



MINISTRY OF EDUCATION,
AND SPORTS



COMPETENCY PROFILE OF AN INSTRUCTOR IN UGANDA

September 2016



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FOREWORD

The role the BTVET sub-sector plays in the development of any country cannot be downplayed. The sector drives industrialization and value addition, which would increase Uganda's competitiveness. However, the sector has suffered many years of neglect right from colonial time with their emphasis on academic white-collar education. The Government of Uganda realizes the importance of this critical sector and has made a number of interventions in the recent years. To help these intervention to function well, Ministry of Education and Sports enacted the BTVET Act (2008) and the UVQF roadmap to guide major reforms in the sector. These and other interventions have been incorporated into the Education Sector Strategic Plan (ESSP) 2012 - 2017. The interventions aim to increase the overall intake capacity of all BTVET institutions from the current 10% of the annual UPE graduates and leavers, increase relevant labour-market driven training capacity and reduce training costs, and improve the competences of the graduate workforce.

Reform of the sector has also been supported by several development partners including the Japanese partners (JICA), German partners (GIZ), Belgian Technical Corporation (BTC), OPEC and the African Development Bank (ADB). Other development partners have also expressed the interest to support the sub-sector. Support from JICA, BTC and other partners targets improving the competences of instructors and managers of BTVET training institutions in the country. The training of instructors is one of the strategies that have been identified as a cog in the push for reforms of the BTVET sub-sector, thus the importance of this Competence Profile.

In 2006, a study was carried out which revealed that there were large gaps in terms of qualified instructors practicing in BTVET training institutions country wide. Even those who were qualified had not upgraded their delivery competences for a long time to align with the dynamics of technological advancements in industry. One of the key challenges was the development of appropriate training curricula for instructor training. The TISSA study confirmed that Uganda faces challenges in the quantity and quality of teachers, tutors and instructors at all levels. The acute shortage of instructors yet training institutions continue to proliferate without agreed basic training standards, makes the work of developing a competency profile for a TVET instructor a significant contribution to reform.

The occupational competency profile of an instructor is meant to strengthen teaching and learning in TVET institutions, strengthen teacher training, recruitment and assessment and help stakeholders to direct their efforts appropriately in their quest to improve the subsector. I therefore call upon all players in the sub-sector to embrace this profile and to use it effectively as a tool to improve the quantity and quality of training for BTVET instructor (teacher) in Uganda.

For God and my Country

Dr. Rose Nassali Lukwago
Permanent Secretary

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In particular, we would like to recognise Prof. Joseph Oonyu and Mr. Joseph Kikomeko, the lead consultants, for their technical leadership in the development process; and Mr. Charles Obiero and Ms. Dorcas Letasi Avinyia – UNESCO Uganda for co-ordinating the process. We also recognise the contribution of the instructors and the leadership of Kyambogo University, Nakawa Vocational Training Institute, Lugogo VTI, Department of Science, Technical and Vocational Education-Makerere University, Abilonino Instructor Training College among others.

Special recognition also goes to the following officers from within and outside the Ministry for offering both policy and technical guidance to the teams throughout the process: Mrs. M.N. Nsereko – Commissioner, Teacher Instructor Education and Training (TIET), Dr. Jane Egau Okou – Assistant Commissioner, Instructor and Tutor Education; Mr. Wilber Wanyama –Principal Education Officer Primary Teacher Education; Mr. Bateganya Moses – Senior Education Officer Instructor Education; Mr. Kyakulumbye Ali – Kyambogo University; Ms. Barbara Radelli - BTC; Mr. Twebaze David - UNATCOM, Uganda.

LIST OF ABBREVIATIONS

BRMS	Basic Requirements and Minimum Standards
BTVET	Business, Technical and Vocational Education and Training
DACUM	Develop a Curriculum
DES	Directorate of Education Standards
EFA	Education for All
EMIS	Education Management Information System
ITE	Initial Teacher Education
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
NCDC	National Curriculum Development Centre
NEPAD	New Partnership for African Development
NTC	National Teachers College
NVQF	National Vocational Qualification Framework
OP	Occupational Profile
PEAP	Poverty Eradication Action Plan
TDMS	Teacher Development and Management System
TIET	Teacher Instructor Education and Training
TISSA	Teacher Initiative in Sub-Saharan Africa
TVET	Technical, Vocational and Education and Training
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Educational Fund
VTI	Vocational Training Institute

EXECUTIVE SUMMARY

The realization that no country can truly develop without paying attention to its BTVET sub-sector has rekindled attention to the sub-sector from government and the private sector. Nearly a third of Uganda's population consisting of youth aged 15-24 years that have completed at least primary education (UBOS, 2006) and this poses a challenge in terms of jobs which in turn require appropriate skills. The Government of Uganda is investing more resources into the Business, Technical and Vocational Education (BTVET) sector (MoESTS, 2009). The Ministry launched a number of reforms aimed at strengthening the BTVET sector in Uganda. The efforts to address the many challenges facing the BTVET sub-sector have been boosted by the provisions of the legal framework (the BTVET Act 2008), and the Education Sector Strategic Plan (ESSP) 2012 - 2017. In particular, the BTVET Act (2008) and the UVQF roadmap have set out guidelines for major BTVET reforms.

