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NURTURING AND UPBRINGING; THE FORGOTTEN ASPECT IN CURRICULUM DEVELOPMENT AND IMPLEMENTATION AT HIGHER EDUCATION INSTITUTIONS(HEIS)

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her a strong voice in advancing educational transformation and the internationalization of curriculum across Africa. Her work reflects a commitment to building responsive, skill-oriented, and contextually relevant education systems capable of addressing the evolving demands of 21st-century societies.

Abstract

In today's volatile, uncertain, complex and ambiguous (VUCA) world, humanity is experiencing complexities with new trends in lifestyles, orientation and thinking. These complexities that keep on revolving are the result of education without a soul, values and clear dimension of nurturing and preparing the youths with positive attitude, skills, morally acceptable behavior for self-identification and management. Today the character and behaviours manifested in our society like; violence, land grabbing, merciless killings and climate change among others are a clear indication that nurturing and upbringing has been forgotten in both curriculum development and implementation. Therefore, there is a great need to refocus on what we prepare for learning and how it is learnt at all levels of education. Another aspect of humanity without spirituality, respect for culture and protection of the next generation has been encountered. This kind of experience that humanity is going through has led to unacceptable behaviours like homosexuality, corruption, lack of respect and distrust. This paradigm shift in lifestyle has also led to distortion of religion, societal norms and beliefs, culture of given societies and historical heritages. The damages caused cannot predict a better future for the next generation. To avert this situation and regain human civilization with the components of humanity, spirituality and respect for nature and dignity, there is a need to capture the component of attitude formation, nurturing with a focus on values and life skills and upbringing so as to prepare a better generation for the new world order. The purpose of this paper is to expose the reader to the forgotten aspects in curriculum development and its implementation, especially the nurturing of attitude, life skills and values.

Keywords

Nurturing, Upbringing, Curriculum development, Curriculum Implementation.

Resumo

No atual contexto global caracterizado por volatilidade, incerteza, complexidade e ambiguidade (VUCA), a Humanidade confronta-se com desafios crescentes resultantes de novas tendências nos estilos de vida, orientação e pensamento. Estas complexidades emergentes revelam-se, em grande medida, como consequência de uma educação desprovida de dimensão ética, espiritual e axiológica, bem como da ausência de uma formação sólida que prepare os jovens com atitudes positivas, competências essenciais e comportamentos moralmente responsáveis, capazes de sustentar a autoidentificação e a gestão pessoal. A proliferação de fenómenos sociais como a violência, a apropriação ilícita de terras, os homicídios brutais e as alterações climáticas, entre outros, constituem evidências claras de que os sistemas educativos contemporâneos têm descurado, tanto no desenho como na implementação curricular, a integração de uma educação orientada por valores e por uma formação humanista. Torna-se, por isso, premente reconsiderar não apenas os conteúdos que integram os programas de ensino, mas também os métodos e as finalidades da aprendizagem em todos os níveis de educação. Acresce ainda que se tem assistido a um declínio progressivo da espiritualidade, do respeito pelas culturas e da preocupação com a preservação das gerações futuras. Esta realidade tem contribuído para o surgimento de condutas consideradas

por diversos sectores da sociedade como eticamente problemáticas, tais como a corrupção generalizada, o enfraquecimento do respeito interpessoal e a quebra da confiança social. Paralelamente, tem-se verificado uma distorção de referenciais fundamentais, nomeadamente a religião, as normas sociais, os valores culturais e o património histórico, comprometendo gravemente a possibilidade de construir um futuro mais promissor para as próximas gerações. Neste cenário de transição civilizacional, torna-se imperativo reorientar os sistemas educativos para que integrem, de forma estruturada e intencional, componentes formativos centrados na promoção de atitudes construtivas, valores éticos, competências para a vida e um profundo respeito pela dignidade humana e pela sustentabilidade ambiental. O presente artigo tem como propósito evidenciar as dimensões negligenciadas no processo de conceção e implementação curricular, com especial enfoque na educação para os valores, nas competências pessoais e sociais e na formação integral dos indivíduos, de modo a contribuir para a preparação de uma geração apta a enfrentar os desafios da nova ordem mundial.

