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University readiness for aligning teacher training programs with the 2027/2028 CBC mandate

Asiimwe Isaac Kazaara[1], Akampulira Sarah[2], Dr. Mategeko Betty[3]

1,2,3 Metropolitan International University

Abstract: *The impending rollout of the Competency-Based Curriculum (CBC) at the advanced secondary level in the 2027/2028 academic cycle in Uganda places new and urgent demands on universities responsible for pre-service and in-service teacher training. This study assessed the readiness of teacher training universities to align their programs with the CBC mandate, focusing on curriculum review status, staff exposure to CBC-oriented training, ICT infrastructure, institutional leadership support, and financial resourcing, and on identifying the factors that most strongly predicted institutional readiness. A cross-sectional survey design was adopted, drawing a sample of 262 lecturers, heads of department, deans, and directors from public and private teacher training universities using stratified random sampling. Data were analyzed using univariate descriptive statistics, bivariate chi-square tests of association, and multivariate binary logistic regression. Overall, only 41.2% of respondents rated their institutions as ready for CBC alignment, with public universities reporting higher readiness (46.6%) than private universities (34.2%). Bivariate analysis showed that prior exposure to CBC training (p = 0.007) and curriculum review status (p = 0.021) were significantly associated with readiness, while gender, qualification, funding adequacy, and leadership support were not statistically significant at the bivariate level. After adjusting for covariates in the logistic regression model, exposure to CBC-oriented training remained the only statistically significant independent predictor of institutional readiness (adjusted OR = 1.92, 95% CI: 1.12-3.31, p = 0.018), while the overall model was statistically significant (LLR p = 0.008) but explained a modest proportion of variance in readiness (McFadden's pseudo R2 = 0.063). The findings suggest that structural investment alone is insufficient to guarantee readiness and that deliberate, sustained staff development in CBC pedagogy and assessment is the most decisive lever available to universities in the run-up to the 2027/2028 mandate. The study recommends institutionalized CBC capacity-building programs, accelerated curriculum harmonization processes, and differentiated support for private universities to close the observed readiness gap.*

Key Words: Competency-Based Curriculum

Introduction

Uganda's education sector is undergoing one of its most far-reaching pedagogical transformations in decades, with the Competency-Based Curriculum (CBC) already implemented at the lower secondary level and scheduled for extension to the advanced (A-level) secondary cycle under the 2027/2028 mandate issued by the National Curriculum Development Centre and the Ministry of Education and Sports (Gracious Kazaara & Julius, 2025; Julius & Isaac Kazaara, 2025; Lozano et al., 2022). This shift moves classroom practice away from rote content delivery toward the development of learner competencies, generic skills, values, and continuous formative assessment, and it requires teachers who are trained differently from how the majority of currently practising and pre-service teachers were prepared. Universities offering Bachelor of Education, Postgraduate Diploma in Education, and related teacher training programs sit at the center of this transition because they are the institutions responsible for equipping the next generation of secondary school teachers, as well as retooling serving teachers, with the pedagogical content knowledge, assessment literacy, and practicum experiences that CBC delivery demands (Franco et al., 2023; Julius & Audrey, 2025a; Julius & Kazaara, 2025a; Julius & Nancy, 2026). Whether these universities are structurally, curricularly, and professionally prepared to make this shift by the 2027/2028 deadline is therefore a question of direct national significance, yet it remains empirically under-examined, particularly with respect to how readiness varies across public and private institutions and what specific institutional factors most strongly predict it (Julius & Audrey, 2025b; Julius & Kazaara, 2026; Julius & Nancy, 2025; Mobegi, 2026). This study was conceived to close that empirical gap by systematically assessing university readiness along curriculum, staffing, infrastructure, leadership, and funding dimensions, and by statistically identifying the predictors that most decisively separate CBC-ready institutions from those that are not.