In 2006, a study was carried out which revealed that there were large gaps in terms of qualified instructors practicing in BTVET training institutions country wide. Even those who were qualified had not upgraded their delivery competences for a long time to align with the dynamics of technological advancements in industry. One of the key challenges was the development of appropriate harmonized training curricula to support instructor training. In different fora, stakeholders in the sub-sector have recommended that the model of instructor training should be the sequence model focusing on three areas of improvement of individual competence i.e. the subject (technical) competence followed by relevant industrial experience in the technical area of specialization and instructor pedagogical skills.

The TISSA diagnostic study supported by UNESCO (2011-2013) also revealed that Uganda faces challenges in the quality of teachers, tutors and instructors at all levels. As a result, a capacity development programme to address some of the key recommendations from the TISSA study is being implemented by the Ministry of Education, Science, Technology and Sports with support from UNESCO. One of the recommendations was the harmonization of teacher, tutor and instructor education including developing a framework for continuous professional development in order to improve teacher outcomes. The development of an occupational competency profile of teachers, tutors and instructors is the second phase of the harmonization effort. Using DACUM technique the expert workers were facilitated in a storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits over a three-day period. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform.

It was suggested that an Instructor should first and foremost be an expert in his/her trade, but who has both interest and pedagogical/andragogical knowledge to train others. He or she should have the knowledge and skills to work with industry during trainee attachment. The profiling exercise came up with duties which included; preparing to teach, implement teaching

and learning activities, assess learning, care for equipment/tools, conduct or participate in co-curricular and non-teaching activities, administrative roles, entrepreneurship and continuous professional development. The panellists also identified the enablers i.e. knowledge and skills, equipment/tools/materials, and the necessary traits or characteristics. The key issues raised during discussions include lower remuneration compared to what is paid out there in the industry, the absence of an Instructor college other than Kyambogo and Abilonino (although Nakawa Vocational Training Institute and Jinja Vocational Training Institute will soon begin in-service training programmes), and the large numbers of trainees vis-a-vis the available facilities among others. The panellists also came up with a working definition of an Instructor.

KEY DEFINITIONS

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.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupational profile.
Competence / CBET	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that programmes: <ol style="list-style-type: none"> 1. have content directly related to work 2. focus is on 'doing something well' 3. assessment is based upon industry work standards, and 4. curricula are developed in modular form
Duty	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).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment. In a working environment LWA are real work situations/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which one can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently. These define WHAT a person is supposed to do, which becomes the reference points for developing the modular curricula and assessment standards. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.
Qualification	A qualification is 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.
Task	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, can be observed and measured. (<i>see also: Duty</i>)

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BACKGROUND

1.1 Instructor education in Uganda

Despite the critical role BTVET sub-sector plays in the development of any country, very little attention was paid to the sub-sector in Uganda right from the colonial times until in the recent years. The introduction of education by colonialists was initially meant to provide semi-skilled artisans to the country (Sekamwa, 1997) and clerical officers. However, over the years the preferred line of education has been that which leads to “white collar jobs”. Those who had failed in the mainstream education were encouraged to join BTVET institutions. Indeed the sector has suffered from many years of neglect leading to overemphasis on academic education at the expense of critical skills. The overall capacity of all BTVET institutions both private and public is 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 the lack of the right competencies of the graduate workforce though possessing the awarded certificates and diplomas.

Total enrolment in BTVET has steadily grown from 26,313 students in 2003 to 30,174 students in 2008 representing a 48.5% increase over a seven year period as indicated below:

Table 1: Enrolment ('000s) in BTVET institutions for the period 2003-2009

Gender	Year			
	2003	2005	2007	2009
Male	18,271	18,754	23,102	27,300
Female	8,042	6,844	6,339	11,628
Total	26,313	25,598	29,441	38,928
% age of girls to total enrolment	30.6%	31%	22%	30%

Source: EMIS, 2011 Statistical Abstract

The realization that no country can truly develop without paying attention to its BTVET sub-sector has rekindled attention to the sub-sector from government and the private sector. Nearly a third of Uganda's population consisting of youth aged 15-24 years have completed at least primary education (UBOS, 2006) and this poses a challenge in terms of jobs which in turn require appropriate skills. The Government of Uganda in a bid to reduce the current unacceptably high unemployment among the youth (80%) has invested more resources into the Business, Technical and Vocational Education (BTVET) sector (MOES, 2009). Although this is a noble intervention, the MOES (2012) reported that currently only 1% of primary school leavers and 3% of 'O' level leavers enrol in public BTVET institutions, far short of the targeted 10% and 30% respectively. As a result, the Ministry launched a non-formal training program (NFTP) in 2010 dubbed “Skilling Uganda” whose major goal is give an opportunity for Ugandans to train in employment relevant non-formal skills.

