

CBC as a Foreign Thought: Safeguarding Uganda's Interests Against Externally Derived Educational Frameworks

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Abstract: This study critically examined the Competency-Based Curriculum (CBC) as an externally imposed educational framework and its implications for Uganda's educational sovereignty, cultural identity, and pedagogical effectiveness. Employing a cross-sectional survey design, the study collected data from 400 primary and secondary school teachers drawn from 40 purposively selected schools across four regions of Uganda. Structured questionnaires were used to assess perceptions of CBC alignment with local values, implementation challenges, and threats to indigenous knowledge systems. Univariate analysis revealed that 65.5% of respondents held negative perceptions of CBC's cultural alignment, while 77.8% acknowledged foreign donor influence in CBC design. Bivariate chi-square analyses established statistically significant associations between negative CBC perceptions and teaching experience ($\chi^2 = 29.77$, $p < 0.001$, Cramer's $V = 0.27$), educational level ($\chi^2 = 22.10$, $p < 0.001$), and foreign influence perception ($\chi^2 = 38.94$, $p < 0.001$). Binary logistic regression results confirmed that respondents with postgraduate education (OR = 2.39, 95% CI: 1.61–3.54), 16 or more years of teaching experience (OR = 3.00, 95% CI: 1.74–5.19), and those who agreed that foreign donors shaped CBC (OR = 3.82, 95% CI: 2.38–6.13) were significantly more likely to hold negative perceptions of the curriculum. The study concluded that CBC, as currently constituted, insufficiently integrates Uganda's cultural heritage, overestimates available resources, and reflects the ideological priorities of its external architects. It was recommended that Uganda embark on a participatory curriculum reform process, invest in localising CBC content, and establish a curriculum sovereignty policy to insulate future frameworks from uncritical foreign influence.

Keywords: Competency-Based Curriculum (CBC), Uganda education, educational sovereignty, foreign influence, indigenous knowledge, curriculum reform, teacher perceptions.

INTRODUCTION

The global proliferation of Competency-Based Curriculum (CBC) as a dominant educational reform paradigm has reshaped schooling systems across the developing world, often without sufficient interrogation of its cultural, epistemological, and contextual fit. In Uganda, the adoption of CBC has been advanced with considerable enthusiasm by government and international development partners alike, presented as a progressive departure from the perceived rigidity of the earlier knowledge-based curriculum. However, beneath the rhetoric of modernisation and global alignment lies a more troubling narrative — one in which the design, content, and pedagogical assumptions of CBC are largely traceable to external intellectual traditions, donor-driven agendas, and Western developmental frameworks that may be fundamentally misaligned with Uganda's lived educational realities (Lozano et al., 2022; Vargos et al., 2021). CBC, as introduced in Uganda, emphasises the development of measurable skills and competencies that are expected to drive economic productivity and national development. While these objectives are laudable in principle, the framework was largely conceptualised and funded by international organisations including the World Bank, the European Union, UNICEF, and various bilateral donors, each of which brought with them ideological presuppositions about what quality education should look like, how it should be assessed, and what outcomes it should produce (Abelha et al., 2020; Irumba et al., 2023; Rosamilha et al., 2023). These presuppositions, embedded in the very architecture of CBC, risk subjugating Uganda's rich indigenous knowledge systems, oral traditions, communal pedagogies, and culturally rooted epistemologies in favour of globally standardised skills that may serve international labour markets more than Ugandan communities. This study therefore situates CBC critically within the discourse of educational sovereignty, arguing that Uganda's interests — social, cultural, economic, and epistemic — demand not an outright rejection of competency-based approaches, but a thorough, participatory, and culturally informed re-evaluation of CBC as currently designed and implemented (Kantor et al., 2023; Mobegi, 2026; Umeze & Ohen, 2016).

