

**Preliminary Study to develop a Concept
for Instructor/Teacher and Manager Training
for BTVET**

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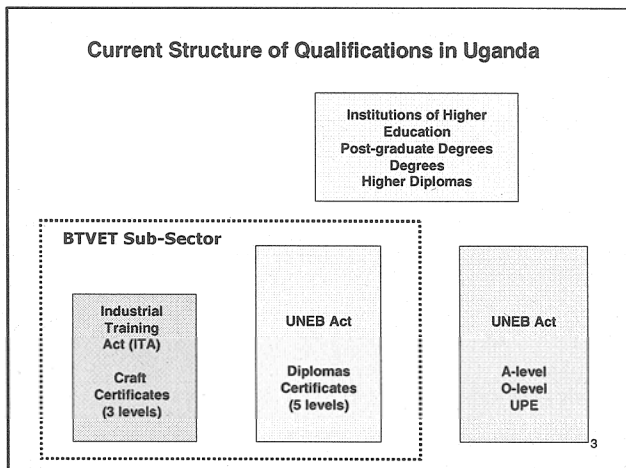
Presented at a
Stakeholders' Consultative Retreat
Supported by GTZ & JICA
Entebbe, 29-30 August, 2006

1

Structure of Presentation

1. BTVET – State of affairs
2. BTVET Instructors/Teachers and Managers
3. Proposed Concept
4. Proposed Strategy
5. Proposed Next Steps - Outlook

2



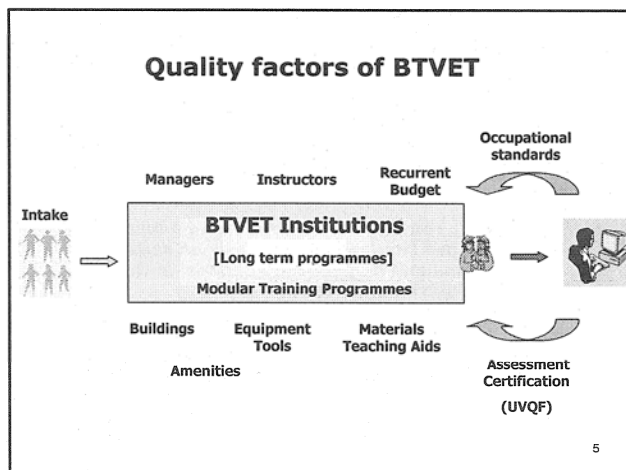
BTVET – Major Issues

Lack of the right competencies of the workforce limits (self-) employability, productivity, competitiveness of Ugandan economy; because:

- BTVET courses do not sufficiently reflect the requirements of the real world of work in Uganda (relevance of certificates and diplomas for employment is questionable)
- Access to BTVET is denied for the majority of young people (e.g. UPE bulge)
- Unit cost of BTVET is too high

To mitigate the shortfalls, BTVET reforms, plans and programmes have been developed, agreed upon and some implemented

4



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6

Staff UGAPRIVI Institutions (2006)

Category	Total	With pedagogic or management training	With work experience in industry or business
Managers (Head/Principal; Deputy; Dean; Bursar)	1,008	82 (some management training)	
Instructors (all types)	2,520	508 (CTTE) 13 (DTTE) 302 (some pedagogic training)	2,010

7

Staff Gvt. BTVET Institutions (2006) "Staff Ceiling"

Category	Total	Male	Female
Managers (Head/Principal; Deputy; Dean; Bursar) <i>Certificate-level institutions only</i>	267		
Instructors <i>All categories at certificate-level institutions only</i>	1692		

8

Formal Entry Qualifications of Staff VTI (ESC proposal)

Category	Formal Entry Qualification
Principal	Masters Degree + DTTE/CTTE
Deputy Principal	Masters Degree + DTTE/CTTE
Principal Instructor	Masters Degree + DTTE/CTTE
Senior Instructor	Bachelors Degree or Higher Diploma with DTTE/CTTE
Instructor	Bachelors Degree or Higher Diploma with DTTE/CTTE
Assistant Instructor	Ordinary Technical Diploma or Advanced Certificate + practical experience plus DTTE/CTTE
Senior Technical Teacher	Craft II Certificate with DTTE/CTTE
Technical Teacher	Craft II Certificate with DTTE/CTTE