Palavras-chave

Educação, Formação, Desenvolvimento Curricular, Implementação Curricular.

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Introduction

As humanity is embracing cultural diversity, inclusion, and gender equity, the world is becoming more complex in nature to the extent that the emergence of new world order plagued with issues of technological advancement, globalization, massification, commodification, institutional ranking, competition for natural resources, sustainability, capitalism and extremism(Waller, Lemoine, Mense, Garretson, & Richardson, 2019). These forces have left man today at the crossroad without a clear solution of how to nurture and mold a responsible knowledgeable citizen imbued with skills, values and spirituality for self-development and community transformation. These phenomena which have never been experienced in human life, have called for diversion of human efforts and endeavors towards infusing these aspects into education and in every aspect of human transformation and development. For instance; communicating through social media is with humanity in all aspects of the human spectrum. While redefining how life should look like and at the same time continue to exist, the issue of moral decadence and inhuman behavior is lingering among the different societies of the world Uganda inclusive. In addition, today Uganda is facing serious complex challenges due to lack of values and unacceptable attitudes from different kinds of humanity at all levels of human development. For instance; the society today is facing issues of corruption, trafficking both drug and human, homosexuality, and abuse of democracy, injustice, land grabbing, civil wars and extremism (Embry & Sandler, 2012; Miiro, 2017). These tendencies and many others are a clear indicator of moral erosion and decadence among the people of different societies, hence posing serious challenges for the existence of the next generation. Meanwhile, many schools of thought attach this unpleasant situation to the knowledge without soul and values that has been used in nurturing and upbringing of different generations in order to propel human civilization. Today many HEIs' curricula frameworks have been developed to prepare required human capital that can outcompete

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others on the world map in terms of knowledge creation, skills enhancement, technological advancement and so on(Embry & Sandler, 2012; Goodwin, & Angeles, 2017). But the component of nurturing and upbringing seems to be missing especially among the youths. For this reason and many others some parts of the world have devoted their efforts on imbuing nurturing and upbringing into the curriculum so as to prepare a better generation for the 21st Century. For instance; in Asian countries Malaysia, Japan, Indonesia among others are using knowledge integration to produce the required holistic personality even though the issue of values and attitudes formation are still very big challenges in curriculum development and implementation (Brough, 2007).

These countries have developed several frameworks to support the nurturing and upbringing of children for example, Malaysia's Education blueprint emphasizes values, spirituality and individual well-being, achieved through several pedagogies such as wisdom and Sejahtera(Aroff, 2014). Similarly, Japan and Indonesia are implementing Takatssu to improve face to face interaction between students and teachers(Eskasasnanda, 2020). These strategies highlight key elements that education stakeholders consider while designing and implementing the curricula.

However, to avert this situation and recall the integration of knowledge with soul, values and attitude among graduates and the society in general, there is a need to redefine education as a source of nurturing values and attitudes through curriculum development and implementation. Thus, what is nurturing and upbringing? What is nurturing values and attitudes? What is the meaning of curriculum development and implementation? What is the missing gap in curriculum and its impact on society?. The purpose of this paper is to expose the reader to Nurturing and Upbringing as the Forgotten Aspect in Curriculum Development and Implementation.

What is nurturing and upbringing?

The concept Nurturing and upbringing are used interchangeably. Research has shown that they have an influence on the entire spectrum of human growth, development and transformation. Recently the concept of nurturing and upbringing has attracted scholarly attention due to its essence in molding human psychology and behavior. For that reason and many other researchers have developed different parameters to define its meaning and relevance to humanity. Nurturing is a concept that requires collective efforts of different resources from the community with a common goal using diverse ways of intergenerational mentoring and upbringing of the young (Kuttner, 1997). This statement implies that to raise a child up to the level of maturity, requires different stakeholders like parents, teachers and the community at large; to be concerned on how the next generation should look like so as to push human development, transformation and growth for both self and the society to another level**.**

There are several frameworks that have been developed for instance; Embry & Sandler, (2012) states that nurturing should be integral in nature with an enabling environment that includes epidemiological evidence. This factor affects pathological development, Psychological and psychological pathways. This factor strengthens confidence in

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instances of risks and protective factors. Lastly is experimental evidence. This factor acts as an intervention for prevention of psychological, health problems or behavioral issues and this results in positive development. Goodwin et al., (2017) state that nurturing in Los Angeles catered for caring, supportiveness, playfulness, and pleasure helps individuals to thrive and this was more centered in families. Early & Development, (2019) states that enable communities and caregivers to ensure children's good health and nutrition, protect them from threats, and give them opportunities for early learning through interactions that are emotionally supportive and responsive.

