their knowledge and experiences with the children. For example, our parents could take the children to traditional Baganda ceremonies, such as the “Kwanjula” (introduction ceremony), where they can observe cultural customs. Meanwhile, my brother’s wife could teach them about Acholi crafts, like beadwork or basket weaving, which carry significant cultural symbolism in her community. This approach fosters a balanced environment where the children can experience both heritages firsthand.

Finally, I would place great importance on teaching them to respect and celebrate diversity. Uganda is home to many ethnic groups, and by learning about both of their heritages, the children can develop an appreciation for cultural diversity from a young age. This understanding will help them navigate the world with open minds and respect for others, qualities that are essential in today's interconnected society.

**Conclusion:** The process of instilling cultural values in children of cross-cultural backgrounds requires dedication, patience, and a thoughtful approach. By incorporating activities that celebrate both heritages, involving the entire family, and fostering an appreciation for diversity, I hope to guide these children toward a balanced understanding of their identities. This approach will enable them to grow up with confidence and respect for their roots, embracing the unique strengths of both the Baganda and Acholi cultures.

**Note: You will expect varying responses on Developing Cultural Values in Cross-Cultural Family Settings in Uganda**

Uganda is a diverse country with over 50 distinct ethnic groups, each with unique values, traditions, and customs. When tasked with developing cultural values in children from a cross-cultural family setting, responses will vary depending on the specific ethnic backgrounds involved. Here are examples of how values might be shared across a few different Ugandan cultures, illustrating the diversity in practices and approaches:

**1. Baganda and Acholi Families:**

- **Baganda values** emphasize respect (especially for elders), community, and hospitality. A relative teaching Baganda values might introduce children to “ekyoto” (fireplace gatherings) for storytelling, where moral lessons are shared. Children could also learn traditional Baganda greetings, showing respect for elders with phrases like “Gyebale ko.”
- **Acholi values** often focus on resilience, pride, and unity. An Acholi-influenced approach might include teaching children traditional dances like “larakaraka” and explaining the role of community gatherings in strengthening family bonds and resolving disputes. The Acholi language, with its rich expressions of kinship and honor, would be emphasized in daily interactions.

**2. Banyankole and Basoga Families:**

- **Banyankole values** stress hard work, humility, and respect for family hierarchy. Children could be introduced to Ankole storytelling sessions where they learn traditional wisdom on respecting elders and working diligently. Basic Runyankore phrases and songs would also help them connect to this part of their identity.
- **Basoga values** highlight community cooperation and respect. Children in a Musoga family might be introduced to communal farming or other collective activities, as these practices teach the value of working together. Lusoga



language lessons could also be a way to encourage children to connect to their heritage, along with storytelling that teaches important moral values.

### 3. Karamojong and Bagisu Families:

- **Karamojong values** emphasize survival skills, strength, and self-sufficiency. Karamojong relatives might introduce children to beadwork or livestock care to connect them to the heritage of self-reliance and strength in the face of hardship.
- **Bagisu values** focus on bravery, respect, and a deep connection to the land. Bagisu cultural teachings could involve introducing children to agricultural practices, storytelling, and traditional dances like the Imbalu (circumcision) dance, which celebrates courage and coming of age.

### 4. Bakiga and Lugbara Families:

- **Bakiga values** stress resilience, honesty, and community spirit. A Muganda relative might teach children traditional Bakiga dances, like Ekitaguriro, that reinforce the importance of strength and unity. Language lessons would also include greetings and basic Rukiga phrases to help them connect to Bakiga identity.
- **Lugbara values** highlight family unity, respect for elders, and spirituality. Lugbara family members might involve children in ceremonies that connect to the ancestors and teach respect for family and tradition. Teaching them basic Alur language and songs could also help foster a deeper connection to the Lugbara heritage.

Uganda's diverse cultures offer many unique values and practices for teaching children about their heritage. Each culture has its own approach to imparting important values, so understanding both sides and choosing relevant activities can give children a strong sense of identity and pride in their rich, cross-cultural background.

## Item 2: Explaining to Your Grandfather the Positive Impact of African Soldiers' Participation in World War II

**Introduction:** My grandfather often speaks with regret about his time as a soldier during World War II. He fought in the battles of Keren and Sudan, and later, as he was deployed to Burma, the war finally came to an end. Despite his bravery and sacrifices, he describes the experience as a period of hardship and suffering for a cause he didn't fully understand. However, I believe that his role in the war has had a lasting impact beyond the challenges he endured, both for our family and Uganda as a nation. Through his stories, I see the value of his experience in ways he may not fully realize.

