THE REPUBLIC OF UGANDA
Ministry of Education and Sports

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

ANNUAL PERFORMANCE REPORT

FY2025/26

PRESENTED TO

Minister of Education and Sports

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NATIONAL CURRICULUM DEVELOPMENT CENTRE

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National Curriculum Development Centre
NCDCUg
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OUR VISION

A centre of excellence in curriculum development

MISSION

To develop quality, inclusive, and holistic curricula and curriculum-related materials through research, innovation, stakeholder engagement, and technology integration to meet societal needs.

GOAL

To transform education through empowering learners with relevant knowledge and skills to thrive in a rapidly changing world.

VALUES

Collaboration, Respect, Integrity, Timeliness, Equity (CRITE)

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LIST OF ACRONYMS

ACE	Accelerated Christian Education
AEP	Accelerated Education Programme
ASB	Academic Steering Board
BTVET	Business, Technical and Vocational Education and Training
CCTs	Centre Coordinating Tutors
CRE	Christian Religious Education
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EGN	Early Grade Numeracy
EGR	Early Grade Reading
FY	Financial Year
ICT	Information and Communication Technology
IRE	Islamic Religious Education
LSC	Lower Secondary Curriculum
MoES	Ministry of Education and Sports
MPS	Ministerial Policy Statement
NCDC	National Curriculum Development Centre
NDP III	Third National Development Programme
NDP IV	Fourth National Development Programme
NWR	Non-Wage Recurrent
SNE	Special Needs Education
TTI	Teacher Training Institution
TVET	Technical and Vocational Education and Training
URSB	Uganda Registration Services Bureau
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UVTAB	Uganda Vocational and Technical Assessment Board

FOREWORD

Prof. George Openjuru
Chairperson, Council
National Curriculum Development Centre

On behalf of the Governing Council of the National Curriculum Development Centre (NCDC) and on my own behalf, I extend warm congratulations to His Excellency President Yoweri Kaguta Museveni upon his re-election as President of the Republic of Uganda for the seventh term. NCDC reaffirms its unwavering commitment to supporting the implementation of the National Resistance Movement (NRM) Manifesto 2026–2031 and the Government's agenda for strengthening human capital development through the provision of quality, relevant, and competency-based education.

The year also marked an important leadership transition for the Centre. Following the completion of the tenure of their predecessors, Dr Bernadette Nambi Karuhanga and Dr Patrice Ssembirige, were appointed Director and Deputy Director for Curriculum Review and Instructional Materials Development, respectively. They officially assumed office on 5 January 2026.

Under their stewardship, NCDC has made commendable progress towards the finalisation of the comprehensive review of the Upper Secondary Curriculum (USC), the Lower Primary (P.1-3) Curriculum (LPC) and the National Pre-Primary Curriculum (NPC). All curricula are on course for roll-out according to the Ministry of Education and Sports roadmap. The USC is scheduled for roll-out in January 2028, while the LPC and NPC will be rolled in January 2027.

Management of NCDC would like to thank the First lady and Minister of Education and Sports, Hon. Janet Kataaha Museveni, the Parliamentary Committee on Education and Sports, the sector Agencies and Development Partners whose financial support, guidance and commitment have contributed to NCDC's remarkable performance this FY.

Professor George Ladaah Openjuru
Chairperson, Council

EXECUTIVE SUMMARY

Dr Nambi Bernadette Karuhanga
Executive Director,
National Curriculum Development Centre

In accordance with Section 31(1) of the Amended National Curriculum Development Centre (NCDC) Act, NCDC is required to submit to the Minister of Education and Sports a report on its activities within three months after the close of each Financial Year (FY). This Annual Performance Report presents an account of NCDC's performance against the commitments set out in the Ministerial Policy Statement (MPS) for FY 2025/2026. It details the funds received, expenditures incurred and key achievements realised under the MPS interventions, as well as other strategic activities undertaken during the Financial Year.

NCDC continues to depend predominantly on Government funding, which accounted for more than 93% of its revenue during the Financial Year, with the balance contributed by development partners.

The report, therefore, provides accountability for resources received and utilised and highlights the results achieved through their application. It also provides a basis for strengthening institutional performance and sustaining Government and partner support for curriculum development and implementation.

Revenue Performance for FY 2025/26

NCDC's approved budget for FY2025/26 was USh38.134 billion, comprising USh9.645 billion for wage, USh28.094 billion for non-wage recurrent expenditure and USh0.395 billion for Government-funded capital development.

By the end of the financial year, NCDC had received USh34.662 billion representing 90.8% of the approved budget. Of this amount, USh9.645 billion (100%) was released for wages, USh24.859 billion (88%) for non-wage recurrent expenditure and USh0.158 billion (40%) for capital development.

NCDC absorbed USh34.072 billion, representing 98.3% of the approved budget releases. Of this amount, USh9.322 billion (96.7%) was spent on payroll, USh24.593 billion (98.9%) on non-wage recurrent expenditure and USh0.157 billion (99.4%) on capital development.

Overall, unutilised funds amounted to USh0.590 billion, representing 1.7% of the total funds released. The unutilised balance mainly reflects the difference between funds released and expenditure incurred during the financial year.

a) Funding from Development Partners and Non-Tax Revenue

In addition to Government funding, NCDC received USh1,000,171,000 from development partners and non-tax revenue to support the implementation of various activities during the financial year.

Highlights of Achievements Within and Outside the MPS for FY 2025/26

During FY 2025/26, NCDC implemented a range of activities within and outside the MPS, resulting in significant achievements in curriculum reform, curriculum implementation support and stakeholder engagement. Key achievements included the following:

1. Curriculum Reforms for the Upper Secondary Curriculum

i) **Development of assessment modalities**

Assessment modalities for the 34 subjects of the Upper Secondary Curriculum were developed to support standardised curriculum assessment across schools. The guidelines provide teachers with clear direction on curriculum delivery and learner assessment.

The materials were pretested in 62 schools selected from the four regions of the country to establish their relevance, clarity, and practicality. In addition, assessment items were trialled in 64 schools, involving 1,411 respondents nationwide, to validate their reliability and suitability before finalisation. The assessment items were subsequently submitted to Uganda National Examinations Board (UNEB) for implementation.

ii) **Training of Master Trainers and dissemination of implementation guidelines**

NCDC trained 582 Master Trainers on the Guidelines for Project-Based Learning and the Guidelines for Utilisation of Time after Scheduled Lessons (2:55 p.m.) in two cohorts. The first cohort comprised 282 Master Trainers from the central and western regions, while the second cohort comprised 300 master trainers from the eastern and northern regions.

To support nationwide implementation, NCDC printed and distributed 18,000 copies of the Guidelines for Project-Based Learning and 6,000 copies of the Guidelines for Utilisation of Time After Class Lessons (2:55 p.m.). The guidelines provide practical guidance on implementing the competency-based curriculum, strengthening learner-centred pedagogies, and effectively utilising time after scheduled lessons to enhance learner engagement and learning outcomes.

iii) **Harmonisation of the Upper Secondary Curriculum Framework and Scope and Sequence**

NCDC developed and harmonised the Upper Secondary Curriculum Framework and the Scope and Sequence for the 37 subjects.

The documents provide a coherent and standardised structure for implementation of the Upper Secondary Curriculum.

The Curriculum Framework sets out the vision, goals, learning outcomes and guiding principles of the curriculum, while the Scope and Sequence define the content, competencies, and progression of learning across subjects and grade levels. Together, the documents promote consistency in curriculum delivery, support effective lesson planning, provide continuity in learning, and guide the development of instructional materials, assessment tools, and teacher training programmes.

iv) **Stakeholder consultation on the Upper Secondary Curriculum**

NCDC held a stakeholders consultative meeting on the Upper Secondary Curriculum at Imperial Royale Hotel using blended approach. The meeting attracted 930 participants, comprising 100 participants attending physically and 830 participants online. Participants included representatives from universities, UNEB, DES, head teachers, Directors of Studies and Local Governments.

The consultation provided an opportunity to obtain stakeholder views and feedback on the Upper Secondary Curriculum documents.

2. Primary Curriculum Reform

NCDC conducted a benchmark study visit to Singapore to deepen understanding of the policies, structures, and practices that have contributed to the country's educational development and to identify lessons that could inform Uganda's curriculum reforms.

The study focused on Singapore's educational philosophy and desired learner outcomes; the organisation and progression of learning from primary to higher education; curriculum design and review processes; approaches to competency development and holistic learner growth; teacher preparation, professional development, and leadership; assessment and learner support systems; and the relationship between education and national development. The findings were used to guide Uganda's Primary School Curriculum Review.

NCDC also developed and validated the P.1–P.3 Primary Curriculum Syllabuses, sample specifications, resource books and sample textbook chapters to support the phased implementation of the revised Primary Curriculum. Implementation of the revised curriculum is scheduled to commence with P.1–P.3 in FY 2027/28.

In addition, NCDC trained 965 Kiswahili teachers on the P.4 Kiswahili Curriculum. The first cohort comprised 520 teachers from Mbale, Namutumba and Bugiri districts, while the second cohort comprised 445 teachers from Tororo, Busia and Bugiri districts. The training strengthened teachers' capacity to implement the revised P.4 Kiswahili Curriculum.

3. Reforms in Early Childhood Care and Education (ECCE)

NCDC developed and piloted the National pre-primary curriculum and the three Teachers' Resource Books for the Baby, Middle and Top classes in 100 Pre-Primary schools across the country. To support the pilot, NCDC orientated 300 Pre-Primary school teachers from the participating centres and printed and distributed 300 copies each of the National Pre-Primary Curriculum and the Teacher's Resource Books for the Baby, Middle and Top classes.

