

ACCELERATED EDUCATION PROGRAMME

HISTORY and POLITICAL EDUCATION

SYLLABUS

REVISED LOWER SECONDARY (Level 1 and 2)



MINISTRY OF
EDUCATION
AND SPORTS



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Revised Edition

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Foreword

Education is a fundamental tool for the protection of conflict- and disaster-affected children and youth from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, the provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youth associated with fighting forces.

Uganda's Education Act of 2008, in Part IX, Miscellaneous Provisions 49, clearly states that "there shall be non-formal education centres" for purposes of providing non-formal education. Examples of non-formal education programmes include Accelerated Education Programmes (AEPs) for the conflict areas at both primary and secondary levels, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Areas (BEUPA), Complementary Opportunity for Primary Education (COPE) and Child-Centred Alternative Non-Formal Community Based Education (CHANCE), among others.

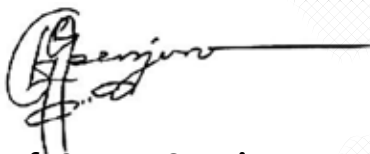
The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced the Accelerated Education Programme (AEP) and has condensed the lower secondary curriculum to come up with the Lower Secondary Accelerated Education Programme appropriate to learners in refugee camps and the host communities of secondary school age (ages 16–45+).

The AEP at lower secondary school level focuses on completing learning in a shorter period of time, i.e., two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing learners to return to formal schooling at an opportune stage.

The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out-of-school and over-age children, and youth who missed out or had their education interrupted owing to poverty, violence, conflict or any calamity. The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated time frame, with learners either transitioning back into the mainstream education or exiting with some of the competencies required for work.

It is my hope that AEP will register considerable success in meeting the educational needs of these underserved populations not only in terms of access and equity, but also in helping them return to school and complete the education cycle, and especially in getting measurable learning outcomes.

I recommend the AEP and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.



Prof. George Openjuru
CHAIRPERSON
NCDC Governing Council

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We also express our gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of the editors who worked with the writers through the development of this document.

NCDC takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala, or admin@ncdc.org.ug.



Dr Grace K. Baguma

DIRECTOR

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Glossary of Key Terms

Term	Definition
Accelerated Education Programme (AEP) - Secondary	A special two-year secondary education programme for refugees and special adult overaged people in refugee host communities.
History	Series of events that happened in the past.
Political Education	Formal civic education that aims to prepare future citizens for participation in public life.
Formative Assessment	The practice of building a cumulative record of the learner's achievement on a routine basis during the learning in order to gauge progress and provide information for the subsequent Learning steps.
Learning Activities	Short statements that show what the learner must do in order to achieve the outcomes of a topic and acquire its competencies.
Competency	Statement that specifies what the learner should know, understand, be able to do or demonstrate, the attitude or values which she/he should assimilate and portray as a result of the learning process. This is indicated for each topic.
Learning outcome	Measurable statement of knowledge, skills and attributes individual students should demonstrate upon completion of a sequence of learning activities.
Skill	Ability to perform mental/physical activities or tasks arising from the application of knowledge over time.

Term	Definition
Suggested Assessment Strategy	Task that gives the learner opportunity to show the extent to which she/he has achieved the intended outcomes for a topic.
Summative Assessment	Set of activities that measure the achievement of learning outcomes at the end of a unit of study or section of study time, e.g., one topic, one month, one term, one year or end of cycle.
Assessment	Process of gathering evidence of what each student actually knows, understands and can do during and after teaching and learning process.
Triangulation	Process by which a teacher collects evidence about student learning using 3 different sources of; Conversation, Observation and Product.
Generic Skills	Ability to perform a physical or mental actions. It's a form of learners' innovation during the teaching and learning process.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Key learning Outcomes	These are measurable statements at the beginning of a course what students should know, understand, be able to do and value as a result of completing the designed programme of study.

Introduction

Education is a fundamental tool for protection of conflict and disaster affected children and youths from harm and exploitation. This is a crucial part of UNESCO’s advocacy messages. Under appropriate conditions of security, provision of education can help protect children and youths from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

Worldwide, substantial alternative schooling programmes are developed to meet the basic education needs of under-reached children. Of recent, it has been increasingly recognised that the goals of Education for All cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO Global Monitoring Report 2010 ‘Reaching the Marginalized’ focused on this issue. In a bid to help developing countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4.

Uganda’s Education Act of 2008 in Part IX, Miscellaneous Provisions 49, clearly states that “there shall be non-formal education centres” for purposes of providing non-formal education. The Examples of non-formal education programmes include; Accelerated Education Programmes (AEP) for the conflict areas at both primary and secondary level, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Area (BEUPA), Complementary Opportunity for Primary Education (COPE), and Child-centred Alternative Non-Formal Community Based Education (CHANCE), among others.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option that combines the stronger features of earlier mainstreaming approaches into the new design to raise the success rates for refugee community learners.

The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda, but also in other neighbouring countries.

This AEP for Secondary has benchmarked the Primary AEP and intends to infer the entire process of education and its cognitive, emotional, and social components.

The Accelerated Learning Programme at Secondary school level focuses on completing learning in a shorter period of two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing the learners to return to formal schooling at some stage. The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out of school and over-age children, and youths who missed out or had their education interrupted due to poverty, violence, conflict, and crisis. The goal of this programme is to provide the learners with competencies equivalent to those in the formal system in an accelerated timeframe, with the learners either transitioning back into the mainstream education or exiting with some competencies required for work.

Ideally, teaching AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Because teaching and learning are accelerated, and the curriculum content is compressed and condensed, the four 'P' elements are at the core of the accelerated learning cycle: processes, psychological, physiological, and physical. These core elements provide the physical and psychological space in which the learners can learn more effectively.

It is intentional to include alternative subjects in this programme e.g., life skills, peace, education, environment, HIV and AIDS which are responsive to the context. The learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note that this conception of accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner-centered.

It is our hope that AEP will register considerable success in meeting the educational needs of these underserved populations, not only in terms of access and equity, but also in being able to return to school for the completion of their education, and most importantly, in getting measurable learning outcomes.

The aims of Secondary education in Uganda are to:

- Instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Provide up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Lay the foundation for further education;
- Enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
- Develop a positive attitude towards learning as a lifelong process.

Guidelines On Use Of The Syllabus

This syllabus book is to be used by refugee schools and host communities in Uganda. It has 2 levels to be taught for completion of history and political education course. It contains core chapters selected from the new O level history and political education syllabus of Uganda. In case the learner reaches the level required at the normal required standard of O level, he/she will be moved to the normal main grid of education in Uganda and leave the AEP syllabus. At the end of the cycle, both the refugees and the normal Ugandan candidates will sit same exam.

Key Changes In The New AEP Curriculum

The key change in the curriculum is a move from a knowledge-based curriculum to a competence and skills- based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the diagrams in Figure 1 and 2 below.

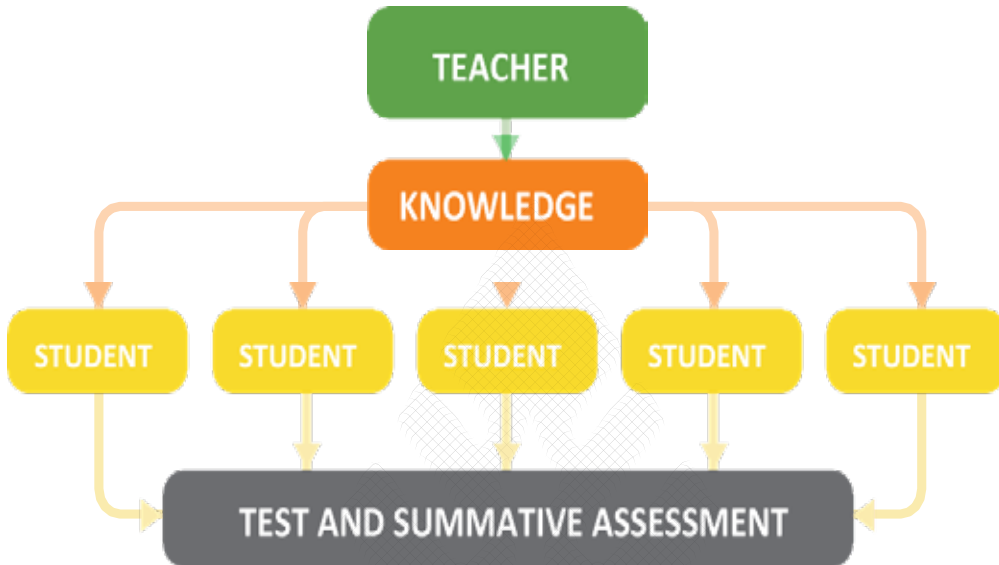


Figure 1: Knowledge based curriculum

Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, and asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people’s own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later on go to University.

