**BUNYORO SESEMAT REGION HEAD OFFICE-DUHAGA**

**SESEMAT ACTIVITY REGIONAL BASED (SARB)**

**PROJECTS IN CBC FOR LOWER SECONDARY SCHOOLS**

**Preamble**

The RMC noted that Projects form one of the major components of the New Lower Secondary school curriculum. It also observed with great concern that projects forms one of the major aspects of assessment at the end of the New Lower secondary school education. Being a new concept to most stake holder, it requires that the teachers be given further training to acquire the necessary skill to effectively and efficiently implement the project. The RMC noted that the time for the previous trainings by NCDC was not adequately enough. It is on this ground that RMC avails the opportunity for re-tooling teachers within Bunyoro SESEMAT region to better implement the project

**Meaning of the project**

- These are assignments given to the learners to be done over a period of time.

- They are done either individually or in groups depending on the nature of the project.

- The teacher should monitor the progress of the learners.

- Learners should document the developmental stages of their project and they should have presented to the teacher for guidance and as evidence of the work done.

- At the end of the specified time, the learners are required to present a product or an output and evidence of the progress.

- The evidence should be presented in a portfolio.

What is a portfolio?

A portfolio is a collection of learner’s evidences of achievements on an implemented project.

It is important to note that:

* Learners should be in the know of the parameters to be used to evaluate the project.
* At every stage of the project, learners will present their project to the teacher for guidance.
* A project can be done individually or in groups.`
* For group projects the teacher should assess individual learners for their participation and
* Contribution towards the project. For such projects all group members earn the same score.

**IMPORTANCE OF PROJECTS**

* Innovativeness
* Creativity
* Problem solving
* Collaborative skills
* Time management
* Research skills
* Critical thinking
* Values and positive attitude
* Integration of knowledge

**Types of projects**

1. Simple and routine (an innovation which is simple and has **direct process line** andrequires limited resources)
2. Simple and non-routine (an innovation with creativity which has a **direct process line** though **extra ordinary** in naturebutrequires limited resources)
3. Complex and routine (an innovation which is **unique**, achievable but does not have a direct process line, changes form, requires continuous research, and demands more resources) and highlights creativity
4. Complex and non-routine (an innovation which is **unique**, cannot be easily achieved due to **uncertainties**, being **interdisciplinary, is creative** in nature and involving **multiple teams** and requires **heavy** resource investment to execute)

In the Lower Secondary Curriculum, projects should be limited to 1 and 2. Such projects can lead to achievement of the desired learning outcomes while at the same time, they are affordable; in terms of time and materials required.

**Features of a project**

Whereas a project is expected to have a life span, in this context, it is meant to empower development of leaners’ innovativeness and creativity to address societal challenges and to appreciate learned competences for advancement of life. The under listed features may slightly differ from the conventionally known characteristic project features. Therefore, for purposes of this curriculum the features of the project are;

* **Uniqueness**: No two projects are exactly similar even if they are exactly identical or are merely duplicated. The location, the infra-structure, the agencies and the people make each project unique. The project should depict creativity.
* **Life cycle**: A project has a life cycle reflected by growth, maturity and decay. It has naturally a learning component.
* **Efficiency**: Project Efficiency can be measured by the volume of outputs obtained per the inputs utilized. Some factors influencing a project’s efficiency:
* Technologies used in the working processes (the better technology used, the more economical their rate of efficiency is);
* Quality of planning (the more qualified and deliberated project planning is applied, the easier it is to forecast and keep proper efficiency level);
* Quality of operational management (how effectively the resources are managed when they are immediately in utilization or operation);
* External factors which are hard to forecast (disasters, emergent levels of key staff members, bankruptcy of stakeholders, etc);
* **Effectiveness**: A project must satisfy/meet or exceed the planned targets.
* **Team-work**: A project calls for team-work. In this context, a team is constituted of members belonging to the same class, or may be selected by the teacher from different streams where they exist for purposes of avoiding unhealthy competition.
* **Environmental friendliness**: A project should not have negative impact on the environment. From the onset, learners should always be made conscious of the significance of the environment. Therefore, an Environmental Impact Assessment (EIA) should be addressed with great concern.
* **Sustainability**; A project is expected to be disseminated for addressing the intended societal challenge and a simple write-up made for the beneficiary’s reference and future improvement.

