



Skills Builder

UNIVERSAL FRAMEWORK 2.0

Uganda toolkit



Introducing Universal Framework 2.0



Skills Builder Partnership works with educators and learners across the world to ensure that one day, everyone builds the essential skills to thrive.

The Universal Framework is designed to help educators to teach and assess Uganda's generic skills. It does this by breaking each generic skill into a series of steps which can be taught and assessed individually.

Communication - Speaking and Listening



Creativity & innovation



Critical thinking & problem solving



Cooperation - Teamwork and Leadership



Self-Directed Learning - Planning and Adapting



Mathematical Computations & ICT Proficiency



This toolkit is designed to help educators to understand the Universal Framework. You can find the full Framework including teaching and learning resources at www.skillsbuilder.org/uganda





Universal Framework 2.0 breaks each of the **generic skills** down into **16 steps**, spanning from an absolute beginner through to mastery.

We know that every learner's journey in building generic skills looks different. While the steps are organised in a **logical, data-driven sequence** individuals will likely have strengths in some areas and find other steps more challenging. That is particularly true where individuals are neurodiverse or have additional learning needs or disabilities.

However, a useful starting point in mainstream settings is to think about targeting a **four-step range** for your learners based on their ages:

Grade	Below expectations	Approaching expectations	Meeting expectations	Exceeding expectations
S1	Step 6	Step 7	Step 8	Step 9
S2	Step 7	Step 8	Step 9	Step 10
S3	Step 8	Step 9	Step 10	Step 11
S4	Step 9	Step 10	Step 11	Step 12

The skill steps can be used as **learning outcomes**. We recommend three different approaches to building generic skills steps:

- **Direct teaching:** Each skill step has underpinning knowledge which can be directly taught – for example, different creative tools, how to structure a discussion, or what a hypothesis is. This should be directly taught using the Skills Builder Handbook for Uganda.
- **Application and reinforcement in the curriculum:** Through the curriculum, there will be opportunities for learners to practice the generic skills – whether through project work, presentations, or collaborative opportunities.
- **Connecting beyond the classroom:** Work experience, trips and visits and other careers education activities as well as sports, arts or community activities can all be opportunities to practice and apply these skills too.










The skill steps can be used as a basis for **assessment criteria** to track progress too.

Universal Framework 2.0: Overview

Getting started (Targets for Grades P1 to P3)

Intermediate (Targets for Grades P4 - P7)

Ugandan Generic Skills










Communication		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Focusing	Recalling	Checking	Retelling	Recognising purpose	Note-taking	Active listening	Questioning
Communication		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Sharing clearly	Discussing together	Meeting others	Organising thoughts	Knowing the audience	Choosing language	Expressing self	Using facts
Critical Thinking & Problem Solving		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Following instructions	Seeking support	Sharing problems	Finding information	Creating options	Analysing options	Evaluating options	Researching
Creativity & Innovation		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Imagining	Sharing imagination	Expressing imagination	Generating ideas	Suggesting improvements	Combining concepts	Identifying opportunities	Defining success
Self-Directed Learning		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Identifying emotions	Recognising emotions	Persisting	Managing reactions	Reflective learning	Supporting others	Encouraging others	Managing wellbeing
Self-Directed Learning		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Sensing difficulty	Identifying successes	Working carefully	Recognising strengths	Facing challenges	Setting goals	Thinking ahead	Prioritising
Cooperation		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Understanding reactions	Sharing reactions	Recognising reactions	Organising tasks	Managing resources	Mentoring	Self-awareness	Evaluating others
Cooperation		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Working together	Adjusting behaviour	Time keeping	Taking responsibility	Supporting others	Being accountable	Contributing	Valuing others
Mathematical Computations & ICT Proficiency		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
		Using digital devices	Building healthy habits	Creating images	Writing documents	Using email	Searching online	Managing digital footprint	Communicating safely

Universal Framework 2.0: Overview

Advanced (Targets for Grades S1 to S4)

Mastery (Beyond Grade S4)