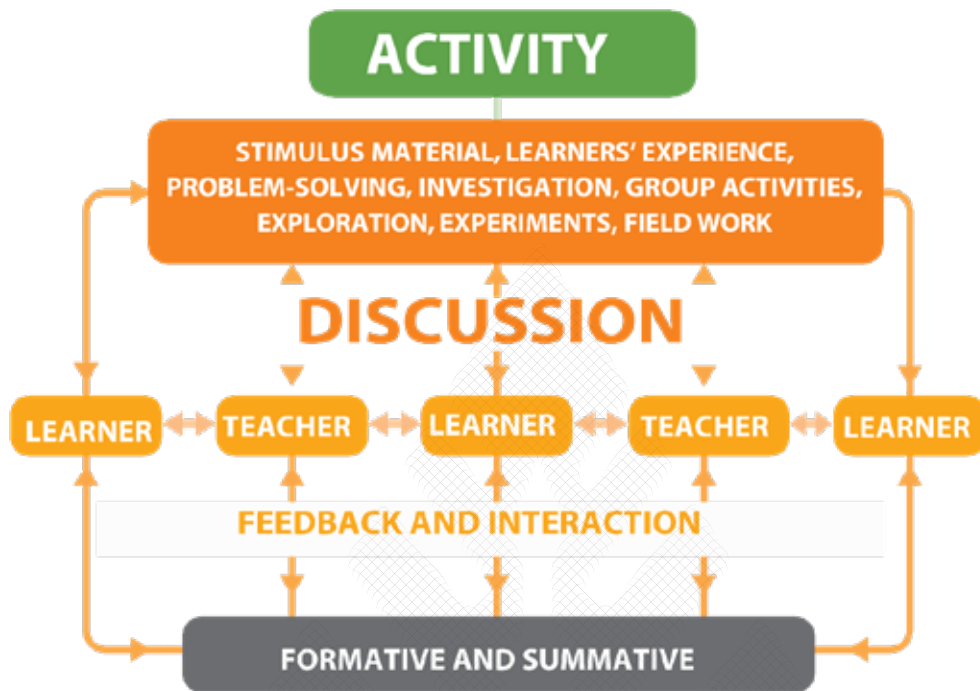


Figure 2: *Competence-based curriculum*

In the competence-based approach, the “student” becomes a “learner”. The new Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment, not just to give grades but to find out problems the learners may be having and help to solve them.

The AEP New History and Political Education O Level Curriculum

Competence-Based Curriculum

The rollout of the new O' level curriculum in 2020 has enabled Uganda to move from objective-based curriculum to competence-based curriculum that AEP must follow. The competence-based curriculum is based on learner-centred methodology where teaching is based on stimulus material, learner's experience, problem-solving skills, research investigations, group work, explorations, practical and the field work reports.

Through competency teaching and learning, a learner can acquire Knowledge, Understanding, Skills, Values, and Attitudes (KUSVA) which will help him/her to solve community problems.

In the competence-based approach, the student becomes a learner while the teacher becomes a facilitator. The new learning outcomes can only be achieved through active engagement in the teaching and learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners' own knowledge and experience and create learning activities through which learners can explore the meaning of what is being learnt and understand how it is applied in practical modern situations.

Teaching and learning process becomes a two-way process of dialogue between the teacher and learners. Learners also learn from each other through discussion. In addition, assessment becomes a two-way process of formative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

Competence based learning and teaching aims at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience.

Key Learning Outcomes (KLOs)

This curriculum focuses on four KLOs of: self-assured individuals; responsible and patriotic citizens; lifelong learners; and positive contributors to society. The curriculum emphasises knowledge, application, and behavioural change. It is based on a clear set of values that must be imparted to learners during the learning process.

This curriculum sets out KLOs that sum up the expectations of the curriculum as a whole and sets out clearly the qualities that young people will develop.

At the heart of every subject, there are generic skills that allow development into life-long learners. Besides, there are also cross-cutting challenges that are embedded across subjects to enable learners to understand the connections between the subjects and the complexities of life.

By the end of the educational process, young people will become:

a) Self-assured individuals who:

- i) Demonstrate self-motivation, self-management and self-esteem.
- ii) Know their own preferences, strengths and limitations.
- iii) Adjust their behaviour and language appropriately to different social situations.
- iv) Relate well to a range of personality types.

b) Responsible and patriotic citizens who:

- i) Cherish the values promoted in the curriculum.
- ii) Promote equity, the development of indigenous cultures and languages, and appreciate other people's cultures.
- iii) Apply environmental and health awareness when making decisions for themselves and their community.
- iv) Are positive in their own identity as individuals and global citizens.
- v) Are motivated to contribute to the well-being of themselves, their community, and the nation.

c) Life-long learners who:

- i) Can plan, reflect and direct their own learning.
- ii) Actively seek life-long learning opportunities for personal and professional development.

d) Positive contributors to society who:

- i) Have acquired and can apply generic skills.
- ii) Demonstrate knowledge and understanding of the emerging needs of society and the economy.
- iii) Understand how to design, make and critically evaluate products and processes to address needs.
- iv) Appreciate the physical, biological, and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

Our values in the national curriculum are the same as those in Uganda National Ethics and Values Policy of 2013 include;

- Respect for humanity and the environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social responsibility
- Social harmony
- National unity
- National consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all the teaching and learning process.

Generic Skills

Changes in the modern workplace brought about by technology, management innovations, and increased competition in the global marketplace, have led to many concerns about the adequacy of workforce skills. In response to calls to reform education to better prepare young people for the future workforce, changes to the curriculum have emphasised the teaching of general skills (e.g. problem solving, creativity, critical thinking, communication, collaboration etc).

For this reason, generic skills lie at the heart of every subject.

Apart from enabling learners to access and deepen learning across the curriculum, generic skills allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems at school, work and home. They need to be creative and innovative in their approach to learning and life. They must be able to communicate well in all forms, co-operate with others and also work independently. They must also be able to use functional mathematics and ICT effectively. The breakdown of generic skills is provided below.

01 Critical thinking and problem-solving skills

- a) Plan and carry out investigations
- b) Sort and analyse information
- c) Identify problems and ways forward
- d) Predict outcomes and make reasonable decisions
- e) Evaluate different solutions

03 Co-operation and self-directed learning

- a) Work effectively in diverse teams
- b) Interact effectively with others
- c) Take responsibility for own learning
- d) Work independently with persistence
- e) Manage goals and time

02 Creativity and innovation

- a) Use the imagination to explore possibilities
- b) Work with others to generate ideas
- c) Suggest and develop new solutions
- d) Try out innovative alternatives
- e) Look for patterns and make generalisations

04 Communication

- a) Listen attentively and with comprehension
- b) Talk confidently and explain opinions/ideas clearly
- c) Read accurately and fluently
- d) Write and present ideas coherently
- e) Use a range of media to communicate ideas

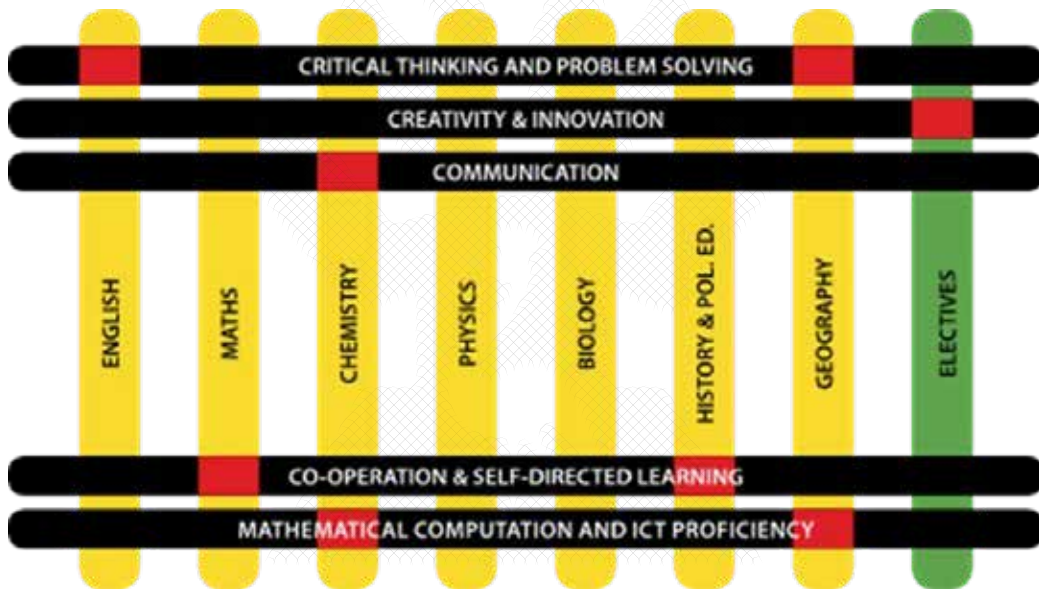
05 Mathematical computation and ICT proficiency

- a) Use numbers and measurements accurately
- b) Interpret and interrogate mathematical data
- c) Use mathematics to justify and support decisions
- d) Use technology to create, manipulate and process information
- e) Use technology to collaborate, communicate and refine one's work

Generic Skills Within History And Political Education

These skills are not separate subjects in themselves. They are developed within the History and Political Education subject of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the competence-based curriculum. They have been built into the syllabuses for each of the subjects, and provide the context for skill development. History and Political Education provides a rich context for learners to communicate, cooperate, and to think critically about how the world works and to understand the world from a historical and political point of view.



Cross-cutting issues

There are some issues that young people need to learn about but they are not confined to one subject. These are the 'cross-cutting issues' and they need to be studied across the subjects. These issues develop learners' understanding of the connections between the subjects, and some of the complexities of life.

The cross-cutting issues identified in the curriculum include the following:

- 1) Environmental awareness
- 2) Health awareness
- 3) Life skills
- 4) Mixed abilities and involvement
- 5) Socio-economic challenges
- 6) Citizenship and patriotism

These have been built into the syllabuses of each subject. The way in which they operate within the subject is very similar to the generic skills. History and Political Education provides a very good context for considering all five of these issues. The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior Four.

Thus, the progression is in the increasing complexity of the matters being thought about.

Environmental awareness: The curriculum supports the need for action to sustain the Ugandan and global natural environment and resources. The curriculum develops learners' awareness and concern for protection of the environment and climate change.

Health awareness: The curriculum promotes awareness and understanding of the major health challenges facing Uganda and the action required for their mitigation. These include HIV and AIDS prevention, eradication of malaria and other communicable diseases, provision of adequate sanitation and clean water, development of appropriate hygiene standards and reproductive health issues.

Mixed abilities and involvement: This aspect includes gender mainstreaming and the integration of people with special learning needs. Learners should understand the challenges relating to the need to accept different learning capabilities.

