

**MAKERERE**



**UNIVERSITY**

**COLLEGE OF ENGINEERING, DESIGN, ART  
AND TECHNOLOGY**

**MARGARET TROWEL SCHOOL OF INDUSTRIAL AND FINE  
ARTS**

**A RESEARCH PROPOSAL**

**BY**

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**Supervised**

**By**

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**TOPIC:**  
**HOW THE COMPETENCE BASED CURRICULUM FOR LOWER SECONDARY  
PREPARES UPCOMING ARTISTS FOR ADVANCED LEARNING IN HIGHER  
INSTITUTIONS WITH BASIS FROM MARGARET TROWEL SCHOOL OF  
INDUSTRIAL AND FINE ART.**


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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIEMENT FOR PREPARATION OF UPCOMING ARTISTS FOR ADVANCED  
LEARNING IN HIGHER INSTITUTIONS OF LEARNING**


**DECLARATION**

I **Nagawa immaculate** hereby declare that this research report is my original work that has not been submitted for awards of a degree or certificate at any university or institution before.

Signed.....  
Date..... 6<sup>th</sup> / January / 2025

**APPROVAL**

This research report carried out by **Nagawa Immaculate** was prepared under supervision and is ready for examination with approval.

SIGNED:  .....

MR BALABA EDWARD  
SUPERVISOR

DATE: *6.01.2025* .....

## **DEDICATION**

This thesis is dedicated to my former art teacher (St Mathias Kalembe's SS Nazigo) in secondary school right from senior one to senior two.to my little sister as well as all those upcoming youth artists looking up to joining higher instructions of learning.

## **ACKNOWLEDGEMENT**

I would love to extend my gratitude to my supervisor, **Mr. Balaba Edward** whose academic supervision and guidance continuously improved this thesis to this stage in countless ways.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background

Extracting from the national development center 2022 (NCDC) at the start of it all, in 2008 the ministry of education and sports (MoES) made a decision to under take the reform of the lower secondary education curriculum. The major aim was to make a shift from the old tried and trusted model of secondary education to a broader and more inclusive curriculum that can satisfy needs of different abilities' reform comes with a series of changes at different levels of training to enhance the quality of instruction-key among the changes in the training of the secondary school teachers towards competency-based education.

A shift from knowledge-base to competency-based education among lower secondary schools in Uganda. On september2021, from the international journal of educational research 9(1);49-56. The shift from knowledge based to competence-based education comes with comes with relatively new approaches to discuss an some the key challenges facing the shifted curriculum 's effectiveness and efficiency lies on the implementation of the shift from knowledge based to to competence-based education, there is need for implementation of critical strategies as suggestion in the article.

According to Sajan (2017). Competence based learning is not new to the education industry. However Artists take variety of approaches to develop their skills of art. They may do self-study, discovery methods that include high levels of creativity or imitating works made by other artists and improve them creatively so as to achieve their own signature. The new lower secondary curriculum that was officially established in Uganda in February 2020 was aimed at creating a platform to meet the learner's needs for example hands on practical. The curriculum is class room competent and continuous assessment to monitor the learner's progress with an aim to enhance learning outcomes. The number of subjects to be studied by the students was reduces down from 44 to 21 subjects in respect of 7 core subjects.

The rest of the subjects that are meant to sum up to make 21 are chosen by the school to enable it specialize in specific subjects. The core subjects are biology, general science, chemistry, physics, physical education, and science.

Summative work progress is meant to contribute 80% of the final score at the end of the cycle and assessment counts for 20% of the learner's score. Learners are given opportunity to give analysis of issues and concepts that just recalling information from teachers.

The international journal of educational development by Hulya. K. Oscar explains further that, the teachers' perspective about the new curriculum is that they are enthusiastic about the new curriculum despite the fact that their efforts are constrained by many challenges.

