

**IMPROVING PRACTICAL SKILLS TO MEET THE
WORLD OF WORK COMPETENCE
REQUIREMENTS IN TAILORING:
A CASE OF NATIONAL INSTRUCTORS COLLEGE
ABILONINO.**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
AWARD OF DEGREE OF MASTER IN VOCATIONAL PEDAGOGY
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DECLARATION

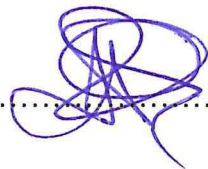
I the undersigned declare that this research dissertation is my original work and that it has not been presented anywhere else for any academic endeavour and that any other material used herein has been duly acknowledged as references.

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APPROVAL

This is to certify that this dissertation has been done under our supervision and is now ready for submission to be examined.

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DEDICATION

This dissertation is dedicated to my children Francis, Joshua, Ruth, Esther and Daniel.

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TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xiii
ACRONYMS.....	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Vocational Education training	1
1.2 Vocational pedagogy	2
1.3 Background to the Study	4
1.4 Personal Motivation	7
1.5 Contextual Background	7
1.6 Situational analysis.....	9
1.6.1 Future workshop.....	13
1.7 Statement of Motivation	20
1.8 Introduction to objectives	21
1.9 Statement of the Problem	21
1.10 Purpose of the Study.....	22
1.11 Objectives of the Study	22

1.11.1 Specific Objectives.....	22
1.11.2 Research Questions	23
1.12 Justification of the Study	23
1.13 Significance of the Study.....	23
1.14 Scope of the Study.....	24
1.14.1 Content Scope	24
1.14.2 Geographical Scope.....	24
1.14.3 Time Scope	24
1.14.4 Ethics	24
1.14.5 Definition of terms	25
CHAPTER TWO: LITERATURE REVIEW.....	27
2.1 Challenges in practical skill acquisition in relation to world of work competence requirements in Tailoring.....	27
2.2 Collaboration between institution, community and world of work.	29
2.2.1 Fashion creation	30
2.2.2 Teaching and learning methods/Techniques.....	34
2.3.0 Strategies to address the challenges in practical skills acquisition	38
2.3.1 Strengthening the teaching of fashion drawing particularly design development.....	39
2.3.2 Improving the methodologies of teaching and learning	39
2.3.3 Integration of free hand cutting with paper patterns	40
2.3.4 Importance of Participating in fashion shows and exhibition.....	41
2.3.5 Collaboration between world of work, community and institution.	42

2.3.6 Information Communication Technology in Fashion.	44
CHAPTER THREE: METHODOLOGY	46
3.1 Research Design.....	46
3.2 Study Population.....	46
3.2.1 Sample size determination.....	47
3.3.2 Sampling technique	47
3.4 Methods of data collection.....	48
3.4.1 Instruments of data collection.....	49
3.5 Procedure of data collection	51
3.6 Data Analysis.....	51
3.7 Work plan	52
3.8 Validity	53
3.9 Limitation of the study	53
CHAPTER FOUR: ACTION IMPLEMENTATION RESULTS AND EVALUATION	54
4.1 Theme A: Challenges in practical skill acquisition to meet the world of work competence requirements.....	55
4.1.1 Situational analysis.....	55
4.2 Theme B: Strategies to address the challenges in practical skill acquisition ..	57
4.3 Theme C: Implement the possible strategies addressing the challenges in practical skill acquisition.....	58
4.3.1 Collaboration between Institution, community and world of work.	58
4.3.1.1 Strengthening collaboration between world of work community and	

institution.....	60
4.3.2 Motivation of learners and lectures.....	63
4.3.3 Adequate training in ICT on designing soft wares.....	64
4.3.4 Pedagogical strategies	64
4.3.4.1 Improve on teaching methods using Active Teaching and Learning. {ATL}	65
4.3.5 Contradiction and complexion.....	66
4.3.5.1 Attitude of the learner.....	66
4.3.5.2 Entrepreneurship skills.....	67
4.3.6 Complexion during implementation.....	67
4.4.0 Theme D: Evaluation of the implemented strategies	68
4.4.1 Exposure to current fashions.....	68
4.4.2 Integration of free hand cutting with paper patterns	68
4.4.3 Adequate training materials and ICT in different packages in designing	69
4.4.4 Collaboration between Institution, community and world of work.....	69
4.4.5 Appropriate teaching methods	69
4.5 Interpretation of data	70
CHAPTER FIVE; CONCLUSION, DISCUSSION AND RECOMMENDATION.....	80
5.1 Conclusion	80
5.2 Discussion of findings.....	81
5.2.1 Challenges faced by students at NICA in practical skills acquisition in relation to the world of work competence requirements in tailoring.....	81