Socio-economic issues: The curriculum will provide learners with knowledge, understanding and skills for dealing with major challenges facing Uganda, including poverty, village gardening inefficiency, energy generation and supply, a high fertility level and consequent rapid population growth, and unemployment.

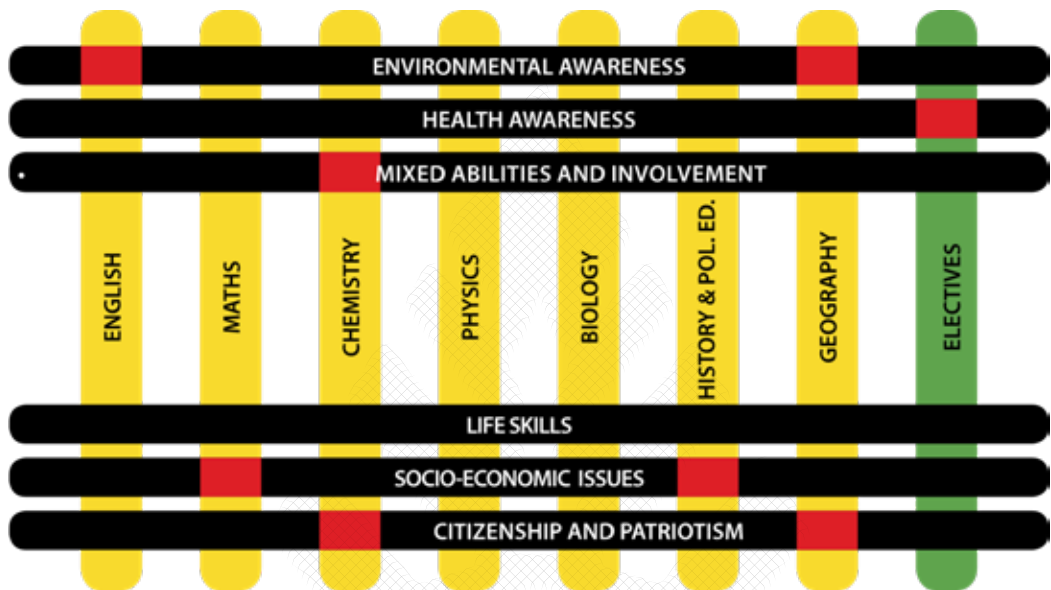
Citizenship and Patriotism: Citizenship education aims to develop the learners' capacity to participate in a fair and inclusive society. The curriculum gives opportunities for learners to explore the core citizenship concepts of diversity/interdependence, equality/justice, and democracy/active participation, right to be heard and fair treatment.

Life skills:

These are the personal and social skills that enable young people to function confidently and competently among themselves with other people and in the wider community. Life skills help an individual to:

- Make informed decisions
- Practice healthy behaviours
- Recognise and assess risky situations
- Avoid risky situations
- Change attitude to become good citizens
- Be active and constructive in life
- Solve problems met in different situations
- Cope with stress and control emotions

The life skills have been built into the syllabuses of each subject. They are handled within the subject in a similar way as generic skills, indicated in the model below:



Summary of cross-cutting issues in all subjects

ICT APPLICATION IN THE NEW CURRICULUM

Under ICT integration, ICT shall be embedded as a learning/teaching tool across all subjects. ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. In other subject syllabi, ICT integration guidelines have been included. ICT integration draft framework is summarised as follows:

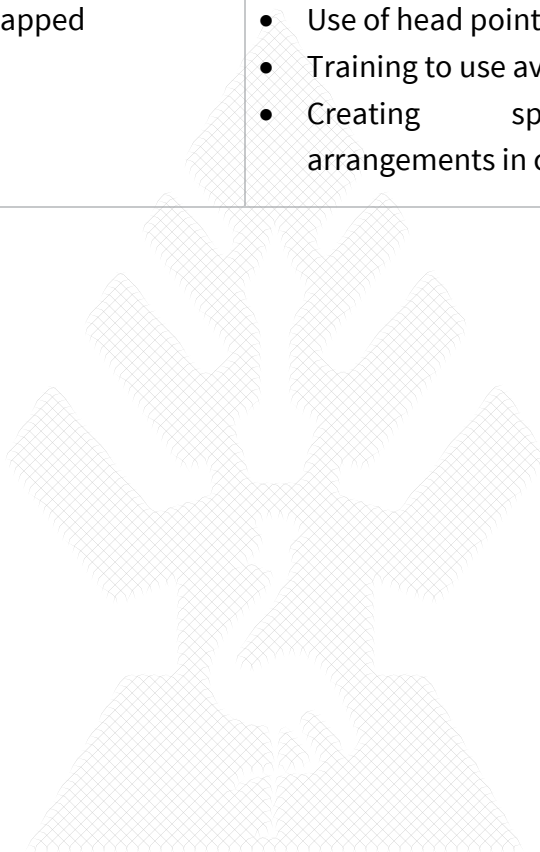
Category of a task in the syllabus	ICT application (How ICT will be integrated for the task category)
Fieldwork	Use of cameras to take photos and record videos
Presentation in class	Use projectors, relevant videos and Audio recordings
Drawing /graphics	Use publishing software, word processor
Role play narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital /online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on the internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the internet and other academic applications like; “Encarta”, “Britannica”, etc.
Sharing or learning with people across the world.	Forming learning networks, formation of blogs, social media, emails, etc.

Integration of Special Needs Education (SNE)

In education system, learners of different abilities study together in the same class and in some developed countries, they are taught separately. In whatever case, the following methods are important when handling the SNE learners.

Category of impairments	SNE Teaching Methods
Blind learners: Learners who cannot see totally	<ul style="list-style-type: none"> • Through touching • Use of brails • Recorded / audio materials
Low vision learners: Learners who cannot see properly	<ul style="list-style-type: none"> • Use of large print materials • Use of bold teaching materials • Right placement of learners
Deaf learners: Learners who do not hear at all	<ul style="list-style-type: none"> • Use sign language • Total communication • Use of illustrations
Hard of hearing learners: Learners who fairly hear	<ul style="list-style-type: none"> • Total communication • Speak loudly • Right placement of learners • Use of illustrations • Being more practical
Dyslexic learners: Learners with reading difficulties	<ul style="list-style-type: none"> • Use less written content • Talk more than writing • Breaking tasks into simple steps • Repetition in teaching • Use of audio recordings
Time takers	<ul style="list-style-type: none"> • Give extra time • Use remedial classes
Hyper learners:	<ul style="list-style-type: none"> • Use of timely breaks in teaching.

Category of impairments	SNE Teaching Methods
Learners with attention deficit	
Gifted learners:	<ul style="list-style-type: none"> • Involve them in extra work • Use of suitable challenging tasks
Physically handicapped	<ul style="list-style-type: none"> • Use of head pointers • Training to use available limbs • Creating special sitting arrangements in class



HISTORY AND POLITICAL EDUCATION WITHIN THE AEP CURRICULUM

History and Political Education is a compulsory subject from Senior One to Senior Four.

Rationale of Teaching History & Political Education

- i) AEP History and political education syllabus aims to train the mind of the learner to think critically and process past events to interpret contemporary information and predict future events.
- ii) It provides a basis for research, inquiry and comparative studies into historical facts so as to make informed judgments.
- iii) While Political education highlights the art of managing society so as to produce responsible citizens.
- iv) The focus of AEP history and political education is on the development of understanding through giving evidence, inquiry and application of lessons learnt.
- v) This AEP syllabus provides learners with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills.
- vi) Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.
- vii) The role of the teacher is to build on learners' existing knowledge and experience, but not to extend problems to the learners.
- viii) This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it. Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources.
- ix) They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

COURSE DURATION

LEVEL 1	LEVEL 2
2 Hours a week	2 Hours a week

On daily basis, the time table will run from 8.am to 1.30 p.m. History and political education will be taught twice a week each period covering 1 hour. Students will have 1 hour for lunch and another 1hour for projects and Co-curricular activities and they leave at 3.30pm for home.

The projects, research work, Co-curricular time is entirely the work of class teacher and the school Director of Studies (DOS) who arranges on when and who should conduct the project and the Co-curricular activities.

AEP TIMETABLE FOR NLSC

Time/Day	MON	TUE	WED	THUR	FRI
8:00 – 9:00	ENG	MATH	BIO	PSCHE	CHEM
9:00 – 10:00	PHY	CHEM	ICT	ENG	HIST&PE
10:00 – 11:00	HIST&PE	ENT	MATH	BIO	PHY
11:00 – 11:30	BREAK				
11:30 – 12:30	RE	ICT	GEO	MTC	ENG
12:30 – 1:30	BIO	PHY	ENT	GEO	RE
1:30 – 2:30	LUNCH				
2:30 -3:30	Research assignment/Projects/Co-curricular/Sports				

History and Political Education has 2 hours per week. 1 term has 12 weeks making a total of 24 hours in a term. In one year /level, it will be 24x3 terms =72 hours maximum.

Learners are encouraged to:

- i) Be responsible for their learning process.
- ii) Think for themselves and form their own ideas and opinions.
- iii) Become critical thinkers, ready to face new challenges and situations for themselves.