The initiative is expected to strengthen the quality, consistency and effectiveness of curriculum implementation at the Pre-primary level.

4. Research and Evaluation Studies

NCDC conducted three research and evaluation studies to generate evidence to inform curriculum implementation, review and improvement.

a) **Evaluation of the Performance of the Lower Secondary Curriculum**

NCDC conducted an evaluation of the implementation of the Lower Secondary Curriculum. The findings indicated that; the curriculum had been substantially implemented as prescribed, with notable progress in competency-based planning, learner-centred pedagogies, continuous assessment and integration of cross-cutting issues. However, the quality and consistency of implementation continued to be affected by inadequate resources, teacher shortages, infrastructure gaps, limited ICT capacity and contextual disparities among schools.

b) **Gap Analysis of Pedagogies Used in the Lower Secondary Curriculum**

NCDC conducted a gap analysis of pedagogical practices used in the implementation of the Lower Secondary Curriculum. The findings showed significant progress in the adoption of learner-centred approaches, including collaborative and inquiry-based learning, learner participation, competency-based lesson delivery and continuous assessment.

Classroom observations also indicated increased emphasis learner participation, independent learning and problem-solving.

The study established that effective implementation of the prescribed pedagogical practices requires supportive instructional leadership, continuous professional development, adequate teaching and learning resources, teacher preparedness, collaborative professional learning and enabling school environments.

However, implementation remained constrained by inadequate instructional resources, large class sizes, limited professional development, insufficient instructional time, inadequate ICT infrastructure, challenges in competency-based assessment, and inconsistencies in lesson planning and curriculum documentation.

c) **Situational Analysis of Lifelong Skills and Talent Development in Uganda**

NCDC conducted a situational analysis of the status of lifelong skills and talent development in Uganda. The findings revealed that schools were increasingly promoting lifelong skills through classroom-based and co-curricular activities. Teachers reported strong emphasis on communication, leadership, teamwork, collaboration, problem-solving, critical thinking, empathy, creativity, self-awareness, and learner participation.

Schools were also found to support talent identification and development through sports, Music Dance and Drama (MDD), debates, clubs, leadership activities, practical learning and collaborative learning. Observation confirmed the availability of playgrounds, clubs, co-curricular programmes, leadership structures and school timetables that support learner participation, inclusion, teamwork and talent development. However, teacher preparedness, institutional support, policy alignment, institutional capacity constraints continued to affect effective implementation.

5. Inclusive Education Initiatives

NCDC adapted Lower Secondary Curriculum materials to enhance their accessibility and responsiveness to the needs of learners with special educational needs. The adapted materials covered History and Political Education, Religious Education, Nutrition and Food Technology, Information and Communication Technology (ICT), English, Mathematics, Geography and Entrepreneurship, among other curriculum areas.

The adapted History and Political Education and Religious Education materials were piloted, and pilot reports were developed to inform further refinement and improvement of the materials.

6. Capital Development Investments

NCDC invested in essential office and ICT equipment to strengthen institutional capacity and support effective implementation of its programmes and activities. The investments included:

i) 09 office tables and 13 office chairs procured and delivered;

ii) 17 all-in-one desktop computers purchased and delivered; and

iii) D-Space software purchased and installed.

A flash disc containing details of outputs has been attached.

Vote Challenges

(a) Low Staffing Levels

NCDC has a significant staffing gap that continues to constrain its capacity to fulfil its mandate effectively. Of the 236 approved positions, 135 are filled, leaving 101 vacant positions. This represents a staffing level of approximately 57% of the approved establishment.

The staffing gap has placed considerable pressure on the available workforce and affected NCDC's capacity to deliver its mandate across the country. The limited staffing levels have increased workloads, contributed to staff fatigue and affected timely implementation of planned activities. Sustained staffing constraints may also affect retention and institutional capacity.

(b) Late Funds Releases

A significant proportion of the approved funds was released during the fourth quarter of the financial year, leaving limited time for the implementation of the planned activities and completion of procurement processes. The late release of funds constrained the timely execution of planned outputs and created pressure to complete activities within a shortened implementation period.

The compressed implementation period also affected NCDC's ability to utilise the released funs effectively, resulting in some planned activities and procurement processes not being completed within the financial year. Consequently, part of the funds remained unutilised and was returned to the Treasury.

Conclusion

National Curriculum Development Centre expresses its sincere appreciation to H.E. the President of the Republic of Uganda; Cabinet; the First Lady and Minister of Education and Sports; the Ministers of State for Education and Sports; the Permanent Secretary, Ministry of Education and Sports; the Ministry of Finance, Planning and Economic Development (MoFPED); the Parliamentary Committee on Education and Sports; the NCDC Council; development partners; Ministries, Departments and Agencies (MDAs) in the education sector; and all other stakeholders for their continued support and collaboration.

NCDC reaffirms its commitment to fulfilling its mandate through effective implementing of Government policies and programmes that contribute to the Human Capital Development Programme, support the objectives of National Development Plan IV, and align with the NRM Manifesto 2021–2026.

Going forward, NCDC will strengthen collaboration with Government and other stakeholders and promote strategic innovation in curriculum development and implementation. NCDC will continue to support the development of inclusive, market-oriented, and skills-based curricula that respond to national, regional, and global education priorities and equip learners with the knowledge, skills, values and attitudes required to contribute meaningfully to Uganda's socio-economic transformation.

–

1.0 INTRODUCTION

This Annual Performance Report presents an overview of the National Curriculum Development Centre's (NCDC) performance and implementation interventions against the commitments set out in the Ministerial Policy Statement (MPS) at the beginning of the Financial Year (FY). It provides details of funds received and utilised from the Government Consolidated Fund (GCF) and development partners (DPs), outlining interventions implemented using Government of Uganda resources alongside those supported by development partners.

The report also assesses the level of achievement of planned outputs, revenue performance and resource utilisation. It concludes by highlighting the key implementation challenges encountered during the financial year and measures proposed to address them.

1.1 Vote Mandate in the National Development Framework

National Curriculum Development Centre (NCDC) was established in 1973 under a Decree, which was subsequently revised in 2000 through the enactment of the National Curriculum Development Centre Act, Cap. 254 of the Laws of Uganda, and amended in 2021. The Act mandates NCDC to develop and review curricula and related instructional materials for the educational levels within her mandate[1].

Among other provisions, the 2021 amendment expanded NCDC's mandate to include causing publishers to produce curriculum-related materials for use by schools and tertiary institutions and evaluating such materials. The functions of NCDC under the amended Act also include initiating new syllabi; developing teaching schemes and textbooks; designing teaching aids; providing in-service teacher support; organising curriculum conferences; collecting and compiling statistical information; publishing bulletins; and disseminating findings from curriculum research and evaluations.

Following the enactment of TVET Act, 2025, responsibility for the development of curricula and instructional materials for TVET institutions was transferred to the Uganda Vocational and Technical Assessment Board (UVTAB). Consequently, NCDC's current curriculum development mandate focuses primarily on the Pre-Primary, Primary and Secondary education levels, in accordance with the prevailing legal and policy framework.

1 *Pre-Primary, Primary, Secondary and some Tertiary Institutions.*

2.0 BUDGET PERFORMANCE FOR FY 2025/26

This section presents the financial performance of the vote for FY2025/26, detailing the approved budget, revenue sources, funds received and utilised. It further outlines expenditure by category and compares performance against budgeted targets.

2.1 Revenue Performance

a) Government-Funded Expenditure

In the FY, NCDC received USh34.662 billion out of the projected USh38.134 billion, representing 90.8% revenue performance as indicated in Table 1.

*Table 1: **Revenue Performance for FY 2025/26***

Description	Approved budget (USh billion)	Actual release (USh billion)	Budget released (%)	Spent (USh billion)	Release spent (%)
Wage	9.645	9.645	100.0	9.322	96.7
Non-wage	28.094	24.859	88.0	24.593	98.9
GoU	0.395	0.158	40.0	0.157	99.4
External financing	—	—	—	—	—
Sub-total	**38.134**	**34.662**	**90.8**	**34.072**	**98.3**
Arrears	0	0	0	0	0
Off-budget	—	0.931	100	0.931	100
NTR	0	0.069	100	0.069	100
Total	**38.134**	**35.662**	**92.0**	**35.662**	**98.3**

Source: Integrated Financial Management Information System (IFMIS).

Table 1 presents NCDC's revenue performance for FY 2025/26. NCDC's approved budget amounted to USh38.134 billion, comprising USh9.645 billion for wage, USh28.094 billion for non-wage recurrent expenditure and USh0.395 billion for Government-funded capital development.

By the end of the financial year, NCDC had received USh34.662 billion representing 90.8% of the approved budget. Of this amount, USh9.645 billion (100%) was released for wages, USh24.859 billion (88%) for non-wage recurrent expenditure and USh0.158 billion (40%) for capital development.

NCDC absorbed USh34.072 billion, representing 98.3% of the approved budget releases. Of this amount, USh9.322 billion (96.7%) was spent on payroll, USh24.593 billion (98.9%) on non-wage recurrent expenditure and USh0.157 billion (99.4%) on capital development.

Overall, unutilised funds amounted to USh0.590 billion, representing 1.7% of the total funds released. The unutilised balance mainly reflects the difference between funds released and expenditure incurred during the financial year.

b) Funding from Development Partners and Non-Tax Revenue

In addition to Government funding reported in Table 1, NCDC received USh1,000,171,000 from development partners and non-tax revenue to support the implementation of various activities during the financial year. The composition and utilisation of these resources are presented in Table 2.