9

Existing Pedagogic Courses: Certificate in Technical Teacher Education (CTTE)

Admission requirements	Advanced Craft Certificate in Technical Education (or equivalent)
Duration	2 Semesters full-time evening programme
Contents	Curriculum Studies; Science and Technology; Mathematics; Educational Management/Admin.; Educational Studies; Communication & Humanities; Methods; Educational Technology; T.-Drawing; E.-Psychology; Research Methodology; Computing; School Practice
Exit qualification	Certificate in Technical Teacher Education (CTTE) by Kyambogo University

10

Existing Pedagogic Courses: Diploma in Technical Teacher Education (DTTE)

Admission requirements	Certificate in Technical Teacher Education (CTTE)
Duration	2 Semesters full-time evening programme
Contents	Curriculum Studies II; Foundations of Education I + II; E.-Psychology II; Science & Technology II; Mathematics II; Entrepreneurship Skills; Methods II; Computing II; Report writing/Project; Workshop + School Practice
Exit qualification	Diploma in Technical Teacher Education (DTTE) by Kyambogo University

11

Preliminary Conclusions of Analysis

- **Substantial numbers of instructors and managers (of public and private institutes) need training/upgrading in pedagogic, methodological, subject-related / occupational, and management skills**
- **Entry requirements for instructors in public institution put (too much) emphasis on academic qualifications and neglect the need for on the job skills + industrial experience**
- **Existing courses (CTTE/DTTE) emphasise academic theory, lack focus on skills upgrading, require one year full-time (evening) attendance**

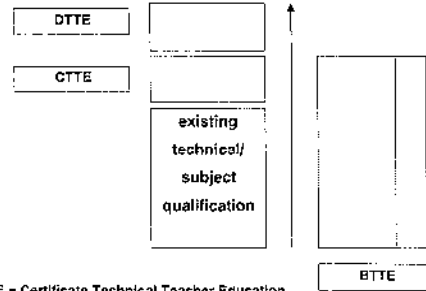
12

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13

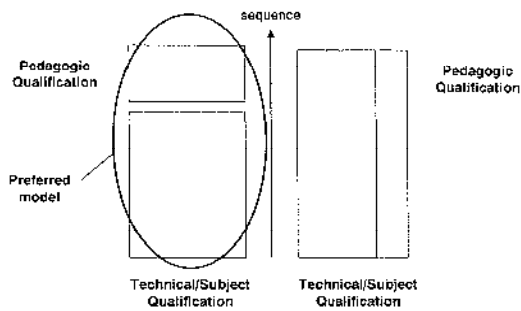
Teacher Training at Kyambogo University



CTTE = Certificate Technical Teacher Education
 DTTE = Diploma Technical Teacher Education
 BTTE = Bachelor Technical Teacher Education

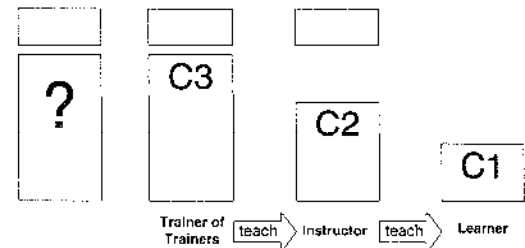
14

Basic Models of Teacher/Instructor Training



15

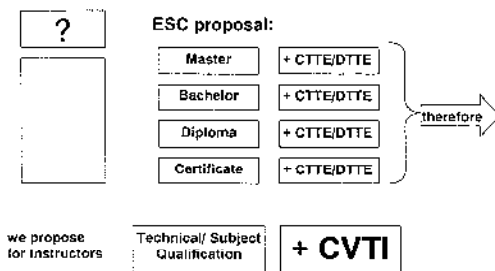
Technical/Subject Qualification required in Instructing



