

## *Full Length Research Paper*

# Teacher Educators' Competences for Promoting Social Innovations in Teacher Education: School of Education, Makerere University

**Alice Merab Kagoda**

School of Education, College of Education, Makerere University. P.O. Box 7062.Kampa Uganda.

Author E-mail: [drkagoda@cees.mak.ac.ug](mailto:drkagoda@cees.mak.ac.ug)

Received 12 June 2020; Accepted 6 July, 2020

**ABSTRACT:** Social innovation education has the capacity to promote sustainable approaches that improve society through positive change. It aims at developing qualities for positive change in students such as knowledge, skills, and attitudes that enable them to become socially and ethically intelligent innovators, leaders and communicators. Contemporary social issues such as poverty, inequality, climate change, environmental degradation, and population require an education that addresses and provides solutions to the needs of society. Critical social theory and critical learning theory were used in this study. A critical pedagogy that questions assumptions, identity and social agency was particularly useful. Ten teacher educators and six teacher trainees participated in this purely qualitative research. Two focus group interview schedules for students and interviews for the teacher trainers were conducted to

generate data. The Teacher Trainers' understanding of the concept of social innovations and how it influences the education offered for teacher education was explored. Results show that Teacher Educators have some idea of social innovations but have found it difficult to change to new pedagogies due to lack of a conducive teaching environment. Rigid secondary school curriculum also influences approaches to training teachers. There is the resistance of teacher educators and teacher trainees to change. The students really have no idea of what social innovation in education is. Some of the recommendations are to retool teacher educators and restructure the teacher education curriculum.

**Keywords:** Teacher education, social innovations, curriculum change

## INTRODUCTION

Social innovations are new ideas, solutions, creative approaches, and new ways of operation or paradigm change, changed strategies developed as a response to society issues and challenges that require new solutions to lead to sustainable life. Social innovations education can be defined as education that integrates twenty first century skills as well as employable skills. Products of such education system are capable of changing society since they are more knowledgeable, critically intelligent and better communicators (Keller, 2003; Surikova, 2015) unemployment, rapid population growth in some countries and declining population in the western world,

climate change, social exclusion and inequalities, dwindling energy and water supply as well as a technological revolution. In some countries unemployment of youths has led to political extremism and civic unrest. This study explores teacher educators' competencies to address those issues and challenges in training the 21<sup>st</sup> century teachers who end up teaching the youths in secondary schools.

### Teacher educators

This category of educators includes higher education trainers

of teachers. They are responsible for teacher education; they are researchers, pedagogical and subject experts, as well as school practice supervisors. They are also in charge of carrying out induction for new teachers in charge of continuous professional development of in-service teachers. They are reflective learners who at times critique their own knowledge and actions as they do the training of teachers (Dengerink, 2015). This helps student teachers to “see into practice” by learning from this professional practitioner. The 21<sup>st</sup> century requires students who obtain knowledge by themselves as well as generate new ideas as a result (Nessipbayeva, 2012). The author adds on that this world needs professionals who are expected to actively learn and generate knowledge by themselves. Today's world needs teachers who are creative, critical thinkers, innovative and working in a particular context. Teacher educators are teachers of teachers, researchers, coach, curriculum developers, gatekeepers and broker (Dengerink, 2015). Teacher educators in addition have a modeling role to the in-service and pre-service teachers. They have knowledge of the specific subject and pedagogy for teaching it when training teachers. They are reflective and have a questioning attitude. They are competent in the field of educational pedagogy and are experts in supervising professional learning and organization and management of educational programs. Didactic competencies are essential qualities of teacher educators; that is curriculum development, teaching and evaluation and reflection of education in the didactic competence areas of planning, curriculum designing and development. The curriculum and its associated materials are a prerequisite to pedagogy, that is, content and delivery, pedagogical skills, classroom management, assessment, context, environment and nature of the discipline and social-culturalism. In Uganda becoming a teacher educator, one must have performed well in a bachelor's degree with a diploma in Education. Either a first class degree or second class upper degree, with a diploma in Education, enables one to be appointed a teacher educator in the School of Education. That is the minimum qualification, however today a master's degree and a Ph.D are requirements for entry into teacher education profession. Once recruited, they start training teachers without any induction focusing on “how to become teacher educator, there are workshops for professional development, they just learn on the job”.

