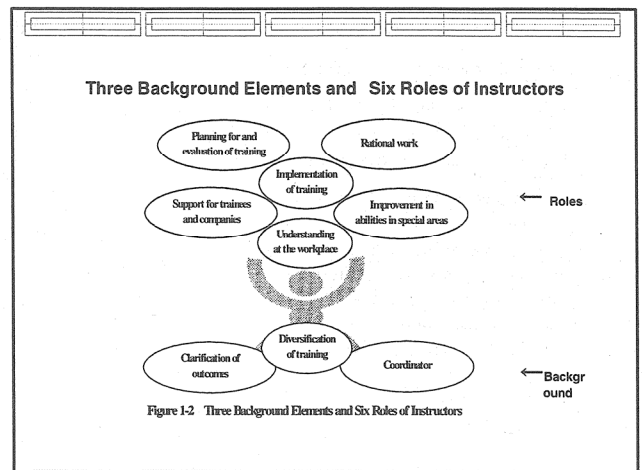


Vocational Training Instructor in Japan

Requirments, Roles, Training and Vocational Training Instructor License System



Conditions required for instructors

- ✳ 1: To have technical knowledge and skill
- ✳ 2: To understand teaching methods
- ✳ 3: To be able to encourage trainees to have proper attitude for work
- ✳ 4: To recognize the importance and mission of vocational training as an instructor
- ✳ 5: To have acquired business knowledge, social common sense and a general sense of culture

Required Teaching Methods

- ✳ For instructors to have excellent instruction techniques, they must:
 - ✳ 1) Fully understand the process of acquiring knowledge and skills,
 - ✳ 2) Fully understand individual differences in the process of learning,
 - ✳ 3) Be able to set clear training targets,
 - ✳ 4) Be able to develop curricula according to the actual industrial environment and organize it in an educational manner,
 - ✳ 5) Be able to prepare training plans in cooperation with the people concerned,
 - ✳ 6) Know how to prepare instructional plans and sheets for practical training tasks,
 - ✳ 7) Be able to teach practical skills, especially through demonstration,
 - ✳ 8) Be able to impart related knowledge, especially through the use of audio-visual teaching materials,
 - ✳ 9) Be able to encourage trainees to maintain and increase their interest in learning,
 - ✳ 10) Be able to provide instructions considering safety and hygiene and be able to make trainees aware of information relating to safety and hygiene, and
 - ✳ 11) Be able to ensure that trainees use the equipment and teaching materials properly.

Vocational Training Instructor License System

Vocational Training Instructor License (Article 28, the Law)
Only the vocational training instructors licensed by the Minister of Labor shall be eligible to take the ordinary courses for public and accredited vocational training.

Persons eligible for licensees:
 (1) Persons who completed both the long-term and specialized training courses for instructors; (4 years course at PTU)
 (2) Persons who passed the vocational training instructor test; or
 (3) Persons who are recognized as those who are equal or superior to the persons (1) and (2) above in the ability necessary for vocational training instructor's work.

Standard Curriculum for Fostering of Vocational Training Instructor

○ Necessary Qualification for taking the Fostering course

Those who has Masters Degree,
 who has achelor's degree with more than two years work experience, or ...

○ Standard Curriculum

1. Principle of Vocational Training	4 hours
2. Vocational Training Instruction	16 hours
3. Safety and Health	3 hours
4. Trainee Psychology	7 hours
5. Lifestyle Instruction	6 hours
6 Laws and Regulations	4 hours
7 Case Study	6 hours
Total 48 hours	

<p>1. Principle of Vocational Training</p> <p>History and Present Situation of Vocational Training</p> <p>Objectives of Vocational Training</p> <p>The Role of Vocational Training Instructors</p> <p>2. Vocational Training Instruction</p> <p>Training Plans</p> <p>Training Implementation Planning</p> <p>Preparing an Instruction Environment</p> <p>How to Approach Instruction</p> <p>Use of Teaching Materials</p> <p>Devising the Instruction Methods</p> <p>Training Evaluation</p> <p>Student Screening</p>
--

<p>3. Safety and Health</p> <p>The Meaning of Safety and Health</p> <p>Indices for Showing Industrial Accident Incidence</p> <p>Causes of Accidents, and Measures for Prevention</p> <p>Safety and Health Management: Structure and Implementation</p> <p>4. Trainee Psychology</p> <p>Psychology of Skill Acquisition</p> <p>The Essence of the Learning Process</p> <p>Skill Proficiency and Individual Variation</p> <p>5. Lifestyle Instruction Job Counseling etc.</p> <p>6 Laws and Regulations</p> <p>7 Case Study Job Breakdown, Lesson Plan, etc.</p>
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<p>instructor's assignment</p> <ul style="list-style-type: none"> ◆ Training course Implementation ◆ Training management Annual training plan, Facility, Teaching materials, Course management ◆ Public relation Technical support, LHRDS, Companies support, Information support ◆ Implementation management Advertising, recruit, committee management, event ◆ HRD Instructor training (OJT Off-JT) for less experienced

<p>instructor's Career Image</p> <p>Age guideline 22 25 30 35 40 45 50 55 60</p> <p>Instructor Stage: Newcomer, Junior training, OJT Follow, Instructor</p> <p>Instructional (Management) Field: HRD Consultation, Assistance and Support</p> <p>Technical Field: <ul style="list-style-type: none"> with Instruction: Instruction, Promotion of Instruction (Proposal/Planning), Managing Project (Project Promotion) without Instruction: HRD Consultation, Assistance and Support, Future plan designing, Outside Corresponding placement support for aged trainee </p> <p>Instructor Training Field (OJT base): <ul style="list-style-type: none"> Young instructor training (Tutor) Junior instructor Training (Coaching) Middle instructor Training </p>
--

<p>instructor Training Courses Structure</p> <p>Age guideline 22 25 30 35 40 45 50 55 60</p> <p>Initial Training for New comer</p> <p>Instructional Training for New comer</p> <p>Followup Training for New comer</p> <p>Up-grading: Up-grading training for instructional capability, Up-grading training for practical capability</p> <p>Coordinator training</p> <p>Career consulting training</p> <p>Catch-up Training in the field of high level technology (In-plant Training)</p> <p>Leadership training</p> <p>Technical field Training: <ul style="list-style-type: none"> General Training Technical Training Training on individual Theme Training on Instructional/technic development Long term In-plant Training Short term practical Training for Up-grading Planning & Developing Training Course on Leading technical field Attending semi nor (EHDO operation) Attending semi nor (Private Sector operation) </p> <p>OJT (New comer training OJT based) OJT + SD</p> <p>Instructor Training program</p>
--

<p>Vocational Instructor's Role and Job (I)</p> <p>1. Training Management</p> <p>Training Planning</p> <p>Maintenance of Equipment</p> <p>Maintenance of Facilities</p> <p>Maintenance of Teaching Materials</p> <p>Trainee Management</p> <p>Training Operation</p> <p>2. Training Assistance</p> <p>Technical Support</p> <p>Support for Creating Life-long Training (HRD) System</p> <p>Support for Employer etc.</p> <p>Collection of corporate information</p>
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Vocational Instructor's Role and Job (II)

3. Training Institution Management

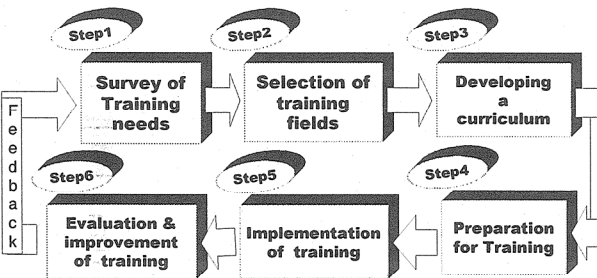
Public Relations & Recruitment of Trainee
 Management of each Department and Section
 Running a Committee

4. Staff Training

Types of Seminar for Instructors

Type of seminar	Description	Period
Seminar for new instructors	This seminar allows new instructors to understand the basic and fundamental information about human resources development services and learn the method of practically instructing trainees in skills and technologies in the training field.	5 to 8 days
General seminar	This seminar allows to instructors to improve their performance and leadership necessary to provide the appropriate human resources development services except their professional skills and technologies.	5 days
Seminar on training technique development	This seminar is related to the development of training techniques and teaching aids necessary to provide effective and efficient educational and training services.	2 to 10 days
Seminar on professional skills and technologies	This seminar allows instructors to learn the professional knowledge, skills and technologies necessary for their specialized areas.	5 days
Short-term Seminar on practical skills	This seminar allows instructors to learn the advanced skills and technologies meeting the needs for human resources development as well as the ability to applying these skills and techniques to training courses	5 days
Long-term dispatched seminar for practical training	This dispatched seminar allows instructors in private sector companies, laboratories and other organizations to learn the advanced and up-to-date skills and technologies and the management sense in the private sector in order to meet the diversified needs for human resources development.	At least 3 months 30 to 100 days
Seminar by theme	This seminar allows instructors themselves to discuss with the faculty in universities, set themes and carry out RSD activities on the themes in order to improve their professional skills and technologies and increase their speciality areas.	4 to 11 weeks 5 days x 3

Process Management to implement Training Courses (PDCA management for VT)



Thank you

Expert Panel

Muwanga Fred
Nakawa Vocational Institute

Christopher Ekakoro
Jinja Vocational Training Institute

Bernadette Nantumbwe
Lugogo Vocational Training
Institute

Kaluya John Bosco
Masuliita Vocational Training
Institute

Okwang Ojok Boniface
CAVI Technical Services Kotido

Omajungo Okwakol Moses
Pioneer Technical Institute
Iganga

Omoding Peter
Uganda Martyrs Vocational
Institute Soroti

Kimuli Patrick
Bbira Vocational Training School

Co-ordinator

Joshua Kunya
Uganda Vocational Qualifications
Framework Secretariat (UVQF-S)

Facilitators

Doreen Kwiringira
Free Lance Consultant

Deborah Asikeit
British Council Uganda



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

**Department of Business, Technical, Vocational
Education and Training (BTVET)**

Occupational Profile of an “Instructor”

1st Draft

August 2006

Development workshop conducted 23-24 August 2006

by

**Uganda Vocational Qualifications Framework Secretariat
(UVQF-S)**

DUTIES and Tasks

A. PLAN TRAINING

A1 Participate in curriculum design	A2 Identify training equipment	A3 Prepare teaching scheme	A4 Prepare teaching aids	A5 Prepare notes	A6 Make lesson plan
A7 Prepare requisitions for training materials	A8 Prepare training materials	A9 Make training time table			

B. COMMUNICATE

B1 Participate in meetings	B2 Prepare brochures	B3 Counsel trainees	B4 Create HIV/AIDS awareness	B5 Conduct industrial visits	B6 Organise open days
B7 Write reports					

C. RECRUIT LEARNERS

C1 Determine interview	C2 Short list applicants	C3 Verify academic documents	C4 Interview applicants	C5 Select successful applicants	C6 Provide career guidance
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D. MAINTAIN SAFETY AND HYGIENE

D1 Enforce safety rules and precautions	D2 Display safety posters	D3 Enforce use of protective gear	D4 Enforce workshop cleanliness	D5 Identify gang ways	D6 Administer first aid
D7 Report accidents					

E. CONDUCT TRAINING

E1 Conduct lessons	E2 Carry out illustrations	E3 Impart skills	E4 Administer assignments	E5 Mark assignments	E6 Supervise trainees
E7 Enforce discipline					

F. MAINTAIN TOOLS & EQUIPMENT

F1 Assign work	F2 Classify tools	F3 Store tools and equipment	F4 Install equipment	F5 Service tools and equipment	F6 Repair tools and equipment
F7 Replace tools and equipment					

G. MAINTAIN RECORDS

G1 Compile trainee attendance records	G2 Prepare work records	G3 Prepare trainees' performance records	G4 Compile trainee's term reports	G5 Maintain inventory	G6 Keep financial records
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H. EVALUATE TRAINING

H1 Participate in curriculum design	H2 Prepare marking guide/scheme	H3 Supervise examinations	H4 Mark examinations	H5 Compile results	H6 Provide examinations feedback/ corrections
H7 Monitor trainees' on industrial attachment	H8 Identify training gaps				

Additional Information

<p>Generic Knowledge & Skills</p> <ol style="list-style-type: none"> 1. Competence in subject matter 2. Communication skills 3. Knowledge of creativity/innovation 4. Knowledge of occupational hazards 5. Skill of administering first aid 6. Knowledge of class control 7. Skill of sensing feelings of trainees 8. Monitoring and evaluation skills 9. Knowledge of research methods 10. Knowledge of record keeping 11. Planning skills 12. Entrepreneurship skills 13. Demonstrations skills 14. Counseling skills 	<p>Attitudes / Traits / Behaviour</p> <ol style="list-style-type: none"> 1. Smart 2. Punctual 3. Non-alcoholic 4. Safety conscious 5. Social 6. Disciplined 7. Respectable 8. Honest 9. Role model 10. Counsellor 11. Motivator 12. Optimistic/ Positive 13. Ethical 14. Committed 15. Exemplary
<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Computer Literacy 2. Set up Instructor Training Institute 3. Conduct Training Needs Analysis 4. Establish refresher courses for Instructors 5. Form Instructor Associations 6. Assistance from government to private vocational institutions 7. Contribute towards development of time tables 8. Establish requirement standards for vocational institutions and schools 9. Establish qualifications for instructors 	<p>Tools, Equipment and Materials</p> <ol style="list-style-type: none"> 1. Curriculum 2. Reference books 3. Time table 4. Relevant tools & Equipment for specific occupation 5. Audio-visual aids 6. Boards e.g. chalk board 7. Attendance register 8. Stationery 9. Relevant training materials for specific occupation 10. Training models 11. First aid kit 12. Drawing equipment 13. Computer & accessories

Expert Panel

Odee K. Ambrose
Iganga Technical College

Kyeyune Geoffrey Steven
Ryda Vocational Training Centre

Mugisha Mutooto John
Rwampara Farm School

Amumpaire Dan
Bushenyi Vocational Institute

Muron Geoffrey
UCC Tororo

Abasi Tuzinde
Nakawa Vocational Training
Institute

Akugizibwe Julius
St. Martin Vocational Institute

Matovu Musoke
Lugogo Vocational Training
Institute

Arok-Okiro David
Unity College Ngetta

Taban Alfred Kenyi
Panyadoli Vocational Technical
Institute

Luswata Athanathias
RYDA Vocational Training Centre

Coordinator

Joshua Kunya
Uganda Vocational Qualifications
Framework Secretariat (UVQF-S)

Facilitators

Maxwell Chrysolite Kamanyire
Free lance

Ethel Kyobe
Uganda Vocational Qualifications
Framework Secretariat (UVQF-S)



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

**Department of Business, Technical, Vocational
Education and Training (BTJET)**

**Occupational Profile
of a
“Training Institution
Manager”**

1st Draft

August 2006

Development workshop conducted 23-24 August 2006

by

**Uganda Vocational Qualifications Framework Secretariat
(UVQF-S)**

DUTIES and Tasks

A. PLAN

A1 Identify needs	A2 Set indicators/targets	A3 Prioritise activities	A4 Determine time frame	A5 Prepare budgets	A6 Present/submit plan for approval
A7 Monitor plan implementation	A8 Evaluate plan				

B. COMMUNICATE

B1 Manage correspondence s	B2 Market institutional services	B3 Organise meetings	B4 Conduct meetings	B5 Disseminate information	B6 Receive reports
B7 Prepare reports					

C. MANAGE HUMAN RESOURCES

C1 Design human resource manual	C2 Recruit staff	C3 Assign duties	C4 Monitor staff performance	C5 Appraise staff	C6 Organise staff development programmes
C8 Resolve conflicts	C9 Discipline staff	C10 Care for staff welfare			

D. MANAGE INFORMATION

D1 Establish filling system	D2 Establish a database	D3 Establish communication procedures	D4 Analyse data	D5 Monitor information flow	D6 Maintain records
D7 Update records					

E. MANAGE FINANCIAL RESOURCES

E1 Raise funds	E2 Monitor collection of funds	E3 Control expenditure	E4 Scrutinise financial records	E5 Account for financial resources	E6 Submit financial records
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F. MANAGE PHYSICAL RESOURCES

F1 Make development projections	F2 Acquire assets	F3 Develop inventory	F4 Monitor assets utilisation	F5 Maintain assets	F6 Dispose off assets
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G. MANAGE STUDENTS' AFFAIRS

G1 Admit students	G2 Participate in teaching	G3 Promote co-curricular activities	G4 Coordinate exams	G5 Care for students' welfare	G6 Maintain discipline
G7 Participate in curriculum development	G8 Attain training standards	G9 Evaluate training programmes			

Additional Information

<p>Generic Knowledge & Skills</p> <ol style="list-style-type: none"> 1. Technical/Vocational knowledge and skills 2. Communication skills 3. Computer skills 4. Teaching skills 5. Mobilization skills 6. Knowledge of occupational hazards 7. Interpretation skills 8. Planning skills 9. Managerial skills 10. Monitoring and evaluation skills 11. Knowledge of research tools and methods 12. Inter-sectoral collaboration skills 13. Good public relations skills 14. Time management skills 15. Entrepreneurship skills 16. Negotiation skills 17. Listening skills 18. Conflict resolution skills 	<p>Attitudes / Traits / Behaviour</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%;">1. Smart</td> <td style="width: 50%;">13. Confidential</td> </tr> <tr> <td>2. Punctual</td> <td>14. Planner</td> </tr> <tr> <td>3. Decision maker</td> <td>15. Ethical</td> </tr> <tr> <td>4. Loyal</td> <td>16. Compassionate</td> </tr> <tr> <td>5. Honest</td> <td>17. Risk bearer</td> </tr> <tr> <td>6. Positive attitude</td> <td>18. Analytical</td> </tr> <tr> <td>7. Innovative</td> <td>19. Visionary</td> </tr> <tr> <td>8. Devoted</td> <td>20. Caring</td> </tr> <tr> <td>9. Knowledgeable</td> <td>21. Critical</td> </tr> <tr> <td>10. Role model</td> <td>22. Integrity</td> </tr> <tr> <td>11. Tolerant</td> <td>23. Reliable</td> </tr> <tr> <td>12. Accommodative</td> <td>24. Endure</td> </tr> </tbody> </table>	1. Smart	13. Confidential	2. Punctual	14. Planner	3. Decision maker	15. Ethical	4. Loyal	16. Compassionate	5. Honest	17. Risk bearer	6. Positive attitude	18. Analytical	7. Innovative	19. Visionary	8. Devoted	20. Caring	9. Knowledgeable	21. Critical	10. Role model	22. Integrity	11. Tolerant	23. Reliable	12. Accommodative	24. Endure
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<p>Future Trends and Concerns</p> <ol style="list-style-type: none"> 1. Know global trends in training 2. Use of Computer 3. Global training standards 4. Public relations/ marketing 5. Cultural issues 6. Effective utilisation of funds 7. Institution sustainability 8. Better remuneration 9. Production of services for export 10. Inadequate career guidance 11. Incorporate entrepreneurial skills in curriculum 	<p>Tools, Equipment and Materials</p> <ol style="list-style-type: none"> 1. Office stationary 2. Computer(Laptop) 3. Telephone 4. Fax machine 5. Filing equipment 6. Office furniture 7. Binding machine 8. Digital camera 9. Photocopier 10. Projectors 11. Organiser 12. Vehicle 13. Year planner/charts 14. Policy guidelines 15. Public address system 																								

GTZとの意見交換

日時: 2006年8月28日(月)

場所: GTZ オフィス

先方: Mr. Gunter SCHOROTER, Focal Area Coordinator, GTZ (Promotion of Employment Oriented Vocational Training [PEVOT] プロジェクト責任者)

内容:

先方の説明以下のとおり。

1. 現状の課題について

日本側の新資格に関する問題認識は共有する。特にトレーニングに関するウガンダ側予算は担保されていない。2007/08年度予算(6月開始)の確保に向けて働きかけていく必要がある。今後は10月の Education Sector Review (ESR)、3月の Budget Workshop などの一連の予算策定プロセスに、本件予算を組上に載せていく必要がある。また、本件に係る教育省側のオーナーシップの意識が低いことも懸念材料のひとつである。

2. 役割分担について

(当方よりナカワ、ルゴゴ、ジンジャ VTI の役割分担については課題と認識している旨伝えたところ)ドイツ援助機関側はフレキシブルであり、訓練対象者のレベルで分担すること、あるいは科目で分担することなど、いかようにも対応可能である。KfW は、現在、第三フェーズがテnderプロセスにあり、近日中にコンサルタントが決定される。この中に指導員訓練のコンポーネントも含まれ、規模としては100万ユーロのグラントとなる。①Public and Private Training Centers に対する支援、②Instructor Training ③Assessment Center ④ICT プラットホームの四つがコンポーネントとなる。うち Instructor Training には約1.5百万ユーロが使われる予定。いずれにしても KfW との情報共有は重要であり、JICA 側で動きがあれば逐次連絡願いたい。

教育省との意見交換

日時: 2006年8月28日(月)

場所: 教育省内

先方: Mr. Mwangyere Methodius, Under Secretary

Mr. Okinyal, Commissioner BTVET, MOES

Mr. Godfrey Arnold Dhatemwa, Assistant Commissioner (Planning & Budgeting), Education Planning Department

内容:

冒頭、当方より、ワークショップの趣旨、日本側の考えについて説明を行なったところ、先方のコメントは以下のとおり。

27の Occupational Profile は完成済み。その中に指導員の Profile も含まれている。現在緊急に対応すべき課題は、Pre-service Training より In-service Training と考えている。役割分担については、ル

ゴゴとジンジャは Certificate レベル、ナカワは Diploma レベルを教えるというが妥当であると考えている。現在チャンボゴ大学で発行している指導員資格はあまり実践的とは言えない。

(当方より、予算分担表を手交し、2007/08 予算の確保について重ねて依頼したところ) 2007/08 の予算であれば、確保は可能である。ESR→ESSC→Budget Workshop というプロセスで予算が確定していくので留意したい。

ナカワ職業訓練校との協議(第一回)

日時: 2006 年 8 月 28 日(月)
場所: ナカワ職業訓練校
先方: Mr. Abashi Tuzinde, Principal 他

先方の説明ぶり以下のとおり。

1. 新資格に関するナカワ側の認識

指導員資格については、資格そのものよりも、むしろスキルの中身が重要と考えている。ナカワとしては、短大化をめざしたい。教育大臣も方針としてアナウンスしている。CVTI と DTIM 両方とも実施は可能である。一方、コンサルタントから提示されたカリキュラムはあまり完成度が高いとは言えない。例えば Pedagogical 部分は 360 時間から 400 時間にする必要があると考えられる。一方、monitored teaching practice は 540 時間から 210 時間程度に落としてもよいのではないか。

