Teachers raise alarm over

Many teachers are struggling to come to grips with the new format while a lack of teacher readiness has also been cited as a stumbling block, whereby several educators are still adjusting to the competence-based approach at lower secondary and need retooling to effectively implement the A-Level curriculum.

BY MONITOR TEAM

The National Curriculum Development Centre (NCDC), on March 6, kicked off a week-long online teachers' training on assessment for the aligned Advanced Level Secondary Curriculum, a year after its launch in February 2025.

However, with barely seven months left before the first cohort sits for the 2026 Uganda Advanced Certificate of Education (UACE) examinations, several teachers are still struggling to come to grips with the new format.

Mr Filbert Baguma, the general secretary of the Uganda National Teachers' Union (Unatu), said uncertainty still hangs over teachers who are yet to master the new format, noting that training should have started much earlier.

"They have many names attached to the curriculum, and one would imagine that if they have to do the assessment, which is going to be done this year, it should have started earlier than today. But like they say, better late than never. I want to believe that a number of issues will be addressed because we need to prepare better than we are doing as a ministry so that teachers are not tortured psychologically," Mr Baguma said.

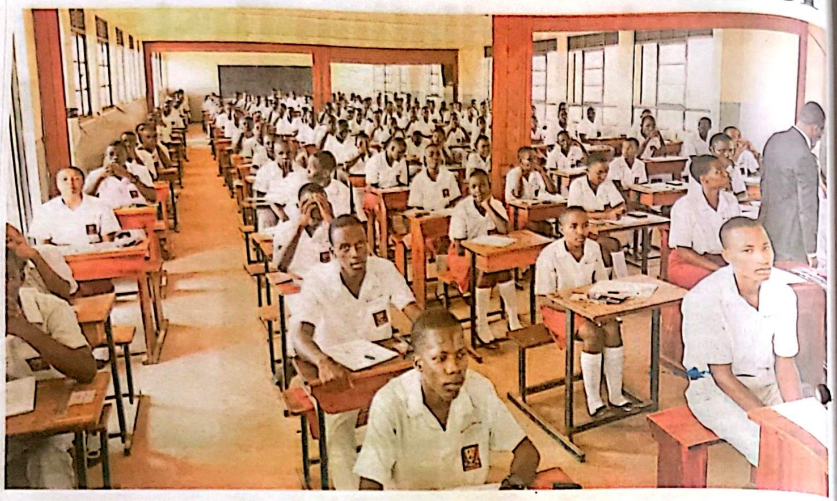
He added: "As a teacher, the students expect you to give them tips on how the assessment will be done, and when you are green about it, it tortures you and the students."

Brother Charles Dominic Kagoye, the head teacher of Sacred Heart Kiteredde Secondary School in Kyotera District, said the new A-Level curriculum still has teething problems.

"One major issue is the shortage of teaching and learning materials, with many schools lacking textbooks, laboratory equipment, and ICT tools that would aid the teaching. This is particularly problematic for science subjects, where practical sessions are crucial," he said.

Brother Kagoye also pointed out teacher readiness as another stumbling block, noting that several educators are still adjusting to the competence-based approach at lower secondary and need retooling to effectively implement the A-Level curriculum.

Additionally, concerns remain about assessment methods, with some teachers unsure how to evaluate students under the new system since physical training has been limited.



Senior Six candidates of Kololo High School prepare to sit for an examination last year. PHOTO/IBRAHIM KAVUMA

ONGOING TRAINING

Last Friday, the National Curriculum Development Centre (NCDC) kicked off a week-long online teachers' training on assessment for the aligned Advanced Level Secondary Curriculum, a year after its launch in February 2025.

Subjects covered in the ongoing training include Physics, Geography, Music, Clothing and Textiles, General Paper, Economics, Woodwork/TD/Metalwork, Chemistry, IRE, CRE, Art and Design, History, Literature in English, Mathematics, Biology, Foreign Languages, ICT, Kiswahili, Agriculture, Local Languages, Entrepreneurship, Subsidiary Mathematics, and Food and Nutrition.