Background of the Study

The Competency-Based Curriculum was formally introduced at the lower secondary level in Uganda in 2020, replacing a content-heavy, examination-driven syllabus with one organized around competencies, generic skills such as critical thinking and communication, and a continuous assessment framework intended to reduce overreliance on terminal, high-stakes examinations (Charles et al., 2023; Müller et al., 2024; Muwanguzi et al., 2023; Ndomondo et al., 2022; Souza et al., 2022). Government policy documents, including the National Teacher Policy and subsequent National Curriculum Development Centre communications, signaled that the reform would progressively extend upward through the education system, with the advanced secondary level targeted for CBC-aligned delivery beginning in the 2027/2028 academic year. This upward extension has direct implications for teacher training universities, since the teachers who will deliver the A-level CBC must themselves be trained in competency-based pedagogy, formative and portfolio-based assessment, differentiated instruction, and the integration of digital and practical learning resources, none of which feature prominently in the traditional lecture-and-examination model that has historically dominated teacher education in the region (Alipanga & Kohrt, 2022; Katurebe & Nalukwago, 2024; Kazaara & Audrey, 2026; Pedersen et al., 2023). Comparable curriculum transitions in other East African countries, notably Kenya's Competency-Based Curriculum rollout, revealed

that teacher preparedness lagged behind policy timelines primarily because teacher training institutions were not given adequate lead time, resources, or professional development support to retool their own programs and staff before the curriculum reached the levels they were training teachers for (Dobrowolski et al., 2022; Kazaara & Desire, 2025; Moradi et al., 2020; Umeze & Ohen, 2016). Against this backdrop, and with the 2027/2028 mandate now less than two academic cycles away at the time of this study, there is a pressing need to establish an empirical baseline of how ready Ugandan teacher training universities currently are, what gaps exist between public and private institutions, and which specific readiness dimensions most strongly determine whether an institution is positioned to make the transition successfully.

Problem Statement

Despite the clear policy signal that the CBC will be extended to the advanced secondary level by the 2027/2028 academic year, there is limited systematic evidence on whether teacher training universities in Uganda have made the curricular, staffing, infrastructural, and leadership adjustments necessary to prepare teachers for this shift (Ghorbani, 2023; Kanyamurwa & Obosi, 2020; Le et al., 2025). Anecdotal reports from teacher training circles suggest considerable unevenness: some universities have begun reviewing their education curricula and exposing staff to CBC-oriented training, while others continue to operate largely unchanged programs, and private universities in particular are perceived to lag behind their public counterparts due to resource constraints (Audrey & Kazaara, 2025; Irumba et al., 2023; Julius & Kazaara, 2025b; Kantor et al., 2023). Without empirical data on the actual level of readiness, the specific factors driving it, and the magnitude of the gap between prepared and unprepared institutions, policymakers, university administrators, and teacher training regulators lack the evidence base needed to target interventions, allocate transitional support, and hold institutions accountable ahead of the mandate's effective date. If this gap is not addressed, universities risk graduating cohorts of secondary school teachers who are certified but not genuinely competent to deliver the A-level CBC, undermining the broader curriculum reform at the point of classroom implementation. This study therefore sought to generate the empirical evidence required to characterize and explain university readiness for CBC alignment ahead of the 2027/2028 mandate.

Objectives of the Study

Main Objective

To assess the readiness of teacher training universities in Uganda for aligning their teacher training programs with the 2027/2028 Competency-Based Curriculum (CBC) mandate.

Specific Objectives

1. To assess the level of institutional readiness of teacher training universities, in terms of curriculum review status, staff exposure to CBC-oriented training, ICT infrastructure, leadership support, and funding adequacy, for the 2027/2028 CBC mandate.
2. To examine the association between selected institutional and demographic factors and university readiness for CBC alignment.
3. To determine the factors that independently predict university readiness for aligning teacher training programs with the 2027/2028 CBC mandate.

Research Questions

1. What is the level of institutional readiness of teacher training universities in terms of curriculum review, staff CBC training exposure, ICT infrastructure, leadership support, and funding adequacy?
2. What is the association between selected institutional and demographic factors and university readiness for CBC alignment?
3. Which factors independently predict university readiness for aligning teacher training programs with the 2027/2028 CBC mandate?