また今回説明される OP (Occupational Profile) は、一般的すぎると判断される。また各スキルのもあまり実践的ではないと認識。

ナカワとしては Certificate では不十分。CVTI ではなく、ディプロマレベルの DVTI を実施することを希望。

2. 想定されるコース内容

(1) Pre-service コース

年間 2 回程度、期間は現時点では確定できず。電気、電子、自動車、木工分野。1 コース当たりの人数は 10~12 名。少なくとも 3 ヶ月以上ないと、資格として認められないと認識。ディプロマであれば最低 9 ヶ月が必要と判断。

(2) In-service コース

幅広いニーズに応えるという意味で、7 分野すべてに対応できるようにする必要がある。1 コースあたり 6 から 12 名程度。期間は 1 ヶ月程度、年三回は実施可能である。

(3) 就業前追加訓練

現在、CTTEホルダーに対して無料にて実施中。6人がチャンボゴ大学、4名がKAL卒¹である。期間は四ヶ月。今後も継続していくことを希望。

3. その他

プロファイルを基にカリキュラムを策定して、コースを作っていくことは可能である。

Workshop on Instructor/Manager for the Quality Vocational Training(指導員訓練ワークショップ)

日時： 2006年8月29日(火)、30日(水)

場所： エンテベ ボタニカルビーチホテル

出席者： 教育省 BTVET 局長、教育省計画局、UVQF 事務局、教育省中等教育局長 Education Service Commission、DIT、UGAPRIVI、BTVET アドバイザリーボード、DED、UNEB、ナカワ職業訓練校、ルゴゴ職業訓練校、ジンジャ職業訓練校、GTZ、JICA(合計約 30 名)

新指導員資格(CVTI, DTIM)の導入の必要性と今後の作業の大枠に関し、関係者の共通認識を得ることができたと判断される。しかしながら、対象者の人数・レベルや、エントリー時の必要資格と訓練内容の増減の関係、新資格の詳細の策定手順などについては、未定の部分が多く、詳細が判明するには時間を要する。予算確保の必要性は教育省側の認知を得たものの、今次ワークショップで中心となるべき BTVET 局のリーダーシップが十分に発揮されることはなかった。

1. 教育省 BTVET 局長アドレス

Universal Post Primary Education and Training (UPPET)は 2007 年から実施される予定であり、BTVET サブセクターの重要性はますます高まっている。その BTVET セクターの改善を図るためには、BTVET 機関の指導員、管理者の訓練が重要といえる。しかしながら、現状の指導員の状況は、人数的にも質的にも十分な状況にはない。2005 年 10 月時点で、Technical/Farm Schools は 29 校、認可された指導員数は 496 人であり、充足数は 162 人。不足は 334 人である。Technical Institutes は 34 校、認可済み指導員は 716 名、充足数は、317 名、格差は 399 人である。一方、Vocational Training Institute のデータは整備されていない。また、2004 年 8 月時点で、コミュニティーポリテクは 16 校、認可された指導員は 299 人、充足数は 98 人、不足数は 201 人である。このように指導員の人数には大きなギャップがあるが、これらをモニタリングしていくための基礎データが不足しており、データの整備も課題となっている。

2. JICA アドレス

ポストプライマリー、ポストセカンダリーに対応していくためには、BTVET セクターの重要性は高く、そのための指導員、管理者の改善は優先度が大変高い。①実施可能かつ実践的な指導員・管理者の資

¹ KAL: KAL Institute of Technical Teacher Education (KALIOTTE)

格を UVQF の枠組みに準拠した形で策定していくこと、②効果的かつ効率的で柔軟性のある指導員・管理者の訓練コースの策定の重要性、③訓練実施機関とドナーを含めた、効果的な役割分担の必要性について、留意することが重要である。

3. GTZ 代表アドレス

4 年前から BTVET セクターのリフォームに取り組んできたが、指導員訓練に取り組むべきタイミングが来ていると考えられる。UVQF は訓練を供給指導型から、需要主導型に変える一種のパラダイムシフトである。2004 年に UVQF についての法的枠組みの策定が合意されたが、それもまだ実現されていないことは残念である。今回の指導員訓練については、JICA、GTZ とともに、協力する用意できている。ウガンダ側においては、セクターレビュー等において、エイドメモアール等に指導員訓練についても明示されるように働きかけ、来年度予算が確保されるよう担保することが是非とも必要である。

4. コンサルタントチームからの調査結果報告(付属資料 2 参照)

(1) BTVET セクターの現状

コンピテンシーが不足しているため、就業につくことが困難であり、生産性、競争力がない。また、BTVET コースは労働市場が求めているニーズを反映できていない。適切な BTVET コースへの参加の機会が限定されている。ユニットコストが高い。こうした状況を改善するためには、需要に基づいたモジュラー型のプログラムが有効である。さらに就業を決定づける要素として、施設・機材、教材、予算そして指導員、管理者がある。それらの数は私立職業訓練校で管理者 1008 人、指導員 2520 人、公立校で管理者 267 人、指導員 1692 人と推定される。多くの管理職・指導員は、能力向上を図ることが必要な状況にある。

(2) 指導員の資格の現状

現状の指導員向けの資格(CTTE・DTTE²)は、職業訓練指導員ではなく、技術系教員に焦点が当てられており、内容も理論面が中心である。指導員の指導技術、管理者のマネジメント能力向上に適した実践的な Competence-based のプログラムが必要とされている。公立校の指導員となる場合、資格を所有しているかどうか重要であり、産業界での職務経験等は重視されない傾向にある。

(3) コンサルタントから提案されたコンセプト

① 指導員向けの資格整備(CVTI: Certificate in Vocational Training Instruction³)と訓練の実施

(ア) 既存の CTTE に並行する形で、CVTI を整備する。CVTI を取得するためには、各分野の技術資格と産業界での職務経験を必要とする。

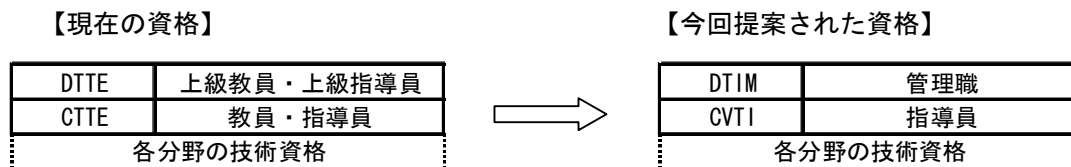
(イ) 今後導入予定の UVQF の方針に基づく資格とする。

(ウ) 訓練は、a.技術訓練、b.指導法訓練、c.訓練機関での OJT の 3 要素からなる。

² CTTE: Certificate for Technical Training Education、DTTE: Diploma for Technical Training Education。
いずれも、チャンボゴ大学から付与される。

³ コンサルタントからは、初期の段階では CVTI と CTTE が並存し、次第に CTTE が CVTI に適合していくだろうとのコメントが出されている。

- ② 管理職向けの資格整備(DTIM: Diploma in Training Institution Management)と訓練の実施
- (ア) 既存の DTTE に並行する形で、DTIM を整備する。DTIM を取得するためには、各分野の技術資格、産業界での職務経験、CVTI、指導員経験を必要とする。
- (イ) 今後導入予定の UVQF の方針に基づく資格とする。
- (ウ) 訓練は、a.スタッフや施設の管理を行うマネジメント訓練、b.起業や学生のカウンセリング等を含む特定マネジメント訓練、c.訓練機関での OJT の 3 要素からなる。



(4)コンセプト実施にあたっての留意点

① 新資格の認証

新資格の認証をどの機関がおこなっていくかは、チャンボゴ大学等高等教育機関が行なうか、DIT を再活性化させてその役割を担わせるかは今後の課題である。

② 「ネットワークアプローチ」による訓練の実施

新資格 CVTI/DTIM を導入し、指導員/管理職訓練を実施するにあたっては、複数の機関が必要であり、「ネットワークアプローチ」を提案する。「ネットワークアプローチ」では、ジンジャVTI、ルゴゴVTI、ナカワVTI、UGAPRIMI がそれぞれ比較優位を考慮して役割分担をし、包括的に指導員/管理職に対する訓練を実施することが考えられる。

5. UVQF の進捗状況報告 (UVQF 事務局より)

- (1) UVQF は、①職場において必要とされるスキルを精緻に分析すること ②受講者のスキルの向上をアウトカム・ベースで確認すること、③スキルに見合った資格を授与すること を趣旨としたメカニズムである。
- (2) UVQF の策定手順は ①業務を分析して職業プロフィールを作成、②同プロフィールに基づきテスト基準、手順を策定、③モジュールベースのカリキュラムを策定 となる。
- (3) 現在、29 の職業プロフィールが完成しており、最終的には 250 職種をカバーする予定。現在、9 職種のテスト基準が完成している。
- (4) 今回作成した、指導員および管理職に関する Occupational Profile は配布資料のとおり。

6. 分科会での議論

(1)グループ1: 包括的な全体の戦略とアクションプランの策定

2009 年までに指導員、管理者が訓練される目標達成のために以下の作業が必要であるとの認識が共有された。①データベースの策定、②CVTI および DTIM の周知と認証機関の設置、③新資格のカリキュラムの策定、④予算の確保、④マスタートレーナーの養成、⑤トレーニングプログラム実施計画の策

定、⑥施設・機材の準備

(2) グループ2: 今後 12 ヶ月以内に行なう短期的な対応の検討

短期的にプログラムを開始するため、以下の作業手順が確認された。①ニーズ調査、②訓練モジュールの策定、③予算の確保、④TOT の実施、⑤指導員対象のワークショップの開催、⑥指導員・管理者訓練の実施、⑦UGAPRIVI、産業界との連携の強化、⑧モニタリング、⑧評価。新資格に基づく訓練を行なっていくためには、法的な枠組みによる認証が不可欠であることが確認された。

(3) グループ3: ①新システムの認証について ②ネットワークアプローチについて

新システムの認証については、ITC(Industrial Training Committee)の監理の下、DIT が UVQF 事務局を取り込みつつ全体の調整を行なうことが確認された。また、ネットワークアプローチにおける各組織の役割分担については、ナカワ VTI が CVTI、DTIM、DVTI に対応。ルゴゴ VTI は CVTI のみ、ジンジャ VTI は現時点では CVTI のみ、将来的には DTIM を実施することが確認された。なお、ジンジャ VTI は、技術的に比較優位がある 配管、自動車、建設、機械、溶接、電気分野に注力した CVTI を実施する見通しが表明された。

7. 今後の課題と作業

短期的な作業として以下の作業が確認された。

(1) 今次ワークショップのレポートの完成	9月1日まで
(2) コンサルタント・ファイナルレポートの完成	9月8日まで
(3) プロジェクトドキュメントの策定(教育省計画局/BTVET 局)	9月27日まで
(4) 教育省 Monitoring & Evaluation 委員会へのプロドクの提出	10月4日
(5) Education Sector Review Meeting への反映	10月

ルゴゴ職業訓練校の視察

日時: 2006年8月30日(水)

場所: ルゴゴ職業訓練校

先方: Mr. Nafutali Onjje

Deputy Principal Training

- (1) 建設業が活況を呈しているため、建築、溶接、木工、配管分野の就職率は大変好調。一方、自動車、電気の就職が困難な状況にある。現在 37 名の指導員のうち、正規職員は 20 名程度であり、指導員資格を保有しているのは、DTTE 保有者が 6 名程度、CTTE 保有者が 20 名程度である。
- (2) 生徒数は、日中および夜間の養成コースその他を総計すると 802 名となる。
- (3) 指導員には、指導技法よりは、自動車、電気分野のスキル向上を図らせたいと考えており、ナカワでそのような向上訓練コースがあれば参加させたい。

チャンボゴ大学の視察

日時： 2006 年 8 月 31 日(木)

場所： チャンボゴ大学 Faculty of Education

先方： Mr. Mutumba George, 確認中

先方からの説明以下のとおり。

1. 付与資格の現状

2003 年に大学化され、大学は学位を出すものであり、Certificate を発行しないという趣旨で、現在は、チャンボゴ大学自体は CTTE を発行しておらず、民間教育機関の KAL あるいは Community Polytechnic Instructors' College が実施した教育に対し、CTTE を認証することを行なっている。

Vocational Education が実践に重きを置いているのに対し、Technical Education は原理や理論を重視している。したがって CTTE と CVTI はコンセプトが異なるものであり、CTTE は今後も存在する意義があるものとするが、市場や社会のニーズに対応して CVTI に指導員資格が統合されていくのであれば、それは柔軟に受け入れていくしかないと考えている。

2. コースの状況

現在、DTTE(2 年制)の学生が 1 学年 40 人ずつ合計約 80 人在籍している。カリキュラムの中で、Science technology, General and special module の中で、個別スキルが取り扱われている。Building and construction 専攻が 40%、Carpentry 専攻が 30%、残りは Shoe making, Tailoring, Electricity, Automobile 等を専攻している。Faculty of education の中でも Shoe making, Tailoring の小規模ワークショップは存在するが、多くの専攻は Engineering Department のワークショップを使用している。DTTE の学生のほとんどは Advanced Craft Certificate を有しており、右が入学資格のひとつとなっている。学生には、ナカワ VTI、ルゴゴ VTI、ジンジャ VTI の卒業生もいる。

ナカワ職業訓練校で、指導員の再訓練が行なわれるのであれば、自分や本校の指導員が是非参加したい。

ナカワ職業訓練校との協議(第二回)

日時： 2006 年 8 月 31 日(木)

場所： ナカワ職業訓練校

先方： Mr. Abashi Tuzinde, Principal 他

1. ナカワ VTI で実施可能なコース

現在、提案されている CVTI モジュール・カリキュラムに関しては、CVTI については 7 番を除き実施可能。DTIM については、2, 5, 6, 7, 9, 10 番は対応可能との意向を確認した(本文 3-2-2 参照)。初年度はフルスケールのコースではなく、モジュールの中のいくつかを抽出し、短期間の Intensive コースを実施する

ことで合意。一案としては、Pedagogy part を 6 週間、Skill part を 6 週間の合計 3 ヶ月程度の短縮型 CVTI を実施することは可能であることを確認した。

2. 実施科目

ナカワ側としては、①Electronics, ②Motor Vehicle, ③Electricity, ④Wood working を優先順位としており、当方からは各コースのカリキュラム策定にあたっては各職種の Occupational Profile の ATP に準拠する必要がある旨、再確認し了解を得た。

3. DVTI

ナカワとしては、シニアインストラクターあるいはマスターインストラクターを養成する点から DVTI に関心を有しているものの、まずは CVTI に専念することで合意した。

4. 今後の作業

第三国研修・現地国内研修実施時に行なったニーズ調査のデータを参考にしつつ、職種決定のための調査を行なった上で、初年度については、CVTI 短縮コースを行い、その経験・ノウハウを基に次年度以降、長期コースを行なうことが考えうることを確認した。

5. 予算について

当方からウガンダ側、日本側の予算分担表を示しつつ、今回のプロジェクトにおいては、特に Allowance、Accommodation の部分はウガンダ側での負担が必要である旨再確認した。先方からは教育省をプッシュするものの、Transport, Medical Insurance, Communication/Utilities については、日本側のサポートを是非検討願いたい旨の依頼があった。なお、先方より、公立校の指導員以外の部分については、政府が予算負担をしない可能性もあるので留意が必要であるとの指摘があった。

コンサルタントチームとの意見交換

日時： 2006 年 9 月 1 日(金)

場所： JICA 事務所

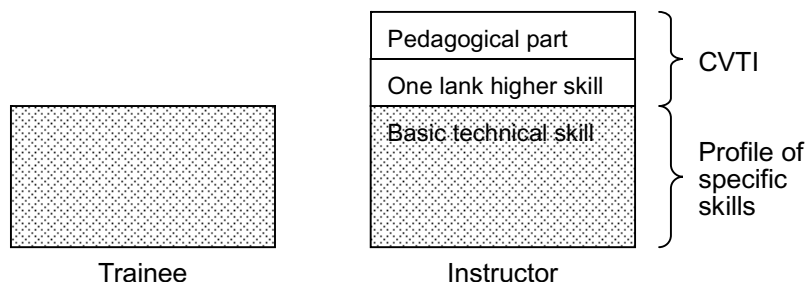
先方： Mr. Gerhard J. Kohn, Senior Partner, Institute for Technical Education Labor Market and Social Policy,
Ms. Kyobe, Director, UVQF Secretariat, MOES

指導員・管理職資格の構築を行なったコンサルタントチームより聞き取りを行なった概要以下のとおり。

1. CVTI と各個別スキルの関係について

本制度の基本的考え方は、スキル部分については、学習者より指導者が 1 ランク上である必要があるとされている。したがって指導員は基本となる技能資格に加えて、スキル部分のアップグレード(1ラン

ク上)と Pedagogy 部分で構成される CVTI を保持している必要がある(下図のとおり。したがって CVTI そのものは溶接、電気等の各分野毎に種別されるものになることが想定される)。



2. In-service Training と資格の関係

既に指導経験を持つ指導員に関しては、RPL(Recognition of Prior Learning)と APL(Assessment of Prior Learning)が重要な意味を持つ。CVTI はモジュールベースの ad. on カリキュラムなので、経験者に関しては、足りない部分のみの履修で CVTI を与えることが考えられるし、極端に言うと PRL ですべて習得していることが確認されるのであれば、新たに何も履修しなくても CVTI を与えることはあり得る。

3. 今後の方向性について

JICA プロジェクトが開始された場合、JICA 専門家の本件構築への参画は歓迎する。ナカワ VTI が短期間のパイロットコースを実施することも良いと考えられるが、職種の選択等に関しては各訓練機関で重複や漏れがないよう調整が必要。

したがって、各訓練機関が統一したアクションをとることができるよう、全体を統括する機関が必要。その調整役としては ITC(Industrial Training Committee)も考えられるが、少なくとも UVQF 事務局がその役割を負うものではないと考えられる。

**TRAINING OF INSTRUCTORS AND MANAGERS
FOR
BUSINESS, TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING (BTVET)**

**Preliminary Study to develop a Training Concept and
Strategy**

FINAL REPORT

by:

Gerhard Kohn
Sarah Nalumansi
Guenter Roesch
Stephen Senoga

On behalf of:

**Ministry of Education and Sports (MoES)/Department of Business, Technical
and Vocational Education and Training (D/BTVET)**

And

BTVET Advisory Board (BAB)

Sponsored by:

**Japan International Development Co-operation (JICA)
German Technical Co-operation (GTZ)**

Darmstadt/Kampala/Weinheim, May 2006

EXECUTIVE SUMMARY

Background and Justification

- (1) A preliminary study to develop a concept and a strategy for the training of instructors and managers at BTVET institutions was conducted between mid April and mid May 2006. The study was considered necessary because appropriately trained instructors and managers are an indispensable precondition for the success of the BTVET reform of the MoES, spelled out in the various policy documents and development plans (e.g. BTVET Policy, PPET Policy, ESSP, UVQF Roadmap). Several development partners (JICA, ADB, KFW, DED) have already pledged their support to instructor and manager training, and an overall concept and strategy were requested to be drafted to ensure that the different interventions follow the same basic concepts and principles and complement each other.

Analysis of Situation

- (2) Analysis of the employment of instructors and managers in BTVET reveals that there are to the tune of 1,300 (plus) managers and 4,000 (plus) instructors currently employed in the BTVET sub-system, and many of them need and demand upgrading of their competences. Taking into account the necessity to expand the capacity of the BTVET sub-system and paying due attention to natural attrition rates (retirement, death, other jobs) it is safe to state that there is a substantial need to improve on and expand BTVET instructor and manager training.
- (3) A comparison of the instructor's and manager's occupational requirements with the contents and structure of existing pedagogical courses (CTTE/DTTE) suggests to develop new, BTVET-specific, flexible and competence-based programmes geared to upgrading the pedagogic / methodological competences of instructors and the managerial competences of managers.
- (4) The academic (subject-related) entry qualifications for new instructor recruits in the public service, i.e. having achieved a Bachelor degree/HND, are critical. Bachelors and HND-holders in most of the cases have not acquired the job related skills they are to impart on their trainees/students in a competence-based manner. The formal entry requirements do, on the other hand, not honour job experience in industry/business.

Proposed Instructor Training Concept

- (5) The study team proposes the design, development and implementation of a new type of instructor training and qualification by the name of **Certificate in Vocational Training Instruction (CVTI)**¹ in parallel to the existing Certificate in Technical Teacher Education (CTTE). The CVTI shall be conceptualised as an 'add-on' basic instructor pedagogic qualification to a sound subject-matter qualification plus working experience in industry/business. The instructor training programme leading to the CVTI should be designed in a competence-based and modular manner in line with the basic principles of the upcoming UVQF.
- (6) The proposed training programme for the CVTI should comprise the following eight (8) training modules² (tentatively):
 - a. Technical skills upgrading
 - b. Industrial experience

¹ Or "Certificate in Business and Vocational Training Instruction (BCVTI) or a separate "Certificate in Business Training Instruction (CBTI)" as suggested by Multi-Tech

² When developing the more detailed training programme, an in-depth, well-developed assessment component for trainers should be incorporated.

- c. Information & communication technology (ICT)
 - d. Entrepreneurship & liaison with industry
 - e. Preparation, delivery and evaluation of theory lessons (including preparation of teaching aids/visualisation)
 - f. Preparation, delivery and evaluation of practice/workshop training (including maintenance of workshop infrastructure)
 - g. Counselling of learners (including traumatised learners)
 - h. Monitored instructional practice in training institutions
 - i. Ethics and practice of instructors and teachers (i.e. law, environment, and other cross-cutting issues)
- (7) The notional time of learning to achieve the CVTI is projected to be 1,200 hours, consisting of about 300 hours for modules (a) to (d), about 360 hours for modules (e) to (g), and about 540 hours of monitored instructional practice in training institutions (h). Recognition of prior learning (RPL) shall be arranged for. Some of the knowledge-related components of the modules could be provided through distance learning.

Proposed Manager Training Concept

- (8) The study team also proposes the design, development and implementation of a new type of manager training and qualification by the name of **Diploma in Training Institution Management (DTIM)** in parallel to the existing Diploma in Technical Teacher Education (DTTE). The DTIM shall be conceptualised as an 'add-on' managerial qualification to a sound subject-matter qualification plus working experience in industry/business plus CVTI plus teaching experience. The training programme leading to the DTIM should also be designed in a competence-based and modular manner in line with the basic principles of the upcoming UVQF.
- (9) The proposed programme leading to the DTIM should consist of ten (10) modules (depending on entry qualification and experience; RPL):
- a. Supervision & guidance of staff
 - b. Staff appraisal & development
 - c. Resource Management
 - d. Administration
 - e. Facilities management & maintenance
 - f. Training organisation & monitoring (incl. scheduling)
 - g. Entrepreneurship (e.g. how to run a training institution in an entrepreneurial manner, incl. networking with industries & other training organisations)
 - h. Counselling of staff and learners and conflict resolution
 - i. ICT for training managers (reporting, staff lists, finances, internet/email)
 - j. Design/Development and idea generation
 - k. Guided & coached management practice in training institutions
- (10) Also for DTIM, the notional time of learning to achieve the qualification is projected to be 1,200 hours, consisting of about 460 hours for modules (a) to (f), about 200 hours for modules (g) to (i), and about 540 hours of guided/coached management practice in training institutions (j). Recognition of prior learning (RPL) shall be arranged for. Some of the knowledge-related components of the modules could be provided through distance learning.