*Table 2: **Off-budget and Non-Tax Revenue Performance for FY 2025/26***

S/N	Funder	Amount (USh)	Purpose of funds
	Off-budget performance		
1	Save the Children	40,000,000	Development of a concept paper to guide stakeholder consultations and piloting of the National Pre-Primary Curriculum and Primary One–Three Teachers' Resource Books.
2	Save the Children	120,000,000	Training of 105 pre-primary teachers on the National Pre-Primary Curriculum and Teachers' Resource Books for Baby, Middle and Top classes in preparation for piloting in Save the Children's catchment area in Wakiso District.

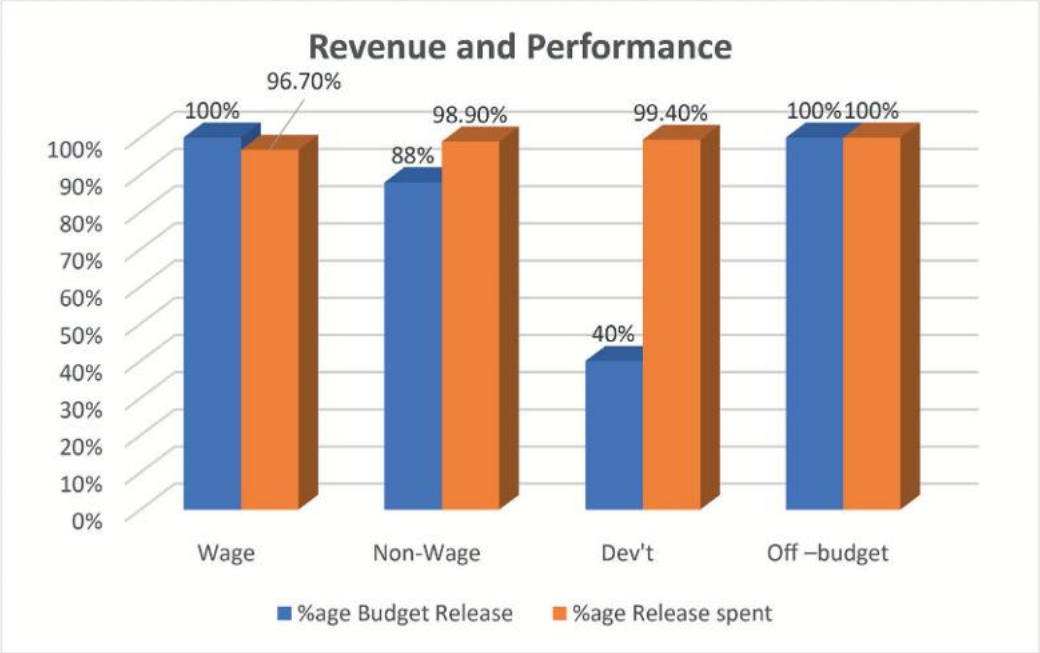
3	Education Response Plan (ERP) and Ministry of Education and Sports (MoES)	180,795,000	Training of 30 head teachers and 91 teachers in refugee-hosting districts in preparation for piloting the National Pre-Primary Curriculum and Teachers' Resource Books.
4	Minister of Education and Sports (MoES)	590,840,000	Evaluation and quality assurance of primary school instructional materials.
	Non-tax revenue performance		
5	Mbogo High School	35,000,000	Fabrication of 100 single-seater tables and chairs.
6	ChildFund	26,910,000	Production of assorted Early Childhood Care and Education (ECCE) play materials, including jigsaw puzzles, number and letter puzzles, shapes, abacuses, clock faces and alphabet sets.
7	Green Hill Academy	5,151,000	Fabrication of four Stevenson screens, two wind vanes and one wind sock.
8	Challengers Nursery School	1,475,000	Fabrication of five triangular tables and 10 chairs.
Grand total		**1,000,171,000**	

Note. Source: NCDC financial records.

2.2 Expenditure Performance for FY 2025/26

Figure 1:

Revenue and Expenditure Performance for FY 2025/26



By the close of FY 2025/26, NCDC had received USh34.662 billion, representing 90.8% budget outturn. Out of this, NCDC absorbed USh34.072 billion, representing 98.3% of the funds released. Out of the total absorption, USh9.322 billion (96.7%) was spent on payroll, USh24.593 billion (98.9%) was utilised for the recurrent budget, and USh0.157 billion (99.4%) was invested in capital assets.

3.0 PERFORMANCE OF ON MINISTERIAL POLICY STATEMENT FOR THE FY 2025/26

This section presents an assessment of NCDC's physical performance against the interventions and commitments set out in the Ministerial Policy Statement (MPS) for FY 2025/26. It highlights progress made towards achieving planned targets at departmental and unit levels, key outputs and achievements, and the challenges encountered during implementation.

The assessment also demonstrates how the interventions implemented during the financial year contributed to the fulfilment of NCDC's mandate and the achievement of national education priorities.

3.1 ICT and Multimedia Department

The ICT and Multimedia Department is responsible for the provision, management and maintenance of ICT equipment, infrastructure, and related services across NCDC. In addition to providing technical support, the Department contributes to the development ICT curricula, instructional materials and pedagogical approaches at the pre-primary, primary and secondary education levels.

Table 3: ***Performance of the ICT and Multimedia Department***

S/N	Planned activity	Achieved outputs
1	Service and maintenance of 200 NCDC ICT equipment and gadgets.	Serviced and maintained 277 NCDC ICT equipment and gadgets, comprising one website and journal management system update, three desktop keyboards, 15 UPS batteries, 31 printers, 26 air conditioners, five photocopiers, 66 laptops, 38 UPS units, 48 desktop computers and 43 CCTV cameras.

2	Subscription to internet services for 12 months.	Internet services were subscribed to for 12 months. Internet access facilitated the use of Government systems, including the Integrated Financial Management System (IFMIS) and Programme Budgeting System (PBS), Koha, email communication, and access to research and electronic resources.
3	Purchase of one institutional Microsoft Office licence and one antivirus licence for installation on 200 computers to support curriculum development and institutional support services.	One institutional Microsoft Office licence and one antivirus licence were purchased and installed on 200 computers to support curriculum development and institutional support services.
4	Subscription to two online image websites.	Subscriptions to two online image websites were paid for to support the development of learning materials, particularly for learners aged 4–8 years.
5	Purchase of plugins for the website, journal management system and e-learning system.	Plugins for the website, journal management system and e-learning system were purchased.
6	Procurement of Adobe Suite licences for three users.	Three Adobe licences were purchased to support the design and layout of curriculum materials.
7	Purchase of 12 Grammarly software licences.	Twelve Grammarly licences were purchased.

8	Train seven staff in digital content development to support online teacher training.	Seven ICT staff were trained in digital content development to support online teacher training from 26 May to 11 June 2026.
9	Purchase of one Storyline licence for three users.	A Storyline licence for three users was purchased to support digital content development.
10	Design, layout and illustration of materials from academic departments.	118 curriculum and institutional materials were styled, illustrated and designed. These included the NCDC Publishing Guide; NCDC Annual Report FY 2024/25; promotional materials, sponsorship packages and revised concept notes for the 2026 NCDC Conference; *Project-Based Learning and Utilisation of Time After 2:55 p.m.*; Dopadhola folktales; NCDC Journal User Guide; 32 draft A-Level assessment guidelines; 12 materials for autistic learners; a gamification handbook; the NCDC Strategic Plan 2025/26–2029/30; a Kiswahili resource book; and Kiswahili non-textbook materials.
11	Upload 20 instructional materials to the NCDC website to improve access to instructional materials for learners and schools in rural and hard-to-reach areas.	86 instructional materials were uploaded to the NCDC website to improve access for learners and schools in rural and hard-to-reach areas. These included 29 re-uploaded Advanced Secondary Curriculum materials, five language materials, one NCDC Orange Book, and one needs survey on homeschooling in Uganda, curriculum materials from primary

12	**Unachieved output:** Develop digital content to support online teacher training on the new Lower Secondary Curriculum.	The development of digital content to support online teacher training on the new Lower Secondary Curriculum was not achieved due to budget shortfalls.

3.2 Lifelong Skills and Co-curricular Department

The Lifelong Skills and Co-curricular Department is responsible for developing curriculum support materials for lifelong learning and co-curricular development in schools. The Department also anticipates emerging skills, talent and knowledge and guides their integration into the national curriculum at the pre-primary, primary and secondary education levels.

During FY 2025/26, the Department implemented various interventions towards fulfilling its mandate and achieved the following outputs:

Table 4: ***Performance of the Lifelong Skills and Co-curricular Department***

S/N	Planned activity	Achievements
	Achieved outputs	
1	Conduct one continuous professional development (CPD) training for the six staff members of the Lifelong Skills and Co-curricular Department on skills anticipation and talent development.	Conducted one CPD training for six staff members on skills anticipation and talent development from 13th to 17th October 2025 at Kololo Senior Secondary School.

2	Conduct a situational analysis of the status of lifelong skills and talent development in Uganda.	Developed a proposal for lifelong skills, talent identification and development from 11th to 15th August 2025 at Kololo Senior Secondary School, which was approved by the Governing Council. Data were collected from 34 districts from 16th to 21st March 2026, followed by data entry and analysis from 7 April to 1 May 2026. The report was developed from 2 to 30 May 2026, resulting in a draft situational analysis report on lifelong skills and talent development. The report is at quality assurance level.
3	Conduct stakeholder engagement and advocacy on lifelong skills and talent development.	Conducted one stakeholder engagement on the Lifelong Skills and Talent Development Framework with 180 stakeholders from 14 to 15 June 2026 at Kololo Senior Secondary School. Participants included head teachers, officials from the Ministry of Education and Sports (MoES), Directorate of Education Standards (DES) officials, Uganda National Institute for Teacher Education (UNITE) officials and parents.
Partially achieved outputs		
4	Develop a Skills Framework for Uganda on lifelong skills and talent development.	Developed a draft Skills Framework for skills anticipation and talent development from 24 to 28 November 2025 at Kololo Senior Secondary School. The draft framework was presented to the Skills Needs Anticipation Committee (SNAC) for evaluation and input. The framework was subsequently refined from 6 to 10 June 2026, resulting in a draft ready for presentation to the Academic and Standards Board (ASB).
Unachieved outputs		
5	Print 500 copies of the situational analysis report.	Not achieved, pending approval of the situational analysis report.
6	Conduct regional dissemination and popularisation of the Skills Framework.	Not achieved, pending approval of the Skills Framework.