There are different countries that have used a likely curriculum as the current Uganda. For example Zambia, Tanzania. After independence Zambia inherited a British education system that was based on western education. The curriculum content was euro centric however the 1966 education reforms which were introduced advocated for Africanization of the curriculum. (Ministry of education 1966) the policy of decolonization later on the curriculum center included topics of study from Africa and southern Africa. Zambia had two more curriculum reforms from the inception of formal education by various missionary groups. The first curriculum that Zambia used was knowledge based and in 2013 the curriculum was revised. A new one was adopted which is competence based and is outcomes based education (OBE) which was started by the curriculum development Centre of Zambia in 2013.

## **1.2 Historical Background of the Competence Based Curriculum**

Reading from the "International Journal of Educational Development" by Hulya. K. Oscar explains that the curriculum of Uganda has changed over years in respect of the improvement of the learning environment for both sciences and arts subjects unlike the new curriculum which emphasizes the science subjects. This creates a retardation in the promotion of artists in the country.

The national curriculum development and the education ministry set out to bring changes in the education system of Uganda's children.

The government of Uganda then allocated shillings 29 billion to the education ministry in 2019/2020 financial year to facilitate provision of materials that are meant to be used during the practical lessons.

Grace Baguma the NCDC (NATIONAL CURRICULUM DEVELOPMENT CENTRE) director talked to the new vision that the new education system and syllabus would favor consolidation of

a few subjects especially the science subjects, to encourage teachers and students to use the multi subject approaches.

This strongly affects students who are not really interested in the science subjects but rather the art subjects.

### **1.3 Problem Statement**

How the competence-based curriculum prepares upcoming artists for advanced learning in higher instructions of education around the world with basis from MARGARET TROWEL SCHOOL OF INDUSTRIAL AND FINE ART, in a way that value in their education is witnessed by their fruits of work they produce.

All artists deserve to be taught these basics of art to prepare them for the advanced education levels. This eases learning and teaching since everything is not so new to them hence the art in the students develops quickly.

From the book "art and current tendencies "the author explains that everyone is capable of producing art works with or without training yet it is clear that inborn ability to create is common in all mankind but the talent requires development to professional level. (pg13)

### **1.4 Purpose of the Study**

The main purpose of the study is to find out how the competence-based curriculum prepares artists for advanced education from higher instructions of learning forexampla the Margarete trowel school of industrial and fine.

### **1.5 Objectives of the Study**

#### **1.5.1 General Objectives**

To access how the competence-based curriculum prepares students for advanced education in higher instructions of learning especially having the basis from Margaret trowel school of industrial and fine art.

### **1.5.2 Specific Objectives**

- To clearly understand the delivery of knowledge in higher instructions of learning. This is to deal with how students are taught.
- To identify the challenges faced by artists in higher instructions of learning for example Margareta Trowel School of Industrial and Fine Art.
- To understand the how students' capability is accessed and examined in the higher instructions of learning to ensure their progress.
- To critically understand the structure of the competence based curriculum, how it is meant to be run.
- To find out which activities students are involved in, in the competence based curriculum.
- To find out how knowledge is delivered to students in the competence based curriculum
- To know exactly how student's performance and development is accessed through the competence based curriculum.
- To witness the applicability of the knowledge gained by students through the competence based curriculum in day today life.

### **1.6 Research Questions**

1. How specifically is knowledge delivered to students from lecturers in higher instructions of learning?
2. What are the challenges faced by artists in higher instructions of learning for example Margareta Trowel School of Industrial and Fine Art?
3. How is the capability of students accessed and examined in the higher instructions of learning?
4. What is the structure of the competence based curriculum?
5. How is the competence based curriculum meant to be run and which activities are there for students to participate in?
6. How is knowledge delivered to students in the competence based curriculum
7. How is the performance and Progress of student's accessed through the competence based curriculum?
8. To what extent is the applicability of the knowledge gained by students through the competence based curriculum in day today life?