C = Technical/Subject qualification at different Certificate levels

16

Pedagogic Qualification required in Instructing



we propose for Instructors

Certificate in Vocational Training Instruction (CVTI)

17

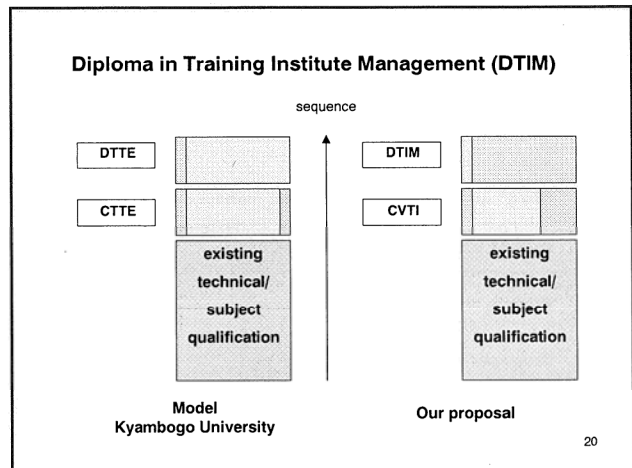
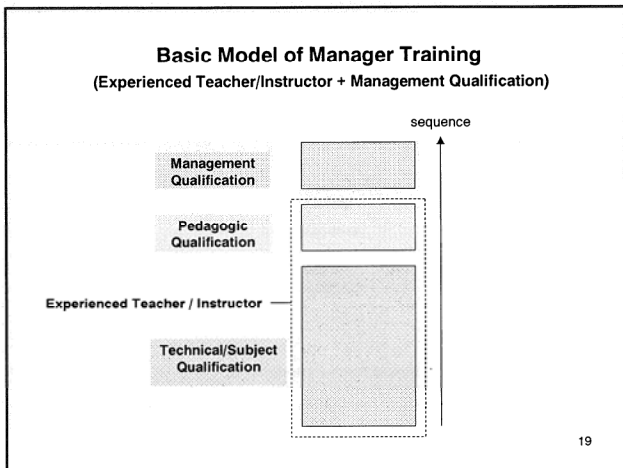
Proposed Modular Training Programme for CVTI

depending on entry qualification (RPL)		hrs
1. Technical Skills Upgrade	}	300
2. Industrial Experience		
3. Information & Communication Technology (ICT)		
4. Entrepreneurship & liaison with industry		
5. Preparation, conduction, evaluation of theory lessons (incl. teaching aids preparation / visualisation)	}	360
6. Preparation, conduction, evaluation of practical / workshop training		
7. Counseling of learners (incl. traumatised youth / adults in the North)		540
8. Monitored teaching practice in training institutions		540
Total		1200

RPL = Recognition of Prior Learning

Some contents may be provided through distance-learning

18



Proposed Modular Training Programme for DTIM

depending on entry qualification (RPL)		hrs
Management	1. Supervision & guidance of staff	460
	2. Appraisal & development of staff	
	3. Financial management	
	4. Administration	
	5. Facilities management & maintenance	
	6. Training organisation & monitoring (scheduling)	
	7. <u>Entrepreneurship</u> (how to run a training institution in an entrepreneurial manner, incl. networking with industries & other training institutions)	200
	8. <u>Counseling of learners / Conflict resolutions</u>	
	9. <u>ICT for training managers</u> (reports, staff lists, finances, e-mail, internet)	540
	10. <u>Guided/coached management practice in training institutions</u>	
	Total	1200

RPL = Recognition of Prior Learning
Some contents may be provided through distance-learning

21

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22

Development of DTIM & CVTI courses

- Acknowledging that instructors and training managers are to be oriented towards implementing the upcoming **UVQF** at their training institutions, it may be worthwhile to **design DTIM and CVTI** courses in an **outcome-oriented, competence-based** manner.
- It is proposed that the **UVQF Secretariat** -in close co-operation with instructors and managers of public and private training institutions + with external expertise- **develops Occupational Profiles, Assessment Instruments and Training Modules for DTIM and CVTI qualifications.**

23

Legal Aspects of CVTI and DTIM qualifications – basic options

Option 1:

- CVTI and DTIM to be recognised by **any Tertiary Institution** providing qualifications in the Education/Training field.
- **Centres** involved in delivering CVTI/DTIM related training (e.g. VTI Nakawa, VTI Jinja, UGAPRIVI) to be **accredited by/affiliated** with KYU.