Programme Planner

LEVEL	THEME	TOPIC	HOURS
1			
TERM 1	UNDERSTANDING OUR PAST	Finding out about our past	06
		Origin of Man	06
		Migration and Settlement into East Africa	06
		Culture and key ethnic groups in East Africa	06
Time			24
TERM 2	UNDERSTANDING OUR PAST	State formation in East Africa	08
		Local and external trade contacts in East Africa before 1880	08
	COLONISATION AND STRUGGLE FOR THE INDEPENDENCE	Scramble, partition and colonisation of East Africa	08
Time			24
TERM 3		Struggle for independence in East Africa	08
		Post-Colonial socio-economic challenges in East Africa	08
		Civil Society Organisations and Non-government Organisations in East Africa	08
Time			24
Total Year Time			72

LEVEL 2

LEVEL 2	THEME	THEME 3: UGANDA	HOURS
TERM 1	UGANDA	The structure of government in Uganda	06
		Constitutionalism in Uganda	07
		Democracy and leadership	06
		The role of United Nations Organisation and its impact on Uganda	05
Time			24
TERM 2	INTERACTION WITH THE REST OF THE WORLD	The evolution of human rights in Uganda	06
		Patriotism in Uganda	05
		Evolutions of Pan Africanism	13
Time			24
TERM 3		Globalisation	08
		The struggle and liberation of South Africa	08
		Peace and conflict resolution in East Africa	08
Time			24
Total Year Time			72

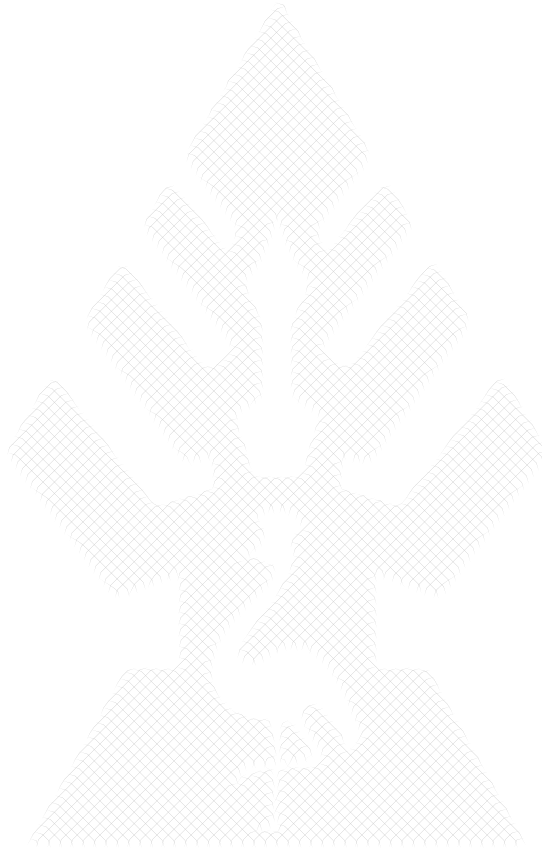
Time Estimates

LEVELS	HOURS
1	72
2	72
TOTAL	144

The syllabus details are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding, or skills expected to be learned by the end of the topic	The sort of learning activities that includes the generic skills and that will help learners achieve the learning outcomes	Opportunities for assessment within the learning and teaching time

The teachers should base their lesson plans on the learning outcomes using the suggested learning activities as a guide. These are not the only possible learning activities and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.



Detailed AEP Syllabus for History and Political Education

LEVEL 1: TERM 1

Theme 1: Understanding Our Past

Topic 01: Finding Out About Our Past

Time: 6 Hours

Competency: The learner understands different methods of finding out about our past and appreciates the importance of historical sites.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the meaning of History and political education. (k)</p> <p>b) appreciate the importance of learning about our past and political education. (u)</p> <p>(v)</p>	<p>i) Using ICT or library research, task learners to work in pairs to find the meaning and the relationship of the terms; history and political education.</p> <p>ii) Guide learners in a discussion on the advantages and disadvantages of learning about the past.</p> <p>iii) Using ICT or library research, in groups, let learners find out why we study history and political education, and make a presentation to class.</p> <p>iv) Use a brainstorm method and engage learners in various</p>	<p>1) Assess whether learners can explain the meaning of the terms; history and political education.</p> <p>2) Converse with learners as they discuss and brainstorm to assess their understanding of historical methods and sources of</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>c) understand how people find out about the past. (u) (k) (v)</p> <p>d) know the historical sites in Uganda and the rest of East Africa. (k) (s)</p> <p>e) appreciate the benefits of historical sites in Uganda. (a) (v)</p>	<p>ways how we find out about our past.</p> <p>v) In a discussion, compare modern and traditional methods of researching on the past.</p> <p>vi) Guide learners to discuss in groups and identify important historical sites in Uganda and the rest of East Africa.</p> <p>vii) In pairs, guide learners to draw a sketch map of East Africa showing the location and names of some important historical sites.</p> <p>viii) In groups, task learners to discuss the benefits of studying about historical sites and present their findings to class.</p>	<p>studying about our past.</p> <p>3) Observe individual learners to find out whether map product locating historical sites was accurately drawn.</p>

ICT Support: Use desk tops, tablets, smart phones to search internet and come up with the right methods of finding out our past.

Hint to the teacher:

Try to use all possible methods like group work, discussions and presentations after research to make sure that the intended learning outcomes are achieved.

LEVEL 1: TERM 1

Topic 02: The Origin of Man

Time: 6 Hours

Competency: The learner understands the theories about the origin of man using a series of accounts.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand traditional East African beliefs about the origin of man. (u) (v)(s)</p> <p>b) analyse the Bible or Quran and the creation stories about the origin of man. (a) (s)</p> <p>c) know scientific view about the origin of man.(k)</p>	<p>i) Guide learners in pairs to discuss about the beliefs and cultures that existed in traditional Africa about the origin of man.</p> <p>ii) Guide learners to converse as they read the Old Testament and role-play the Bible story of the creation of man.</p> <p>iii) Using ICT or library research, let learners make notes about the scientific view on the origin of man and compare their findings in class in the next lesson.</p>	<p>1) Converse with learners to assess their understanding of traditional African theory about the origin of man and give a product.</p> <p>2) Assess learner's critical thinking in arguing and presenting issues on Darwin's theory of man.</p> <p>3) Put learners in groups and observe each group explaining one theory about the origin of man. Comment on a</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
d) analyse the concept of human evolution. (u) e) understand the out of Africa theory about the origin of man. (u) f) appreciate the multi-regional theory on creation and the origin of man. (a) (s)	iv) In pairs, task learners to research and give highlights on key aspects of human evolution theory and the stages of human development. v) Involve learners in a discussion about the concept of human creation out of Africa. vi) Guide learners in a discussion to understand the multi-regional theory about the origin of man.	product.

ICT Support : Use the Internet as a source of research for information on the theories for the origin of man.

Hint to the teacher:

Use the syllabus book, the available textbooks and the reference books like the Bible plus Quran to make sure that all the accounts and the theories for the origin of man are studied.

LEVEL 1: TERM 1

Topic 03: Migrations And Settlement Into East Africa Since 1000 A.D.

Time: 6 Hours

Competency: The learner understands the origins of their own families as a result of migration and settlement of people in East Africa.

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to</p> <p>a) understand the groups of people who lived in East Africa before 1000 A.D. (u)</p> <p>b) understand the origins of Bantu, Luo, and Ngoni people who came to East Africa. (u)</p> <p>c) know the reasons for the migration of these peoples into East Africa. (k)</p>	<p>i) Using ICT or library research, let learners converse in groups, take notes and present to the class the inhabitants of East Africa before the 1000 A.D.</p> <p>ii) Task learners to discuss the origins, culture and history of Bantu, Luo, and Ngoni.</p> <p>iii) In a discussion, identify the reasons for the migration of these peoples into East Africa.</p> <p>iv) Guide learners in pairs to draw a sketch map(s) showing the course of Bantu, Luo and Ngoni migration.</p>		<p>1) In conversation, assess learners' understanding of the Bantu, Luo, and Ngoni course of migration and the reasons for their migration.</p> <p>2) Assess the accuracy of migration maps drawn by learners.</p> <p>3) Observe learners' communication skills and critical thinking in a discussion about the effect of these migrations into East Africa.</p>

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING ASSESSMENT STRATEGIES
d) describe the course of migrations of these people into East Africa. (u) e) evaluate the results of Bantu, Luo, and Ngoni migration into East Africa. (k, u)	v) Task learners to brainstorm on the results of the 19 th century migrations on the peoples of East Africa. vi) Task learners to converse and analyse the significance of the 19 th Century migrations into East Africa.	

Hint to the teacher:

Try and have historical atlases or a wall map to make sure that learners understand the course for the 3 migration bands into East Africa.

LEVEL 1: TERM 1

Topic 04: Culture And Key Ethnic Groups In East Africa

Time: 6 Hours

Competency: The learner understands the concept of culture and the people relations in East Africa.

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to</p> <p>a) appreciate the existence of cultural values in our families. (k, u)</p> <p>b) know the key cultural institutions and their leaders in East Africa. (k)</p> <p>c) know the cultural centers that exist in East Africa. (k)</p> <p>d) know the ethnic groups in East Africa. (k)</p> <p>e) analyse the contribution of cultural handcrafts in East Africa. (s, v)</p>	<p>i) In pairs, task learners to develop an interview guide, visit nearby families, conduct a survey and write a report about the forms of cultural values practiced in East Africa.</p> <p>ii) Involve learners in a conversation about the main cultural institutions in East Africa.</p> <p>iii) In groups, let learners list the main ethnic groups in East Africa.</p> <p>iv) Involve learners in a discussion about the importance of</p>		<p>1) Observe the group presentations made after the historical site visit and provide guidance to the learners.</p> <p>2) Observe class discussions and find out whether learners understood the role of culture in family affairs.</p>

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
f) understand the need to respect the cultures of other ethnic groups to avoid conflicts. (u, v) g) understand the role of culture and gender in family matters. (k, v)	handicrafts in East Africa. v) In pairs, instruct learners to draw a sketch map of East Africa, and on it mark the existing cultural sites. vi) In pairs, involve learners in a role play about gender issues in a family. Use pictures or photographs to illustrate gender roles.		3) In a role play, observe learners' understanding of the application of traditional justice mechanisms in settlement of cases.

ICT Support: Use internet search to understand the pictures and the key information treasured by different ethnics in East Africa.

Hint to the teacher:

Bring as many examples and case studies of culture in the East African communities.

LEVEL 1: TERM 2

Topic 05: State Formation In East Africa

Time: 8 Hours

Competency: The learner appreciates the organisation of centralised and non-centralised states in East Africa.