 Habimana, (2024) states that curriculum development and implementation should cater for physical, emotional, social, moral, and intellectual development of students. Yusoff, et al.., (2018) in their study done on both primary and secondary school children in Malaysia state that curriculum should involve caring, collaboration skills, critical, creative and communication skills through all the subjects taught at these levels. (Gehlbach & Hough, (2018) state that curriculum should capture elements of self-awareness, self-management, responsible decision making, social responsibility and relationship management.

A study by Ab Razak, (2020) highlights the foundational principles of humanistic theories, emphasizing that human growth and development revolve around aspects: love, creativity, loneliness and personal growth. These traits form the cornerstone of a well-balanced personality, and evolve through a well-motivated process of self-discovery and development. integrating these humanistic concepts into the educational curriculum is crucial for nurturing individuals who can make to make informed choices based on values, spirituality, curiosity and conscious awareness (Littlejohn et al.., 2019). This approach fosters not only academic success but also the holistic development of learners. However this ideal remains largely unachieved in many educational systems, including Uganda. Ugandan graduates often exhibit significant gaps in theory and practical applications necessary for well-rounded personality development. Addressing this challenge requires a paradigm shift in educational practices, focusing more on a human centred approach that prioritized personal growth alongside academic achievement.

Even though many scholars suggest different frameworks that curriculum development and implementation should encapsulate, Uganda' s education system over the years has not produced the required humanity with elements of knowledge interwoven with both hard and soft skills, values, attitudes and spirituality especially among the youths (Kifuuse, 2024). This is because the government of Uganda has recently embarked on retooling, nurturing and reshaping youths aspirations and mitigation of violent behavior amongst them (Tukundane, Minnaert, Zeelen, & Kanyandago, 2015). To avert Uganda's education system, there is a need to re-conceptualize curriculum development and implementation at all levels to nurture learners with a new mindset towards self and community development.

Similarly, Miiro & Otham, (2018) in their paper talent management practices a trajectory and ingenuity in higher education institutions; a meta-analysis review of literature alluded that preparation of a holistic graduate requires a curriculum designed and tailored with critical thinking, communication, innovation, problem solving, entrepreneurship and

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team work in order to fit in diverse, mobile and non-boundaries, culture and place. When this kind of curriculum is designed with pre-requisite skills for the survival in the 21ˢᵗ century and after, there is need to ensure that the implementation stage is done by staff who are talented with skills of being agile, privy and astute in nature with an aim of addressing today and future generation demands with real life practical solutions.

Unfortunately, Uganda's education system at different levels of education does not translate into the frameworks given above. This is because so far the several attempts done to address curriculum development with required skills for empowering graduates with necessary skills for survival and community transformation are at lower secondary school level. But still at the level of curriculum implementation a lot of effort is required in order to train teachers in empowering learners with competencies and required skills for socio-economic transformation. This is because most of the teachers who are implementing the curriculum at lower secondary school level are graduates without competencies and skills for innovation and holistic personality development. These teachers are a product of Eurocentric curriculum which emphasized more of the content and examination grade without competencies and skills. This challenge has been exacerbated by the current situation especially at HEIs which have not until today conceptualized their curricula and cause structures to address skills and competencies' gaps among graduates (Miiro, $ Baguma, 2023).The purpose of this paper is to examine the forgotten aspect of nurturing and upbringing in curriculum development and implementation.

