

**TO ASCERTAIN HOW ISSUES IN VOCATIONAL EDUCATION HAVE
INFLUENCED TRAINING AT AMAGEZI EDUCATION CENTRE IN JINJA**

BY

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**A REPORT SUBMITTED TO FACULTY OF VOCATIONAL STUDIES, AS A
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DECLARATION

I, KIWALA Irene Winnie do hereby declare that this report is our original work and has never been submitted before to any high institution of learning for any award. It should therefore not be duplicated or reproduced in any form what so ever without our permission.

ACRONYMS

UNESCO United Nation's Educational Scientific and Cultural Organization.

VET Vocational Education Training.

ILO international Labour Organization.

SPE Soft Power Education.

UNU Upper Nile University.

NGO None Government Organization.

USA United States of America

SDG sustainable development goals

ABSTRACT

This report is shows that applicability of soft power education. It shows the various activities and training made in soft power education, the benefits of soft power education in amagezi education center at kyabirwa in jinja district. The report also looks at challenges and opportunities teachers /instructors encounter in the process of teaching soft power education. Various examples are given in specific reference to amagezi education center. The aim is to demonstrate how soft power education can be integrated into vocational education and training which can later be adopted and employed in teaching practice.

CHAPTER ONE

1.0 Introduction:

This chapter presented the background of the study, problem statement, purpose of the study, objectives of the study, scope of study and significance of study and research questions.

1.1 Background of the study.

Masters in Vocational Pedagogy program came into existence in 2008 as a result of a tripartite agreement signed between; Akershus University College, now Oslo and Akershus University College of Applied Science (HIAO) in Norway, Kyambogo University (KYU) in Uganda, Upper Nile University (UNU) in South Sudan.

United Nations Educational, Scientific and Cultural Organization (UNESCO) & International Labour Organization (ILO), (2002) states that Vocational Education and Training (VET), is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of soft power education, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life

In 1999 soft power ball was established in Uganda in Jinja district in eastern Uganda and north western Uganda, bordering the Murchison falls national park. Soft power education works in five related areas with a mission of improving the quality of education.

In 2007 Amagezi education center that offers practical and interactive education in an inspiring environment. Partnering with local government primary education. The amagezi education center welcomes more than 3000 P.6 pupils every year for on hands lessons in agriculture, science, ICT, drama, art and library lessons. Each subject focuses on key life skill such as malaria awareness, family planning nutrition, health and sanitation and sustainability organic farming.

In the same year still, soft point education extended its operations with in Jinja district with the aim of improving conservation education and environmental awareness. Soft power education is replicating the success of Jinja based programmes by bridging the gap between development and tourism working in partnership with key stake holders, Nye, J. (2009), explains that soft power education is taking an initiative approach to

conservation, incorporating local knowledge and culture. The project foster community participation, education and capacity building enabling the communities surrounding the protected area to benefit.

The initiator of the project Hanna got concerned about Busoga region and started this project to change the moving force of history in the past “hard power” and instead a remarkable increase in the importance of “soft power” because the region was lagging behind educational wise compared to other regions. The project also takes care of people with special needs and works within the radius of 15kms, this is mainly for students who are fully sponsored and parents that directly benefit from the project Amagezi education center magazine (2009). They work in both Jinja and Buliisa districts building, renovating and painting classrooms and staff houses at government primary schools.

The NGO works mostly with illiterate people, poor people who need assistance and economic empowerment to earn a living, food, good health. Amagezi education center is gender sensitive, women and girls are given more chances to participation because they are more oppressed within the society where they come from, however when it comes to task accomplishments women are given a load they can manage as well as men. Heavy tasks are accomplished by men while women are slightly lighter tasks

1.2 Statement of the Problem.

Education takes many diversified forms that is informal and formal education. The introduction of formal education Amagezi education center aims at improving education teaching skills to both pupils and adults to gain life skills in different scopes. Soft power education has given chance to people who dropped out of schools to acquire skills such as computer skills, bakery skill , agricultural skills which are not only educative but also income generating in the long run. However that dissemination of soft power education has faced several challenges such as poor infrastructure limited skilled human resource in the field of soft power education. it is against this that the researcher sought to make an investigation of soft power education.

