

**Continued Professional Development among Secondary Agricultural Education Teachers in Uganda, a Case Study.**

**Abstract**

In 2020, Uganda's Ministry of Education and Sports started implementing a Competence-Based Curriculum (CBC) for lower secondary education aimed at providing practical skills for the 21st century. Despite its potential for socio-economic transformation, past research reveals that many Ugandan secondary agricultural education teachers lack the necessary pedagogical skills for CBC implementation. This study aimed to identify professional needs among these teachers and recommend strategies for high-quality Continuous Professional Development (CPD) training. The mixed-methods study involved 52 participants, most of whom were male (88%) with a bachelor's degree in agricultural education and an average of 3.7 years of teaching experience. Most participants (67.3%) demonstrated a developing level of subject content proficiency and indicated a need for CPD training particularly in subject content areas, preferring hands-on, in-person training sessions before each academic term. Findings emphasize the necessity of high-quality CPD programs to support the implementation of the new curriculum. To address this, the Ugandan government should operationalize the 2018 Continuous Professional Development Framework and allocate resources to the National Teachers Policy. Additionally, school leaders and other stakeholders should organize CPD training at various levels to improve its accessibility, elevate the professional development of agricultural education teachers, and consequently enhance student's academic outcomes.