Nurturing and Upbringing, goes hand in hand with a saying "If we change the beginning of the story, we change the whole story." It means that all stakeholders in the education sector should put into consideration that nurturing children with healthy values of life, skills, attitude and spirituality is a catalyst for their well-being in both physical and mental health in order to secure sustainable transformation of societies (Early Childhood & Development, 2018). Thus, nurturing and upbringing is the state of the art designed by a given society to give a road map based on evidence from policies and intervention about how children should be prepared to fully participate in community development and transformation.

To attain human growth and development through the use of curriculum, many countries have designed different curriculum frameworks for instance; Kenya's curriculum focuses on values, theoretical approaches, education goals and principles (BCEF, 2017). Likewise, in Singapore, the education framework for nurturing and upbringing emphasizes the importance of character/value formation, social emotional learning skills, and fostering good behavior towards learning. This has not only helped to prepare learners for lifelong learning, but it has also influenced learners to have a positive self-identity and responsible decision-making towards their community, family and country (Ministry of Education, 2012). However, nurturing discipline has remained one of the most challenging key issues in the development and implementation of the curriculum. This is because most of the stakeholders in this aspect seem to leave? the responsibility of curriculum implementation in the hands of teachers and schools (Ankerson & Pable, 2020; Miiro, 2017, 2022a).

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Nurturing values, spirituality and attitudes is a huge task that involves different stakeholders. This is because it evolves from parents, to the community both (school environment and various community settings) with an aim of producing a responsible and holistic human being. This implies that preparing a responsible citizen is a combined effort that calls for different stakeholders without which citizens imbued with required knowledge integrated with spirituality, values and skills may not be achieved. In Uganda this kind of strategy has been lacking at different levels of education thus causing a generation without values and skills towards self and community development. Therefore to avert this situation, there is a need for various education planners at different levels for example, curriculum developers and implementers to rethink what teaching and learning should encapsulate in order to produce holistic individuals for socio-economic transformation of communities. This duty requires collective efforts so as to redefine what a child/ youth/person must be and tamed in terms of education values, skills and how education should inculcate him/her to be acceptable to his or her community. This person should be with human characters, skills and spirituality required for self, organizational and community transformation.

Today many parts of the world have achieved this milestone of developing learners' experiences, interests, passion and wonderments through a whole system approach; the home/parents, the community/community leaders or clan elders, the religious institutions, civil society organizations, the politicians among others are all in place to support the growth and development of humanity. This effort is coupled with the support of talented and skilled educators across all levels of education systems. However, to regain a child with values and humanistic attitudes and not materialistic in nature, concerned with society norms and advances is still a challenge especially in Africa. The spirit of child nurturing and upbringing cannot be attained without involving the community in its entirety where both parents and teachers and the community play a role of inculcating attitudes and values at all levels of education.

Discussion

The concept of nurturing requires stakeholders' involvement into children's lives to help them understand the essence of creation and the role of man in the society so as to develop within them sound reasoning based on moral protection in order to face ethical realities and provide solutions to the demands of the 21st century. The role of man has been to protect life, religion, prevention of harm, protection of intellect and protection of the environment. However, when humanity diverted from the soul cause of existence, life has become more complicated and full of injustice, murder and abuse of the basic principles for human survival and existence. This can be explained by the laws that humanity normally enacts and do not provide any solution to the recurring challenges. Moreover, the natural laws through which human behavior and moral uprightness are manifested have been undermined in the protection of human rights hence causing life without humanism and sincerity (Chowdhury, 2020; Miiro and Siraje, 2018).

The unprecedented time that the world is going through today is because of the forgotten key issues in curriculum development and implementation whereas nurturing plays a

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significant role in shaping the kind of personality that the world needs. This calls for creating a challenge towards nurturing and production of responsible youths and people with morals, skills, self-definition, management, and respect for culture and community transformation. It is therefore important that curriculum developers and implementers in countries like Uganda and other African countries focus on nurturing people in order to retain their culture, norms, systems and structures of developing a person with good character.