1.3 Purpose of the Study

The purpose of the study was to find how issues in Vocational Education have influenced on training at Soft Power Education in Jinja – Uganda

1.4 Objectives of the Study

- i. To examine how culture influences VET in soft power.
- ii. Examine how unemployment influences VET in soft power education.
- iii. To assess policies guiding VET in soft power education.
- iv. Discuss the complexities and contradictions arising out of soft power education.

1.5 Scope of the Study

1.5.1 Content Scope

Content scope of the research expedition is based on four objectives. In the first objective we examine how culture influences VET in soft power education. Under the second objective unemployment influences in soft power education were examined. In the third and fourth objectives policies guiding the practice at the centre are assessed and analysis of the complexities and challenges faced at the amagezi educational centre is considered.

1.5.2 Geographical Scope

The study was based on issues in vocational education and training and their influence on SPE at amagezi educational centre kyabirwa Jinja-Uganda.

1.6 Significance of the Study

The study will enable the researcher to understand the contribution of soft power education towards vocational education training and how it has helped the pupils and community to improve quality of life and education. The researcher will relate theory to what is really happening to the world of work.

1.7 Research Questions

- i. How does culture influence VET in soft power?
- ii. How does unemployment influence VET in soft power education.
- iii. What policies guide VET in soft power education.
- iv. What are the complexities and contradictions arise out of soft power education.

1.8 DEFINATION OF KEY TERMS

Vocational teacher/instructor: one who guides and facilitates competence based learning and training.

Soft power education. Soft power education is the ability disseminating education skills in an attractive rather than through coercion or payment or is the ability to shape the preferences of others through appeal and attraction.

Vocational Education and Training (VET), Vocational education is education that prepares people to work in a trade, a craft, as a technician, or in professional vocations such as engineering, catering, nursing, medicine, architecture, or carpentry.

Vocational pedagogy: a broad term referring to an education program that is geared towards experiential based development work; in crafts, trades, occupations and professions.

Tool: This is both tangible and intangible that enhances a specific goal.

Challenge: This is used to mean an obstacle, set-back or difficult situation encountered in a system.

Complexities: the quality or condition of being difficult to understand or lacking simplicity *the complexity of a problem* or something difficult to understand or lacking simplicity

Contradictions: the act of saying something that is opposite or very different in meaning to something else or a difference or disagreement between two things which means that both cannot be true

Policy: A specific decision or set of decisions designed to carry out such a course of action.

Gender: Gender refers to the socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men.

Culture: the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, presents scholarly views related to the problem under study and in the presentation addressed the four objectives of the study. This chapter presents related literature by different authors in relation to soft power education

2.1 .Culture influence VET in soft power

Soft power education is the ability disseminating education skills in an attractive rather than through coercion or payment. Soft power education originated from the USA in the University of Harvard. Cooper, R. (2004)

Theoretical and empirical studies of soft power have both reflected broader debates on the notion of power in political science and have broken along the agency/structure line (Weber, 1998)press-barnath (The Information Revolution and Soft Power, 2014) (The Information Revolution and Soft Power, 2014)an. The agency-focused approach construct power as relational, meaning that power should be understood as the capability of one agent to act over other agents. In contrast, a structural approach emphasizes relations of power that shape actors' understanding of the world around them and hence their interests and actions.

Culture is a set of values and practices that create meaning for society. This includes both high culture (literature, art, and education, which appeals to elites) and popular culture appeals to the masses. (2004, 2004) (Education 2030 , December 2015,) (Weber, 1998) (Belanger, 2009)

This is what governments seek to show foreign audiences when engaging in cultural diplomacy. It is a type of soft power, which is the "ability to get what you want through attraction rather than coercion or payments. It arises from a country's culture, political ideals and policies. This indicates that the value of culture is its ability to attract foreigners to a nation. Cultural diplomacy is also a component of public diplomacy.