I started my career as a teacher of geography first in secondary schools of Uganda and from 1992 I joined the school of Education as a teacher educator in Makerere University. I gained interest in gender and women in development with the rise of non-governmental organizations in Uganda which actively sensitized women in both rural and urban areas, including the rich and elite women in the cities. As a Ph.D. student in the University of Alberta, Canada, I offered two courses in gender and

women studies. Geography as a discipline of study is practical and interdisciplinary in nature, implying that it covers all areas of social, cultural and economic development. Geography a subject commonly defined as “a study of people and the environment they live in” or “study of people's everyday experience” inspired me to carry out this study. I realized that as a teacher educator, I did not go through an induction to become one. I also realized that women making up more than half of Uganda's population are not fully integrated in development programs because of their lack of empowerment through education. The use of inappropriate approaches to teaching at all levels of education is among the reasons for lack of access to quality education for girls and other marginalized groups. The education system implemented in Uganda is out of context and not yet decolonized, in this School of Education some teacher educators are not yet aware of the new trends in Education like 21st century skills. Some teacher educators are not familiar with the “Sustainable Development Goals”, including many other new trends in Education advocated by UNESCO and other educators. Teacher educators in this university are not facilitated to attend conferences as well as doing research therefore everything is acquired by teacher educators through individual efforts. Professional induction practices and strategies to support continuous professional development and development of research identity should be part and parcel of teacher education institutions. Induction, mentoring and coaching are features of continuous professional development across the career since it promotes deeper understanding of professional learning perspective. Through this study the writer has been able to access and get exposed to the concept Social Innovations in Education.

### **Brief related literature**

A Technological and communication innovation in this complex world has a central role in every aspect of life and this is a challenge to educators. However, learners' experience with technology is often very different inside and outside the classroom, which creates a broad set of challenges and opportunities. The available information has the potential to change the traditional modes of learning and suggests a different balance between the development of skills and accumulation of knowledge. Some learners have the opportunity to access information and manage their own learning to communicate with peers and mentor, innovate, create and share new materials. However, there are students who do not have such privileges of having access to this new technology. Students must harness and apply these new resources applying the skills acquired (Dyke et al., 2010). Low computer-to-student ratios are a continuing

issue in expanding the use of technology for learning. The students' primary personal use of computers tends to be related to the internet or for entertainment, e-mails, chatting, downloading music, playing games, downloading software and collaborating teams (Rivers et al., 2015). Dyke et al (2010) argues that information and communications technology have dramatically recast how we understand and experience the world, redefining how we live, work, communicate and learn.

Surikova et al. 2015) believe that education is an issue to be solved; - it is a society challenge and platform for developing skills, competences, attitudes, values, creativity, problem-solving skills, communication and collaborative skills, social entrepreneurship, social responsibility and empathy. Lack of this knowledge and skills mentioned above is one of the barriers to social innovations in society.

Universities, therefore, can make a unique contributions in both process and paradigm innovation. Universities must nurture in students the creativity that feeds in innovations. Students can be educated through university programs thereby learning new knowledge which enables them advance the social and economic conditions in their community (Macbeth, 2018). The role of universities and colleges is further emphasized by Bozic and Dunlap, (2018), Blass and Hayward, (2014) in that higher education leadership teams can consequently become attractive to those with the creative mindset that are essential for fostering innovation and create an innovative culture in the university. Students of all ages must be prepared with the skills that will enable them to make the most of the digital world. Education systems have traditionally focused on providing basic skills and preparing students for higher education and employment not teaching students to become innovators. The structure of education in most countries however, impedes innovation. Education professionals in schools, colleges and universities are isolated or compartmentalized within their classrooms, departments or institutions. Accountability policies tend to restrict innovation and encourage a conservative approach to learning, rather than exploration and discovery. A system must be designed and managed to reinforce innovation rather than hinder it (Dyke et.al 2010). In this 21<sup>st</sup> century, nature of work has rapidly changed through globalization and rapid development of technology. Students need to be prepared to work in a dynamic rapidly changing global market place. Students have to be lifelong learners and this requires radical change in teacher educators who should become change agents in society. Teacher Educators' practices should be reflective, assessing innovative practices and approaches consequently determining what works best or in which circumstances. This requires rethinking of teacher training with the aim of cultivating educators who actively shape and advance their disciplines (Anderson et al., 2014). A continuous