Ugandan Generic Skills

		Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
Communication		Summarising	Recognising tone	Identifying influence	Comparing views	Analysing views	Investigating bias	Strategic questioning	Evaluating perspectives
		Sharing visuals	Communicating sensitively	Speaking engagingly	Adaptive communicating	Negotiating	Constructive communicating	Presenting	Inspiring others
Critical Thinking & Problem Solving		Exploring causation	Recognising patterns	Systems thinking	Logical reasoning	Hypothesis testing	Strategic planning	Evaluating approaches	Continual learning
		Flexible thinking	Reflecting critically	Seeking perspectives	Prototyping	Incubating ideas	Using curiosity	Facilitating creativity	Championing creativity
Self-Directed Learning		Balancing workload	Improving performance	Practising resilience	Supporting resilience	Adapting plans	Identifying risks	Managing risk	Being enterprising
		Resourcing	Involving others	Using skills	Target setting	Seeking feedback	Project planning	Adaptive planning	Agile planning
Cooperation		Allocating roles	Facilitating discussions	Managing disagreements	Coaching	Motivating others	Emotional intelligence	Leading thoughtfully	Leading adaptively
		Being inclusive	Being diplomatic	Resolving conflicts	Networking	Reflecting collectively	Learning collectively	Developing others	Improving culture
Mathematical Computations & ICT Proficiency		Managing content	Managing spending	Assessing reliability	Analysing data	Applying AI tools	Managing privacy	Networking professionally	Driving productivity



Listening

Receiving, retaining and processing information

This skill is about how we receive information – whether from a peer, an educator, or someone else.

Getting started (Potential targets for P1 to P3): Initially, learners reliably receive information by maintaining adequate focus, recalling simple instructions, checking they understand, and passing on information accurately.

Intermediate (Potential targets for P4 to P7): Next, learners listen actively, recognising communication’s purpose, making notes, demonstrating their engagement, and using open questions.

Advanced (Potential targets for S1 to S4): Then, learners become critical consumers of information by summarising, recognising tone and influencing techniques, and comparing perspectives.

Mastery (Potential targets for beyond S4): Finally, learners explore why different perspectives come about, investigate biases, challenge and probe different views, and integrate and evaluate them.

Inclusive practice: The definition of listening can be expanded to other ways of receiving information. Age-related expectations are approximate based on data and learners will vary meaningfully.

Getting started	Step 1	Focusing I can listen for at least a short time
	Step 2	Recalling I remember simple instructions
	Step 3	Checking I ask questions if I don't understand
	Step 4	Retelling I pass on information accurately
Intermediate	Step 5	Recognising purpose I know why someone is communicating with me
	Step 6	Note-taking I record important information
	Step 7	Active listening I show I am paying attention
Advanced	Step 8	Questioning I ask open questions to understand more
	Step 9	Summarising I rephrase or summarise what I learnt
	Step 10	Recognising tone I recognise tone of communication
	Step 11	Identifying influence I recognise when someone is trying to influence me
	Step 12	Comparing views I compare different points of view
Mastery	Step 13	Analysing views I explore why different views might come about
	Step 14	Investigating bias I analyse where bias is shown
	Step 15	Strategic questioning I use questions to challenge perspectives
	Step 16	Evaluating perspectives I objectively evaluate and integrate different perspectives



Speaking

Transmitting information or ideas

This skill is about how learners transmit information and ideas – whether to peers, educators, or others.

Getting started (Potential targets for P1 to P3): Initially, learners communicate clearly with individuals they know, in small groups, and then with new people while organising points to be understood.

Intermediate (Potential targets for P4 to P7): Next, learners communicate effectively by thinking about what their audience already know, choosing appropriate language, tone, expression and gesture, and bringing in facts appropriately.

Advanced (Potential targets for S1 to S4): Then, learners become more adaptable communicators by bringing in visual aids, managing sensitive topics, and being engaging and adaptive.

Mastery (Potential targets for beyond S4): Finally, learners can negotiate effectively, maintain communication in difficult situations, present complex ideas and share a vision.

Inclusive practice: The definition of speaking can be expanded to other ways of transmitting information. Age-related expectations are approximate based on data and learners will vary meaningfully.

Getting started	Step 1	Sharing clearly I communicate clearly with someone I know
	Step 2	Discussing together I communicate clearly in a small group
	Step 3	Meeting others I communicate with new people when I need to
	Step 4	Organising thoughts I order my points to be understood
Intermediate	Step 5	Knowing the audience I adapt my communication to what my audience already know
	Step 6	Choosing language I choose appropriate language for the situation
	Step 7	Expressing self I use tone, expression and gesture to be understood
Advanced	Step 8	Using facts I use facts and examples to support my communication
	Step 9	Sharing visuals I use images, charts or diagrams when it helps my communication
	Step 10	Communicating sensitively I talk about difficult or sensitive topics effectively
	Step 11	Speaking engagingly I communicate in a way that is engaging for my audience
	Step 12	Adaptive communicating I adapt my communication depending on audience reactions
Mastery	Step 13	Negotiating I manage discussions effectively to reach an agreement
	Step 14	Constructive communicating I maintain clear and constructive communication in challenging situations
	Step 15	Presenting I present to an audience when required
	Step 16	Inspiring others I communicate a vision persuasively



Critical Thinking & Problem Solving

Finding solutions to challenges

This skill is about how learners effectively solve problems, recognising that while knowledge and technical skills are vital, there are also transferable techniques between settings.

