

Analysis of the Shift from Knowledge Based to Competency Based Education among Secondary School Teachers in Uganda

Olema,D.K.

Nabitula,A.

Department of Education,

Faculty of Science and education, Busitema University

Manyiraho,D.

&

Atibuni, D.Z.

Ali Mazrui Centre for Higher Education Studies,

Faculty of Education,

University of Johannesburg.

Abstract

This paper analyzes the context of secondary school teachers' continuous professional development as a key requirement of shifting from knowledge based to competency based education in Uganda. The shift is aimed at equipping teachers with knowledge, skills, attitudes, and values needed both at school and in the various fields of work. However, the shift from a knowledge based to a competency based education has challenges including but not limited to inadequate preparation on the side of stakeholders, negative attitude of teachers, inadequate resources, and rigorous requirements for teacher training. For efficient and effective implementation of the shift from knowledge based to competency based education, there is need for implementation of critical strategies as suggested in the article.

Key words: Teachers professional development, knowledge based education, competence based education, curriculum reform.

Introduction

The role of education is changing world over and so is what is expected of teachers. Education in general and secondary education in particular is supposed to equip individuals with knowledge, understanding, skills and values that are needed for many areas of work (Nakabugo, Bisaso, & Masembe, 2011). However, in many countries, Uganda inclusive, the mode of secondary school teaching has been knowledge based – content-centered and examination-oriented, as opposed to competency based – entailing acquisition of skills, values and attitudes. The knowledge based education in a way has compelled secondary school teachers to specialize in specific subject fields. Hence,

based curriculum, certain critical structural determinants such as teachers' welfare, effective evaluation, and inspection framework need to be factored in.

Conclusion

The changing role of education exerts additional demands on education systems and hence educators. This paper analyses teacher professional development in the wake of the additional demands that require a shift from knowledge based to competency based education. The paper acknowledges that the process of shifting is cluttered with challenges that all stakeholders need to be brought on board to mitigate. Such inclusive stakeholder engagement would generate critical strategies which if implemented could enhance the efficiency and effectiveness of the implementation.

References

- Casey, K. (2018). *Moving toward mastery: Growing, developing and sustaining educators for competency based education*.
- Cator, K., Schneider, C., & Vander Ark, T. (2014). *Preparing teachers for deeper learning. Competency-based teacher preparation and development*. Digital Promise.
- Chrappan, M. (2015). *Teachers' judgement on competency based education*. Research gate
- Kasule, G. W. (2015). *Professional development on innovation competence of teaching staff in Ugandan universities* Doctoral dissertation, Wageningen University.
- Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of Teacher Education*, 64(1), 90-106.
- Kyobe, E., & Rugumayo, A. (2005). *Competency based education and training (CBET): a case study in Uganda*.
- Malunda, P. N. (2018). *Teacher Professional development and quality of secondary school teachers in Uganda*.
- Nakabugo, M. G., Bisaso, R., & Masembe, C. S. (2011). *The continuum of teacher professional development: Towards a coherent approach to the development of secondary school teachers in Uganda*. Makerere University.
- NCDC (2020). *Lower secondary curriculum reform*. NCDC. Kampala

- Peña-López, I. (2009). *Creating effective teaching and learning environments: First results from TALIS*. Retrieved from <https://www.oecd.org/berlin/43541636.pdf>
- Sajan, G. (2017). *Training teachers for competency based learning classrooms*.
- Serdenciuc, N. L. (2013). Competency-Based Education – Implications on Teachers’ Training. *Procedia - Social and Behavioral Sciences* 76 (2013) 754 – 758
- Tambwe, M. A. (2019). Challenges Facing the Implementation of a Competency-Based Education and Training (CBET) System in Tanzanian Technical Institutions. *Education in Tanzania in the Era of Globalisation: Challenges and Opportunities*, 242.
- UNEB (2020). *Statement on release of 2019 Uganda Certificate of Education (UCE) examination results*. UNEB. Kampala.