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to</p> <p>a) understand the centralized and non-centralized states in East Africa. (v, k)</p> <p>b) understand the distinction between the centralized and non-centralized societies in East Africa. (v)</p>	<p>i) In pairs, let learners brainstorm on the centralized and non-centralized states they are familiar with in East Africa.</p> <p>ii) Guide learners to make research on the organization of any one centralised and one non-centralised pre-colonial society within East Africa and hand in to the teacher. Societies may include the following:</p> <ul style="list-style-type: none"> • Bunyoro Kitara • Buganda • Ankole • Bunyoro • Toro • Karagwe • Nyamwezi • Masai • Kikuyu 		<p>1) Interact with learners to find out if they can describe the distinction between the centralized and non-centralized states and analyse the strengths and weaknesses of each.</p> <p>2) Observe and assess critical analysis of learners while discussing the relationship between pre-colonial states and current</p>

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>c) analyse the reasons for the growth and downfall of pre-colonial societies in East Africa. (v)</p> <p>d) compare pre-colonial societies with current states in East Africa. (k, u)</p>	<ul style="list-style-type: none"> • Tonga • Acholi <p>iii) Let learners converse about the factors that led to the growth and expansion of any one pre-colonial centralised and one non-centralized society.</p> <p>iv) In groups, task learners to find out the factors for the downfall of any one pre-colonial centralised and one non-centralised society in East Africa.</p> <p>v) Guide learners to make a comparison between pre-colonial societies and current states in East Africa.</p>		<p>states in East Africa and make a wrap up of the product.</p> <p>3) Observe the communication skills of learners when they are making presentations of the findings in the above tasks.</p>

Hint to the teacher:

Try to have the map of East Africa so that all the learners can understand the location of the societies and kingdoms under this chapter. You can use the internet, Atlas or the wall map.

LEVEL 1: TERM 2

Topic 06: Local and External Trade Systems In East Africa Before 1880

Indian Ocean Trade and slavery in East Africa

Time: 8 Hours

Competency: The learner understands the pre-colonial trade contacts and connects them to the colonial trade.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand the pre-colonial trade systems in East Africa that began before 1800.</p> <p>b) understand the organisation of Indian Ocean trade and its impact in East Africa. (k, u)</p>	<p>i) In pairs, using ICT or Library research, let the learners explain the trade system that existed in East Africa before the pre-colonial time.</p> <p>ii) Involve learners in a discussion about the organisation of Indian Ocean Trade. Mention the challenges that were faced by these traders as learners take notes.</p> <p>iii) In pairs, guide learners to draw a sketch map of Indian Ocean trade routes and present to the teacher.</p> <p>iv) Engage learners in the discussion to analyse the impact of Indian Ocean trade in East Africa.</p>	<p>1) Interact with learners and observe whether they know the trade system in East Africa before the pre-colonial time.</p> <p>2) Assess learners' participation and contribution on the effects of slave trade.</p> <p>3) Interact with learners to ascertain their understanding</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>c) know the relationship between slave trade and the Indian ocean trade. (k)</p> <p>d) understand slave trade and its impact in East Africa. (u)</p> <p>e) know the impact of slave trade abolition in East Africa.</p>	<p>v) In pairs, task learners to explain the relationship between slave trade and Indian Ocean trade.</p> <p>vi) Guide learners to discuss the possible reasons for the development of slave trade and slavery.</p> <p>vii) Converse with learners as they take notes about the impact of slave trade in East Africa.</p> <p>viii) In groups, guide learners to research, find out and present in class reasons for abolition of slave trade as they take notes.</p> <p>ix) Involve learners in a brainstorm session about the results for abolition of slave trade.</p>	<p>of Indian Ocean trade.</p> <p>4) Observe the ability of learners to draw a sketch map of East African trade routes for slavery.</p> <p>5) Interact with learners and find out whether they can identify the reasons for abolition of slave trade in East Africa.</p>

ICT Support:

Internet and google services need to be used to find out the routes, key personalities and the items of trade used in this trade.

Hint to the teacher:

By the end of the chapter try and see that the learner can compare the benefits and the challenges of pre-colonial and today's trade systems in the East Africa.

LEVEL 1 TERM 2

THEME 2: COLONISATION AND THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

Topic 07: Scramble, Partition and Colonisation of East Africa

Time: 8 Hours

Competency: The learner understands the causes, methods and impact of the colonisation of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the terms; scramble, partition and colonisation of East Africa. (k)</p> <p>b) understand the reasons why Europeans came to East Africa. (u)</p>	<p>i) Using ICT or Library research in pairs, find out the meaning of scramble and partition and present to class.</p> <p>ii) Guide learners to make research and find out why various European groups came to East Africa in 19th Century. Use examples of;</p> <ul style="list-style-type: none"> • Explorers • Missionaries • Chartered companies • Imperialists <p>Hand in your books to the teacher.</p> <p>iii) Engage learners in a discussion about the methods used by European countries in the</p>	<p>1) Check the accuracy of the information presented by learners on maps, timelines and colonisation.</p> <p>2) Observe learners' participation and contribution in a brainstorm session giving factual information, and the effects of colonisation.</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
c) understand how Uganda and the rest of East Africa were colonised. (u) d) appreciate the impact of European influence in East Africa. (s) e) appreciate the contribution of colonial administration systems used in East Africa. (s, u)	colonisation of East Africa and the problems they faced. iv) In pairs, instruct learners to draw the map of East Africa and on it, mark and name the European countries that controlled a particular East African country. v) In a group discussion, let learners brainstorm on the impact of scramble and partition of East Africa. vi) In a brainstorm session, guide learners to converse and find out the reason why indirect rule was used in Uganda, Kenya and direct rule used in Tanzania.	

ICT Support : Use the internet to find out the process and the pattern of scramble and the partition of East Africa.

Hint to the teacher:

Try and teach the learners the flow and the timelines of agents of colonisation like the missionaries, explorers, imperialists, chartered companies among others.

LEVEL 1 TERM 2

Topic 08: Struggle for Independence In East Africa

Time: 8 Hours

Competency: The learner understands the causes and results of independence struggles in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the various European states that passed on independence to African leaders. (k)</p> <p>b) understand the reasons for the rise of nationalism in Kenya, Uganda, and Tanzania. (u)</p> <p>c) know the various approaches used by people of East Africa to demand for their</p>	<p>i) Using ICT or library research, let learners find out the processes followed by the East African states to regain their independence and from which European states.</p> <p>ii) In pairs, let learners use ICT or library research to find out the background for the rise of nationalism in Uganda, Kenya and Tanzania. Present to class.</p> <p>iii) Let them research on the various approaches used by East Africans to demand for their independence from colonialists. Present to class.</p>	<p>1) Converse with learners to assess their understanding of nationalism in principle and how it was expressed in East Africa.</p> <p>2) Assess the learners' assignment for the process comparison in the struggle for independence of East African countries.</p> <p>3) Assess their comparative table, showing</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>independence from colonial rule. (u)</p> <p>d) appreciate the steps taken in the struggle for East African states' independence. (u, v)</p> <p>e) compare the Ugandan struggle for independence with that of any of the East African states. (k, u)</p>	<p>iv) In groups, let learners converse and carry out a role play and show how one of the steps towards independence attainment was carried out in East Africa.</p> <p>v) Engage learners in a conversation to find out the contribution of political parties towards the attainment of the independence in Uganda.</p> <p>vi) In pairs, let learners write about the struggle for independence on any selected East African country and tease out key highlights which relate to Ugandan struggle.</p>	<p>the specific challenges faced by East African states in the struggle for the independence.</p>

Hint to the teacher:

Through this topic, a teacher should show a serious recognition of key personalities who struggled for the independence of East African states.

LEVEL 1 TERM 3

Topic 09: Post-Colonial Socio- Economic Challenges in East Africa

Time: 8 Hours

Competency: The learner understands and evaluates the challenges faced by East African states after independence.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand the social and economic challenges faced by East African states after the independence. (u)</p> <p>b) understand the various manifestations of Neo-colonialism in East Africa. (k, u)</p> <p>c) appreciate the impact of Neo-colonialism to post independence East Africa. (a, v)</p>	<p>i) Organise learners in class conversation and later dramatise how poverty affected Ugandans after the independence as learners take notes.</p> <p>ii) Guide learners in a role play to show how power wrangles became a challenge after independence in one of the East African states.</p>	<p>1) In a class discussion, observe learners and find out whether they understand well who got many problems after the East African independence; the Africans or the whites?</p> <p>2) Interact with learners to confirm whether they can suggest strategies to overcome these challenges that affected East Africa after the independence.</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
	iii) In pairs, let learners investigate the ways in which Neo-colonialism manifests itself in East Africa, who is involved and its effects and present their findings in class. iv) Involve learners in a discussion to propose solutions for these post independent challenges in East Africa. v) Guide learners to compile benefits and the challenges of Neo-colonialism in East Africa.	3) Interact with learners to assess their understanding of the concept of Neo-colonialism in East Africa.

Hint to the teacher:

The application of various sources to understand this topic eg. The use of newspapers, textbooks, modern school atlases, radio and TV among others.