Every project should exhibit a degree of innovation and creativity in addressing a societal challenge.

***NOTE: In the NCDC context, projects shall be limited to one (1) and two (2)***

**Developing the projects (Component of project)**

Projects shall be based on themes to be identified annually by NCDC and disseminated to schools across the country. The themes shall be reflecting national concerns. However, at school level the project ideas shall be identified and developed by the learners in alignment with the themes under the guidance of the teacher in consultation with resource persons (e.g. job-related practitioners/experts).

While developing a project, always think of the following.

1. **Identification of the project.** Here indicate the title which title is aligned to the theme

Objectives. This is the success store

1. **Organization,**

Planning

Methodology

Resources

Drafting

Implementation

Creating a portfolio

Documentation

1. Report wring

CRITERIA FOR A COHESIVE PROJECT

Quality cohesive project must possess the following

1. Subject content and 21st centuary skills
2. It must be based on a life problem or question
3. The project requires sustained inquiry by the student
4. The project is authentic if it:
5. Presents real-life challenges/problem/inquiry
6. Uses real-life world processes/tasks/tools and performance standards
7. Has an impact on other
8. Addresses interest of the students/society
9. Students have a choices in
10. Identifying the topic focus and generating questions
11. Specifying task(s) and role(s) and task(s)
12. Determining and accessing the needed resources
13. Deciding on culminating the products
14. The project must result a public project for a genuine audience
15. The project must include opportunities for feedback and revision
16. The project must allow for student’s reflection

**Materials to be used for the projects**

Schools are advised to guide the learners to identify projects which can be done using materials which are locally available and affordable. Schools are encouraged to use materials which are in line with “Buy Uganda Build Uganda” (BUBU). By so doing the project work will be promoting industrialization for employment, inclusive growth and wealth creation.

REPORT COMPONENTS FOR THE PROJECT

While writing the report for the project to be presented to the teacher at the end of the project, it should contain the following;

1. The title
2. The time frame
3. Materials used
4. Problem solving
5. Explanations
6. Justification
7. Challenges faced during the process of carrying the project
8. Conclusion
9. Member(s) involved (starting with the leader)

**ROLE OF THE TEACHERS**

In the project based learning and assessment, the teacher is expected to:

1. Provide technical support and guidance to the learner(s)
2. Make observations as the learner does the work
3. Hold conversations with the learner
4. Prompt and follow up the learner until the project is completed or else the learner abandons the project
5. Receive the product and the report
6. Seek for assistance in areas he/she cannot manage

**NB: This is continuous throughout the life-time of the project**.

**How many projects should a learner take in a year?**

A learner can have **a maximum of two projects every term** provided that by the time the learner sits for final UNEB examinations, projects equivalent to the number of subjects to register for should have been completed. In other words, **every subject registered for at Senior four for final examinations should have a completed project after the four years**.

**Assessing Projects**

The check list below is used to assess a project

**Project Title**

|  |  |  |
| --- | --- | --- |
| **Phase 1** | **Indicators** | **Max Score** |
| **Identification, Planning/design** | Title |  |
| Alignment to the theme |  |
| Justification of the project |  |
| Methodology |  |
| Identification of Resources (materials and tools) |  |
|  | **X/……** |

|  |  |  |
| --- | --- | --- |
| **Phase 2** |  |  |
| **Project Implementation** | Organisation/Sketching/drafting |  |
| Steps/Procedure |  |
| Use of Resources (materials and tools) |  |
| Generic skills and Values applicable to the project (Critical thinking, ICT proficiency, Communication, Creativity and innovation, Honesty, Respect, Hard work, Integrity, Social harmony, National Unity, National consciousness and patriotism) |  |
|  |  | **X/….** |
| **Product** | Originality |  |
|  | Creativity and innovation |  |
|  | Accuracy |  |
|  |  | **X/…** |
| **Project Report** |  |  |
|  | Relevance |  |
|  | Accuracy |  |
|  | Coherence |  |
|  |  | **X/…** |
| **Total** |  | **………..** |

**IMPORTANCE OF PROJECTS ON FINAL END OF CYCLE EXAMINATIONS**

**-** Scores for each parameter will be determined by the teacher. The total score for the project will be scaled to 10%. This will be added to the score from the activities of Integration to account for the 20% score of the end of cycle summative assessment.