5.1.2 Possible strategies that can address the challenges in practical skill acquisition at NICA.	82
5.1.3 Suggested strategies be implemented.....	83
5.3 Recommendation	83
5.4 Areas of Further Study	85
REFERENCES	86
APPENDICES	93

LIST OF TABLES

Table 1: Work processes and Concerns at the College	10
Table 2: Pair wise ranking method.	16
Table 3: Showing challenges, scores and ranking.	17
Table 4: Comparison of traditional mode of training verses CBET	38
Table 5: Summary of sampling size.....	48
Table 6: The summary of data collection,	51
Table 7; Work plan for activities to be done in research.	52
Table 8: Responses by administrators about the relationship between institution community and work places is good.....	70
Table 9: Responses by administrators about increase of time for practical skills .	70
Table 10: Responses by administrators about improvement of the teaching method using (ATL)	71
Table 11: Responses by administrators about adequate training in ICT on different packages of designing	71
Table 12: Responses by lecturers about the relationship between institution community and workplace is good	72
Table 13: Responses of lecturers about increase of time for practical skills	72
Table 14: Responses of lecturers about improvement of teaching methods using (ATL)	73
Table 15: Responses of lecturers about adequate teaching in ICT on different packages of designing	73
Table 16: Responses by students about the relationship between the institution	

community and workplaces is good.....	74
Table 17: Responses of students about increase on time committed for practical skills	74
Table 18: Responses of students about improvement on the teaching method (ATL)	75
Table 19: Responses of students about adequate training in ICT in particular packages for designing.....	75
Table 20: Responses of students about adequate exposure to current fashion through displaying of charts	76
Table 21: Responses of students about integration of free hand cutting.....	76
Table 22: Responses of students about supplying of uniforms in schools.....	77
Table 23: Responses of students about organizing fashion shows competition and exhibition.....	77
Table 24: Responses of instructors of world of work about improvement in practical skills	78
Table 25: Responses of instructors of world of work about the use of free hand cutting without guidance	78
Table 26: Responses of instructors of world of work about public privacy pattern ship with institution strengthened	79

LIST OF FIGURES

Figure 1: Researcher with participants during brain storming.11

Figure 2: Researcher with some of the administrators, brainstorming on the challenges in Teaching and learning process at National Instructors College Abilonino.....12

Figure 3: Action research cycle (adapted from Taggart, Mc. & Kemmis, 1982).19

Figure 4: The above pictures shows students using free hand cutting.....40

Figure 5: The pictures above shows a case of Jinja VTI students rehearsing in preparation for fashion show competition.42

ACRONYMS

ACPIC	Abilonino Community Polytechnic Instructors' College
BTC	Belgium Technical Corporation
BTVET	Business, Technical and Vocational Education and Training
CPIC's	Community Polytechnic Instructor's College
DITTE	Diploma in Instructor and Technical Teacher Education
DTTE	Diploma in Technical Teacher Education
ESSP	Education Sector Strategic Plan
FDG	Focus Group Discussion
MOES	Ministry Of Education and Sports
NICA	National Instructors' College, Abilonino
PAR	Participatory Action Research
PPP	Public Private Partnership
TIET	Teacher Instructor Education Training
TVET	Technical and Vocational Education and Training
UJTC	Uganda Junior Technical Certificate
UNESCO	United Nations Education Scientific and Cultural Organization
UNEVOC	International Center for Technical and Vocational Education and Training.
UPPET	Universal Post-Primary Education and Training
VET	Vocational Education and Training
VIP	Visual in participation.

LIST OF APPENDICES

Appendix 1: Summary of challenges and strategies of practical skills acquisition at NICA.	93
Appendix 2: Products made by tailoring students at NICA	96
Appendix 3: Personal reflection log.....	97
Appendix 4: Attendance and minutes for future workshop	99
Appendix 5: Delivery note and LPO.....	100
Appendix 6: Industrial training assessment form	101
Appendix 7: School practice supervision sheet.....	102