**Body:** One of the most profound ways my grandfather's service has had a positive impact is through the values of resilience, discipline, and courage that he developed during the war.

Despite the difficulties he faced, including witnessing the loss of friends and enduring harsh conditions, he persevered and fulfilled his duty. His service taught him invaluable life skills, which he has passed down to our family. His discipline, for example, has shaped our family's approach to work and responsibility, and his courage inspires us to face our own challenges with determination.

Beyond the personal lessons, my grandfather's involvement in World War II also contributed to the momentum for Uganda's independence. The war exposed African soldiers to new perspectives and the realities of the colonial system. Many African soldiers returned home with a sense of purpose, realizing the importance of self-governance and equality. My grandfather's experience, along with that of other African veterans, played a role in advocating for change. These soldiers were among the first to question colonial authority openly, laying the groundwork for movements that ultimately led to Uganda's independence. His role, though challenging, thus contributed to a larger movement toward self-determination, making his service a meaningful part of our national history.

His service holds great educational value for our family and community. By listening to his stories, we gain insight into the experiences of African soldiers and their role in global history. His accounts of the war help us appreciate the sacrifices that generations before us made, making us more aware of our family's role in Uganda's journey. Through his experiences, we learn about courage, sacrifice, and the complexities of war, which are lessons that resonate across generations and remind us of our responsibilities as Ugandans.

**Conclusion:** Although my grandfather may see his service in World War II as a time of hardship and loss, I believe his experience holds significant value. His role taught him resilience and discipline, contributed to Uganda's independence movement, and provided our family with invaluable lessons about sacrifice and history. His legacy, therefore, is not just his service, but the strength, wisdom, and pride he has passed down to us, enriching our family's heritage.

### **Item 3: Preparing for a Study Tour to the Parliament of Uganda**

**Introduction:** My class is excitedly preparing for a four-day study tour to the Parliament of Uganda, an opportunity to gain an in-depth understanding of how our government functions. The tour will allow us to interact with key offices within the Parliament, providing a unique glimpse into the inner workings of the legislative process. To prepare my classmates for this experience, I have organized a pre-trip briefing to introduce them to the offices we will visit and outline the valuable insights we hope to gain from this educational opportunity.

**Body:** Our first stop on the tour will be the Office of the Speaker. The Speaker of Parliament plays a crucial role in guiding the legislative process, presiding over parliamentary sessions, and ensuring that debates are conducted respectfully and constructively. By observing this office, we will learn about the Speaker's responsibilities in maintaining order, facilitating debate, and ensuring that all members have an opportunity to contribute. Understanding the Speaker's role will help us appreciate how crucial leadership is to parliamentary effectiveness.

Following our visit to the Speaker's office, we will proceed to the Office of the Clerk of Parliament. The Clerk's role is vital for the administrative aspects of Parliament, managing

records, maintaining schedules, and organizing parliamentary sessions. Interacting with the Clerk's office will provide us insight into how Parliament's day-to-day operations are managed behind the scenes. This visit will help us understand the logistical aspects of Parliament, including how legislative records are kept, how sessions are organized, and the importance of administrative support in ensuring that parliamentary functions run smoothly.

We will also spend time observing the work of various parliamentary committees, each focused on different areas such as Finance, Health, and Education. Committees are responsible for examining policies and proposed laws before they reach the larger parliamentary floor. Observing committee discussions will allow us to see the collaborative process involved in refining laws, as well as the importance of research and expertise in decision-making. This experience will help us understand the detailed work that goes into developing laws that serve the public.

Lastly, we will visit the Office of the Sergeant-at-Arms, which is responsible for security within Parliament. The Sergeant-at-Arms maintains order during parliamentary sessions and ensures the safety of members and visitors. This visit will underscore the importance of security and discipline within government institutions, showing us that a safe and orderly environment is essential for productive legislative work.

**Conclusion:** Our four-day study tour of the Parliament of Uganda will provide my classmates and me with a comprehensive understanding of the legislative process and government functions. By visiting key offices and interacting with parliamentary members and staff, we will gain valuable insights into governance, legislative procedures, and the critical roles of various departments. This experience will not only deepen our knowledge of government but also encourage us to be engaged and informed citizens, better prepared to contribute to our society.