- A learner who has not been assessed at school level does not qualify to be assessed at the end of cycle National Examinations.

**AN EXAMPLE OF PROJECT**

An example of a sample project is Tomato Sauce which is under Vegetable Processing in Nutrition and Food Technology.

**Sample Project:**

**Project Title: Making Tomato Sauce**

The cycle will follow all the steps:

Sourcing raw materials and equipment →Processing →preserving → packing →marketing

In this way, learners will appreciate the fundamental thrust of the subject. This is the full integration of everyday life concerns into school work. The Nutrition and Food Technology involves projects which encourage the use of local raw materials.

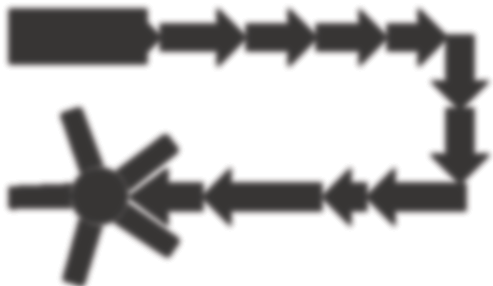
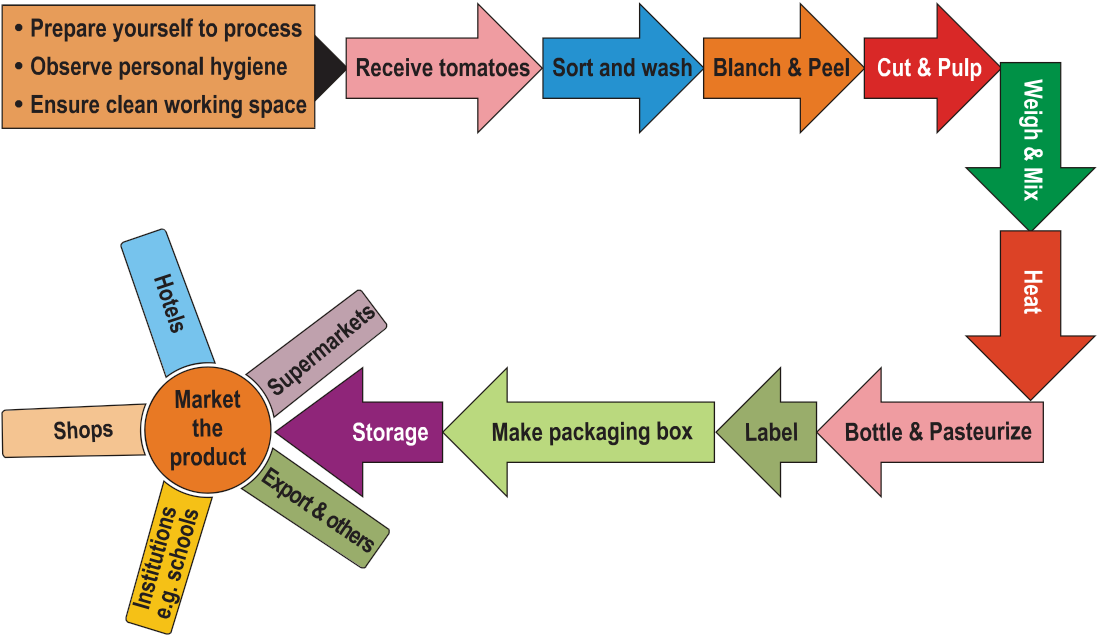
**Questions for discussion**

What are the various ways of using a ripe tomato fruit?