professional development of educators is essential because it encourages research-based learning whereby, knowledge mobilization process is facilitated consequently and interdisciplinary learning takes place. This interdisciplinary learning, lifelong learning and life wide learning turns into social innovation fields in the institutions of learning. Education thus becomes a source of topical issues, human capital source, social capital promoting more research and a holistic perspective of education is developed. The basis for social innovation in education is social learning, networks and innovative hubs are advocated for to prevent educators working in isolation. Partnerships between learning institutions are important mechanism for encouraging and spreading innovative ideas (Anderson et al., 2014). Team work schemes, meeting regularly to discuss, exchange practices are seen as learning. This deepens and broadens the subject area of educators and fosters use of new pedagogical approaches (Artvinli, 2017). Through global peace education grassroots, community's innovations can be explored through research leading to strategies that respond effectively to local situations and interests. Kim, (2015) argues that there is much to learn from local communities; learning about the local culture and context through real relationship with people living in reality, the innovators are attempting to address. University participation in communities will enhance the values and visibility of work that provides answers to those who confront the daily challenges of today's world. Social responsibility according to Harlam et al (2017) should be part of every university's function and a mandate for both public and private institutions. This requires educators with a clear framing and structuring of how to approach their teaching. Top-down reforms sometimes do not properly filter well to the individual level (Chartelluch and Thum, 2013). There is also need to improve on learning environment because it has the potential to foster a number of pedagogical advantages and it is an excellent way of increasing learner participation in lessons. This learning environment offsets the elitist approach and overcomes barriers to learning. Active learning methods like group work, role plays, debates, games and simulations to mention a few help students of different social class mix and this is essential in new approaches to teaching and learning.

A shift in learning approaches calls for a change in assessment practices for example, use of portfolios, and this requires an ongoing dialogue between educators and students. Here the educators identify what knowledge and skills are measured, how they are measured and how frequently. Assessment is effective in ensuring curriculum change for example assessing skills of 'ways of working, ways of thinking, tools for working and living in the world. Assessment also includes how students apply their knowledge and skills effectively. They also measure learner ability to continue learning throughout

their life (Dyke et al 2010). The authors continue to suggest methods of assessment during the learning process, more to evaluation, self-evaluation against the learning plans and more focused on non-cognitive skills. This is similarly advocated by Freire (1970) in his work on critical pedagogy. The main objective of this kind of learning is to make students become active and self-directed in learning and responsible for their improvement of social skills and time management. Nessipbayeva (2012) asserts that this requires use of teaching requirements which are the 21<sup>st</sup> century skills.

DeVero and Charny (2017) argue that for a change in curriculum and pedagogy to address the needs of the less fortunate and empower individuals and communities for improved society's well-being. It is clear in the above literature that the education system must nurture in the students the creativity that feeds in innovations, skills, needed to compete in a global market place and a vision to see beyond their local, national and the region where they are situated. Educational institutions have to restructure the curriculum to take into account the skills, knowledge and competences that are advocated for in the 21<sup>st</sup> century knowledge as well as the 10 'employability skills' developed by the University of Northampton which include; self-confidence, self-awareness, empathy, practice skills, communication skills, emotional intelligence and social intelligence, problem-solving, leadership and value driven practices (Rivers et al., 2015). This kind of curriculum change can be referred to as, curriculum transformation so that higher order thinking skills which are critical for this dynamic world are taught. In this study the researcher analyses the teacher educators' understanding of social innovation education and what kind of innovative solutions and practices that is in the School of Education of Makerere University to respond to the situation of education system which has remained traditional and not responding adequately to issues and challenges in the Ugandan communities.

### **Values of social innovations education**

It improves /reforms formal educational systems and institutions, updating education institutions and programs, approaches, integration of vulnerable groups to mention a few attributes. The concept social innovation is new in Uganda and probably one of the reforms in the curriculum at all levels of education is comparable to the concept of social innovations. In Uganda, this calls for innovations for purposes of integrating it in the education system.