7	Develop guidelines for skills and talent identification at the lower primary education level.	Not achieved because the activity was not funded.

3.3 Early Childhood Care and Education (ECCE) Department

The Early Childhood Care and Education (ECCE) Department is mandated to support educational programmes and strategies for children from birth to eight years through the development of curricula and related support materials. The Department's work focuses on fostering children's capabilities and healthy physical development; promoting positive social habits and responsible participation in society; instilling moral values; nurturing imagination, self-reliance and critical thinking; promoting appreciation of Uganda's cultural heritage and customs; cultivating love, care and respect for others; and developing language and communication skills in the mother tongue.

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and achieved the following outputs:

Table 5: ***Performance of the Early Childhood Care and Education (ECCE) Department***

S/N	Planned activity	Actual achievements
	Fully achieved outputs	
1	Develop three Teachers' Resource Books for the National Pre-Primary Curriculum for Baby, Middle and Top classes.	Developed three Teachers' Resource Books for the National Pre-Primary Curriculum for Baby, Middle and Top classes during 17–21 August and 10 September–4 October 2025 at Bishop Willis Teacher Training Institute. The materials were approved by the Council.
2	Print 200 copies each of the three Teachers' Resource Books for the National Pre-Primary Curriculum for Baby, Middle and Top classes for piloting.	Printed and distributed 300 copies each of the National Pre-Primary Curriculum and the Teachers' Resource Books for Baby, Middle and Top classes to 100 training centres in preparation for piloting.

3	Orient 200 pre-school teachers in 100 learning centres on the National Pre-Primary Curriculum.	Oriented 300 pre-school teachers from 100 learning centres on the National Pre-Primary Curriculum and Teachers' Resource Books from 9–17 December 2025 at Nyondo Teacher Training Institute, Mbale.
4	Conduct class observations of the delivery of the National Pre-Primary Curriculum in 20 learning centres across five sub-regions of Uganda.	Supported and supervised 300 teachers piloting the National Pre-Primary Curriculum and Teachers' Resource Books for Baby, Middle and Top classes in 100 schools across the four regions of Uganda and West Nile. The pilot aimed to collect baseline data to inform further refinement of the materials before rollout.
5	Prepare a report on the pilot findings.	Produced one pilot report.
6	Fine-tune the National Pre-Primary Curriculum Framework.	Fine-tuned one National Pre-Primary Curriculum Framework.
Interventions implemented outside the MPS by the ECCE Department		
1	Develop a concept paper to guide stakeholder consultations and piloting of the National Pre-Primary Curriculum and Teachers' Resource Books.	Developed a concept paper for stakeholder consultations and piloting of the National Pre-Primary Curriculum and Teachers' Resource Books from 26–30 September 2025.
2	Train pre-primary school teachers on the National Pre-Primary Curriculum and Teachers' Resource Books in preparation for piloting.	Trained 105 pre-primary school teachers on the National Pre-Primary Curriculum and Teachers' Resource Books for Baby, Middle and Top classes in preparation for piloting in Save the Children's catchment area in Wakiso district.
3	Train head teachers and teachers in refugee-hosting districts in preparation for piloting the National Pre-Primary Curriculum and Teachers' Resource Books.	Trained 30 head teachers and 91 teachers from refugee-hosting districts from 6–12 April 2026 at Lodonga Teacher Training Institute, Yumbe district. The trainees were drawn from Madi-Okollo, Obongi and Adjumani.

3.4 Pedagogy and Innovations Department

The Pedagogy and Innovations Department is a service department that supports the mandate of National Curriculum Development Centre (NCDC) by collaborating with academic departments to strengthen teaching and learning across the educational levels within NCDC's mandate. The Department initiates the integration of appropriate pedagogical approaches and methods into the curricula, and supports academic departments in applying them in curricula and related instructional materials.

The Department also develops bulletins, manuals and other resources that promote effective teaching approaches and equip learners with 21st-century skills. In addition it supports teacher training in the interpretation and application of methodological approaches and methods prescribed in curricula and related instructional materials. The Department collaborates with institutions and organisations to promote innovative approaches and materials for enhancing teaching and learning.

During FY 2025/26, the Department implemented various interventions and achieved the following outputs:

Table 6: ***Performance of the Pedagogy and Innovations Department***

Planned activity	Actual achievement
Achieved outputs	
1. Disseminate the *Gamification Handbook* to 100 stakeholders.	Disseminated the *Gamification Handbook* to 100 stakeholders on 12 December 2025 at Kololo Senior Secondary School. The stakeholders included Ministry officials, development partners, pre-primary and lower primary school teachers, and NCDC staff. To support the dissemination, the centre printed 100 copies of the handbook.

2. Develop two training manuals (one for primary and one for secondary) and two teaching guides on Wisdom Pedagogy.	Trained panel members on the concept of Wisdom Pedagogy and developed two Wisdom Pedagogy handbooks, one for primary and one for secondary education, from 24 November to 12 December 2025 at Canon Apollo Core Primary Teachers' College and two training manuals from 5th to 12th May 2026. The materials were fine-tuned, presented to the Academic Steering Board (ASB), and recommended for approval by the Council.
Partially achieved outputs	
3. Train 100 lead facilitators on Wisdom Pedagogy.	Trained 52 lead facilitators on the Wisdom Pedagogy handbooks for primary and secondary schools from 25 to 28 June 2025 at Kololo Senior Secondary School, against a target of 100. The shortfall of 48 facilitators was attributed to inadequate budgetary releases.
4. Produce one gap analysis report on the pedagogies used in the Lower Secondary Curriculum.	Developed a proposal and data-collection tools for the Pedagogical Gap Analysis Study of the Lower Secondary Curriculum. The tools were pretested from 30 September to 3 October 2025 in selected schools in Kampala and Wakiso districts. Data were collected countrywide from 25 May to 5 June 2026, followed by data entry and analysis from 8 to 17 June 2026 at NCDC. A draft quality assured report is in place.

5. Print 250 copies of resource books for learners with autism spectrum disorder.	Printed 75 copies each of six resource books—Literacy 1, Literacy 2, Numeracy, Physical Education, Food and Nutrition and Personal Hygiene to support learners with autism spectrum disorder.
Unachieved outputs	
1.Print 500 copies of the Training Manual and 1,200 teaching materials on Wisdom Pedagogy.	The printing of 500 copies of the Training Manual and 10 teaching materials on Wisdom Pedagogy was not achieved due to budget shortfalls.

3.5 Primary Curriculum Department

The Primary Department is responsible for the development and implementation of curricula and instructional materials for the primary one to seven levels of education. Since 2023, the Department has been involved in the reviewing the primary (P.1-7) curriculum which commenced with an evaluation of the current primary curriculum, using finding and recommendations, the department embarked on the developed of the curriculum framework and scope and sequency. The Implementation of the revised curriculum is scheduled to commence with P.1–P.3 in FY 2027/28. During FY 2025/26, the Department performed as follows.

Table 7: ***Performance of the Primary Curriculum Department***

Planned activity	Achievement
Fully achieved outputs	
1. Fine-tune the Primary Curriculum Framework.	Fine-tuned the Primary Curriculum Framework to incorporate stakeholder comments from 1 August 2025 at Canon Apollo Core Primary Teachers' College. The Primary Curriculum Framework was subsequently approved by the Council.

2. Fine-tune the Scope and Sequence.	Fine-tuned the Lower Primary (Primary 1–3) Scope and Sequence to adopt a thematic approach from 26 October to 7 November 2025 at Canon Apollo Core Primary Teachers' College. The Scope and Sequence was subsequently approved by the Council.
3. Orient 180 panel members on the revised Primary Curriculum Framework.	Oriented 200 panel members on their roles and the Competency-Based Curriculum from 28 July to 4 August 2025 at Canon Apollo Core Primary Teachers' College.
4. Develop Primary 1–3 curriculum syllabi.	Developed the Primary 1–3 curriculum syllabi from 18 November to 19 December 2025 at Canon Apollo Core Primary Teachers' College. The revised syllabi were subsequently fine-tuned from 9 to 23 January 2026 to incorporate Quality Assurance comments. The Primary 1–3 syllabi were approved by the Council.
5. Train 1,000 Kiswahili teachers on the Primary 4 Kiswahili Curriculum.	Trained 965 Kiswahili teachers in two cohorts on the Primary 4 Kiswahili Curriculum. The first cohort comprised 520 teachers from Mbale, Namutumba and Bugiri districts, while the second comprised 445 teachers from Tororo, Busia and Bugiri districts.
6. Print and distribute five flashcards and five video vignettes and orient teachers on the use of the developed non-textbook Kiswahili materials.	Printed 1,050 copies each of the non-textbook Kiswahili materials including 5 video vignettes and the Primary 4 resource book.