A lot of reforms are currently being instituted to strengthen the BTVET sector in Uganda. The efforts to address the many challenges facing the BTVET sub-sector have been boosted by the provisions of the legal framework (the BTVET Act 2008), and the Education Sector Strategic Plan (ESSP) 2005 - 2012. In particular, the BTVET Act (2008) and the UVQF roadmap have set out guidelines for major BTVET reforms.

Reform of the sector has also been supported by several development partners including the Japanese partners, German partners and the African Development Bank (ADB). Other development partners have also expressed the interest to support the sub-sector. The Japan International Co-operation Agency (JICA) has been supporting the Nakawa Vocational Training Institute (NVTI) in many aspects including upgrading the training infrastructure, and staff training and development. JICA and MoES signed a Memorandum of Understanding on a project intended to improve the performance competences of instructors and managers of BTVET training institutions in the country by establishing specific training courses at Nakawa VTI. The training of instructors is one of the strategies that have been identified as a cog in the push for reforms of the BTVET sub-sector, thus the importance of the workshop.

In 2006, a study was carried out which revealed that there were large gaps in terms of qualified instructors practicing in BTVET training institutions country wide. Even those who were qualified had not upgraded their delivery competencies for a long time to align with the dynamics of technological advancements in industry. One of the key challenges was the development of appropriate training curricula, which led to the harmonization of the training curricula process as a way of supporting instructor training. In different fora, stakeholders in the sub-sector have recommended that the model of instructor training should be the sequence model. In this model, the focus would be on three areas of improvement of individual competence i.e. the *subject (technical) competence* followed by relevant *industrial experience in the technical area of specialization and instructor pedagogical skills*.

The BTVET subsector is also suffering from an acute shortage of instructors arising partly from the unattractiveness of being an instructor compared to employment in the industry. Currently instructors at degree level are prepared from Kyambogo University and the plan is to operationalize National Instructor College, Abilonino (NIC) to prepare lower level instructors. Nakawa Vocational Training Institute and Jinja Vocational Training Institute are about to start in-service training programmes. TISSA report also indicates that Uganda faces challenges in the quantity and quality of teachers at all levels. The acute shortage of instructors yet training institutions continue to proliferate without agreed basic training standards is a cause for worry. The situation is exacerbated by the lack of competence profile for of an instructor. It therefore becomes difficult to harmonize instructor education in the country. Moreover, the profile needs to capture emerging issues in education such as ICT, internationalization, liberalization and corporatization of education. If the country is to make the BTVET sector attractive, it needs to design a long-term strategy to attract good instructors into this sub-sector. This would be in line with one of the stated objectives of the Ministry of Education and Sports i.e. to improve the quality of education by upgrading the status of the teaching/instructor profession.

1.2 Purpose of the competence profile

This Competence profile will serve the following purpose: It could help,

1. Teachers in their pursuit for continuous professional development and excellence in their profession
2. Teachers in pursuing personal development goals
3. School administrators, mentors and managers in appraising and supporting teachers.
4. Teacher educators in preparing quality teachers that meet the required standards
5. The Directorate of Education Standards (DES) in assessing the quality of performance of teachers
6. The Ministry of Public Service in the implementation of teachers' Scheme of Service
7. Education Service Commission in teacher recruitment, promotion and retirement
8. Policy makers in the process of developing policies regarding teachers
9. Communities in assessing the quality of teachers, hence the quality of teaching in schools
10. Ministry of Education and Sports in benchmarking the competencies of teachers with those of other countries

The objective of Phase II of the Teacher Harmonization Activity was to develop competency profiles for the instructor and share this profile with stakeholders for consultations and adaptation of an effective teacher/instructor framework. The profiles would act as professional tools to guide instructors and all other stakeholders on identifying the desired competences of instructors in Uganda.

A workshop lasting three days was conducted during September 3-6, 2014 at Colline Hotel, Mukono and was attended by 18 participants including observers (see profile). The workshop was officially opened by a UNESCO official who explained the purpose of the workshop and gave highlights of the findings in the TISSA report. The consultant subsequently gave participants an overview of the major phases of the process of profiling using DACUM approach.

The consultant informed the participants that DACUM which is an acronym for Develop A Curriculum, is a process that incorporates the use of a focus group in a facilitated storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits. This cost-effective method provides a quick and thorough analysis of any job. DACUM utilizes a panel of eight to ten high-performing incumbent professionals (workers). Over a three-day period, these skilled professionals identify the duties and tasks that make up their job. Under the direction of a facilitator, the panel analyzes their job-related tasks while using a modified brainstorming process that encompasses a storyboarding technique. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform. The occupational profile is then validated and vetted through various methods. A peer-review process is utilized in a validation workshop to review the initial profile. Once peer reviewed, the profile can then be analyzed through a management review, allowing the management team to synthesize what the workers said, with what they expect and believe the job should encompass. The consultant also gave an overview of the objectives of the profiling exercises which were to:

1. Undertake an analysis of the Instructor profession in order to identify major duties and tasks included in the profession,
2. Analyze the profession in terms of the necessary knowledge, skills, threats and trends, and desirable behaviour traits

This was then followed by the technical proceedings of the workshop as outlined below:

Workshop Technical Proceedings:

Each workshop consisted of 4 main sessions, which were: sharing the concept of Competence Based Education and Training (CBET), generating duty statements, generating tasks, and generating additional information. As stated earlier, the methodology used included brainstorming and discussions, group work and presentations to the plenary. The sessions included a presentation

on competence based training. The CBET approach emphasizes the development of skills/competences that are actually required in the world of work. In CBET the focus is shifted from inputs into training to outcomes of training. This was followed by the development of duties and tasks of a tutor. A DUTY was defined as a cluster of related tasks, usually 6-12 per JOB while a TASK was defined as a specific meaningful unit of work, usually 6-20 per DUTY. Each task is performed in 2 or more STEPS (activities). Tasks are developing units of work required to perform a given duty. Additional information was also generated on associated generic skills/knowledge, tools/equipment, attitudes/behaviour, (future) trends.

COMPETENCY PROFILE OF THE INSTRUCTOR

The expert panel formulated a definition of an Instructor to be:

“A skilled, experienced and practising professional in his/her trade (business, technical or vocational subject area) who uses knowledge of andragogy in preparing trainees for the world of work. An instructor who trains other instructors is known as a tutor. An instructor is also a mentor, a coach, counsellor, facilitator and support supervisor”.

The panel also identified the major duties of an instructor to be the following:

1. Prepare for teaching and learning
2. Deliver learning activities
3. Assess learning
4. Manage equipment/tools/non-human resources
5. Carry out co-curricular activities
6. Carry out counselling and guidance
7. Carry out occupational safety, health and environmental conservation practices
8. Carry out administrative roles
9. Participate in continuous professional development
10. Perform entrepreneurship tasks

PANELISTS

Kamoga Abdalla Kaggwa <i>St. Jean Marie Vocational Training Institute</i>	Nattu Jacqueline <i>St. Jean Marie Vocational Training Institute</i>
Tushabe Rosette <i>Lugogo Vocational Training Institute</i>	Nkamwebonera Joseph <i>Lugogo Vocational Training Institute</i>
Nduhura Evans <i>Lugogo Vocational Training Institute</i>	Ssenyonga Samuel <i>Lugogo Vocational Training Institute</i>
Namuli Mariam <i>CITI Polytechnic and Business Institute, Kyengera</i>	Odell Sam <i>Department of Science, Technical and Vocational Education, Makerere University</i>
Kaggwa Wilson, <i>Directorate of Industrial Training</i>	Dr. Josephine Esaete, Makerere University

OBSERVERS

Twebaze David <i>UNATCOM, Kampala</i>	Dorcas Avinyia <i>UNESCO</i>
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COMPETENCY PROFILE OF AN INSTRUCTOR

DUTIES	TASKS				
DUTY A	A1	A2	A3	A4	A5
Prepare Teaching and Learning Activities	Prepare teaching syllabus	Determine learning activities	Prepare / Identify learning tasks	Prepare training materials	Determine methods of teaching
	A6	A7	A8	A9	A10
	Determine learning venue	Prepare schemes of work	Prepare lesson notes	Prepare lesson plan	Prepare attendance register
DUTY B	B 1	B 2	B 3	B 4	B 5
Plan field activities	Set training objectives	Determine field training activities	Determine site	Determine duration of the field training	Secure consent for visit
	B 6	B 7	B 8	B 9	B 10
	Prepare a field visit tool	Sensitize learners on the visit	Participate in the field training	Supervise field training report writing	Prepare field training evaluation report
DUTY C	C 1	C 2	C 3	C 4	C 5
Deliver Learning activities	Organize learning venue	Register trainee attendance	Perform diagnostic assessment	Motivate learners	Demonstrate learning activities
	C 6	C 7	C 8	C 9	C 10
	Assign learning tasks	Supervise learning	Control learners	Evaluate learning	Record accomplished tasks
DUTY D	D 1	D 2	D 3	D 4	D 5
Assess Learning	Set assessment objectives	Determine assessment area (where to get items)	Develop assessment items / tools / instruments	Prepare scoring guide	Moderate assessment tools (items + scoring guide)
	D6	D7	C 8	C 9	C 10
	Prepare assessments materials	Sensitise stakeholders on assessment activities	Organize assessment venue	Administer assessment	Assess learners
	D 11	D 12	D 13	D 14	
	Prepare assessment records	Participate in analysis of assessment results	Manage assessment evidence e.g. storage of scripts	Provide feed back	
DUTY E	E 1	E 2	E 3	E 4	E 5
Manage non-human resources	Participate in installation of equipment	Prepare maintenance schedule	Prepare tools/ equipment/ materials reports use plans	Store tools, equipment and materials	Service tools and equipment

