AFRICAN YOUTH EMPOWERMENT AND DEVELOPMENT INITIATIVE (AYEDI)

NON-FORMAL EDUCATION

Training Guide

JUNE 2018

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ABBREVIATIONS/ACRONYMS

ATP	Assessment Training Package
AYEDI	African Youth Empowerment and Development Initiative
BTVET	Business, Technical, and Vocational Education and Training
CBA	Competency-Based Assessment
CBT	Competency-Based Training
CBET	Competency-Based Education and Training
DIT	Directorate of Industrial Training
IS	Informal Sector
LWA	Learning Working Assignment
MC	Master-Craftsmen/Women
MoESTS	Ministry of Education, Science, Technology and Sports
MCM	Motorcycle Mechanics
NGO	Non-Governmental Organization
NCDC	National Curriculum Development Center
NFE	Non-Formal Education
NFT	Non-Formal Training
NYP	National Youth Policy
PWD	Persons with Disabilities
PEX	Practical Exercise
PTI	Performance Test Items
TVET	Technical and Vocational Education and Training
UGAPRIVI	Uganda Association of Private Vocational Institutions
UNEB	Uganda National Examinations Board
USDOL	United States Department of Labor
UVQF	Uganda Vocational Qualifications Framework
VET	Vocational Education and Training
VTI	Vocational Training Institute
WEI/Bantwana	The Bantwana Initiative of World Education, Inc.

ACKNOWLEDGEMENTS

The purpose of this guide is for WEI/Bantwana to develop a training manual that can help trainers maximize the benefits of non-formal education training for their beneficiaries (adolescents, aged 15-17). However, it is also worth noting that despite the government and Ministry of Education, Science, Technology and Sports (MoESTS) non-formal education bursary system, no generic guide was available to support the provision of non-formal training (NFT) for trainers nationwide. Therefore, this guide was developed so that other stakeholders, sponsors, donors, and trainers may replicate and appropriately use the guide in planning and delivering relevant, employable, and flexible skills development programs to youth.

The development process of this guide was interactive, inclusive, and participatory. It involved experienced trainers, practitioners, funders, teachers, and various stakeholders in the Business, Technical, and Vocational Education and Training (BTVET) sector—both in the governmental ministerial agencies and in the private sector. Feedback was received and incorporated for the final guide from the National Curriculum Development Center (NCDC), the MoESTS Department of Teacher and Trainer Education and Training, and the Department of Special Needs Education. The team also drew lessons from existing literature reviews, research, assessment records, and institutional experiences from the stakeholders in the non-formal training and BTVET sectors in Uganda. Therefore, we hope that the final guide is representative of the Ugandan Technical and Vocational Education and Training (TVET) sector and labor market aspirations and fits within the existing legal framework and the Skilling Uganda strategic policy plan.

We are very grateful to WEI/Bantwana staff in the AYEDI project for the support, facilitation, and feedback that they provided in the production of the final guide. Special acknowledgement is given to Susan Kajura, Edton Babu, Baker Sserwambala, Martin Obwoya, Geoffrey Opyet, and Adrian Kalemeera.

Further appreciation is extended to the training institutions and local master artisans that piloted this guide in northern and eastern Uganda. They include UMOJA, EGAA, Diocese of Lango, YENDO, Human Technical, AWADA, GYDA, Paicho Community, and the IDUDI Dev't Association. Further acknowledgement also goes to the master artisans, including Sunrise, AWADA, BLEA, Sarah Mulokole, Akwo ki Cinga, Rib Cingi, Teddy, STEMAR, Divine, Kizire, Brego, Busowa Garage, Sicolastica Agoola, Kibyalya, Highway Motel, and Nabyoto and Sons.

It is our sincere anticipation that the Competency-Based Non-Formal Trainer's Guide will be embraced by all partners to further improve the access, quality, flexibility, and relevance of TVET non-formal training and apprenticeships meant to improve the employability of the graduates of the BTVET sector in Skilling Uganda.

Much appreciation goes to the team of consultants, Mr. James Ogwang and Mr. Joseph Kikomeko of the Uganda Association of Private Vocational Institutions and the Directorate of Industrial Training (DIT), respectively. They dedicated their time, energy, knowledge, and resources to ensuring that this guide adequately and relevantly addressed the needs of AYEDI youth and the development of their skills.

PREFACE

Youth unemployment is a recurring problem that Uganda faces in its employment sector today. This problem has persisted due to the government's limited investment in providing young people with vocational skills. There are very few government-funded vocational training schools throughout the country. Although private entrepreneurs are providing vocational skills training, they are mostly concentrated in urban settings.

Historically, technical and vocational education has been considered as an option only for those students who fail to complete a formal academic education. The general public saw technical and vocational education as expensive, utilized only by intellectually inferior students, and associated with non-prestigious blue-collar employment (MoES, 2002). Usually, students would only consider technical school as a last-resort option.

The revised national youth policy (NYP, 2011-2016) calls for the development of a national youth employment policy and emphasizes employment creation through youth-led enterprise development. It also calls on the state and the private sector to play greater roles in creating internships and job opportunities for youth and protecting them against labor exploitation. Work-based learning, particularly apprenticeships, can enhance employability, notably of young people, and help to address skills shortages, therefore better meeting companies' needs. Of great benefit to learners and companies alike, these schemes can also contribute to Uganda's objective of ensuring sustainable growth and employment. In times of high youth unemployment rates, there is plenty of evidence to show that apprenticeships provide young people with the skills needed by employers.

AYEDI, in partnership with the Uganda Association of Private Vocational Institutions (UGAPRIVI), would like to provide a user-friendly non-formal education (NFE) training guide to be used by partner institutions. The guide will help trainers in implementing the DIT curriculum and will focus on NFE methodologies (apprenticeships) that are user-friendly. It will also address the assessment strategies that will be employed in AYEDI project districts. The guide will provide systematic guidelines for the competency-based provision of employable and relevant technical and vocational training to the apprentices by the training providers (both in formal and non-formal settings). A number of tools will be incorporated in this guide to help the training providers, apprentice supervisors, and other stakeholders to evaluate the process of the transferring of skills to learners to ensure competency-based training has taken place successfully. If correctly utilized by stakeholders in the skills development process, this guide will provide quality industrial and non-formal training programs for the beneficiaries as well as ensure the success of the project as a whole.

1.0 NON-FORMAL TRAINING GUIDE

1.1 Purpose of the Guide

This guide has been developed to assist trainers of the NFE program to provide and structure non-formal skills training programs for competency-based vocational training delivery to adolescent beneficiaries.

The broad purpose of this guide is "to provide the outlines of the process of developing instructional plans, which helps trainers to deliver quality and relevant training."

The guide specifically focuses on instructional planning and delivery. Instructional planning is the process of preparation for the delivery of the modules. It includes the development process of the work plan, activity plan, and other instructional materials. Training delivery is the actual process of training and instruction.

The objectives of this guide are to:
Help trainers[1] develop training plans and materials for quality delivery;
Streamline and guide non-formal modular training provision; and
Continuously monitor the progress of learners.

In summary, each trainer using this guide should:

- Logically sequence practical exercises;
- Determine the relationships between practices and their foundational knowledge;
- Identify learning resources required for effective learning;
- Determine the training arenas that simulate real work situations;
- Prepare a CBT work plan;
- Prepare an activity plan based on the work plan;
- Prepare other training materials; and
- Competently assess learners.

The guide outlines the stages for the development of training work and activity plans as key components of a quality, relevant, and flexible training delivery materials for skills development. The following plans are included in the guide:

1. Work Plan
2. Activity Plan
3. Assessment Monitoring Plan

[1] The term, "trainer" used in this guide includes instructors, local artisans, master craftsmen and craftswomen, and any category of instructional personnel.

2.0 OVERVIEW OF ASSESSMENT AND TRAINING PACKAGE (ATP)

An Assessment and Training Package (ATP) is a plan for teaching/learning that provides a guide to both trainers and learners. It is based on competency-based or outcome-oriented education and training. It is used by the trainer as a base on which required training materials (i.e. workshop, field activities, assignments, written tests, etc.) are prepared. Thus, an ATP is a very important document and the first document that a new trainer should refer to in order to prepare for instruction.

The purpose of an Assessment and Training Package is to:

- State the expected content of the program;
- Identify the degree of performance required of the students in order to be successful in the given job;
- Assist in determining the sequence of the content; and
- Provide guidelines for assessment or evaluation.

The Assessment and Training Packages (ATPs) developed by the Directorate of Industrial Training (DIT) consist of three major parts, as outlined below.

2.1 Occupational Profile

The occupational profile, which is developed by expert workers practicing in work life, mirrors the duties and tasks required and expected of real workers in a specific occupation.

Duty: A duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related tasks.

Task: A task represents the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They present an assignable unit of work and have definite beginning and ending points. Tasks can be observed and measured.

2.2 Performance Test Items (PTI)

Performance test items are closely related to typical work situations in Ugandan business enterprises and industries. They comprise a test assignment for candidates as well as assessment criteria and or scoring guides for assessors' use.

2.3 Training Modules

A module is a stand-alone instructional unit that is designed to satisfy one or more learning objectives and can be taught, measured, and evaluated independently. The modules are developed jointly by trainers from training centers as well as job practitioners. They are developed using the occupational profile as a reference point and taking into account the specifications of training and learning outcomes. The selection of the modules was tailored to the needs determined by the market assessment that was conducted in the project districts (Gulu, Lira, Iganga, and Bugiri). Some courses, like tailoring, were found to be highly saturated in northern Uganda, while carpentry and joinery were not viable options in the eastern districts. Motorcycle mechanics and hairdressing were popular and in high demand across all of the regions.