BACKGROUND OF THE STUDY

Uganda's education system has undergone multiple curricular reforms since independence in 1962, each reform wave reflecting the dominant development ideologies of its era. The most recent of these, the Competency-Based Curriculum, was rolled out at the lower primary level beginning 2020 under the National Curriculum Development Centre (NCDC) and is progressively being extended to upper primary and secondary levels. The conceptual foundations of CBC in Uganda are deeply intertwined with global education reform movements catalysed by the Education for All (EFA) initiative, the Sustainable Development Goals (SDGs) — particularly SDG 4 on quality education — and the African Union's Agenda 2063 on education and skills development (Julius & Audrey, 2025a; Julius & Kazaara, 2026; Julius & Nancy, 2026). While these frameworks provide admirable aspirational goals, their translation into

Uganda's specific curriculum has been heavily influenced by international technical assistance and donor conditionalities, creating a situation in which the national curriculum is, in significant ways, a product of foreign intellectual labour rather than indigenous educational philosophy. The trajectory of CBC's adoption in Uganda mirrors patterns observed elsewhere in Sub-Saharan Africa, where countries such as Kenya, Rwanda, and Tanzania have similarly adopted competency-based approaches, often under the guidance of the same international development partners. Scholars such as Chisholm and Leyendecker (2008) and Vavrus (2009) have documented the 'travelling policy' phenomenon, wherein educational reforms originate in Western contexts and are subsequently transplanted into African schools with minimal adaptation (Franco et al., 2023; Gracious Kazaara & Julius, 2025; Julius & Isaac Kazaara, 2025). In Uganda's case, concerns have been raised by teachers, academics, and civil society organizations about the pace of CBC's rollout, the inadequacy of teacher preparation, the mismatch between CBC's resource demands and Uganda's school infrastructure realities, and the curricular marginalization of indigenous languages and knowledge (Charles et al., 2023; Julius & Audrey, 2025b; Julius & Kazaara, 2025; Julius & Nancy, 2025b). These concerns formed the backdrop against which this study was conceptualized, aiming to provide empirical evidence about teacher perceptions of CBC's alignment with Uganda's national interests, cultural values, and educational goals.

PROBLEM STATEMENT

Despite significant investment in the rollout of the Competency-Based Curriculum in Uganda, serious questions remain unanswered regarding the extent to which this curriculum genuinely reflects and serves Uganda's national, cultural, and pedagogical interests. The CBC was designed and operationalised with substantial input from international development organizations, raising legitimate concerns about the degree of foreign intellectual ownership embedded in its foundational premises (Katurebe & Nalukwago, 2024; Ma et al., 2022; Muwanguzi et al., 2023; Ndomondo et al., 2022). Teachers — the primary implementers of curriculum — report widespread challenges including inadequate preparation, insufficient instructional materials calibrated to local contexts, and a perceived disconnect between CBC's learning competencies and the lived social realities of Ugandan learners. Furthermore, there is a growing body of concern that CBC's emphasis on globally transferable skills systematically undervalues and excludes indigenous knowledge systems, community-based learning traditions, and locally relevant content that are vital to Uganda's cultural continuity and national identity (Kazaara & Audrey, 2026; Kazaara & Desire, 2025; Kubátová & Kročil, 2022; Pedersen et al., 2023). The absence of empirical, large-scale data capturing teacher perceptions on these issues has left policymakers without the evidence base necessary to make informed decisions about curriculum reform (Julius & Nancy, 2025a). This study therefore addressed the critical gap in knowledge by rigorously examining how Ugandan teachers perceive the cultural alignment, foreign origins, and implementation adequacy of CBC, and what these perceptions reveal about the risks posed by externally derived educational frameworks to Uganda's educational sovereignty.

STUDY OBJECTIVES

Main Objective

To critically assess how Ugandan school teachers perceive the Competency-Based Curriculum as a potentially foreign educational framework and its implications for safeguarding Uganda's cultural, pedagogical, and national educational interests.

Specific Objectives

1. To determine the socio-demographic and professional characteristics of teachers implementing CBC in Uganda.
2. To assess teacher perceptions of CBC's alignment with Uganda's cultural values, indigenous knowledge systems, and national educational goals.
3. To identify predictors of negative CBC perceptions among teachers with respect to foreign donor influence, professional experience, and educational attainment.

Research Questions

1. What are the socio-demographic and professional profiles of teachers involved in CBC implementation in Uganda?
2. To what extent do Ugandan teachers perceive CBC as aligned with local cultural values, indigenous knowledge, and Uganda-specific educational needs?
3. What individual and professional factors significantly predict the likelihood of a teacher holding a negative perception of CBC as a foreign educational framework?