Public diplomacy is enhanced by a larger society and culture, but simultaneously public diplomacy helps to "amplify and advertise that society and culture to the world at large." It could be argued that the information component of public diplomacy can only be fully effective where there is already a relationship that gives credibility to the information being relayed. This comes from knowledge of the other's culture. Louis Belanger, 2009 explains that cultural diplomacy has been called the "linchpin of public diplomacy" because cultural activities have the possibility to demonstrate the best of a nation. In this way, cultural diplomacy and public diplomacy are intimately linked.

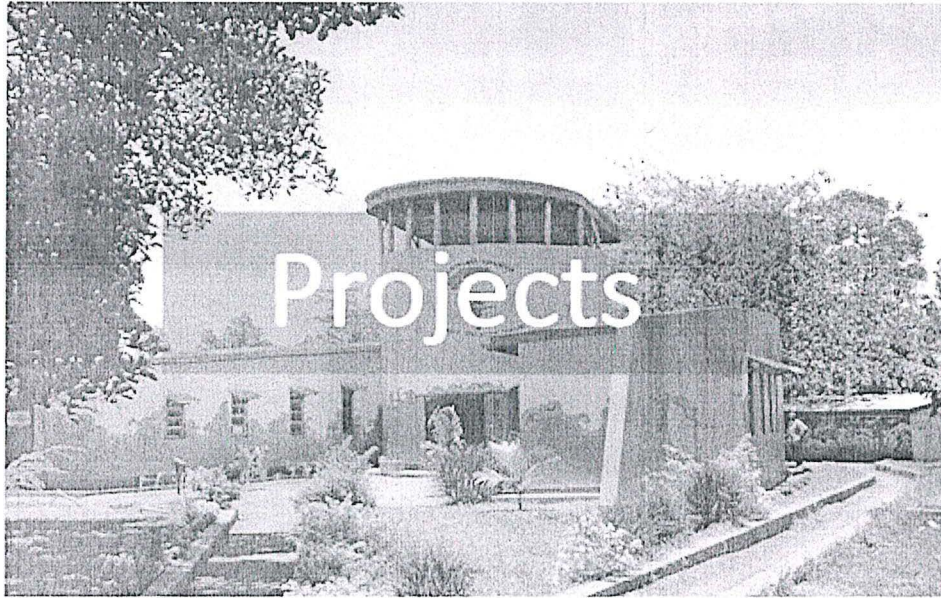
This paper will analyze how cultural diplomacy has been developed since the 1930s to gain soft power and convey how cultural diplomacy has adapted to the information age. After analyzing the cultural diplomacy in the information age, the paper will examine how the future of cultural diplomacy should be directed with suggestions to improve the cultural diplomacy with key recommendations.

Ki Won Hong, regarded cultural diplomacy is regarded as forming international bridges and interactions, identifying networks and power domains within cultures and transcending national and cultural boundaries. With information technologies presence, soft power incorporates national culture including knowledge, belief, art, morals and any other capabilities and habits created by a society. The importance of public diplomacy has been emerging since soft power was growing out of culture, out of domestic values and policies, and out of foreign policy. It draws the significant role of cultural diplomacy as linchpin of public diplomacy.

Informed by Lyotard's theoretical insights into communicative strategy, Mattern focuses on the notion of attraction, which institutes the backbone of soft power as articulated by Nye emphasizes the importance of the linguistic construction of communication between the wielder of soft power and the targeted population.

Surveys show that cultural diplomacy helps create a foundation of trust with other people, which policy makers can build on to reach political, economic, and military agreements. Mattern encourages other peoples to give the nation the benefit of the doubt on specific policy issues or requests for collaboration, since there is a presumption of shared interest. In addition, cultural diplomacy demonstrates national values and creates relationship

The relationship between culture and public diplomacy is found in the concept of power. According to Joseph Nye, who initiated the concept of soft power, defines power as “the ability to achieve one’s purposes or goals” and “the ability to get others to do what they or otherwise would not do.” He differentiates between soft power and hard power based on the nature of behavior and tangibility of resources.