#### **Item 4: Plan for the District as a Newly Elected District Speaker**

**Introduction:** With the upcoming election period, I have been encouraged by my community to run for the position of District Speaker. If elected, I would have the opportunity to lead the council, foster transparency, and enhance public engagement in our district. My primary goals would include strengthening council functions, promoting transparency, encouraging community participation, and implementing effective project monitoring to ensure accountability and community development.

**Body:** My first goal would be to strengthen the council's functions by promoting efficient practices and open dialogue. I would ensure that meetings are well-organized, scheduled regularly, and follow a clear agenda. By prioritizing key issues and focusing on productive discussions, the council can address pressing community needs more effectively. Additionally, I would promote collaboration among council members, encouraging diverse perspectives and solutions to community challenges.

Transparency would be a cornerstone of my plan. To ensure accountability, I would initiate a monthly public update on council activities and decisions. This update could be shared through community meetings, noticeboards, and online platforms to keep residents informed. By

providing clear and accessible information, we can build trust and encourage public involvement in local governance.

To further enhance community participation, I would introduce open forums and feedback sessions where residents can voice their concerns and offer suggestions. By actively listening to the community and addressing their needs, we can make decisions that reflect their priorities. I would also collaborate with local leaders and civil society organizations to increase public engagement, ensuring that all voices are heard in the decision-making process.

Lastly, monitoring and evaluation would be essential in implementing successful district projects. I would introduce a system for tracking the progress of development projects, ensuring they are completed on time and within budget. This approach would allow us to address any challenges promptly, fostering accountability among project implementers. By maintaining clear records of project timelines and outcomes, we can improve transparency and ensure that resources are used effectively.

**Conclusion:** As District Speaker, my plan would focus on strengthening council functions, promoting transparency, fostering community participation, and implementing effective project monitoring. These initiatives would enhance governance and community development, ultimately improving the quality of life for residents. By prioritizing these goals, I hope to build a district that values accountability, public engagement, and progress for all.

## **THE WAY FORWARD**

### **WHAT IS EXPECTED OF TEACHERS IN CBC IN PREPARING LEARNERS FOR SUCCESS**

In the Competency-Based Curriculum (CBC), teachers play a crucial role in preparing learners for success by fostering skills, knowledge, and attitudes that go beyond rote memorization and traditional exam-focused teaching. The CBC emphasizes practical, real-life applications of learning and the development of competencies that learners will need in the 21st century. Here's what is expected of teachers in this framework:

#### **1. Facilitating Learner-Centred Instruction**

- Teachers are expected to move from being sole transmitters of knowledge to facilitators of learning. This involves creating opportunities for learners to actively participate, collaborate, and engage in problem-solving and critical thinking.
- Lessons should focus on guiding learners to discover solutions, ask questions, and explore various perspectives on a topic.

#### **2. Fostering Critical Thinking and Problem Solving**

- Teachers need to integrate activities that promote critical thinking, creativity, and problem-solving. This includes using project-based learning, inquiry-based tasks, and real-world scenarios that help learners apply what they know in practical situations.
- Encouraging learners to think independently and come up with innovative solutions is key to developing competencies.

#### **3. Differentiating Instruction**

- Teachers are expected to recognize the diverse abilities, interests, and learning styles of their students. CBC requires differentiated instruction, where lessons are tailored to meet the unique needs of individual learners.
- This means using varied teaching approaches such as group work, individual assignments, and hands-on activities to ensure all learners can achieve their potential.

#### **4. Assessing Competencies**

- Teachers should employ formative and summative assessments that focus on evaluating skills, attitudes, and knowledge in an integrated manner. Assessments should be practical, authentic, and continuous, rather than relying solely on exams.
- Teachers are responsible for using rubrics, portfolios, and other performance-based assessment tools to track and measure learner progress toward mastering specific competencies.

#### **5. Promoting Lifelong Learning**

- The CBC emphasizes lifelong learning, and teachers must encourage learners to develop a passion for continuous learning beyond the classroom. This includes

developing self-directed learning habits, encouraging curiosity, and fostering a growth mindset.

- Learners should be prepared to adapt to future changes by being open to new knowledge and experiences.

## **6. Integrating Cross-Cutting Issues**

- Teachers are expected to incorporate cross-cutting issues like environmental conservation, human rights, gender sensitivity, values education, and technology into their teaching. These issues help learners develop as well-rounded individuals ready to contribute positively to society.
- This involves integrating these themes into various subjects and creating awareness about them in daily teaching.

## **7. Fostering Collaboration and Teamwork**

- Teachers need to create an environment that promotes collaboration among learners. Group work, peer learning, and cooperative activities are essential in preparing learners for teamwork, which is a crucial competency in the modern workplace.
- Teachers must guide learners in developing communication, negotiation, and conflict resolution skills.

