**NEW CCURRICULUM FOR LOWER SECONDARY**

The government rolled out the new lower secondary education curriculum with the aim of creating, meeting the learners' needs especially in regard to skills training and enhancement.

The old curriculum was channelling out graduates with no practical skills to meet the demand in the labour market.

The new curriculum seeks to ensure learners gain knowledge, understanding, skills, values and a positive attitude for the world of work.

The new curriculum is also learner-centred.

The old curriculum was competitive in nature and assessment focused on the best.

The new curriculum fosters critical thinking skills, communication, cooperation and self-directing learners, mathematical computing and ICT proficiency.

The new curriculum help seminarians appreciate the connection between subjects and the complexities of life such as environmental issues, health awareness and life skills.

Teachers should compile the learners' achievements under the Formative Assessment in the four-year cycle, find an average score and submit it to Uganda National Examination Board to contribute at least 20 per cent in the final examinations grading.

**Comparison between the old curriculum and new curriculum**

|  |  |
| --- | --- |
| **OLD CURRICULUM** | **NEW CCURRICULUM** |
| Objective based and cognitive learning approach | Competency based and practitioner approach |
| Teacher-centred (teacher is at the centre of generating knowledge and determines what the seminarians learn and how they learn) | Learners-centred (learners are in charge of their own learning). They generate and construct own knowledge |
| Teacher knows everything and all seminarians do not know anything | Teacher is a facilitator |
| Rote learning based on recall of facts and figures | Learners learn and are able to do/ discover new things |
| Limited application of what is learnt | Focus is on generic skills (critical thinking, creativity, innovation, digital literacy, numeracy, communication, problem-solving, cooperation, self-directed learning) |
|  | Embeds cross cutting issues, such as climate change, HIV, COVID-19 and other viruses, human rights, peace and security, inclusivity (special needs education), patriotism, media literacy, among others |