A picture of the main hall and computer lab fig 1

2.2. How does unemployment influence VET in soft power education.

That is, pursuing some fields of study lead to a higher probability of obtaining a job which requires a lower educational qualification than the one actually possesses. The relationship between over-education and field of study has attracted much attention, with studies indicating that over-education is less frequently observed in fields of study that provide access to narrowly defined Labour markets, which are in turn determined by a country’s general labor market structure as well as its educational system.

In context to soft power education the beneficial done need to be prove educated. The education disseminated using soft power education is aimed to equip skills to both the illiterate people leaving in rural areas.

Life sustaining skills such as income generating skills in agriculture, tourism, leadership are given to the participants of soft power education.

The training is not only given to the girl child but it's also given adults. This training is aimed at reducing on the number of girls who drop out of school, because of lack of sanitary pads. Creating a good learning environment for the girl child especially when they are going through their monthly mensuration circle.

Social problems such as hygiene handled during soft power education. The value of clean environment to control diseases that might be spread is important. This has not only taught students the importance of washing after visiting the toilets but this has also reduced on the spread of diseases especially cold ailments among students such as cough, flue. Joseph S. Nye, 2004,

The community also learns how to balance their diet by eating foods that have nutrition value in their bodies. This helps them get rid of diseases that can affect them due to poor dieting. Nicholas J. Cull, asserts that they also empowered on how to generate income to cater for their families by enriching them skills in tree planting, painting and how to use organic fertilizers to increase on the agricultural yields and also save money that would be used for buying fertilizers.



A picture on energy saving power fig 2

2.3. Policies Guiding Soft Power Education.

SPE is a British registered charity organization and Ugandan NGO that works with communities in Uganda to improve the quality of life through education. They work to achieve this goal by refurbishing primary schools, creating education centers and developing community programmes and partnerships. The project recognize the

important role of education as a main driver of development and in achieving the other proposed SDGs. This new vision is fully captured by the proposed SDG 4 to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, Inclusion and equity. gender equality, (Education 2030 , December 2015,). The project works under the NGO and the ministry of education policy which govern the way they operate their activities which are prescribed in Article 38 of the Constitution of Uganda 1995 and policies to do with gender.

2.4 .complexities and contradictions arise out of soft power education.

The government in Uganda takes education as being of great importance to our nation and as such it is important that we look at the complexity and the contradictions that are there in the education system. Could there be a contradiction and complexity in the vocational education in Uganda? If the complexities and contradictions are there how are these manifested? According to a German philosopher who developed the dialectical principles, Hegel Wilhelm asserted that to every proposition, there is opposition. That is, to every thesis; there is an antithesis (<http://en.wikipedia.org/wiki/thesis.antithesis.synthesis>). What types of antithesis exist against the education system in Uganda? Mao Tse (1937), a renowned

General education is the literary type of education. It is not a skilled based education. It is an academic type of education as opposed to the vocational type which is skilled-based. This study is structured in order to assess the complexities and contradictions in vocational education in Uganda. Its specific objectives are to: enumerate the contradictions in the vocational education in Uganda; identify the dependent and independent variables whose interactions generate the contradictions and the complexity in the education system in Uganda; as well as describe the thesis, antithesis and the syntheses in Uganda educational system.

Vocational education is a type of education that aims at imparting practical skills to learners. It is an education which aims at training the eyes, brains, hands and legs with the production skills. Vocational education can actually be defined as the productive education or education for job creators. The recently published book, The Handbook of TVET (2009) by UNEVOC-UNESCO, vocational education is referred to as occupation education (<http://www.unevoc.unesco.org/publication>).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter examined the methodology that will be used in the actual study. It introduced the process through which collection, analysis and processing of the data collected and how it accomplished the objectives of this research. It covered research design, target population and sampling techniques.

3.1 study Population

3.1.1 Population

Population refers to a well-defined set of individuals (or objects) having some common observable characteristics that are being investigated (Mugenda, 2013). Target population in the case of this was all members of a real set of people, events or objects to which the study generalizes hypothetical results of the research.