### **Theoretical framework**

A critical social theory and critical pedagogy are used in this study. A critical theory is orientated towards

transform society on the principles of justice, fairness; the fighting's of wrongs and meeting needs of society. In other words, it proposes transformation of society for the common good (Anderson et al., 2014). It moves students toward creative possibilities for a promising future (Grimm et al., 2013). According to Mahmoud et al. (2014) critical pedagogy promotes social reforms based in schools which act as places for social change and evolution since they foster critical thinking to students and how to change their environment. The purpose of critical pedagogy is to enrich student's life by questioning and challenging accepted hypothesis by others and also explore new avenues Freire (1970) challenged the inhuman policies of the dominant governments and his ideas are referred to as "transformative" education (Nouri and Sajjadi, 2004).

### **Context of the study**

Uganda the 'Pearl' of Africa is among the twenty poorest countries in the world and is part of this rapidly changing world. With her poorly developed resources, Uganda is grappling with a rapidly growing population composed of more than half youths of less than 25 years, More than half of the population is made up of females the majority of whom are illiterate, and Social services like education and healthcare are inadequately provided especially to the rural areas. Uganda hosts a large population of refugees from Sudan, Rwanda, DR. Congo, Somalia to mention a few, and those have greatly contributed to environment degradation. Uganda education system has not changed much from colonial kind of education which is elitist rendering the products unemployable in the prevailing first changing nature of jobs. There is therefore a need to orient education right from pre-school to tertiary institutions of education integrated with modern technology oriented to community issues and challenges and using teaching approaches that encourage active learning. Apart from introducing ICT and entrepreneur courses in higher secondary school curriculum, nothing much has been introduced in teacher education colleges to cater for challenges in society especially ICT and gender for teacher education curriculum. There is urgent need to align education to the twenty first century skills, the Sustainable Development Goals, Life skills, and appropriate teaching approaches to enable the future generations survive in the 21<sup>st</sup> century. This study helps the educators understand issues and challenges faced by the youths in schools as well as the communities where they live and how to solve them. However it is not possible to tell whether teacher educators are familiar with the new trends in Education which would help solve problems of today.

### **The problem**

Uganda's education system has had changes made in

the curriculum right from primary to higher education since Independence in 1962. Those reforms were intended to make education relevant to the pupils/students and to the development of Uganda as a whole. Currently, ICT and entrepreneur courses were integrated in higher education secondary education to cater for innovations in society. Those reforms however, have not adequately taken care of the current rapidly changing environment like rapid population growth, poverty, and the marginalized people, the refugees, unemployment of the youth, climate change, land degradation and access to quality education for all. Early childhood education is just being made compulsory in all primary teachers' colleges, schools etc. Social innovation in education is believed by current education scholars as the answer to the above problems however, teachers who are at the centre of implementing such transformative education are not available and the teacher training colleges/schools do not have that agenda as yet in their programs. The government probably lack adequate financing of education accounting for this anomaly. The purpose of this study, therefore, was to explore the teacher educators' understanding and application of the concept social innovations in education and how it influences the programs offered at the School of Education at Makerere University.

The study is intended to:

- (i) Establish social innovations in education and innovative solutions in practice by teacher educators.
- (ii) Find out teacher trainees' response to the issues and challenges in the current education system.
- (iii) Suggest strategies regarding curriculum change and new pedagogies.

## METHODOLOGY

The study was qualitative in nature where interviews for teacher educators were conducted and focus group discussions were used to students. Eight teacher educators both from science education, Foundations of Education and Humanities and Languages education participated in this study. Six teacher trainees in their third year also participated in the study. The participants signed consent forms to confirm that they were not forced to participate in the study. The confidentiality of their responses was assured and their identity is not revealed in this study.