METHODOLOGY

This study adopted a quantitative, cross-sectional survey design to systematically examine teacher perceptions of the Competency-Based Curriculum (CBC) in Uganda, with particular emphasis on its foreign origins and implications for Uganda's educational sovereignty. A structured, self-administered questionnaire was developed and pre-tested among 30 teachers before the main study, and its reliability was confirmed using Cronbach's alpha ($\alpha = 0.83$), indicating good internal consistency. The target population comprised all primary and secondary school teachers in Uganda currently implementing CBC, from which a multistage stratified random sampling procedure was employed to select 400 respondents from 40 schools across Uganda's four administrative regions — Central, Eastern, Northern, and Western — ensuring proportional representation of government and private school teachers. Data were collected over a period of six weeks between January and February 2025 by trained research assistants, and ethical clearance was obtained from the Uganda National Council for Science and Technology (UNCST). Data were entered into SPSS Version 26.0 and cleaned prior to analysis. Univariate analysis was conducted to describe the socio-demographic and professional characteristics of respondents, with frequencies, percentages, and descriptive statistics computed for all variables of interest. Bivariate analysis using Pearson's chi-square test (χ^2) was performed to assess the statistical associations between teacher characteristics — including sex, age group, educational level, school type, teaching experience, and perception of foreign donor influence — and the outcome variable of negative CBC perception, with Cramer's V computed to quantify the strength of statistically significant associations; a p-value threshold of 0.05 was used to determine significance throughout. Binary logistic regression was subsequently conducted to simultaneously control for confounding variables and identify independent predictors of negative CBC perception, with results expressed as odds ratios (OR) with 95% confidence intervals (CI); model fit was evaluated using the Nagelkerke R^2 , the Hosmer-Lemeshow goodness-of-fit test, and the percentage of cases correctly classified, all of which confirmed adequate model performance (Nelson et al., 2022, 2023). Graphs including a bar chart of perception distributions, a radar chart of perceived curriculum alignment dimensions, and a stacked bar chart of agreement by experience group were generated to visually represent key patterns in the data.

RESULTS AND DISCUSSION

Table 1: Socio-Demographic and Professional Characteristics of Respondents (n = 400)

Variable	Frequency (n)	Percentage (%)	Cumulative %
Sex			
Male	178	44.5	44.5
Female	222	55.5	100.0
Age Group			
25–34 years	102	25.5	25.5
35–44 years	148	37.0	62.5
45–54 years	112	28.0	90.5
55+ years	38	9.5	100.0
Educational Level			
Certificate/Diploma	62	15.5	15.5
Bachelor's Degree	174	43.5	59.0
Postgraduate Degree	164	41.0	100.0
School Type			
Government	198	49.5	49.5
Private	202	50.5	100.0
Teaching Experience			
1–5 years	88	22.0	22.0
6–10 years	136	34.0	56.0
11–15 years	108	27.0	83.0
16+ years	68	17.0	100.0
TOTAL	400	100.0	—

The socio-demographic distribution of the 400 respondents revealed a predominantly female sample, with women constituting 55.5% (n = 222) and men accounting for 44.5% (n = 178) of all participants. This gender distribution closely mirrors the feminisation of the teaching profession in Uganda's primary and lower secondary sub-sectors, where female teachers have historically outnumbered their male counterparts, particularly in government schools. In terms of age, the modal age group was 35–44 years, comprising 37.0% of respondents, followed by the 25–34 age bracket at 25.5%, and the 45–54 group at 28.0%, while only 9.5% of respondents were aged 55 years or above. This age profile suggests that the study captured a workforce that is neither predominantly early-career nor exclusively experienced, providing a balanced cross-section of generational perspectives on CBC implementation. Educationally,

the majority of respondents held either a Bachelor's degree (43.5%) or a postgraduate qualification (41.0%), with only 15.5% holding certificate or diploma-level qualifications, reflecting the relatively high academic attainment among Ugandan secondary school teachers in particular. The distribution between government (49.5%) and private (50.5%) school teachers was near-equal, lending balance and representativeness to the study's findings across institutional categories.

The professional experience profile of respondents demonstrated considerable diversity, with the 6–10 year experience cohort forming the largest single group at 34.0%, followed by the 11–15 year group (27.0%), the 1–5 year cohort (22.0%), and teachers with 16 or more years of experience at 17.0%. This distribution is analytically significant because, as subsequent analyses would reveal, teaching experience emerged as one of the most robust predictors of perceptions regarding CBC's cultural alignment and foreign derivation. Seasoned teachers with deeper institutional memory of pre-CBC curricula are well-positioned to offer comparative assessments of curricular change, and their higher representation in the study's sample enriches the quality and contextual depth of the data collected. The fairly balanced representation across school types, regions, and experience brackets reinforces the generalisability of findings within the study's scope and provides a credible empirical foundation for the bivariate and multivariate analyses that follow.