Methodology

This study adopted a cross-sectional survey design situated within a quantitative research paradigm, which was considered appropriate for generating a statistically representative snapshot of institutional readiness across multiple teacher training universities within a defined time frame. The study population comprised lecturers, senior lecturers, heads of department, deans, and directors drawn from public and private universities in Uganda that offered Bachelor of Education, Postgraduate Diploma in Education, or related teacher training programs, and a sample of 262 respondents was drawn using stratified random sampling, with university type (public versus private) serving as the stratification variable to ensure proportional representation of both ownership categories, followed by simple random selection of individual respondents within each stratum. Data were collected using a structured, pretested questionnaire administered to consenting respondents, capturing demographic and professional characteristics (gender, age group, academic position, highest qualification, and years of experience), institutional readiness indicators (curriculum review status, prior exposure to CBC-oriented training, adequacy of ICT infrastructure, perceived leadership support for the CBC transition, and adequacy of funding allocated to curriculum reform activities), and an overall self-assessed institutional readiness classification (ready versus not ready) that served as the primary outcome variable. Data were cleaned, coded, and analyzed using Stata, employing a three-tiered analytical strategy: univariate analysis, in which frequencies and percentages were generated to describe the demographic profile of respondents and the distribution of institutional readiness indicators; bivariate analysis, in which Pearson's chi-square test of independence was used to examine the association between the binary readiness outcome and each categorical predictor, with statistical significance set at $p < 0.05$; and multivariate analysis, in which a binary logistic regression model was fitted with institutional readiness as the dependent variable and CBC training exposure, curriculum review status, ICT infrastructure

adequacy, funding adequacy, leadership support, university type, qualification level, and years of experience entered as independent variables, generating adjusted odds ratios with 95% confidence intervals to identify the factors that independently predicted readiness after controlling for the effects of the other covariates, with model fit assessed using the likelihood ratio test and McFadden's pseudo R-squared (Nelson et al., 2022, 2023). Ethical clearance and institutional permission were obtained prior to data collection, and informed consent was secured from all respondents, who participated voluntarily and were assured of the confidentiality and anonymity of their responses.

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Results

This section presents the study findings in four tables and three figures, beginning with the demographic profile of respondents, followed by the distribution of institutional readiness indicators, bivariate associations between readiness and selected factors, and the multivariate logistic regression model of independent predictors of readiness. A total of 262 respondents participated in the study, and all 262 questionnaires were completed and found valid for analysis, giving a 100% analyzable response rate.

Demographic and Professional Characteristics of Respondents

Characteristic / Category	Frequency (n)	Percent (%)
Gender		
Male	148	56.5
Female	114	43.5
Age Group		
25-34 years	76	29.0
35-44 years	82	31.3
45-54 years	62	23.7
55 years and above	42	16.0
Academic Position		
Lecturer	113	43.1
Senior Lecturer	83	31.7
Head of Department	42	16.0
Dean / Director	24	9.2
University Type		
Public	148	56.5
Private	114	43.5
Highest Qualification		
Bachelor's Degree / PGDE	55	21.0
Master's Degree	158	60.3
PhD	49	18.7
Years of Teaching Experience		
Below 5 years	47	17.9
5-10 years	96	36.6
11-15 years	70	26.7
Above 15 years	49	18.7
Total	262	100.0

Table 1: Demographic and Professional Characteristics of Respondents (n = 262)

The demographic profile presented in Table 1 showed that the sample was fairly balanced by gender, with male respondents constituting a modest majority (56.5%, n = 148) compared to female respondents (43.5%, n = 114), a distribution that broadly mirrored the gender composition typically reported in Ugandan higher education teaching staff and therefore supported the generalizability of the findings across gender lines. The age distribution was concentrated in the early- to mid-career brackets, with respondents aged 35-44 years forming the largest group (31.3%), followed closely by those aged 25-34 years (29.0%), while only 16.0% were aged 55 years and above, indicating that the sample was dominated by a relatively youthful academic workforce whose careers would extend well beyond the 2027/2028 mandate and who therefore had a direct professional stake in the institutional readiness question under investigation. By academic position, Lecturers formed the plurality of respondents (43.1%), followed by Senior Lecturers (31.7%), with Heads of Department (16.0%) and Deans/Directors (9.2%) forming smaller but analytically important leadership strata whose perspectives on institutional readiness carried particular weight given their oversight of curriculum and resource allocation decisions.

With respect to institutional characteristics, respondents were drawn slightly more from public universities (56.5%) than private universities (43.5%), consistent with the stratified sampling design that sought proportional representation of both ownership types, and this balance was analytically important because it enabled a meaningful bivariate and multivariate comparison of readiness by ownership category later in the analysis. The qualification profile revealed that the majority of respondents held a Master's degree (60.3%), a further 18.7% held a PhD, and 21.0% held a first degree or Postgraduate Diploma in Education, suggesting an academically well-qualified sample whose assessments of CBC readiness could be regarded as informed judgments rather than uninformed opinion. Experience levels were also reasonably well distributed, with the modal category being 5-10 years of experience (36.6%), while a combined 45.4% of respondents had more than 10 years of teaching experience, indicating that a substantial share of the sample had direct institutional memory of prior curriculum transitions and could meaningfully compare the current CBC

alignment process to earlier reform efforts. Collectively, this demographic profile indicated a sample that was diverse in seniority and experience but sufficiently qualified and institutionally embedded to provide credible assessments of readiness, which strengthened confidence in the validity of the readiness ratings analyzed in subsequent sections.