3.2. Sampling size and Design

Sample refers to the subset of a population which represents the characteristics of the population. A researcher should be able to make generalize inferences regarding the population parameters from the sample statistics (Saunders, Lewis & Thornhill, 2012).

3.1.1 Sample Size

The researcher will used a sample size of 30 participants with in the community benefiting from soft power education.

3.2. Sampling Technique and Procedure

The investigator used focus group discussion in such a case. This will help collect a number of different and understanding of the study under investigation form the participants. This method was used because it gives each participant in the focus group had room to express themselves and their views.

3.3. Sources of Data

3.3.1 Primary data

Greener (2008) defines primary data sources as those which come into existence in the period under research, for example documentation, observation, interview guides completed for the study.

3.3.2 Secondary data

Secondary data sources are interpretations of events of that period based on primary sources. These included literature from scholars, journals and text books.

3.4 Data Collection Method

The following research instruments were used by the researcher:

3.4.1 Interview guide – these were used to collect data from key informants because it was assumed respondents are too busy and thus may not easily get time to answer questions in questionnaire.

Interview guide yielded a high response rate, quick collection of information needs and clarity; new ideas were discovered, and checks on the correctness of the response and permits face to face interaction.

The interview guide was also be used because most of the participants in the study are illiterate

3.5 validity and Reliability of the instruments

3.5.1 Data Validity

The researcher ensured data validity by ensuring that all the interview guides are pre-tested using their peers as well as the supervising lectures in order to reduce on ambiguity of the questions. The respondents were selected at random to answer the questions asked.

3.5.2 Data Reliability

The researcher ensured data reliability by subjecting the questions to their respondent before they are used on the actual sample. The researcher made use of the interview guide that guided the researcher on particular questions to be asked based on the objectives and research questions. Additionally, a pilot study will be conducted by the researcher to ensure that all the methods of data collection are used appropriately.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the data on the findings of the study, the analysis and interpretation of findings. It also begins with background information of the respondents and thereafter an investigation on the adolescent risk behaviors and their contribution to the community. The findings in this chapter are the outcomes from the answered questions and interviews from the respondents basing on the study objectives which included,

4.2 Methods of Disseminating Services within the Community.

The mode of education services is mainly through demonstration, role play, storytelling, drama and projects to mention but a few. The educators does not just impose their knowledge on the community but they use their expertise on how to teach and approach an illiterate community. They also encourage and improve on the ideas shared by the community member. Therefore participatory education is encouraged.

Evaluation has a baseline and end line survey helps them to assess/ check out of what was missed out. This is done right in homes or gardens of the clients to find out whether implementation took place. If they do not know at first have they known at the end? What has worked and what has not worked. This gives a yard stick on what should be done first.

4.3 Background Information

The researcher wanted to find out respondents background information in terms of their age, gender, marital status and their level of education.

From my observation, the female and male gender seems to have participated equally on the training partnering to soft power education. In addition, the number of the married was more than the singles. The focus group hosted 25 people where 10 were female implying that 66% of the female participate in soft power training and empowerment.

4.4 Level of Education

Most of the participants of soft power education have never before attained any level of education the minority that have ever attained a bit of education did not complete primary leaving examination. The low levels of education could be attributed to the remoteness of the community and limited schools around the community.

4.5 Activities Carried in the Soft Power Education Training include

Female mensuration, hygiene, Amagezi education center interacts with the community to meet up to their needs. They teach them how to make pads out of local materials available. The training is not only given to the girl child but it's also given adults. This training is aimed reducing on the number of girls who drop out of school, because of lack of sanitary pads. Creating a good learning environment for the girl child especially when they are going through their monthly mensuration circle.

4.6 Personal and Community Hygiene.

Hygiene is one of the aspects handled by amagezi educational center. Personal hygiene that young people especially the adolescent are taught how to clean and give their bodies attention especially in that stage that they are undergoing various body changes.