7. Print and distribute 10,000 copies of *Nile English Coursebook 7* to identified low-performing districts.	Printed and distributed 11,000 copies of *Nile English Coursebook 7* to 3,800 schools in 45 low-performing districts. The districts included Iganga, Bugweri, Luuka, Kaliro, Mayuge, Buyende, Namutumba, Kamuli, Kyankwanzi, Buvuma, Kayunga, Bukwo, Sironko, Bulambuli, Kween, Mbale, Bududa, Butaleja, Tororo, Pallisa, Butebo, Ngora, Budaka, Katakwi, Serere, Kaberamaido, Amudat, Kaabong, Lamwo, Pader, Amuru, Agago, Nwoya, Buliisa, Hoima, Kikuube, Alebtong, Otuke, Maracha, Yumbe, Arua, Zombo, Nebbi, Pakwach and Moyo.
Partially achieved outputs	
1. Develop teacher and learner materials for Primary 1–3 piloting.	Developed and fine-tuned draft specifications and sample chapters for Learners' Books, Teachers' Resource Books and Teachers' Guides for Primary 1–3 from 27 April to 10 May 2026 and 11 to 24 May 2026 at St John Bosco Nyondo Primary Teachers' College. The materials are ready for presentation to ASB
2. Develop assessment and implementation guidelines for Lower Primary (Primary 1–3).	Developed draft Assessment and Implementation Guidelines for Lower Primary (Primary 1–3) from 3rd to 7th March and 23 March to 2 April 2026. The materials are ready for presentation to ASB
Unachieved outputs	
1. Translate syllabus documents into six local languages.	Not achieved, pending approval of the Primary 1–3 curriculum documents.

2. Pilot and monitor the Primary 1–3 Curriculum in 100 primary schools countrywide, including school mapping, printing and distribution of materials, teacher orientation, and monitoring.	Not achieved, pending approval of the Primary 1–3 curriculum documents.
Activities outside the MPS	
1. Conduct a benchmark study visit to Singapore.	Conducted a benchmark study visit to Singapore to deepen understanding of the policies, structures and practices that have contributed to Singapore's educational development and to identify lessons that may inform Uganda's curriculum reforms.
2. Assess the effectiveness of the revised Early Grade Reading (EGR) materials.	Conducted a study to assess the effectiveness of the revised EGR materials in English and six local languages: Luganda, Lusoga, Leblaŋo, Leb Acoli, Runyankore-Rukiga and Runyoro-Rutooro.
3. Develop a Primary 3–7 Kiswahili Curriculum Scope and Sequence.	Developed a Primary 3–7 Kiswahili Curriculum Scope and Sequence.
4. Develop Primary 4–5 Kiswahili training manuals.	Developed one Kiswahili training manual for each of the Primary 4 and 5
5. Develop Primary 4–5 Kiswahili resource books.	Developed one Kiswahili resource books for each Primary 4 and 5.
6. Align the Primary 3–7 Kiswahili Curriculum with the Competency-Based Curriculum.	Aligned the Primary 3 to 7 Kiswahili Curriculum with the Competency-Based Curriculum.

7. Develop Kiswahili specifications for the Teachers' Guide and Learner's Book for Primary 4–5.	Developed Kiswahili specifications for the Teachers' Guide and Learner's Book for Primary 4 and 5.
8. Develop specifications for the Kiswahili dictionary.	Developed specifications for the Kiswahili dictionary.
9. Develop sample chapters for the Teachers' Guide and Learner's Book for Primary 4–5	Developed sample chapters for the Teachers' Guide and Learner's Book for Primary 4–5.

3.6 Secondary Department

The Secondary Department is responsible for the development and implementation of curricula and instructional materials for the Lower Secondary and Upper Secondary levels of education. Since 2017, the Department has been involved in the review of the Lower Secondary Curriculum, which was rolled out in 2020, beginning with Senior One. The Department subsequently developed a transitional curriculum for Advanced Level to facilitate continuity from Lower Secondary to Upper Secondary Curriculum.

During FY 2025/26, the Department continued with the major review of the Upper Secondary Curriculum and implemented the following:

Table 8: ***Performance of the Secondary Department***

S/N	Planned activity	Actual achievement
	Fully Achieved Outputs	
1	Develop Assessment and Implementation Guidelines for the 34 subjects of the Upper Secondary Curriculum.	Developed sample assessment items for 34 Upper Secondary Curriculum subjects from 13–17 October 2025 at Kololo SSS. The Assessment Guidelines were edited using feedback from the field pre-test conducted from 3–11 November 2025. The Assessment Framework and Guidelines were approved by Council.

2	Trial and pilot assessment items for Upper Secondary level.	Developed and validated data-collection instruments to support the field pre-test of the Upper Secondary Curriculum sample assessment items. The instruments were pre-tested in 62 schools selected from the four regions of the country. The assessment items were subsequently trialled in 64 schools, involving 1,411 respondents countrywide. A detailed trial report was produced.
3	Print and distribute 18,000 copies of the *Guidelines for Project-Based Learning* and 6,000 copies of the *Guidelines for Utilisation of Time After Class Lessons at 2:55 P.M.*	Printed 18,000 copies of the *Guidelines for Project-Based Learning* and 6,000 copies of the *Guidelines for Utilisation of Time After Class Lessons at 2:55 P.M.*
4	Conduct stakeholder engagement with 300 participants from universities, UNEB, DES, head teachers, directors of studies and local government on the Upper Secondary Curriculum documents.	Held a stakeholder consultative meeting at Imperial Royale on 26 March 2026 using a blended approach. A total of 930 participants took part, comprising 100 physical and 830 online participants. Participants included members from universities, UNEB, DES, MoES, schools and local government.
5	Vet Lower Secondary and Upper Secondary levels foreign-language set books in French, Chinese, German, Latin and Arabic.	Evaluated set books and instructional materials for foreign languages from 24th –30th November 2025 at Bishop Willis Core PTC, Iganga.

6	Orient and facilitate 600 Master Trainers from the four regions of Uganda on the Guidelines for Project-Based Learning and the Guidelines for Utilisation of Time After 2:55 P.M.	Trained 582 Master Trainers in two cohorts on the Guidelines for Project-Based Learning and the Guidelines for Utilisation of Time After 2:55 P.M. The first cohort comprised 282 Master Trainers from the central and western regions who were trained from 13–17 December 2025 at Trinity College Nabbingo. The second cohort comprised 300 Master Trainers from the eastern and northern regions who were trained from 4–8 January 2026.
7	Fine-tune and harmonise the Upper Secondary Curriculum Framework and Scope and Sequence.	Developed, fine-tuned and harmonised the Upper Secondary Curriculum Framework and Scope and Sequence from 26 April–7 May 2026 at Bishop Willis Core PTC. Draft copies of the Curriculum Framework and Scope and Sequence for 37 subjects were presented to and recommended for approval by the 91st Academic Steering Board (ASB).
8	Fine-tune and harmonise the 34 Upper Secondary Curriculum syllabus documents.	Developed and fine-tuned syllabus materials for 37 Upper Secondary subjects from 10–22 May 2026 at Bishop Willis Core PTC. The syllabus materials were presented and recommended for approval by ASB.
	Partially Achieved Outputs	
1.	Develop textbook specifications and a sample textbook chapter for the 34 Upper Secondary syllabus materials.	Developed textbook specifications and a sample textbook chapter for 37 Upper Secondary syllabus subjects from 26 May–5 June 2026 at Bishop Willis Core PTC. In addition, a Teacher's Guide for the sample textbook chapter was developed from 8–12 June 2026 at Kololo SSS. The curriculum materials are ready for presentation the ASB.
2.	Alpha-test all subjects in the Upper Secondary Curriculum.	Alpha-tested 37 Upper Secondary subjects and produced the alpha-test report.
	Unachieved Output	
1	Orient publishers on the revised curriculum.	Not implemented due to lack of funding.

3.7 Special Needs Education Department (SNE)

The Special Needs Education Department is responsible for addressing crosscutting and inclusive education issues within NCDC mandate. The Department supports the provision of equitable and inclusive education for learners with disabilities and other special educational needs through adaptation and development of curricula and curriculum-related materials to meet diverse learning needs. It also orients teachers and other key stakeholders on the use of the developed materials and conducts advocacy, sensitisation, guidance and counselling to promote inclusive education. In addition, the Department implements home-based programmes for learners who experience barriers to learning and development.

During FY 2025/26, the Department implemented various interventions towards fulfilling its mandate and achieved the following outputs:

Table 9: ***Performance of the Special Needs Education Department***

Planned output	Actual achievement
Achieved Outputs	
Adapt one History and Political Education and one Religious Education curriculum for the Lower Secondary Curriculum to support learners with hearing impairments and intellectual disabilities.	Adapted 10 Lower Secondary Curriculum materials in History and Political Education, Religious Education, Nutrition and Food Technology, ICT, English, Mathematics, Geography and Entrepreneurship to support learners with special educational needs. The adapted History and Political Education and Religious Education materials were piloted, and a pilot report was produced. The adapted materials were approved by Council.
Print 100 copies each of adapted Geography and Mathematics materials to support learners with hearing impairments and intellectual disabilities.	Printed 100 copies each of the adapted Geography and Mathematics materials in preparation for piloting.
Disseminate adapted Geography and Mathematics materials to 200 stakeholders.	Dissemination of the adapted Geography and Mathematics materials was ongoing.

Unachieved Outputs	
Adapt one revised Primary One curriculum in eight learning areas.	Not achieved, pending approval of the Primary 1–3 Curriculum.
Print and distribute 1,000 copies of the Uganda Sign Language Learner's Book and Orientation Manual for Senior Two to Senior Four to 24 schools offering Uganda Sign Language, to support learners with special educational needs.	Not achieved, pending development of the Uganda Sign Language Learner's Book and Orientation Manual.

3.8 The Literature Bureau

The Department of Literature Bureau supports the publishing, printing, and distribution of literary, educational, cultural, and scientific books, periodicals, journals, magazines, and digital and electronic materials that support curriculum development and implementation. It also contributes to the development and dissemination of curriculum support materials.