PREPARATION OF LEARNING AND TRAINING DELIVERY UNDER COMPETENCY-BASED TRAINING (CBT)

Introduction
With the preceding introduction and purpose of the training guide, the trainer can therefore begin the preparation of instructional learning materials using various references and available ATPs in the planning and delivery of effective and efficient competency-based training.

Under NFT, the trainer needs to prepare piecemeal portions for the learners in a modular way. Unlike formal training, where a set timeframe is scheduled, a trainer under NFT plans his/her learning in a modular format, as guided in the ATP.

Modular Training
Modules are parts of a whole curriculum. Modules can be considered as "self-contained" partial qualifications, which are described by learning outcomes or competences and can be assessed and certified individually.

The modular format of the ATP allows learners to acquire job-specific skills and knowledge, module by module. A single module can be accomplished within a relatively short duration of time, allowing learners to move directly into an entry level job, pursue further modules, or advance to higher levels of training. As the modules are independent in nature, the work plan should be developed for a module-by-module approach. Trainers should select an appropriate module (need-based) from the ATP for developing the work plan.

Identification and selection of modules for training should be informed by a market assessment to identify and select the most marketable, in-demand, and relevant modules in the occupation.

Competency-Based Training
What is unique about competency-based training (CBT) is that the training focuses on what a learner needs know in order to perform tasks in the workforce safely and according to pre-determined standards. Learning is therefore occupational-based.

In consideration of this, there are some elements of a CBT work plan that are paramount to its preparation. They include:

- Learning outcomes
- Competencies
- Setting
- Learner activities
- Learning conditions

Further explanation and definitions for these elements are provided below.

a) **Learning outcomes**: These reflect the impact of learning in communities by the CBT graduates. They are not realized immediately. They are long-term achievements that change society.

b) **Competencies**: Competencies reflect the physical demonstration of activities in their real settings, which are represented by learning working assignments (LWAs) and practical exercises (PEXs) as well as by related knowledge.
c) **Setting**: This term refers to the training venue where CBT takes place. CBT emphasizes work-place learning or an arena that simulates a work environment. Therefore, the learning venue and resources used must be those that trainees will find in the world of work after the completion of their training. It requires enough equipment, tools, and materials for them to reach competence.
d) **Learner activity:** This activity should include the information that the learner must master in the workshop to show that he/she is ready to perform on the job. Learner activities provide the information of practice activities that are normally carried out after the demonstration given by the trainer. Guided practice, independent practice, games, are simulations are all effective, depending on the skill that is being learned. The trainer, at this point, should identify more than one activity or experience that will benefit the learner.
e) **Learning conditions**: This concerns the learner (trainee). A CBT trainer must be competent and conversant with his/her learners' learning styles and must accept different learning styles, which include learning by doing, reading, imitating, touching, and dramatizing, among others. The learning conditions also address the following:
    i. **Prior knowledge (what the learner already knows)**: CBT advocates for a reflection on what a learner's past experiences are. This further helps to identify gaps to those in need of enhancing competences.
    ii. **Relationships:** As CBT is work-oriented, it is concerned with the relationship between trainees and trainers; otherwise learning is stagnated. The trainer is a mentor who guides the learning process but without blocking the learner's curiosity.
    iii. **Mood and situational factors**: A CBT trainer is advised to take note of the learner's mood and the circumstances surrounding him/her at any time, as this plays an important role in enhancing learning.
    iv. **Learner's perception of learning**: A CBT trainer is required to clearly develop an insight of what a learner should learn. This should relate to the competences to be attained in their occupational trades; otherwise they may not learn.

Armed with the above preparatory knowledge, coupled with the corresponding competencies of each occupation, a CBT trainer can then begin preparations and the process of developing instructional materials appropriate for NFT, specifically for the following:

1. A work plan based on the ATP;
2. An activity plan and other instructional materials; and
3. Continuous assessment monitoring.

3.1 Developing a CBT Work Plan

The process to guide trainers on how to develop a CBT work plan from the ATP is described below:

a) **Study the ATP:** The training package is designed in a modular approach. You will find the occupational profile describing the duties and tasks performed by the practitioners of each occupation, the numbers of training modules, and the sample assessment items.
b) **Select the module title**: This is selected from the ATP under the section of training modules. Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications that are described by learning outcomes or competences and that can be assessed and certified individually.
c) **Learning outcome (module purpose)**: This is formulated by the trainer based on what he/she targets the learners to do with the acquired competences after training. The world of work must be reflected on.
d) **Verify the module purpose with the learning working assignment (LWA) and practical exercises (PEXs):** This is determined from the ATP under the selected module. At this stage, a trainer must verify whether the listed learning working assignments (LWAs) with their respective practical exercises (PEXs) are sufficient to achieve the module's purpose or not. If the LWAs are not enough, it is the responsibility of the trainer/practitioner to identify the gaps, develop additional LWAs with the associated PEXs, and add them to the list.
e) **Practical exercises (PEXs)**: These practical exercises are also selected from the ATP under the selected LWA. However, it is the responsibility of the trainer to sequence the PEXs for the logical flow of training. In instances where PEXs are stand-alone (not linked), they can be handled accordingly. The trainer can decide on what PEX to begin with. Any relevant tasks that were omitted should be included.
f) **Activities:** A CBT trainer is charged with a task of identifying all the activities that must be performed during the execution of a PEX. These must be logically arranged for a smooth flow of learning. It is through these activities that competences are developed, since at the time of execution of a PEX, skills, knowledge, attitude, experience, values, norms, abilities, and attributes are attained, and talents are developed.
g) **Resources needed:** These are reflected in form of tools, equipment, materials, and reading materials that a trainer is required to use during the course of executing the tasks with the trainees.
h) **Duration:** The identified activities determine the duration of time necessary for accomplishing a PEX. In CBT, the duration does not have a significant role. Some learners may be fast, and others may need more time. In CBT, all that matters is that learners master the competences that are required by the world of work. The time needed for each individual learner to acquire those competences stated in the module may vary. The average duration given in the ATP is just an estimation of time to ease the planning.
i) **Assessment:** Under CBT, as learning is conducted by doing and resulting into a product or a service, then how well a task is done is very pertinent. Therefore, trainees must be subjected to an assessment of their performance of related tasks, and they must exhibit the application of acquired competences. This includes health and safety as well as the use of tools, equipment, and materials.
j) **References:** It is useful for the trainers to know where they can acquire information. These are the sources of information that a trainer can use to pass on skills. They may be books, internet sites, physical structures, expert workers, or even the previous lesson notes.
k) **Remarks:** This a precise reflection of what transpired during the time of learning delivery.

CBT WORK PLAN FORMAT

Preliminary Information
Centre: Trainer:
Occupation:
Total number of trainees: Number of male trainees: Number of female trainees:
Module title:
Learning outcome:
Training venue/arena:

S/No	LWA	PEX	Competences	Resources - tools, equipment, and materials	Duration	Venue	Reference	Assessment	Remarks

3.2 Developing a CBT Activity Plan

The activity plan is derived from the work plan already developed above. The activity plan is also developed with help from the ATP.

As related to a lesson plan in the conventional education system, a CBT trainer prepares an **activity plan,** which guides the delivery process. This is an activity plan in the sense that learning takes place by learners performing real work/simulated work activities. Learners are active participants in the process; they construct and own their learning, as the learning activities are a reflection of what exactly is done in the world of work.

1. Select a Practical Exercise (PEX)

The development of an activity plan and other instructional materials is done in accordance with the lesson(s). PEXs are kept in logical sequence. That means that a trainer should start with the first PEX in the sequence.

2. Develop Activities (Performance Guide (PG)) for the PEX

One of the most important jobs of any vocational or technical trainer is to make sure that learners are using the correct procedure in performing a skill—in particular those skills that could involve injury to themselves or others if not conducted properly. A procedure is the series of steps, done in proper sequence, which accomplishes a task/PEX. Your performance guide:

a) Must contain ALL procedural steps;
b) Must observe the recommended order of procedure/execution of steps;
c) Must strongly pronounce safety precautions for self, colleagues, and facilities;
d) Must reflect environmental protection practices; and
e) Must clearly indicate the expected outcome(s).

3. Verify related knowledge with the Activities and Practical exercises

At this stage, the trainer must verify whether the listed related knowledge in the work plan is adequate to perform the PEX. If there are gaps in the identified knowledge, a trainer fills the gap. This is done by carefully analyzing the procedural steps of the performance guide in the form of enabling objectives.

Format of CBT Activity Plan

<table>
<tr><td colspan="5">Preliminary Information

Centre: Trainer:

Occupation:

Module:

Date:</td></tr>
<tr><td colspan="5">LWA:

Learning outcome:</td></tr>
<tr><td colspan="5">Methods (i.e. demonstration, guided practice, doing, group instruction, question and answer, field trips/expeditions/excursions, problem solving, projects, experiments, assignments, etc.):</td></tr>
<tr><td>Practical exercises

(PEXs)</td><td>Activities</td><td>Knowledge, skills, attitudes (include all necessary knowledge and associated competences to perform identified activities)</td><td>Tools, equipment, and materials</td><td>Duration (allocate time according to activities)</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Evaluation</td><td colspan="4"></td></tr>
</table>

3.2.1 Facilitation of Learning (Learning Delivery)

To enhance the facilitation and engaging nature of learning, a CBT trainer is expected to be creative and innovative. This is very pertinent at the introductory stage of learning delivery. An interesting/attractive introduction prepares learners and makes them ready to learn. Therefore, a CBT trainer must always reflect on ***readiness*** as one of the laws of learning.