## **8. Incorporating Technology and Digital Literacy**

- In today's digital world, teachers are expected to incorporate technology into their teaching practices. This involves using digital tools to enhance learning, such as educational apps, multimedia content, and online resources.
- Teachers also need to prepare learners to use technology responsibly, encouraging digital literacy and critical evaluation of online information.

## **9. Focusing on Holistic Development**

- CBC emphasizes the holistic development of learners, addressing not only academic competencies but also emotional, social, physical, and ethical growth. Teachers are responsible for supporting the development of these areas through extracurricular activities, life skills education, and counselling.
- Learners should be supported in becoming well-rounded individuals who can navigate personal and social challenges.

## **10. Providing Mentorship and Guidance**

- Teachers are expected to take on the role of mentors and role models. By offering personalized guidance and support, teachers help learners set goals, reflect on their progress, and make informed decisions about their education and future careers.
- Mentorship is especially important in helping learners identify their strengths and areas of interest, which is central to the CBC's focus on nurturing individual potential.

## **11. Continuous Professional Development**

- Teachers are expected to engage in lifelong learning themselves through continuous professional development. This involves staying updated on CBC methodologies, new educational technologies, and evolving teaching practices.
- Teachers must be open to learning new strategies and improving their skills to effectively guide learners in a dynamic educational environment.

## **12. Involving Parents and the Community**

- CBC encourages collaboration between teachers, parents, and the community to support learning. Teachers are expected to involve parents in the learning process, share progress, and seek their input in supporting the learner's development.
- Community involvement can also provide learners with real-life exposure and opportunities to apply their competencies in different settings.

By meeting these expectations, teachers in the CBC system will help learners develop the competencies they need for success in the 21st century, preparing them to be adaptable, innovative, and responsible global citizens.

## **WHAT IS EXPECTED OF LEARNERS IN CBC FOR THEIR SUCCESS**

In the Competency-Based Curriculum (CBC), learners are expected to take an active role in their education, focusing on acquiring competencies that prepare them for real-world success. This includes developing skills, attitudes, and knowledge that enable them to adapt, think critically, solve problems, and work collaboratively. Here's what is expected of learners for their success in the CBC framework:

### **1. Active Participation in Learning**

- Learners are expected to be engaged in the learning process, participating in discussions, asking questions, and contributing ideas. This learner-centred approach requires them to take initiative, rather than passively absorbing information.
- Activities such as group projects, debates, and problem-solving tasks are key opportunities for learners to take charge of their learning experience.

### **2. Developing Critical Thinking and Problem-Solving Skills**

- Learners must demonstrate the ability to think critically and solve problems independently or in groups. This involves analysing information, evaluating different solutions, and making informed decisions.
- They are expected to apply these skills not only in the classroom but in everyday situations, promoting innovation and adaptability.

### **3. Self-Directed Learning**

- CBC encourages learners to take responsibility for their own learning by setting personal goals, tracking their progress, and seeking resources to improve. Learners are expected to cultivate curiosity and a growth mindset, recognizing that learning is a continuous process.
- Activities like independent research, projects, and reflective tasks help learners develop self-management and accountability for their learning outcomes.

### **4. Collaboration and Teamwork**

- In CBC, learners are expected to work effectively in teams, contributing to group discussions, completing tasks collaboratively, and supporting peers. Teamwork is essential for developing interpersonal skills, such as communication, leadership, and conflict resolution.
- Through group activities, learners learn to appreciate diverse perspectives, respect others' opinions, and work together to achieve common goals.

### **5. Application of Knowledge to Real-World Situations**

- Learners are expected to apply what they have learned in practical, real-life contexts. CBC emphasizes experiential learning where learners are encouraged to solve real-



world problems, use hands-on activities, and engage in projects that connect classroom learning to everyday life.

- For example, a student learning about environmental conservation may participate in community-based projects such as tree planting or waste management initiatives.

## **6. Adaptability and Lifelong Learning**

- Learners must be adaptable, open to new ideas, and willing to learn continuously. In a fast-changing world, CBC prepares learners to face future challenges by teaching them how to adapt to new technologies, changing job markets, and evolving social environments.
- Developing a mindset of lifelong learning is crucial for success in a competence-based system, where skills such as flexibility and resilience are emphasized.