	E 6	E 7	E 8	E 9	E 10
	Participate in repair of tools and equipment	Allocate tools and equipment	Train others on use of non human resources	Operate equipment	Fabricate tools
	E 11	E 12			
	Maintain training workshop	Maintain inventory			
DUTY F	F 1	F 2	F 3	F 4	F 5
Perform health, safety and environmental conservation activities	Display safety signs	Wear protective gears	Participate in health and safety training	Administer first aid	Maintain personal hygiene
	F 6	F 7	F 8	F 9	F 10
	Supervise cleaning of school environment	Manage waste	Sensitize learners on environmental protection issues	Sensitize stake holders on workshop rules and regulations.	Plant vegetation
	F 11	F 12	F 13		
	Perform fire fighting	Sensitize colleagues and learners on HIV/AIDs	Recycle materials		
DUTY G	G 1	G 2	G 3	G 4	G 5
Participate in co-curricular activities	Initiate formation of social organizations	Source resource persons	Organize competitions	Prepare the venues for co-curricular activities	Organize training materials for co-curricular activities
	G 6	G 7	G 8		
	Participate in the training of participants	Execute co-curricular activities	Develop learners talents		
DUTY H	H 1	H 2	H 3	H 4	H 5
Participate in guidance and counselling	Study learners	Sensitize learners on importance of guidance and counselling	Organize counselling sessions	Create rapport	Participate in career guidance
	H 6	H 7			
	Participate in reproductive health education	Review occupational ethics			

DUTY I	I 1	I 2	I 3	I 4	I 5
Perform administrative roles/tasks	Participate in development of school programmes	Participate in budgeting process	Participate in meetings e.g. staff, class or departmental	Participate in admission of trainees	Participate in procurement process
	I 6	I 7	I 8	I 9	I 10
	Communicate with stake holders	Prepare administrative reports	Prepare accountability reports	Schedule work	Assign work
	I 11	I 12	I 13	I 14	I 15
	Manage conflicts	Participate in resource mobilization	Supervise students' electoral process	Obtain operational documents (e.g. licences)	Supervise workers / works
	I 16	I 17	I 18	I 19	I 20
	Appraise workers	Participate in developing school rules and regulations	Participate in disciplinary actions	Participate in institutional performance reviews	Participate in public relations activities.
DUTY J	J 1	J 2	J 3	J 4	J 5
Perform entrepreneurship tasks	Identify the type of business	Prepare a business plan	Source capital	Identify source of material for business	Set up a business enterprise
	J 6	J 7	J 8		
	Market business e.g. Brand, label advertise etc	Provides customer care	Maintain business records		
DUTY K	K 1	K 2	K 3	K 4	K 5
Participate in continuous professional development (C.P.D)	Attend technical workshops	Attend refresher courses	Train others	Carry out trade research	Attend professional training
	K 6	K 7	K 8	K 9	K 10
	Obtain membership in professional organizations	Review publications (e.g. Educ. Reports, Journals, Acts)	Net work with peers on technical matters	Net work with other agencies on technical matters.	Mentor others
	K 11	K 12			
	Participate in trade exhibitions (skills competitions)	Review educational publications e.g. Education Act, code of conduct etc			

The workshop also generated what are known as enablers for competences to be acquired and practiced. These include the requisite knowledge, tools and equipment, attitudes and behaviour. In addition, the concerns and trends that impact on the practice within the occupation such as ICT and career progression were also identified and suggestions made for possible streamlining.

GENERIC KNOWLEDGE AND SKILLS

1. Controlling learners
2. Communication skills
3. Evaluating learning
4. Supervising learning
5. Demonstrating learning activities
6. Managing conflicts
7. Motivating learners
8. Determining tasks
9. Report writing skill
10. Controlling resources
11. Marketing skills
12. Preparing register
13. Keeping records
14. Selecting methods of teaching
15. Performing practical activities.
16. Keeping time
17. Preparing scheme of work
18. Preparing time table/training programmes
19. Determining training materials
20. Preparing teaching syllabus
21. Preparing lesson notes
22. Preparing learning tasks
23. Managerial skills
24. Preparing budget
25. Preparing accountability reports
26. Entrepreneurship skills
27. Solving problems
28. Amending rules and regulations
29. Appraising workers
30. Preparing a business plan
31. Determining sources of materials
32. Providing customer care
33. Repairing and maintaining tools and equipment.
34. Servicing tools and equipment
35. Purchasing tools and equipment
36. Providing guidance and counselling.

37. Preparing field visits
38. Organising competitions
39. Sensitizing colleagues and trainees on HIV/AIDS
40. Performing fire fighting.

TOOLS, EQUIPMENT AND MATERIALS

1. Measuring instruments e.g. square tape measure, spirit level etc.
2. Testing instruments
3. Reference books
4. Learning aids
5. Learning venue
6. Training materials e.g. bricks, wire, paint, sand, cement, lime, filler etc.
7. Training tools e.g. trowel, screw drivers, squares, brush, plumb bob, hammers, mixer, hand saw blade, pair of pliers.
8. Holding tools e.g. opening and closing tools
9. Cutting tools
10. Unscrewing and screwing tools
11. Hammering tools
12. Work holding surfaces
13. Lesson notes
14. Means of transport
15. Means of communication
16. Financial resources
17. Training workshops
18. Have business enterprises
19. Capital
20. Computers
21. Fire fighter equipment
22. First aid box
23. Safely protective clothing
24. -Waste bins
25. -Recycle collecting bins
26. -Piece of land
27. -Digging tools