Some of the styles of introducing a learning activity may include:

- Displaying articles;
- Telling stories that reflect what is to be learned;
- Dramatizing reflection of what is to be learned;
- Demonstrating (physical/electronic);
- Simulating what is to be learned; or
- Showing a short episode of a show (on what is to be learned).

All the above should be accompanied with probing learners to share their perception of the process after using any of the styles above. It is expected that there could be learners with answers that open up the delivery process. The introduction must be related to the item for learning.

3.2.2 Delivery of Activities

As CBT is a work-oriented kind of education, learning takes an integrated approach where theory and practice (competencies) are learned at the same time. Delivery is when a CBT trainer demonstrates the activities and explains the theory behind each activity performed as guided by the work plan. In the process, the relevant knowledge, skills, attitudes, experience, and abilities are all developed by the learner.

3.2.3 Demonstration of a Skill

A CBT trainer does the following to demonstrate a skill:

- Describes what he/she intends to do and why
- Runs through a complete activity for learners to understand what they are expected to do
- Reveals the main steps of the activity and identifies likely challenges
- Attempts the skill and accompanies each step with a verbal description (related knowledge)
- Inspires confidence in the learners as he/she goes along with the demonstration
- Upon finishing attempting the skill, asks learners to recap the main points of the activity (helps to identify the gaps)
- Allow trainees to practice the task as he/she supervises

ASSESSING LEARNER PERFORMANCE

4.1 Assessment of Occupational Competencies

This is a procedure by which evidence is gathered during the performance of tasks in a work-related environment/workplace and is judged to decide if an individual has met the stipulated occupational standards.

4.2 Competency-Based Assessment (CBA)

To have a clear insight of the kind of assessment, it is essential for the trainer to get acclimated to the terms "competence" and "competency" as used in CBT.

Competence

A competence refers to knowledge, skills, attitudes, attributes, values, and/or norms as demonstrated in the performance of a job/task by an individual.

Competency

According to Van der Vleuten and Schuwirth (2005), a competency is one's ability to handle a complex professional task by integrating the relevant cognitive, psychomotor, and affective skills. It is the individual's ability to use, apply, and demonstrate a group of related awareness, knowledge, skills and attitudes, attributes, values, and norms to perform tasks successfully and safely.

Competency-Based Assessment

Based on the above description, competency-based assessment is a modular assessment integrated into the instructional packages for mastery of outcomes hinged on demonstration of defined competences. This kind of assessment is differentiated from other forms of assessments by its characteristic features.

Features of Competency-Based Assessment

The Assessment Training Package (ATP) is guided by many of the principles of competency-based systems. Assessment of learners in the development of occupational competences is hinged on the following characteristic features:

a) Assessment of actual performance in a work role. Competence statements describe outcomes expected from the performance of professionally-related functions and knowledge and attitudes related to those functions.
b) Explicit standards of required performance are defined by the industry and are regulated by an assessment body.
c) Assessment is independent of the learning program. Prior learning is recognized.
d) Assessment evidence is criterion-referenced, individualized, and determined by demonstration.

Reflecting on criterion referencing one of the features, the scores are interpreted against a set of pre-stated or pre-determined standards. Trainees' performance is assessed on the basis of a comparison with the pre-determined standards. This assesses the learner's level of competency in a particular concept/skill/area of knowledge. For a clear insight of the kind of assessment, the following questions are paramount to the trainer:

- Is the learner competent?
- Has his/her performance met the required standards/criteria?
- Has he/she mastered the concept/skill?
- What level of proficiency has he/she attained?

4.3 Points to Consider in Modular Competency-Based Assessment (CBA)

Reflecting on the principles of CBT (specifically focusing on flexibility, learner-paced timing, and learning from a workplace), it is imperative for the trainer/trainee to consider the following under a competency-based assessment:

- Assessment measures are validly related to competency-statements and discriminate on the basis of pre-established standards of competences.
- The learner assumes greater responsibility for attaining specified competences.
- Assessment is timed according to the pace of learning.
- The learner is assessed immediately upon the completion of each module.
- Recognition is given upon the completion of each module.
- Assessment is based primarily on the practical demonstration of a skill(s) together with the related knowledge and observable behavior (attitude).
- Continuous feedback is given to the learner on assessment results. The learner must be aware of the competences achieved/not achieved.
- Assessment records are organized to reflect the learner's progress (i.e. competences achieved and those not achieved).
- Performance criteria are clear to both trainer and learner (there is no confusion as to what is required to achieve competence).

4.3.1 Product Assessment

Under this, assessment of the final outcome upon the completion of a task and judgment of the final outcome is all that may be required to determine competence. Visual inspection or testing of the product may be objectively done, and competence may be determined without having seen the process.

Product measurement answers questions such as:

- Does the finished product meet the design specifications?
- Is the finished product neat in appearance?
- Does the finished product meet safety standards?
- Were steps performed in the correct sequence?

4.3.2 Process and Product Assessment

Some tasks require both the process and the product to be assessed. The assessor is expected to consider the two aspects with an emphasis on how well was the task performed.

4.3.3 Progressive Assessment to Track Learners

It is good practice for the trainer to track the progress of the learners. This is an empowerment to:
Diagnose learning difficulties and
Support the development of learning.
In instances where it necessitates more time allocation, materials, or mentoring to the learner for the development of the required competences, the trainer is advised to act accordingly. The practice also empowers the trainee to identify own his/her strengths that require sustaining and also the weaknesses that require attention.

4.3.4 Theory/Cognitive

The theory should be assessed verbally/orally, and items must be directly related to the performance test. Here, the candidate verbally expresses his/her awareness of the foundational knowledge required to perform a particular task.

The table below can be used or improved upon for this purpose.

Continuous Assessment Progress Report

Centre: Trainee:

Occupation: Males:
Females:

Module title:

Learning outcome:

S/No	LWA	PEX	Competences	Resources - tools, equipment, and materials used	Duration	Assessment task	Remarks

CROSS-CUTTING ISSUES

Vocational skills alone are not enough to enable young people to become personally and financially independent. They need an additional package of developmental, life, and business skills to facilitate this. The following cross-cutting issues are therefore important for the implementers of this manual to bear in mind as he/she plans non-formal skills training programs.

5.1 Soft Skills

Despite young people being more highly qualified than ever due to increased enrollment as a result of favorable government universal education programs like Universal Primary Education (UPE) and Universal Secondary Education (USE), employers often remark that school graduates (university or TVET) entering the labor market lack job-readiness skills. The combination of generic or 'soft' skills with technical skills that employers want (i.e. knowing how to communicate with customers and how work on a team with colleagues of different ages and backgrounds) are best acquired in the workplace. NFT programs can help its learners to overcome this problem by providing work experience and thereby improving young people's job prospects. This guide provides a range of soft skills to be imparted before, during, and after training to enable work readiness. These skills include: *maintaining a workplace; maintaining health and safety*; *providing customer care*; *performing administrative tasks; pursuing financial literacy skills*; and *upholding ethics and integrity.*

5.2 Occupational Safety and Health

Occupational safety and health (OSH) is an area concerned with the safety, health, and welfare of people engaged in TVET training, work, or employment. This is important, as learners may interface with potentially dangerous equipment, machinery, electricity, and chemicals. The importance is further highlighted in the ATPs as a paramount task of the trainer and learners. Protective wear, equipment (i.e. fire extinguisher and first aid kit), precautions, and safety charts for workshop visitors should be displayed for easy view and access. Therefore, the trainer must ensure that all learners learn the necessary occupational safety and health concerns and procedures before training and activities as well as in the course of any workshop visit.

5.3 Entrepreneurship Skills

As NFE is geared towards equipping individuals with work competencies, the trainer is advised to deliver learning activities together with the business competencies. These are reflected in terms of the conception and development of a business idea, which is obviously the trade that one has chosen. The trainer must help learners identify resources (human, financial, material, and social). Determination of the location of an enterprise (i.e. proximity to the market, proximity to raw materials/utilities) as well as the nature of an enterprise (some may not fit in residential areas; some require large expanses of land) is important. Additional financial literacy and other business entrepreneurial skills should be imparted in the course of skills training.

5.4 Child Labor and Rights

A child is said to be engaged in child labor if one or more of the following conditions apply:

- The child of compulsory school age (13 and under) does any work (economic or household chores) that interferes with his/her school attendance or educational program.
- The work meets any of the conditions defined below under hazardous labor (see definition of hazardous labor below).
- The work meets any of the conditions defined below under worst forms of hazardous labor (see definition of worst forms of child labor below).
- Children aged 12-13 are engaged in light work for more than 14 hours per week.
- Children aged 5-11 years are engaged in any work (including household chores not supervised/guided by an adult for learning purposes and undertaken for more than 14 hours per week).

NFT trainers need to be made aware of or educated on children's rights and protection policies as they offer skills training that should enable the adolescent learners to access decent work upon graduation.