Implementation Strategy

- (11) The study team proposes a **three-pronged strategy** (of parallel working lines) to implement instructor and manager training rapidly:
 - ⇒ Gradually **develop** the proposed modular training programmes for CVTI and DTIM.
 - ⇒ **Clarify and conclude** on the options and procedures of formal recognition of CVTI and DTIM.
 - ⇒ **Start implementing** (even draft) modules of the CVTI and DTIM training under the existing legal provisions.
- (12) An important intermediate result of these working lines would be a costed roadmap, agreed by key stakeholders, and processed in accordance with the SWAp procedures.
- (13) The training for the new qualifications should be implemented in a **networking approach** thus making best use of existing resources, potentials and related support programmes of development partners (e.g. JICA, ADB, KFW, DED, GTZ). A network of complementing institutions involved in implementing flexible modular CVTI and DTIM would also enhance opportunities of **distance / correspondence learning** of certain programme (parts of) modules that are significantly “knowledge-based”. The planned KFW project component on establishing an ICT platform and train ICT trainers for vocational training institutions could be easily linked up to correspondence learning in instructor/manager training.
- (14) Public and private training institutions involved in the proposed network of instructor and manager training should be given due consideration in the process of accrediting assessment centres under DIT/UVQF. The equipment used for skills upgrading of instructors can be well utilised by also conducting assessment under the DIT/UVQF.

Outlook – Next Steps

- (15) Based on the presentation of this study report the stakeholders will have to advise the study team whether further collection of information on employment of instructors and managers would add substantial value and would therefore have to be done prior to further discussion and development of the training concepts and implementation strategy.
- (16) It is proposed that the UVQF Secretariat organises the development of Occupational Profiles (OP) of instructors and training institution managers as an input into the further design and development of CVTI and DTIM qualifications and training programmes.
- (17) It is recommended that a two day retreat of key stakeholders be conducted to discuss and add on the proposed concept and strategy, to elaborate on options for formal recognition and co-ordination of the implementation, and draft an outline and process to develop a costed roadmap for instructor and manager training.
- (18) The relevant SWAp fora should be informed and consulted about the outcome and proposals of this study and the proposed way forward by BTVET department. The outcome of the consultations and SWAp discussions and decisions should be used as inputs to prepare a costed roadmap on instructor and manager training.

Possible Ad Hoc Training Measures

- (19) Given the demand for immediate upgrading training of instructors it is recommended that the stakeholders and development partners consider the possibility of having ad hoc training modules that come close to those proposed in the concept of this study implemented by competent local or foreign instructor training institutions in the short term, and in parallel to the consultations and SWAp decision making procedure.

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Executive Summary

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- A6 Statistic Information (data from MoES are still missing)

ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
A&C	Assessment & Certification
ATP	Assessment & Training Package
BTVET	Business, Technical and Vocational Education and Training
BAB	BTVET Advisory Board
CBET	Competence-Based Education and Training
CIM	Centre for International Migration
CTA	Chief Technical Advisor
CTTE	Certificate in Technical Teacher Education
CVTI	Certificate in Vocational Training Instruction
DACUM	<u>Developing A Curriculum</u>
DED	German Development Service
DIT	Directorate of Industrial Training
DTTE	Diploma in Technical Teacher Education
DTIM	Diploma in Training Institute Management
ESR	Education Sector Review
ESA	Educational Standards Agency
ESSP	Education Sector Strategic Plan
GTZ	German Technical Co-operation
JICA	Japan International Co-operation Agency
InWent	Capacity Development International
ITA	Industrial Training Act
ITC	Industrial Training Council
KFW	Kreditanstalt für Wiederaufbau – German Bank for Reconstruction and Development
LSD	Local Skills Development
MoES	Ministry of Education and Sports
MoH	Ministry of Health
MoGLS	Ministry of Gender, Labour and Social Development
NCDC	National Curriculum Development Centre
PEAP	Poverty Eradication Action Plan
PMA	Plan for the Modernisation of Agriculture
PEVOT	Promotion of Employment Oriented Vocational and Technical Training
PPET	Post Primary Education and Training
SES	Senior Expert Service

TTR	Trade Testing Regulations
UGAPRIVI	Uganda Association of Private Vocational Training Institutions
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UVQ	Uganda Vocational Qualification
UVQA	Uganda Vocational Qualifications Authority
UVQF	Uganda Vocational Qualifications Framework
UVQF-S	Uganda Vocational Qualifications Framework Secretariat
VTI	Vocational Training Institute

1. Introduction

1.1 Background

- 1.1.1 In the recent past, Uganda has embarked on various sector reforms geared towards achieving the set national objectives e.g. PEAP, PMA, industrialisation etc. Uganda has accordingly registered considerable success, with the support of Development Partners. A case in point is the large success of the Universal Primary Education (UPE), which has tremendously increased Primary Education enrolment and enhanced literacy levels.
- 1.1.2 However, over 650,000² young people emerging from UPE and secondary school as well as school drop-outs meet the great challenge of high unemployment and under-employment currently characterising the Ugandan labour market. There is widespread consensus among all key actors in the Ugandan economy that low quality and productivity levels in manufacturing, agricultural production and delivery of services is hindering competitiveness of Ugandan enterprises of all sizes on local, regional and international markets.
- 1.1.3 What Uganda obviously lacks are the means to turn school leavers into productive employees in businesses and industry. No doubt, occupational skills development is not an end in itself, and skills development does not create employment per se. But there will not be sufficient economic growth, a precondition for employment creation, without the right type of skilled people. Experience world over, has shown that productivity, economic growth and employment are the driving factors for poverty reduction.
- 1.1.4 The overall capacity of all Business, Technical and Vocational Education and Training (BTVET) institutions both private and public caters for only about 10 % of the annual UPE graduates and leavers. Lack of relevant labour-market driven training capacity and high training costs has made BTVET unaffordable for the majority of young people notwithstanding **lack of the right competencies of the graduate workforce** though possessing the awarded certificates and diplomas (= qualifications).

1.2 BTVET Policies, Strategies and Reform Programmes

- 1.2.1 Since 1998 the Ministry of Education and Sports (MoES) has implemented a sector-wide approach (SWAp) for Education and Training. The policy and strategy of the MoES to address the crisis of BTVET have been spelled out in the BTVET Policy and the Education Sector Strategic Plan (ESSP) 2005 to 2012. The ESSP, for example, states:

"In order to provide larger numbers of learners with timely acquisition of vocational skills, BTVET will be organised within the framework of the Uganda Vocational Qualifications Framework/Authority (UVQF/A) for assessment and certification of occupational competencies. The UVQF/A will articulate course objectives with corresponding job qualifications and certify learners' fulfilment of course requirements. Training providers, public and private, will be encouraged to offer courses that correspond to the assessment requirements specified in the UVQF/A. Courses will be modularised, so that learners can acquire specific skills within a short period of time and move directly into an entry-level job or advance to a higher level of certification. Short, modular courses allow more learners to access the system because each training centre can accommodate more students in a given period of time. This model is used by the Directorate of Industrial Training, which is solidly based within industry and

² The figure 650,000 was submitted by the Deputy Secretary/ Business & Technical of UNEB.

should play a central role in a reconfigured BTVET system.” (ESSP 2004-2012, Final Draft, March 2005).

- 1.2.2 Reform of BTVET is supported by Japanese and German development partners as well as the African Development Bank (ADB). The Japan International Co-operation Agency (JICA) has been supporting the Vocational Training Institute (VTI) Nakawa on upgrading the training infrastructure, staff and training concept development. JICA and MoES signed a Memorandum of Understanding on a project intended to improve the instructors and managers competences by establishing specific training courses at VTI Nakawa.
- 1.2.3 The German development partners (KfW, GTZ, DED, InWent, CIM, SES) are supporting MoES/BAB on reforming BTVET through a multi-pronged programme by the acronym of “PEVOT” (Promotion of Employment Oriented Vocational Education and Training and Business Education). PEVOT comprises three components:
- Quality assurance of BTVET by establishing and operating the Uganda Vocational Qualifications Framework (UVQF)
 - Promoting the training delivery of public and private training providers (both for formal and non-formal training)
 - Strengthening the capacity of competent bodies in charge with BTVET
- 1.2.4 A UVQF Secretariat was established to spearhead the development of the UVQF. Since its establishment, the Secretariat has co-ordinated the development of Assessment and Training (Standards) Packages (ATP) for a number of occupations. ATP are developed by representatives of work life and comprise occupational profiles, test item banks for assessment, and modular training curricula. While these ATP will be used by the Directorate of Industrial Training (DIT) to conduct assessment in the form of a modernised trade testing, training providers (public / private) wish to and eventually will have to use these ATP to re-orient training and learning at their institutions.
- 1.2.5 Based on the ESSP, the Education Sector Review (ESR) 2004 requested major stakeholders in BTVET to prepare a Roadmap for the further development and establishment of the UVQF. A roadmap was developed, signed by stakeholders and presented to the ESR 2005. The roadmap is now on the way through the SWAp process.
- 1.2.6 The ADB agreed to support the BTVET sub-sector with regards to the development and implementation of a number of ATP (UVQF) as well as in the area of instructor training. In the latter area, ADB will support the VTI Jinja to upgrade its infrastructure and staff competences in order to train instructional staff in the BTVET sub-sector.

1.3 Terms of Reference of the Study

1.3.1 The team to conduct this study was composed of the following consultants:

Mr. Gerhard Kohn (Germany)
Ms. Sarah Nalumansi (Uganda)
Dr. Guenter Roesch (Germany)
Mr. Stephen Senoga (Uganda)

1.3.2 The study team was given the following tasks:

- (1) Ascertain and analyse the qualitative and quantitative training needs and demand of staff (instructors, technical teachers, managers) at public and private vocational training providers.
- (2) Ascertain and analyse existing concepts, proposals, measures and initiatives of training instructional staff at public and private vocational training providers developed and implemented by the different actors (e.g. KFW, GTZ, DED/UGAPRIVI, JICA, ADB, Kyambogo University).
- (3) Ascertain and analyse the legal framework of training of instructional and managerial staff of vocational training providers along with the structure of cadres, pay scales, career paths, formal certification.
- (4) Prepare an overall concept of instructional and managerial staff training including proposals on:
 - Characteristics of the target groups (categories of staff, educational background, major strengths and deficits, etc.)
 - The structure and components (contents) of staff training (e.g. training courses / modules to develop occupational / technical competences, pedagogical and methodological competences)
 - Roles and responsibilities of key actors
 - Staff training venues and requirements (equipment, running costs) and organisation
 - Training of trainers (e.g. master trainers, multiplier trainers)
 - Legislative provisions
- (5) Prepare a short term and a medium/long term strategy to implement the concept of instructional and managerial staff training.
- (6) Present the tentative concept and strategy during a stakeholders meeting, capture issues raised and comments made by stakeholders, and prepare a draft report.

1.4 Methodology of the Study

- 1.4.1 The study was started mid April 2006 when the Ugandan consultants began a desk study. The focus of the desk study was on existing studies, concepts and practices of instructor and manager training in Uganda. The international consultants joined the study team on 2nd May 2006 when conducting the start-up meeting for this study with the CTA PEVOT.
- 1.4.2 On 3rd May 2006 the study team presented their inception report on the study to the BTVET Advisory Board (BAB) and representatives of key stakeholders in BTVET. Given the scope and potential issues of instructor and manager training in Uganda and the time foreseen for the study, during the meeting on the inception report participants advised to consider this study as a “preliminary” one. It was resolved by the meeting that -depending on the outcome of this preliminary study- the stakeholders would decide at a later stage whether and how to intensify the studies.
- 1.4.3 Between 4th and 12th May 2006 the study team conducted focal group meetings/discussions with regulators of BTVET (MoES, ESA, NCDC, UNEB), UGAPRIVI, BTVET instructors and training institution managers. In addition, ten training institutions, both private and public were visited and interviews were conducted with managers and instructors. Finally the team met with the Education Service Commission (ESC) on job descriptions and specifications as well as career structures of instructors and managers in public BTVET. The list of institutions visited and persons met and interviewed are included in Annex 1.
- 1.4.4 The information received from the desk study, the institutional visits and focal group discussions were analysed and both a preliminary concept and a strategy were prepared between 12th and 14th May. On 15th May the findings and proposals of the study team were presented to BAB and other key stakeholders in BTVET. Questions raised and suggestions made by the participants of the meeting were captured and related aspects were included in this draft study team report.
- 1.4.5 The study team would like to express their sincere thanks to all persons met during the mission for their frank collaboration and warm hospitality. Special thanks are due to officials of MoES, the BAB and the instructors and managers who participated in the respective focal group discussions for having shared their knowledge and time with us. Our gratitude is also extended to JICA and GTZ for their trust in the capacity of the study team to conduct this mission.

1.5 Terminology

- 1.5.1 The terminology or nomenclature used by the study team is given below. Please note that most of these definitions are also used by the UVQF Secretariat. The study team added the terms “instructor” and “manager”.

Assessment Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.

Certification Certification is understood as a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the

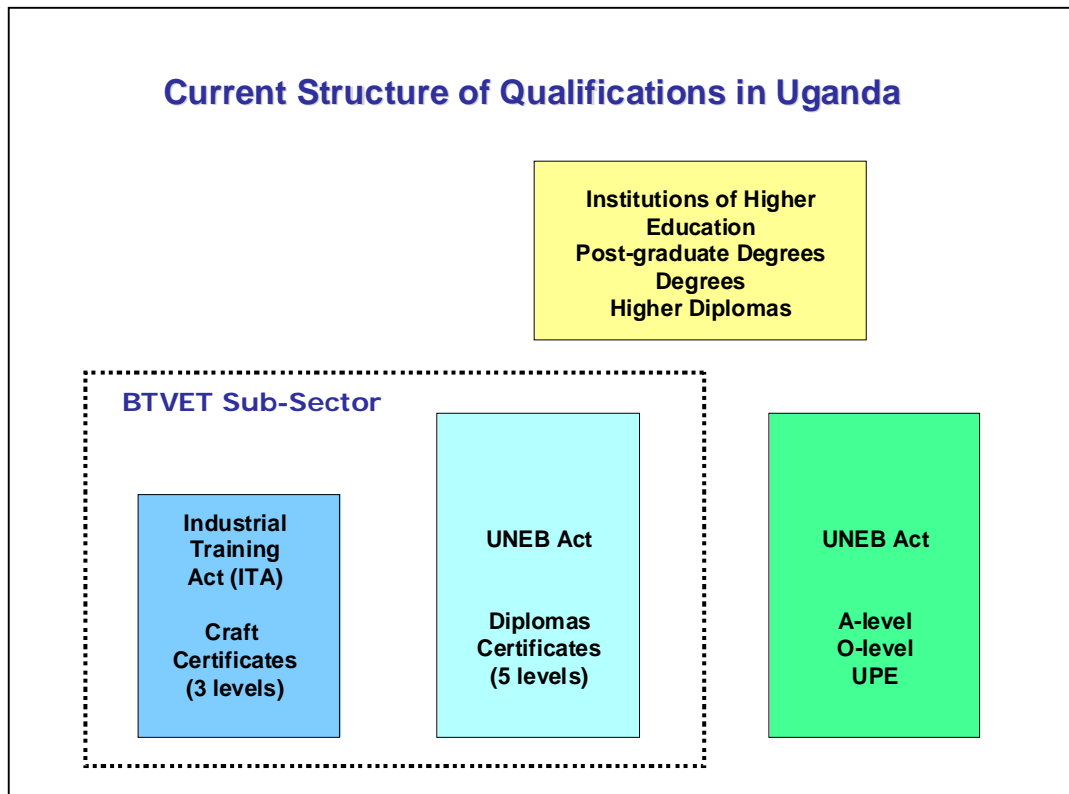
occupational profile.

Competence / CBET	<p>(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level.</p> <p>Competence-based education and training means that training programmes</p> <ol style="list-style-type: none">1. have content directly related to work2. focus is on 'doing something well'3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	<p>A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).</p>
Instructor	<p>Instructors are persons that prepare, conduct and evaluate practice and theory learning to enable learners to acquire (self-) employable skills / competences.</p>
Manager	<p>The term "Managers" of training institutions stands for Principals/Heads, Deputy Principals/Heads, Deans of Studies, Bursars (Heads of Departments).</p>
Module	<p>Modules are parts of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.</p>
Occupational Profile (OP)	<p>An OP is a one to two page overview of the duties and tasks a job incumbent is expected to perform competently in employment. OP are developed by practitioners in the world of work. OP which define WHAT a person is supposed to do are the reference points for developing assessment standards (specifying HOW or HOW WELL a person is to perform) and modular curricula. OP developed by job practitioners ensure that training and learning are relevant to the requirements of the world of work.</p>
Qualification	<p>A qualification is understood as a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.</p>
Task	<p>Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (see also: Duty)</p>

2. State of Affairs of BTVET

2.1 Structure of Qualifications

2.1.1 The current structure of formal qualifications in Uganda is summarised in the following figure. The figure reveals three sub-systems of qualifications that are regulated by different legislation and bodies:



- (1) Qualifications awarded by *universities and other tertiary institutions* are based on the Universities and Other Tertiary Institutions Act (2001) and are regulated by the National Council of Higher Education (NCHE). The qualifications awarded comprise Higher Diplomas, Degrees and Post-graduate Degrees.
- (2) Qualifications in *primary and general secondary education* are based on the UNEB Act (1983) and are awarded by the Uganda National Examinations Board (UNEB).
- (3) The UNEB Act also provides for a *(sub-) set of BTVET qualifications*, i.e. Certificates (on 3-4 competence levels) as well as Ordinary Diplomas. UNEB qualifications are based on curricula developed by the National Curriculum Development Centre (NCDC).
- (4) A *second sub-set of BTVET qualifications* are based on the Industrial Training Act (Cap. 130) and the subsequent Trade Testing Regulations (1987). The Directorate of Industrial Training (DIT) issues Crafts Certificates (upon successful trade testing) on three competence levels, i.e. ranging from “intermediate craft certificate” via the “craft certificate” to the “master craft certificate”. It was agreed by key stakeholders in BTVET that the development of a competence-based Uganda Vocational Qualifications Framework (UVQF)

would start from this sub-system of qualifications and may in the medium term be extended to BTVET-qualifications currently awarded by UNEB (i.e. no. (3) above).

2.1.2 It goes without saying that the job requirements of instructors and training managers are strongly determined by the type and content of qualifications for which they are to educate and train their students / trainees. In other words, if and when students / trainees are to be trained to qualify as competent skilled persons in a certain occupational field at a certain training institution, it is obvious that the instructors must be in possession of (at least!) the same occupational (subject-related, technical) competences their students are to achieve.

2.2 Categories of BTVET Institutions

Public institutions

2.2.1 The BTVET sub-sector comprises a total of about 125 public institutions and more than 450 private institutions offering an array of BTVET courses leading to different types of certificates and diplomas. Among the *public* institutions there are 43 institutions on college level, providing education and training leading to Ordinary Diplomas. Entry level qualification for diploma courses is generally an A-level certificate from general secondary education. Though the Colleges are predominantly involved in training on diploma level they may also offer courses on certificate level. However, education and training on diploma level tends to be more theory oriented than skills or competence based.

Type	Nos.	Entry requirements	Exit qualifications
Colleges (technical, commercial, health agriculture, tourism etc.)	43	A-level (O-Level)	Ordinary Diploma (+ Certificates)
Vocational/Technical Training Institutes	37	O-Level	Certificates (Level 1 – 2/3) / (Trade Tests Level 1 - 3)
Technical/Farm Schools / Community Polytechnics	45	PLE	Certificates (UJCT)
Non-formal Training (urban/rural)	4 pilot locations	none	Attendance certificates

2.2.2 On the level of skills development, the *public* BTVET system consists of 33 Technical Institutes, 3 Vocational Training Institutes and one Vocational Training Centre. All these

37 public technical/vocational institutes and centres are meant to train prepare students / trainees on various certificate levels. While the majority of students sit for UNBEB exams (certificate level 1, 2 or 3) a smaller number of students are also undergoing trade testing (levels 1, 2 or 3) offered by DIT. While the trade testing of DIT is directly oriented towards (self-) employment, education and training leading to BTVET examinations of UNEB try to focus on both employment and further education simultaneously.

2.2.3 At the lower end of the qualifications ladder there are 25 Technical Schools, 4 Farm Schools and 16 Community Polytechnics. Entry of students is based on PLE and these institutions train for low level certificates such as the Uganda Junior Crafts Certificate (UJCT). In addition, there are new types of non-formal training being piloted under PEVOT. This training does not require any specific entry qualifications nor do they train for formal examinations under either exam body but issue non-formal attendance certificates.

Private institutions

2.2.4 Of the more than 450 private BTVET training providers, 252 were registered with UGAPRIVI at the time of this study. In addition, 17 private training providers are registered with the MoES. Entry requirements for courses at private providers are ranging from PLE via O-level to A-level certificates depending on the course offered. The majority of courses offered by private training providers lead to certificates 1 – 2/3 based on UNEB exams and/or to crafts certificates (1-2/3) based on trade testing of DIT. Some of the private providers also offer courses that lead to diplomas.

Private BTVET Institutions			
Type	Nos.	Entry requirements	Exit qualifications
Institutions registered with MoES	17	O-Level/PLE	Certificates (Level I – II/III)
Institutions registered with UGAPRIVI	252	none/PLE/S1-3/O-level/A-level	Certificates (Level I – II/III) Diploma
Other institutions not (yet) registered	> 200		Certificates ?
Companies providing 'on the job training'			(trade test)

2.2.5 Many private sector companies and businesses of all sizes offer (non-formal) on-the-job training for young people. Though the numbers of such on-the-job trainees is not known it can be safely assumed that the private sector has a substantial potential to involve in skills development through on-the-job training. There is a good chance that

this potential may be used better in future to absorb PLE graduates and school drop-outs, if and when the open access competence testing arrangements of the upcoming UVQF will be in place.

- 2.2.6 Based on this brief description of the BTVET sub-sector by category of institution and type and level of BTVET qualification aimed at, the study team concluded that the major **focus of instructor and manager training** should be on staff of institutions that train students predominantly on certificate level. This is particularly the case at public Vocational Training Institutes/Centres and Technical Institutes as well as at a large number of private vocational training institutes.