ABSTRACT

The action research project aimed at improving practical skills acquisition to meet the world of work competence requirements in Tailoring for Diploma in Teacher Technical Education at National Instructors College Abilonino. The specific objectives of the study were: To identify the challenges in practical skill acquisition, implementation and evaluation of the implemented strategies. Future workshop was conducted which brought all stakeholders together. These included thirty seven (37) students, two (2) lecturers, three (3) Administrators and four instructors from workplaces. Future workshop as a tool was used to identify the problems which included: improper teaching of practicals, ineffective assessment, poor time management, low syllabus coverage, failure to conduct study coverage, industry claimed to retain learners. The study used a qualitative research design and purposive sampling to select the respondents from community NICA (students, instructors, administrator and lectures). The methods of data collection included; interviews, observation and focus group discussions among others. The data collected was then transcribed, coded and presented under themes following the research objectives. Identified intervention were: strengthening collaboration between world of work, provide sewing garments, Integration of free hand cutting with paper patterns in order to meet the world of work competence requirement, improving the teaching methods from traditional to impart Competence Based Education Training and provide industrial training to the students. Evaluation of the strategies was done using observation method, oral interview and a questionnaire. The results showed that the strategies implemented improved practical skills in Tailoring section at NICA. Recommendation were raised by the stakeholders (students, researcher, instructors, administrators and lectures).

CHAPTER ONE

INTRODUCTION

In this chapter, vocational pedagogy as a discipline, approaches for the improvement of practical skills acquisition in tailoring at National Instructors' College Abilonino (NICA) are presented. In addition the chapter presents situational analysis, motivation statement, statement of the problem, purpose, objectives, research questions, scope, justification of the study, significance of the study and finally operational definition.

1.1 Vocational Education training

According to UNESCO, (2011) Technical and Vocational training is concerned with the acquisition of knowledge, skills and attitude for the world of work. It is a range of learning experiences which are relevant to the world of work (<http://www.unevoc.unesco.org/publication>).

Education white paper of 1992 recommended the vocationalization of Education in order to produce craftsmen, technicians and other skilled personnel who would meet the demands of the industry (MoES, 1992). The notion of skill development is the imparting of the applied knowledge and skills required in the world of work for non-formal and informal employment. Globally, the stigma of Vocational Education Training (VET) often reduces it to a second choice to academia. In South Africa qualification whether academic or Vocational are seen as advantage in labour (UNESCO, 2011).

Youth unemployment, particularly among those without training or qualifications

is a scourge in many countries. But at the same time employers are warning about skills shortages and not being able to find the right staff (UNESCO, 2011). In Uganda vocational training standards relating to the qualifications of instructors have been stipulated by the Education Service Commission and the training for instructors has been improved by the establishment of Instructors College at Nakawa VTI under the International Technical Vocational Education and Training (ITVET) project. As a result, the level of instructors has upgraded (IVETA, 2017).

1.2 Vocational pedagogy

Davies cited in (Harry, 2001, pp.3-4) regards pedagogy as involving a vision about a society, human nature, knowledge and production in relation to education ends with terms and rules inserted to the practical and mundane means of their realization.

Various disciplines have different pedagogy, general pedagogy and vocational pedagogy. General pedagogy bases on subject, theme text, theory and information whereas vocational pedagogy bases on tasks executed by persons in special situation, real training often integrate in production.

Vocational pedagogy is a field of knowledge oriented towards trades, occupations and professionals. It involves training and learning (Namuli, 2002). Vocational pedagogy can also be defined as abroad term referring to an education program that is geared towards experiential based development work in craft, trades, occupations and professions (Kolb, 1997; Lave and Wenger, 1991; Bjercknes,

2002). According to Bernstein cited in Harry (2001), Pedagogy is sustained process where by somebody acquires new form develops, existing forms of conduct, knowledge practice and criteria from somebody or something deemed. He further states that Vocational pedagogy is a Science of Education which deals with the strategies of teaching and learning. Vocational pedagogy is also about learning through working tasks related to the trade the person is being Educated. This is an inter play between working life and the education system in the following ways: it assists to relate the ideas obtained in training with the real world situation, Improves on individual creativity to bridge gaps that exist in the real world as opposed to ideal situation, delivers competent Human resources to the world of work, Sets clear procedures in order to come up with the right quantity, quality and delivery at the right time and to ensure problem solving through trouble shooting and also improves collaboration in the world of work.

Understanding the dynamics of this inter play is important for conceptualizing this field of Education which focuses on learning in trades, occupations, professions and their context. Therefore vocational pedagogy consist of Education oriented towards teaching, training and learning in Technical and Vocational Education as specified in trades and occupational.

The concept is broad and covers pedagogical activities such as teaching, learning and developmental work directed towards technical and vocational disciplines in secondary schools as well as teacher Education.

