

[Submit an article](#)[Journal homepage](#)

This Journal

Advanced search

114

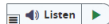
Views

0

CrossRef citations
to date

0

Altmetric



Articles

Ethnic pluralism and the challenge of thematic curriculum implementation in Uganda

Charles Amone

Pages 52-63 | Received 12 Feb 2019, Accepted 16 Sep 2019, Published online: 30 Sep 2019

Download citation

<https://doi.org/10.1080/01434632.2019.1671426>

Full access

[Full Article](#)[Figures & data](#)[References](#)[Citations](#)[Metrics](#)[Reprints & Permissions](#)[PDF](#)

In this article

[ABSTRACT](#)[Introduction](#)[Uganda's ethnic panorama](#)[Background to the thematic curriculum](#)[Multiple ethnicity and thematic curriculum](#)

ABSTRACT

Uganda has been developing and revising its curricula since the time of British colonial rule. The latest revision of the primary education curriculum led to the introduction of the Thematic Curriculum in 2007.

This curriculum requires the use of pupils' mother tongues as languages of instruction from Primary One to Three and then English from Primary Five to Seven. Primary Four is a transitional year. Several studies have indicated that the Thematic Curriculum has been a failure. Although various reasons have been advanced for the challenges of the Thematic Curriculum, the greatest setback seems to be ethnic pluralism. Using in-depth interviews with teachers, parents, education officials and pupils, I investigated how ethnic pluralism impeded the implementation of the Thematic Curriculum in Uganda. I found that most districts in Uganda are multi-ethnic and therefore multi-lingual making it difficult to choose the dominant mother tongue to use as a language of instruction. Even when the dominant language is identified, the pupils and teachers are in national language to be used as medium of instruction at the lower levels of education in Uganda.

KEYWORDS: [Mother tongue](#) [language of instruction](#) [ethnicity](#) [pupils](#) [curriculum](#) [Uganda](#)

[Previous article](#)[View issue table of contents](#)[Next article](#)

Related research

[People also read](#)[Recommended articles](#)[Cited by](#)

Curriculum Expectations versus Teachers' Opinions and Practices in Teaching English in Rural Primary Schools in Uganda >

Medadi Ssentanda et al.
Language Matters
Published online: 21 Aug 2019

Working with mediagrams: a methodology for collaborative research on mediational repertoires in multilingual families >

Journal of Multilingual and Multicultural Development
Published online: 24 Sep 2019

Language and attitude shift of young Mauritanians in secondary education >

Anu Bissoonauth