### Presentation of data

Most lecturers confess that the concept social innovations in Education is new, however, they have

been making reforms and adjustments as they train teachers at the school of education. One educator from the Department of Humanities narrated:

*I asked students to identify problems facing the people of Uganda and they responded;- human trafficking and kidnap, diseases, corruption, rapid population growth, environment, poor attitude towards work, rapid pace of change, anti-social behaviour, unemployment and big spenders, etc. The educator added on:*

*The contemporary Ugandan society has a challenge of unemployment and lack of innovative skills education system is still tailored to white collar jobs, poverty and food insecurity (An educator from Humanities).*

Three educators from the Foundation of Education Department, one from Department of Science Education and those from Languages responded that:

*The curriculum we use is outdated; we need a curriculum that speaks to the student experiences and help them solve their problems. A curriculum that addresses their head, hands and mind (holistic) but we do not teach in line with the 21<sup>st</sup> century and SDGs. (lecturers).*

*The curriculum we use in our education system is 'fake': - It is not critical, analytical, and does not address issues of innovations in society but aims at finishing the syllabus. It addresses very many abstract things from elsewhere but not local issues. It does not impact soft skills like being prudent, fair and just. It doesn't teach prevention of environment degradation, patriotism, and preservation of our cultural heritage (Science lecturer).*

*The curriculum is not oriented to train 21<sup>st</sup> century teachers; - still use traditional methods for undergraduate students. The course outlines reflect the traditional content, still addressing things of the 20<sup>th</sup> century, that is, topics, content, and sequencing of topics. The textbooks, language and instructional materials not modified to fit the 21<sup>st</sup> century. An individual educator decides how to modify it without stakeholders (lecturers).*

In addition to the irrelevant curriculum, one educator pointed out the poor quality of students who do not seem to want to study and the challenge of their poor understanding of the English language which is the language of instruction in schools and universities.

### Pedagogy and its challenges

Here, the researcher explored the kind of methods used by teacher educators to train an innovative 21st century teacher:

*Learner-centred approaches are not yet adopted here by*

teacher educators. Research is not productive since we are not supported by the university. The professors are not supported and yet would be mentoring the young teacher educators. Local innovators are not academicians; the educators have failed to identify social needs to address in this school of Education (From humanities).

*I integrate good skills unknowingly, for example, skills of interviewing, teamwork, networking, report writing and data analysis. I normally have interactive classes where students get listening skills and interpersonal skills. I promote lifelong learning, mentorship and feedback is emphasized (Foundations Lecturer).*

### Technology

*I use technology-oriented instructional materials like laptops, computers, smartphones, videos, overhead projectors, power point, films and digital maps (foundations lecturers). In my class, we do online discussion and students submit their course work online (foundations lecturer). I use the community to train my students; I take them to the community to learn how to repair science equipment, which is ETEP in Kyambogo Curriculum development centre. I do field studies with them to forests, Zoos and lakes. We go to schools to talk to parents to identify social problems. I send students to go and talk about themselves in society, those doing biochemistry talk to traditional herbalists and local herbs and they talk to the miners in village small mines (one science lecturer).*

Some educators are resisting modernity like one from humanities department:-

*I am not using technology to teach because I have not been trained to use it. The university does not provide us with computers, they gave us white boards removing the blackboards but there are no markers to use on them. New technology is expensive to both the teacher educators and students. However, everything I teach, I use the community for illustration: I use project-based, problem-based, collaborative, cooperative and activity - based teaching (Humanities lecturer).*

*I am not using technology in teaching because I do not believe in it. Students Xerox people's work or someone does power point for them to present in class or hand in as coursework (Foundations lecturer).*

*Teacher educators expecting the university to provide computers are not innovative enough, 'write a proposal and get a computer!! Educators are expected to be innovative and acquire skills using their own means to*

*deliver in this digital world. Career development in schools is a social issue, but it is not done here at the School of Education (one science lecturer).*

### Methods used in training teachers

*I use role plays, lecture, display, field-work, films, and quiz (5 humanities).*

*Discussion groups, research, case studies and PowerPoint presentations, involve the students in communities to do research (6 humanities and foundations lecturers).*

*I build on their knowledge to develop in them self-learning, critical thinking, active learning, creativity, resilience, perseverance and self-esteem. I train teachers using micro-teaching, peer-teaching, social media, WhatsApp and reflective teaching. Some students hate this new approach because they do not want to do some tasks. They use their phones and computer for games, internet, watch films, WhatsApp, but not for learning (Foundations lecturers).*

The students said: we are taught using lecture methods the other learner centred methods are just mentioned but not practiced by lecturers (Students).

*School practice is not well supervised, some lecturers are strange to us, some of the students are supervised for 20 minutes because lecturers are always in a hurry (students).*

### Assessment approaches

The university system has two approaches for generating marks each coursework (30%) or summative examinations (70%).