2.3 Issues and Challenges

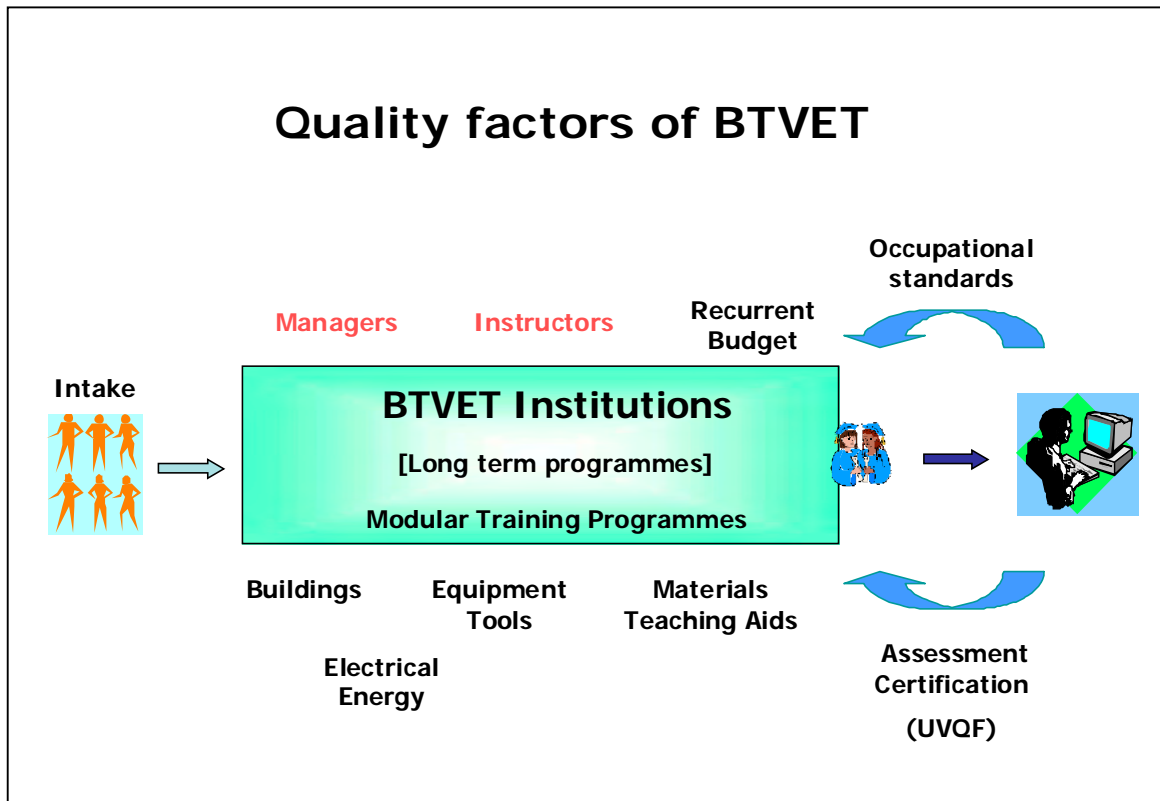
- 2.3.1 The issues and challenges in BTVET have been analysed and described in numerous studies and papers.³ In essence these issues and challenges can be summarised as follows:

- Mostly outdated curricula and training standards not sufficiently reflecting the skill requirements in employment
- Inadequate training infrastructure in terms of buildings/facilities, equipment, tools and training materials (consumables, teaching aids)
- Often poorly-trained staff (instructors and managers)
- Grossly insufficient recurrent budget
- As of late: unreliable supply of electrical energy

- 2.3.2 Due to these inadequacies BTVET is considered to be in a crises characterised by:

- ⇒ Lack of relevance: Many BTVET courses do not (sufficiently) reflect the job requirements in the real world of work in Uganda. Therefore the relevance, credibility and acceptance of BTVET certificates and diplomas for employment are at best questionable.
- ⇒ High unit costs: Unit costs of BTVET in the form of 2 to 3 year institutional programmes only are comparatively high -among others- due to the cost of training infrastructure and materials required. Practicum (industrial attachment) sites for students in industry and businesses to complement institutional learning deficits are grossly insufficient.
- ⇒ Insufficient access and equity: Access to BTVET is denied to the majority of graduates and drop-outs of UPE given the limited training capacity of the sub-sector and the high cost of current BTVET practices.

³ Examples: Roesch et. al. in their study "Skilled Manpower in Uganda" (2003); Education Standards Agency (ESA) in their nation-wide inspection of 142 BTVET institutions (2002); UGAPRIVI in their training needs survey (2004).



2.3.3 However, there is some light at the end of the tunnel. The government (MoES) is aware of these problems and shortcomings and has started to reform the BTVET sub-sector. As shown already in paragraph 1.2 above, the policy direction of BTVET provided by MoES (e.g. ESSP, PPET Policy, BTVET Policy) is supported by various development partners:

- ⇒ The UVQF Secretariat -supported by PEVOT and ADB in future- is developing relevant assessment and training packages in close collaboration with the world of work. New modular curricula for BTVET are among the deliverables of the UVQF Secretariat.
- ⇒ The training infrastructure of a number of private and public training providers is being upgraded with the support of PEVOT/KFW, JICA and the ADB programme.
- ⇒ Staff training of instructors and managers has started with support of JICA, PEVOT/KFW / DED-UGAPRIVI. A fresh impetus is expected in the near future due to the upcoming ADB programme (VTI Jinja), the next phase of the PEVOT/KFW programme, and the future support of JICA to VTI Nakawa.

2.3.4 The concept and strategy of instructor and manager training proposed in this study has taken cognizance of the issues/constraints on the one hand and of challenges of the reform agenda on the other hand.

3. BTVET Instructors and Managers

3.1 Employment Situation

Private institutions

3.1.1 **Private** BTVET training institutions currently registered with UGAPRIVI employ a total of 2,520 instructors (of which 580 are female) and 1,008 “managers”. The term “managers” is used to summarise all staff designated to act as Principals/Heads of Institutions, Deputy Principals/Deputy Heads, Deans of Studies and Bursars. Information on the training background of these categories of staff is shown in the following table.

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

3.1.2 The information provided by UGAPRIVI reveals that only about a third of the instructors currently employed have received pedagogic training. About 25 % of the instructors have undergone a training course offered by Kyambogo University leading to a formal Certificate of Technical Teacher Education (CTTE), very few (13) have moved one step ahead and got a Diploma of Technical Teacher Education (DTTE) from Kyambogo University. Another 12 % of the instructors underwent some short term pedagogic courses offered under the PEVOT-KFW programme to support private training providers.

3.1.3 Information on the numbers of instructors and managers of **public** BTVET institutions could not be obtained to date. However, taking into account that there are 125 public BTVET institutions and assuming that there are also four categories of managerial staff to be trained at each institution (Principal, Deputy Principal, Dean of Studies, Bursar), there should be some 500 managing staff currently being employed at public BTVET institutions. If, at least, we consider also the Heads of Department with part of their designation being managerial staff, the number of ‘managers’ in public BTVET institutions that may need training on training institute management could easily double to about 1,000 persons. If we consider public Technical / Vocational Training Institutes on certificate level only, the respective number of ‘managers’ that may need training would be about 300 persons.

Public institutions

- 3.1.4 Public BTVET institutions provide an approximate enrolment of about 30,000 students at present. Applying an instructor-student/trainee ration of 1:12 would suggest that there are about 2,500 instructors currently employed at all public BTVET institutions (i.e. including all types of institutions on diploma level). If we consider certificate-level courses at Technical/Vocational Training Institutes only, the respective number may be about 1,500 instructors who are in need of related upgrading training.
- 3.1.5 From these quantitative considerations of employment of instructors and managers in public and private BTVET institutions the study team concludes that it may be safe to assume that there are between 1,300 and 2,000 'managers' and between 4,000 and 5,000 instructors currently employed that may need *upgrading* training. In addition, new instructors and managers will have to be trained from scratch if BTVET capacities are to be *expanded* (e.g. by including the hitherto non-registered private institutions), and to *replace* those persons who will leave their jobs for whatever reason (e.g. retirement, death, other duties).

3.2 Occupational Requirements

Nomenclature

- 3.2.1 Between 2003 and 2005 the Education Service Commission (ESC) rationalised the Schemes of Service of all teaching personnel of the MoES. The Schemes of Service (SoS) inform about minimum entry requirements, training requirements, career paths, job descriptions and specifications, job skills and qualities at each level and the working experiences required. ESC informed the study team that these SoS had been approved by MoES, however, implementation is delayed because of insufficient facilitation.
- 3.2.2 The ESC developed SoS for each cadre of the teaching force by type of institution. The study team noted that the **nomenclature** used for cadre at BTVET institutions differs. The following nomenclature is used for BTVET institutions:

Nomenclature of Teaching Personnel at BTVET Institutions				
Type Career Ladder	Colleges	Technical/ Vocational Training Institutes	Technical and + Farm Schools/ VTC	Health Training Institutions
6	Principal	Principal	Head Teacher	Principal
5	Deputy Principal	Deputy Principal	Deputy Head Teacher	Deputy Principal
4	Principal Lecturer	Principal Instructor	Principal Technical Teacher	Principal Tutor
3	Senior Lecturer	Senior Instructor	Senior Technical Teacher	Senior Tutor
2	Lecturer	Technical Instructor	Technical Teacher	Tutor
1	Assistant Lecturer	Assistant Instructor		Assistant Tutor

- 3.2.3 Comparing the terminology used to classify the teaching personnel at different types of institutions reveals that both the managers and teaching/instructional staff are labelled differently. Managers of a BTVET institution are mostly referred to as a “Principal”, with the exception of Technical/Farm Schools and Vocational Training Centres where the manager is called “Head Teacher”. Four different terms are used depending on the type of institution for the actual teaching force: Lecturer – Instructor – Teacher – Tutor.
- 3.2.4 The criterion to distinguish the terms “instructor” and “teacher” is -according to the ESC- the mode of learning: If more than 60 % of learning is “by instruction” the person is called an “instructor”, if less than 60 % of the learning mode is by instruction the person is categorised a “teacher”. “Instruction” on the other hand relates to practice-oriented learning. Representatives of UGAPRIVI recommended the use of the term “instructor” rather than “teacher” because “instruction” had a strong notion towards practice-oriented learning while “teaching” was usually understood as “learning in classrooms” (theory).
- 3.2.5 Following these suggestions and acknowledging that the focus of learning under the upcoming UVQF is meant to be competence-based rather than theory-oriented the study team chose to use the term “**instructor**” instead of other terms to categorise the target group throughout their study. This choice is further supported by the fact that the teaching force at Vocational Training Institutes (VTI) and Technical Institutes (TI) (i.e. certificate-level institutions) is also called “instructors” by the ESC.

Occupational profiles

- 3.2.6 An Occupational Profile (OP) is a one to two page overview of the duties and tasks a job incumbent is expected to perform competently in employment. An OP describes or defines in performance terms WHAT a person is to do competently in work life. In the absence of detailed OP for instructors and managers of BTVET institutions, the “duties and responsibilities” section of the job descriptions issued by the ESC can be considered as substitutes for the time being. The new job descriptions of instructors and Principals at VTI are attached in Annex A3.
- 3.2.7 In order to get a more contextualised and weighed picture of the duties instructors and managers at VTI (public and private) are to perform the study team conducted separate focal group discussions with instructors and managers of BTVET institutions. The study team produced lists of typical duties for both categories of staff (derived from ESC job descriptions) and asked the respective focal groups separately to rate these duties in terms of “frequency”, “importance” and “difficulty to perform”.⁴ The results of these ratings are depicted and analysed below.

⁴ Both focal groups comprised 10 instructors respectively 10 managers of private and public training institutions from all major regions of Uganda. The instructors group convened on 11 May 2006 in the morning, the managers convened the same day in the afternoon. Information received during the focal group discussions and going beyond the rated occupational profiles is attached in Annex A3 of this report.

DUTIES OF AN INSTRUCTOR AT VTI				
#	DUTIES	Ratings by Focal Group		
		Most Frequent	Most Important	Most difficult
1.	Prepare theory lessons	**** *****	*	
2.	Conduct theory lessons	*** ****	** **	
3.	Evaluate theory lessons (continuous assessment)	** **	**	**
4.	Prepare practice instructions	*	**	*****
5.	Conduct practice instructions	***	*** ****	*
6.	Evaluate practical instructions (continuous assessment)	*	***	
7.	Prepare teaching aids		** ***	*** ****
8.	Counsel students/trainees	**	**	** ***
9.	Organise, monitor students' practice in industries		*	***
10.	Participate in setting external exams			****

3.2.8 The discussion of rating results with the participants of the focal group of Instructors revealed the following:

- The duties Instructors have to attend to 'most frequently' are the preparation, conducting and evaluating of theory lessons and conducting of practice instructions.
- The duties Instructors think are 'most important' focus more on the practical side of their job (conducting practice instructions) and preparation of teaching aids.
- The duties Instructors rated as 'most difficult' to perform include conducting of practice instructions, preparation of teaching aids, counselling of students, and the participation in setting external exams.

3.2.9 The participation analysis conducted during the focal group discussion with instructors confirmed the general picture of our analysis that all of them had obtained a formal subject qualification on certificate, diploma or degree level but only a minority of participants had undergone any substantial pedagogic training prior or during their designation as Instructors at a VTI.

3.2.10 Other important comments made by the participants (check the transcripts of the open discussion after the rating in Annex A4).

DUTIES OF A TRAINING MANAGER				
#	DUTIES	Ratings by Focal Group		
		Most Frequent	Most Important	Most difficult
1.	Prepare & conduct lessons + practical training	*	*****	**
2.	Guide, supervise & appraise staff	**** ****	**** *****	**
3.	Ensure discipline of staff & students	**** *****	****	***
4.	Plan & monitor staff development		*	*****
5.	Budget & ensure accountability of financial resources	****	*** ***	***
6.	Prepare teaching/instruction schedules & programmes	*	**	***
7.	Plan for physical development of the institute	****	**	**** *****
8.	Initiate & monitor maintenance of facilities & infrastructure	***	*	**
9.	Liaise with governing Board/MoES	*****	*** ****	**
10.	Prepare progress reports for authorities (Board/MoES)	***	*	**
11.	Establish & maintain relationship with industries and businesses	*	*	*
12.	Establish & maintain relationship with other training institutions	*		*
13.	Conduct PR & marketing activities	*	*	***

3.2.11 The discussion of rating results with the participants of the focal group of Managers revealed the following:

- The duties Managers have to attend to 'most frequently' are staff guidance, supervision and appraisal (2) as well as to ensure staff and students' discipline (3). Also the duties budget/financial management (5), planning for physical development of the institute (7), and liaison with governing boards or MoES are attended to most frequently.
- The duties Managers rate 'most important' include staff supervision, guidance and appraisal (2), planning and monitoring staff development (4), finance management (5), and liaison with the governing board/MoES. It is interesting to see that Managers consider it "most important" that they prepare and conduct lessons and practice instructions themselves (1).
- The duties Managers consider to be 'most difficult' to perform include planning and monitoring of staff development (4) and planning for the physical development of the institute. However, the discussion revealed that performing these duties is most difficult because of the insufficient funds at the institutes.

- 3.2.12 The participation analysis conducted during this focal group discussion with Managers confirmed the general picture of our analysis that all of them had obtained a formal subject qualification on diploma or degree level but only a minority of participants had undergone any substantial management training prior or during their designation as Managers of an institution.
- 3.2.13 Other important comments made by the participants (check the transcripts of the open discussion after the rating in Annex A4).

3.3 Job Entry Qualifications

- 3.3.1 Formal job entry qualifications are important parameter for the recruitment and employment of instructors and training managers in the public service as well as for planning any basic or further training for job incumbents. Formal entry requirements are crucially important for employment of instructors and managers in the public service. Employment in private institutions is formally less regulated (which should not be understood that private institutions are not concerned about formal qualifications). The formal entry qualifications for the different categories of staff at public Vocational Training Institutes (VTI) as defined by the ESC are given in the table below.
- 3.3.2 The table reveals that an instructor at a VTI is expected to have obtained a *Bachelors Degree* or at least a Higher National Diploma (HND) in combination with a Certificate *or* Diploma in Technical Teacher Education. While these requirements appear to be fine from a general academic point of view they hint at a **very serious issue** at the same time. Instructors are expected to impart on their trainees/students the actual skills required in employment/work life. Access to a Bachelors course at an institution of higher learning, on the other hand, requires an A-level certificate (respectively O-level for the HND) only, but neither a skills certificate nor work experience. However, the skills required in work life can certainly not be imparted on bachelor / higher diploma students at an institution of higher learning. Hence, the graduate Bachelors and Higher Diploma Holders do normally not possess the skills they are expected to impart on their students/trainees.

**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	<i>Bachelors Degree or Higher Diploma</i> 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

3.3.3 Another observation that can be made is the fact that the *Certificate* and *Diploma* of Technical Teacher Education are considered to be at par; either of the two qualifications provides a sufficient qualification to complement the subject qualifications up to the level of a Principal. There are also additional specifications such as being registered with MoES and teaching experience any applicant for the job has to comply with. However, on-the-job *working experience* in occupational areas (in industry/business), in which instructors are expected to train their student/trainees, on the other hand, is *not required*.

3.4 Existing Pedagogic Courses

3.4.1 The only complementary and formal pedagogic qualification for instructors and managers, besides their subject-related qualifications (certificate, diploma, degree in a subject area), are currently the Certificate and Diploma of Technical Teacher Education (CTTE/DTTE) offered and awarded by Kyambogo University (KYU). KYU also offers a fully fledged Bachelor of Technical Teacher Education (BTTE) course and qualification (combining subject and pedagogic studies for entrants from A-level general education).

3.4.2 Structure and contents of both the CTTE and DTTE are shown below.

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

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

3.4.3 The study team found that the basic structure and general content of both successive courses are commendable. It should be noted that the courses:

- cover much content relevant to practicing instructors and managers
- contain contents to improve entrepreneurial know how
- have pedagogical practice periods included
- have admission requirements of low threshold
- use a credit system for assessment and certification.

3.4.4 However, as the language of the qualifications already suggests, both courses of Technical Teacher Education focus more on "Teachers" (rather than "instructors") and aim at (academic) "Education" rather than (practical) "skills development" or "training". In addition, participation in these courses requires a one year full time (evening) attendance each.

3.4.5 The study team also came across a number of short-term pedagogical courses developed and implemented during the last phase of the KFW project or provided by UGAPRIVI/DED. The study team is convinced that there is a lot of valuable parts of training programmes already available, however, existing courses or materials may need to be focussed more on CBET/UVQF, and may have to be streamlined with the proposed overall modular course structure of the concept presented hereunder.

3.5 Conclusions for the Training Concept and Strategy

3.5.1 The analysis of the employment of instructors and managers in BTVET reveals that there are to the tune of 1,300 (plus) managers and 4,000 (plus) instructors currently

employed in the BTVET sub-system, many of them are in need and demand of upgrading their competences. Taking into account the necessity to expand the capacity of the BTVET sub-system and paying due attention to natural attrition rates (retirement, death, other jobs) it is safe to state that there is a substantial need to improve on and expand BTVET instructor and manager training.

- 3.5.2 A comparison of the instructor's and manager's occupational requirements and the contents and structure of existing pedagogical courses (CTTE/DTTE) suggests that it is worthwhile to develop new, BTVET-specific, flexible and competence-based programmes geared towards upgrading the pedagogical / methodological and managerial competences of instructors and managers.
- 3.5.3 The academic subject-related entry qualifications for new instructor recruits (Bachelor/HND) in the public service are critical. Bachelors and HND-holders in most of the cases have not acquired the job related skills they are to impart on their trainees/students in a competence-based manner. On the other hand the formal entry requirements do not honour on the job experience in the skills areas due for instruction. It may be necessary to discuss these issues with the ESC. In-service upgrading courses for instructors should pay due attention to skills upgrading needs in occupational subject areas in any case.

4. Outline of Proposed Concept & Strategy

4.1 Instructor Training Concept

Basic Models of Instructor Training

- 4.1.1 An ideal instructor is described as being an expert in his/her subject (subject competence) and an expert in the teaching function (pedagogic competence). There are two basic models to develop this double-competence in a person.

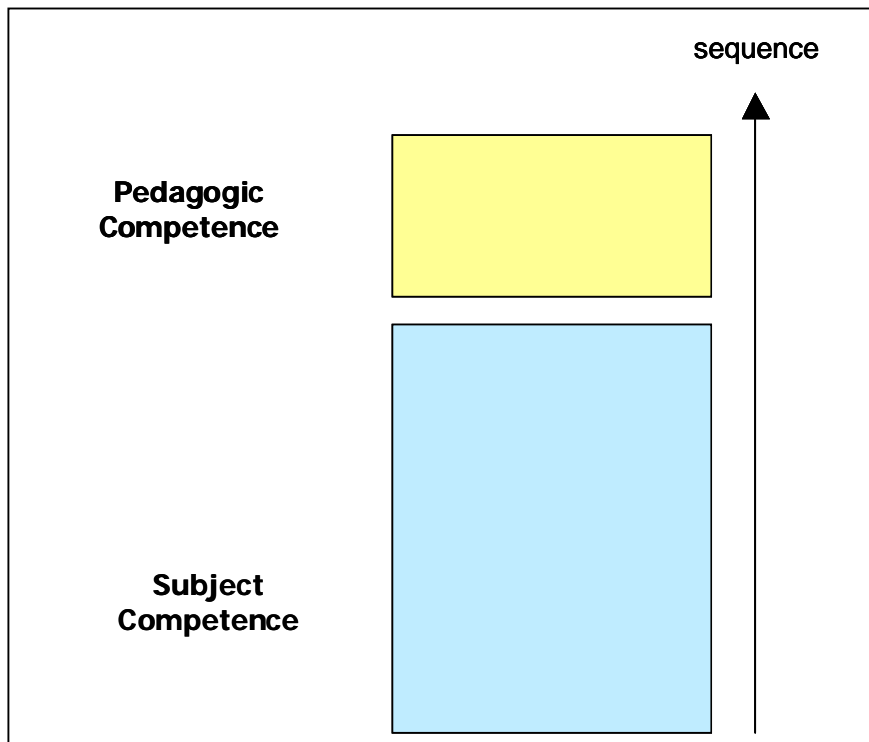


Fig. 4.1: Sequence-model of instructor training

- 4.1.2 In the **sequence-model** of instructor training (Fig. 4.1), first the subject competence is developed. Then, in addition, and usually after some practical experience in the technical field, pedagogic competence is added.

This model has several advantages:

- graduates of a subject-competence course normally go to work and gain practical experience in their occupational-area / subject-area
- if after some years of work they wish to go for teaching and instruction, then they will have to complete an other course leading to pedagogic competence
- this seems to be the preferred sequence of training instructors with a sound subject background and work experience.

- 4.1.3 In the **parallel-model** of instructor training (Fig. 4.2), subject competence and pedagogic competence are developed in parallel.