The value of clean environment to control diseases that might be spread is important. Tip taps hand washing facilities are used in Amagezi education center. This has not only taught students the importance of washing after visiting the toilets but this has also reduced on the spread of diseases especially cold ailments among students such as cough, flue. Students have also been taught measure that can be under taken to reduce on the spread of malaria for example sleeping under mosquito nets, clearing bushes around the house, and draining stagnant water.

4.7 Nutrition

The community also learns how to balance their diet by eating foods that have nutrition value in their bodies. This helps them get rid of diseases that can affect them due to poor dieting. They are also taught how to carryout farming on small scale for example backyard farming. Parents are empowered on how to generate income to cater for their families by enriching them with skills in tree planting, painting and how

to use organic fertilizers to increase on the agricultural yields and also save money that would be used for buying fertilizers.

4.8 Benefits of soft power education.

Soft power education considers gender policies that in most cases oppress the female gender, socially discriminated children such as the orphans.

SPE provides children with few hours of education and fun each day as an important stepping stone into primary. In addition, SPE offers numerous community programmes to address poverty within rural communities such as health and sanitation agriculture, sustainable land use and income generation.

SPE promotes the education inclusion of children with special needs within safe and well-resourced learning environment. These projects include outreach clinics and community support groups. Social amenities for the disabled.

SPE trains parents on how to widen their incomes through giving agricultural training on how to make organic manure, how to maximize agricultural output on small piece of land.

4.9 Challenges faced in course training of soft power education.

Attitude towards the project. The community feel that since the project spear headed by foreigners people think that they should be given money.

The beneficiaries of soft power education have to move long distance to reach the Amagezi education center. This really drains their energy that at times they reach so tired to even participate in the training exercises.

Limited tools and apparatus used for training. Since soft power education involves lot of practical work on different study scopes in most cases the illustration are not accurate due to shortage of raw materials and apparatus.

CHAPTER FIVE

DISCUSSION CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the major findings, conclusion and recommendation. The chapter also gives the summary of the findings.

5.1 Examine how culture influences VET in Soft Power Education

The organization operates in the multicultural environment where different tribes like Basoga, Baganda Basamya and Bagishu are found in the region. Therefore this makes the organization not to have specific needs of a certain culture but rather operate on the neutral ground. The organization does not recognize -religion because founders of the projects. However culture integration with vocational aspects should be preserved and integrated in vocational education training.

5.2 Examine how unemployment influences VET in Soft Power Education

Unemployment is addressed through teaching the community different activities which can help them generate income and live a good life. This is done through training pupils how to make crafts like bangles, key holders, energy saving charcoal stoves and other classified items. These skills are given to them through demonstration using nursery beds, visiting homes of communities, drama, basic computer skills to enable them do some printing, video editing, typing of documents among others. Backyard farming is done to enable communities with small land have good life. However, it was observed that soft power education centre is putting much effort on primary school leaver who have a long way to go to reach employment level, this makes it hard for them to address unemployment rather their efforts should be channeled towards dealing with university and technical institutes graduates

5.3 Assess policies guiding VET in Soft Power Education

Soft power education centre operates within NGO policy framework of Uganda which are prescribed in Article 38 of the Constitution of Uganda 1995 and policies to do with gender issues, and the ministry of education policies.

5.4 Recommendations

In relation to the above the researcher recommends the following

The government through the ministry of education should put more emphasis to soft power education and be launched in schools. This will help change that negative perception of people towards education.

Development of infrastructural such as classroom, demonstrations so as to help the dissemination of soft power education skills to the beneficiaries.

The researcher also recommend that there should be training of more human resource with expertise in soft power education. This will help improve on the quality of skills given to the participants

5.5 Conclusion

Finally, it should be noted that the educational system is one of the vitally important spheres, and its degradation leads to the degradation of the entire country. Also, it is worth noting that the efficiency of university education as a soft power instrument can only be assessed in the longer term. Culture and values take time to diffuse and take root, but once they do, they remain deeply rooted for a long time. Making soft power makes dissemination of educational services especially to the illiterate poor people easy policy tool more effective requires.

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