## **7. Creativity and Innovation**

- Learners are encouraged to think creatively and develop innovative solutions to problems. This involves exploring different approaches to tasks, using imagination in projects, and coming up with original ideas in learning activities.
- CBC promotes innovation by providing opportunities for learners to experiment, take risks, and learn from their failures, helping them build confidence and creativity.

## **8. Demonstrating Practical Competencies**

- Learners are expected to demonstrate their competencies through practical tasks and assessments that go beyond traditional exams. CBC focuses on performance-based evaluations, where learners show their mastery of skills through activities like projects, presentations, and real-life applications.
- This hands-on approach helps learners better understand how their knowledge translates into practical abilities that they can use in their future careers or personal lives.

## **9. Resilience and Persistence**

- Success in CBC requires learners to be resilient and persistent in the face of challenges. Learners are encouraged to embrace failure as part of the learning process, learning to overcome difficulties and persevere to achieve their goals.
- By developing resilience, learners build mental toughness, adaptability, and the ability to cope with setbacks, all of which are critical for long-term success.

## **10. Digital Literacy and Responsible Use of Technology**

- In the CBC system, learners are expected to develop digital literacy by using technology for research, communication, and learning. They must also understand how to use digital tools responsibly, including understanding cyber safety and ethics in the digital world.

- Learners should be able to navigate digital platforms, use educational apps, and employ technology to enhance their learning.

### **11. Developing Social and Emotional Skills**

- CBC emphasizes the holistic development of learners, including social and emotional skills. Learners are expected to develop empathy, self-awareness, and emotional regulation, which are critical for personal well-being and interpersonal relationships.
- Activities like group discussions, role-playing, and life skills education help learners build emotional intelligence, preparing them for both academic success and life challenges.

### **12. Values and Ethics**

- Learners in the CBC are expected to embody positive values and ethics, including respect, responsibility, integrity, and empathy. These values guide their behaviour in school, at home, and in the community, helping them become responsible global citizens.
- Through classroom lessons, community service, and co-curricular activities, learners practice good citizenship, leadership, and ethical decision-making.

### **13. Inquiry and Research Skills**

- Learners are encouraged to develop inquiry skills by asking questions, conducting investigations, and seeking solutions to problems. In CBC, learners take part in research-based activities that promote curiosity and a deep understanding of subjects.
- This inquiry-based approach helps learners develop critical research skills, including data collection, analysis, and interpretation, which are essential for academic and career success.

### **14. Balancing Academic and Co-curricular Activities**

- Learners are expected to balance academic work with co-curricular activities, such as sports, clubs, and arts. CBC recognizes that co-curricular activities contribute to the development of competencies like teamwork, leadership, and time management.
- Success in the CBC system requires learners to engage in diverse activities that nurture their talents, build their physical and social skills, and enhance their overall well-being.

By meeting these expectations, learners in the CBC system are equipped to become competent, responsible, and adaptable individuals, prepared to face future challenges and succeed in both their academic and personal lives.

## **WHAT IS EXPECTED OF THE SCHOOL IN CBC IN PREPARING LEARNERS FOR SUCCESS**

In the Competency-Based Curriculum (CBC), schools play a critical role in creating an environment that fosters holistic development and prepares learners for success. The school's responsibilities extend beyond delivering academic content, focusing on developing skills, values, and attitudes that equip learners for the real world. Here's what is expected of schools in the CBC framework:

### **1. Providing a Learner-Centred Environment**

- Schools are expected to create a learner-centred environment where teaching and learning focus on the individual needs, interests, and abilities of students. This includes flexible teaching approaches that allow learners to actively engage, inquire, and explore.
- Schools should encourage learning that is interactive, collaborative, and hands-on, promoting active participation in various learning activities.

### **2. Facilitating Holistic Development**

- Schools must focus on the holistic development of learners by nurturing not only academic abilities but also social, emotional, physical, and ethical growth. This involves integrating life skills, sports, arts, and extracurricular activities into the school curriculum.
- Learners should have opportunities to develop competencies like teamwork, leadership, emotional intelligence, and resilience through various school activities and programs.

### **3. Ensuring Practical, Skills-Based Learning**

- Schools are expected to ensure that learning is practical and competency-based. This means shifting from rote learning to hands-on activities, projects, and real-world applications of knowledge. Schools should create opportunities for learners to demonstrate their skills in different contexts, preparing them for future careers and life challenges.
- Laboratories, workshops, field trips, and community service activities should be incorporated to provide experiential learning.