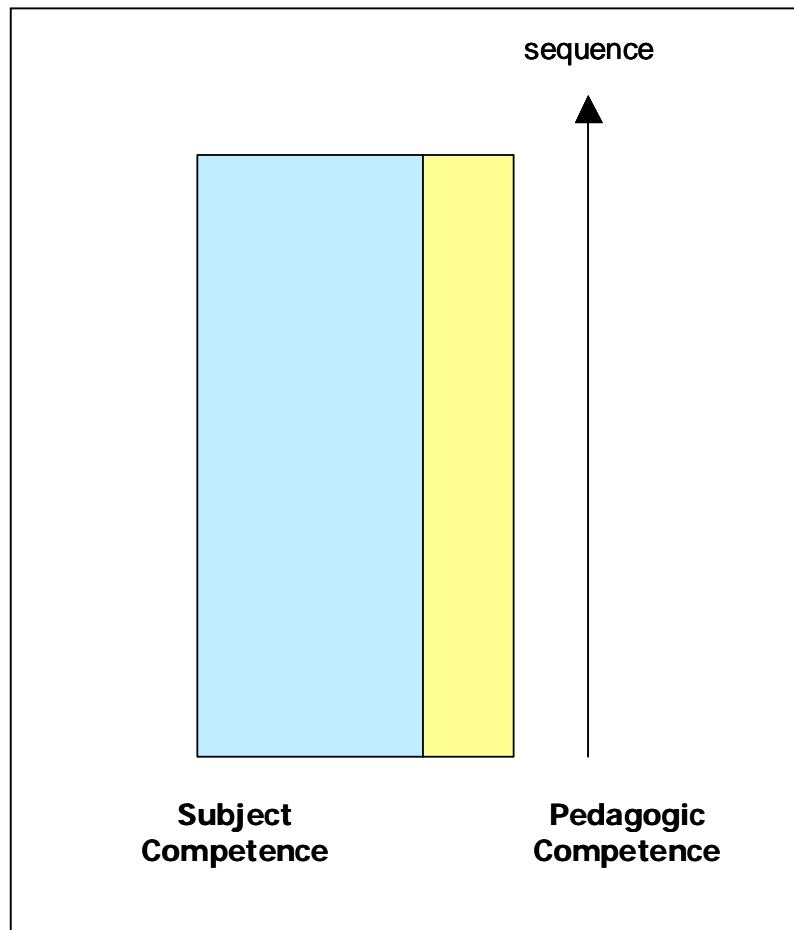


Fig. 4.2: Parallel-model of instructor training

An instructor from this training is orientated towards teaching/instruction right from the beginning.

- 4.1.4 Graduates from these courses may find jobs as training officers in industry, but in most cases they are bound to a career in teaching/instructing in BTVET institutions. Those who come from the parallel model have the advantage of being biased towards the teaching profession and therefore they are less likely to divert to industry or business when the search of the labour-market for qualified technical staff is on.

4.2 Technical Teacher Training at Kyambogo University

- 4.2.1 It is interesting to note that Kyambogo University is applying both models in their courses for Technical Teacher Education (Fig. 4.3). (It is worth noting at this point that there is no institution in East Africa training instructors in vocational training.)

4.2.2 Sequence-model:

- a. The Certificate in Technical Teacher Education (CTTE) puts a 2-semester pedagogic package on top of a recognised, already existing subject qualification.
- b. The Diploma in Technical Teacher Education (DTTE) puts a 2-semester additional pedagogic package on top of the CTTE.

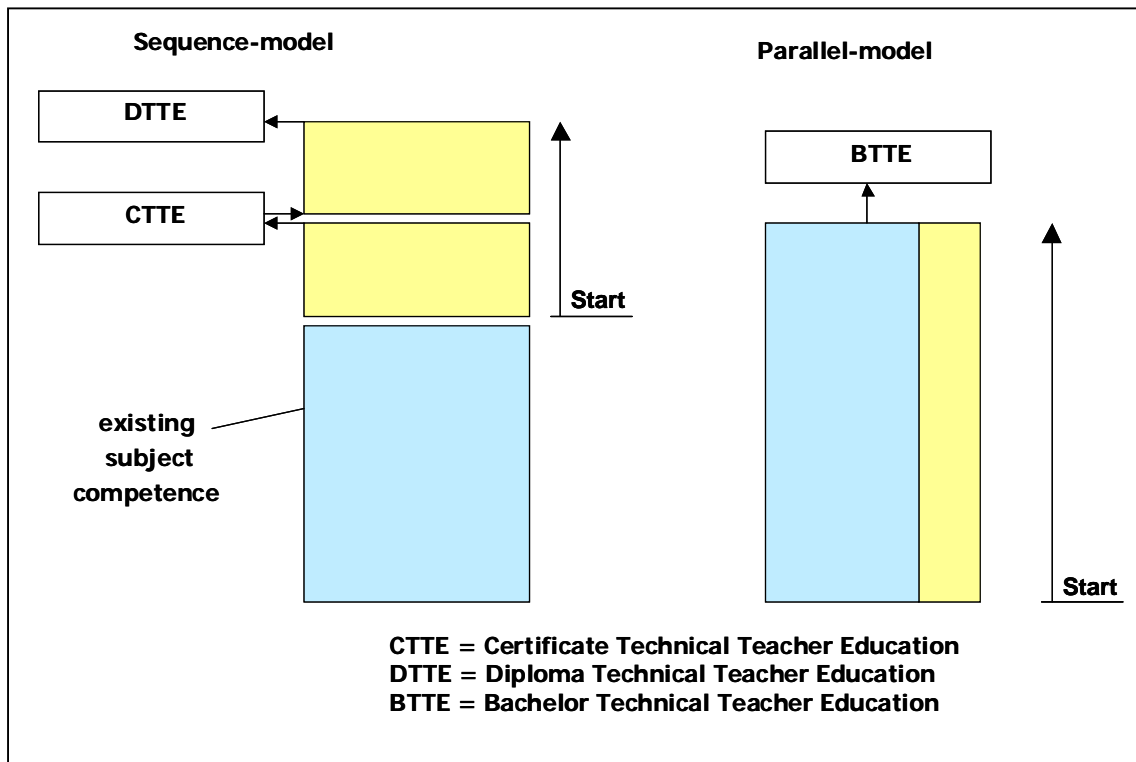


Fig. 4.3: Technical Teacher Training at Kyambogo University

4.2.3 Parallel-model:

The Bachelor in Technical Teacher Education (BTTE) builds on an A-level in General Education. It takes four years to attain a competence consisting of approx. 90% of subject and 10% of pedagogic competence.

4.3 Preferred Model for Instructor Training

4.3.1 In Competence based Education and Training (CBET) the expected result is a person who “can do”. This requires an approach to teaching and instruction which goes one or more steps beyond “chalk and talk” style of teaching and learning (Fig.4.4). **Learning by doing** is the preferred mode of instruction - and learning by doing therefore should have been the way by which instructors have gained their subject competence.

4.3.2 The difference between a technical teacher and an instructor – according to the Education Service Commission (ESC)⁵ - is

- Technical Teachers provide less than 60% of practice instruction
- Instructors provide more than 60% of practice instruction.

4.3.3 With CBET as an underlying concept, our focus is more on instructor training. **During the field visits interviewees were asked to recommend any one of the two models – the sequence-model or the parallel-model – for instructor training. The sequence-model was unanimously proposed.**

⁵ Explanation given in an interview at the ESC in Kampala on May 10, 2006

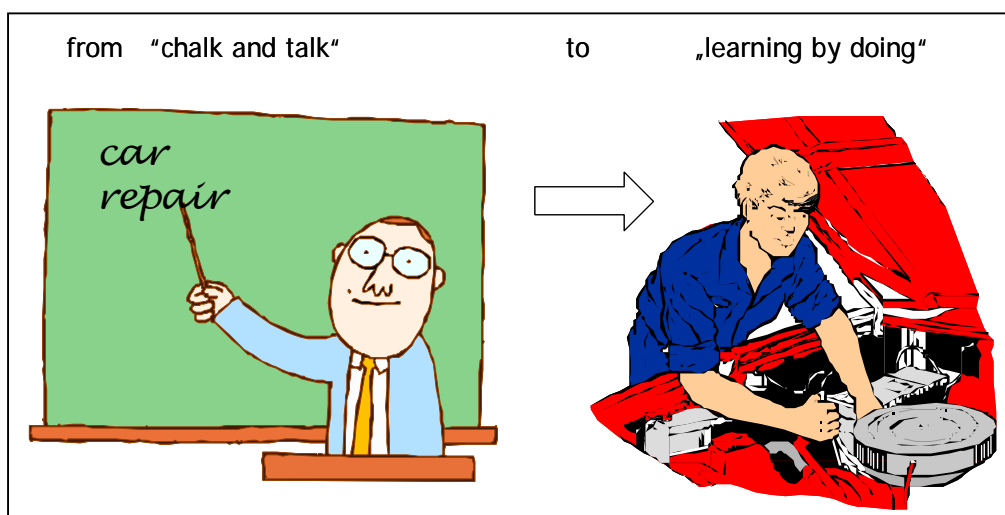


Fig. 4.4: Learning by doing as preferred mode of instruction

- 4.3.4 Advantages mentioned with regard to the sequence model were
- You can build on already existing subject competence → shorter duration of further training required
 - people come with practical work experience → less “chalk and talk”, more “learning by doing” is likely.
- 4.3.5 Problems may arise, though, when the BTVET-sector has to compete with the private sector for highly qualified subject specialists. Usually the private sector offers higher salaries while public sector salaries and the corresponding fringe benefits may not be so attractive.
- 3.4.6 Opting for the sequence-model as the preferred model does of course not exclude the parallel-model from being a valuable alternative. If there exists an excellent training infrastructure (staff, finance, equipment, teaching materials etc.) the parallel-model could be an even better solution, because graduates may feel being more attached to the teaching profession.
- 3.4.7 At the stakeholders’ meeting, the sequence model was recommended for upgrading of instructors and teachers as well as the managers. It was further suggested that both the sequence and parallel models should be piloted out for the fresh intakes to determine which one of the two is most proffered.

4.4 The World of Work as Reference for Subject Competence of Instructors

- 4.4.1 The main objective of vocational training is to prepare young people to find and maintain jobs in the world of work (employability). Therefore, the present and foreseeable future skills requirements of the world of work provide the reference for the subject competence of future workers – and of their instructors.
- 4.4.2 The world of work is the client and defines – via the UVQF secretariat - the quality of the product (DACUM profiles with assessment and learning standards). The BTVET system facilitates the development of the required competences of their students / trainees (Fig. 4.5). Internal quality assurance is done during and after training at training providers.

4.4.2 In addition, clients may have established their own quality assurance system to make sure they get the quality they need. Also, many competences cannot be trained in school-based-training and have to be acquired in “work-based training” on-the-job. Such competences usually are assessed and certified by institutions from the world of work.

4.4.4 Especially for absorbing the huge number of UPE-leavers in Uganda, on-the-job training will be a valuable alternative to school-based training.

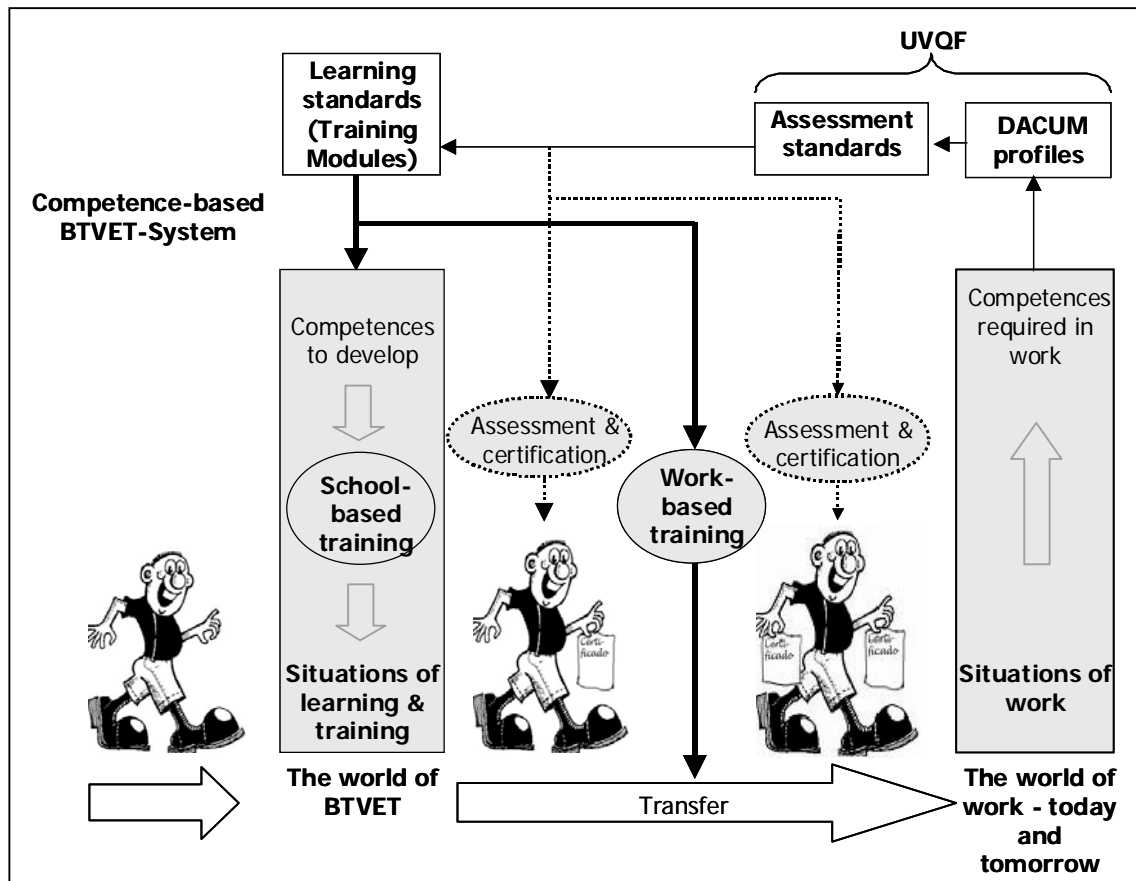


Fig. 4.5: The world of work as reference for subject qualification of workers

4.4.5 During initial and further training the individual student/trainee is developing the required competences to be transferred to the world of work.

4.4.6 Competences determined in the world of work are usually arranged and presented in a National Qualifications Framework, such as the UVQF. A simplified model of such a NQF is shown in Fig. 4.6 below.

- 4.4.6 Competences are determined by three major characteristics:
- content (depending on economic sector, or sub-sector or domain)
 - level (low to high, determined by level descriptors)
 - learning volume required to achieve it (usually expressed by credits).

4.4.7 So when it comes to determine and assess subject qualifications of instructors, the best approach would be to use competences sitting already in the NQF (or UVQF). This means, that the UVQF secretariat should start as soon as possible to determine such competences for instructors.

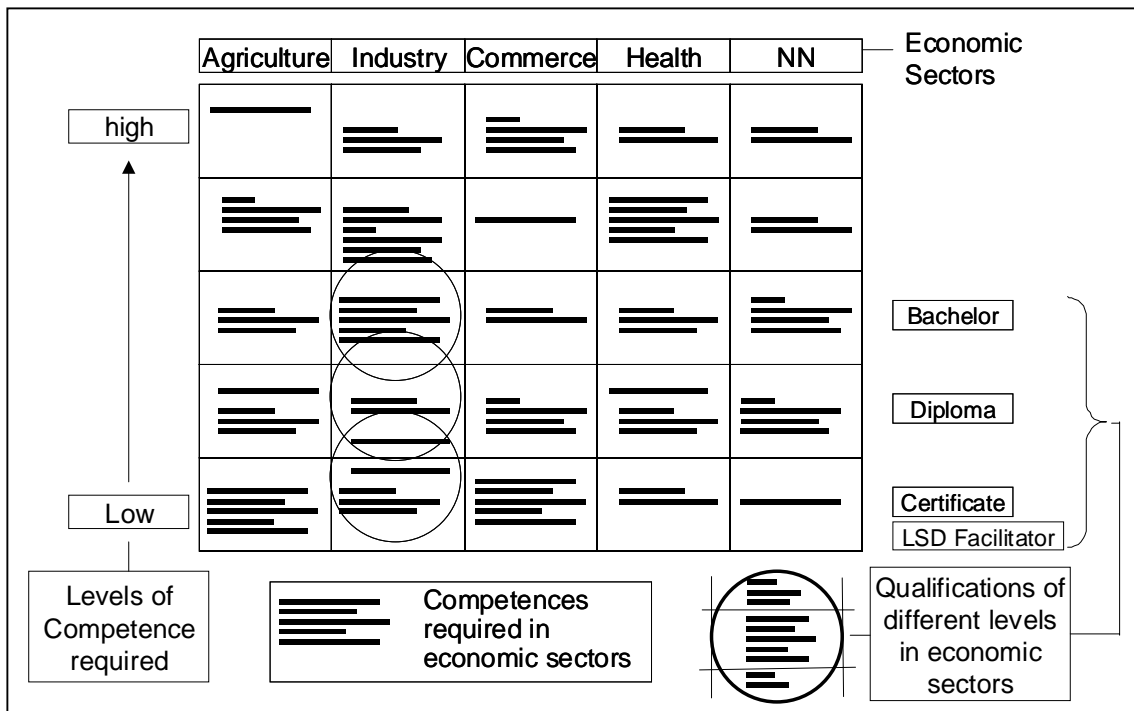


Fig. 4.6: Simplified model of a NQF with qualifications of different levels in the industry sector

4.5 Necessary Level Difference between Instructor and Student

4.5.1 As a rule, instructors should possess a certificate/diploma/degree which is at least one level higher than the level at which they are instructing their students (Fig. 4.7).

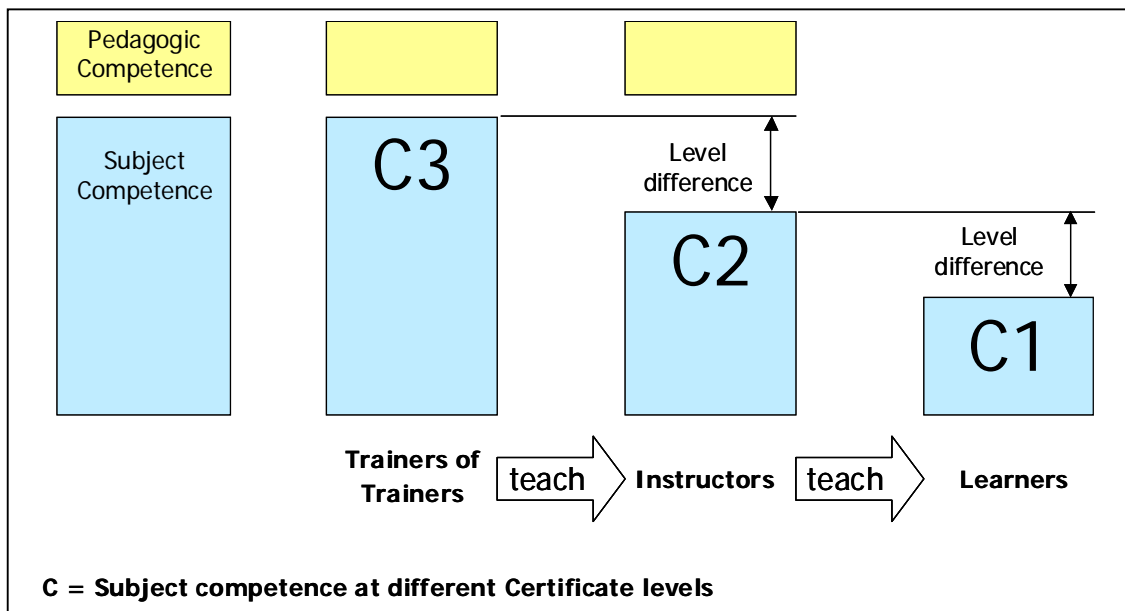


Fig. 4.7: Level difference between TOT, instructors and students/learners

4.6 Pedagogic Qualification required in Instructing

- 4.6.1 The Education Service Commission (ESC) has developed a proposal for a “Scheme of service for all the cadres of teaching personnel in the institutions under its jurisdiction” which includes all BTVET institutions⁶.
- 4.6.2 In all job descriptions for staff in BTVET institutions there are listed under „Person Specification / Job requirements” minimum subject qualifications for different levels in the hierarchy. For more details please refer to Table 4.1.
- 4.6.3 When it comes to pedagogic qualifications, there is one standard entry at all levels after assistant instructor: Certificate or Diploma in Technical Teacher Education (CTTE) or (DTTE) or the equivalent of this from recognized Institutions.

Technical Institutes			
Pay scale	Job Title	Subject Competence/Qualification	Pedagogic Competence/Qualification
U5	Assistant Instructor	Certificate/Diploma	Pedagogic skills
U4	Instructor	Diploma/Bachelors Degree	CTTE/DTTE
U2	Principal Instructor	Masters Degree	CTTE/DTTE
U1	Principal	Masters Degree	CTTE/DTTE

Table 4.1: Payment levels, subject qualification and pedagogic qualification in Technical Institutes⁷

- 4.6.4 Therefore, it is recommended to establish as a minimum pedagogic qualification for instructors a “**Certificate in Vocational Training Instruction (CVTI)**”, which is similar in time requirements to the Kyambogo CTTE, but will be different with regard to its content. The difference is more in “hands-on training” with a strong orientation towards CBET (Fig.4.8).

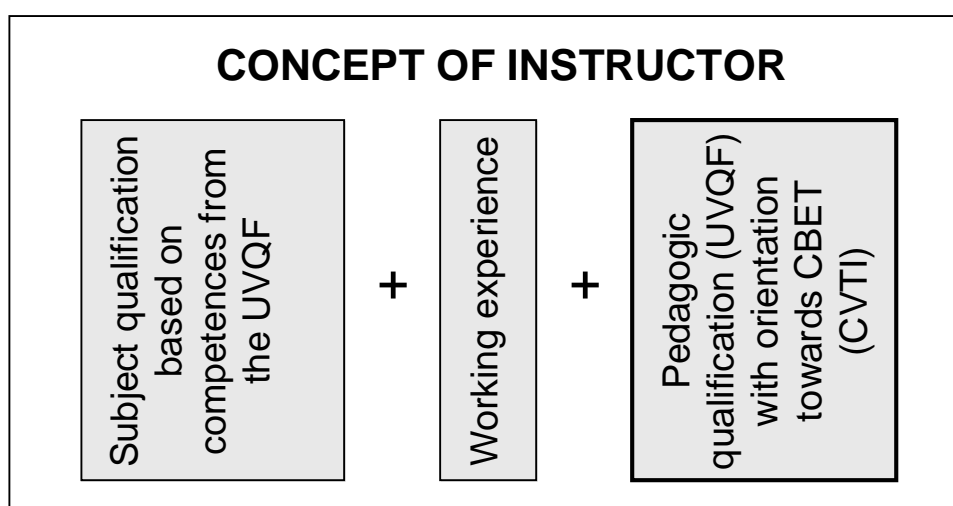


Fig. 4.8: Basic concept of proposed instructor qualification

⁶ ESC: Scheme of Service Part I and Part II / Proposal

⁷ Source: ESC Scheme of Service Part II, Appendix IV, Technical Institutes

4.7 Duties of Instructors

4.7.1 Based on job descriptions from of the ESC-proposal for a Scheme of Service, the major duties of instructors at Technical Institutes and similar institutions can be described as follows:

- (1) Prepare theory lessons
- (2) Conduct theory lessons
- (3) Evaluate theory lessons (continuous assessment)
- (4) Prepare practical instructions
- (5) Conduct practical instructions
- (6) Evaluate practical instructions (continuous assessment)
- (7) Prepare teaching aids
- (8) Counsel students/trainees
- (9) Organise and monitor students' practicals in industries
- (10) Participate in setting external exams
- (11) Reflect upon and evaluate one's own performance and plan future practice.