In the same vein Melinda and Angliss (cited in Kyakulumbye, 2008, p.15) describe VET pedagogy as providing for a learning experience that is social,

passionable and inspiring. The emphasis is on how and why and the underpinning pedagogy aims to enhance the learners capacity and desire to learn. Vocational pedagogy does not address the” how” and” why” only as pointed out by Melinda and Angliss, but also the “who “is the teacher and the learners, when: the time for conducting the learning, where: the venue for conducting the learning and what the learning is aiming” at; content.

Vocational pedagogy as a learner centered approach to teaching and learning in which the relationship between the students and the task is central. Reflecting on Mjeldes view it is evident that the task is the pivot of learning and the core of vocational pedagogy is learning from the workshop.

1.3 Background to the Study

In Uganda, Technical and Vocational Institutions were established with the intention of training artisans for skills. (NCDC, 2016).A skill is sometimes called a task or competency. (Swiss Contact Skill Card.www.swisscontact.org)

Practical skills acquisition is the key aspect in competence training in a bid to align one with the world of work requirement. One of the aims of Technical and Vocational Education TVET is production of craftsmen, technicians and other skilled personnel who will meet the demand of the industry as well as teaching of technical and vocational subjects. (Uganda White paper, 1992).

Vocational education is education that prepares people to work in a trade, a craft, as a technician, or in professional vocations such as engineering, accountancy, nursing, medicine, architecture, or law. Craft vocations are usually based on

manual or practical activities and are traditionally non-academic but related to a specific trade or occupation. Vocational education is sometimes referred to as career education or technical education. Taking change as a constant factor in tailoring and garment design, it is my opinion to always up-date instructional materials if VET aspirants are to meet the demands in the labor market. The Uganda Association of Private Vocational Institution (UGAPRIVI, 2004, P.7) pointed out that: Little attention is given to organizing the teaching material, up grading of taught information and syllabus in VET training institutions. During the implementation stage, we had an experience of making clothing and textile items as per the market demand of school uniforms at Pallisa Girls and Namengo boarding Primary School where we supplied six hundred school uniforms.

National instructor's college- Abilonino for many years has been posting students to the world of work or industries and public enterprises. However, there has been a very obvious mismatch in competences needed in the world of work and the type/level of the trainees produced. Similarly Kyle (2008) noted that majority of manufacturers and Educators indicated that there was a gap between the Education in Institutions and manufacturer's needs.

Also Orane (2010) observed that there are many factors that have contributed to the ever rising demand for practical skills in the labour market which include technological and organizational change and trade. Tailoring has been taught through apprenticeship by a master tailor where practical experience was the main theme in relation to the world of work and public needs. During the Early Stone Age learning was by doing and whenever there was work learning would take

place. This trend of training has lost track in the changing times.

At NICA training is geared towards fulfilling the curriculum objectives and attainment which aim at passing exams. Hence neglected the core requirement for practical experience that meet the demands of world of work (NCDC 2017). Lamsal (2012) argues that the training curriculum is rigid and not regularly updated to meet the changing needs of the labour market. Similarly ADB (2014) states that most TVET programs are not based on industry and market needs. In contrast, Kombe (2010) emphasized that Technical and Vocational Education training should prepare people for the world of work.

Silver (2016) emphasized the use of five methods/techniques in teaching practical skills and these include: Instructor led training, Interactive training, Hands-on training, Computer based training and E-learning or online-based training. These methods are applicable immediately to the learner and help to maximize quality work in the labor market, especially the hands-on method.

The major problem facing Vocational and Technical Education includes materials, up to date machines and instructional materials, Osuala (2004). Similarly lack of better practical skills in Technical institute was observed during launch of skilling Uganda strategic plan at Jinja Vocational Institute, it was stated that the training in Technical and Vocational Education programs has been largely theoretical and irrelevant to the needs of labor market (NCDC 2016).

In respect to the above observations NICA has not done much in shaping its graduates in Tailoring to meet the world of work standards and thus the need to

improve practical skills acquisition to meet competences that will favorably compete in the labor market. This applies as well to practical skills acquisition to meet the world of work competences in Tailoring at NICA.

According to Cooklin (2006) a highly skilled in person in tailoring is capable of sewing a complete garment and can adapt very quickly to style changes without guidance and supervision, with or without patterns. This takes a long period of training and experience for an operator to reach this level.

In this situation, there's need to improve practical skills to meet the world of work competence requirements.

1.4 Personal Motivation

The researcher is vocational teacher in the field of tailoring and garment design. I graduated with a Bachelor's degree in Education of Home Economics from Kyambogo University.

Currently, I am a lecturer at NICA and before then I used to volunteer with a number of vocational institutions in the area of fashion and design. I have been privileged to set, mark: theory, practicals and review DITTE curriculum.

