

ABSTRACT

This study is a review of the pedagogical principles and practices in the Health Professional's training institutions in Uganda. It was conducted in three representative schools in Kampala. It critically reflects on the Vocational Didactics within these training schools, as well as the link between training and workplace learning also known as industrial training or the work and task aspects of training, and it examines the gender balance among students and staff within the institutions. The work is a descriptive study, conducted with qualitative methods of data collection and analysis. In- depth interviews as well as the activity participant observations were used to collect data. The interview sample for this study was 30 students and 9 staff from the three institutions visited. The health training schools were purposively selected. Systematic sampling technique was used to choose the 10 students from each school, and purposive sampling technique was used to get at least 2 health tutors from each school and one administrator to give in-depth information about the training institutes as well as the teaching and learning processes they employed. Analysis was done qualitatively by comparing and relating the findings from the study to the existing knowledge and experiences from various sources. The study found the following: All the institutions had the three components of vocational didactics:- their learning/teaching activities included vocational theory, practical instruction and learning as well as general education. The practical sessions were performed in real life situations although the length of time spent in practicum sessions varied significantly. Assessment was done at least twice in a semester for in all the institutions, although students were not involved in the assessment of their work. No regular evaluations of the program had been done by the institutions. Most institutions had inadequate materials and tools in the clinical areas; there was no maintenance,