

A DESCRIPTIVE ANALYSIS OF THE IMPLEMENTATION OF THE COMPETENCY  
BASED CURRICULUM IN SELECTED SCHOOLS IN TORORO MUNICIPALITY,  
UGANDA

BY

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DECLARATION

I declare that this research report is my original work and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of higher learning.

Signature  ..... Date 31/03/23 .....

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ENDORSEMENT BY THE SUPERVISOR

This research report titled a descriptive analysis of the progress made in the implementation of the new lower secondary curriculum in the selected schools in Tororo municipality has been submitted in partial fulfillment for the award of A Degree of Bachelor of Education Languages English and Literature in English of Busitema University under the supervision of the university supervisor.

Dr. Tendo Namagero Shira  ..... Date 31/03/23 .....

## DEDICATION

This research work is dedicated to my parents; Rev Enos Banyenzaki and Grace Banyenzaki for the love and care, my beloved brothers, Gerald, Hillary, Timothy and Ronald of Kanungu district. My supervisor Dr. Tendo Shira Namagero for the guidance and direction in this research, the Lecturers in the department of languages of Busitema University for the love and knowledge imparted in me. My Mentors Dr. Ujeyo Margaret Suubi and Mrs. Hellen Namusana for the guidance and support, friends Engineer Jackson Bwambale, Bridget Natukunda, Mpirwe Brian for the advice and above all to the almighty God for the gift of life.

## ABSTRACT

A competency-based curriculum is a curriculum that emphasizes what the learners are expected to do rather than mainly focusing on what they are expected to know; thus it is principally a learner-centered curriculum and adaptive to the changing needs of students, teachers and the society. To be able to determine the extent to which this curriculum has been implemented, to find out the teaching approaches being used by the teachers during the implementation process and then investigating the different challenges being experienced during the implementation process, a study was done from the two selected secondary schools from Tororo municipality in Eastern Uganda. The study was done using three methods of collecting data; document analysis, observation and interviews.

According to the study, the competency-based curriculum has been accepted by the school stakeholders and is being implemented in the schools. The different teaching approaches being used are discussions, group work, presentations, think-pair, role-play, self-discovery, projects, experiments, research, demonstration among others. However, the following problems are being experienced during the implementation process. The curriculum is too demanding in terms of time and some other resources from both teachers, learners, parents and other stakeholders. It requires computer skills among others. The information provided in this research will serve as reference for monitoring the aspects of implementation of the competency-based curriculum in the entire municipality of Tororo and Uganda at large.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter describes the background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study and then conceptualization of the study.

### **1.1 Background of the study**

In the past few decades, almost all sub-Saharan African countries have been involved in educational reforms, particularly in development of new curricula (Chisholm and Leyendecker, 2008). Often, these curricula are well-designed and have laudable aims to achieve. Nevertheless, in many cases their implementation has resulted in less-than desirable outcomes and led to waste of considerable resources, time, and effort since well-intentioned policies were never translated into classroom reality (Rogan and Grayson, 2003). The literature on education reforms in developing countries has been increasingly focusing on the extent to which numerous educational reform initiatives were rarely effectively implemented and have often failed to achieve their objectives (Fullan, 1991; Higgins, 2004; O’Sullivan, 2002; Psacharopoulos, 1989; Ward et al., 2003). There is now a common acknowledgement that policy makers need to consider and plan for the implementation stage if reforms are to be successful. Indeed, policy makers need to view implementation as a critical stage and understand all stages of reform process as interdependent, rather than as distinct from each other (O’Sullivan, 2002). Nevertheless, sufficient analytical attention has not been given to the implementation processes in developing countries; hence, many aspects of such processes are not yet well understood. Consequently, there is limited information base that policy makers can draw on (Dyer, 1999). For this reason, Dyer (1999) argues that there is an urgent need for research that focuses on the implementation process in order to improve our knowledge on the actual processes of change, the potential problems and issues that can emerge, and methods of addressing them.

This research was aimed at responding to Dyer’s call for more research on the implementation process by looking at the experience of Uganda. Similar to other African countries, Uganda has engaged in various curriculum reforms in the post-independence period after 1962. The new curriculum for Lower secondary schools, called ‘Competency Based Curriculum’, has been recently developed and is being implemented nationwide starting from February 2020. There are high expectations associated with the new curriculum. A literate and numerate population is regarded imperative for sustainable development and economic growth in Uganda. In this context, the competency based curriculum is believed to contribute to such processes by improving education quality, and more specifically by increasing the achievement levels of students in understanding, innovativeness, and life skills. Similar to many other curriculum initiatives, competency based curriculum has many laudable goals and objectives. Yet, it remains to be seen whether the new curriculum initiative will be adequately implemented by teachers and whether the well intentioned policies incorporated into the curriculum will be translated into

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