LEVEL 1 TERM 3

Topic 10: Civil Society Organizations And Non-Governmental Organisations in East Africa

Time: 8 Hours

Competency: The learner understands the Civil Society Organizations (CSOs) and Non-Governmental Organisations (NGOs), their roles and challenges they face in promoting community welfare in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
The learner should be able to: a) understand the origin and the background of CSOs and NGOs formation in East Africa. (u) b) know the difference between CSO's, and NGO's. (k) c) understand the role of CSOs, and NGOs in East Africa. (u, k)	i) Guide learners to understand why CSOs and NGOs were formed in the post-colonial East African states. ii) Let them use the internet or library research to identify the similarities and differences between CSOs and NGOs. iii) Host an expert in CSO work and present a paper about the benefits and challenges of CSOs and NGOs. Allow learners to ask questions.	1) Observe learners' engagement and interaction with a CSO or NGO representative to assess their communication skills and critical thinking. 2) Assess the learner's ability to summarise a written report as they make a presentation using key points on the difference between CSOs and NGOs using ICT or Manual approach.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
d) appreciate the challenges facing CSOs and NGOs in East Africa. (u) e) Compare the activities of CSOs and NGOs in East Africa. (v, a)	iv) In pairs, let learners carry out research on school clubs and write a report on what they do in comparison to CSOs and NGOs v) In groups, task learners to do comparison research about the roles of any one CSO and any one NGO in Uganda and present their findings to class.	3) Listen to the learners' conversations or discussions of their reports to establish their understanding of the organisation's role and challenges.

ICT Support:

Learners use internet services to find out names and the statistics of NGOs, CBOs and CSOs in East Africa.

Hint to the teacher:

Learners must be able to differentiate between the NGOs, CSOs and the CBOs by end of this chapter.

LEVEL 2 TERM 1

THEME 3: UGANDA

Topic 01: The Structure of Government

Time: 6 Hours

Competency: The learner understands the structure of the governments of East Africa and how they operate.

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the main differences between a country, nation, state, and government. (k)</p> <p>b) understand and show the structure of Uganda government, with its three arms. (v, k, s)</p> <p>c) appreciate the best structure for a</p>	<p>i) In pairs, guide learners to use a dictionary or ICT and differentiate between the words; country, nation, state and government in East Africa.</p> <p>ii) Let learners research the structure of the East Africa government, and draw an organisational tree, labelling the three main arms and describing their functions.</p> <p>iii) Task learners to assess the structure of government of their origin and give a comparison with that of Uganda.</p>		<p>1) Observe the learners as they discuss to assess individual contribution, listening skills, and collaboration as a team.</p> <p>2) Interact with the learners as they assess and compare the structure of their home origin with that of Ugandan government.</p> <p>3) In their oral presentations about the best choice of government, assess their critical thinking and communication skills.</p>

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>good government of their origin. (s, u)</p> <p>d) compare the Ugandan system of government with other partner states in the East African Community. (u)</p>	<p>iv) In a short essay, let learners evaluate the structure of the East Africa governments and suggest changes or improvements that would benefit citizens.</p> <p>v) Invite a government representative from the district or subcounty (Gombolola) to converse with the learners about the structure of the government to document the various systems of government.</p>		

Hint to the teacher:

Be as hands on as possible to make sure that the learners understand the 3 arms of government. You can use the 1995 constitution of Uganda documents, textbooks among others.

LEVEL 2 TERM 1

Topic 02: Constitutionalism in Uganda

Time: 7 Hours

Competency: The learner understands the rule of law in the constitution of Uganda, role, principles and issues related to parliament, the constitution, the judiciary, citizenship, political parties, elections, and how they relate to a democratic government.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The Learner should be able to:</p> <p>a) understand the importance of the national constitution, national symbols, and values as given in the constitution. (v, k, s)</p> <p>b) know a series of constitutional reviews Uganda has had since 1962. (k)</p> <p>c) understand the role of the citizen in the constitutional</p>	<p>i) Guide learners to use the Internet or library research and find out Ugandan constitution and its values, to identify the key national symbols: the national anthem, coat of arms, national emblems, and national flag.</p> <p>ii) In pairs, instruct the learners to use ICT or library research and find out series of constitutional reviews Uganda has had since independence, write a report and present to class as learners take notes.</p> <p>iii) Guide the learners in a discussion on the constitutional rights, duties and responsibilities of a citizen in a constitutional making process.</p> <p>iv) Let the learners listen to a talk by a government official about how the Ugandan parliament works, and ask questions to understand the work of the speaker and</p>	<p>1) Assess the learners' understanding and presentation skills in the display of values and symbols.</p> <p>2) Listen to the learners as they present their report from local court sessions and give a wrap up.</p> <p>3) Observe the learners as they listen to a guest speaker about police and prisons. Take a note</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>making process. (k, u)</p> <p>d) understand the structure of the Ugandan parliament, and the roles of the people and bodies within it. (u)</p> <p>e) appreciate the role of the police, prisons and the army. (u, v)</p> <p>f) appreciate the role of the judiciary in Uganda. (a, v)</p>	<p>other leading figures, committees, commissioners and the cabinet.</p> <p>v) Invite a government official to converse with the learners about the differing roles of the police, prisons and army. The learners prepare to engage in a question-and-answer session with the visitor and make a write up on what they have learnt.</p> <p>vi) Let the learners visit the local courts, observe their work and have their questions answered by an official.</p>	<p>about their critical thinking as they ask relevant questions to the speaker.</p>

ICT Support

Learners use the Internet to search for pictures, videos and other multimedia showing applications of constitutionalism in Uganda.

Hint to the teacher:

This chapter has little, resources in the libraries of Uganda. Teacher needs to do sufficient preparation so that he guides learners where to get sufficient reading materials.

LEVEL 2: TERM 1

Topic 03: Democracy and Leadership in East Africa

Time: 6 Hours

Competency: The learner understands the roles played by different types of leaders at all levels of society in helping communities and resolving conflicts.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the meaning of the term, democracy.</p> <p>b) know the features of democracy.</p> <p>c) understand what a political party is, why it was formed, its role and the challenges. (v, u)</p> <p>d) appreciate the benefits of the most</p>	<p>i) Use ICT or library research to find out the meaning of the term, democracy.</p> <p>ii) Organise the class into groups and discuss the characteristics of a democratic country.</p> <p>iii) In pairs, the learners choose a political party in East Africa and find out why it was formed, nature of its governance, and its challenges and present to the class.</p> <p>iv) Guide the learners to brainstorm on the benefits of the most democratic country</p>	<p>1) Observe the learners in a discussion to assess their knowledge of types of leaders and present the product in class.</p> <p>2) Task the learners to present the features of the most well-led political party in Uganda.</p> <p>3) Observe the learners during the categorisation of leaders to find out whether they can sort and analyse information.</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>democratic countries in East Africa.</p> <p>e) understand the different types of leadership in our communities.</p> <p>(u)</p>	<p>in East Africa.</p> <p>v) Let the learners converse and categorise leaders into formal and informal types.</p> <p>vi) In a discussion, guide the learners to identify the different types of leaders in the communities in which they live.</p>	

Hint to the teacher:

During the learning and the teaching process, try to use as many examples as possible of personalities in East African states who have practiced democratic leadership and others who could not since 1960.

LEVEL 2 TERM 1

Topic 04: The Role of the United Nations in Development and Its Impact on Uganda

Time: 5 Hours

Competency: The learner understands the role of the UN in pursuing peace and development of member states.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the essential facts about the history, aims, and structure of the UN. (k)</p> <p>b) understand the roles and functions of the UN and its subsidiary bodies in detail with a focus on Uganda. (u)</p> <p>c) understand the contribution of the UN in maintaining peace and development in Uganda. (s, u)</p>	<p>i) In groups, the learners carry out research about the UN, its history, and current activities using maps, and articles and providing the key sources.</p> <p>ii) The learners are guided in a discussion about the functions of UN and its subsidiary bodies in Uganda.</p> <p>iii) In pairs, guide the learners to investigate how and when the UN has assisted with</p>	<p>1) Assess group presentations about the structure of UN and confirm true knowledge, creativity and communication skills.</p> <p>2) Observe the learners in group discussions and assess their understanding of the General Assembly and functions of UN.</p> <p>3) Analyse the learners' discussions about the roles and the benefits of UN and its subsidiary bodies. Assess their</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
d) appreciate the role of the UN in the promotion of human rights in Uganda. (a, v)	<p>the peace and development of Uganda, and discuss how further intervention can be done in other areas.</p> <p>iv) Involve the learners in a conversation to find out how UN has helped in the promotion of human rights in Uganda.</p> <p>v) Guide learners in a brainstorm session to identify the challenges facing the UN today, and how they can be overcome.</p>	comprehension skills.

ICT Support: Use the internet, films and videos to find out the origin and the foundations of UNO.

Hint to the teacher:

In the course of teaching and learning try to provide the examples for the subsidiaries of UNO and what they have achieved. This will make learners understand a lot about this topic.

LEVEL 2 TERM 2

Topic 05: The Evolution of Human Rights in Uganda

Time: 6 Hours

Competency: The learner understands the rule of law and basic human rights and their importance to a peaceful society and their own lives in order to evaluate the benefits of the United Nations Universal Declaration of Human Rights.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) appreciate the difference between “rights” and “responsibilities.” (a, v)</p> <p>b) analyse the various ways of violating human rights. (v, u, s)</p> <p>c) suggest ways how human rights violations can be avoided. (u, v, s)</p> <p>d) appreciate the need to respect human rights and the rule of law in order to</p>	<p>i) Let the learners hold a class debate on the responsibilities and rights of a refugee.</p> <p>ii) In pairs, let the learners read a historical account of a time when human rights were violated.</p> <p>iii) Task the learners to summarise the causes and effects of human rights violation and suggest ways on how this injustice could be avoided in an essay.</p> <p>iv) Let the learners discuss in groups what their own</p>	<p>1) Listen to the discussion to determine the learners’ background knowledge and understanding of the concept of human rights.</p> <p>2) Assess the learners’ problem-solving skills in their essays about how human rights abuses could have been prevented.</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>maintain a peaceful society. (v, u)</p> <p>e) appreciate the benefits of Universal Declaration of Human Rights to Uganda. (a, u)</p>	<p>community would be like without respect for human rights and draw conclusions about the basic requirements for a peaceful society.</p> <p>v) In groups, converse with the learners about the Declaration of Human Rights, compare it with the human rights granted by the Ugandan constitution, and debate the advantages or disadvantages of adopting full Declaration of Human Rights in Uganda.</p>	<p>3) In a role play, observe the learners' creative exploration of life without human rights and the rule of law.</p>

Hint to the teacher:

Books like the constitution of Ugandan 1995, booklets for the Universal Declaration of Human Rights (UDHR) among other books can be brought to classroom for use in this chapter.