TRAITS, ATTITUDES AND BEHAVIOUR

1. Good listener
2. Decision maker
3. Exemplarily
4. Patient
5. Creative
6. Motivating

7. Innovative
 8. Tolerant
 9. Counsellor
 10. Responsible
 11. Educative
 12. Time manager/keeper
 13. Smart
 14. Communicator
 15. Confident/Assertive
 16. Friendly
 17. Trustworthy
 18. Competent
 19. Capacity builder
 20. Mentor
 21. Accountable
 22. Adviser
 23. Intellectual
 24. Manager
 25. Observant
- Good communicator
 - Good decision maker
 - Critical thinker
 - Creative
 - Friendly
 - Willing to take on new ideas
 - Willing to learn
 - Accepts constructive criticism
 - Cooperative
 - Respectful
 - Safety consciousness
 - Helpful
 - Patient
 - Good time management
 - Willing to share
 - Empathetic
 - High self esteem

FUTURE TRENDS AND CONCERNS

1. Weak schemes of service
2. Changes in technology
3. Dynamic nature of the knowledge involved
4. Corruption
5. Growing enrolment of students
6. Provision of resources
7. Instructor benefits
8. No preparation for retirement
9. Changes in skills requirements
10. Increased mobility
11. Competition in the job market
12. Under payment/ Low salary/wages
13. Lack of strong professional associations
14. Students' failures
15. Competition from other institutions
16. Disrespect for professions in BTVET
17. Inadequate learning facilities
18. Poor coordination
19. Poor communication
20. Lack of basic facilities
21. Inadequate teaching time
22. Absenteeism
23. Unfavourable learning environment
24. Total work load (over working)
25. Government policies
26. Limited opportunities to pursue continuous professional development
27. Untrained instructors.

OVERVIEW OF KNOWLEDGE, SKILLS AND ATTITUDES

The expert panel identified the following broad core competencies of a secondary school teacher:

- (1) Professional practice
- (2) Administration (Leadership and management)
- (3) Personal effectiveness

4.1 Professional practice

An Instructor should be that person who has reached the proficient and expert levels of professional practice in his or her trade (area of specialization within BTVET sub-sector), and who instructs or trains students in BTVET training institutions and maintains contact with the industry. He or she must first be an expert in his/her trade but with additional qualification in professional education and pedagogy/andragogy courses.

Good quality instructors are the key factor in the solution of quality - related problems in BTVET sub-sector. The requirements for eligibility to teach in a BTVET institution should necessarily include specialist training especially at higher level (Masters) in ones trade. The core duties of instructors in this domain are:

- (1) Prepare learning activities/Prepare teaching and learning activities
- (2) Deliver learning activities
- (3) Assess learning
- (4) Maintain equipment and supplies
- (5) Carry out co-curricular activities
- (6) Carry out counselling and guidance
- (7) Carry out occupational safety, health and environmental conservation practices
- (8) Participate in continuous professional development
- (9) Networking with various stakeholders
- (10) Initiate entrepreneurship

These are competencies which indicate duty based skills, which are further subdivided into task based skills as shown in the profile. Underpinning these skills are knowledge competences. Knowledge competences can be broken down as follows:

1. Content knowledge
 - 1) Knowledge of models of instructor education
 - 2) Knowledge of trade curricula at school and training institution,

- 3) Trainee competency profiles for one trade by year of training
 - 4) Unifying themes in the subject/trade or learning area
 - 5) Knowledge of inter-disciplinarity of content/subject
 - 6) A range of possible activities for different learning experiences and needs
 - 7) Knowledge of practicum attachment
2. Pedagogical knowledge
 - 1) Knowledge of active learning approaches, methods and techniques
 - 2) Knowledge of group dynamics and classroom environment & management
 - 3) Knowledge of use of teaching and learning resources
 - 4) Knowledge of interdisciplinary approaches in teaching
 - 5) Knowledge of ICT application in training/education
 - 6) Knowledge of gender-responsive pedagogy
 - 7) Knowledge of occupational risks, safety and first aid
 - 8) Knowledge of data capture and use in learning
 3. Professional knowledge
 - 1) Knowledge of professional code of conduct
 - 2) Knowledge of appropriate policies, statutory instruments and other legal frameworks which govern education
 - 3) Knowledge of existing instructor professional associations
 - 4) Personal teaching philosophy
 - 5) Knowledge of counselling and guidance
 - 6) Knowledge of action research & reflective practice
 - 7) Knowledge of mentorship, induction procedures and role modelling
 - 8) Knowledge of cross curricula issues e.g. HIV/AIDS, environment, Reproductive Health education, special needs education, children's rights etc
 - 9) Knowledge of generic competencies e.g. critical thinking, working together, communication, problem solving etc
 - 10) Knowledge of psychology, philosophy, curriculum development, comparative education and educational administration
 4. Contemporary knowledge
 - 1) Knowledge of current and other emerging global issues in teacher education
 - 2) Knowledge of local and regional teacher educational issues

4.2 Leadership and management

A competent instructor is an expert teacher and leader, who link schools and training institutions. He/she is tireless in the desire to promote professionalism by working with others, including the Ministry of Education & Sports, parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the training institution. The core duties in this domain are;

- 1) Participate in planning for institutional activities
- 2) Carry out administrative roles

Appropriate knowledge includes that for planning, budgeting, supervision, appraisal, allocation of roles etc.