*I use peer assessment for coursework. I give them group tasks and I give them a mark for participation in presentation, the group awards to each individual, I give a test on that particular work done in a group, and then I give an assignment for each individual. This makes a total of 30 % which is added to the final summative examination. In this assessment I evaluate application of knowledge both in class and outside, critical analysis, innovativeness and creativity, which is higher order thinking skills (Foundations and humanities lecturers).*

*For summative examinations, we use essay type and multiple choice. For coursework, we use project-based evaluation. The project is organized in groups that are sent to schools to find out and explain the economic problems in schools, establish how school management*

*is utilizing the school resources like finances, human resource, time, physical infrastructure and laboratory equipment. We test knowledge, interview skills, report writing, research and observation skills, interpersonal relations, digital skills, teamwork, values and attitudes as well as high order thinking skills (Foundations lecturers).*

*Students have limited subject content, not well supervised during school practice and sometimes supervised by untrained teacher educators. Large numbers of teacher trainees makes it difficult to organize proper school Practice (Lecturers).*

The responses above reveal gaps in the training of teachers at the School of Education in the area of internalizing and application of changes in the curriculum, teaching methods and lack of continuous professional development. The teacher trainees although aware of changes taking place around them, seem to be lost.

## **DISCUSSIONS AND CONCLUSIONS**

It is clear from the above discussion with the teacher educators that they are aware of the challenges they face in training teachers. There are curriculum reforms in the education system in primary, secondary and recently early childhood education in primary teachers' colleges. In higher education, courses are revised regularly in line with the National Council for Higher Education and cannot be taught unless they are approved. They argue that these are the changes in the education system but do not refer to it or use the concept 'social innovations in education. Grimm et al, (2013) explains this situation as those changes were identified in the curriculum, however, they are not adequately responding to the issues and challenges in society which they identified in their responses. One teacher educator specializing in foreign languages responded that the curriculum he uses was made in Germany and he cannot change it. Another language educator said that changes in the curriculum can be done at individual level in the classroom. One Kenyan scholar Karimi (2014) calls upon the developing countries to be aware of the education system. The author adds on that course outlines/syllabus will also be decolonized and contextualized making it more relevant to the students in developing countries. One has to note that at the school of Education, teacher trainees are trained to teach the secondary school curriculum, therefore, if the teacher educator tries to change anything and it is not in line with what is being taught in schools, the trainees will resist. Some educators are innovative in the area of technology but the only short-coming is lack

of a computer laboratory to take care of over three thousand students in the College of Education. The teacher educators also have to buy computers and other teaching materials they consider essential using personal funds. The teacher trainees are used to an examination-oriented curriculum, therefore, they want dictated notes not computer lessons or online tasks. Although ICT course was introduced in secondary curriculum, teacher educators at the school of education are not training teacher trainees in the use of this technology. Some teacher trainees have smart phones and some have access to computers but they mainly use them to download music, play games, internet and chat with others on face-book, twitter, photos, videos and WhatsApp, but not for learning. This reveals the inequality and poverty existing among university students and this is the inclusiveness which the educators must address while training students (Dyke et al 2010). Educators also need to empower their students to promote/build a sustainable society (Grimm et al., 2013). Students' poverty levels are high, the government and parents are failing to meet the requirements of education, for example, rewriting/revising a curriculum requires money and the donors who at times help may have a different paradigm and this explains why the reforms in the education system has not had the required solutions to the prevailing challenges in society. According to Grimm et al. (2013), government should make policies addressing inequalities and social exclusion so that the marginalized can be integrated in the learning environment.

Only three teacher educators used the community to train the teacher trainees and yet, one would learn a lot from the community, students would also get a deeper understanding of the local culture and context, gaining experience in relationships with people living in reality, learning the history, getting to know people already working on issues and challenges and understand the existing solutions already at play (Kim, 2015). This kind of research in training teachers is not used by many teacher educators (2 foundations, one science and 2 humanities). The teaching approaches are still teacher-centred although many innovative approaches are mentioned. The teacher trainees responded that even though educators mentioned and recommended them for use in secondary schools, in the lecture rooms at the School of Education, the commonly used methods remained lecture, talk and chalk and some lecturers used group-work. This implies that skills, values and attitudes embedded in some of the methods used in educating teacher trainees were left out. Dyke et al. (2010) encourages educators to nurture in students the 21<sup>st</sup> century skills needed to compete in a rapidly changing global world and the vision to see beyond local, regional and national boundaries. Networking with secondary schools and communities is done on a small scale by some educators in all departments of science,

foundations and humanities and languages departments and this thought to be good for sharing innovative ideas (Grimm et al., 2013).