LEVEL 2: TERM 2

Topic 06: Patriotism in Uganda

Time: 5 Hours

Competency: The learner understands the various meanings of patriotism and how it is practiced in Uganda.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the term “Patriotism.” (k)</p> <p>b) understand the purpose of patriotism. (u)</p> <p>c) know patriotic events in Uganda since independence. (k)</p> <p>d) understand patriotic practices at school. (u)</p>	<p>i) In groups, let the learners share and brainstorm on the meaning of the term, patriotism.</p> <p>ii) Organise the learners in pairs to discuss the benefits of being patriotic.</p> <p>iii) Guide the learners to understand the patriotic events in Uganda such as; the Africanisation of Uganda’s economy in 1972.</p> <p>iv) In pairs, guide the learners to make presentations to the class about patriotic actions done by students at their school.</p>	<p>1) Assess individual learners’ contributions as they discuss in groups the benefits of being patriotic to their country.</p> <p>2) Interact with the learners and find out whether they can discover and mention more practices of patriotism in their communities.</p>

Hint to the teacher:

Let the lessons in this chapter be learner centred fully. Pick as many living examples of patriotism as possible.

LEVEL 2 TERM 2

THEME 4: INTERACTION WITH THE REST OF THE WORLD

Topic 07: Evolution of Pan- Africanism

Time: 13 Hours

Topical Competency: The learner understands the composition and the influence of Pan-Africanism in African politics. This topic will be taught by handling selected regional bodies of blocs and integrated states within East Africa and sub-Saharan regional countries.

Sub-topic 7.1: The East African Community (E.A.C)

Time: 5 Hours

Competency: The learner critically analyses the role of EAC in promotion of peace, cooperation and development in East Africa.

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
The learner should be able to: a) know the meaning and the objectives of the term, Pan-Africanism. (k) b) know the composition of Pan-African states. (k) c) understand the background,	i) In pairs, using ICT or library research, let the learners explain the meaning of the term, Pan- Africanism. ii) Guide the learners to understand its objectives, composition and its significance. iii) Task individuals to summarise organisations under Pan-Africanism, write a report, and submit it to the teacher.		1) Assess the learners' knowledge and understanding from conversations about Pan Africanism. 2) Observe their ability to analyse points about the roles of EAC

LEARNING OUTCOMES	SUGGESTED ACTIVITIES	LEARNING	SAMPLE ASSESSMENT STRATEGIES
<p>and structure of the East African Community (EAC). (u)</p> <p>d) understand the collapse and revival of EAC.</p> <p>e) appreciate the achievements of EAC in East African states. (v, k, u)</p> <p>f) understand the impact and the influence of the East African Legislative Assembly (EALA) in Eastern Africa states. (k, v)</p> <p>g) understand the challenges facing EALA and how they can be addressed. (u)</p>	<p>iv) Guide the learners to carry out library research or use the Internet to establish what led to the formation of the EAC, its members, aims, its map and structure.</p> <p>v) Converse with the learners in a discussion about why the EAC collapsed in 1977 and why it was later revived in 1999. Let the learners take notes.</p> <p>vi) In pairs, let the learners read articles about what the EAC achieved, and the challenges it faced, and discuss whether it was meeting its aims.</p> <p>vii) Guide the learners in discussing the political, social, and economic factors that contributed to the formation of EALA.</p> <p>viii) Involve the learners in a conversation to suggest possible remedies to challenges facing EALA.</p>		<p>and EALA in policy formulation for Eastern Africa states.</p> <p>3) Converse with the learners in groups and find out if they understand the impact of EALA and EAC in the development of Eastern Africa states. They can present their findings to class.</p>

Hint to the teacher:

Try and expose the scope of Pan-Africanism to learners. i.e the introduction should include all African economic integrations that came as a result of PAM.

LEVEL 2: TERM 2

Sub-topic 7.2: The Role of the African Union in International Relations

Time: 4 Hours

Competency: The learner understands the role played by AU in promotion of peace and development among member states.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand how the African Union (AU) is fulfilling the aims of Pan Africanism in Africa. (k, u)</p> <p>b) know the origins, composition and aims of the Organisation of the African Unity (OAU)/AU. (k)</p> <p>c) identify the challenges affecting operations of AU. (k)</p> <p>d) suggest solutions to the challenges facing the AU. (s, u)</p> <p>e) evaluate the impact of the AU in post-independence Africa. (v)</p>	<p>i) Guide the learners to assess the roles of Pan-Africanism in settling issues.</p> <p>ii) Organise the learners to research for the reasons for the founding of the OAU, its members, aims, functions and structure.</p> <p>iii) In pairs, let the learners make research and know why OAU was transformed into AU.</p> <p>iv) In a classroom discussion, let the learners brainstorm on the challenges affecting the operations of AU.</p> <p>v) Involve the learners in suggesting solutions to the challenges affecting AU.</p> <p>vi) In pairs, guide the learners to evaluate the contributions of AU to post-independence Africa.</p>	<p>1) Assess the learners' problem-solving skills in suggesting solutions to challenges affecting the AU.</p> <p>2) Listen to the learners' presentations on reasons why OAU was formed and assess their communication skills.</p> <p>3) Assess the analytical skills of the learners during their presentations on contribution of AU to the peace and development of member states.</p>

Hint to the teacher:

Learners should understand a clear distinction between AU and OAU.

LEVEL 2 TERM 2

Sub-topic 7.3: Inter-Governmental Authority on Development (IGAD)

Time: 4 Hours

Competency: The learner understands the background, organisation and the roles performed by IGAD in Sub-Saharan states.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <p>a) know the origin and state membership of IGAD. (k)</p> <p>b) understand IGAD's institutional development. (u)</p> <p>c) analyse the key achievements of IGAD since its inception. (a, u)</p> <p>d) appreciate the contributions made by IGAD in sub-Saharan Africa. (a, v)</p>	<p>i) Using ICT or library research, find out state composition of IGAD.</p> <p>ii) Guide the learners to use the Internet or library research to understand IGAD's institutional development, objectives and state membership.</p> <p>iii) In a guided discovery, let the learners find out and take note of the aims, objectives and achievements of IGAD.</p> <p>iv) In pairs, engage the learners in a discussion about the challenges being faced by IGAD and suggest solutions to them.</p> <p>v) In groups, task the learners to brainstorm on the contributions of IGAD to sub-Saharan countries.</p>	<p>1) Assess the learners' understanding of the objectives for the establishment of IGAD.</p> <p>2) Observe the learners and assess their critical thinking while brainstorming on the contributions of IGAD in the member states.</p>

Hint to the teacher:

Try to make learners not mix the IGAD and IGADD organisations. Let them know the timelines for the formation of two organisations.

LEVEL 2 TERM 3

Topic 8: Globalisation

Time: 8 Hours

Competency: The learner understands the role of globalisation in the development of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand the key terms related to globalisation. (u)</p> <p>b) understand the concept of foreign aid.</p> <p>c) know the roles of NGOs and CSOs in promoting globalization in Uganda.</p> <p>d) appreciate the impact of globalisation on Uganda.</p>	<p>i) Guide the learners to use ICT or library research to find words related to the term, globalisation.</p> <p>ii) Organise a debate about the benefits of foreign aid in East Africa.</p> <p>iii) In pairs, let the learners read articles and news extracts about globalisation in a Ugandan context, and find out the roles of NGOs, CSOs and CBOs in promoting globalisation.</p> <p>iv) In a role play, let the learners dramatise how East African border relations fail the purpose of globalisation among the East African states.</p>	<p>1) Observe the learners' presentations in class and rate their ability to use ICT and bring out the key words related with globalisation.</p> <p>2) Converse with learners during the debate session and find out their understanding of the term foreign aid and its</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
	<p>v) In groups, let the learners assess the impact of globalisation, and present their findings to class.</p> <p>vi) Converse with the learners to understand the challenges of globalisation and suggest their solutions in East Africa.</p>	<p>features.</p> <p>3) Evaluate the learner's accuracy, coherency and adequacy in assessing the impact of globalisation in East Africa.</p>

Hint to the teacher:

In the final conclusion, learners should know that developed countries are benefiting more than small countries in this arrangement. Task them to propose solutions for this.

LEVEL 2 TERM 3

Topic 9: The Struggle and Liberation of South Africa

The Apartheid Policy in South Africa

Time: 8 Hours

Competency: The learner understands the colonial history of South Africa and the steps taken towards the attainment of South Africa's independence.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) know the life of people in South Africa before minerals were discovered. (k)</p> <p>b) understand the concept of the mineral revolution in South Africa. (u)</p> <p>c) understand the meaning of the term, Apartheid rule and how it was exercised in the different sectors. (k, u)</p>	<p>i) Using ICT or library research, let the learners find out the pre-mineral discovery life in South Africa.</p> <p>ii) Guide the learners to understand the causes and effects of the mineral revolution in South Africa.</p> <p>iii) In pairs, let the learners brainstorm the meaning of 'Apartheid' and its effects on native South Africans.</p> <p>iv) Let the learners conduct research on how Apartheid came to be established, the laws that enforced it, and the 'Bantustan' or 'homeland' areas that were established.</p>	<p>1) Observe the learners' presentations on the causes and effects of mineral revolution and assess their communication skills.</p> <p>2) Converse with the learners and assess their comprehension skills on the background and origin of</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>d) know areas in South Africa where Bantustan camps were located. (s)</p> <p>e) appreciate the strategies used by key personalities to fight against Apartheid rule. (u)</p> <p>f) understand the internal and external factors leading to the liberation of South Africa from Apartheid. (u, v)</p> <p>g) evaluate the impact of the liberation of South Africa from the Apartheid rule. (a, u, v)</p>	<p>v) Task the learners to do research on the contribution of any one personality towards the liberation of South Africa from Apartheid rule. Hand in your books to the teacher</p> <p>vi) Engage the learners in a guided discovery on the internal factors and external pressure that led to the end of Apartheid rule.</p> <p>vii) Converse with the learners in a classroom to evaluate the results for liberation of South Africa.</p> <p>viii) Let the learners brainstorm on the contributions of the refugee host countries towards promotion of peace strategies to their mother countries.</p>	<p>Apartheid rule.</p> <p>3) Assess the learners' analysis of resistance methods, and the factors that led to the end of Apartheid rule.</p> <p>4) Converse with the learners and probe their understanding on the contributions of key personalities towards the end of Apartheid.</p>

Hint to the teacher:

Try and make learners pick lessons in the struggle for democracy in their communities using a case of South Africa in Apartheid period.