During FY 2025/26, the Department implemented various interventions towards fulfilling its mandate and it achieved the following outputs:

Table 10: ***Achievements in the Outputs of the Literature Bureau in the Ministerial Policy Statement***

Planned target	Actual achievement
Achieved Outputs	
1. Validate one Terminology Handbook with 100 stakeholders.	Validated the *Terminology Handbook* with 100 participants comprising teachers, Ministry of Education and Sports officials, lecturers, guest speakers, members of language boards, Literature Bureau panellists and NCDC staff. The validation was conducted at Kyambogo University on 21 August 2025. Feedback from the validation was incorporated into the *Terminology Handbook* from 25 August to 1 September 2025 at Bishop Wills Core PTC, Iganga. A validation report was produced.

2. Train 40 terminology developers from five language boards: Leb Acholi, Runyankole-Rukiga, Ateso, Kupsabiny and Leb-Jonam.	Trained 54 terminology developers from five language boards: Leb Acholi, Runyankole-Rukiga, Ateso, Kupsabiny and Leb-Jonam. Participants comprised Literature Bureau panellists, NCDC staff, ECCE teachers, secondary school teachers, ECCE tutors and language board members. The training was conducted from 7–14 September 2025 at Bishop Wills Core PTC, Iganga.
3. Form one language board and one writing panel and develop one orthography for Lugwe.	Formed one language board and one writing panel and developed one orthography for Lugwe.
4. Develop ECCE terminologies for Leb Acholi, Runyankole-Rukiga, Ateso, Kupsabiny and Leb-Jonam.	Developed ECCE terminologies for five languages: Leb Acholi, Runyankole-Rukiga, Ateso, Kupsabiny and Leb-Jonam. The terminologies were presented and recommended for approval by ASB.
5. Print and distribute 100 copies of the Facilitator's Guide to Terminology Development for 20 local language boards; two literary titles for each of the nine local languages; 500 copies of folktales for Jopadhola and Ngakarimojong; and 300 copies each of orthographies for Lugisu, Leb-Jonam, Lebthur, Kuku, Nubi and Kupsabiny.	Printed and distributed 100 copies of the *Facilitator's Guide to Terminology Development* for 20 local language boards; 250 copies of two literary titles for each of the nine local languages; 500 copies of the folktales for Jopadhola and Ngakarimojong; and 250 copies each of the Lugisu, Leb-Jonam, Lebthur, Kuku, Nubi and Kupsabiny

3.9 Printing and Production of Instructional Materials Department

The Printing and Production of Instructional Materials Department is responsible for the print production of instructional materials and other publications developed at NCDC. It also undertakes printing and production services for materials submitted by external clients as part of NCDC's efforts to generate non-tax revenue (NTR).

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and it achieved the following outputs:

Table 11: ***Achievements in the Outputs of the Printing and Production Department in the Ministerial Policy Statement***

S/N	Planned activity	Actual achievement
1	Operate and maintain the printery.	Conducted regular maintenance and servicing of the SX-52-4-2020 printing press.
2	Procure protective gear for printery staff.	Procured protective gear for printery staff.
3	Procure a power stabiliser for the printery.	Developed one power stabiliser for the printery.
	Printing	
4	Print 300 copies of the *Curriculum Tree* magazine.	Printed 300 copies of the sixth issue of the *Curriculum Tree* magazine.
5	Print 1,000 copies of the Primary 4 Kiswahili Resource Book and 1,000 copies each of the non-textbook materials.	Printed 1,050 copies of the Primary 4 Kiswahili Resource Book and 1,050 copies each of the non-textbook materials.
6	Print 18,000 copies of the *Guidelines on Project-Based Learning* and 6,000 copies of the *Guidelines on the Utilisation of School Time Between 2:55 P.M. and 4:30 P.M.*	Printed and distributed 18,000 copies of the *Guidelines on Project-Based Learning* and 6,000 copies of the *Guidelines on the Utilisation of School Time Between 2:55 P.M. and 4:30 P.M.*

7	Print 150 copies of the Strategic Plan 2025/26–2029/30.	Printed 150 copies of the *Strategic Plan 2025/26–2029/30*.
	Unachieved Activities	
8	Procure two RICOH Pro C5300S print cartridges; one C5300 staple refill cartridge for SR5110/5120; two thermal lamination rolls; one Duplo PFI 2100 PUB; one PERFECTA 115 guillotine spare-parts package; and protective gear for workers.	Not procured due to budget shortfalls.

3.10 Quality Assurance and Publishing Department

The Quality Assurance and Publishing Department is responsible for setting and maintaining quality standards for curriculum development processes and related materials. The Department evaluates curriculum materials developed by academic departments, reviews curriculum-related submissions from the public, and certifies materials for use in Uganda's educational institutions within NCDC mandate. It also provides editing, proofreading, and styling services for materials developed by academic departments and submitted by external stakeholders.

During FY 2025/26, the Quality Assurance and Publishing Department implemented various activities towards fulfilling its duties and achieved the following outputs:

Table 12: ***Achievements of the Quality Assurance and Publishing Department***

S/N	Planned activity	Actual achievement
	Achieved Outputs	
1.	Edit and proofread 60 external and 143 internal curriculum materials and publications.	Edited and proofread 949 curriculum-related materials submitted by external writers and 372 materials submitted by NCDC academic departments. The work included language and content editing, proofreading and styling to ensure that the materials met the required quality standards. Detailed lists of the materials edited and proofread are provided in Annexes 1 and 2, respectively.
2.	Vet two alternative curricula.	Vetted one alternative curriculum, the Ontario Curriculum of Canada.
3.	Review and revise the *NCDC Publishing Guide*.	Reviewed and revised the *NCDC Publishing Guide*. The revised Guide was approved by the Governing Council and prepared for printing and uploading on the NCDC website.

	Print 1,000 copies of the *NCDC Publishing Guide*.	Printed of 1,050 copies of the *NCDC Publishing Guide* .
	Partially Achieved Outputs	
1.	Orient 120 NCDC staff on the revised *NCDC Publishing Guide*.	Oriented 56 NCDC staff on the revised *NCDC Publishing Guide*. The remaining staff could not be trained during the reporting period because of competing NCDC's activities, including staff participation in field activities during the training period.

3.11 The Department of Research, Evaluation and Consultancy

The Department of Research, Evaluation and Consultancy provides relevant and up-to-date evidence to inform curriculum development and implementation. As a cross-cutting department, it coordinates, guides, and oversees NCDC's research, evaluation and consultancy programmes. The Department coordinates the initiation, planning, and implementation of research and consultancy activities that contribute to the achievement of NCDC's strategic objectives. It also manages research and consultancy projects, monitors contract performance and promotes the timely and cost-effective delivery of outputs to enhance NCDC's service delivery. In addition, the Department is responsible for knowledge management at NCDC.

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and achieved the following outputs:

*Table 13: **Achievements of the Research, Evaluation and Consultancy Department***

S/N	Planned activity	Actual achievement
	Achieved Outputs	
1.	Validate and disseminate research findings on the language of medium of instruction for Lower Primary level.	Validated findings of the study on the feasibility of adopting different languages as media of instruction for Lower Primary with 479 stakeholders, including teachers, cultural leaders, Ministry of Education and Sports (MoES) officials and education development partners. The validation was conducted from 25 August to 17 September 2025 at regional centres in Moroto, Mbale, Hoima, Luwero, Gulu and Arua, and at a national validation meeting held at Essella Country Hotel. A validation report was produced.
	Partially Achieved Outputs	
1.	Register and index the NCDC Journal in international databases.	The *Journal of Curriculum Development, Evaluation and Education* (JCDEE), the NCDC Journal, was subscribed to and indexed in international research databases, including Scopus and Google Scholar.
2.	Organise the Second International Conference on Curriculum Development and Education to disseminate and promote knowledge of new curricula, teaching methods and teaching aids.	Prepared for the organisation of the Second International Conference on Curriculum Development and Education by receiving and reviewing 38 full papers and 110 abstracts. Procurement of the conference venue was initiated, and resource mobilisation was completed. The conference is scheduled for the 20th –21st August 2026.

3.	Develop one evaluation report on the performance of the Lower Secondary Curriculum.	Developed a proposal for the evaluation of the performance of the Lower Secondary Curriculum, which was approved by the Council. Data-collection instruments were pre-tested from 16th –20th March 2026 in Kayunga and Luwero districts. Data were then collected countrywide from 12th –24th April 2026, followed by data entry and analysis. A draft evaluation report was produced.
4.	Develop one Issue of the NCDC Statistical Abstract and one Statistical Strategic Plan; print and distribute 100 copies of the Statistical Abstract and 10 copies of the Statistical Strategic Plan.	Initiated the development of the NCDC Statistical Abstract and Statistical Strategic Plan by conducting a self-evaluation of departmental statistical data requirements to inform data collection and constituting a Statistical Committee. A draft Statistical Strategic Plan was developed. The Statistical Abstract and Statistical Strategic Plan were not printed and distributed because the Strategic Plan was pending approval.
	Activities Outside the MPS	
1.	Implement a capacity-building programme for early-career researchers in collaboration with the University of Leeds, UK.	Implemented the capacity-building programme through two online training sessions on literature review and curriculum-writing techniques held on 30 October and 2 December 2025, and one face-to-face session on curriculum-writing techniques held on 27 November 2025 at Hotel Africana. The sessions were attended by two mentors from the University of Leeds, NCDC mentors and mentees. With guidance from the mentors, the mentees developed mini-manuscripts.
2.	Develop one consultancy policy guideline.	Developed a draft NCDC Consultancy Policy Guideline.

