Teachers don't understand curriculum - govt

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KAMPALA. The National Curriculum Development Centre (NCDC) has said the poor performance in English language and Mathematics in the just released Primary Leaving Examinations is as a result of teachers failing to understand the curriculum.

Ms Bernadette N. Karuhanga, the NCDC deputy director, said some teachers are still struggling to interpret the thematic curriculum which government introduced in 2007 to help improve linguistic abilities at primary level.

"We have already identified the gaps and we hope to carry out more training as resources allow. You must also realise that it takes time for you to realise the impact," Ms Karuhanga said.

There was an assumption that when learners are taught in their respective local languages in early stages, it would help them easily understand the concepts when they later transit into using English language as a medium of communication.

However, 10 years down the road, the government is yet to benefit from the reviewed curriculum. The curriculum is largely being implemented by rural schools whose performance remains low compared to their counterparts in urban centres which has insisted on teaching using English language from the time a child joins Primary One.

Uganda National Examinations Board (Uneb) executive secretary, Dan Odongo observed that schools which performed better in 2017 PLE were mainly in urban areas where facilities are improved and parents are willing to contribute, say in providing lunch for their children.

The board has consistently reported failure of students to interpret and answer appropriately questions that require high order thinking in national examinations.

Uganda National Teachers' Union (Unatu) chairperson, Mr Zadock Tumuhimbise, yesterday acknowledged that most teachers have not grasped the thematic curriculum but blamed it on lack of training.

See PLE profiles on page 30 and 31