5.5 Gender Mainstreaming in BTVET

Gender mainstreaming aims to create equal representation of women and men at all levels of society and its institutions. Technical and vocational education has some of the widest gender disparities of any educational field. Enrollments in Business, Technical, and Vocational Education and Training (BTVET) institutions in Uganda nationally fall in the ranges of around 70% male and 30% female. Within this, there is an even further gender divide in relation to the type and level of training pursued. Women tend to take less technical courses and often enroll in traditionally female-dominated vocational courses, such as hairdressing and catering. Women are also more likely to do non-formal training than males. Across the world, non-formal vocational training has been widely seen as a way to support disadvantaged or marginalized groups, including women, into sustainable employment.

However, in practice, non-formal training can be deficient and consequently have a limited or even negative impact on tackling gender inequalities, if not well planned. At its worst, poorly designed or delivered non-formal training acts to reinforce the secondary position of women in society rather than counter it as a result of deficiencies, such as poor quality of the training, not being targeted to the needs of the population, not being aligned with job availability and market needs, and not being recognized by employers or education providers.

One key failure that has been noted is that courses for women or those taken predominately by women often do not meet the demands of the labor market. Evidence further suggests that females may also be put at a disadvantage by a tendency of vocational training providers to neglect parts of the market in which there is potential for women to participate and benefit (i.e. service sector roles, agriculture).

Therefore, broader plans by sponsors and trainers should help attract female learners to pursue traditionally male-dominated occupations and also to protect female learners from exploitation during the training period.

5.6 Special Educational Needs

Learners with special needs include those with disabilities and learning impairments. Therefore, NFT trainers need to eliminate discrimination to facilitate and attract such learners and to create an environment conducive for all learners.

Impairment: A physical, intellectual, mental, or sensory characteristic or condition that places a limitation on an individual's personal or social functioning in comparison with someone who does not have that characteristic or condition. **It relates to the individual.**

Disability: The disadvantage and exclusion that arise as an outcome of the interactions between people who have impairments and the social and environmental barriers that they face due to the failure of society to take account of their rights and needs**.**

Categories of disability may include (not conclusive and authoritative):

- Physical impairment
- Visual impairment
- Hearing impairment (with/without speech)
- Intellectual impairment or learning difficulty

Persons with disabilities (PWDs) are often disadvantaged and excluded from work because of prejudice and discrimination. Women and men with disabilities can and want to be productive members of society. Promoting a more inclusive society and employment opportunities for people with disabilities requires improved access to basic education; vocational training relevant to labor market needs; and jobs suited to their skills, interests, and abilities with adaptations as needed.

PWDs are also more likely to be excluded from development initiatives, resources, and access to information than any other group in society. This exclusion often results from a lack of mobility – not being able to get to where a consultation meeting or event is taking place, or, in the case of deaf or blind people, limited access to translators and interpreters. PWDs can be supported by tailoring training to their abilities and needs. Further support can be enhanced through involving and sensitizing employers to provide favorable work environments to accommodate PWDs.

5.7 Literacy and Numeracy

NFT learners need to acquire literacy (the ability to read and write) and numeracy (the ability to reason and to apply simple numerical concepts) skills before or during technical skills training. The importance of these skills is to equip learners for the demands of the labor market. This guide therefore gives an opportunity for the trainer and trainee to obtain literacy and numeracy skills through exploring in practice the general knowledge of this guide (see annexes).
Literacy is the ability to read, view, write, design, speak, and listen in a way that allows us to communicate effectively and to make sense of the world. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable mastery of a set of capabilities in the use and production of traditional texts and new communication technologies using spoken language, print, and multimedia. Literacy allows us to make sense of a range of written, visual, and spoken texts, including books, newspapers, magazines, timetables, DVDs, television and radio programs, signs, maps, conversations, and instructions.

Numeracy is the capacity, confidence, and disposition to use mathematics to meet the demands of learning, school, home, work, community, and civic life. This perspective on numeracy emphasizes the key role of applications and utility in learning the discipline of mathematics and illustrates the way that mathematics contributes to the study of other disciplines. Numeracy enables one to develop logical thinking and reasoning strategies in daily life. Numeracy is crucial to be able to solve problems and make sense of time, numbers, patterns, and shapes.
Literacy and numeracy skills that are developed can provide learners with the competence, confidence, and motivation necessary for them to succeed in vocational programs, at work, and in life.

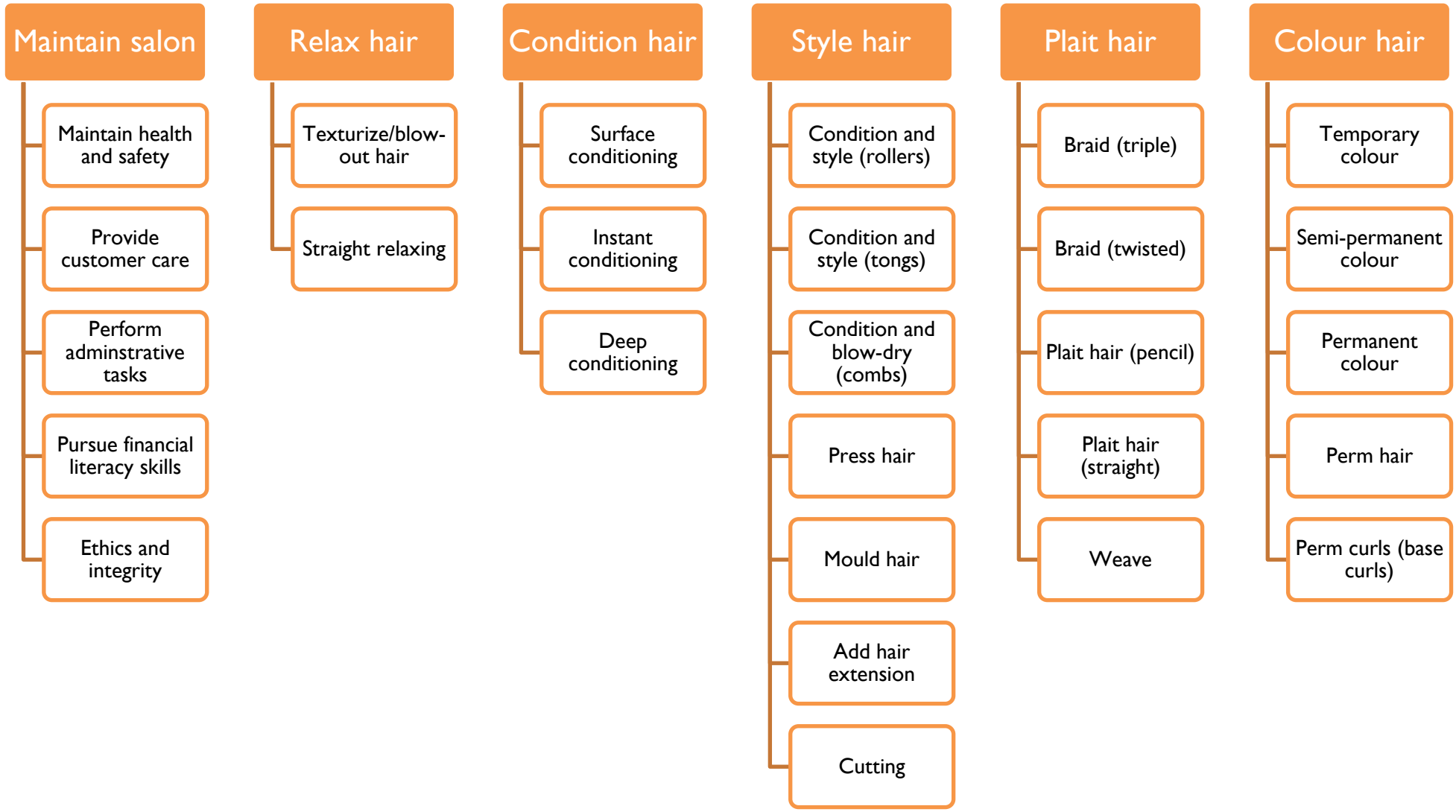
5.8 Environmental Concerns

During NFT, trainers must educate learners on how their occupations and activities affect a number of environmental issues (i.e. the harmful effects of human activity on the environment and how they need to be mitigated). It is therefore important for the NFT trainer to educate learners about the need to protect the environment and how any particular occupation can incorporate protection of the environment and mitigation of harmful effects.

