Project theme for Senior Three 2025 focuses on Resource Utilization for Community development

Overview

As part of its mandate to assess learners under the Competency Based Curriculum (CBC), UNEB issues a project theme for the learners in Senior Three. The theme guides learners to develop the integrated projects for the end of cycle and certification.

The CBC requires learners to acquire project skills during the four years of the lower secondary cycle. The learners are expected to undertake projects from Senior One to Senior Four. According to the Project Assessment Framework, the learners carry out simple routine projects in S.1 and 2, which may be done in group settings or individually, for all the subjects offered.

From Senior Three to Senior Four, the learners are required to carry out **one integrated project** that runs until the second term of S.4. This integrated project is guided by a theme that is provided by UNEB.

Under the Assessment Framework for Competency Based Assessment, the project work is assessed at school, and the achievement level is presented as a stand-alone on the certificate issued by UNEB. The achievement level on the project reveals a learner's creative competency in dealing with actual and contemporary real life situations. Learners without project work scores do **NOT** qualify to be awarded a certificate by UNEB.

Project Themes for 2024 and 2025

Project theme for Senior Three, 2025, As issued in February 2025	Project theme for Senior Four 2025, As issued in 2024
Utilization of Available Resources for Community development.	Skills and Innovation for Sustainable Living

The Project Assessment Instrument and Observation checklist

UNEB developed a project assessment instrument to guide the assessment of learner's achievement on project competencies or skills, as a result of their learning experiences. The instrument is used to standardize the assessment of the projects. It guides both the teachers and the learners on the competencies to be assessed. It also helps teachers to evaluate the learner's achievement on the project.

Components of the Project assessment instrument	
Component	**Description**
The Project Theme	This is a statement that gives the major idea to guide project ideas of learners for a specific period
A competency	A set of demonstrable knowledge, skills, values and behaviors that the learner should acquire as a result of their learning experiences
A competence	What a learner knows, understands and can do.
Indicators	These are characteristics which a learner displays as evidence for acquiring a competence.

Structure of the Project Assessment Instrument

Competency 1.0 : Project Planning

Competence/Skills	Indicators
1.1 Project identification	**The Learner identifies the problem the project intends to solve.** ▪ Reviews literature. ▪ Consults other internal school community members (Teachers, peers, laboratory technicians etc.) ▪ Consults external community members with knowledge, experience or interest in the project to be undertaken
1.2 Development of a project title	The learner develops a project title that; ▪ Reflects the problem the project intends to solve, ▪ Is related to the theme ▪ Has acceptable Number of words (7- 25)
1.3 Establishing the purpose of the Project	The learner establishes the purpose of the project which reflects: ▪ The goal or aim the project intends to achieve. ▪ The purpose as reflected in the title and the theme.
1.4 Developing project objectives	The learner develops project objectives that are: ▪ Linked to the purpose/title/theme. ▪ Specific ▪ Measurable ▪ Achievable ▪ Realistic ▪ Time bound
1.5 Justification for the project	The learner; ▪ Explains the reason for carrying out the project, the benefits and or positive impact of the project, which is relevant t ☐ Theme ☐ The title.

	☐ The purpose
1.6 Identification of resources for the project	The learner identifies resources needed to carry out the project. He/she; ■ Lists/identifies the resources required ■ Provides justification for the resources identified and how they will get them
1.7 Development of activity plan	The learner develops a project/ activity plan for carrying out the project. It should include; ■ Relevant Project activities, logically sequenced ■ Clear timelines. ■ Costs for the activities. ■ Responsible persons for carrying out the activities ■ The use of technology to manipulate and process information ■ Use of technology to collaborate, communicate and refine the learner's work
1.8 Integrating knowledge and skills of different subject disciplines	The learner integrates knowledge and skills from different subject disciplines: ☐ English Language ☐ Literature in English ☐ CRE ☐ IRE ☐ History and Political Education ☐ Geography ☐ Ugandan Sign Language ☐ Chinese ☐ Arabic ☐ Latin ☐ Local Languages ☐ Foreign Languages ☐ Mathematics ☐ Physics ☐ Chemistry ☐ Biology ☐ General Science ☐ Performing Arts ☐ Entrepreneurship ☐ Technology and Design ☐ Nutrition and Food Technology ☐ Physical Education ☐ ICT ☐ Agriculture ☐ Art and Design

1.9 Incorporating different cross cutting issues in the planning process	☐ Environmental awareness. ☐ Health awareness. ☐ Mixed abilities and involvement. ☐ Socio-economic issues. ☐ Citizenship and Patriotism		
1.10 Demonstrating generic skills in the project planning process	**The learner demonstrates generic skills in the project planning process and:**		
	i) Critical thinking and problem solving.	❖ Plans and carries out investigations. ❖ sort and analyze information. ❖ Identifies problems and ways forward. ❖ Predicts outcomes and make reasoned decisions. ❖ Evaluates different solutions.	
	ii) Communication.	❖ Listens attentively and with comprehension. ❖ Talks confidently and explain ideas/opinions clearly. ❖ Reads accurately and fluently. ❖ Writes and presents coherently. ❖ Uses a range of media to communicate ideas.	
	iii) Creativity and innovation	❖ Uses imaginations to explore possibilities. ❖ Works with others to generate ideas. ❖ Suggests and develops new solutions ❖ Tries out innovative alternatives. ❖ Looks for patterns and makes generalizations.	
	v) Cooperation and self-directed learning.	❖ Work effectively in diverse teams. ❖ Interact effectively with others. ❖ Takes responsibility for your own learning. ❖ Works independently with persistence ❖ Manages goals and time	
	iv) Mathematical computation and ICT proficiency	❖ Uses numbers and measurements accurately. ❖ Interprets and interrogate mathematical data. ❖ Uses mathematics to justify and support decisions. ❖ Uses technology to create, manipulate and process information. ❖ Uses technology to collaborate, communicate and refine their work.	