Institutional Readiness Indicators

Readiness Indicator / Category	Frequency (n)	Percent (%)
Attended CBC-oriented Training		
Yes	128	48.9
No	134	51.1
Curriculum Reviewed for CBC Alignment		
Yes	115	43.9
No	147	56.1
Adequate ICT Infrastructure		
Yes	112	42.7
No	150	57.3
Leadership Support for CBC Transition		
Low	76	29.0
Moderate	98	37.4
High	88	33.6
Adequate Funding for Curriculum Reform		
Yes	102	38.9
No	160	61.1
Overall Institutional Readiness		
Ready	108	41.2
Not Ready	154	58.8
Total	262	100.0

Table 2: Distribution of Institutional Readiness Indicators (n = 262)

Table 2 revealed that the majority of institutional readiness indicators fell below the halfway mark, painting a picture of a teacher training sub-sector that was, on average, more unprepared than prepared for the 2027/2028 CBC mandate at the time of the survey. Just under half of respondents (48.9%) reported that they had personally attended CBC-oriented training, meaning that a slight majority (51.1%) of the academic staff responsible for training future secondary school teachers had not yet been exposed to the pedagogical and assessment approaches that the new curriculum required, a finding that pointed to a significant capacity-building gap in the professional development pipeline. Similarly, only 43.9% of respondents indicated that their university's education curriculum had been reviewed to align with CBC principles, while 56.1% reported no such review had taken place, suggesting that curriculum harmonization processes, which typically require lengthy internal quality assurance and Senate or Academic Board approval cycles, were lagging behind the policy timeline and would need to be considerably accelerated if institutions were to be ready by 2027/2028.

The infrastructural and financial indicators were similarly discouraging: only 42.7% of respondents rated their institution's ICT infrastructure as adequate for CBC delivery, which was a material concern given that competency-based approaches often rely on digital simulation, multimedia resources, and blended learning environments that traditional lecture halls were not originally designed to support, and only 38.9% rated funding for curriculum reform activities as adequate, the lowest-scoring indicator in the entire readiness battery, underscoring resource mobilization as possibly the single most binding constraint on institutional transformation. Leadership support presented a somewhat more balanced but still concerning distribution, with only 33.6% of respondents rating leadership support as high, 37.4% as moderate, and 29.0% as low, indicating that even where institutional leadership was engaged, that engagement had not always translated into the concrete curriculum, staffing, and infrastructure changes captured by the other indicators. Taken together, these patterns converged in the overall readiness rating, where only 41.2% of respondents classified their institution as ready for the CBC mandate against 58.8% who classified it as not ready, a finding that, when read alongside the individual indicators, suggested that the readiness deficit was not attributable to any single weak link but rather reflected a broad-based, multi-dimensional lag across curriculum, staffing, infrastructure, and financing simultaneously.

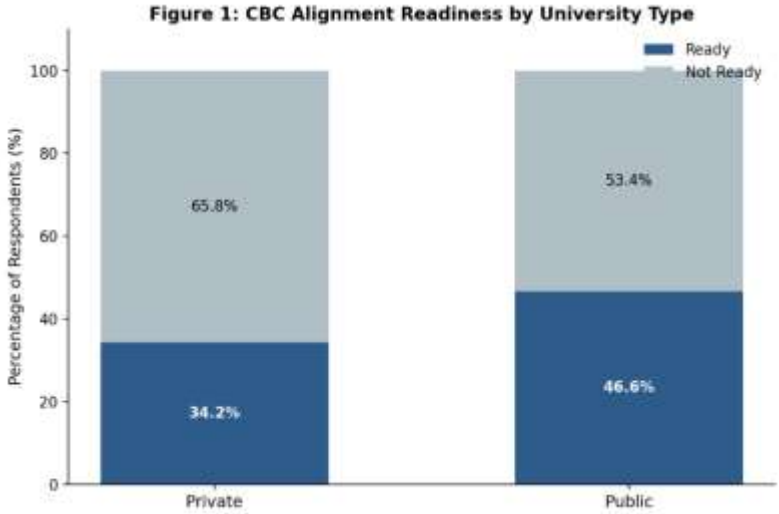

Figure 1: CBC Alignment Readiness by University Type

Figure 1 illustrates that readiness was unevenly distributed across university ownership categories, with public universities reporting a considerably higher readiness rate (46.6%) than private universities (34.2%), a gap of over twelve percentage points that pointed toward differential access to government-channeled curriculum reform resources, training opportunities, and infrastructure investment between the two ownership categories, a pattern that is examined further in the bivariate and multivariate analyses below.