## **1.7 Significance of the Study**

On completion, the study was hoped to be used for to be useful in the following ways.

- The study results will give students an idea of what exactly the competence based curriculum is about and how best they can learn through it.
- The results of the study will help the students widen their scope of creativity having known the relationship in the way of teaching in lower secondary and higher instructions of learning.
- The results of the study will help the lecturers in higher institutions of learning the nature of students they are yet to handle, and how they had been taught hence prepare a suitable learning environment for them.
- The study will help the administration of the higher instructions of learning to prepare suitable programs and learning materials for the students who have been taught through the competence based curriculum, having understood the nature of the students.
- The study will help the students in higher instructions of learning to know how best they can catch up with their learning system so as to attain success after school.
- The study may in one way or another impress founders of the competence based curriculum or administrator's in the higher instructions of learning to share from each other a few basics of delivering knowledge to students.

## **1.8 Scope of the Study**

### **1.8.1 Geographical Scope**

The study is to be carried out in Margaret Trowel School of Industrial and Fine Art, Alliance High School Nansana as well as a secondary school called Makerere College School (MACOS) that have students being trained through the competence based curriculum and those already in the higher institutions of learning.

### **1.8.2 Content Scope**

The study limited its self to only young artists who in the near coming future aspire to continue their work of art to higher instructions of learning as especially in the Margaret Trowel School of Fine Art.

### **1.8.3 Historical Scope**

The study was limited to the period from 2019 up to 2022; this is because 2019 is the year in which the system of the competence based study curriculum was officially established in Uganda, yet 2022 is the year of current documentation of the data.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

This was reviewed in consideration of filling the gaps of the study at hand. The literature has been reviewed in regard to themes in line with the topic of the study.

Not many people can take photographs, make paintings, do sculpture, or even design buildings, but everyone can draw something. (Rita Gilbert) 1994 also recorded that, children begin to draw earlier than they start to write or even talk intelligently.

Basing on the above statement drawing is the foundation of all art works. it is the basic knowledge for all artists.

Aspiring artists in lower secondary are probably not to be helped that much since the system of education under which they are to undergo is more student based, so they may miss out on the opportunity to get well versed with the prior knowledge on art at their early stages hence find hardships in learning these basics at advanced levels of education.

According to "**Provider and Tutor**", Welcome Park; in teaching art, an artist is not equally a good teacher or for that matter, perhaps doesn't wish to be one.

He believes that teaching art requires motivation and ability as well as communication knowledge between teacher and student.

The artists always his own best and worst critic, and this what a teacher should be to the students.

The teacher, perceptive, encouraging, acknowledging a student' success.

This is what natures them in the sense that nothing should miss the teacher's sense of perception of where to improve in a student's work.

Uploaded by Denis ZAMI Atibuni. He speaks in the international journal of education vol,9. No 1, 2021 that the role of education is changing the world over. Education in general and secondary school e education in particular is supposed to equip individuals with the knowledge, understanding, skills and values that are needed for many areas of work. However, many countries, Uganda inclusive, the mode to secondary school teaching has been knowledge based, content centered and examination oriented. This is opposed by the competence-based education curriculum where acquisition of skills, values and attitudes are trained there. The knowledge-based education has in a way compelled secondary school teachers to specialize in specific subject field

hence training teachers for this new study program has been characterized by emphasis on teachers. “Content knowledge and pedagogical knowledge”.

According to UNESCO (2017). A competence-based curriculum is one that emphasizes what learners are expected to do rather than just focusing on what they are expected to know. It implies that learners should acquire and apply the knowledge, skills, values and attitude to solve situations.

From the international journal of education vol 9, No 1, 2021, a competence-based curriculum therefore emphasizes that the stakeholders of teacher education and development in Uganda requires critical information to enhance education and decisions including curriculum reforms. This paper analyses the context of continuous professional development training of secondary school teachers as a key requirement of shifting from knowledge based to competence-based education.