Competency 2.0 Project Implementation	
Competence/Skills	**Indicators**
2.1 Gathering resources for the Project	The Leaner gathers resources for the project as per the plan through; ▪ Exchange of materials ▪ Buying resources ▪ Improvising ▪ Fundraising for materials. ▪ Borrowing
2.2 Utilization of the resources	The learner uses the gathered resources for; ▪ The planned purpose ▪ Multiple purposes
2.3 Stakeholder engagement	The Learner engages the stakeholders to play their role. He/she provides evidence of stakeholder engagement any of the following forms; ▪ Letters on the engagement (letters of invitation, request contracts, acceptance, approval etc. ▪ Reports ▪ Minutes ▪ Pictures ▪ Posters ▪ Audio and audio-visual recordings etc.
2.4 Development/ creation of a product or Service	**The Learner creates a product or service that;** ▪ In line with the theme and objectives ▪ Is authentic (learners own original work). ▪ Unique (exceptional, extra ordinary).

2.5 Demonstration of generic skills in project planning and implementation	The Leaner demonstrates the following generic skills in the implementation of the project;
	2.5.1 Critical thinking and problem solving
	❖ *Plans and carries out investigations.*
	❖ *Analyzes information.*
	❖ *Identifies problems and possible solutions*
	❖ *Predicts outcomes, makes logical decisions*
	❖ *Evaluates different solutions*
	2.5.2 Communication
	❖ *Listens attentively and with comprehension*
	❖ *Talks confidently and explains ideas/opinions clearly*
	❖ *Reads accurately and fluently.*
	❖ *Writes and presents coherently*
	❖ *Uses a range of media to communicate ideas*
	2.5.3 Creativity and innovation
	❖ *Uses imaginations to explore possibilities*
	❖ *Works with others to generate ideas*
	❖ *Suggests and develops new solutions*
	❖ *Tries out innovative alternatives.*
	❖ *Looks for patterns and makes generalizations.*
	2.5.4 Cooperation and self-directed learning
	❖ *Works effectively in diverse teams*
	❖ *Interacts effectively with others*
	❖ *Takes responsibility for your own learning*
	❖ *Works independently with persistence*
	❖ *Manages goals and time*
	2.5.5 Mathematical computation and ICT Proficiency
	❖ *Uses numbers and measurements accurately*

	❖ *Interprets and interrogates mathematical data*
	❖ *Uses mathematics to justify and support decisions*
	❖ *Uses technology to create, manipulate and process information*
	❖ *Uses technology to collaborate, communicate and refine their work*

Competency 3.0 Project Reporting

Competence/Skills	Indicators
3.1 **Using appropriate report format**	The learner Uses appropriate format to generate a project report with the following aspects: ▪ Title ▪ Introduction ▪ Body ▪ Conclusion
3.2. Developing content for the project report	*3.2.1 The learner develops content for the introduction as follows;* ▪ Name of the project ▪ Objectives ▪ Purpose of the project ▪ Justification of the project *3.2.2 The learner develops content for the Body of the project report as follows;* ▪ Activities undertaken to carry out the project ▪ Achievements ▪ Resources mobilized ▪ Problems/challenges faced while carrying out the project ▪ How the problems/challenges faced were handled ▪ Lessons or skills learnt while carrying out the project *3.2.3 The Learner develops content for the conclusion as follows;* ☐ An overall evaluation/assessment of the project. ☐ Recommendations related to the project.

3.3 Using appropriate language in the project report	The learner's uses appropriate language in the project report as follows; ▪ At least 5 terminologies related to the project ▪ Has less than 5 spelling errors. ▪ Has less than 5 punctuation errors ▪ Has less than 5 tense errors.
3.4 Keeping project records	**The learner keeps the following project records;** ▪ Project plan ▪ Budget ▪ Activity schedule ▪ Stakeholder engagement documents (letters, attendance lists, reports, pictures, recordings, minutes etc ▪ Facilitator/learner interaction records ▪ Project report

Competency 4.0 Project Dissemination

Competence/Skills	Indicators
4.1 Project dissemination	The learner orally or through signing disseminates the project report; ▪ With logical flow of ideas ▪ Using appropriate tense / timelines ▪ Using terminologies related to the project ▪ Using the aspects of voice /nonverbal cues /signs ▪ Using appropriate voice projection /signs (speed and thickness) ▪ Pronouncing words correctly/ using appropriate signs ▪ Using appropriate body language ▪ Using appropriate voice/sign intonation.
4.2 Publishing the project report	**The learner publishes the project report /findings using any of the following platforms;** ▪ School library ▪ News Papers ▪ Magazines ▪ Posters/Bill boards/Notice boards/online publications ▪ Project exhibition.

| 4.2 | Demonstrates generic skills in the project reporting and disseminating process | The Leaner demonstrates the generic skills elaborated in 2.5 during the reporting and dissemination process. |