6.0 ANNEXES OF MODULES FOR CBT NON-FORMAL TRAINING GUIDES

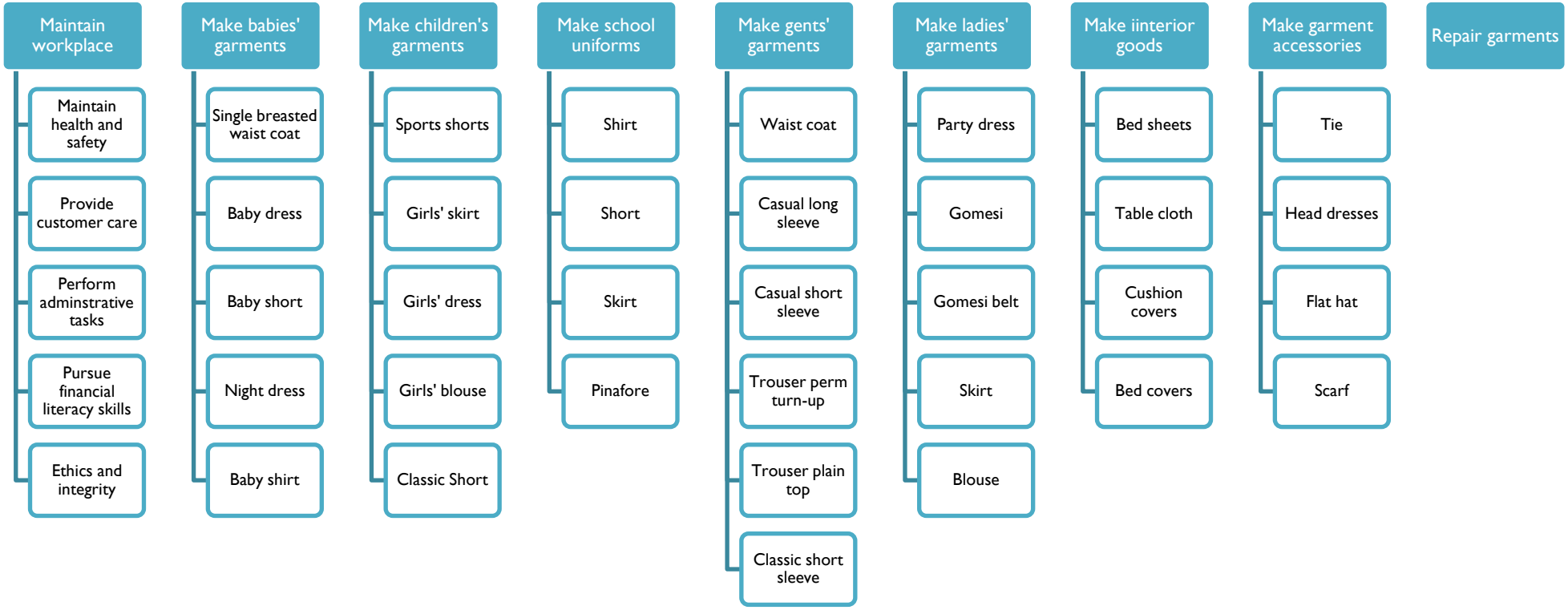
1. Hairdresser
2. Tailor
3. Motorcycle Mechanic
4. Carpenter & Joiner
5. Welder
6. Horticultural Farmer
7. Baker

HAIRDRESSER



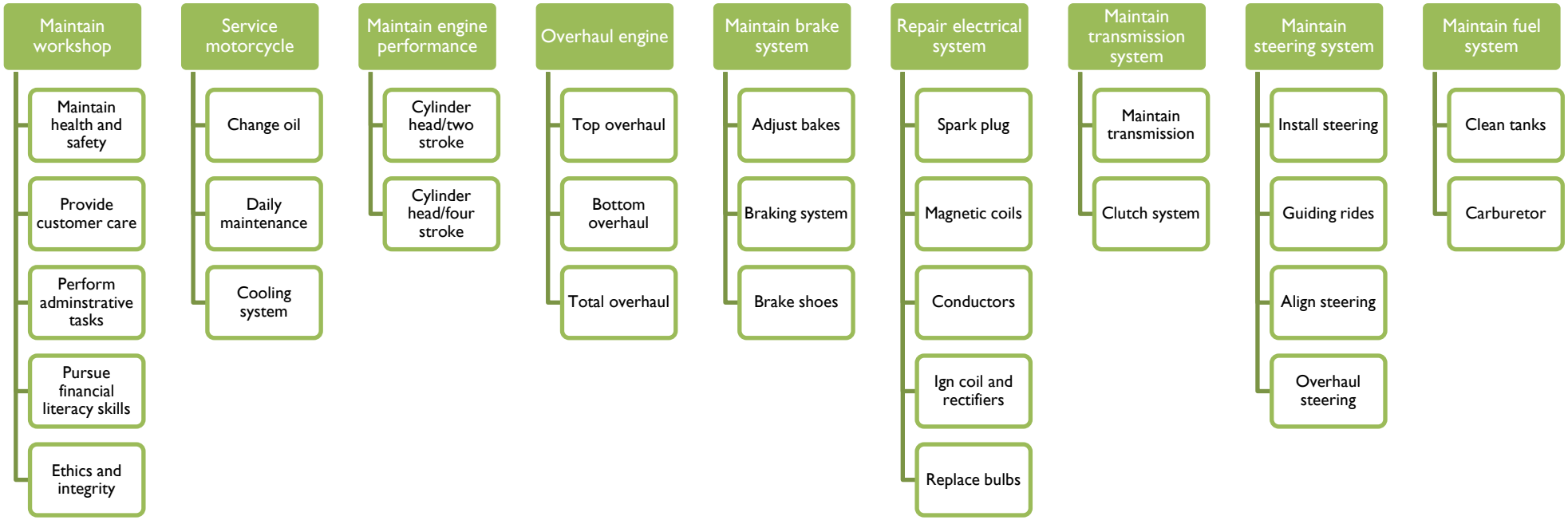
Hairdresser Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Relax hair	•Relax hair with sodium hydroxide relaxer (retouch) and finish with a straight back style •Perform retouch for texturizer with sodium hydroxide relaxer and finish with moulded side finger waves •Texturize (blow out) hair with sodium hydroxide relaxer
Condition hair	•Perform surface conditioner on hair and finish with a pick style Perform an instant conditioner and complete with bob style Deep condition hair with protein conditioner and complete with side push waves.
Style hair	•Condition and perform pick styling •Press hair and finish with a straight back hair style •Make a gel-free hair puff and add a frosted curl extension •Perform hair tonging and end with a flip •Condition and style hair using tong •Blow dry hair using a comb •Set and mould hair in an "up-do" style with a few spiral curls on one side of front hair line •Add a hair extension using a styling gel and finish with a mould •Perform a short layered cut
Plait hair	•Plait medium twisted braids (stand ups) using pony braids •Make medium strait back cornrows using straight additions (i.e. pony braid, hot water, etc.) •Plait medium size cornrows running from front to back of the head with a center front part using threads •Perform hair weaving using a long straight weave with a joined parting at the front of hairline Perform weaving with a medium length hair piece in a straight back style •Make medium triple stem braids with a knot-free base •Plait medium pencil cornrows running from front to back of the head using pony braids Weave hair using a synthetic short straight weave with a layered back
Colour hair	•Apply temporary hair colour and finish with a side flower hair style •Apply semi-permanent colour on short texturized hair •Apply semi-permanent hair colour and finish with bob hair style •Apply permanent hair colour (retouched hair) and finish with pushed waves
Perm hair	•Perm hair (retouch or virgin) with base curls

TAILOR


Maintain workplace
Maintain health and safety
Provide customer care
Perform adminstrative tasks
Pursue financial literacy skills
Ethics and integrity
Make babies' garments
Single breasted waist coat
Baby dress
Baby short
Night dress
Baby shirt
Make children's garments
Sports shorts
Girls' skirt
Girls' dress
Girls' blouse
Classic Short
Make school uniforms
Shirt
Short
Skirt
Pinafore
Make gents' garments
Waist coat
Casual long sleeve
Casual short sleeve
Trouser perm turn-up
Trouser plain top
Classic short sleeve
Make ladies' garments
Party dress
Gomesi
Gomesi belt
Skirt
Blouse
Make iinterior goods
Bed sheets
Table cloth
Cushion covers
Bed covers
Make garment accessories
Tie
Head dresses
Flat hat
Scarf
Repair garments