Getting started (Potential targets for P1 to P3): Initially, learners solve simple problems by following instructions, seeking support and sharing what the problem is, or finding information themselves.

Intermediate (Potential targets for P4 to P7): Next, learners explore complicated problems by creating multiple potential solutions, analysing them, using success criteria for evaluation, and bringing in extra research effectively.

Advanced (Potential targets for S1 to S4): Then, learners investigate complex problems by exploring causation, recognising patterns and principles, thinking about parts of a system, and reasoning logically.

Mastery (Potential targets for beyond S4): Finally, learners tackle complex problems by creating and testing hypotheses, and then creating, implementing and refining strategic plans.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Following instructions I follow instructions
	Step 2	Seeking support I find help from someone if needed
	Step 3	Sharing problems I describe problems to others
	Step 4	Finding information I find information to complete a task
Intermediate	Step 5	Creating options I create different possible solutions to a problem
	Step 6	Analysing options I identify advantages and disadvantages of potential solutions
	Step 7	Evaluating options I choose between possible solutions based on success criteria
Advanced	Step 8	Researching I research to build my understanding
	Step 9	Exploring causation I analyse causes and effects
	Step 10	Recognising patterns I identify patterns to gain insight
	Step 11	Systems thinking I identify how parts of a system impact each other
	Step 12	Logical reasoning I use logical reasoning to structure problems
Mastery	Step 13	Hypothesis testing I structure ideas so that I can test them
	Step 14	Strategic planning I develop strategic plans to address complex problems
	Step 15	Evaluating approaches I evaluate the success of strategic plans
	Step 16	Continual learning I improve strategic plans based on new insights



Creativity & Innovation

Using imagination and generating new ideas

This skill is about how learners expansively create new ideas and possibilities in a wide range of settings and is the complement to problem solving.

Getting started (Potential targets for P1 to P3): Initially, learners use their imagination to imagine different possibilities, share and express them, and create ideas when given a simple prompt.

Intermediate (Potential targets for P4 to P7): Next, learners apply their creativity to suggest improvements, combine concepts, identify opportunities for innovation, and develop success criteria.

Advanced (Potential targets for S1 to S4): Then, learners explore creative thinking more deeply by challenging their own assumptions, reflecting critically, seeking perspectives, and prototyping ideas to develop them further.

Mastery (Potential targets for beyond S4): Finally, learners drive creativity more widely by incubating ideas, curiously seeking out new ideas and opportunities, and facilitating and championing creativity and innovation more widely.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Imagining I imagine different things
	Step 2	Sharing imagination I share what I imagine with someone
	Step 3	Expressing imagination I share what I imagine in different ways
Intermediate	Step 4	Generating ideas I create ideas to solve a problem
	Step 5	Suggesting improvements I create ideas to make something better
	Step 6	Combining concepts I can combine ideas to make new ones
	Step 7	Identifying opportunities I identify opportunities for innovation
Advanced	Step 8	Defining success I set out success criteria for creating new ideas
	Step 9	Flexible thinking I challenge my assumptions about ideas
	Step 10	Reflecting critically I question my own ideas to improve them
	Step 11	Seeking perspectives I seek different perspectives to develop my ideas
Mastery	Step 12	Prototyping I create quick tests of an idea
	Step 13	Incubating ideas I give ideas time and attention to evolve
	Step 14	Using curiosity I seek new concepts and ideas to innovate from
	Step 15	Facilitating creativity I share creative tools for collective innovation
	Step 16	Championing creativity I nurture cultures of creativity and innovation





Adapting

Overcoming challenges and setbacks to achieve goals

This skill is about how learners adapt to challenges and setbacks effectively whether in education or in their wider lives.

Getting started (Potential targets for P1 to P3): Initially, learners identify their own emotional responses and those of others, showing persistence and managing their immediate reactions to setbacks.

Intermediate (Potential targets for P4 to P7): Next, learners demonstrate a positive approach to challenges, reflecting and learning from them, supporting and encouraging others, and proactively managing their own wellbeing.

Advanced (Potential targets for S1 to S4): Then, learners build their resilience by balancing their workload, proactively improving their performance, and practising and supporting others to spot opportunities in challenges.