However, several teachers have questioned the mode and timing of the training, saying it should have been done physically for teachers who have difficulties in accessing the Internet and should have been done much earlier.

assessing students using the old system because they were not conversant with the new one.

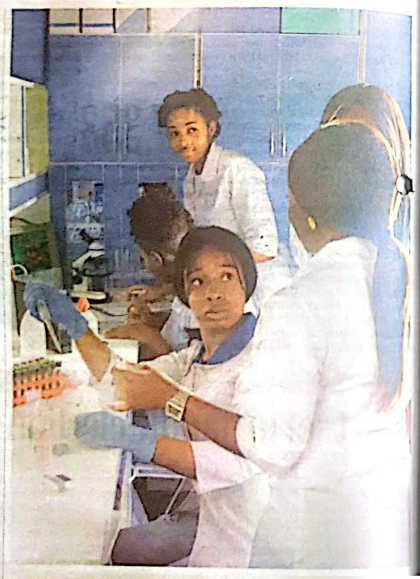
"Most teachers who are teaching A-level were not involved in teaching O-level, where the competence based curriculum is being implemented, and so, there was that disconnect. The called a construct; it is knowledge obtained after a period of time, but upon concepts that are similar. Topics that borrow from each other are combined to form a construct. For example, in Physics, we have energy as a construct, and it comprises light, waves, heat, and electricity."

According to NCDC, a construct is an abstract representation of a unifying theme that ties together assessment tasks and combines related learning outcomes or competencies.

The idea is that learners demonstrate mastery in ways that support real-life application.

However, Mr Taddeo Bwambale, the spokesperson of NCDC, explained what is happening.

"The training is for the aligned A-Level curriculum, which was unveiled last year, and whose pioneer cohort will sit for their end of year assessment cycle later this year," he said.



Resource issues

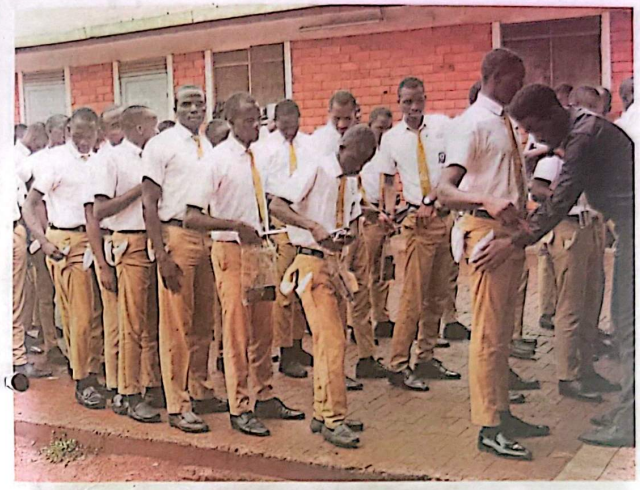
Resource disparities between urban and rural schools remain a thorn in the side of curriculum implementation, with urban schools enjoying better facilities and technology while rural schools are left to make do with scraps.

Brother Kagoye said this inequality may hamper effective rollout in rural areas and could lead to a high failure rate among Advanced Level students.

Mr Hasadu Kirabira, the chairperson of the National Private Education Institutions Association, criticised the insufficient piloting of the new curriculum, saying designers failed to test the waters before diving in.

He argued that

A-Level curriculum



An invigilator checks Senior Six students of Bishop Cipriano Kihangire Secondary School before they sat their first Uganda Advanced Certificate of Education (UACE) exam paper in Luzira, Kampala on November 13, 2023. PHOTO/FILE

ies at MM College Wairaka in Jinja, painted a brighter picture, noting that teachers had undergone consistent training and mastered most areas.

"There has been consistent training of the teachers, and they have mastered all the areas. However, the only challenge now is the number of papers to be assessed; this is not yet known," he said.

Mr Eliot Achan, the director of Allied Teachers Secondary School, Nyenga in Buikwe District, lamented the lack of guiding books, saying teachers were left to fly blind.

"Those books are lacking; the teachers are doing their best to teach the students," Mr Achan said.

