

Transforming Teacher Education for a Sustainable Future: The Role of Blended Learning and Coordinating Centers in Uganda

Jennifer Nyangoma Magezi

Tutor, Kibuli Core Primary Teachers' College (PTC)PAK Memorial Trinity Institute of Nursing and Midwifery, Uganda

Abstract

Sub-Saharan Africa faces a critical implementation gap regarding Competency-Based Curricula (CBC) due to the limitations of centralized "cascade" training models. In Uganda, the 2020 secondary curriculum transition reached only 35% of teachers through traditional face-to-face instruction. This paper proposes a decentralized policy framework that re-engineers Blended Learning (BL) by anchoring it within Uganda's existing network of 23 Core Primary Teacher Colleges (PTCs) and their localized Coordinating Centers (CCs). Drawing on a socio-technical framework, this study employs policy analysis and conceptual design to evaluate the Uganda National Institute for Teacher Education (UNITE) framework and the 2020 CBC guidelines. I argue for a "Flipped CPD" model where asynchronous digital modules provide theoretical knowledge, while CCs serve as mandatory physical hubs for practical micro-teaching and coaching. Recommendations include formalizing CCs as National CPD Hubs and prioritizing "Solar + Satellite" infrastructure to ensure resilient digital delivery and environmental sustainability.

Keywords: Blended Learning, Teacher Professional Development, Uganda Education Policy, Coordinating Centers, Competency-Based Curriculum.