Table 2: Teacher Perceptions of CBC Alignment with Uganda's Educational Values (n = 400)

Perception Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
CBC aligns well with Uganda's cultural values	8.0	14.5	12.0	38.3	27.2
CBC was developed with Uganda's context in mind	5.3	10.2	9.5	42.0	33.0
Teachers were adequately prepared for CBC	6.8	11.3	7.5	40.2	34.2
CBC marginalises indigenous knowledge systems	39.5	34.3	10.0	9.7	6.5
Foreign donor influence shaped CBC design	44.8	33.0	8.2	7.8	6.2
CBC implementation is resource-intensive beyond Uganda's capacity	41.0	35.5	9.8	8.2	5.5

Table 2 presents the distribution of teacher perceptions across six key statements assessing the degree to which CBC was perceived as aligned with Uganda's cultural values, contextual realities, and indigenous knowledge systems. The findings were strikingly consistent in their negative directionality: a combined 65.5% of respondents disagreed or strongly disagreed that CBC aligns well with Uganda's cultural values, while 75.0% rejected the claim that CBC was developed with Uganda's educational context in mind. These proportions signal a deep-seated scepticism among teachers about the cultural authenticity and contextual appropriateness of the curriculum they are mandated to implement. Perhaps most diagnostically revealing was the finding that 73.8% of respondents agreed or strongly agreed that CBC marginalises indigenous knowledge systems, and an overwhelming 77.8% affirmed that foreign donor influence had shaped the design of the curriculum. The convergence of these findings paints a picture of a curriculum perceived by its primary implementers not as an organic outgrowth of Uganda's educational aspirations, but as a product of external intellectual and institutional forces — a conclusion consistent with the theoretical framing of this study around educational sovereignty. The perception that CBC implementation exceeds Uganda's resource capacity — endorsed by 76.5% of respondents — further underscores the practical impossibility of faithful CBC implementation in contexts characterised by large class sizes, limited digital infrastructure, and undertrained teachers.

These perception patterns are not merely attitudinal artefacts; they carry substantial implications for curriculum fidelity, teacher motivation, and ultimately learner outcomes. When teachers perceive a curriculum as incongruent with their cultural identity and as a product of external imposition, the risk of superficial compliance — implementing the form rather than the spirit of the curriculum — increases markedly. This phenomenon, documented in the broader comparative education literature as 'decoupling', is particularly prevalent in post-colonial contexts where teachers retain strong cultural allegiances that are dissonant with curriculum content perceived as foreign. The data in Table 2 therefore raise serious questions not only about the design process of CBC in Uganda but also about the mechanisms of democratic participation and indigenous intellectual ownership in curriculum development. The near-universal rejection of the premise that CBC was developed with Uganda's context in mind (75.0%) suggests a fundamental legitimacy deficit that, left unaddressed, could undermine the long-term sustainability and effectiveness of the entire CBC reform initiative.

Table 3: Chi-Square Analysis: Associations Between Teacher Characteristics and Negative CBC Perceptions

Variable	CBC Perception (Negative %)	Chi-Square (χ^2)	df	p-value	Cramer's V
Sex	—	4.87	1	0.027*	0.11
Age Group	—	18.42	3	< 0.001***	0.21

Educational Level	—	22.10	2	< 0.001***	0.24
School Type	—	6.33	1	0.012*	0.13
Teaching Experience	—	29.77	3	< 0.001***	0.27
Foreign Donor Influence Perception	—	38.94	4	< 0.001***	0.31
* p < 0.05 ** p < 0.01 *** p < 0.001					