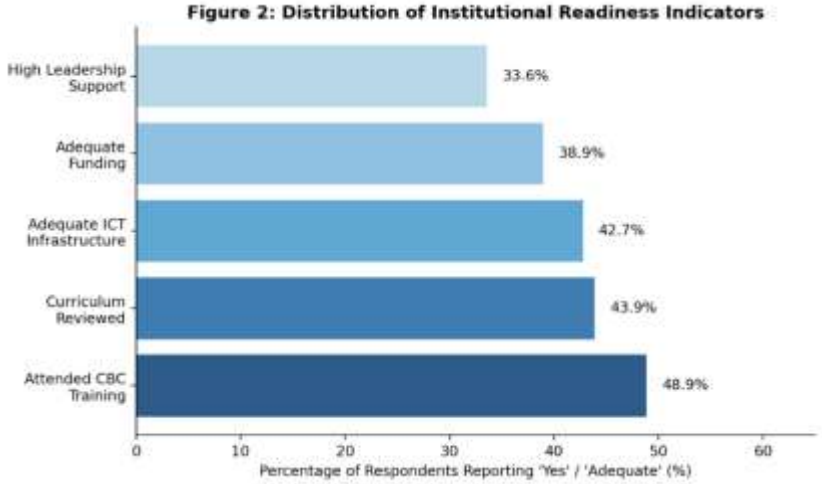

Figure 2: Distribution of Institutional Readiness Indicators

Figure 2 ranks the five institutional readiness indicators from lowest to highest endorsement and shows that funding adequacy (38.9%) and high leadership support (33.6%) were the weakest-performing dimensions, while curriculum review (43.9%) and CBC training exposure (48.9%) performed comparatively better but still fell short of a simple majority, reinforcing that no single readiness dimension had yet reached a level that could be considered fully satisfactory ahead of the 2027/2028 mandate.

Bivariate Association Between Readiness and Selected Factors

Factor	Readiness Rate by Category (%)	Chi-square	df	p-value
Gender	Male 41.2 Female 41.2	0.000	1	1.000
University Type	Public 46.6 Private 34.2	3.598	1	0.058
Qualification	Bachelor's 38.2 Master's 39.9 PhD 49.0	1.545	2	0.462
Years of Experience	<5yrs 42.6 5-10yrs 36.5	5.310	3	0.150

	11-15yrs 37.1 >15yrs 55.1			
CBC Training Exposure	No 32.8 Yes 50.0	7.267	1	0.007*
Curriculum Reviewed	No 34.7 Yes 49.6	5.292	1	0.021*
ICT Infrastructure	No 36.7 Yes 47.3	2.581	1	0.108
Leadership Support	Low 44.7 Moderate 33.7 High 46.6	3.739	2	0.154
Funding Adequacy	No 39.4 Yes 44.1	0.399	1	0.528

Table 3: Chi-square Test of Association Between Institutional Readiness and Selected Factors (n = 262). *Significant at p < 0.05

The bivariate chi-square analysis presented in Table 3 identified two factors that were statistically significantly associated with institutional readiness at the conventional 5% level: exposure to CBC-oriented training (chi-square = 7.267, df = 1, p = 0.007) and curriculum review status (chi-square = 5.292, df = 1, p = 0.021). Respondents who had attended CBC-oriented training reported a readiness rate of 50.0%, considerably higher than the 32.8% readiness rate reported by those who had not, an absolute difference of over seventeen percentage points that represented the largest bivariate gap observed among all factors examined and provided the first strong empirical signal that staff capacity-building was the readiness lever with the most immediate, measurable payoff. Similarly, institutions whose curriculum had been reviewed for CBC alignment recorded a readiness rate of 49.6% compared to 34.7% among those without such review, a gap of nearly fifteen percentage points that was consistent with the expectation that curriculum harmonization is a necessary precondition for translating policy intent into classroom-ready teacher training programs.