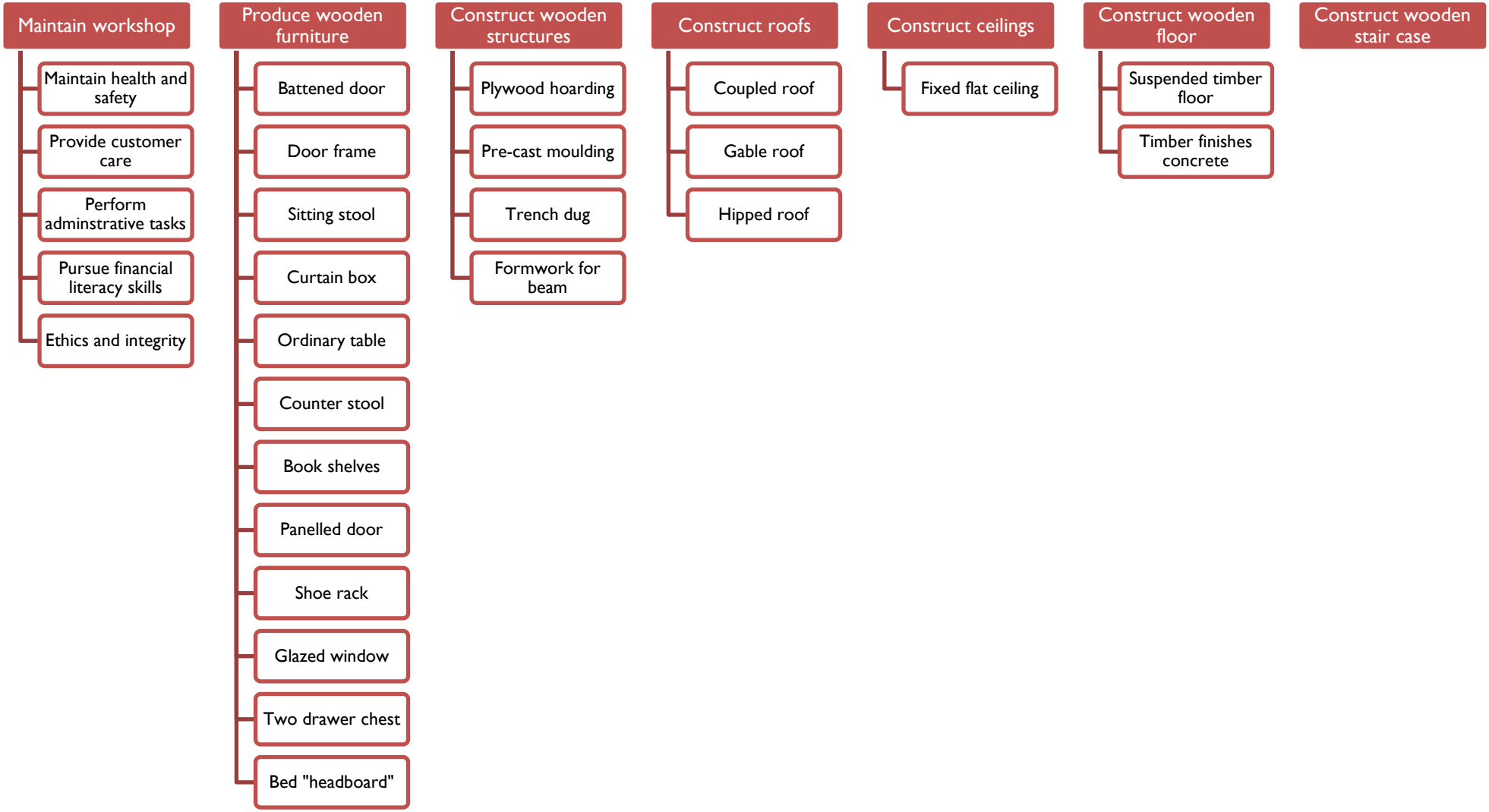
Tailor Modules	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Baby garments	Make, decorate, finish, and repair products like: • Baby shorts, night dress, baby shirts, etc. • Single-breasted waist coat, baby dress, etc.
Children garments	Make, decorate, finish, and repair products like: • Sport shorts, classic shorts • Girls skirts, girls dresses, girls blouses, etc.
School uniforms	Make, decorate, finish, and repair products like: • Shirts, shorts, skirts, pinafores
Gents garments	Make, decorate, finish, and repair products like: • Waist coats, casual long sleeve, casual short sleeve • Trousers perm turn-up, trousers plain top, classic short sleeve, classic long sleeve
Ladies garments	Make, decorate, finish, and repair products like: • Skirts, blouses, party dresses, gomesi, gomesi belt
Interior decoration	Make, decorate, finish, and repair products like: • Bed sheets, table cloth, cushion covers, bed covers
Garment accessories	Make, decorate, finish, and repair products like: • Flat hat, scarf, tie, head dresses, etc.

MOTORCYCLE MECHANIC



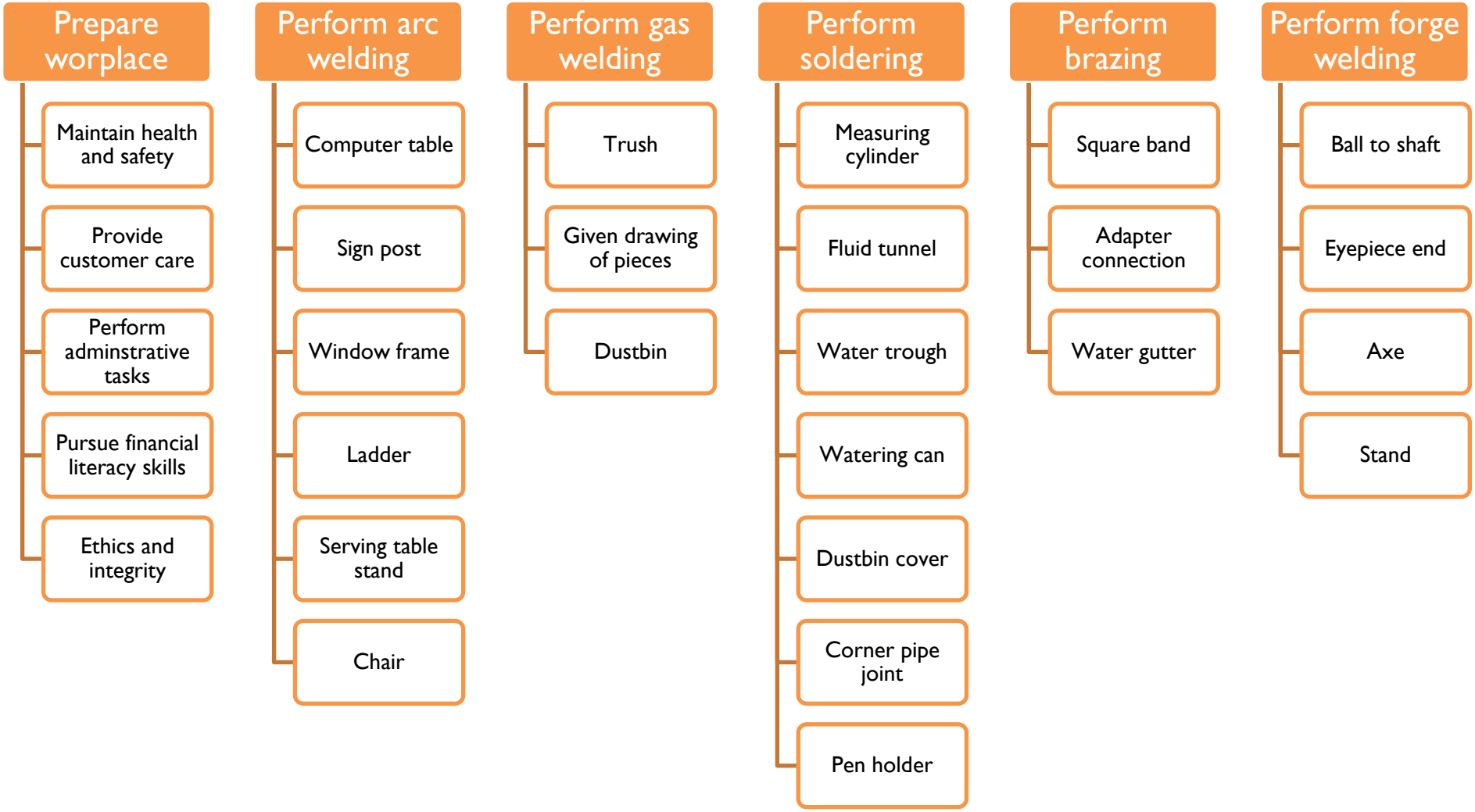
Motorcycle Mechanics Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Service motorcycle	• Change engine oil of a motorcycle • Perform daily routine maintenance of motorcycle • Maintain motorcycle cooling system
Maintain engine performance	• Dismantle, clean, check, and re-assemble a cylinder head of (two-stroke) motorcycle engine • Dismantle, clean, check, and re-assemble a cylinder head of (four-stroke) motorcycle engine
Overhaul engine	• Perform top overhaul (repair and service cylinder head) of a motorcycle • Perform bottom overhaul (repair and service of four-stroke cylinder head) • Perform total overhaul (whole engine)
Maintain motorcycle chassis system	• Adjust motorcycle brakes • Dismantle, clean, check, and assemble the braking system of a motorcycle • Dismantle brake assembly and replace brake shoe
Repair electrical system	• Service and replace plug cap spark plug • Replace magneto coils • Repair and service conductors (ignition switch, sockets, break switch, neutral switch, oil switch, indicator switch) • Replace ignition coil and rectifier of a motorcycle
Maintain transmission system	• Change oil while maintaining the transmission system of a motorcycle • Adjust motorcycle clutch system
Maintain steering system	• Install steering components • Replace riding guides • Align steering system • Overhaul steering system
Maintain the fuel system	• Clean the motorcycle fuel tank • Service motorcycle carburetor

