

TVET Capacity Building Initiative: European Union Project in Belize



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Capacity Building Initiative for TVET Instructors and Leaders in Belize – European Union Project

The UWI School of Education, St. Augustine Campus was a part of a consortium with GFA and Sequa to facilitate Technical Vocational Education and Training (TVET) Capacity Building and Professional Development Training for TVET educators and leaders in Belize. The consortium combines the international experience in EU project implementation, the German expertise in TVET, as well as the regional know-how in the delivery and certification of teacher training programmes according to the requirements as of the CVQ in the Caribbean. GFA Consulting Group of Germany was established in 1982 and is today one of the leading consultancy groups in Europe. Sequa is a German development organisation with operations worldwide.

The project was funded by the European Union under The Banana Accompanying Measures (BAM) in 2013, and was designed to increase the capacity of TVET managers and instructors in the Northern Toledo and Stann Creek Districts of Belize. The aim of the Banana Accompanying Measures programme is to foster social and economic development, while preserving the environment, reducing poverty, and focussing on workers and families in the Banana Belt. Under the BAM programme, the purpose of this project was to increase the capacity of TVET Management and Instructors in the Banana Belt to deliver quality training to students.

The project was structured into two components -

1. The institutional assessment and capacity building of selected Teacher Training Institutions in Belize to enable them to deliver CBET (competency-based education and training) – oriented professional development programmes to TVET teachers and managers
2. The development, implementation and certification of a professional development programme based on CBET for TVET teachers, managers and private sector representatives.

The direct target groups for the project areas were as follows:

- TVET teachers and instructors from both ITVETs and Technical or Agricultural High Schools. The focus was on the trade teachers of the TVET institutions.

- TVET principals and managers, including management staff from TVET institutions (ITVET), heads of department at technical high schools, and management staff in education administration, such as, education officers from the District Education Centres.
- Private sector representatives, particularly business owners, managers or employees who will take up roles as industry supervisors, external assessors or adjunct trainers in TVET.
- Management and teaching staff from local teacher training institutions, i.e. from Junior Colleges and public and private Universities

Other beneficiaries include, the TVET students in the Banana Belt, who will benefit from increased quality and relevance of TVET delivery; and the local private sector, business owners and workers, who will benefit from the improved skills and qualifications of TVET graduates working in their businesses.

Professional Development Programmes Certified by The UWI

As a partner in the consortium, The School of Education's role was to develop two programmes, supervise the delivery of the programmes by qualified staff based in Belize and UWI, and certify the participants. Three international senior TVET experts along with lecturers from the University of the West Indies, The University of Belize, Galen University, Ecumenical Junior College, and Sacred Heart Junior College facilitated the training. The programmes were managed by Dr Madgerie Jameson-Charles, Coordinator of the Master of Arts in Leadership in TVET and Workforce Development at the School of Education. The two programmes were as follows:

CBET Leadership Certificate (41 managers)

The primary purpose of the Leadership and Management Certificate was to equip the managers and educators of TVET institutions with the competencies to effectively lead the development of individual institutes in Belize. The Leadership and Management Certificate combined theoretical and practical aspects promoting a solid management within the framework of a competency-based education and training (CBET) approach. The programme developed the competencies of the management staff in operating within

a TVET environment, where a full understanding of quality assurance protocols, competency-based education, standards, performance tasks and accountability, were critical to the effectiveness of the organization in conducting its business and realizing its mission.

Ultimately, with the completion of the Leadership Programme, the participating management staff shall be able to

- Understand the CBET rationale, learning theories, models and formats,
- Manage the introduction of occupational health and safety measures in the institution,
- Participate in the development and review of CBET occupational standards and curricula,
- Manage and organise CBET assessments in the institution
- Introduce competence-oriented monitoring and quality assurance mechanisms according to performance indicators
- Manage and steer networks and working groups with the local private sector for career guidance, placement, assessment, and quality assurance purposes
- Prepare their institution for the introduction of CBET and CVQ

Forty-one (41) TVET leaders graduated with a Professional Certificate in TVET management from the Professional Development and Outreach Unit of the School of Education, The UWI, St. Augustine. The programme started in November 2017 and was completed in August 2018.

Following is the Facebook Link to the graduation.

<https://www.facebook.com/731595060242366/posts/1923194217/>

CBET Diploma Programme (60 teachers)

The Competency-Based Education and Training (CBET) in TVET Diploma Programme was designed to enhance the capacity of TVET instructors and teachers at the technical high schools in the Banana Belt. Most TVET teachers and instructors have a professional degree but lack adequate pedagogical qualifications to obtain their full teaching license. Moreover, more importantly, teachers need to be equipped with the competencies to sustain and drive the transition to a competency based TVET system and

the introduction of the CVQs in Belize.

There was no training offered in Belize to fill the gap in the field of TVET pedagogy, for which CBET is the state-of-the-art approach. The quality and reputation of TVET depend on the qualification of the teaching staff. By introducing a competency-based training approach to TVET teachers and instructors, the programme aimed to significantly improve TVET instruction and thus TVET quality in the Banana Belt.

Looking at the Diploma Programme from a competence perspective, the following key competencies and learning outcomes guided the content development. When graduating from the programme, TVET teachers and instructors will be able to

- Acknowledge the importance of TVET for workforce development in Belize,
- Understand the CBET background, learning theories, models and formats,
- Plan, develop and implement competency-based teaching sessions and classes,
- Use a variety of modern teaching and training methods and tools (including ICT) adequate to training contents,
- Apply and teach fundamentals of occupational health and safety in their respective trade,
- Prepare and conduct CBET assessments
- Interact with private sector stakeholders and counsel students on career options in their respective profession.

The Belize CBET in TVET Diploma Programme had a combination of the following elements:

- Blended learning during the school year, including evenings / Saturday online or face-to-face lectures/tutorials
- Compact face-to-face courses during the summer breaks (June, July, August)
- Two practicums- one industry attachment and one teaching practice
- Action research and thesis / project documentation and presentation

The teachers implemented innovative pedagogic micro-projects in the workshops to stimulate the role of the students in the learning process. Another fundamental aspect was the implementation of a two-week industry attachment for teachers. The teachers

worked in the real world of work for two weeks. This experience enriched the knowledge of the teachers about real- life needs and established linkages between the workshops at the schools, and companies throughout Belize.

The Competency-Based Education and Training approach combined theoretical and practical aspects. A cornerstone in CBET is the close relation with industry. The four Modules of the Diploma covered *Educational Foundations and the CBET approach*; the *Reflective Practitioner* which included the implementation of microprojects in workshops and classrooms and gave basic knowledge regarding career guidance and counselling; *Pedagogy as Practice* which covered peer review and teaching practice, occupational health, safety practices, workshop planning and management; and, a mandatory *two weeks practice* of TVET teachers in companies. This is the first time that such an attachment was implemented in Belize. The Programme started in February 2018 and was completed in November 2018.

Facebook link to the DipEd graduation:

<https://www.facebook.com/731595060242366/posts/2008042915930/>