Unfortunately Many African countries, Uganda inclusive have embarked on pursuance of globalisation, information technology, artificial intelligence, privatization, commodification, school ranking, increased enrollment without practical strategies of empowering teachers with necessary skills and improvement of their welfare. Whereas it is clearly known that teachers are the actual implementers of the curriculum in which the forgotten aspect of nurturing and upbringing is espoused. To improve nurturing and upbringing at implementation level, there is a need to address teachers' challenges in teaching and learning so as to smoothen the environment and culture of nurturing and upbringing strategies.

That notwithstanding, There is also need to contextualize how the unprecedented world forces that affect nurturing and upbringing should be addressed, these forces as mentioned above have a great impact on the way curriculum is developed and implemented as shown below.

Globalisation

The concept of globalisation has opened doors for human integration without borders. This force with ambiguous effects has infiltrated all aspects of human endeavors for instance; cultural, spirituality, political, economic and education spheres (Anaghara-uzor & Farooq, 2019). It has made the world one pillage at the expense of collapsing state boundaries and human natural setup. it has eased business, access to knowledge, communication, and skills acquisition among others. Through its demands, education has been shifted from traditional norms to re-align with knowledge economy demands like internationalization, innovation, invention, focus on competencies and skills (Machingambi, 2014). Even though globalisation has led to many positive impactful effects, it has led to production of knowledge without soul, knowledge without a clear direction of what humanity should be thus causing alteration of cultures, religion and change of human behavior and abuse of climate etc. It is therefore important that education system should be shaped to address this knowledge gap that is driving especially the youth into unruly citizens with skills for self and community socioeconomic transformation in many parts of the world

Artificial intelligence (AI)

Artificial intelligence (AI) is another challenge facing nurturing and upbringing, it is a computer science program that is designed to predict human behavior and intelligence

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(Maurya, Puranik, Senthil Kumar, & Subramanian, 2023). This concept kills self-independence in terms of creativity and formulation of strategies for human development and transformation(Pedro, F., Subosa, M., Rivas, A., & Valverde, 2019). When implementers are given a chance to ignore the functionalities of their minds, social interaction and depend on machines, their intelligence, problem solving skills, critical, care and proper communication will all be dumped so as to find easy ways of dealing with challenges temporally with proper diagnosis of the cause, process and the effect of the decision take to self and entire humanity (Akinwalere & Ivanov, 2022). It is true that machines are good in facilitating work but humanity especially in the teaching and learning process should not be replaced by machines because learning calls for caring, team work, practice and so on. These programs which include Chat GTP and so on should not be advocated for especially in developing countries because the concept of nurturing and upbringing will disappear completely in curriculum development and implementation.

Information and communication Technology

Information technology are resources, tools and devices used to create, communicate, store and dominate information. These tools are used to manage and facilitate access to knowledge through broadcasting technologies, internet, smart phones, computers. In education ICT has been adopted to facilitate teaching and learning. It exposes learners to new information through curriculum design and integration (Salehi & Salehi, 2012). It is because of ICT that several pedagogies have been improved to ease the work of both learners and teachers. However, the negative part of ICT is the exposure to wrong information and knowledge among learners at different levels of education. Therefore the work of an instructor should be to monitor so that learners are not exposed to information that does not fit their cognitive abilities and stages of development (Adeyinka Tella, 2009; Ciroma, 2014). To nurture learners into proper use of ICT requires teachers who are skilled and well-motivated to understand that teaching is about mentoring and molding learners to achieve self and community aspirations.

Commodification and Privatization

Offering education to the citizens is a public service that must be fulfilled by the government. It is a right that every government of a given nation must fund and ensure that every child in every generation accesses it using taxpayers money(Silbaugh, 2011). This process requires government officials to mobilize masses to support its agenda by providing land and payment of taxes. In return, the government constructs schools, procures facilities and resources required to ensure that the teaching and learning takes place at all levels of education. The cost benefit analysis is achieved through production of talented human capital for socio-economic development and transformation of their communities. With the emergency of privatization, public services were privatized and has led to exaggeration of costs for the services and neglect of government duties thus causing inequality among regions, poor service delivery, and poor curriculum implementation (Ball, 2004; Brancaleone & O'Brien, 2011). The effect of commodification

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and privatization is that humanity has been forgotten especially on social responsibility at the expense of commoditizing each and every aspect of human endeavors. Without money nothing can be offered towards human transformation and development. It is therefore important that stakeholders especially in the field of education pay extra attention to this aspect if there is still a belief that education is an important aspect towards human development and civilization.