24

Option 2:

- CVTI and DTIM to be regulated by the revitalised DIT in the context of the Industrial Training Act (ITA) (to be amended anyway to accommodate the UVQF).
- The ITA (Cap. 130) already now provides for the possibility to have Regulations on "trade instructor training" issued by the Minister in charge [Section 21, (i)].

26

Outline of implementation

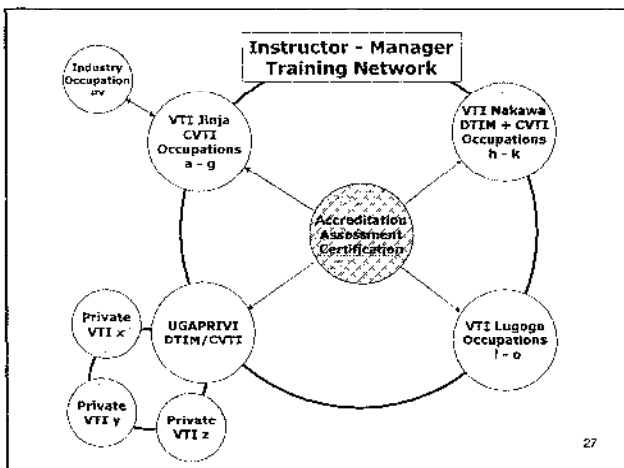
(1) Network Approach

The concepts of DTIM and CVTI should be implemented in a Network-Approach.

Reasons:

- ⇒ current and future scope of occupations (for which skill upgrading is required) cannot be covered by a single training institution
- ⇒ high numbers of staff in need for pedagogic and management training
- ⇒ DTIM and CVTI though complementing each other require different courses and "master trainers"

26



27

• It may be considered that a distance/ correspondence learning approach could be used to deliver (knowledge-related) parts of the proposed training modules to save on cost and increase capacities.

• Assessment could be done on module base and in a competence-oriented manner.

• Training centres involved in the CVTI provision could be given due preference regarding their selection as "assessment centres" under UVQF/DIT (and be included in the KFW scheme).

28

(2) Phased Development

- (a) It is proposed that UVQF Secretariat develops Occupational Profiles (OP) for Instructors and Managers.
- (b) Based on these OP and taking into consideration these proposals of the study team, a team of experts should complete the design and development of the modules.
- (c) Pilot implementation of individual modules should be started as soon as they have reached a draft final stage.
- (d) The trial implementation of modules is to be evaluated to finalise the modules.

29

(e) Prepare for the formal recognition of the courses in parallel to the development and piloting of modules.

(f) Select candidates for further training as "master trainers" from among the best "trainees" of the pilot runs.

30

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31

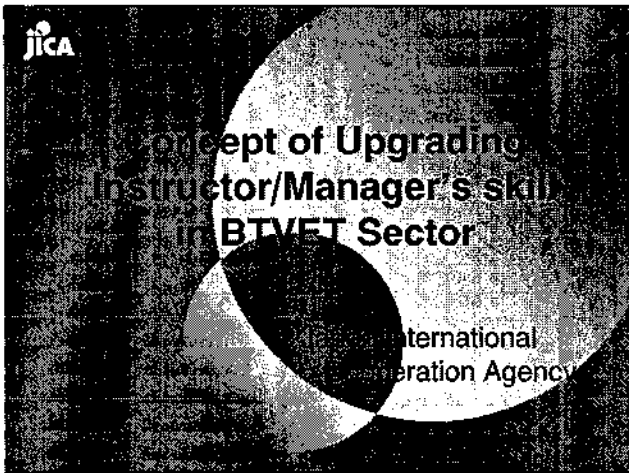
Next steps - outlook

- (1) **Stakeholders to decide** whether to collect further data and information to beef up the preliminary report; or to proceed with design, development and piloting of programmes.
- (2) Depending on decision under (1), conduct **further studies** or prepare a **costed action plan** on instructor-manager training.
- (3) **MoES to move the action plan through the SWAp mechanisms.**