LEVEL 2: TERM 3

Topic 10: Peace and Conflict Resolutions in East Africa

Time: 8 Hours

Competency: The learner applies critical thinking and analysis of the causes of conflicts and resolutions in communities of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to:</p> <p>a) understand the recent community conflicts in East Africa. (k)</p> <p>b) know the different forms of conflicts in East Africa using a timeline flowchart. (k)</p> <p>c) understand how conflicts can be caused and resolved in East Africa. (s, u)</p> <p>d) appreciate the impact of common conflicts and</p>	<p>i) In a guided discussion, let the learners brainstorm and list the recent conflict witnessed in East Africa and narrate its causes, effects and how it was resolved.</p> <p>ii) Engage the learners in a discussion about the common forms of community conflicts in East Africa.</p> <p>iii) In pairs, let the learners converse, brainstorm on main causes of conflicts and how they can be resolved in East Africa.</p> <p>iv) In pairs, task the learners to brainstorm on the impact of common conflicts and come up with</p>	<p>1) Engage the learners in a discussion about the causes and results of common community conflicts. Find out whether they understand the facts.</p> <p>2) In role play and debate, observe their critical thinking about the role of a leader in conflict resolution.</p> <p>3) Observe the learners in a discussion about the common</p>

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>suggest how they can be avoided in East Africa. (u)</p> <p>e) appreciate the contribution of traditional transitional justice mechanisms in restoration of peace in East African states. (u, v, a)</p> <p>f) analyse the causes of conflicts in Modern governments of East Africa. (a, u, v)</p>	<p>solutions how they can be avoided.</p> <p>v) Using ICT and library research, let the learners establish how traditional monarchical leadership can help to solve a conflict and report to class.</p> <p>vi) In pairs, guide the learners to draw a poster reflecting peaceful co- existence of communities emerging from a war situation.</p> <p>vii) Individually, let the learners carry out research on causes of conflicts in Modern governments of East Africa and propose ways on how they can be avoided. Hand in your books to the teacher.</p>	<p>forms of conflict resolutions in East Africa.</p>

Hint to the teacher:

Use the learner centred methodology to make this chapter very interactive to the class.

AEP ASSESSMENT MODALITIES

The AEP curriculum sets new expectations for learning, with a shift to Learning Outcomes that focus mainly on knowledge, understanding, skills, values and attitudes. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of knowledge, understanding, values, skills, and attitudes.

This is what is referred to by the letters k, u, v, s & a.

It is not possible to assess attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So, this guidance focuses on knowledge, skills, and understanding. Each has its own implications for learning and assessment as summarised in the following table:

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs, or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills, and understanding, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually help find this out. We ask them to name something or state something or label a diagram.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask the learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing and will give us some idea of the extent of their understanding.

Skills

Skills are the ability to perform a mental or physical operation, for example, a skill of writing, or drawing a picture or diagram. So, we have to observe the skill being performed or look at the product, or outcome of the skill.

Some skills, such as speaking or physical education skill do not have a product so need to be observed.

Values and Attitudes

Values and attitudes determine how we interact with others, work in a team, meet deadlines, be self-driven, hold democratic values, and have respect for democracy, race, gender, disability, human dignity, culture, nation, life, and social justice.

Summative Assessment

There will be examinations or tests set at the end of every year. In addition, there will be the end-of-cycle exams after 4 years of studying.

Formative Assessment

Assessments are used for a wide range of purposes in schools and education systems. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning — e.g., the level of

knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyse different types of texts and readings. This syllabus focuses on the evaluation of progressive day-to-day classroom learning; hence Formative Assessment.

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of students' comprehension, learning needs, and academic progress during a lesson, unit, or activity.

Formative assessment and teaching go hand in hand.

The general purpose of formative assessment is to improve learning and achievement; give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly.

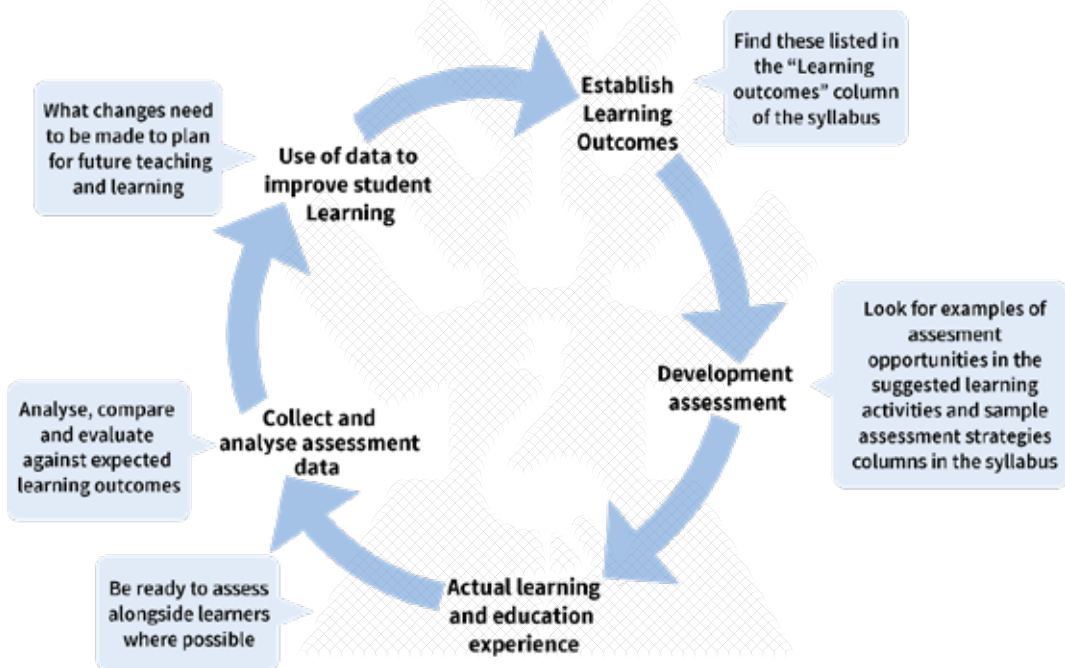
Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it is happening. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used. That is, to inform in-process teaching and learning modifications.

If assessment is to make a difference in teaching and learning, then you as a teacher must use the information you gain from assessment to make **some changes** to the teaching and learning process.

The changes that can be made include decisions about;

- The most appropriate answers.
- What needs to be learnt next?
- Whether an element of the syllabus needs to be taught again in a different way.
- Changing teaching approaches if necessary.
- Identifying learners who need more support, or who are making exceptional progress.
- Enabling learners to understand what they have to do to improve.



How do we find the opportunity to make formative assessments?

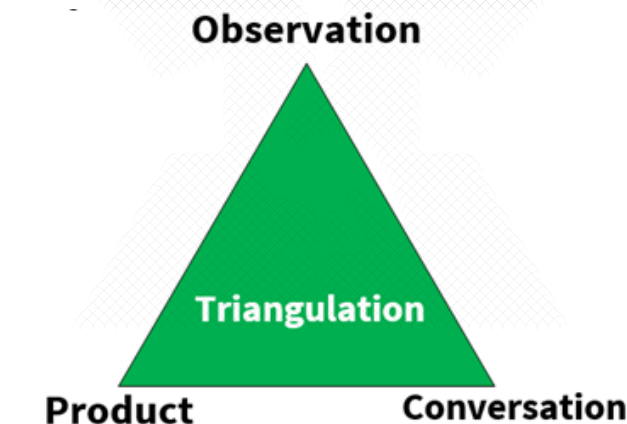
In the AEP curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgments on learners' learning in the course of the normal teaching and learning process. The professional judgment is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgments, the teacher needs to look at how well the learners are performing in terms of each learning outcome during the lesson time.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting, etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from anyone can be checked against the other two forms of assessment opportunity (e.g., evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “Triangulation”.



Triangulation of Assessment Opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give ‘Sample Assessment Activities’, and in doing so, they contain a range of opportunities for the three forms of assessment.

Generic skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is, therefore, not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding, and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is a record of assessments of learners' learning made in terms of each topic. This means recording the ongoing summative assessments of each topic. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each topic as a whole.

Each sub-topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgment about the topic as a whole.

It is not always necessary for every individual Learning Outcome to be achieved for the sub-topic as a whole to be achieved.

By looking at the Learning Outcomes within each topic, it is possible to identify three broad groups of learners in terms of their achievements:

Descriptor
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

There is a need to set a test to find this out

The overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic's overall learning expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable, and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number. Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records of the learning outcomes of each topic throughout the year are kept, then there will be no need for an end-of-year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there are any learners not ready to progress to the next grade.

An overall record should be made of the individual topic assessments in terms of the 3 descriptors. If numbers (1-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

History and Political Education										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1

This method will give much more information than using a tick. For example, at a glance, it can be seen that learners A & B are achieving much higher than learners C & D. It can be seen that learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than in Topic 7. All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute to the final grade of the School Leaving Certificate.

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