How are ripe tomato fruits prepared for cooking?

What is the importance of processing and preserving tomatoes?

The Tomato Sauce project illustrates the steps of the project cycle. A flow chart is a good way to represent the project cycle. Here is the flow chart for the Tomato Sauce project. It presents the work sequence of making tomato sauce. It helps to make the work flow in an organized way.

**Flowchart of the Tomato Sauce making process**

Harvest / Buy Tomatoes

Study the steps in the sequence. This gives you an overview of what you will be doing.

Comment on the sequence for making tomato sauce.

What equipment would you need to do this work?

**Ingredients/Materials**

To make Tomato Sauce, you need the following ingredients:

|  |  |
| --- | --- |
| **Ingredient** | **Quantity notes** |
| Tomatoes | Main raw material |
| Onions | Flavouring |
| Sugar | Sweetener |
| Salt | Seasoning |
| Cinnamon | Seasoning / flavouring |
| Cardamom | Seasoning / flavouring |
| Cumin | Seasoning / flavouring |
| Mace | Seasoning / flavouring |
| Black pepper | Seasoning |
| White pepper | Seasoning |
| Ginger | Flavouring |
| Vinegar | Flavouring and preservative |
| Sodium Benzoate | Preservative |

*Note: Sodium Benzoate can be procured from shops selling chemicals.*

**Equipment and tools needed to process tomato sauce:**

Bowl and buckets

Draining racks

Protective wear (latex gloves; hair nets)

Cooking pans

Knives

Chopping board/ surface

Bottling capper and filler (optional)

Muslin cloth or bag

Stirrer or mingling stick

Cleaning towels/mops

Glass Bottles

Heat source – a stove, Electric or Gas cooker

Apron

gloves

**Verification**

Internal verifiers should regularly check on the scores generated by the teachers from the Activity of Integration and projects. This is aimed at ensuring quality, authenticity and credibility of the results of the school-based assessment. The approved scores shall be submitted to the assessment bodies which will compute the 20% contribution to end of cycle summative assessment.

**Moderation**

UNEB is expected to carry out moderation of the SBA done by schools for purpose of validity and reliability.

**Submission of 20% scores to the assessment bodies**

At Senior Three and Four the scores generated from the learner’s achievement from the Activity of Integration and projects will be recorded by the subject teacher and submitted to the school administration. The school will submit records of learner’s achievement for every class to the assessment bodies annually at the end of an academic year to store and later compute into a 20 percentage which is reflected on the Uganda Certificate of Education.

Every learner shall be assigned a Learner Identification Number (LIN) by the Ministry of Education and Sports against which their school records shall be submitted. In case a learner transfers from one school to the other, the same LIN shall be used to access and record his/her performance and progress. From Senior three schools are expected to submit learners’ performance records to the national assessment bodies

**CONCLUSION**

* A project-based approach to learning can help educators engage students in developing < thinking deeply about the content been studied, while developing critical thinking skills, communication and collaboration skills
* Project-based-learning connects students to their learning in such a way that traditional instructions often do not.
* Projects shall be based on themes to be identified annually by NCDC and disseminated to schools across the country. The themes shall be reflecting national concerns, Educational objectives and philosophy.
* However, at school level, the project idea/title shall be identified and developed by the learner in alignment with the theme under the guidance of the teacher and/or in consultation with a resource person (i.e. job-related expert/practitioner)

**The end**

**Reporting on Formative Assessment at School**

The formative assessment which is reported on by the school is during the learning process whereby a few or some of the learning outcomes of the given topic have been realized but **not the entire topic**. It is at this point that a teacher will assess learner’s abilities to identify those that are below standards and need remedial practice. This is conducted for every topic and for all the classes right from Senior One. The learner therefore is prepared for this assessment through the regular classroom activities and remedial exercises before having the end of topic activity of integration assessment. Reporting on formative assessment at school is giving accountability to the parents, public, the school administrators and the learners on the progress of the learner while at school.