CARPENTER and JOINER



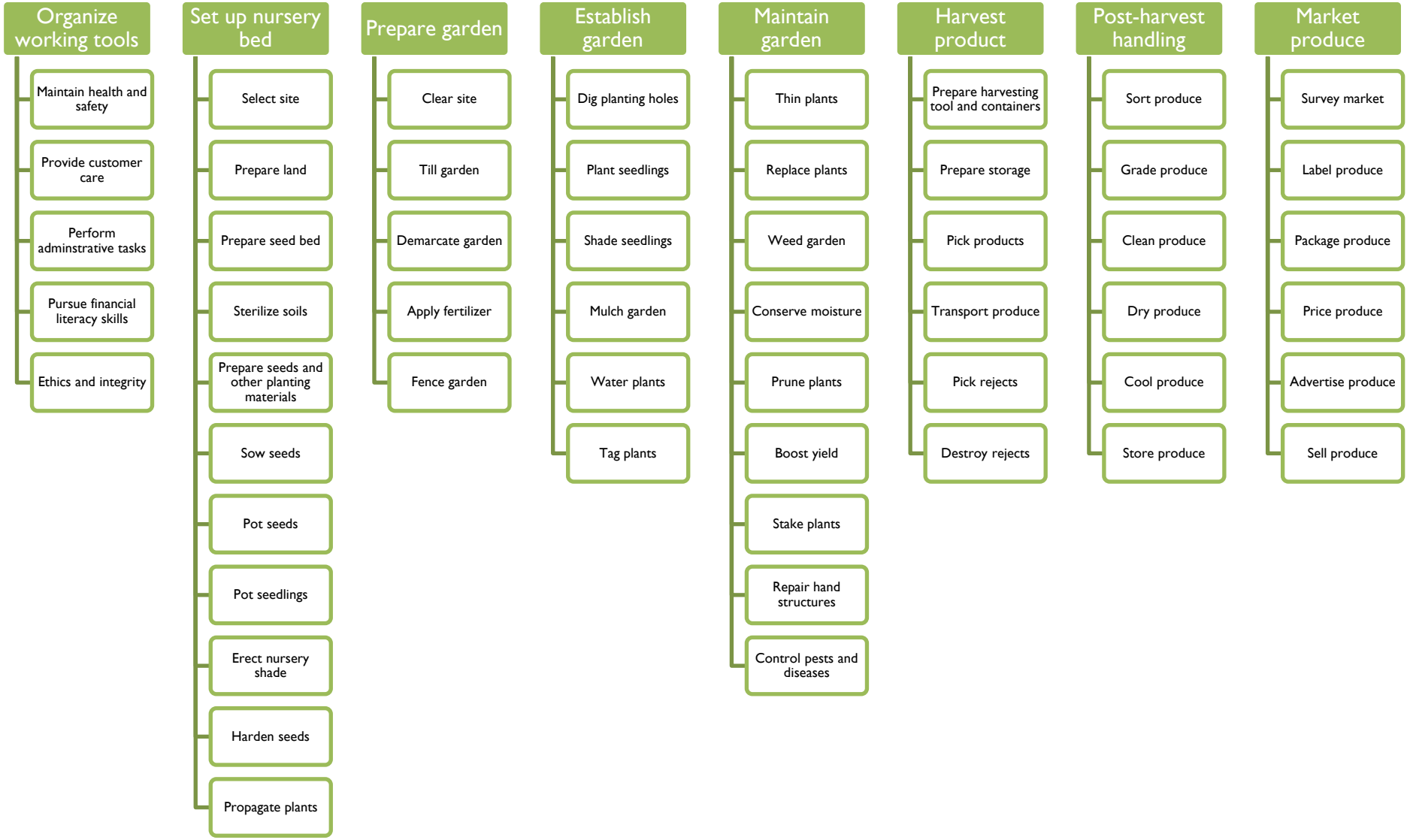
Carpenter and Joiner Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Produce wooden furniture	• Produce a portion of a framed ledged and battered door • Produce a door frame • Produce a tailor's sitting stool • Produce a curtain box • Construct an ordinary table • Produce a counter stool • Produce a simple book shelve • Produce a portion of a paneled door • Produce a shoe rack • Construct part of a lite storm sash (glazed window) • Produce a two-drawer chest • Construct a bed head board
Construct wooden structure	• Construct a portion of plywood hoarding • Make a pre-cast mould box (375mm x 336mm x 100mm) • Timber a trench dug (920 x 620 x 40mm) • Prepare the formwork for a beam (600 x 220 x 220mm)
Construct roofs	• Produce a couple roof • Produce a gable roof • Produce a hipped roof
Construct ceilings	• Produce a fixed flat ceiling
Construct wooden floor	• Construct a portion of suspended timber floor • Construct a portion of a timber finish to a concrete floor

WELDER


Prepare worplace
Maintain health and safety
Provide customer care
Perform adminstrative tasks
Pursue financial literacy skills
Ethics and integrity
Perform arc welding
Computer table
Sign post
Window frame
Ladder
Serving table stand
Chair
Perform gas welding
Trush
Given drawing of pieces
Dustbin
Perform soldering
Measuring cylinder
Fluid tunnel
Water trough
Watering can
Dustbin cover
Corner pipe joint
Pen holder
Perform brazing
Square band
Adapter connection
Water gutter
Perform forge welding
Ball to shaft
Eyepiece end
Axe
Stand

Welder Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Perform arc welding	• Computer table frame • Sign Post • Window frame • Ladder • Serving table stand • Chair
Perform gas welding	• Truss • Given drawing of pieces • Dustbin
Perform soldering	• Paraffin measuring cylinder • Fluid tunnel • Water trough • Watering can • Dustbin cover • Corner pipe joint • Pen holder
Perform brazing	• Square bend • Adapter connection • Water gutter
Perform forge welding	• Ball to shaft for car towing unit • Eyepiece end • Axe • Stand

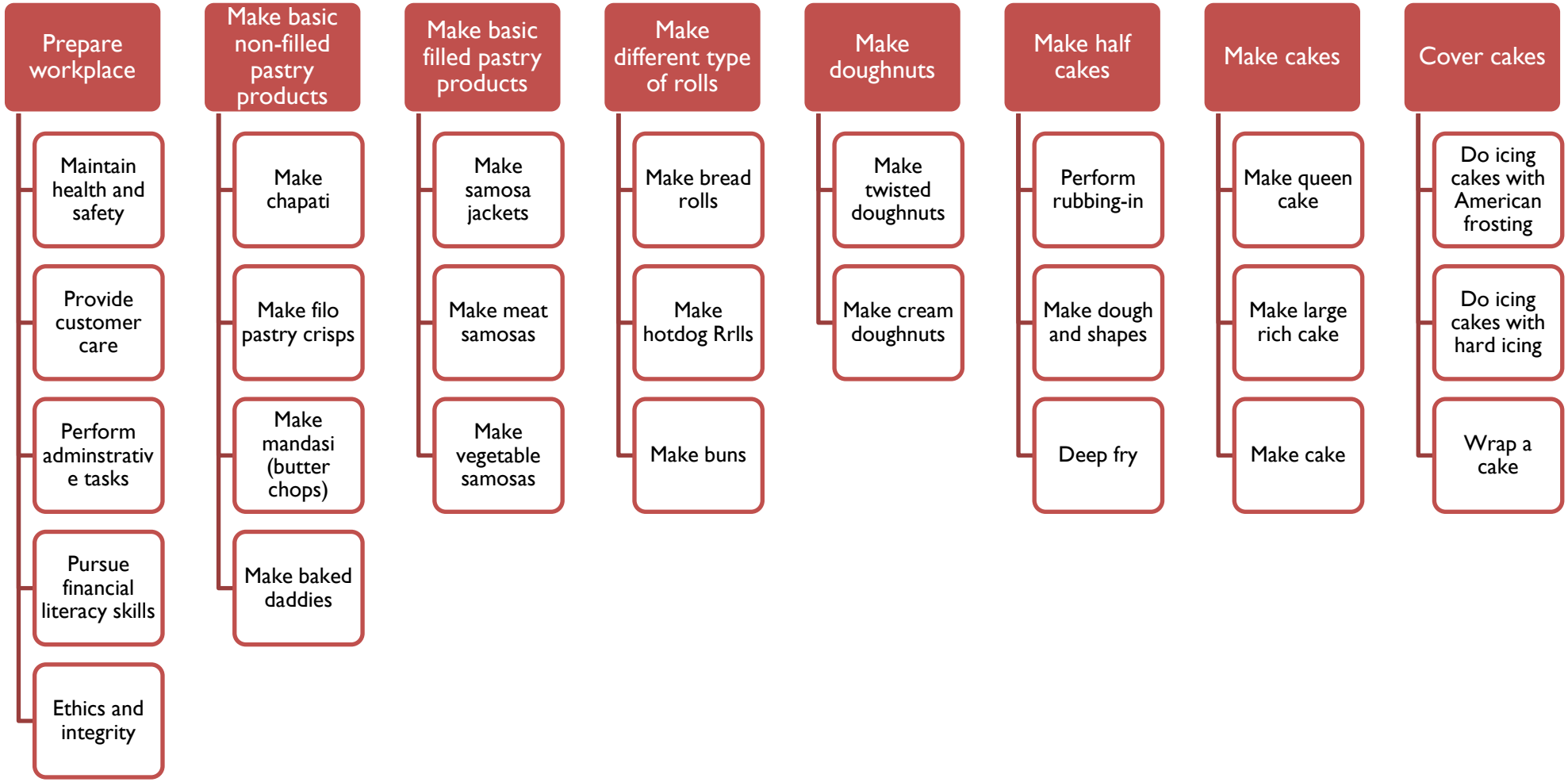
HORTICULTURE FARMER



Horticulture Farmer Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Set up nursery bed	• Select site • Prepare land • Prepare seed bed • Sterilize soils • Prepare seeds and other planting materials • Sow seeds • Pot seeds • Pot seedlings • Erect nursery shade • Harden seeds • Propagate plants
Prepare garden	• Clear site • Till garden • Demarcate garden • Apply fertilizer • Fence garden
Establish garden	• Dig planting holes • Plant seedlings • Shade seedlings • Mulch garden • Water plants • Tag plants