University type approached but did not cross the conventional significance threshold (chi-square = 3.598, df = 1, p = 0.058), with public universities reporting a readiness rate of 46.6% against 34.2% for private universities, suggesting a real but statistically marginal ownership-based gap that likely reflected differential access to government curriculum reform grants and centrally coordinated training programs, and this result was judged borderline enough to warrant retention in the multivariate model rather than dismissal, given that bivariate non-significance at the margin does not preclude a variable from behaving differently once confounding factors are controlled for. The remaining factors, namely gender (p = 1.000), qualification (p = 0.462), years of experience (p = 0.150), ICT infrastructure adequacy (p = 0.108), leadership support (p = 0.154), and funding adequacy (p = 0.528), showed no statistically significant bivariate association with readiness, which was a somewhat counter-intuitive finding for infrastructure and funding given their prominence in Table 2, and it suggested that these resource-based factors might operate on readiness only in combination with, or conditional upon, the presence of trained staff and reviewed curricula rather than as independent drivers in their own right, a hypothesis that the multivariate logistic regression in the next section was specifically positioned to test.

Multivariate Logistic Regression: Predictors of Institutional Readiness

Predictor	Adjusted OR	95% CI	p-value
CBC Training Exposure (Yes vs No)	1.921	1.116 - 3.307	0.018*
Curriculum Reviewed (Yes vs No)	1.537	0.885 - 2.667	0.127
ICT Infrastructure Adequate (Yes vs No)	1.426	0.846 - 2.403	0.183
Funding Adequate (Yes vs No)	1.097	0.637 - 1.890	0.738
Leadership Support - High (vs Low)	1.217	0.634 - 2.336	0.554
Leadership Support - Moderate (vs Low)	0.670	0.352 - 1.275	0.223
University Type - Public (vs Private)	1.574	0.913 - 2.712	0.103
Qualification - Master's/PhD (vs Bachelor's)	1.136	0.594 - 2.172	0.699
Experience - Above 10 yrs (vs ≤10 yrs)	1.401	0.828 - 2.370	0.209

Table 4: Adjusted Odds Ratios from Binary Logistic Regression Model of Institutional Readiness (n = 262). Model chi-square (LLR) = 22.45, df = 9, p = 0.008; McFadden's Pseudo R^2 = 0.063; Overall classification accuracy = 61.5%. *Significant at p < 0.05

The multivariate logistic regression model presented in Table 4 was statistically significant overall (likelihood ratio chi-square = 22.45, df = 9, p = 0.008), indicating that the set of nine predictors jointly explained institutional readiness significantly better than an intercept-only model, although the McFadden's pseudo R-squared of 0.063 indicated that the predictors captured only a modest share of the total variation in readiness, implying that unmeasured factors, such as institutional culture, individual staff motivation,

or external partner support, likely also contributed meaningfully to readiness outcomes and should be explored in future research using a broader set of covariates. After adjusting for all other variables in the model, exposure to CBC-oriented training remained the only statistically significant independent predictor of readiness (adjusted OR = 1.921, 95% CI: 1.116-3.307, p = 0.018), meaning that, holding curriculum review status, infrastructure, funding, leadership support, university type, qualification, and experience constant, staff who had attended CBC training had close to double the odds of rating their institution as ready compared to those who had not, a result that both confirmed and strengthened the bivariate finding from Table 3 and established staff training exposure as the single most robust and actionable predictor identified in this study.

None of the other predictors reached statistical significance in the adjusted model, although several showed odds ratios in the expected direction that approached significance and warranted cautious interpretation rather than outright dismissal. Curriculum review status showed a positive but non-significant association (OR = 1.537, 95% CI: 0.885-2.667, p = 0.127), suggesting that its apparent bivariate effect in Table 3 was partly, though not fully, attenuated once training exposure and other covariates were controlled for, consistent with the possibility that curriculum review and staff training co-occur within the same proactive institutions and that training exposure captures much of the readiness signal that curriculum review alone would otherwise appear to carry. University type also failed to reach significance after adjustment (OR = 1.574, 95% CI: 0.913-2.712, p = 0.103), a finding that suggested the raw public-private readiness gap observed in Figure 1 was driven substantially by the fact that public universities had higher rates of CBC training exposure and curriculum review rather than by ownership type exerting an independent structural effect, an interpretation with direct policy relevance because it implies that closing the training and curriculum-review gap in private universities, rather than ownership status per se, is the more tractable lever for narrowing the sector-wide readiness divide. ICT infrastructure, funding adequacy, leadership support, qualification, and experience were all non-significant predictors in the adjusted model, and while this did not mean these factors were irrelevant to readiness in an absolute sense, it did indicate that, relative to training exposure, they were comparatively weaker and less consistent independent drivers of whether university staff perceived their institution as ready for the CBC mandate.