Mastery (Potential targets for beyond S4): Finally, learners apply their adaptability by adapting plans, identifying and managing risks, and seizing the opportunities in challenges and setbacks.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Identifying emotions I can tell how I am feeling
	Step 2	Recognising emotions I can tell how others are feeling
	Step 3	Persisting I keep going when faced with challenges
	Step 4	Managing reactions I respond calmly when faced with challenges
Intermediate	Step 5	Reflective learning I reflect and learn from challenges
	Step 6	Supporting others I help others face challenges
	Step 7	Encouraging others I encourage others to keep going
Advanced	Step 8	Managing wellbeing I have routines to manage my wellbeing
	Step 9	Balancing workload I manage my workload effectively
	Step 10	Improving performance I seek opportunities to grow my experience and expertise
	Step 11	Practising resilience I look for opportunities when faced with challenges
Mastery	Step 12	Supporting resilience I help others see opportunities when faced with challenges
	Step 13	Adapting plans I change plans to work through setbacks
	Step 14	Identifying risks I identify potential risks and gains
	Step 15	Managing risk I actively manage risks
	Step 16	Being enterprising I capitalise on opportunities



Planning

Setting goals and designing routes to achieve them

This skill is about how learners develop clear, tangible goals and robust routes to achieving them – whether in educational settings or their wider lives.

Getting started (Potential targets for P1 to P3): Initially, learners assess the difficulty of tasks, knowing what doing well looks like for them, working with care, and recognising their strengths.

Intermediate (Potential targets for P4 to P7): Next, learners take a positive approach to new challenges, setting achievable goals, developing simple plans, and prioritising tasks.

Advanced (Potential targets for S1 to S4): Then, learners implement more complex plans by securing resources, engaging others behind the goal, developing the skills required, and setting targets to measure success.

Mastery (Potential targets for beyond S4): Finally, learners develop sophisticated plans by seeking feedback, using project planning tools, adapting plans using data, and planning in an agile way.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Sensing difficulty I know when something is too difficult
	Step 2	Identifying successes I know what doing well looks like for me
	Step 3	Working carefully I work with care and attention
	Step 4	Recognising strengths I recognise what I am good at
Intermediate	Step 5	Facing challenges I take a positive approach to new challenges
	Step 6	Setting goals I set achievable goals for myself
	Step 7	Thinking ahead I think about routes to achieve a goal
Advanced	Step 8	Prioritising I order and prioritise tasks to achieve goals
	Step 9	Resourcing I secure the resources I need to achieve goals
	Step 10	Involving others I engage others to achieve goals
	Step 11	Using skills I plan how to use and build my skills to achieve goals
	Step 12	Target setting I create plans with clear targets to measure success
Mastery	Step 13	Seeking feedback I seek out a range of views to improve plans
	Step 14	Project planning I use planning tools to organise complex projects
	Step 15	Adaptive planning I use data to evaluate progress and make adaptations
	Step 16	Agile planning I work flexibly and responsively to improve my plans





Leadership

Supporting, encouraging and motivating others to achieve a shared goal

This skill is about how learners make things happen in their education and wider lives, whether or not they have a formal leadership position.

Getting started (Potential targets for P1 to P3): Initially, learners understand their own responses to ideas, sharing those effectively, recognising others' reactions, and allocating tasks reasonably.

Intermediate (Potential targets for P4 to P7): Next, learners start leading others by managing time and resources to complete tasks, recognising strengths and weaknesses of themselves and others, and using this insight to allocate roles.

Advanced (Potential targets for S1 to S4): Then, learners use a collaborative leadership approach by facilitating discussions, managing disagreements, and using mentoring and coaching techniques.

Mastery (Potential targets for beyond S4): Finally, learners demonstrate strong leadership by effectively motivating others, applying emotional intelligence, and thinking about and adapting their leadership style.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Understanding reactions I know how an idea makes me feel
	Step 2	Sharing reactions I explain how an idea makes me feel when appropriate
	Step 3	Recognising reactions I know when others have strong feelings about something
	Step 4	Organising tasks I divide up tasks in a fair way
Intermediate	Step 5	Managing resources I manage team time and resources to complete tasks
	Step 6	Mentoring I use my experience to support others
	Step 7	Self-awareness I recognise how others see my strengths and weaknesses
Advanced	Step 8	Evaluating others I identify others' strengths and weaknesses
	Step 9	Allocating roles I allocate roles based on strengths and weaknesses
	Step 10	Facilitating discussions I structure group discussions
	Step 11	Managing disagreements I support shared decision making
Mastery	Step 12	Coaching I use structured questioning to help others
	Step 13	Motivating others I use a range of approaches to motivate others
	Step 14	Emotional intelligence I respond to others' emotions to lead effectively
	Step 15	Leading thoughtfully I recognise my leadership style and its impact on others
	Step 16	Leading adaptively I adapt my leadership style to the situation





Teamwork

Working cooperatively with others to achieve a shared goal

This skill is about how learners adapt to challenges and setbacks effectively whether in education or in their wider lives.