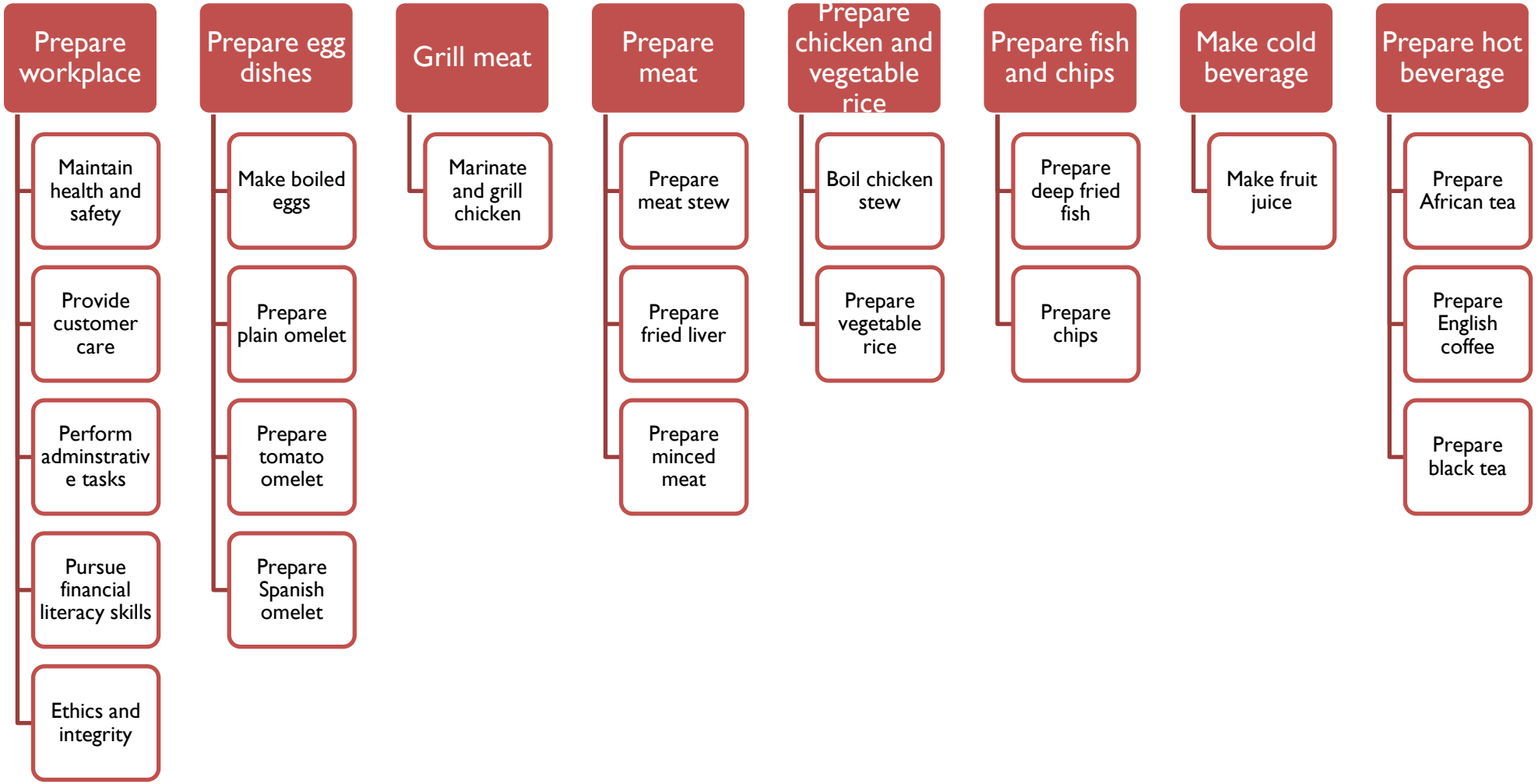
Maintain garden	• Thin plants • Replace plants • Weed garden • Conserve moisture • Prune plants • Boost yield • Stake plants • Repair hand structures • Control pests and diseases
Harvest product	• Prepare harvesting tool and containers • Prepare storage • Pick products • Transport produce • Pick and destroy rejects
Post-harvest handling	• Sort produce • Grade produce • Clean produce • Dry produce • Cool produce • Store produce
Market produce	• Survey market • Label produce • Package produce • Price produce • Advertise produce • Sell produce

BAKER


Prepare workplace
Maintain health and safety
Provide customer care
Perform adminstrative tasks
Pursue financial literacy skills
Ethics and integrity
Make basic non-filled pastry products
Make chapati
Make filo pastry crisps
Make mandasi (butter chops)
Make baked daddies
Make basic filled pastry products
Make samosa jackets
Make meat samosas
Make vegetable samosas
Make different type of rolls
Make bread rolls
Make hotdog Rrlls
Make buns
Make doughnuts
Make twisted doughnuts
Make cream doughnuts
Make half cakes
Perform rubbing-in
Make dough and shapes
Deep fry
Make cakes
Make queen cake
Make large rich cake
Make cake
Cover cakes
Do icing cakes with American frosting
Do icing cakes with hard icing
Wrap a cake

Baker Module	Learning Working Assignments
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Make basic non-filled pastry products	• Sieving, mixing, kneading, pinching • Rolling, shallow frying • Staving, mixing, kneading, pinching, oiling, rolling, heating, peeling
Make basic filled pastry products	• Sifting, mixing • Sieving flour, milk flour, kneading dough, pinching out balls, flattening balls, put oil in between pot on each other flatten and heat then peel cut into 4 then fold at right angles • Cutting, boiling, grinding, spicing and seasoning, mixing, kneading, pinching, rolling and oiling, heating and peeling, folding and pasting, deep frying • Cutting, boiling, spicing and seasoning, sieving, mixing, kneading, pinching, rolling
Make different type of rolls	• Sieving, mixing, kneading, proving, knocking, baking/back baking
Make doughnuts	• Put yeast in warm milk to rise sift flour, milk kneading dough spreading out on a floured surface cut and braid, prove then deep fry Put yeast in warm milk to rise sift flour, milk kneading dough roll leave to prove knock back roll into cylinder shapes to raise in warm place deep fry to golden brown
Make half cakes	• Sieving, rubbing in, margarine to make a sandy like texture lofting flour as you rub in deep fry • Sieving make a well mixing kneading rolling and pinching • Making sigiri, coating, or drying
Make cakes	• Perform creaming, sugar, add in eggs, folding in, check consistency • Creaming, adding eggs, folding in, baking • Perform creaming add beaten eggs fold in baking prepare oven
Cover cakes	• Creaming, mixing, spreading, coloring • Wrapping, tying

COOK


Prepare workplace
Maintain health and safety
Provide customer care
Perform adminstrative tasks
Pursue financial literacy skills
Ethics and integrity
Prepare egg dishes
Make boiled eggs
Prepare plain omelet
Prepare tomato omelet
Prepare Spanish omelet
Grill meat
Marinate and grill chicken
Prepare meat
Prepare meat stew
Prepare fried liver
Prepare minced meat
Prepare chicken and vegetable rice
Boil chicken stew
Prepare vegetable rice
Prepare fish and chips
Prepare deep fried fish
Prepare chips
Make cold beverage
Make fruit juice
Prepare hot beverage
Prepare African tea
Prepare English coffee
Prepare black tea

Cook Module	Learning Working Assignment
General knowledge	Trainees must obtain knowledge of maintaining a tidy work place while observing safety, hygiene, and protection while working. Customer care and performing administrative tasks prepare the trainees for work while financial literacy skills enable the trainees to become literate through planning, records management, and financial discipline while observing ethical behavior and integrity.
Prepare egg dishes	In this assignment, the learner will learn: • Safety precautions, time management, hygiene, how to boil an egg, how to measure ingredients, how to make an omelet
Grill meat	In this assignment, the learner will learn: • Safety precautions, time management, how to measure ingredients, how to grill chicken
Prepare meat	In this assignment, the learner will learn: • Safety precautions, time management, hygiene, how to clean meat, mise-en-place, and how to chop and fry
Prepare chicken and vegetable rice	In this assignment, the learner will learn: • Safety precautions, time management, hygiene procedures, proportioning, how to fry ingredients, washing, sorting rice, mise-en-place
Prepare fish and chips	In this assignment, the learner will learn: • Scaling, washing, marinating, deep frying, safety precautions, shaping, hygiene, time management
Prepare cold beverage	In this assignment, the learner will learn: • Safety precautions, how to measure and ration ingredients, level of concentration, how to maintain a cool temperature, and hygiene best practices
Prepare hot beverage	In this assignment, the learner will learn: • Safety precautions, how to measure ingredients, level of concentration, how to maintain good aroma, purification and hygiene practices

7.0 GLOSSARY

Access:
This refers to the opportunities of people to acquire necessary skills through relevant training programs.

Competency-based training:
This is training that equips an individual with the knowledge, skills, attitudes, attributes, norms, and values required to perform duties and tasks safely and successfully according to pre-determined labor market standards set by the world of work.

Formal training:
This is training that is organized and structured with well-prescribed procedures and time durations.

Non-formal training:
This is training accorded to individuals with a focus on specific activities. It is facilitated by an expert practitioner from a certain learning arena that simulates work environment.

Labor market:
This refers to the state of effective demand for a competent workforce in the world of work.

Labor market requirements:
This refers to the competences (i.e. skills, knowledge, attitudes, norms, values, experience, attributes) that the world of work expects of a workforce.

Quality:
This refers to the effectiveness of training in relation to intended outputs. Good quality ensures that trainees achieve expected competences.

Technical education:
This is education that enables a learner to acquire and practice the skills required for occupations and jobs involving the application of science and technology.

Relevance:
This is used to reference the validity and applicability of what is subjected to learners under BTVET in relation to the requirements of the world of work.

Vocational education:
This refers to education that aims to equip a learner with employable skills in a specific trade/occupation.

World of work:
This refers to both paid employment and self-employment.

Work-based learning:
Work-based learning is directly linked to the goal of helping learners acquire the knowledge, skills, and competences with direct relevance for the labor market. The three main forms of work-based

learning include apprenticeships, school-based VET with on-the-job training (periods vary in length and typically cover shorter internships, work placements, or traineeships), and work-based learning in school (through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations, or real business/industry project assignments). The aim is to create 'real life' work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship competences.

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