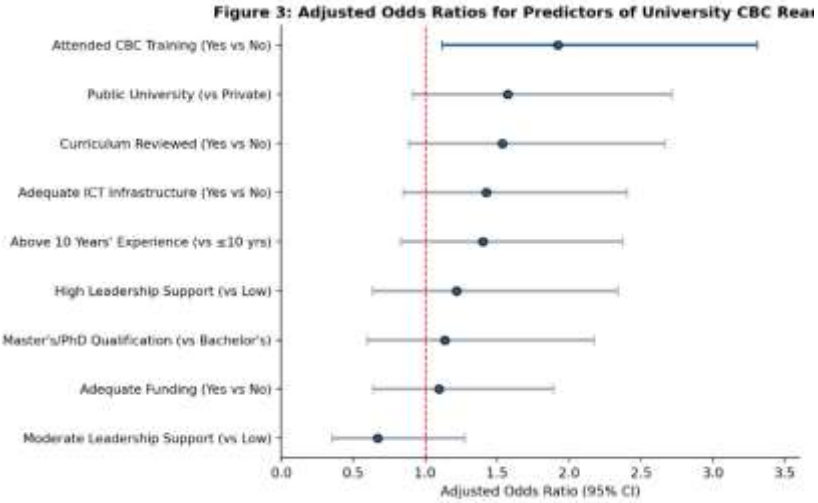

Figure 3: Adjusted Odds Ratios (95% CI) for Predictors of University CBC Readiness

Figure 3 presents the adjusted odds ratios from Table 4 as a forest plot, with the vertical reference line at an odds ratio of 1.0 marking the threshold of no association; only CBC training exposure had a confidence interval that lay entirely to the right of this line, visually confirming its status as the sole statistically significant independent predictor of readiness, while the confidence intervals for all other predictors straddled the reference line, illustrating the greater uncertainty surrounding their true effect on institutional readiness once other factors were held constant.

Conclusion

This study set out to assess the readiness of teacher training universities in Uganda for aligning their programs with the 2027/2028 Competency-Based Curriculum mandate, and the evidence gathered from 262 lecturers and academic leaders painted a picture of a sector that remained substantially underprepared, with only 41.2% of respondents rating their institutions as ready and every individual readiness indicator, from curriculum review to funding adequacy, falling below the halfway mark. The bivariate and multivariate analyses converged on a consistent and policy-relevant conclusion: while curriculum review, ICT infrastructure, leadership support, funding, university type, qualification, and experience all showed readiness gradients in the expected direction, only prior exposure to CBC-oriented training emerged as a statistically robust, independent predictor of institutional readiness after adjusting for all other factors, nearly doubling the odds that staff would rate their institution as prepared for the mandate. This finding suggests that the pathway to CBC readiness by 2027/2028 runs primarily through deliberate, sustained investment in staff professional development rather than through infrastructure or funding interventions alone, and that the observed public-private readiness gap is better explained by differential access to training and curriculum review opportunities than by ownership status

itself, a distinction that has direct implications for how transitional support should be targeted in the remaining period before the mandate takes effect.

Recommendations

Universities and the National Curriculum Development Centre should institutionalize mandatory, structured CBC-oriented training programs for all teacher training staff, prioritizing this above infrastructural spending in the short term, since training exposure was the only statistically significant independent predictor of institutional readiness identified in this study.

University Senates and Academic Boards should accelerate the review and approval of education curricula to formally embed competency-based pedagogy and assessment content, given that curriculum review status showed a strong positive association with readiness and remains a necessary precondition for aligning teacher preparation with CBC classroom demands.

The Ministry of Education and Sports and development partners should design differentiated, targeted support mechanisms, particularly training subsidies and curriculum review grants, for private universities, since the public-private readiness gap identified in this study appeared to be driven by unequal access to training and curriculum review opportunities rather than by ownership status itself, and closing this access gap is a more tractable policy lever than addressing ownership differences directly.