3.	Develop guidelines for revenue sharing from consultancy services.	Developed draft Guidelines for Revenue Sharing from Consultancy Services.
4.	Develop the NCDC Holdings Company Ltd. Business Plan.	Developed the NCDC Holdings Company Ltd. Business Plan.

3.12 Science and Technology Equipment Production Department (STEPD

The Science and Technology Equipment Production Department (STEPD) is responsible for producing low-cost science and technology equipment using locally available materials. The Department also contributes to the production of non-textbook instructional materials that support learning and learning.

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and achieved the following outputs:

Table 14: *Achievements of the Science and Technology Equipment Production Department*

S/N	Planned activity	Actual achievement
	Achieved outputs	
1.	Produce for sale non-textbook teaching materials, ECD play materials and scholastic materials, including 25 sets of building blocks, 40 sets of letters, 40 sets of letter puzzles, 30 toys, 15 sets of animal jigsaws, 20 pieces of 3D models, 30 assorted chalkboards, 30 chalkboard sets and 30 abacuses.	Produced 1,097 sets of building blocks, 61 sets of letters, 64 sets of letter puzzles, 76 sets of animal jigsaws, 50 pieces of 3D models, 52 blackboards, 68 clock faces, 53 Whatson bridges, 90 T-squares, 30 toys, 25 abacuses, 50 potentiometers and three blackboard stands.

2.	Repair 250 glassware apparatus and 250 pieces of equipment for science teaching laboratories.	Repaired 4,321 glassware apparatus and pieces of equipment for science teaching laboratories.
3.	Train 100 laboratory technicians and science teachers on the maintenance and use of science equipment, with priority given to the least-performing schools.	Trained 56 science teachers and 42 laboratory technicians from Greater Masaka, Mityana and Mpigi districts. The training was conducted at Masaka SSS from 8th –13th December 2025.
4.	Service and maintain STEPD workshop machinery.	Serviced and maintained STEPD workshop machinery and equipment, including the air compressor, thickener, mortising machine and fret saw machine.
5.	Develop one ripple tank prototype.	Assembled the top tray of the ripple tank and completed fabrication of the metallic stand, pending testing.
	Activities outside the MPS	
1.	Fabricate single-seater desks, chairs, Stevenson screens, wind vanes and a wind sock.	Fabricated 100 sets of single-seater desks and chairs, four Stevenson screens, two wind vanes and one wind sock.
2.	Produce assorted play materials for Child Fund Uganda.	Produced 307 assorted play materials, including jigsaw animals, jigsaw numbers, jigsaw pictures, jigsaw letters, jigsaw shapes, abacuses, clock faces, number puzzles, animal jigsaws, letter puzzles and alphabet sets.
3.	Produce and deliver five triangular tables and 10 chairs.	Completed and delivered five triangular tables and 10 chairs.

3.13 Documentation and Library Services Department

The Documentation and Library Services Department provides relevant and up-to-date information and information services to support curriculum development, research and related activities at NCDC. The Department manages NCDC's library and documentation resources and provides circulation, current awareness, reference, user education and training, selective dissemination of information, reprographic, binding and book-repair services. It also supports the acquisition of ISBNs and ISSNs for NCDC publications, assists in obtaining copyright for NCDC publications, and provides space for small-capacity training and meetings.

The Department's facilities include the Main Library, which provides reading space; the Front/Service Desk, which handles enquiries and user support; and the Librarian's Office, which houses the reserve, special collections and reference sections.

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and achieved the following outputs:

Table 15: Achievements of the Documentation and Library Services Department

S/N	Planned activity	Actual achievement
	Fully Achieved outputs	
1.	Subscribe to electronic resources.	Subscribed to electronic resources that support research and the development and review of current, evidence-based curricula and non-curriculum materials at NCDC.
2.	Renew membership of the Consortium of Uganda University Libraries (CUUL).	Renewed NCDC's membership of the Consortium of Uganda University Libraries (CUUL).
3.	Purchase and bind newspapers.	Purchased and bound newspapers.
4.	Purchase 200 ISBNs.	Purchased 200 ISBNs.
5.	Bind and preserve newspapers.	Bound and preserved newspapers.

Partially achieved outputs		
1.	Develop one Issue of *Curriculum Tree* Magazine.	Drafted one Issue of *Curriculum Tree* Magazine, which was at the graphic design, layout and illustration stage.
2.	Purchase of 20 titles in print format.	Purchased 11 new book titles due to budget shortfalls.

3.14 Administration and Human Resources Department

The Administration and Human Resources Department is responsible for planning, coordinating and overseeing resource and administrative functions at NCDC. The Department develops, implements and periodically reviews human resource policies, procedures and programmes to promote effective human resource management and harmonious working relationships. It also coordinates employee induction and on-the-job orientation programmes to equip staff with relevant information about their roles and NCDC's. In addition, the Department conducts training needs assessments, coordinates staff training and development programmes to support capacity and organisational performance.

During FY 2025/26, the Department implemented various activities towards fulfilling its mandate and achieved the following outputs:

Table 16: Achievements of the Administration and Human Resources Department

S/N	Planned activity	Actual achievement
1.	Submit four quarterly performance reports, four quarterly monitoring reports, four financial reports, one annual report and four audit reports.	Submitted four quarterly performance reports, four quarterly monitoring reports, four financial reports, one annual report and four audit reports.

2.	Conduct four TV/radio talk shows, issue four press releases and hold two press conferences.	Produced 78 video messages (vignettes), procured 10 branding materials, arranged 64 TV talk shows and 13 radio spot messages, ran 25 infomercials, published four print-media articles, designed 69 multimedia messages for social media platforms, held five press conferences, conducted two YouTube livestreams and one outreach exhibition, and produced seven promotional videos for the NCDC Second International Conference.
3.	Orient all new staff on the policies and regulations governing NCDC.	Inducted 10 officers into the operations of NCDC and oriented them on the policies and regulations governing the Centre.
4.	Conduct staff training.	Trained 52 female staff in stress and mental health management and 76 staff members on pre-retirement preparation and personal etiquette
5.	Hold four NCDC Governing Council meetings and 24 committee meetings.	Held four NCDC Governing Council meetings and 22 committee meetings during the financial year.
6.	Hold four Budget Committee meetings, four Evaluation/Contract Committee meetings, 12 Heads of Department/Unit (HoD/U) meetings and 12 Senior Staff meetings.	Held four Budget Committee meetings, four Evaluation/ Contract Committee meetings, 10 HoD/U meetings and five Senior Staff meetings. Some HoD/U and Senior Staff meetings were not held because most departments and officers were engaged in fieldwork.

7.	Maintain office grounds and premises.	Fumigated the Centre's premises and procured cleaning detergents, sanitiser, face masks, soap dispensers and sanitiser dispensers. Offices and washrooms were cleaned daily throughout FY 2025/26. Serviced seven motor vehicles, the elevator, clock-in machine, fire extinguishers and generator.
8.	Recruit staff.	Recruited five staff during FY 2025/26.
9.	Maintain buildings and structures.	Renovated one guard's house by installing toilets and electricity; installed solar security lights at the Centre; conducted plumbing and electrical works on Blocks A and B; and painted Block A.
10.	Print and distribute the NCDC Strategic Plan 2025/26–2029/30.	Printed and distributed 150 copies of the NCDC Strategic Plan 2025/26–2029/30.

4.0 CAPITAL DEVELOPMENT

Table 17: Capital Development Items for FY 2025/26

S/N	Planned activity	Actual achievement
1.	Purchase and install DSpace software as an NCDC repository/archive for digital materials.	Purchased and installed DSpace software.
2.	Purchase eight all-in-one desktop computers and 25 laptops.	Purchased and delivered 17 all-in-one desktop computers.
3.	Purchase 13 office tables and 13 office chairs.	Purchased 13 office tables and nine office chairs.
4.	Purchase two desk printers.	Not purchased due to lack of funding.
5.	Purchase one high-capacity printer for the Graphics Office.	Not purchased due to lack of funding.
6.	Purchase two high-end laptops, one drawing tablet with a Full HD 21.5-inch display and one 28-inch screen.	Not purchased due to lack of funding.
7.	Procure one power stabiliser.	Not procured due to lack of funding.
8.	Procure a motor vehicle GPRS system for nine vehicles.	Not procured due to lack of funding.
9.	Configure security CCTV cameras for remote access to enable security officers to access camera feeds while off station.	Not achieved due to lack of funding.
10.	Procure one alarm system for the NCDC building.	Not procured due to lack of funding.
11.	Procure three units of mobile shelves for the Registry.	Not procured due to lack of funding.
12.	Procure a heavy-duty digital printer/scanner for the Registry.	Not procured due to lack of funding.

5.0 HIGHLIGHTS OF KEY INTERVENTIONS IN THE MINISTERIAL POLICY STATEMENT FOR FY2026/27

The key interventions planned for implementation by NCDC during FY 2026/27 include:

i) Develop digital content to support 10 online teacher-training on the Lower Secondary Curriculum and conduct a tracer study of early leavers in from Lower Secondary schools Uganda.

ii) Ii) Develop the Primary Four–Five Curriculum.

iii) Validate and disseminate the findings of the evaluation of the implementation of Lower Secondary Curriculum.

iv) Develop Assessment and Implementation Guidelines for the 37 subjects of the Upper Secondary Curriculum (37 titles).

v) Pre-test the sample assessment guidelines for the 37 subjects of the Upper Secondary Curriculum across the country.

vi) Develop one Teacher Handbook and one Training Manual on Managing Large Classes.

vii) Develop terminologies in Lugisu, Dhopadhola, Lubwisi, Runyoro/Rutooro, and Lugbarati at Early Childhood Care and Education (ECCE) and Primary One–Three to support curriculum development and implementation.

viii) Develop Ugandan Sign Language Learner's Books and Teacher's Guides for Senior Two and Senior Three classes (four titles).