4.3 *Personal effectiveness*

A good instructor understands the importance of developing oneself before he or she is able to provide support for others. As a professional, an instructor maintains high standards of personal and professional integrity when carrying out all duties and responsibilities. The core duties in this domain are;

- (1) Participate in continuous professional development
- (2) Network with various stakeholders
- (3) Perform entrepreneurship activities

Appropriate knowledge includes that for avenues for personal and professional development etc.

4.4 *Career of Progression*

The current career progression ladder is as follows:

For universities and Instructor Training colleges

Scale	Title	Minimum requirements	Scale	Title	Minimum requirements
Universities			National Instructor College		
	Professor		U1	Principal	
	Associate Professor		U1	Deputy Principal	
	Senior Lecturer		U2	Principal Instructor	
	Lecturer		U3	Senior Instructor	
	Assistant Lecturer		U4	Tutor	

ASSESSMENT

Assessment of competences will be based on per duty will be computed by finding the number of tasks or performance units that an individual will be able to carry out over the total number of tasks in a particular duty. This figure can then be converted into a percentage score. This computation will be repeated for all duties.

S/N	Duty	# of tasks performed correctly	% score per duty	Comments/Key observations
1	Prepare teaching and learning activities			
2	Implement teaching and learning activities			
3	Assess learning outcomes			
4	Manage non-human resources			
5	Carry out co-curricular activities			
6	Carry out counselling and guidance			
7	Carry out occupational safety, health and environmental conservation practices			
8	Carry out administrative roles			
9	Participate in continuous professional development			
10	Carry out entrepreneurial activities			
	Overall performance (Total)			

The overall score on performance for all duties and tasks can then be computed and graded as follows:

Marks (%)	Letter Grade	Interpretation
80-100	A	Excellent (Exceptionally competent)
70 - 79	B	Very Good (Very competent)
60-69	C	Good (Quite Competent)
50-59	D	Fair (Fairly competent)
40-49	E	Marginal Fail (Not competent)
Below 40	F	Fail

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APPENDIX 1:

GENERIC STANDARDS FOR TEACHING FOR INSTRUCTORS

Domains	Standards	Performance Indicators	Descriptors
PLANNING AND PREPARATION	1. The instructor demonstrates the ability to perform long, medium and short term planning and preparation for teaching and other tasks	The Instructor: 1. Selects long/ short range goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught	The Instructor: 1. Selects appropriate long term goals/ and objectives from local curriculum guides and resources. 2. Selects/ states and sequences short term objectives appropriately 3. Selects objectives/goals which are appropriate and achievable for the learners 4. States objectives/goals clearly 5. Selects/ states goals/objectives which reflect various cognitive and affective levels
		The Instructor; 2. Demonstrates knowledge and understanding of learners	The Instructor: 1. Caters for the chronological age and level of maturity of the learners 2. Caters for the socio-economic background of the learners 3. Caters for the prior knowledge and skills of the learners 4. Caters to diversity in learning styles
		3. Selects appropriate content	The Tutor: 1. Selects content which is appropriate to the objectives and the learners' level 2. Selects content which is meaningful to the learner 3. Selects accurate content 4. Selects and integrates content from relevant subject areas
		4. The Instructor identifies appropriate instructional methods / strategies/ activities	The Instructor: 1. Selects methods/strategies/activities which match the objectives of the lesson and grade level of the learner 2. selects teaching methods/strategies/ activities which cater to the individual differences among the learners 3. selects a variety of methods/strategies/ activities 4. selects assessment strategies which are appropriate to the objectives, age level and learning styles of the learners 5. Uses varied assessment strategies

Domains	Standards	Performance Indicators	Descriptors
		5. The Instructor selects and prepares appropriate resources and materials	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. selects resources that are appropriate to the objective of the lesson/unit, age level and learning styles of the learners 2. selects a variety of resources and materials 3. caters for equitable and effective student access to technology and resources 4. ensures that equipment and other teaching aids work 5. plans for effective distribution of resources
LEARNING ENVIRONMENT	2. The instructor creates a learning/ classroom environment which maximizes learning and various types of interaction	1. The Instructor manages instructional time effectively	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. Begins and ends instruction promptly. 2. Maximizes instructional time 3. Efficiently utilizes teaching/learning materials 4. Handles learner digressions effectively and efficiently 5. Maximizes learner time on task 6. Conducts lessons in a professional manner
		2. The Instructor manages student behavior effectively	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. establishes rules and procedures 2. consistently and fairly monitors and enforces rules and procedures 3. Anticipates conditions which can lead to learner misbehavior 4. Uses intervention strategies appropriately and effectively 5. uses verbal and non-verbal strategies effectively to control learner behavior 6. Rewards appropriate learner behavior 7. Encourages learner self-discipline
		3. The Instructor organizes physical space attractively and efficiently	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. arranges classroom space in a manner which maximizes learning and interaction 2. Makes the classroom space attractive 3. Arranges furniture to facilitate the execution of activities
		4. The Instructor promotes positive classroom/ workshop/ field interactions	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. encourages active and equitable student participation 2. encourages learner-learner, and learner-teacher interactions 3. fosters respect between learners and learners and between learner and teacher 4. establishes and maintain effective positive rapport with learners 5. encourages learners to work collaboratively 6. encourages and uses learners' contributions, questions and ideas 7. shows empathy for learner needs and concerns