The schools are to prepare report cards reflecting the performance or competence level of the learner for each of the topics studied in a given term. (See Sample Report card attached). In addition to the individual report card which is to be given to the parent, the school will have a class chart known as an achievement chart to give an overall view of the class on the topics which have been covered in a given term or year. The information on the achievement chart is used by the school administration to identify learners who need to be followed up and to recognize and reward those that are excelling.

**Co-curricular Activities in Schools**

Co-curricular activities are an integral part of the curriculum. They include games and sports, clubs and societies. Co-curricular activities contribute to child development, as they enhance the learning process. They also promote learning by stimulating creative thought, improving social and organisational skills, developing interests, nurturing values, attitudes and learners’ talents. This promotes mental and physical health, hence developing a holistic individual.

Co-curricular activities are necessary and important for all learners including those with special educational needs. This is because they help the learners shed off the stress from the rigor of the academic work, they help in the identification of talent and they complement what is learnt in the classroom. As teachers and the learners conduct co-curricular activities, they should take into consideration both gender differences and roles. Teachers are expected to encourage learners to participate in a range of co-curricular activities. Learners with special needs should be encouraged to participate in activities which they are capable of doing. It is mandatory for all secondary schools to implement these activities throughout the year.

In addition, sports, games, music, dance and drama galas should be programmed in the different terms of the school year. At school level, administrators are encouraged to award certificates of participation and merit to the learners who excel for purposes of motivation and recognition of performance.

**How to assess Co-curricular Activities**

Co-curricular activities should be assessed by the teacher through observation of different aspects such as; talent, values and attitude, team work, time management, leadership, communication and social skills. The teacher should use the observation tool similar to the one provided in Table 2 to track learners’ participation and achievements over a period of time. However, no scores shall be awarded. Assessment of these activities allows to provide feedback to the learner as well as their parents, guardians and other stakeholders; and enables perfection of skills among the learners.

**Table 2: Observation tool for co-curricular activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Parameter*** | | ***Achievement level*** | | |
| ***Outstanding*** | ***Satisfactory*** | ***Basic*** |
| Attendance | |  |  |  |
| Participation | |  |  |  |
| Communication | |  |  |  |
| Critical thinking and problem solving | |  |  |  |
| Environmental awareness | |  |  |  |
| Health and safety awareness | |  |  |  |
| Leadership | |  |  |  |
| Empathy | |  |  |  |
| Self esteem | |  |  |  |
| Skill/talent display | |  |  |  |
| Team work | |  |  |  |
| Time management | |  |  |  |
| Care for materials and resources | |  |  |  |
| Use of materials and resources | |  |  |  |
| Creativity and Innovation | |  |  |  |
| Gender awareness | |  |  |  |
| Comments |  | | | |

***Sample Report Card***

|  |
| --- |
| **MEDAS COLLEGE SCHOOL** |

**PO BOX 26734 UGANDA**

**REPORT CARD FOR TERM ………………. YEAR………**

NAME……………………………………………SEX…………

AGE……CLASS…………HOUSE……………. TERM………………………

| **Subject** | **Competency**  **(***What can the learner do***)** | **Score x/3** | **Grade** | **Descriptor** | **Comment(s)**  on*Achievement and Opportunity to improve* |
| --- | --- | --- | --- | --- | --- |
| ICT | Using ICT tools | 1.3 | C | Basic | Uses a tablet.  Needs to improve in using modems, projectors, wifi and cameras. |
| Using spreadsheet software | 1.4 | C | Basic | Enters data in a spreadsheet.  Needs to improve on using formulae to compute sum, min, and max averages |
| History & PEd |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Grade** | **Score range** | **Descriptor** |
| A | 2.5- 3.0 | **Outstanding:** Most or All LOs achieved for overall achievement |
| B | 1.5 -2.4 | **Moderate (Satisfactory):** Many LOs achieved, enough for overall achievement. |
| C | 0.9-1.4 | **Basic (Emergent):** Few LOs achieved, but not suﬃcient for overall achievement. |