## **2.2 Nature of the Study**

Under the new curriculum of Uganda established in 2019 February, the system of education is more student based with cumulative assessment of students. While the cumulative assessment contributes 80% of the final score at the end of the cycle, assessment contributes 20% of the learner's score.

The number of subjects to be learned were completely cut down from 44 subject to 21 will only 7 core subjects that is; biology, science, general science, physics, physical education, mathematics and chemistry.

The core subjects are to be chosen by the schools as electives to sum up to 21 subjects to enable the schools specialize in specific subjects.

Students are meant to give an analysis of concepts and theories than simply memorizing speeches from teachers.

### **2.3 Students Perspective about the New Curriculum**

- Some students are so over whelmed and surprised by the study system of the new curriculum since has never been implemented in Uganda befor.
- Students find the system so repetitive for example studying biology and at the same time studying science and general science. They consider it wastage of time.
- The system makes the students so active and competitive in a way that it takes a lot of personal effort to achieve good marks.
- The system is tricky since there is no use of past papers as they are the first victims of the time.
- Students are aswell excited about the curriculum since it recures less of the cramming and rather has more to deal with research, discoveries, and creativity.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

The researcher presents the methods that were used in this research study. This looks at research design, data type and sources, study population, sample strategy, selection and identification of the study area, sample size and details data collection, validity and reliability of instruments, procedure, data analysis and the possible anticipated problems.

### **3.2 Research Design**

A descriptive survey design with both qualitative and quantitative method was used in this study. This design was deemed necessary since the study was investigating perceptions, views and options.

### **3.3 Study Area**

The study was conducted at Makerere Wandegeya especially at a secondary school called Makerere collage school, where there are students studying under this new curriculum.

### **3.4 Study Population**

This study included lower primary students from senior one to two at Makerere collage school. It also included lecturers who engage in teaching fine art at Makerere university school of industrial and fine art.

It involved secondary school teachers who were engaged in teaching fine art at lower secondary level. The study also involved the dean of students at Makerere university school of industrial and fine art.

### **3.5 Sampling Strategy**

A number of students who aspire to take on fine art in the upcoming future were included in the study from senior one to two (lower secondary level), they were selected un proportionally from each class so 17 out of 55 in senior one and 14 out of 108 from senior two.

A class leader from each class was identified and requested to distribute letters and questionnaires which later were collected for coding after filling them in by the classes. Six girls from senior one and eight from senior two were identified among the classes.

The dean of students Makerere university school of fine art was invigilated and interviewed orally with the help of information guides since he was an administrator.

### **3.6 Data Collection Tools/Methods**

The data was collected using several methods among which included key information guides like;

- a) interview guides; these were applied while collecting data from the dean of students because they give more time to knowledgeable respondents, wide at altitude to say more on the subject without limits.
- b) Questioner; these were distributed and picked from students after one week on completion by the respondent.
- c) Oral interview; models were investigated using oral interview for perfection
- d) Direct observation; this was used where most appropriate data was needed during data collection for the study.

### **3.7 Research Procedure**

Interviews were made first on the agreed convenient appointments, the interviews were conducted in the dean, teachers and lecturers' offices and class rooms respectively.

Each interviewer was interviewed privately by the researcher no questions were left behind for being filled in, order to avoid discussions among respondents

The purpose of the survey was fully explained to the respondent politely requested to participate in the study.

### **3.8 Data Quality Control**

The instruments were designed in line with the study objectives. Data collection was elaborated to ensure the data collected about the study is in line with the intended objectives of the study, in the end the data was cleaned, and edited to ensure completion.

### **3.9 Data Analysis**

There are two methods of data analysis that were used; data was analyzed using qualitative description based on the theme studied. This was suited for the data that obtained from oral interviews. The respondents were categorized using data reduction method under the themes of the study.

Appreciation was granted to the respondents for their limitless support and positive energy they offer.

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