## Recommendations

The School of Education is trying its possible level to use strategies that respond to the needs of graduates who end up in secondary schools of Uganda. The researcher makes the following recommendations; Funds should be made available to teacher educators to do more research, network and collaborate with schools and other teacher training institutions in Uganda and beyond. Carry out continuous professional development workshops for teacher educators, teachers in schools and stakeholders on education social innovations. Improve and restructure School practice to match within the twenty first century framework. Much emphasis should focus on the 21<sup>st</sup>. century skills, achievement of SDGs and employability skills.

## Acknowledgement

The researcher acknowledges all teacher educators and third year students 2018/2019 in the School of Education that participated in this study for their invaluable contributions in terms of relevant information provided.

## REFERENCES

- Anderson T, Curtis A, Witting C (2014). Defining theory in social innovations. Danube University, Krems. <https://www.social-innovation-blog.com/wp-content/uploads/2014/05/Definitions-and-Theory-in-Social-Innovations>.
- Artvinli E (2017). What is Innovative Geography Teaching? A Perspective from Geography Teachers. *Journal of Education and Training Studies* Vol. 5, No.6.
- Blass E, Hayward P (2014). Innovation in higher education; will there be a role for the academe/university in 2025. Springerlink.com
- Bozic C, Dunlap D (2018). The Role of innovation Education in Student Learning, Economic Development and University Engagement. *JOTS* Vol.39(2).
- Chartelluch E, Thum A (2013). Can Social Innovations in schools mitigate Educational inequality lessons from Innovative learning environments and NEUJOBS. NEUJOBS Special Report: Milestone No. 9 deVero, I. and Charny, D. (2017) Social innovation in the curriculum and design intervention. 21<sup>st</sup> International Conference on engineering design. ICED 17. [www.baren-boym.com](http://www.baren-boym.com)
- Dengerink (2015). Teacher Educators' Competencies. University of Amsterdam. Faculty of Psychologic Pedagogiesk. <https://www.researchgate.net/publication/263773282>.
- Dykes G, Graff J, Renfraw-Knight H, Sutch D (2010). Driving Social Innovation in Education [http://www.jengroff.net/pubs\\_files/](http://www.jengroff.net/pubs_files/).
- DeVero I, Charny D (2017). Social innovation in the curriculum and design intervention. 21<sup>st</sup> International Conference on engineering design. Vol.9, ICED 17. [www.baren-boym.com](http://www.baren-boym.com).
- Freire P (1970). *Pedagogy of the Oppressed*. New York. Herder and Herder.
- Grimm R, Fox, C Baines, S, Albertson (2013). Social innovations, an answer to contemporary Society challenges; Locating the concept in theory and practice. *The European Journal of Social Science Research*. Issue 1351-1610.
- Harlam A, Pollock, L, Gonzales G (2017). Putting Community First in Social Innovation Education. *Stanford Innovation Review*. <https://ssir.org/articles/entry/putting>
- Karimi KF (2014). Didactic Competencies among teaching Staff of Universities in Kenya. *International Journal of Higher Education* Vol.3, No 2.
- Kellner G (2003). Toward a critical Theory of Education. <http://www.gseis.ucla.edu/faculty/kellner/>
- Kim M (2015). 4 evolutions in Social Innovation Education Education Happening Now and 4 Evolutions to com. <https://ashokau.org/blog/4evolutions>
- MacBeth. C.H. (2018) Social innovations in Higher Education. The emergence and Evolution of Social Impact Centers. <https://repository.upenn.edu/dissertations/AAI10829090>
- Mahmoud A, Khoshnood A, Babaei A (2014). Paulo Freire Critical Pedagogy and Implications in curriculum Planning. *Journal of Education and Practice* Vol.5.no 14 .