The bivariate chi-square analyses presented in Table 3 established statistically significant associations between multiple teacher characteristics and the likelihood of holding negative perceptions of CBC. The most substantively and statistically powerful associations were observed for foreign donor influence perception ($\chi^2 = 38.94$, $df = 4$, $p < 0.001$, Cramer's $V = 0.31$), teaching experience ($\chi^2 = 29.77$, $df = 3$, $p < 0.001$, Cramer's $V = 0.27$), and educational level ($\chi^2 = 22.10$, $df = 2$, $p < 0.001$, Cramer's $V = 0.24$). The Cramer's V values for these associations indicated moderate effect sizes, which in educational survey research are considered practically meaningful and not merely statistically artefactual. Age group also demonstrated a highly significant association ($\chi^2 = 18.42$, $df = 3$, $p < 0.001$, Cramer's $V = 0.21$), suggesting that older, more experienced educators were disproportionately likely to express scepticism toward CBC, a finding that may reflect both generational differences in pedagogical philosophy and the comparative advantages older teachers bring to curriculum evaluation. Sex and school type, while statistically significant at the conventional alpha level of 0.05, exhibited weaker associations (Cramer's $V = 0.11$ and 0.13 respectively), suggesting that these variables, while not unimportant, explain comparatively less variance in CBC perceptions than professional and attitudinal factors.

The pattern emerging from the chi-square analysis is consistent with a theoretical perspective that positions professional expertise and critical consciousness as the primary drivers of scepticism toward externally imposed curricula. Teachers with more years of experience bring richer comparative frameworks: they remember what was taught before CBC, can assess learning progression across time, and possess deeper understandings of how curricula translate (or fail to translate) into classroom realities in resource-constrained Ugandan schools. Similarly, postgraduate-educated teachers, trained in educational theory, research methods, and curriculum studies, are epistemically equipped to critically interrogate the ideological underpinnings of CBC in ways that diploma-holding teachers may not be. The strong association with the foreign donor influence perception variable (Cramer's $V = 0.31$) is particularly significant: it suggests that teachers who are aware of and critical about the role of international donors in CBC design are substantially more likely to view the curriculum negatively, establishing a clear attitudinal coherence between political awareness and curriculum scepticism. These bivariate findings collectively informed the selection of predictors for the subsequent logistic regression model, providing a theoretically grounded and statistically validated basis for multivariate analysis.

Table 4: Binary Logistic Regression: Predictors of Negative CBC Perceptions Among Teachers

Predictor Variable	B	S.E.	Wald χ^2	OR	95% CI	p
Sex (Female = ref.)	0.31	0.18	2.97	1.36	0.95–1.95	0.085
Age Group (35–44 yrs)	0.48	0.21	5.22	1.62	1.07–2.44	0.022*
Age Group (45–54 yrs)	0.72	0.23	9.80	2.05	1.31–3.22	0.002**
Age Group (55+ yrs)	1.02	0.32	10.15	2.77	1.48–5.19	0.001**
Postgraduate Education	0.87	0.20	19.14	2.39	1.61–3.54	< 0.001***
Teaching Experience (11–15 yrs)	0.65	0.22	8.73	1.92	1.24–2.96	0.003**
Teaching Experience (16+ yrs)	1.10	0.28	15.48	3.00	1.74–5.19	< 0.001***
Foreign Donor Influence (Agree)	1.34	0.24	30.82	3.82	2.38–6.13	< 0.001***
Private School (vs Government)	0.41	0.19	4.66	1.51	1.04–2.19	0.031*
Nagelkerke $R^2 = 0.41$ Model $\chi^2(8) = 98.34$, $p < 0.001$ Hosmer-Lemeshow $p = 0.47$ Correctly classified: 78.3%						

The binary logistic regression model presented in Table 4 identified several significant independent predictors of negative CBC perceptions after simultaneously controlling for all other variables in the model. The overall model demonstrated strong statistical

performance: the Nagelkerke R^2 of 0.41 indicated that the predictors collectively explained 41% of the variance in the outcome variable; the Hosmer-Lemeshow goodness-of-fit test yielded a non-significant p-value of 0.47, confirming adequate model fit; and the model correctly classified 78.3% of respondents. The strongest predictor in the model was perception of foreign donor influence, with teachers who agreed that foreign donors shaped CBC being 3.82 times more likely to hold negative perceptions of the curriculum compared to those who disagreed (OR = 3.82, 95% CI: 2.38–6.13, $p < 0.001$). This finding is of great policy significance: it demonstrates that teachers' critical awareness of the political economy of curriculum development is the single most powerful driver of curriculum scepticism, far exceeding the effect of demographic variables. Teaching experience was also a powerful predictor, with teachers having 16 or more years of experience approximately three times more likely to hold negative CBC perceptions than those with 1–5 years (OR = 3.00, 95% CI: 1.74–5.19, $p < 0.001$), and those with 11–15 years nearly twice as likely (OR = 1.92, 95% CI: 1.24–2.96, $p = 0.003$). Similarly, postgraduate education was associated with 2.39 times higher odds of negative CBC perceptions (OR = 2.39, 95% CI: 1.61–3.54, $p < 0.001$).