4.8 Proposed Modular Training Programme for CVTI

4.8.1 As mentioned before, the time-frame for the Certificate in Vocational Training Instruction (CVTI) is similar to the Certificate in Technical Teacher Education (CTTE) of Kyambogo University. So the total hours are 1.200 (two semesters), of which 540 hours are earmarked for monitored instruction practice in training institutions (Fig. 4.9) – the same as for the CTTE at Kyambogo University.

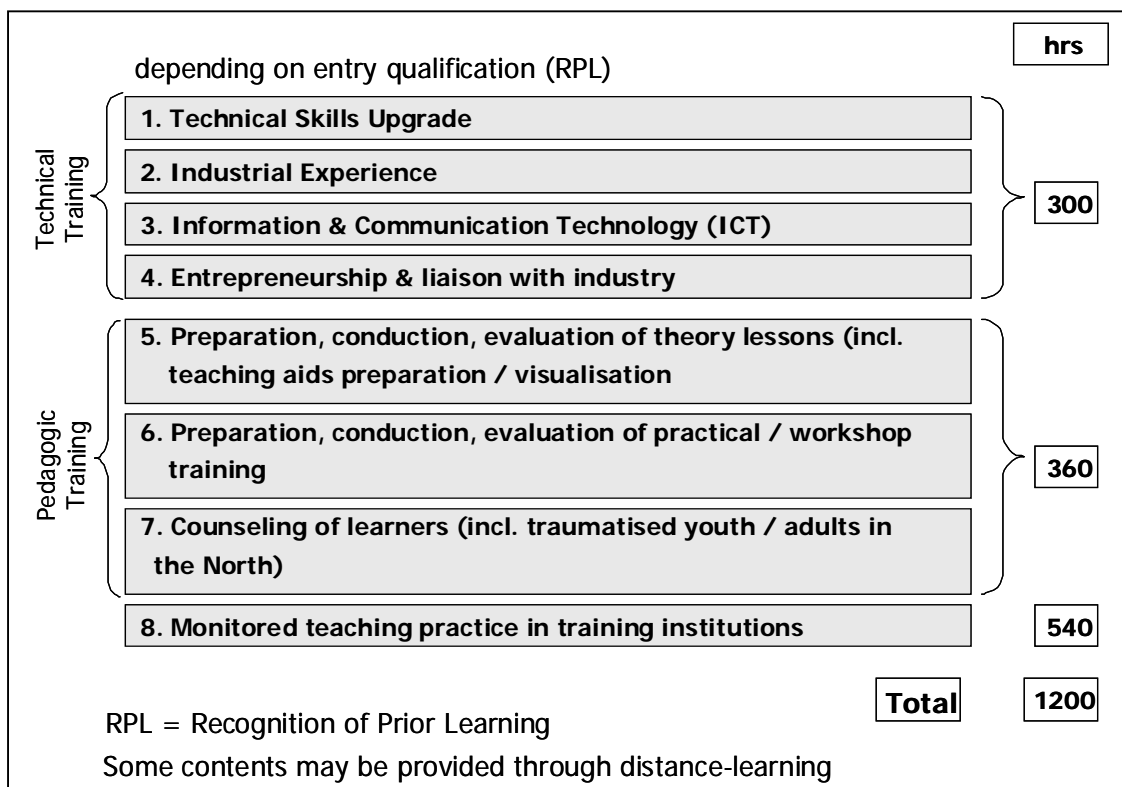


Fig. 4.9: Proposed modular training programme for CVTI

- 4.8.2 All modules are based on competences, which clearly describe the expected training outcomes through assessment criteria and test items. Recognition of prior learning (RPL) or recognition of current competence (RCC) are incorporated for those learners with relevant training background and professional experience.
- 4.8.3 Hours suggested for technical (300 hrs) and pedagogic (360 hrs) training are estimated and can be adapted later if necessary.

4.9 Manager Training Concept

Basic Model of Manager Training

- 4.9.1 An ideal manager of a vocational training institution is described (Fig. 4.10) as being an expert in his/her own subject (subject competence), an expert in the teaching function (pedagogic competence) and an expert in the management role (management competence).

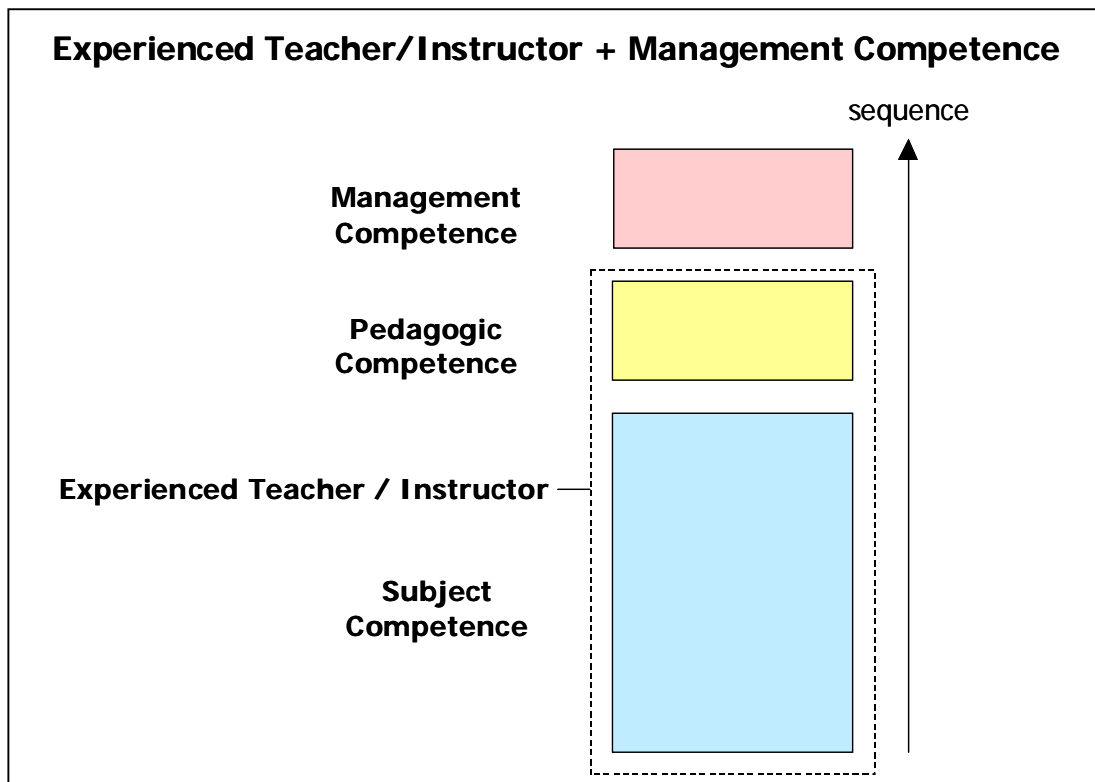


Fig. 4.10: Basic model of Manager Training

- 4.9.2 During interviews there was a strong recommendation that managers of vocational training institutions should be experienced teachers/instructors with an additional management competence. Only persons with such a competence would be qualified to handle the day-to-day business in Vocational Training Institutions, a day-to-day business which includes demand oriented training plans, allocation of scarce resources, staff supervision and student conflicts.

4.10 Duties of Managers

4.10.1 Based on job descriptions from of the ESC-proposal for a Scheme of Service, the major duties of managers at Technical Institutes and similar institutions can be described as follows:

- (1) Prepare and conduct lessons and practical training
- (2) Guide, supervise and appraise teachers, instructors and support staff
- (3) Ensure discipline of staff and students
- (4) Plan and monitor staff development
- (5) Budget and ensure accountability of financial resources
- (6) Prepare teaching/instruction schedules and programmes
- (7) Plan for physical development of institute
- (8) Initiate and monitor maintenance of facilities / infrastructure
- (9) Liaise with Governing Board / MoES
- (10) Prepare progress reports for authorities (Board, MoES)
- (11) Establish and maintain relationships with industries / businesses
- (12) Establish and maintain relationships with other training institutions
- (13) Conduct PR and marketing activities

4.11 Diploma in Training Institute Management (DTIM)

4.11.1 The proposed concept of a Diploma in Training Institute Management (DTIM) is outlined below (Fig.4.11)

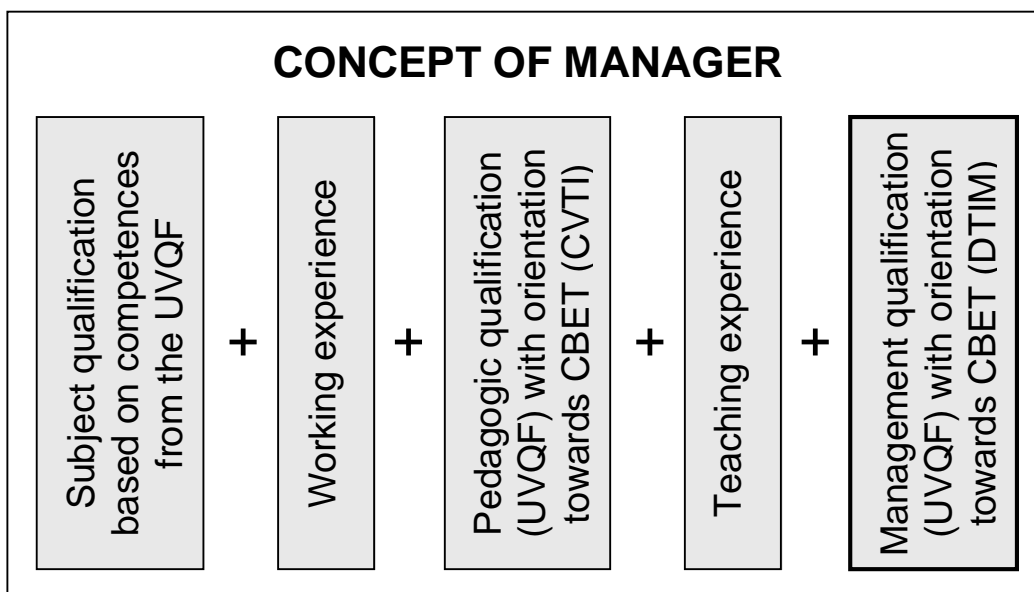


Fig. 4.11: Basic concept of Training Institute Manager Qualification

4.11.2 Again Kyambogo University is taken as a reference model (Fig. 4.12). Their Diploma in Technical Teacher Education (DTTE) is a two-semester course on top of the CTTE.

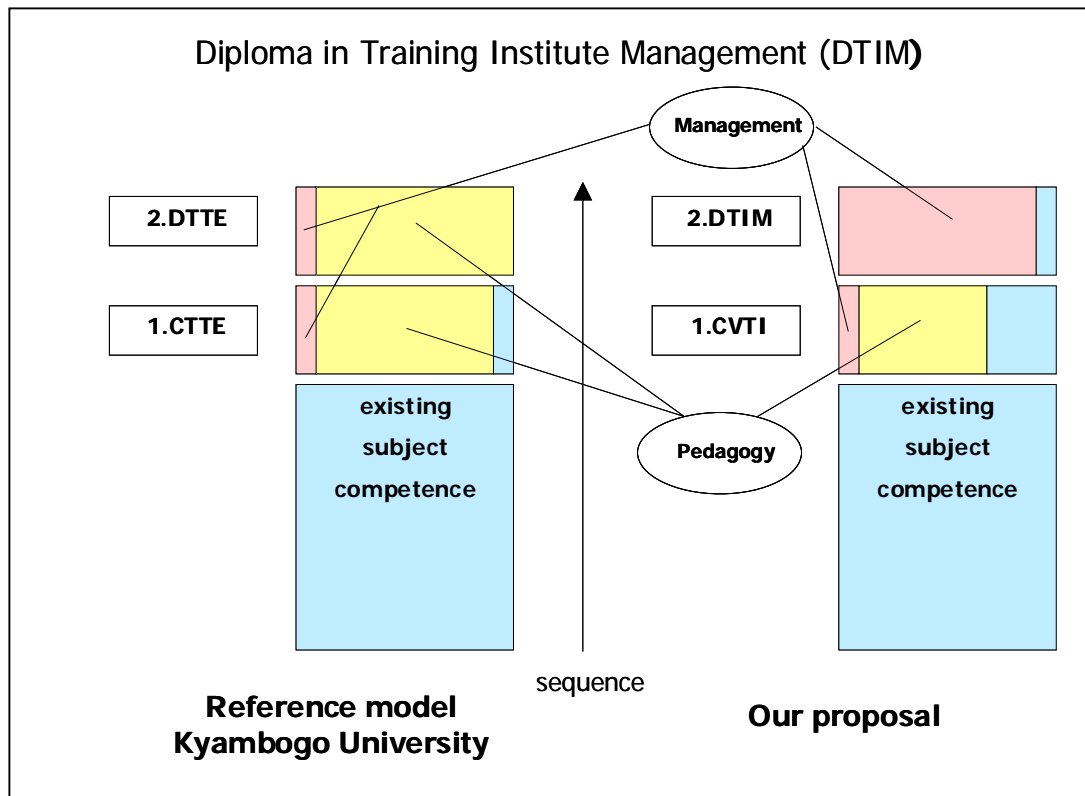


Fig. 4.12: Diploma in Training Institute Management (DTIM) compared with DTTE of Kyambogo University

4.12 Proposed Modular Training Programme for DTIM

- 4.12.1 As mentioned before, the time-frame for the Diploma in Training Institute Management (DTIM) is similar to the Diploma in Technical Teacher Education (DTTE) of Kyambogo University. So the total hours are 1.200 (two semesters), of which 540 hours are earmarked for monitored management practice and coaching in training institutions (Fig. 4.13).
- 4.12.2 All modules are based on competences, which clearly describe expected training outcomes through assessment criteria and test items. Recognition of prior learning (RPL) or recognition of current competence (RCC) is incorporated for those learners with relevant training background and professional experience.



Fig. 4.13: Proposed modular training programme for DTIM

4.13 Features of an Implementation Strategy

4.13.1 The challenges of the BTVET reform are enormous. There are many issues to be addressed almost at the same time to make skills development more relevant to employment needs, increase access to BTVET and make it more cost effective. Among the critical factors of the reform are competent and willing actors on the ground, i.e. instructors and managers of public and private training institutions. Given the numbers of personnel concerned there is an urgent need to begin with upgrading the occupational (skills), pedagogic and managerial competences of instructors and managers respectively. To get the train moving the study team proposes a three-pronged approach of parallel working lines:

- (1) Gradually **develop** the proposed qualifications and modular training programmes for CTVI and DTIM
- (2) Clarify legal and strategic options of **formal recognition** of the proposed qualifications (CVTI/DTIM) in parallel to activities under (1) and (3).
- (3) **Start conducting staff training** using modules of the training programmes -even in draft stages- under existing legal provisions to create rapid impacts on the quality and accessibility of vocational training.

4.13.2 Acknowledging the developments of and around the upcoming UVQF and recognising the roles of instructors and managers in the implementation of the UVQF, it is proposed that the proposed qualifications and programmes **CVTI and**

DTIM be designed and implemented along the outcome-oriented / competence-based principles of the upcoming UVQF. As a first step in this direction it is proposed that the UVQF Secretariat organises the development of Occupational Profiles for instructors and training managers. Based on these profiles, selected local and international experts in instructor and / or manager training will have to develop assessment instruments and training modules. Training concepts, modules and materials available locally or internationally should be duly considered.

4.13.3 The study team proposes the development and implementation of two new type of qualifications to complement the existing qualifications CTTE and DTTE of Kyambogo University. While CTTE and DTTE are offered for teaching personnel in institutions involved in more academically-oriented “technical education”, the proposed complementary qualifications CVTI and DTIM shall be serving the specific needs of public and private vocational training institutions that aim to impart competences (skills, knowledge, and attitudes) directly relevant for employment (CBET). The study team identified three possible options for the formal recognition of the new qualifications CVTI and DTIM, as shown in the following boxes.

4.13.4 Recognition of the CTVI qualification by a different body than DTIM qualification may be a fourth option crosscutting the three other options. Intensive consultations between all stakeholders involved will be required.

Recognition of CVTI and DTIM qualifications – basic options

Option 1:

- CVTI and DTIM to be recognised by **Kyambogo University** as parallel qualifications to CTTE and DTTE.
- Centres involved in delivering CVTI /DTIM related training (e.g. VTI Nakawa, VTI Jinja, UGAPRIVI) to be accredited by/affiliated with KYU.

Option 2:

- CVTI and DTIM to be regulated by the revitalised **DIT in the context of the Industrial Training Act (ITA)/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)].

Option 3:

- CVTI and DTIM to be recognised by **any Tertiary Institution other than KYU** providing qualifications in the Education/Training field.

4.14 Outline of Strategy

4.14.1 It is proposed that the new qualifications DTIM and CVTI be implemented in a **network approach** as indicated in Fig. 4.14. Reasons for this proposal are manifold:

- The scope of subject areas of the instructors is wide. There is already training in about 20 trades/occupations offered by public and private training providers. However, employment-oriented training needs to create training in skills areas or jobs that have not been systematically trained for in the past. In the course of the UVQF development there will be many new occupations identified and related qualifications developed if they are relevant for employment. Hence, the scope of technical/occupational specialisation will be too wide for a single institution to cover.
- The number of already employed instructors and managers who need urgent upgrade training is substantially too big for a single institution to effectively cope with.
- A single institution would have problems to serve the interests of the regionally distributed training providers. Regional coverage would be enhanced by a network approach.
- Both qualifications CTVI and DTIM though complementing each other will require staff and programmes of a different nature and format.

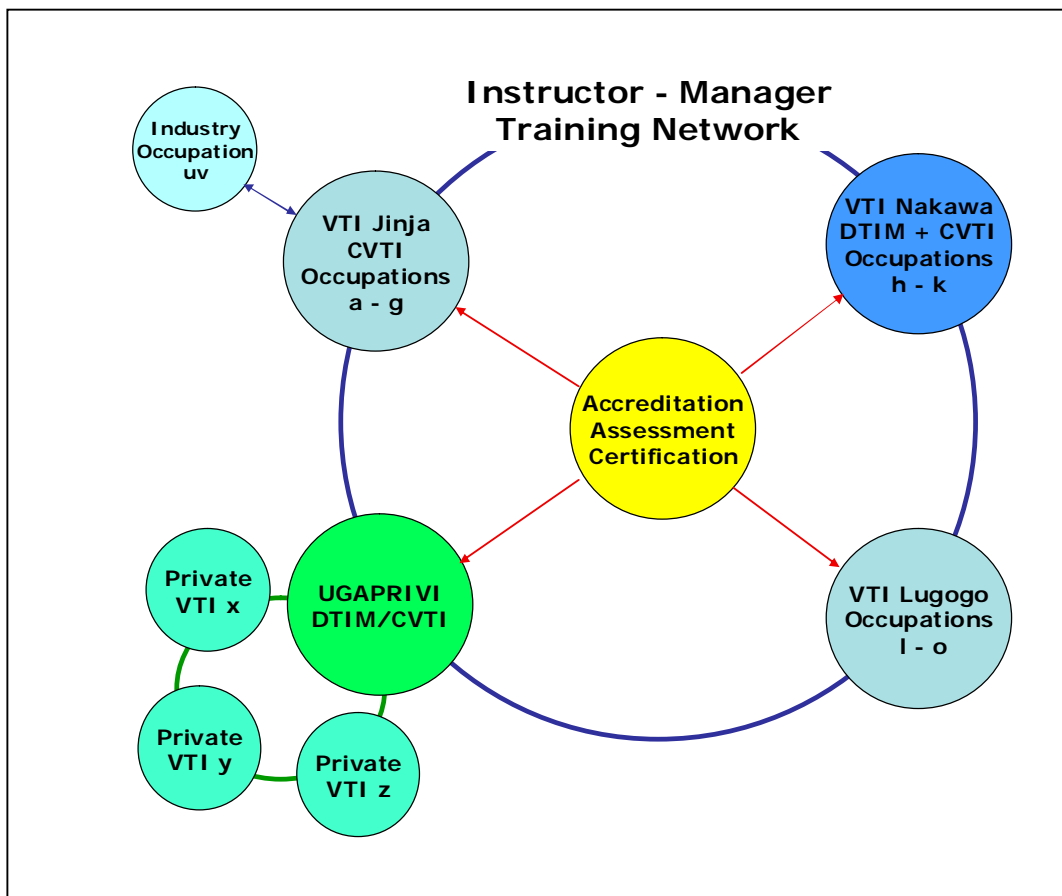


Fig. 4.14: Proposed network-approach for CVTI & DTIM

- 4.14.2 A network approach will also allow and encourage the different players, local institutions/organisations and related development partners with stakes in instructor and manager training to 'buy in' and collaborate in the design, development and implementation of the concept in a co-ordinated and 'win-win' way:
- VTI Jinja has been earmarked by ADB to be developed into an instructor training centre. A total of 540 instructors shall be trained during the ADB project.
 - VTI Nakawa has started getting involved in instructor training at different levels, supported by JICA. JICA will support the development of instructor training capacities on advanced level at VTI Nakawa.
 - VTI Lugogo was proposed by the KFW to be supported to conduct instructor training complementing the VTI Nakawa / JICA project. KFW has targeted and budgeted for 120 managers to be trained in 6-week courses, 150 instructors to be trained in 6 week courses, and 20 trainers-of-trainers to be trained during the 3 year support.
 - UGAPRIVI supported by DED is working on establishing an Academy for the purpose of upgrading the competences of its member organisations in the private sector. The ADB programme has earmarked support for UGAPRIVI members' staff development.
- 4.14.3 A network of complementing institutions implementing flexible modular CVTI and DTIM would also provide opportunities for **distance / correspondence learning** regarding certain programme modules that are "knowledge-based". The planned KFW project component on establishing an ICT platform and train ICT trainers for vocational training institutions could be easily linked up to correspondence learning in instructor/manager training.
- 4.14.4 Public and private training institutions involving in the proposed network of instructor and manager training should be given due consideration in the process of accrediting assessment centres under DIT/UVQF. The equipment used for skills upgrading of instructors should be well utilised by also conducting assessment under the DIT/UVQF.