Domains	Standards	Performance Indicators	Descriptors
		5. The instructor encourages the development of a culture of learning in his/her classroom.	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. encourages learners curiosity and enquiry 2. motivates students to strive to produce work of high quality 3. communicates confidence in the learners' ability to learn 4. encourages independent learning 5. encourages critical thinking 6. Communicates high expectations of student performance
INSTRUCTION / TEACHING	1. The instructor executes teaching/ instruction in a manner which demonstrates a sound knowledge of psychological principles, subject matter, pedagogy and assessment	1. The instructor uses a variety of strategies to orient learners to the lesson	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. gains learners' attention 2. states the purpose of the lesson 3. links lesson with previous and future learning 4. States the skills to be mastered
		2. The instructor demonstrates excellent communication skills	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. gives clear directions for the achievement of lesson tasks 2. Speaks clearly, correctly and coherently 3. writes clearly, correctly and coherently 4. explains concepts and procedures clearly 5. encourages learners to speak and write clearly, correctly and coherently 6. Encourages learners to develop appropriate vocabulary
		3. The instructor uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. presents concepts in a logical and sequential manner 2. questions the learner effectively 3. effects a smooth transition from one phase of the lesson to another 4. Allows for a progressive development of concepts. 5. Uses planned resources effectively and appropriately 6. demonstrates flexibility and responsiveness in the use of unplanned teaching opportunities 7. maintains learner interest in the lesson
		4. The instructor uses effective strategies to end the lesson	<p>The instructor:</p> <ol style="list-style-type: none"> 1. provides for practice and consolidation of new skills and concepts 2. provides opportunities for practice and consolidation outside the classroom 3. provides review at appropriate point in the lesson 4. uses appropriate techniques to summarize and bring the lesson to a close

Domains	Standards	Performance Indicators	Descriptors
		5. The instructor demonstrates a sound knowledge of subject matter and pedagogy/ andragogy	The Instructor: 1. Uses accurate and up-to-date information 2. responds accurately to the learners questions 3. helps learners to interconnect concepts, ideas and skills 4. uses differentiated instructional strategies appropriate to learner diversities 5. uses planned instructional strategies effectively 6. uses learner feedback appropriately
		6. The Instructor demonstrates an understanding of Assessment principles, strategies and procedures	The Instructor: 1. monitors learner progress throughout the lesson 2. Uses a variety of assessment strategies 3. Uses assessment strategies which are consistent with the lesson objectives 4. provides student feedback as appropriate 5. uses assessment data to determine achievement of objectives 6. uses assessment data to determine individual student achievement 7. Uses assessment data to modify instruction and to re-teach if necessary.
PROFESSIONALISM	1. The instructor demonstrates a high level of professionalism in the way he/ she executes teaching and other tasks, and interacts with administration, colleagues and other stakeholders in the education enterprise.	1. The instructor undertakes professional development activities	The Instructor: 1. demonstrates a willingness and ability to reflect on their practice 2. participates in professional organizations 3. participates in school and Ministry of Education professional activities 4. undertakes formal and accredited courses of study to improve professional qualifications, knowledge and skills 5. Uses ideas from professional journals, websites, internet dialogue with colleagues, and professional organizations to improve teaching
		2. The instructor undertakes leadership roles at the school and system levels	The Instructor: 1. initiates activities and projects at the school/system level 2. participates in collaborative decision making in the school 3. conducts workshops at the school and school system levels
		3. The instructor adheres to expectations of the teaching profession	The instructor: 1. has read Ministry of Education, Science, Technology and Sports and school policy documents 2. executes teaching and other tasks in a business-like manner 3. is punctual and regular 4. adheres to personnel policies and procedures

Domains	Standards	Performance Indicators	Descriptors
		4. The instructor develops professional relationships with colleagues, and the wider community	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. communicates with Administration, colleagues, learners and the wider community as necessary 2. encourages parents to participate in school activities 3. participates in parent conferences 4. participates actively in Parent/Tutor association activities 5. works collaboratively with colleagues for the improvement of the school 6. develops a relationship with relevant institutions for the improvement of the school
		5. The instructor promotes teaching as a profession	<p>The Instructor:</p> <ol style="list-style-type: none"> 1. abides by the ethics and values of the profession 2. treats confidential information in a professional manner 3. models professional behavior 4. works with other tutors to promote teaching as a profession 5. mentors other instructors



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