6.0 VOTE CHALLENGES

(a) Low Staffing Levels

NCDC has an approved establishment of 236 positions, of which 135 are filled, representing a staffing level of approximately 57%. The recommended establishment is 217 positions, resulting in a staffing gap of 82 positions against the recommended establishment.

Approved establishment	Recommended establishment	Staff in post	Staffing gap
236	217	135	82

The significant staffing gap has affected the timely and effective implementation of NCDC's mandate. The limited staffing levels have increased workloads for existing staff, contributing to work-related pressure and staff turnover.

(b) Late Funds Releases

A significant proportion of funds was released during the fourth quarter of the financial year, posing challenges to the timely completion of planned activities and procurement processes within the limited period remaining. The late release of funds affected the implementation of planned activities and contributed to return of unutilised funds to the Treasury.

7.0 CONCLUSION

National Curriculum Development Centre (NCDC) remains committed to implementing Government interventions through the effective execution of its mandate and contributing to the achievement of the Human Capital Development Programme, the National Development Programme IV and the NRM Manifesto 2021–2026.

NCDC appreciates the support provided by H.E. the President of the Republic of Uganda, Cabinet, the First Lady and Minister of Education and Sports, Ministers of State for the Education and Sports, the Permanent Secretary of the Ministry of Education and Sports, the Ministry of Finance, Planning and Economic Development, the Parliamentary Committee on Education, the NCDC Governing Council, development partners, Ministries, Departments and Agencies (MDAs) in the education sector, and other stakeholders.

NCDC will continue to strengthen the implementation of its mandate, improve the quality of its services and outputs, and strive for excellence in curriculum development in Uganda.

8.0 ANNEXES

Annex 1: List of Curriculum Materials Evaluated from External Writers in FY 2026/27

S/N	Title	Type of Material
	Other Curriculum Vetted	
1.	Ontario Curriculum of Canada	International curriculum document
	External materials evaluated	
2.	A' level material on European History	Readers
3.	A' level material on African History	Readers
4.	Canadian International Curriculum	Reference book
5.	Ontario Secondary Diploma	Reader
6.	Challenged but not over powered	An inspirational book
7.	3 Readers in English for the primary level	Secondary school project guide
8.	A reference material about the culture of the Basoga.	Reader
9.	A reference book on everyday use of the Luganda language.	Storybook
10.	Project workbook for facilitators	Reader
11.	Project workbook for learners.	Reader
12.	Games facilitator's manual.	Novel
13.	Senior 1 Teacher's guide for Agriculture.	Novel
14.	Senior 1 Supplementary book for teachers.	Novel
15.	Senior 2 Teacher's guide for Agriculture.	Novel
16.	Senior 2 Supplementary book for teachers.	Reader
17.	Senior 3 Teacher's guide.	Reader
18.	Senior 3 supplementary book.	Reader

19.	Life skills book titled A son of Purpose.	Reader
20.	Rica Simplified Sound book, Rica Starter Book.	Constitution
21.	Rica Rhymes and Rica teacher's guide.	Reader
22.	Verification of a novel Nuns at the Gate and the helper's son.	Reader
23.	Readers titles the disobedient Boy who broke his leg.	Reader
24.	Sanyu fights with the bees, Nkinzi learns to help	Reader
25.	East African Basic Mathematics for Upper classes by David Nzofu.	Guidelines
26.	Girls for Change Green Master Program	Novel
27.	Nurturing a Productive Generation by Dr. Mpaji L.J.	Novel
28.	Challenged but not Over Powered by George Steven Okotha	Reader
29.	Literacy and Numeracy materials by Yiga Andrew	Reader
30.	Sipro educational service books for Luganda, LebAcholi, Leblaŋo, Lugbarati, Runyakore-Rukiga, Runyoro-Rutoro.	Reader
31.	S.3 Entrepreneurship and Business Basics Textbook	Readers
32.	S.4 Entrepreneurship and Business Basics Textbook	Children's Reader
33.	Tudandike Course Book.	Reader
34.	Tudandike Work Book	Readers
35.	2 Leb Acholi grammar books	Poems
36.	3 resource books for students titled *The Hidden Curriculum of Success*, *Hello Dear Teens- A Teen's Guide* and *Bacho Wisdom Gudex*) Nyati motion pictures about the history of Uganda	Poems

37.	2 novels titled *The Helper's Son* and *Nuns at the Gate*	Reader
38.	Textbook for secondary schools and colleges	Reader
39.	Ucatch materials for 4 languages of English, Lhukonzo, Runyakore-Rukiga, Runyoro-Rutoro	Reader
40.	A-Level History reference material for European History	Reader
41.	A-Level History reference material for African History	Reader
42.	Canadian International Curriculum for Queens Gate International School.	Reader
43.	Ontario Secondary School Diploma for Boston Canadian Academy.	Readers
44.	3 readers titled *The Disobedient Boy who Broke His Leg*, *Nkinzi Learns to Help* and *Sanyu Fights With the Bee*.	Readers and games
45.	A Cultural book about the Basoga.	Curriculum materials
46.	An introduction to every day Luganda	Modules
47.	Ontario curriculum project workbooks for facilitators and learners	Reader
48.	Physical Education facilitator's manual titled *Game Connect*.	Readers
49.	S.1 Teacher supplementary and Teacher's Guide for Agriculture.	Reader
50.	S.2 Teacher supplementary and Teacher's Guide for Agriculture	Readers
51.	S.3 Teacher supplementary and Teacher's Guide for Agriculture	Reader
52.	Manual for Science kits for Biology, Physics and Chemistry.	Readers
53.	Story Moja textbook for English	Reader
54.	Story Moja textbook for science	Readers
55.	A complete Guide to Entrepreneurs	Reader
56.	4 SESEMAT materials for training teachers of Biology, Mathematics, Physics and Chemistry	Readers

57.	A novel titled *The Old Man in a Hat*	Reader
58.	ICT support material titled AI the prompt playbook.	Readers
59.	Novel titled *Baldes and Stiches*	Reader
60.	An Autobiography titled *But God*	Readers
61.	4 Pre-school resource books titled Teacher's Handbook, Developmental Play Activities for Learners Aged 3-4, 4-5 and 5-6	Reader
62.	Leblaŋo materials for the catch-up programme	Readers
63.	A play titled *Born in Thorns*	Reader
64.	The South Sudan curriculum	Readers
65.	Career guidance guide for teachers.	Reader
66.	Career guidance guide	Readers
67.	Readers in 26 local languages (P.1-P.3)	Reader
68.	Atlases	Readers
69.	Practice books for Mathematics and English.	Reader
70.	Learner's Books and Teacher's Guides for 9 subjects (P.4-P.7)	Readers
71.	Picture cards.	Reader
72.	Mathematics cards	Readers
73.	Language neutral charts	Reader
74.	Life skills book titled *A son of Purpose*	Reader
75.	Rica Simplified Sound Book.	Readers
76.	Rica Starter Book.	Reader
77.	Verification of a novel *Nuns at the Gate*.	Readers
78.	*The Helper's Son*.	Reader
79.	*Rica Rhymes and Rica Teacher's Guide*.	Reader

Annex 2: List of Curriculum Materials Evaluated from Departments/Units of NCDC in FY 2025/26

S/N	Title	Type of Material
1.	3 Certificate courses from the Lifelong Skills and Co-Curricula Department	Curriculum materials.
2.	Primary Curriculum Scope and Sequence Documents	Curriculum materials
3.	7 Journal articles.	Journal Articles.
4.	3 Resource books for Baby, Middle and Top classes.	Resource books
5.	The Thematic Scope and Sequence for P1-P3	Curriculum materials.
6.	Publishing Guide.	Guide
7.	EVETTI Training and Assessment Package for Textile	Curriculum materials.
8.	NCDC Pedagogy Guidelines	Guidelines.
9.	Gamification Handbook	Handbook
10.	Primary Curriculum Framework.	Framework.
11.	Primary One to Three draft curriculum materials for 11 subjects	Curriculum materials.
13.	Assessment Guidelines and Framework for 29 Upper Secondary subjects	Guidelines
14.	37 Scoped and sequenced documents for Upper Secondary education level.	Curriculum materials.
15.	Study report Skills Anticipation and Talent.	Report
16.	Implementation guidelines for Primary One to Three Curriculum.	Guidelines.
17.	11 Assessment Guidelines for the Primary Curriculum.	Guidelines.
18.	Wisdom Pedagogy (02) training manual and (02) handbooks for primary and secondary levels.	Handbooks
19.	Upper Secondary Framework.	Curriculum material.
20.	Pre-test report for the Upper Secondary level test items.	Report

21.	P.4 and P.5 Training Manual for Kiswahili.	Training manual
22.	P.4 and P.5 sample chapters and Teacher guides for Kiswahili.	Guide
23.	Concept Note and study tools for the mapping of languages.	Guide
24.	ECCE Terminologies for Leb Acoli, Ateso, Kupsabiny, Lebjanam and Runyakore-Rukiga.	Terminologies
25.	3 Readers in English for the primary level	Readers.
26.	A reference material about the culture of the Basoga.	Reference materials
27.	A reference book on everyday use of the Luganda language.	Reference
28.	Project workbook for facilitator.	Workbook
29.	Games facilitator's manual.	Manual
30.	Project workbook for learners.	Workbook
31	Senior 1 Teacher's Guide for Agriculture.	Guide
32.	Senior 1 Supplementary book for teachers.	Guide
33.	Senior 2 Teacher's Guide for Agriculture.	Guide
34.	Senior 2 Supplementary book for teachers.	Guide
35.	Senior 3 Teacher's Guide for Agriculture	Guide
36	Senior 3 supplementary book for agriculture	Guide

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