5. Outlook – Next Steps

5.1 Further Studies

- 5.1.1 Based on the presentation of this study report the stakeholders will have to advise the study team whether further collection of information on employment of instructors and managers would add substantial value and would therefore have to be done prior to further discussion and development of the training concepts and implementation strategy.
- 5.1.2 Irrespective of the decision on further studies, it is proposed that the UVQF Secretariat organises the development of Occupational Profiles (OP) of instructors and training institution managers as an input into the further design and development of CTVI and DTIM qualifications and training programmes.

5.2 Stakeholder Consultations on Concept and Strategy

- 5.2.1 The study team proposes that a two day retreat of key stakeholders involved be conducted
- to discuss and add on the proposed concept and strategy,
 - to elaborate on options for formal recognition and co-ordination of the implementation, and
 - to draft an outline of a costed roadmap for instructor and manager training to be developed after the retreat.
- 5.2.2 The relevant SWAp fora should be informed and consulted about the outcome and proposals of this study and the proposed way forward by the BTVET department in parallel to preparing the retreat.
- 5.2.3 The outcome of the consultations and SWAp discussions and decisions should be used as inputs to prepare a costed roadmap on instructor and manager training.

5.3 Possible Ad Hoc Training Measures

- 5.3.1 Public and private training providers are eager to implement the newly developed ATP to improve their training offers. Therefore they are strongly requesting for upgrade-training of their staff in the short term. However, it appears to be realistic to assume that consultations and decisions on the proposed concept and strategy will not be concluded before the end of the year 2006.
- 5.3.2 The study team therefore recommends that the stakeholders and development partners consider the possibility of having ad hoc training modules that come close to those proposed in the concept of this study implemented by competent local or foreign instructor training institutions in the short term, and in parallel to the consultations and SWAp decision making procedure.
- 5.3.3 An ad hoc provision of training modules in line with the proposed concept would not only benefit training institutions (and eventually the trainees) in the short run but would also provide valuable inputs into the tailored development of CTVI and DTIM modules.
- 5.3.4 Areas that are both perceived most needed by training providers and that could trigger rapid improvements are:

For instructors

- How to prepare, conduct and evaluate practice learning with a competence-based approach (using UVQF standards)?
- How to prepare, conduct and evaluate theory learning with a competence-based approach (using UVQF standards)?
- How to prepare or modify/amend related training and teaching aids?
- How to plan and implement income-generation short courses on demand (entrepreneurship for training institutions)?
- Occupational (subject area) skills upgrading courses

For training institution managers

- How to organise and manage modular training approaches?
- How to initiate and monitor income-generating short courses planned and implemented by instructors (entrepreneurship for training institutions)?

ANNEXES

Annex A 1: List of people consulted during the Study period.

	Date	Name	Designation	Institution
1	04.05.06	Prof. Eriabu Lugujo	Head, Electrical Engineering Dept.	Makerere University Kampala
2		Emmanuel Bampigga	Chairman	UGAPRIVI
3		Haj. Yusuf Bachu	Manager	-do-
4		Sarah Namuli-Tamale	Asst. Commissioner, BTVET department	MoES
5		Mr. Ignatius Tabaro		NCDC
6		Ms. Grace K. Baguma		-do-
7		Mr. Joseph Kajumba		ESA
8		Mr. Simon Kisasa		UNEB
9	05.05.06	Mr. John S. Maani		Kyambogo University
10		Mr. George Mutumba		-do-
11		Mr. Musoke-Matovu	Principal	Lugogo Vocational Training Institute
12		Mr. Onji Nafutali	Deputy Principal	-do-
13		Mr. Mukasa	Ag. Commissioner, DIT	Directorate of Industrial Training
14		Mr. Ham Mugisha	Ag. Training Officer	-do-
15		Mr. Mukasa Kizito	Retired	-do-
16		Mr. Abasi Tuzinde	Principal	Nakawa Vocational Technical Institute
17		Mr. Silver Olowo	Ag. Deputy Principal	-do-
18		Mr. Albino Oteka	Training Manager	-do-
19		Mr. Fred Muwanga	Chairman, TCITC	-do-
20		Aya Arakawa	Projekt Formulation Advisor	JICA
21	08.05.06	Prof. Dr. W. Thome	Chairman	The Hotel and Tourism Training Institute
22		Mr. Barnabas Kabalisa	Principal	-do-
23		Mr. Aruho-Abdon Rutega	Ag. Registrar	
24		Mr. Shaban Makata	Asst. Manager	-do-
25		Mr. Henry Mugisha	Accountant	-do-
26		Mr. Sam J. Masolo	Ag. Principal	Jinja Vocational Training Institute
27		Mr. Patrick Behayo	Ag. Deputy Principal	-do-
28	09.05.06	Mr. Lawrence Nsubuga	Principal	St. Joseph Technical Institute, Kisubi
29		Mr. Moses Abong	Teacher (M/V)	-do-
30		Mr. A. G. Mukasa	Deputy Principal	-do-
31		Mr. Park Baryakira	Teacher	-do-
32		Mr. Ssempebwa Kizito	-do-\	-do-
33		Mr. Francis Ngolobe	Head of dept. Electrical	-do-
34		Mr. Stephen Icumaret	Principal	Multitech Management & Accountancy Programme

	Date	Name	Designation	Institution
35		Mr. Ntirushize	Principal	Bukalasa Agricultural College, Luwero
36		Prof. Thomas Walter	Director, Graduate Research Centre	MUBS
37	10.05.06	Mr. Okot-Garimoi	Deputy Chairperson	ESC
38		Ms. Mary Nannonno	Secretary	-do-
39		Ms. Sarah Mabangi	Principal Policy Analyst	-do-
40		Mr. Andrew Tamale	Senior Policy Analyst	-do-
41	11.05.06	Mr. Ali K. Ssekabembe	Technical Teacher	Kammengo Technical Institute
42		Mr. Emmanuel Kambasu	Teacher	Lake Katwe Technical Institute
43		Mr. Anthony Lubega	Instructor	Olbo Way Technical Institute
44		Mr. Hannington Mugenyi	Instuctor	St. Matia Mulumba Polytechnic
45		Mr. Alex Tindimwebwa	Instructor	Trinity Vocational College, Ntungamo
46		Mr. Julius Akugizibwe	Instructor	St. Martin Vocational Institute
47		Mr. Tom A lot	Instructor	St. John Bosco Technical Training School, Ngatta
48		Ms. Jane Kaswera	Instructor	Tumaini Africa Foundation
49		Mr. James Kakuru	Technical Teacher	Nyamitanga Technical Institute
50		Mr. Vicent Sande	Principal	Kisoro Technical Institute
51		Mr. Nathan Talwanabucha	-do-	Kaberaimaido Technical Institute
2		Mr. Charles Kasambula	-do-	Nalwire Technical Institute
53		Mr. Samuel Mbayo	-do-	Kasodo Technical Institute
54		Ms. Teddy Nyakaisiki	Deputy Principal	St. Joseph Vocational Training College, Munteme
55		Mr. Mohamed Jaafar	-do-	Nile Institute of Management Studies
56		Mr. Nelson Ayek	Principal	Nelcoo Technical & Vocational Institute
57		Mr. Sylvester Kule	Vice Director	Mbuye Farm School
56		Ms. Florence Oematum	Principal	Algebright Institute
59		Mr. Adrian Ndemere	-do-	African College of Commerce

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ANNEX A 3: Job description of Instructor at a Vocational Training Institute

(Source: Education Service Commission, Scheme of Service, 2005)

JOB DESCRIPTIONS

2.	<u>Job Title</u>	-	Instructor
	<u>Reports to</u>	-	Senior Instructor
	<u>Salary Scale</u>	-	U4

Job Purpose

To provide technical knowledge and expertise to trainees in order to enhance self productivity skills.

Duties and Responsibilities

- To prepare the scheme of work and lesson plans in line with the approved curriculum on term and weekly basis.
- To conduct lessons and practical training according to the set timetable.
- To participate in setting, administering and marking internal and external theoretical and practical examinations.
- To carry out continuous assessment and evaluation of trainees performance.
- To attend general staff meetings, panel, departmental and committee meetings.
- To guide and counsel pupils
- To participate in co- curricula activities and community activities
- To ensure discipline in the institute.
- To serve as teacher on duty
- To participate in the self assessment and appraisal of the junior staff.
- To conduct any other duties related to the profession

Person Specification/Job requirements

- Minimum of a Bachelors Degree in any of the Engineering fields or a Higher Diploma with a Certificate or Diploma in Technical Teacher Education (CTTE)/ DTTE or the equivalent of this from recognized Institutions
- Registered with the Ministry of Education and Sports
- Must have at least one teaching specialty
- No previous experience for direct entrants or nine years for technical teachers

Skills:

- Guidance and counseling skills, Pedagogical skills, Psychological skills, Craftsmanship skills, Good communication and interpersonal skills and Computer literacy skills

6.	<u>Job Title</u>	-	Principal
	<u>Reports to</u>	-	Governing Council
	<u>Salary Scale</u>	-	U1

Job Purpose

To manage and provide technical guidance/ leadership in the academic and administrative programmes of the institution.

Duties and Responsibilities

- To prepare lectures, teach and lecture students on specific courses of study
- To prepare the schemes of work/lesson plans and teach to trainees according to the set timetable.
- To be in charge of overall administration and management of the institute
- To plan for the physical development of the institute and professional development of the staff.
- To plan, organize, direct and co-ordinate the teaching programmes and activities of staff and students.
- To ensure proper planning, budgeting and accountability of the institute activities and resources in consultation with the Governing Council.
- To coordinate the functions of the Governing Council and account to them and the Ministry of Education and Sports.
- To initiate development projects for the institute and mobilize resources for their implementation.
- To supervise and appraise all the staff and employees of the institution and assess their performance.
- To prepare progress and summary reports for presentation and submission to the Board of Governors and the Ministry of Education and Sports
- To establish and maintain relationships with other educational institutions.
- To direct activities concerning student admissions, provision of supplies and welfare services
- To plan and chair meetings on the institute.
- To conduct any other duties

Person Specification/Job requirements

- Minimum of a Masters Degree in any Engineering or Technical field with a Certificate or Diploma in Technical Teacher Education (CTTE/ DTTE) or the equivalent of this from recognized Institutions.
- Registered with the Ministry of Education and Sports
- Must have one teaching specialty
- Minimum of 15 years experience three of which three should have been at the level of Principal Instructor with administrative responsibilities such as Head of Department or Deputy Principal.
- Must have attended at least four certified workshops/seminars and four short courses relevant to the profession

Skills

- Organization skills, Guidance and counseling skills, Pedagogical skills, Instructional/demonstrational skills, Evaluation skills, Good communication and interpersonal skills, Public relations skills, Financial management skills, Human resource management skills, Computer literacy skills.

ANNEX A 4: Documents of Focal Group Discussions

Instructors

May 11, 2006, Morning Session

Comments of Participants

(please note that this is the original, unedited text from the flip-chart)

- CTTE/DTTE without content
- Dipl.Secondary = content + methodology
- DTTE not worth the time, CTTE is sufficient
- DTTE too much research-oriented
- Colleagues at institutions not as highly + broadly qualified
- 6 h practical/week (out of 30) → Rest is lessons in classrooms
- 75% practical in other institutions
- practical work hampered by lack of resources

- counseling not conducted sufficiently

Duties

- Instructors fear to prepare + conduct practical lessons because
 - o Not enough familiar with trade practice
 - o Lack of materials, equipment, facilities
- most teachers use their own notes for prep. + conducting theory lessons

Students' practicals in industry

- few industries in vicinity of institutions
- lack of funds for students' allowances
- fear of instructors to go to industries

Counseling

- lack of counseling knowledge + skills

- emphasis on knowledge "we are producing half-baked people" (also because of UNEB)
- teachers' attitudes on practical work matters; is part of own learning experience
- lack of practical experiences of instructors
- preparation of teaching aids very important
- more focus on practical part needed
- instructors should assess the needs in the market
- who's duty is it to market BTVET to recruit quality intake? (MoES: ...)
- hardly any of the participants has seen "Hand in Hand" → distribute it to providers

Managers

May 11, 2006, Afternoon Session

Comments of Participants

(please note that this is the original, unedited text from the flip-chart)

- discipline of staff → due to lack of teacher/instructor training
- → due to poor payment → teachers/instructors have other activities
- low performing students selected for BTVET → discipline problems, poor progression routes; poor image BTVET
- lack of essential equipment + textbooks → also leads to more need to supervise
- no possibilities to pay incentives
- insufficient upward progression routes for staff
- management (managers) + methodological (instructors) training not offered to date
- private institutions have no funds for staff development
- problems to register + be recognised with/by MoES → no recognition of certificates of graduates (though MoES encourages students to go to private institutions)
- many more private VTIs than Gvt. VTIs
higher qualifications → more pay or leaving institution
- 850 Ugx/day/student by far not sufficient; effects all activities + equipment/practical training
- income generation is hampered by purchasing power of potential clients, lack of equipment + many other factors
- best students recruited by Gvt. Institutions, rest is left for private institutions

ANNEX A 5: Issues arising out of the Draft Report of the “Preliminary Study to develop a Training Concept and Strategy for BTVET Instructors, Teachers and Managers” and explanations/clarifications given by the Consultants.

Stakeholders raised various issues after perusing the draft report and the following constitute the issues and the explanations and clarifications given by the Consultants.

1. Comments from JICA

Part I: Comments from JICA Uganda Office

Comment on Preliminary Study to develop a Training Concept and Strategy

We would like to thank the consultants for the good document as it is comprehensive and informative. Especially the complicating existing system of instructors training is well explained, and the new concept you suggested is really valuable to start new JICA Project in order to produce instructors of better quality. To enrich the contents, we would like to make the following comments on the paper.

1.1 Role of MoES

The role of the Ministry of Education and Sports in implementing the new concept and strategy to train instructors is not clear in the paper. Quality instructors are one of the most important factors for quality vocational training which produces skilled labor contributing to the economic development of the country. Thus, we would like to see the initiative by the Ministry to implement the training program for which we are willing to support.

Answer: Out of the three options (page 41) option 2 proposes DIT, which at the moment is still under the Ministry of Labour. Only if a transfer to MoES will be made, all three options will be under the responsibility of MoES. For options one and three the model of KYU can be used, for option two a new model has to be developed. During the implementation phase a “CVTI/DTIM Advisory Board” or “Steering Committee” with teacher training experts from Kyambogo, Lugogo, and other relevant local institutions, maybe with occasional advise from an international expert, should provide proposals and guidance to the implementing Ministry. Such an ad hoc service will provide better adapted and timely proposals than a long term planning without knowing what will happen.

1.2 Existing Qualification (CTTE) and New Qualification (CVTI)

In the paper, while existing CTTE qualification focuses more on teachers and education, the contents of courses seems very relevant to the contents of new qualification (CVTI). Thus I would like to hear more about why it is better to create separate qualification rather than changing the existing CTTE. Do you think it is feasible to change CTTE more competency-based adopting new modules with better conceptualized contents?

Answer: As mentioned on page 27, 3.4.4, CTTE is preparing more for academic teaching than for practical skills development and graduates of these courses find employment as “Teachers” in the BTVET system. On the other hand, there are training institutions which need a more practice oriented instructor. There is an urgent need for such type of instructors. For time reasons a new course – starting from zero – can be implemented much faster (and with no resistance to change) than adapting an established structure in an academic institution. If the new CVTI courses will be affiliated to KYU, there is a chance of gradual change in CTTE courses as well.

1.3 Pedagogical Training of CVTI

The difference between CTTE and CVTI is stated; CVTI is not for teachers but instructors which values hands-on practice rather than teaching theory. In line with this explanation, it would be appreciated that the pedagogical part of the training program for instructors is analyzed more in depth.

I liked the concept of “applied pedagogy” that consultants were developing in the middle of the brain storming, because the term implies that the pedagogical part is directly related with the actual practice (how to instruct trainees in front of the real equipment), which is different from other types of education which may be able to be conducted without any equipment.

Answer: As stated in the training outline on page 35, pedagogical training consists of two phases:

- a) Learning by doing I: Development and application of pedagogical concepts in didactical units (= small teaching packages) – both theory and practice teaching (through video-monitored micro-teaching in classrooms and workshops)
- b) Learning by doing II: Application and consolidation of initial teaching skills in schools (classroom and workshop), monitored and guided by experienced teachers who will act as tutors.

1.4 Network Approach

In the last bullet in page 42, are you talking about VTI Lugogo, as in the first bullet of the paragraph, you already mentioned VTI Jinja?

Answer: In the report “Jinja” was changed to “Lugogo”

1.5 Ad hoc training

We think that it is a good strategy to implement ad hoc training while developing the new concept and the strategy for the instructors’ training, as implementing new concept and strategy may require a lot of process and take some time. Then I feel that it is necessary to consider how ad hoc training could be later incorporated into the whole training program developed, maybe admitted as equivalent to the part of the module.

Answer: As the whole approach will be competence- oriented, competences learned during ad-hoc training should be “core competences”. Core competences are those competences, which - with a very high probability - will be included in the Occupational Profiles of Instructors and Managers. Therefore, such competences can be assessed in the near future using the OP competences developed by the UVQF secretariat. The credits earned will be recognised either as complete or as partial modules of the CVTI programme, because these competences will be included in CVTI-modules as well.

1.6 I also appreciate if you could develop the idea how **training cost** could be shared among trainees, the ministry and the development partners.

Answer: Thinking of both - a start of instructor training as soon as possible and the sustainability of instructor training - a basic rule should be: Investment expenditures should be financed by development partners, recurrent expenditures by Uganda Government and trainees. There may be a need to finance recurrent expenditures at the beginning of the programme because recurrent expenditures for the programme may not have been budgeted in time.

Part II: Comments from JICA HQ

Comment on Preliminary Study to develop a Training Concept and Strategy

2.1 Projection of the needs for Managers and Instructors training

[Page 20] The report suggested that between 1,300 and 2,000 managers and between 4,000 and 5,000 instructors need upgrading trainings. Does this number include future

change of generation? The report should take into consideration of future projection. It is necessary information to decide the term of JICA project.

Answer: The numbers are a very rough estimate for upgrade-training. Initial training for an annual replacement need of about 5% due to retirement should be taken into consideration. There was no information available about additional demand for possible future expansion of the BTVET-system.

2.2 Proposed Modular training programme of CVTI and DTIM

[Page 35]

2.2.1 It is understood that the proposed modular training programme is for pre-service training. What kind of modular is necessary for existing instructors who already have CTTE? Short-term and flexible module for up-grading existing instructors might be necessary.

Answer: The occupational profile (OP) of instructors determines the competences of a qualified instructor. The modules to develop these competences are the “building blocks” both for initial and up-grade training. Therefore no extra modules will be necessary for up-grade training.

2.2.2 Are certificates issued to teachers/instructors who take partial modular trainings? If that is case, what certificates are assumed?

Answer: Modules are the “pedagogical vehicles” to develop competences. Each competence will be evaluated and certified. These certificates (eventually “credits”) will be recognized to earn a module and modules will be recognized to earn a certificate. Recognition of prior learning (RPL) – through assessment – will be possible.

2.2.3 Instructors also have knowledge about the vocational training management, so CVTI should provide training for vocational training management, even if it is summary.

Answer: As indicated in Fig. 4.12 on page 38, a small management module is included in CVTI training.

2.2.4 The total hours (1200hours) for CVTI and DTIM are not should be reconsidered.

Answer: The 1200 hrs for CVTI and DTIM have been taken from the Kyambogo University courses (CTTE and DTTE). Once the course content for CVTI and DTIM will be determined in detail, adjustments may be necessary.

2.2.5 What certificates (experience) should be needed for taking CVTI/DTIM? If the levels of instructors/managers are different, the training will not be efficient.

Answer: As explained in Fig. 4.7, page 33, **instructors** should possess a certified subject competence in their respective field at least one level higher than their students. In addition, they should have working experience in the field (Fig. 4.8). Existing gaps in skills and working experience may be filled during the CVTI-course (modules 1 and 2 in Fig. 4.9)

Managers should be experienced teachers / instructors already (Fig.4.10 and 4.11) before starting with DTIM.

2.2.6 The advices and comments toward MoES should be needed for implementing “network approach”.

Answer: This is a “preliminary study” which requests a selection out of three options. Once this decision is made, further steps can and should be planned. During the implementation phase a “CVTI/DTIM Advisory Board” or “Steering Committee” with teacher training experts from Kyambogo, Lugogo, and other relevant local institutions, maybe with occasional advice from an international expert, should provide proposals and guidance to the implementing Ministry. Such an ad hoc service will provide better adapted and timely proposals than a long term planning without knowing what will happen. Please see also 2.5 below.

2.2.7 What does “Technical skill upgrade” mean? Does it include the upgrading the technical skills,

Answer: Yes, it means “upgrading of technical skills”.

2.2.8 Does “Teaching practice in training institutions” mean “On the Job Training”? It should be reconsidered.

- c) **Answer:** “Teaching practice in training institutions” means “on the job training for instructors”. That means learning by doing: Application and consolidation of initial teaching skills in schools (classroom and workshop), monitored and guided by experienced teachers who will act as tutors.

2.3 Certificate and level of Institution

Is CVTI applicable for all the level of vocational institutions?

Answer: CVTI is aiming to train and upgrade instructors for skills training. At higher level CBET institutions they may teach skills, but there may be a need for more theory-oriented staff as well. This type of staff will not be the immediate output of CVTI, but could be trained through further modules.

2.4 CTTE and CVTI

[Page 22] Does CTTE continue to exist in parallel with CVTI? Clear distinction between those two certificates is necessary to justify CVTI.

Answer: At the beginning CTTE and CVTI will exist in parallel, as explained in 1.2 above. But gradually CTTE may be adapted to CVTI.

2.5 Network approach

[Page 42]

2.5.1 Demarcation and collaboration among each stakeholder should be described more clearly depend on the capacity of each institution. What is the meaning of “Occupations h-k” of Fig.4.14?

Answer: The UVQF secretariat – together with the selected “lead organisation” (be it KYU, DIT or any other university) would be responsible for accreditation, assessment and certification of institutions, courses and graduates. Out of the total number of trades/ occupations each of the four earmarked institutions (Nakawa, Jinja, Lugogo and UGAPRIVI) would train instructors according to their facilities and needs.

So, for example, Jinja VTI would train instructors and managers in trades / occupations where Jinja is (or will be) well equipped and well staffed (indicated just by the letters a-g without giving details), Nakawa VTI would train instructors and managers in trades / occupations where Nakawa is (or will be) well equipped and well staffed (indicated by the letters h-k) and so forth.