1.5 Contextual Background

National Instructor's College Abilonino is under the Teacher Instructor Education Training Department in the Ministry of Education and Sports. The obligations of Teacher Instructor Education .Training to National Instructors College Abilonino include; instructor education and training that is responsive to the needs of the education sector, improving and strengthening the quality of the staff for

instructor education by ensuring that available in adequate numbers and are of the right caliber and quality, developing instructors in the attitude and qualities needed for participation in techno-cultural environment among others.

National Instructors' College Abilonino started as a Community Polytechnic for Instructors under community polytechnic instructor's colleges at around 2000. The college was started with an emphasis of solving unemployment problems through provision of employable skills and job creation for Ugandans especially Universal Primary Education (UPE) leavers'. However, in 2004 ten (10) CPIC's in Uganda were closed and only Abilonino CPIC remained with the purpose of training instructors for community polytechnics, Technical and Vocational Education and Training (TVET) institutions. Graduates from ACPIC were found to be on high demand in TVET training institutions at different levels between in private and government institutions due to the high practical skills provision at the time. The students were in farm institutes, technical institutions, technical schools and community polytechnics. Later ACPIC upgraded to NICA in 2014 as the only instructors training college in Uganda. This was with the aims of improving the instructor training and pedagogical skills for BTVET technical teachers /instructors, strengthening the management capacity of the supported colleges. Besides there was improved quality in teaching and learning in the supported colleges as well as rehabilitating, expanding and equipping the college facilities.

The college has got 51 acre piece of land with a lease title. Hydroelectricity has been extended by UMEME Distribution Company Limited. Currently the college is earmarked for reconstruction under the Belgium Technical Corporation (BTC)

donor fund that was extended to instructors, Teachers and the Health tutors training institutions, in conjunction in Ministry of Education and Sports. After completion, the college will have better facilities that will improve environment for skills acquisitions.

NICA offers Diploma in Instructor and Technical Teacher Education (DITTE) awarded by Kyambogo University. DITTE Curriculum was developed by Kyambogo University lecturers in 2012 and piloted in 2013 at Instructors Colleges. The program consists of several courses which include Agriculture, Block Laying and Concrete Practice Electrical Installation, Carpentry and Joinery, Plumbing, Welding and Fabrication/Fitter mechanics, Motor Vehicle mechanics, Shoe Making and leather works and Tailoring and Cutting Garments. The college admits graduates from TVET institutions with minimum qualification of Craft Part 11 (Advanced Level) or National Certificate in Agriculture (NCA) and Ordinary Diploma in relevant professional courses. The trainees are trained for two years on full time and in semester system.

1.6 Situational analysis

.National Instructors' College Abilonino, is under Teacher Instructors Education Training department (TIET) in the Ministry of Education, Sports, Science and technology (MOESST). The obligation of TIET to National Instructors' College Abilonino (NICA) includes instructors' education and training that is responsive to the needs of Education sector, improving and strengthening the quality of staff for instructor's education, teaching which is supposed to give all the students an opportunity to attain such knowledge and skill. Active teaching and learning was

initiated and implemented to equip the instructor trainers with participatory and collaborative strategies of teaching and learning.

The approach of active teaching and learning is an organized, orderly, systematic and well planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs and interests of the learner's (Thomas and Bartlett 2011Pg. 13). However a number of challenges are still encountered in this approach. In the case of this study, the situation analysis was carried out using the Work Process Analysis and Future Workshop methods. These methods require the participation of the stake holders who would be direct beneficiaries of the research outcomes.

Table 1: Work processes and Concerns at the College

S/N	ACTIVITY	LECTURER'S COMPETENCE	STUDENT'S COMPETENCE
1	Admission	Make adverts for the course.	Apply for DITTE program.
2	Training theory and practical.	Teach theory concepts. Teach practical lessons.	Learn theory concept. Apply the theoretical concepts.
3	Assessment	Assess theory and practical concept.	Learn theory and practical concept.
4	School practice.	Supervise students in school practice.	Teach other learners.
5	Industrial training	Supervise students in industrial training.	Perform practicals and accessing knowledge by being present.
6	Examinations.	Set, examine and assess learners.	Do exams both theory and practical's
7	Graduation	Attend graduation	Graduate

Source: DITTE Curriculum

The picture below evidences the researcher with the students identifying challenges in teaching and learning at National Instructors College Abilonino.



Source: The Researcher

Figure 1: Researcher with participants during brain storming.