Getting started (Potential targets for P1 to P3): Initially, learners show they can work with others, behaving appropriately for the setting, keeping time reliably and taking responsibility for simple tasks.

Intermediate (Potential targets for P4 to P7): Next, learners contribute to teams by supporting others, being accountable for their goals, contributing to group activities, and valuing others' contributions.

Advanced (Potential targets for S1 to S4): Then, learners make teams more effective by being inclusive, being diplomatic, resolving conflicts, and building networks.

Mastery (Potential targets for beyond S4): Finally, learners drive team performance by reflecting and suggesting improvements, supporting collective learning, developing their peers, and improving the team's culture.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Working together I work with others when appropriate
	Step 2	Adjusting behaviour I behave in a way that fits the setting
	Step 3	Time keeping I keep to time reliably
Intermediate	Step 4	Taking responsibility I take responsibility for completing tasks
	Step 5	Supporting others I help others as much as I can
	Step 6	Being accountable I am accountable for my goals
	Step 7	Contributing I contribute to group activity
Advanced	Step 8	Valuing others I recognise the value of others' ideas
	Step 9	Being inclusive I support others to thrive in a group
	Step 10	Being diplomatic I avoid creating unhelpful conflicts
	Step 11	Resolving conflicts I work collaboratively to resolve unhelpful conflicts
Mastery	Step 12	Networking I build helpful relationships beyond my team
	Step 13	Reflecting collectively I reflect on progress and suggest improvements
	Step 14	Learning collectively I evaluate successes and failures and share lessons
	Step 15	Developing others I support my peers to develop
	Step 16	Improving culture I improve the team culture



Mathematical Computations & ICT Proficiency

Finding, sharing, creating, manipulating, refining and processing information

This skill is about how learners use technology and mathematical computations to draw insights from information and data.

Getting started (Potential targets for P1 to P3): Initially, learners learn the basics of interacting with digital devices, tracking time to build healthy habits in using technology, create imagery through digital photography and video-making, and learn how to write documents using word processing software.

Intermediate (Potential targets for P4 to P7): Next, learners become familiar with using email, use browsers to find websites and data, manage their digital footprint, and communicate through video or messaging safely.

Advanced (Potential targets for S1 to S4): Then, learners develop the ability to manage data through files and folders, manage budgets and spending effectively, evaluate online information and statistics for reliability, and use spreadsheets to analyse numerical data.

Mastery (Potential targets for beyond S4): Finally, learners explore how to use AI tools effectively, manage data effectively at an individual and organisational level, use professional networking tools online, and use digital tools to increase their productivity.

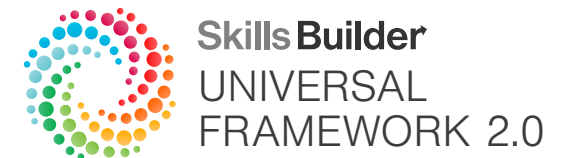
Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

Getting started	Step 1	Using digital devices I turn on a device and use basic numerical controls
	Step 2	Building healthy habits I track my screen time for healthy habits
	Step 3	Creating images I take digital photographs and videos appropriately
	Step 4	Writing documents I use word processing software to create simple documents
Intermediate	Step 5	Using email I set up and use an email account securely and safely
	Step 6	Searching online I use a browser to find and use websites safely to find data
	Step 7	Managing digital footprint I think carefully about what I share online to maintain a positive digital footprint
Advanced	Step 8	Communicating safely I use messaging and video tools to communicate with others safely
	Step 9	Managing content I organise data and files using files and folders on a device
	Step 10	Managing spending I manage my budgeting and spending carefully
	Step 11	Assessing reliability I evaluate online information and statistics to check reliability
	Step 12	Analysing data I use spreadsheets to organise and analyse numerical data
Mastery	Step 13	Applying AI tools I use AI tools effectively while checking for bias and numerical errors
	Step 14	Managing privacy I set privacy settings to protect personal and organisational data
	Step 15	Networking professionally I manage my account on professional networking sites
	Step 16	Driving productivity I use digital tools to improve individual and organisational analysis





UGANDA
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