As mentioned earlier, this is a preliminary report. Once a basic agreement is reached on the proposal to establish a CVTI /DTIM, then a more detailed planning phase should follow.

2.5.2 The difference in CVTI/ DTIM trainings between at Nakawa VTI and at UGAPRIVI should be described more clearly.

Answer: UGAPRIVI with its private training institutions may provide up-grade training for their instructors by offering very “tailor-made” short courses, which contain only those competences / modules, which are urgently needed at the moment. But these competences will be assessed and accredited and may count towards a full certificate (or diploma) later.

2.5.3 Under the “network approach”, how the timing of starting trainings is estimated?

Answer: Major steps to a fully fledged network are

- BTVET Advisory Boards gives ok
- Final concepts of CVTI / DTIM are developed (costed roadmap)
- Stakeholders agree to establish CVTI/DTIM and budget recurrent costs
- Development partners procure equipment and train staff

and these steps may need up to two years or more.

But where equipment and staff are in place, training for Certificate and Diploma courses could start in about a year's time. And urgently needed crash courses could start almost immediately, although with the risk, that CVTI / DTIM may not come into existence for so far unknown reasons.

2.6 Schedule

[Page 43] The schedule and step of creation of the Occupational Profiles of instructors and managers should be indicated. It is critical for considering the timing of starting JICA project.

Answer: The development of occupational profiles of instructors and managers may take between 3 to 4 month and could be initiated by PEVOT

2.7 “Ad Hoc Training Measures”

[Page 44] What kind of “Ad Hoc Training Measures” can be considered? Is it better to start the Ad hoc training course before completion of CVTI and DTIM?

Answer: Please see 2.5.2 and 2.5.3 above. In addition, these short courses may include teaching methodology, skills up-grading and information about competence based training and assessment.

2.8 Certificate for instructors

What certificates (or levels) should be necessary for instructors who are assigned to the training programme for CVTI and DTIM?

Answer: If your question refers to the trainers of trainers (or instructors of instructors), these people should prove that they possess competences that are at least one level higher than those which they shall have to teach / instruct. As Nakawa, Jinja and Lugogo already employ well qualified instructors; these may only need to fill a few gaps in their competence profile. For subject theory, management and pedagogy local experts should be recruited – eventually at a part-time basis - , who may get initial assistance by foreign short term experts,

2.9 Contributions to UVQF

How does CVTI/DTIM contribute to implementation and management of UVQF?

Answer: To set occupational standards is one side of the coin, to develop these competences in young people is the other side. UVQF would work into a vacuum if there were no qualified instructors / managers to implement these standards.

2.10 Survey items suggested by JICA

The following points (some survey items which JICA has suggested before this study) should be mentioned in this report or the other paper.

2.10.1 Current capacity of Nakawa VTI for teachers/instructors training
(Facilities, Instructors)

2.10.2 Estimated subjects which should be provided at Nakawa VTI

Answer: As there are no such suggestions for the other three actors in the proposed network at the moment, these data of Nakawa VTI should appear in a more detailed report, which is expected to follow.

Part III: Comments from Nakawa VTI

3.1 (a) Period of Proposed Training Program

We are proposing the following

- | | |
|-------------------------|-----------|
| (i) Technical Training | 570 hours |
| (ii) Pedagogical | 420 “ |
| (iii) Teaching Practice | 210 “ |

Answer: The present time distribution is a very rough estimate. When it comes to a more detailed planning of contents and time, these proposals will be taken into consideration.

3.2 (b) Training Modules

Clarify on the module Industrial experience under the following headings

- (i) Mode of teaching whether it will be a taught module or industrial attachment
- (ii) Projected time as compared to overall time.

Answer: “Industrial experience” means working on the job in a relevant enterprise. The time so far envisaged is approximately 120 hrs.

3.3 (c) Target Group

We think there is a need to draw a boundary between the needs of a pre - service instructor and an in - service instructor with reference to the proposed concept.

It appears the report recommends the concept to apply to all categories.

Answer: The occupational profile (OP) of instructors determines the competences of a qualified instructor. The modules to develop these competences are the “building blocks” both for initial and up-grade training. Therefore no extra modules will be necessary for up-grade training.

3.4 (d) Role of each institution and level of training

Page 42 clearly shows two projects earmarked at Jinja VTI and Nakawa VTI. Two levels of instructor training can be identified here. Will both of them get the same qualification i.e. CVTI?

We are proposing a DVTI for advanced level instructor training and CVTI for ordinary instructor training.

Answer: The present proposal is aiming at the basic level of instructor training / up-grading, called CVTI. For a higher level instructor training a Diploma of Vocational Training Instruction (DVTI) may be taken into consideration, which would need further planning.

3.5 (e) Way forward

The report shows no clear strategy for the urgent need for the training of trainers prior to the Ad Hoc training measures proposed on page 44.

Answer: To satisfy urgent needs, ad hoc training measures are proposed, which might start with “core competences”. Core competences are those competences, which - with a very high probability - will be included in the Occupational Profiles of Instructors and Managers. Therefore, such competences can be assessed in the near future using the OP competences developed by the UVQF secretariat.

3.6 (f) Upward mobility

The report indicates that the need for instructor training right now is at a certificate level. For future planning we propose a recommendation in the report for upward mobility to a degree level.

Answer: This point was mentioned already in 3.4, but there should be no obstacle in climbing the ladder still higher. But at the moment the report is focussing on the basic level.

3.7 (g) CTTE vs. CVTI

The report indicates that there is no conflict in running the two programs in parallel but indicates the appalling deficiency in CTTE (no skills training). We are proposing the report to suggest a training concept to complement the CTTE training.

Answer: Once the CVTI is running as planned and the positive outputs are visible, then there will be good arguments to complement CTTE course within the network – because such training needs both experienced staff and up-to-date equipment.

3.8 (h) Certification

- (i) Since the training approach will be modular we are proposing that a certificate be given after completing a certain package of modules and a final one at the end of the course.
- (ii) Our preference for certificate recognition is option 2 despite the bureaucracy involved.

Answer: to (i) The concept is exactly like this: Every module will be assessed and certified. To (ii) Your preference has been noted.

Part IV: Comments from Multi-tech

Page 2

4.1 Proposed instructor concept (section 5):

- (a) The proposed instructor training and qualification be titled and abbreviated as:
“Certificate in Business and Vocational Training Instruction” (CBVTI)
Or
- (b) To underline Business Education component of BTVT a separate instructor training and qualification could specifically be titled:
“Certificate in Business Training Instruction (CBTI)

Answer: Suggestion included in report

Page 3

4.2 Proposed Manager Training concept (section 9) on the programme content:

The proposed content should include a dose on (i) Records Management (ii) The conduct of meetings (iii) Fundamental Principles of Law” and (iv) Principles of Communication. Again under “Financial Management” module should include Elements of Taxation as part of its content. As manager he/she ought to be aware of obligations to URA, NSSF etc.

Answer: Once the modules will be planned in more detail – beyond the scope of a preliminary report – these suggestions will be considered

Page 11

4.3 Under 1.2.3 (i) line two (2): incorporate, in the brackets between technical and teachers the following: “and business education”.

Answer: Suggestion included in report

Page 12

4.4 Section 1.4.3 the last line:

Between “interviewed” and “included” insert the word “are” thereby deleting “in”

Answer: Suggestion included in report

Page 22

4.5 The continuation of section 3.2.6 from page 21 last line: replace “2” with “3”
(a) The table appearing under 3.2.7 row 8: replace “council” with “counsel”

Answer: Suggestion included in report

Page 35

Figure 4.9:

4.6 Delete the words “the North” from row 7 of this figure plus any other section the word “North” appears for not every traumatized person will be from the North.

Answer: There was a strong request to mention especially the people from “the North”, That is why “the North” is there.

Page 40

4.7 Section 4.13.4 second (2nd) line between “be and “option” replace “forth” with “fourth”

Answer: Suggestion included in report

Page 42

4.8 Second (2nd) bullet last line. Between “at” and Nakawa insert “VTI” thus deleting “VIT”

Answer: Suggestion included in report

Part V. Comments by DED Coordinator Vocational Training to Preliminary Study “Training Concept”

In principle, the DED highly appreciates the direction the proposal is heading for with regard to reform the BTVET instructors and management training system, in particular the emphasis of practical skills (instructors). While a number of issues were already raised by JICA et al,

we wish to highlight the following issues knowing that they may be answerable only at a later stage:

Answer (in general): *In Latinamerica they have a saying which comes to my mind reading these questions below: "We have to plough with the oxen we have". Even if we are relatively far from a perfect situation in Uganda, we should try to make the best out of it, should try to improve the present situation with what we have.*

Questions

- The proposal suggests focusing on those institutions that offer certificate level for their graduates. With regard to the private sector, this means we are dealing with many institutions offering courses in 1 to 2, maximum up to 5 areas; they cater for 20 to 100 students. In addition, the director is often the manager and (one of) the instructor at the same time.

How can personnel be upgraded given these limitations (availability, level, costs)? Will the future trained instructors/managers be appropriately trained reflecting the future employment options such as these small scale institutions?

Answer: *Training modules are not yet designed, but there should be at least one module or training package in each area which is especially designed to cater for the needs of "very small vocational training centers".*

How about the availability for upgrading in general – given that institutions are often short of instructors? Do the holiday breaks provide sufficient time?

Answer: *If students can't come to the center, maybe the center can come to the students → thinking of a mobile training unit to provide urgent needed ad hoc training, especially for UGAPRIVI institutions.*

- Industry exposure – how can it be assured that instructors really gain experiences/knowledge through their industry exposure that helps them to better instruct their students? Will there be a supervisor? A reporting system? Are sufficient industry placements available? What is the difference between a student's exposure (a number of schools cooperate with the industry) and a future instructor's exposure? Can both groups of people be sent to the same companies/at same time?

Answer: *Instructors are supposed to know how to work in their respective field – so it might be easier to find companies, which offer "Hands-on work" for such people, especially if they come for training purposes and do not ask for payment. There may be "supervisors" from the Instructor Training Institute, who on a regularly basis may visit the "instructors on training". "Instructors on training" should write weekly reports for their own benefit.*

Are there sufficient training places available? *Well, this is certainly one of the questions to be answered in future.*

Student trainees – in contrast to instructors on training – will be beginners in the job, who need training and therefore will receive different treatment in a company.

- Long distance learning/tutoring – Who will be designing the assignments, sending them out, responding to questions, assessing the answers and giving feedback? If applicable to upgrading as well, we are talking about 5.000 potential participants who each might enrol in 4 modules per average with 2 assignments – that creates 40.000 tutor – long distance student projects alone.

Answer: Well, this is certainly another question to be answered in future.

How is the lack of internet access and power supply tackled?

Answer: Distance learning the traditional way didn't use internet – printed material may be a solution for the most affected areas.

- Monitoring of practice (540 hours each per instructor/manager): It is highly appreciated that so much emphasis is given to the – correct – transfer of knowledge from training to application in the real world of work (school office, classroom, and workshop). However, who is trained sufficiently to monitor the practice and give appropriate advice? In what manner can this be implemented realistically - who? When? How? Will those who are monitoring be trained prior to this task? Who supervises this monitoring process? Who pays?

Answer: Basically, “we have to plough with the oxen we have.” A model in instructor / manager training is coaching by (an) experienced colleague(s). Another solution might be to film typical practice-situations and to use these as examples/models before practical training starts. But still we have to use all our imagination to find and develop other and hopefully better solutions.

- Content for manager training: Can we add “Quality Management” or should that be an additional (upgrading) training?
Looking at the current status of the majority of private vocational institutions, it is out of the question that UGAPRIVI at some point in time has to categorize its members according to established standards, the latter also being applicable for government institutions. Respective categories and a systematic approach how to improve performance, thus reach higher levels/categories need to be developed. How can this issue be addressed in the future training of instructors/managers? The issue of Standards/Quality Management might require an additional study or deployment of an expert.

Answer: Quality management – although at a very basic level – should be introduced into instructor/manager training right from the beginning. Through CBET the concept of standards will be introduced anyway. To go more into details of QM, upgrade training might be a better solution, as you suggested.

- Ad hoc training – there is urgent need to develop the modules according to UVQF since a number of trainings are in the making, e.g. ADB grant and subsequent training programme through UGAPRIVI, deployment of a DED advisor for pedagogy training to UGAPRIVI in October to mention but a few.

Answer: Determine the most urgent needs; develop manageable training packages, train the trainers of trainers, put all together into a mobile training unit – and off we go. Training packages should be designed that they can be well; this is certainly one of the questions to be answered in future.
integrated later into training modules of the “bigger” training courses and be recognized towards credits for modules.

Part VI. Kyambogo University, Dept of Teacher Educ & Dev Studies.
Technical Teacher Education Section

A. In connection with the 8 proposed training modules, I propose that time is found for Learning Theory, particularly for Behaviourism (classical and operant conditioning),

Thorndike's laws and Tolman's Neobehaviorism. These form the basis for understanding the practices (methodologies) used in skills transfer; which is our main business in Vocational Training.

With regard to (6a), I propose that we include a doze of Technical Maths to enable them solve problems connected with Stocks and Shares, Trigonometry, plane and solid geometry, how to make logarithmic graphs used in sieve analysis etc as well as mensuration, Pappus' Rules?

As for (6e), the evaluation of practical work (projects) should be included. I further recommend the use of the **evaluation matrix**, since the use of specific learning objectives for this purpose is now discouraged.

As regards (6g) I propose that it be moved to the DTIM level, where it already features as (9h).

Answer: *When it comes to determining the contents of each module, these suggestions are very relevant and will be considered*

B. Section 3.4.2: Existing Pedagogical Courses:

You forgot to include Educational Technology I for CTTE and Educational Technology II for DTTE.

Answer: *As the author of this chapter is not available at the moment, the graphics cannot be opened and changed. The missing courses will be included at a later stage. Sorry.*

C. Sections 4.4.6: I propose that you add two bullets:

- ✓ Learning process (hands on or otherwise)
- ✓ Transferability of learnt material to future problems at the workplace.

Answer: *The three characteristics of competences in 4.4.6 refer to the information contained in a National Framework of Competences – and these are the only three which are used usually*

D. Fig 4.12: Note that the upgrading of existing subject competence continues into the DTTE using the following courses:

- ✓ Workshop Practice, Mathematics, Special Methods and the Technical Project for each Specialization.

Answer: *The point is noted*

E. Section 5.3.4: Please note that most teaching aids in Technical and Vocational Institutions are 3-D. We have used this argument to teach Descriptive Geometry under Technical Drawing. Our trainees make things like spheres, ellipsoids, parabolic/hyperbolic dishes besides the various transitional pieces e.g. elbows, in cardboard. If time permitted we would venture into interpenetrations.

Answer: *When it comes to determine which teaching aids will be prepared, modified or amended, your suggestions will be taken into consideration*

Part VII. Resolutions from the BTVET Advisory Board 25th Meeting that reviewed the Consultants' report.

On the Nature of the training, it was agreed that:

- There was a need for CVTI since it addresses the vocational (and basic) training while the CTTE caters for technical teachers.

- A footnote should be inserted to indicate that when developing the more detailed training programme for the CVTI (6 e, f, g and h) on page 2 and 3, an in-depth well-developed assessment component for trainers would be required.
- A footnote should be inserted to indicate that CVTI is an entry point of the basic level of instructor training/upgrading. For an advanced level of instructor training a Diploma of Vocational Training Instruction (DVTI), or even up to a degree level, may further be planned.
- The BTVET department should provide the statistics to enable adequate planning for the resource development and proper situation analysis.
- The BTVET department should explain the terminologies that would make the communities understand and appreciate BTVET in its entirety.

With regards to the Elements of the courses, it was agreed to:

- Include an element on the “Ethics and Practice of Instructors, Teachers and Managers (i.e. law, environment, safety measures and other cross-cutting issues)”
- Incorporate into the programme for DTIM the following:
 - Counselling of staff and learners
 - Design and Development/Idea Generation
 - Resource Management
- The meeting has requested the UVQF to develop Occupational Profiles for Instructors and Managers.

As regards to the model to be adopted, it was agreed that:

- The sequence model is desirable for upgrading.
- Both the sequence and parallel models should be piloted to determine the most preferred.

With regards to the recognition of CVTI and DTIM, option 1 and option 3 on page Should be integrated into one. This should read as follows:

- 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 the tertiary institution.

Part VIII. Comments arising from the Stakeholders’ Retreat at Entebbe (30 August 2006)

1. On pages 2 and 3, a footnote should be inserted to indicate that when developing the more detailed programme for the CVTI (6e, f, g, and h) an in-depth well-developed assessment component for trainers would be required.
2. A footnote should be inserted on page 2 to indicate that CVTI is an entry point of the basic level of instructor training/upgrading. For an advanced level of instructor training a Diploma of Vocational Training Instruction (DVTI), or even up to a degree level, may further be planned.
3. On page 3, include an element on the “Ethics and Practice of Instructors, Teachers and Managers (i.e. law, environment, safety measures and other cross-cutting issues)”
4. On page 3, incorporate into the programme for DTIM the following:
 - a. Counselling of staff and learners

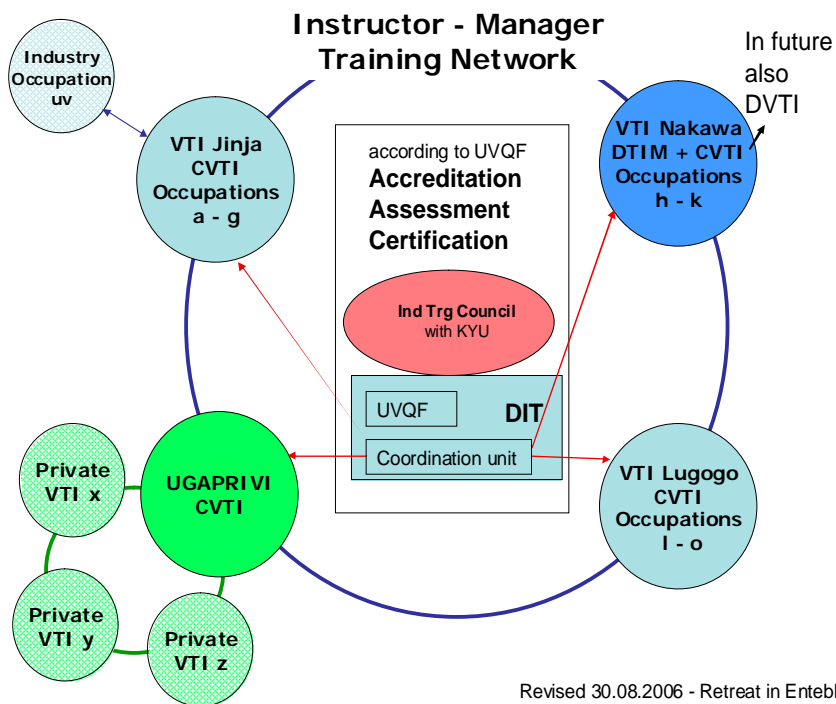
- b. Design and Development/Idea Generation
 - c. Resource Management
5. As regards to the model to be adopted, it was agreed that:
- a. The sequence model is desirable for upgrading
 - b. Both the sequence and parallel models should be piloted to determine the most preferred. They would target different groups, with/without technical subject qualifications. Refer to 4.3.3 on pages 30 and 31.

Other issues that need answers to are:

- For an instructor to be able to deliver, they should have sound subject-matter content and industrial experience, and they must have pedagogic qualifications – CVTI (CTTE holders need to upgrade to CVTI)
 - **Answer:** The consultants concur and indicated so in the report. Refer to 3.3.2 on page 24, 3.5.2 on page 27 and 4.1.1 on page 28.
- How did the consultants come up with the 1,200 hours for both CVTI and DTIM courses?
 - **Answer:** These were computed based on studies on the Ugandan experience and from comparative studies on international experience. The Kyambogo DTTE has similar hour allocation. Refer to pages 25 and 26 “Existing Pedagogic Courses).
- What would the target groups for these courses be?
 - **Answer:** The design of the CVTI and the DTIM are designed for those in-service instructors with certificates/diplomas in the technical subject-matter content and for any others with technical subject qualifications. See 4.1.2 on page 28 and 4.3.4 on page 31.
- If CVTI was implemented, would CTTE and DTTE still be relevant?
 - **Answer:** CTTE would then be irrelevant to BTVET instructors and Managers. Refer to 4.3.1 and 4.3.3 on page 30. However, CTTE can be relevant to technical teachers.
- Would CVTI and DTIM ensure quality service delivery?
 - **Answer:** Instructors’ and managers’ competences are one necessary/crucial factor for quality but not sufficient (indicate on page 18 “Quality Factors of BTVET”).
- Who would be the initiator of the networking so as to capture the stakeholders in the implementation of the CVTI and DTIM concept? (MoES???)
 - **Answer:** The ITC/BAB and the Directorate of Industrial Training who is solidly based within industry.
- Pp 18, ‘Quality factors of BTVET’, what are the entry qualifications of the intakes?

- **Answer:** This is outside the mandate of the study, however, the various institutions have their own entry points.
- The table in 3.1.1 on page 19, “Staff UGAPRIVI Institutions (2006)”:
 - Split the column 3 into 2 ‘pedagogic training’ and management training’.
 - Similar information should be obtained for Public Institutions.
 - In column 3 and row 2, cancel ‘some’ since any management course is management training.
 - **Answer:** Noted and request has been put to UGAPRIVI and the BTVET department for information to complete the tables after the split.
- On page 27,
 - How did we come up with CTTE exit certificate by Kyambogo University when they claim they do not ‘offer’ a pedagogic course leading to CTTE?
 - **Answer:** Two vocational technical institutions affiliated to Kyambogo, namely, Abilonino and CAL in Lugogo, conduct the pedagogic training and Kyambogo awards the CTTE. Kyambogo University conducts 4 Semesters leading to DTTE. However, if a student leaves after completing the first two semesters he is awarded a CTTE.
- In the graphic on page 39, the sizes of the parts representing pedagogic, subject-matter content and management should reflect the proportion of credit hours allocated to each.
 - **Answer:** This is noted.
- Which modules of the proposed modular training programme for DTIM is pedagogic?
 - **Answer:** DTIM is a management programme which requires a CVTI as pre-requisite for enrolling. As such, the pedagogic element is acquired when one is on the CVTI programme.
- On page 40, how is recognition of prior learning assessed before entry to the course and what are the entry requirements?
 - **Answer:** Under the UVQF assessment procedures, candidates will be assessed to determine their level of competence before they select what modules to take on. One must have passed the competence test as per the UVQF standards.

The retreat recommended that the institutional network for the instructor manager network should be as follows:



Revised 30.08.2006 - Retreat in Entebbe

An illustration of institutional network (refer to Fig. 4.14 on page 42)