32

**THANK YOU
FOR YOUR ATTENTION**

33



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1. Existing Issues on BTVET Instructor/Manager
2. JICA's Basic Concept of Instructor/Manager Training
3. Issues to be Clarified
4. Overview of Instructor/Manager Training
5. JICA's Cooperation for BTVET Sector
6. Precondition for JICA's Cooperation

	Instructor	Manager
Skill	<ul style="list-style-type: none"> •Not enough qualification •Lack of pedagogical skill •Lack of business, entrepreneurial development training skill •Lack of counseling and guidance skill for job placement 	<ul style="list-style-type: none"> •Lack of financial management skill •Lack of administration management skill •Lack of human resource management skill
Attention	<ul style="list-style-type: none"> •Lack of attention to organizing teaching materials •Lack of attention to upgrading teaching contents, syllabi and curricula 	
System	<ul style="list-style-type: none"> •Limited chance to be exposed to recent advances in industry •Limited chance to upgrade skill 	

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2. JICA's Basic Concept of Instructor/ Manager Training

- (1) Establish workable qualification system corresponding to UVQF
- (2) Implement effective training program
- (3) Maximize training resources

- (1) Establish workable qualification system
 - ① In consistency with UVQF
 - ② With competency based approach
- (2) Implement effective training program,
 - ① Considering cost-effectiveness
 - ② With flexibility, effectiveness and efficiency
 - ③ Ensuring sustainability

(3) Maximize training resources,
Effective cooperation and harmonization among each stakeholder under MoES initiative

Training Provider	Development Partner
Lugogo VTI	GTZ/KfW
Jinja VTI	ADB
Nakawa VTI	JICA
UGAPRIVI	DED

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3. Issues to be Clarified

- Qualification
- Instructor/Manager Training
- Role of Each Stakeholder

(1) Qualification

Following issues should be clarified.

- Distinction between CTTE and CVTI
- Whether CTTE continue to be issued or not after establishment of CVTI.
- Who approves CVTI/DTIM?
- What is the role of Kyambogo Univ. regarding CVTI/DTIM and the training?
- Does CVTI focus on pedagogical training or including technical skill?

(2) Instructor/Manager Training

Following issues should be clarified.

- Target group for training program (In-service or Pre-service Training/ Level of instructor and manager)
- Number of instructor/manager in need of training in future
- Appropriate training hours/ modules
- Qualification of trainers of instructor/manager
- Qualification of training institutions