Using focus group discussions the researcher took through the work processes and paper carousel brainstorming techniques were used for situation analysis and the following challenges were identified;

- **Improper teaching of practical skills**
- **Ineffective assessment of practical work,**
- **Poor time management by both lecturers and students,**
- **Delay of results by affiliated University,**
- **Improper management of project work,**
- **Inadequate training material and ICT.**
- **Low syllabus coverage in some course units,**
- **Failure to conduct study trips, fashion shows and exhibition.**



Source: The Researcher

Figure 2: Researcher with some of the administrators, brainstorming on the challenges in Teaching and learning process at National Instructors College Abilonino.

Researcher held a focus group discussion with deputy principal, registrar and lecturers in tailoring section, it was noted that majority of the issues raised on the challenges in Teaching and learning were relating to practical teaching. To the fact that this data was collected using focus group discussions, a future workshop was organized and brought key stakeholders together apart from instructors from work places. However their concerns were noted by the researcher who presented them to the future workshop.

1.6.1 Future workshop

Future workshop is a tool and an approach or method of research which enables a group of people to develop new ideas or solutions of social of educational problems. Future workshop was held on 30/November/2016 guided by different stages of data collection which include: The preparation stage, critical stage, fantasy stage and reality stage. Preparation involved gathering stationery, arranging the tent, sending reminders to the stakeholders, preparation of refreshment and assigning responsibilities to colleagues and students.

Critical stage

In the critical stage members were requested to make self-introduction and their roles in teaching and learning process at National Instructors College Abilonino. A brief about the area of concern was given and stakeholders were asked to freely contribute ideas that hinder proper teaching and learning at National instructors College Abilonino.

The following were the Concerns identified in the training processes

- Ineffective assessment of practical work.
- Poor time management by lecturers.
- Improper teaching of practical work.
- Inadequate time for industrial training.
- Delay of results by affiliated University.
- Inadequate training materials.
- Low syllabus coverage in some course units.
- Failure to conduct study strips, fashion shows and exhibition.

The key themes were identified by the stakeholders with the guidance of the researcher using oral interviews and focused group discussions. The results are shown below, the key themes being administration and practicals.

Administration

- Delay of results by affiliated University.
- Lack of facilitation to conduct study trips, fashion shows and exhibition.
- Inadequate training materials and ICT.
- Inadequate time for industrial training.

Practical gaps

- | | |
|---|---|
| • Improper teaching of practical work | • Poor time management by both lectures and students. |
| • Ineffective assessment of practical work. | • Absenteeism by lectures and students. |
| • Low syllabus coverage in some course units. | • Failure to integrates free hand cutting and use of paper patterns |
| | • Attitude of the learners. |

Having narrowed down the areas of concern to two categories using oral interviews and focused group discussion, the stakeholders realized that it was still not possible to deal with all of them concurrently. In the process, the stakeholders were asked to prioritize the issues and rank them according to the degree of importance. Members suggested voting for the most pressing issues and as such a

pair-wise ranking was used.

From the future workshop stakeholder raised challenges which lead to improper teaching of practical's in tailoring and these include;

- Irrelevant skills to the world of work for example evening and morning coats which started in 18 century: Most TVET programs are not based on industry and labour market needs. The traditional curriculum was based on introspection and not on job analysis. As a result the products of this curriculum could not possess the competences required by the end of the training. (www.swisscontact.org).

In vocational training institutions, instructors teach learners to pass examination but not to perfect skills. This caused mismatch in competences needed in the labor market. According to Lamsal, (2012), the training curricular are rigid and not regularly updated as per the changing needs of the labour market.

- Lack of proper knowledge about design development: Fashion creation was left out in the curriculum development of Uganda junior technical certificate (UJTC), craft 1 and 2 levels. Pattern adaptation and manipulation was also left out.
- Lack of exposure to current fashions: Students in Tailoring Department lack adequate exposure to current styles, this is due to the long distance from the town and missing study tours.
- Methods of teaching used in VET are different from the methods used

in the world of work when training: In the world of work the teaching is mainly hands-on where as in VET much of the time was spent on theories and based on subjects, time is fixed and focuses on institutional needs. According to Jason Silver, (2016) hands-on training method is the best because it's applicable immediately to learners and focuses on employment needs.

- VET institutions students lacked industrial skills and those who had some skills, required re- training hence a gap in practical acquisition in relation to world of work. Stakeholders also complained about time schedule not being enough to acquire new skills. They also noted that some industries do not provide the necessary skills.

Table 2: Pair wise ranking method.

Problem	1	2	3	4	5	6	7	8
1								
2	1							
3	1	2						
4	1	2	4					
5	1	5	5	5				
6	6	2	3	6	5			
7	1	2	7	7	7	6		
8	1	2	8	8	5	6	7	

From the analysis above improper practical teaching ranked high and stakeholders agreed that the challenge be addressed first.