To address the forces mentioned above and their impact on the curriculum development, there is a need to capture the issues raised below as an emphasis in curriculum development and implementation in order to prepare a better future generation.

Attitude and values

These are components that help learners or children to understand the well-being and strategies of thriving in the present and future aspects of their lives and the generations to come. These concepts refer to beliefs and principles normally integrated with culture, spirituality and knowledge that one acquires to influence his or her behaviours, choices, actions and judgment towards societal, individual and environmental well-being (Miiro, 2017; OECD, 2019). Through these principles and cardinal pillars of human survival, the African civilization and its niche areas of human development, nurturing and upbringing were preserved to date even though a lot is planned against it.

As the world is turning valueless due to the emphasis of contradictory cultures and inhuman behaviours like extremism, homosexuality, civil wars, drug and human trafficking and the like, there is need to understand that the role of parents and other stakeholders in instilling behaviours and change of attitude was neglected unknowingly. This has led to production of citizenry who cannot manage themselves and at the same time respect others, and the cultural heritages that have been preserved for years. Many parents have been emphasizing achievement of work related issues, and leaving the children at the hands of teachers which are also frustrated and fail to pay attention to learners hence creating a very big gap towards child nurturing and upbringing (Miiro, 2022b). Also, the more challenging situation that many African countries have found themselves in is the over emphasis on marks and grades neglecting the aspect of character formation and morals. Many teachers in schools have been overtaken by this aspect hence not fulfilling the needed aspect on society preservation, protection and growth.

It is therefore important to note that no community and its leaders, however magnificent they may be, can survive the waves of the time without strengthening and renewing trust of its people, developing and protecting core shared values that lead to mutual respect, fairness, personal, social responsibility, integrity and self-awareness. Through harnessing values and change of attitude, an inclusive society; with strong moral fiber, sustainable economics, peaceful in nature with men and women of respect to themselves and the society will be achieved.

As schools, workplace and other communities become diverse in terms of culture, ethnicity, and spirituality and linguistic, it is important that emphasis is put on protection

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of values and attitude through nurturing and upbringing so as to attain a society with interrelatedness in knowledge, culture, attitude and values and indeed character formation in an individual.

Skills are another variable that nurturing should capture so as to attain a society with an art of self-development, innovation and invention. Today many parts of the world have defined the objectives of their education system for instance; Japan is emphasizing moral education, for Ireland it is personal, social and health education, Singapore character and citizenship education, Mexico civics and ethics education et cetera. These objectives that steer the intentions of these countries have both intended and unintended conquests based on the actions of the curriculum developers and implementers (Andreas, 2021; Cheong, Hill, & Leong, 2016). It is therefore important that African countries go back to the drawing board and redefine their education with aims and objectives that do not only lead to Ubuntu, but also lead to skilling the youths in order to become more relevant to the society. Today, many African youths cannot challenge the current status of their community due to the lack of skills, both soft and hard because of the education system that has been emphasizing more of marks and grades than capacity building in terms of skills, values and attitudes.

At a time when the most productive persons in society (youths) are of no value today in terms of transformation and development, we therefore need to get back to the drawing board and emphasize the aspects being discussed in this paper. It is also important that education for real life is designed to curtail the surging challenges of human development so that the youths are helped to compete in the mad race. Through this strategy, social, emotional, physical, psychological issues and hope will be recovered, behavior will be protected and intellectualism will exist to achieve a personality geared towards development of a balanced society. All this cannot be achieved if parents and other stakeholders do not show high levels of maturity coupled with supervision, sensitivity to and support for youth needs, and disciplinary efforts so that a required competent child is not left to the teacher alone to nurture and to the required direction (Brough, 2007; Kuttner, 1997; Gutman, Brown, & Akerman 2020).