Mr Hamm Ahimbisibwe, the head teacher of Mbarara High School, explained that while some teachers struggled to juggle online training with daily school routines, the school was keeping pace as an NCDC training centre.

"The moment we started the new curriculum, we had to comply. A good number of our teachers are assessors and scorers, and they train others. There is always resistance to change, but every term, we conduct rounds of training so that people remain aligned. We are not in any bad shape," Mr Ahimbisibwe said.

Subjects covered in the ongoing training include Physics, Geography, Music, Clothing and Textiles, General Paper, Economics, Woodwork/TD/Metalwork, Chemistry, IRE, CRE, Art and Design, History, Literature in English, Mathematics, Biology, Foreign Languages, ICT, Kiswahili, Agriculture, Local Languages, Entrepreneurship, Subsidiary Mathematics, and Food and Nutrition.

Mr Brian Osamuk, the head teacher of Katerema Secondary School in Tororo District, warned that rural schools may be left behind.

He said although the Ministry of Education has made literature available online, poor connectivity means rural schools are still playing catch-up.

"It's our prayer that the ministry allocates resources towards the physical training of teachers," he said.

Mr David Sidialo Wanyama, the head teacher of Manjasi High School in Tororo District, stressed the need for retraining teachers on Uneb's assessment methods.

"The NCDC should also kick-start training of selected teachers who will then go back to their respective schools to train," he said.

Mr Osbert Natwijuka, Biology and Chemistry teacher at Nganwa High School in Sheema District, highlighted the lack of updated textbooks and instructional guides.

"Much as teachers are withdrawing from the old curriculum, they are facing a major challenge of books to guide them on how to align with the new curriculum, as is the case for O-level. They are currently using textbooks for the old curriculum to try to align with the new curriculum that was released for A-Level," he said.

Mr Natwijuka added: "The other challenge is about the elements of instruction for each subject, which were supposed to come with the curriculum last year in term one, but have just been released by NCDC when learners are in senior six. We don't know the impact it will have, but we are trying our best to help learners as much as possible."

Ms Rebecca Tibiwa, the deputy head teacher of St Joseph Vocational Secondary School, echoed similar concerns.

"Lack of teaching guides for the revised A-level curriculum has created a big challenge for teachers. Especially when they are assessing, they don't know what to consider. For example, like the Geography subject where papers were merged, and they have so many topics, they don't know which topic goes in paper 1 and that of paper II," she said.

In Zombo District, Mr Francis Donge, the head teacher of Pakadha Seed Secondary School, said: "We are still stuck with the new curriculum because there are no textbooks for most of the subjects. We do not even know how the assessments will be done."

He added: "For instance, for the Geography subject, they replaced it with the Rest of the world with human geography, whose notes are not there. The teachers or students have to use Google for some of the notes. There are still many things to be corrected for the effective implementation of the new curriculum."

Mr Sylvester Obol, a teacher at Koro SS in Omoro District, warned that the rushed rollout could backfire.

"The pilot study was done poorly, and it makes it difficult to appreciate the model; the learning materials are absent, and it now appears that the government is rushing the programme," Mr Obol said.

Compiled by Jane Nafula, Al Mahdi Ssenkabirwa, Ambrose Musasizi, Denis Edema, Fred Wambede, Joseph Omollo, Deo Okoodi, Felix Ainebyoona, Tobbias Jolly Owiny & Felix Warom Okello

NAMUTUMBA DISTRICT LOCAL GOVERNMENT
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THE REPUBLIC OF UGANDA

EXTERNAL ADVERT No. 2/2025-2026

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Application must be submitted in Triplicate on PSC Form 3 (Revised 2008) and ESC Form 3 (Revised 1998) for Education Assistants G.II to the **Secretary DSC Namutumba, P. O. Box 53 Busembatia** to be received not later than **10th April 2026 (10th March – 10th April 2026).**

Serving Officers **must** route their applications through their Heads of Department/Institutions who should be informed of the closing date to avoid delay.

Applicants must attach Certified photocopies of all academic qualifications & certificates. They should also attach a copy of the

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Office Attendant	U8	01	02/NDSC/MAR/2026
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