Table 3: Showing challenges, scores and ranking.

PROBLEMS	SCORE	RANKING
Improper teaching of practical's	6	1
Ineffective assessment	5	2
Poor time management	1	5
Industry claimed to retrain learners	1	5
Inadequate training materials	5	2
Low syllabus coverage	4	3
Failure to conduct study trips, fashion shows and exhibition	4	3
Lack of exposure to current fashions.	2	4

The gaps under this were taken to the 3rd stage of the future work shop- the fantasy stage.

Gaps identified

- Lack of exposure to current fashions e.g. short dresses with a midriff,
- Failure to integrate free hand cutting with paper patterns.
- Lack of training materials
- Inadequate training of ICT.
- Lack of collaboration between Vocational Education Training, Community and world of work.
- Little time committed for practicals.
- Poor design development to fashion creation in tailoring.
- Poor back ground of pattern drafting.
- Irrelevant skills to world of work competence requirements. This

means they are not market driven instead they are curriculum driven.

Fashions are popular for a specific period of time.

Fantasy stage

In this stage members were requested to dream big and turn the negatives to positive.

Ideal situation by the stakeholders

- Exposure to current fashion.
- Integrate free hand cutting with paper patterns.
- Adequate training materials and ICT.
- Adequate collaboration between Institution, community and world of work.
- Provide enough time for practicals.
- Good design development to fashion creation in tailoring.
- Good back ground of pattern drafting.
- Practical relevant to world of work competence requirements.eg market driven.

Stakeholders together were able to identify several gaps affecting practical teaching/learning. Brainstorming was used because it was the preferred creative technique follow up structuring and grouping of ideas in the main sub themes. Due to a number of challenges raised by stakeholders, they were guided by the deputy and the researcher to identify the topic. (Improving practical skill acquisition to meet the world of work competence requirements in tailoring at

national instructors' college Abilonino).

Reality phase

While in the fantasy phase stakeholder freely dreamt of the best possible future state of affairs, in the reality phase, critical analysis of the best was done and the most possible solutions were selected. At this stage members further analyzed what is workable from the list fantasized. Members agreed to strengthen collaboration between institution, community and world of work.

Therefore, since action research is a cyclic process, after the first phase of improvement on challenges, the cycle continues until when all the identified gaps are addressed in a bid to improve practical skills in tailoring at NICA.

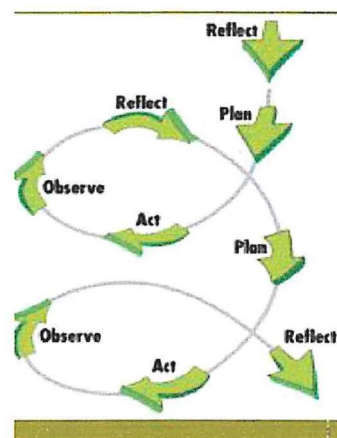


Figure 3: Action research cycle (adapted from Taggart, Mc. & Kemmis, 1982).

1.7 Statement of Motivation

Technical and Vocational Training (TVET) has been an integral part of National development strategies in many societies because of its impact on productivity and economic development through skills. The notion of skill development includes imparting of the applied knowledge and skills required in the world of work. Vocational Education provides practical experience in a particular occupational field. ([www.dictionary.com/browse vocational education](http://www.dictionary.com/browse/vocational%20education)).

National Instructors 'College Abilonino, trains instructors in various trades such as Tailoring and garment design, Electrical, Civil engineering, Agriculture and many others. The curriculum integrates both theory and practical, with 70% practicals and 30% theory, it emphasizes more hours for practical's than theory at all levels. Unfortunately during implementation, theory takes more hours than practical's due to some constraints.

From the future workshop stakeholders raised a concern of practical's taught does not matching with the labor market and also few hours committed for practicals.

Despite the fact that the new curriculum integrates both theory and practical, the practical training was not effectively handled in order to equip these teachers with the required skills for the world of work. This prompted the researcher to carry out a study and identify possible solutions to the problem.

1.8 Introduction to objectives

Future workshop was conducted which brought key stakeholders together, we went through all stages of future workshop. Pair wise ranking method was used, from the analysis improper practical teaching ranked high and stakeholders agreed that should be addressed first. In the meeting stakeholders were asked to identify the causes of improper practical teaching. From the gaps identified, it was discovered that there's a gap between the practicals taught at the Institution and demand in the world of work. The researcher together with the deputy and the mentor guided in developing the problem. Improving practical skills to meet the competence requirement in the world of work.

