



## Policy Brief

**Title: Teacher training and job market demands in Secondary Schools: Integrating employable skills and knowledge in teacher education curricula in public universities in Uganda**

### Project Overview

Provision of quality education is a firm foundation for achieving the middle income status (World Bank, 2019) as explicated in SDGs, Vision 2040, National Development Plan 2, Ministry of Education and Sports Sectoral Plan 2017/2018 – 2019/2020 and the National Teacher Policy (2019). Teacher education institutions (TEIs) are increasingly required to prepare Science and Arts teachers who are employable and possess entrepreneurial skills required in the 21<sup>st</sup> Century job market (Serdyukov, 2017). The current nature of teacher preparation in Uganda does not enable graduate teachers to attain competent content, pedagogical and professional knowledge, information and digital literacy, learning and life skills which are pertinent to the profession. The idea of integrating the 21<sup>st</sup> Century skills and stakeholders' views in the teacher training needs, has potential to produce teachers with transferable skills and competencies for meeting future job market requirements (Larson & Miller, 2011). The main goal of the project is to increase on the employability and entrepreneurial skills of graduate teachers through identifying the teacher training needs and streamlining them with the secondary education requirements for effective teaching and learning.

### Innovativeness

The study contains several innovations including harmonisation of teacher training needs in all public universities in Uganda. This resulted in the teacher education handbook which will facilitate curriculum reviews and student mobility in the country. The second year of the project will produce communication framework to facilitate communication between institutions and schools, and also come up with a secondary education re-tooling manual which will be instrumental in imparting employable and relevant knowledge and skills to serving teachers in secondary schools.

### Methodology

A mixed methods design which combines elements of quantitative and qualitative research approaches was employed in the study for the broad purposes of breadth and depth of understanding (Schoonenboom and Johnson, 2017) the concept of teacher training and job market demands in secondary schools. A multiplicity of methods was used including discussion, questionnaire, FGDs, document analysis, and data were collected from different stakeholders. Data were analysed using both qualitative and quantitative methods of data analysis.

### Findings

Key finding included the following:

- ✓ University content in some subject areas is not aligned to/with secondary school content
- ✓ Teachers predominantly use teacher-centred methods which are devoid of hands-on experience
- ✓ No meaningful assessment is made other than tests and examinations for reproduction of concepts
- ✓ Minimal use of ICT due to shortage of skills and ICT infrastructure.

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- ✓ Teachers are theoretically trained, that is, in the absence of the real context in which they will professionally operate
- ✓ Student teachers are not prepared to acquire literacy, learning and life skills; so they cannot teach them to their own students
- ✓ School practice comprises two components namely training and assessment, however, it heavily relies on assessment and less on training
- ✓ Courses offered by student teachers are beyond the minimum graduation load All students
- ✓ There is no formal communication mechanism between universities and secondary schools

### Conclusions

- The university content needs to be aligned with secondary school content for all secondary school subjects during teacher training, teachers and lecturers need to adopt learner-centered teaching methods and professional knowledge courses have to be harmonized across all public universities
- Secondary school teachers require learning, literacy, life, efficiency and curiosity skills in order to teach effectively.
- For secondary school teachers to teach effectively, their preparation (theoretical and practical) in teacher education institutions should be aligned to secondary school curriculum.
- Teacher preparation could best be carried out if there is a mechanism of communication (and feedback) between teacher training institutions and secondary schools.

### Recommendations

- The teacher education curriculum (Content, pedagogical and professional courses) in all public universities should be harmonized for effective preparation of teachers.
- Employability and entrepreneurial skills should be made compulsory in teacher preparation and should be emphasized in each and every subject area.
- There is need to streamline the preparation of teachers in all public universities so as to train competent secondary school teachers.
- There is a need to develop a communication framework to enable feedback and interaction between public universities and secondary schools.

### Project Team

Prof. Mulumba Bwanika Mathias (Principal Investigator – Makerere University)

Mr. Mulindwa Ismael (Director, Basic & Secondary Education – MoES)

Mrs. Grace Baguma (Director, National Curriculum Development Centre)

Dr. Marjorie S.K. Batiibwe (Coordinator, Mathematics Education, Makerere University)

Prof. Christopher B. Mugimu (Professor of Curriculum Studies)

*Contact Email: [bwaniabm@gmail.com](mailto:bwaniabm@gmail.com)*

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