Life skills/Social emotional learning skills

In the event where the graduated youth today has failed to compete favourably towards self and community transformation, designing an education system that unpacks their potentials through competence discovery and self-realization is an essential issue that parents, teachers and other education actors must pay greater attention to. Today, the biggest number of unemployed youths though educated poses a big challenge and a time bomb to any part of the world. This is due to the fact that the youth look at leaders and other key role players in any country's development as poor planners for their lives and as people who do not mind about their future and their next generation. This kind of attitude has brought about clashes among leaders, elders and other people with the youth. To avert this situation, there is a need to recapture the early methodologies and intentions that both formal and informal education captured before and reached a memorable level of community transformation. Through these strategies, issues of

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entrepreneurship and self-development will be achieved and thus cause a positive impact to the society. However, this cannot be achieved when parents and government stakeholders especially in the field of education do not do research and understand community needs and the practical solutions needed to fill up the gaps. In many countries, especially around Asia, nurturing the youth for self-employment, job creation and community transformation is the concentration of all education activities. Though this aspect is still wanting especially in the African societies due to lack of a well-defined education philosophy (Miiro, 2022b; Raj, 2016)

Integration of spirituality

One of the major challenges that the world is facing is the neglect and misinterpretation of religion in human life. For that matter, the purpose of creation and provision of service to humanity has been forgotten and all this is as a result of education without soul and education based on human laws other than the natural set up of life. Today education has lost its soul due to lack of touch with realities in the communities and hence produced graduates without any impact to the society. Many education/curriculum developers and implementers need to do a continuous inquiry in their work with an aim of understanding whether they are providing societies with solutions other than creating more anarchy and selfish behavior. If this is done, philosophy will be resurrected in teaching and learning thus remembering the purpose of creation. The many challenges that humanity faces today are due to curriculum/education that does not make sense to the human soul hence training people who do not mind about the impact of their actions and behaviours towards the community.

For curriculum developers and implementers, there is a need to cater for the three types of human soul in order to prepare a sane community. Human bodies are composed of three souls and these include; a soul prone to evil, the reflective soul and the peaceful soul. These three types of souls require different approaches so as to nurture a youth that is more concerned about peace and harmony for others.

The abuse and denial of basic human rights, environmental destruction, the lack of meaningful future to thousands of generation, drug and human trafficking, civil wars, land grabbing, merciless killings; all these explain it clearly that the philosophy of education is not in place hence causing severe threats to the next generation (Randall, Koetting, & Combs, 2005). For nurturing and upbringing, there is a need to deal with internal and external facets of human behaviours so that a holistic person is produced to the world (Tirri, 2009). Through these efforts and strategies, the curriculum will regain meaning and help to curtail the growing society without values, skills, attitudes and morals that lead to a sane and civilized society.

Conclusions

With the emerging era where life is losing meaning, there is a need for all education stakeholders to understand that education should address both the external and internal

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human aspect so as to have value for life and at the same time provide security and protection for the next generation. This should be done through the use of intergeneration of values, spirituality skills, with an intention of recalling the lost culture, norms and beliefs of the youth especially in the African continent Uganda inclusive. It is also important to note that nurturing and upbringing should not be left in the hands of teachers when other key stakeholders are not involved.

Recommendation

Accepting cultural diversity and challenges that have mushroomed in our society, is one of the ways through which curriculum can be revitalized using methodologies that bring back soul into the education and regain its essence as mentioned above.

The philosophy of education should be manifested in the curriculum, especially in African countries like Uganda. They should come out explicitly informing the society the essence of education and its impact to the society. When this aspect is intertwined with spirituality, values, attitude, and social emotional learning skills, each and every actor in education will be aware of where the African society is heading to. Thus, nurturing a society with humanity imbued with skills for self and community transformation.

Implications

When nurturing and upbringing is put as a key ingredient in the development and implementation of the curriculum, a society with values and well-skilled human capital will be realized with strong attachment to its cultural heritage, language, self-identity, community concerns, protection of family, humanity, and civilization. This will be enhanced in the young generation imbued with key elements like self-identity, appreciation of diversity, skills, decency, decorum, attitude formation of human development and transformation. Thus, a generation for self and community development will be observed at all levels of education and in all aspects of human growth, and transformation.

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