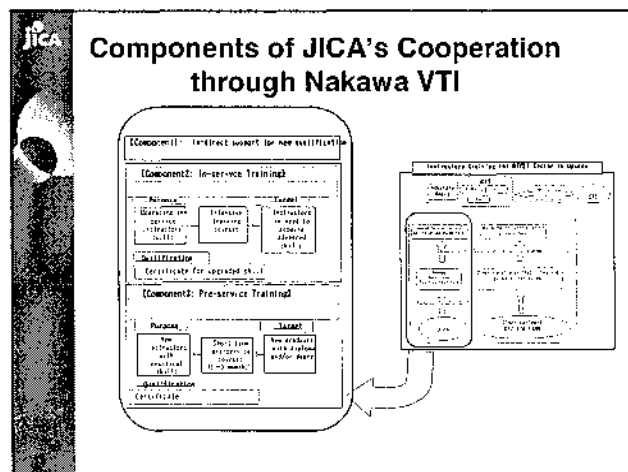
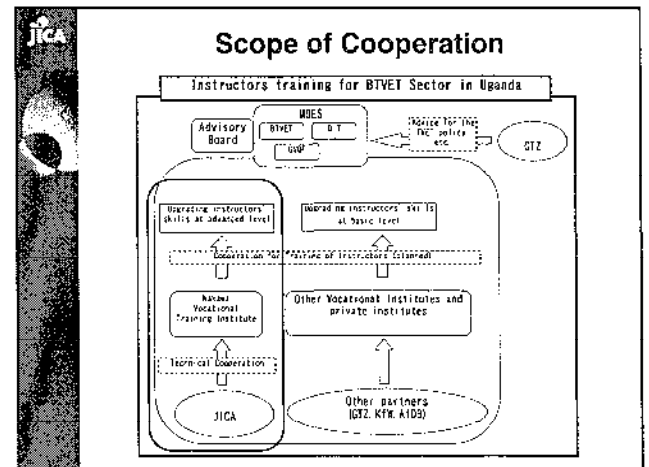
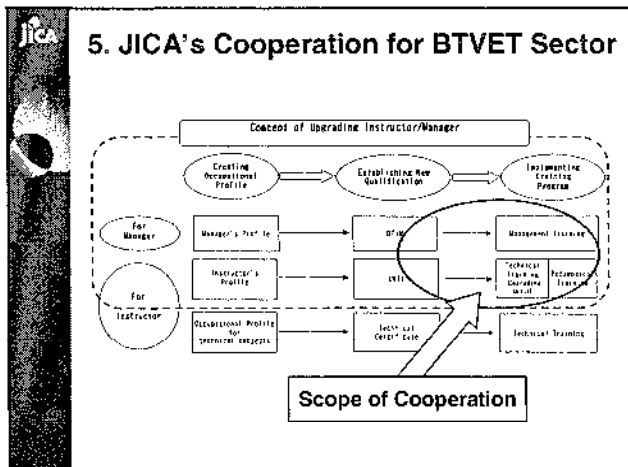
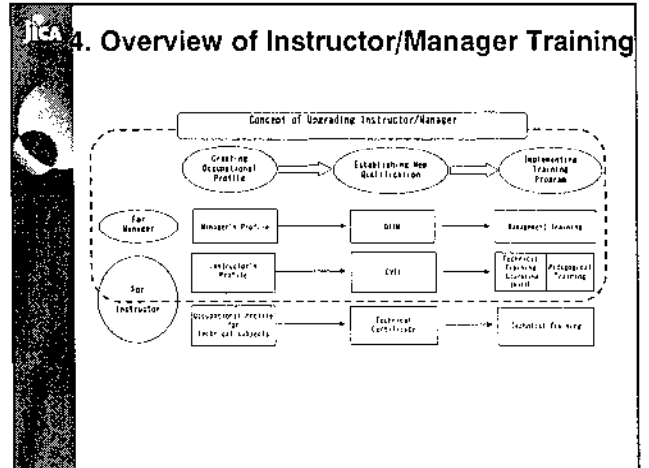
(3) Role of Each Stakeholder

Following issues should be clarified.

- Which department/institution for MoES have responsibility for new qualification and training program?
- Role and demarcation of stakeholders for implementing training program

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6. Precondition for JICA's Cooperation

Qualification	<ul style="list-style-type: none"> • <u>Occupational Profile is prepared</u> for the occupations which need instructor training. • <u>Concept of new qualification (CVTI/DTIM)</u> is decided. • <u>Procedure and timeframe for establishment of new qualification</u> are clarified. • <u>MoES approves</u> new qualification.
Training	<ul style="list-style-type: none"> • <u>Framework of training for CVTI/DTIM</u> is decided. • <u>Training cost</u> by Ugandan side is secured.
Demarcation of stakeholders	<ul style="list-style-type: none"> • <u>Sharing the role</u> among stakeholders (GTZ/KW/ADB/JICA/DED, Lugogo/Jinja/Nakawa/UGAPRIVI) is made.

END

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