Teachers in private schools were 1.51 times more likely to hold negative CBC perceptions than their government school counterparts (OR = 1.51, 95% CI: 1.04–2.19, $p = 0.031$), a finding that may reflect private schools' greater sensitivity to parental concerns and market responsiveness, making their teachers more attuned to curriculum delivery gaps. Age remained a significant predictor in the multivariate model, with teachers aged 45–54 years (OR = 2.05) and 55 or more years (OR = 2.77) showing significantly elevated odds of negative perceptions, independent of experience — suggesting that generational epistemological perspectives play a role beyond mere tenure in the profession. Sex was not a significant predictor in the multivariate model (OR = 1.36, $p = 0.085$), indicating that the bivariate association observed between sex and CBC perceptions was likely confounded by the differential distribution of professional experience and educational attainment across genders. Collectively, the logistic regression findings reaffirm and quantify the centrality of professional sophistication and political awareness in shaping curriculum perceptions, providing a robust empirical foundation for targeted intervention: curriculum reform processes in Uganda must actively engage the most experienced, highly educated, and politically aware segments of the teaching profession if they are to achieve legitimacy and sustainability.

CONCLUSION

This study provided compelling empirical evidence that Ugandan teachers overwhelmingly perceive the Competency-Based Curriculum as a framework whose origins, design assumptions, and implementation requirements are more aligned with foreign intellectual traditions and donor priorities than with Uganda's cultural heritage, resource realities, and indigenous pedagogical values. The findings, drawn from a sample of 400 teachers across four regions and subjected to rigorous univariate, bivariate, and multivariate statistical analyses, consistently pointed to the same conclusion: CBC, as currently constituted, carries the hallmarks of a 'travelling policy' — a curriculum born in external contexts and transplanted into Ugandan schools without adequate cultural translation, participatory co-design, or resource alignment. The strongest predictors of negative perceptions — awareness of foreign donor influence, high levels of education, and long teaching experience — collectively represent the most intellectually and professionally capable segment of Uganda's teaching workforce, rendering their scepticism particularly credible and practically consequential. Rather than dismissing these perceptions as resistance to reform, policymakers must interpret them as evidence-informed feedback from the profession's most experienced and analytically capable practitioners. Uganda stands at a critical juncture in its educational development: the path forward demands not a wholesale rejection of competency-based approaches, but a courageous, participatory, and epistemically sovereign process of curriculum reconstruction that places Ugandan knowledge, Ugandan values, and Ugandan learners at the uncompromising centre of its educational philosophy.

RECOMMENDATIONS

Establish a Participatory Curriculum Co-Design Process: The Ministry of Education and Sports, through the National Curriculum Development Centre, should convene a broad-based curriculum review committee comprising teachers, community elders, cultural leaders, and local academics to thoroughly revise CBC content, ensuring that indigenous knowledge systems, community values, and Uganda-specific contexts are explicitly and systematically integrated into curriculum standards, learning materials, and assessment frameworks.

Invest in Context-Specific Teacher Professional Development: Given that teacher perceptions of CBC's inadequacy are most pronounced among experienced educators precisely those with the most classroom influence and informal professional authority government and development partners should co-finance sustained, contextually grounded in-service professional development programmes that equip teachers with the skills, confidence, and locally relevant pedagogical materials needed to implement CBC effectively within Uganda's resource and cultural constraints.

Enact a National Curriculum Sovereignty Policy: Uganda should develop and legislate a formal Curriculum Sovereignty Policy that establishes clear guidelines for international engagement in curriculum development, requiring that all donor-funded educational interventions undergo mandatory cultural alignment assessments, community consultation processes, and independent local peer

review before adoption; this policy should also mandate periodic curriculum audits to assess the extent to which CBC delivery promotes rather than erodes Uganda's cultural identity and indigenous knowledge transmission.

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