### **4. Continuous and Comprehensive Assessment**

- In CBC, assessment is not limited to exams but includes continuous, formative, and summative evaluations. Schools must implement assessment systems that measure competencies through performance-based tasks, portfolios, presentations, and project work.
- Teachers should be trained to use rubrics and other assessment tools that align with CBC objectives, ensuring that learners' progress is regularly tracked and supported.

## **5. Creating a Supportive Learning Environment**

- Schools need to foster a supportive and inclusive environment where all learners feel safe, valued, and encouraged to achieve their potential. This includes addressing the diverse needs of students, providing special education support where necessary, and promoting an anti-bullying culture.
- Schools should ensure that learners with different abilities, backgrounds, and learning styles are accommodated and provided with the resources needed to succeed.

## **6. Developing a Strong Collaboration with Parents and the Community**

- Schools are expected to collaborate closely with parents and the broader community in supporting learners' education. Parents should be actively involved in their children's learning journey, and schools must facilitate communication between teachers, learners, and parents.
- Schools can also engage with the community by organizing service-learning opportunities and partnerships with local organizations, businesses, and government bodies to enrich the learning experience.

## **7. Integration of Technology and Digital Literacy**

- Schools must integrate technology into teaching and learning to prepare learners for the digital age. This involves equipping learners with digital literacy skills, providing access to computers, educational software, and the internet, and using technology to enhance lessons.
- Schools should ensure that learners are trained in the responsible and ethical use of digital tools, preparing them for success in a technology-driven world.

## **8. Fostering Innovation and Creativity**

- Schools are expected to encourage innovation and creativity among learners. This involves creating an environment where learners feel free to explore new ideas, take risks, and express their creativity in various subjects and projects.
- Schools should support learners in participating in science fairs, art competitions, and other innovation-driven activities that foster creative thinking and problem-solving.

## **9. Encouraging Lifelong Learning and Adaptability**

- Schools must instil a culture of lifelong learning in learners, encouraging them to view education as an ongoing process. Learners should be equipped with the skills to adapt to changing environments, be open to new knowledge, and develop a growth mindset.
- Schools should provide access to resources like libraries, mentorship programs, and workshops that help learners cultivate curiosity and the desire to continuously improve.

## **10. Developing Life Skills and Values Education**

- Schools are responsible for teaching life skills and instilling values that contribute to the personal and social development of learners. This includes educating learners on topics such as leadership, conflict resolution, communication, financial literacy, and emotional management.
- Values like integrity, empathy, respect, and responsibility should be incorporated into the school culture and curriculum to guide learners' behaviour and interactions in and outside school.

### **11. Providing Continuous Professional Development for Teachers**

- Schools must invest in the continuous professional development of teachers to ensure they are well-equipped to deliver CBC effectively. Teachers need ongoing training on CBC methodologies, assessment techniques, digital tools, and learner-centred approaches.
- Schools should provide workshops, seminars, and collaboration opportunities that help teachers stay updated on educational trends and best practices in competency-based education.

### **12. Offering Co-Curricular and Extra-Curricular Activities**

- Schools are expected to offer a variety of co-curricular and extra-curricular activities that complement academic learning. These activities, such as sports, music, drama, debate clubs, and community service projects, help develop learners' social, emotional, and physical skills.
- Participation in these activities should be encouraged to help learners discover and nurture their talents, building confidence and teamwork skills.

### **13. Instilling Environmental and Social Responsibility**

- Schools need to foster a sense of environmental and social responsibility in learners. This involves integrating cross-cutting issues like environmental conservation, human rights, gender equality, and community service into the curriculum and daily school activities.
- Schools can involve learners in initiatives such as tree planting, recycling programs, and community outreach, helping them understand their role in creating a sustainable future.

### **14. Ensuring a Safe and Healthy School Environment**

- Schools are responsible for creating a safe and healthy learning environment. This includes implementing policies and practices that promote physical, mental, and emotional well-being, such as providing clean facilities, nutritious meals, health services, and counselling support.
- Schools should also promote hygiene, physical activity, and mental health awareness, ensuring that learners are in the best condition to learn and succeed.

## **15. Providing Career Guidance and Mentorship**

- Schools must offer career guidance and mentorship programs to help learners make informed decisions about their future education and career paths. This involves organizing career days, inviting guest speakers from various industries, and offering guidance on subject choices based on learners' strengths and interests.
- Mentorship programs that connect learners with role models and professionals can help them navigate their career goals and inspire them to pursue their passions.

By fulfilling these responsibilities, schools in the CBC system play a vital role in shaping learners into competent, well-rounded individuals prepared for success in their academic, professional, and personal lives.