The objectives were formulated after coming up with the problem through future workshop. Stake holders identified the challenges in practical skills acquisition, strategies and also agreed on how to implement and then after evaluate the implemented strategies.

1.9 Statement of the Problem

The curriculum of DITTE requires the teaching of both theory and practical. The department of Tailoring at National Instructors College Abilonino (NICA) endeavors to give vocational theory as well as practical skills. However, there are challenges in practical training to meet the world of work competence requirements as identified by the stakeholder in the work process analysis.

Most of TVET programs are based on the curriculum that makes the Education system examination based rather than equipping of skills for self-employment and

also competes in the labor market.

There were continuous complaints by key stakeholder about a mismatch in competences needed in the world of work and the type of the trainees produced. Hence a need to bridge the gap by improving practical training to the required competences in the world of work in order to meet the demand in the labor market. It is on this background that the researcher carried out the action research in order to improve practical skills acquisition to meet the world of work competences.

1.10 Purpose of the Study

The purpose of the study was to improve practical skills acquisition to meet the world of work competence requirements in Tailoring at National Instructors College Abilonino.

1.11 Objectives of the Study

The study was based on the following specific objectives:

1.11.1 Specific Objectives

1. To identify the challenges in practical skill acquisition by students in relation to the world of work competence requirements in Tailoring at NICA.
2. To identify the possible strategies to address the challenges in practical skill acquisition by students at National Instructors College Abilonino.
3. To implement the possible strategies at NICA addressing the challenges of practical skill acquisition by students in relation to the world of work

competence requirements.

4. To evaluate the implemented strategies for skills acquisition at NICA.

1.11.2 Research Questions

1. What are the challenges faced by students in practical skills acquisition in relation to the world of work competence requirements in Tailoring?
2. What are the strategies that can address the challenges in practical skill acquisition in NICA?
3. How can the suggested strategies be implemented?
4. How can the implemented strategies be evaluated?

1.12 Justification of the Study

This research addressed the challenges in practical skill acquisition to meet the world of work competence requirements in tailoring. This helped the students and staff at NICA to strengthen the collaboration between institutions, community and world of work.

1.13 Significance of the Study

The study identified the gaps in the institution that hindered the acquisition of relevant competences in Tailoring and Garment Design.

The study will help the institution to produce competent students hence creating popularity and marketing the institution. It will also help learners to get skills which match with the labor market hence skilled labor. It will help people in the labor market to get competent and skilled workers. It will help the curriculum developer to improve on the curriculum.

1.14 Scope of the Study

The study consisted of the content scope, geographical scope, and time scope.

1.14.1 Content Scope

The study concentrated on the practical skill acquisition in relation to the world of work competence requirement, possible strategies to address the practical skill acquisition in relation to the world of work, implementation of the possible strategies and evaluation of the implemented strategies.

1.14.2 Geographical Scope

As far as geographical scope is concerned, the research was carried out at National Instructors College Abilonino (NICA) in Kole District, Lango sub region in northern Uganda. The study was limited to DITTE in Tailoring section.

1.14.3 Time Scope

The study was carried out in 12 months, starting from November 2016 to Nov 2017 considering it to be the able time for the research to be made a success.

1.14.4 Ethics

To ensure confidentiality of the information provided by the stakeholders and to ascertain the practice of ethics in the study, the following activities were implemented by the researcher:

-Permission was sought from administrators to allow me conduct a research.

Information from the participants was kept confidential by the researcher.

-Real names, identities of participants were kept confidential.

1.14.5 Definition of terms

Action Research: Is any research into practice undertaken by those involved in that practice, with an aim to change and improve it. (Coats, 2005).

Assessment; Assessment is the systematic collection of information about students learning, using the time, knowledge, expertise and resources available in order to make decision about how to improve learning(Barbara, 2004).

Bridge: Is a step down in price from a designer.

Design: Is a style of a garment or an arrangement of lines, shape, colors and texture that create a visual image.

Design development: Are steps taken to create original and marketable designs from inspiration.

Drawing: Is an evolutionary process that is essential to communicating ideas.

Efficacy: Capacity or power to produce a desired effect.

Evaluate: Estimate or determine the nature, value, quality, ability, extent or significance of something.

Fashion: Is the current style that is popular at a given time.

Fashion creation: Are steps taken to develop original and marketable designs.

Fashion cycle: Is the way in which fashion changes.

Fashion Inspiration: Is any item, idea, or trend that motivates a designer to

create original and marketable designs.

Fashion show: Are special events that communicate a fashion story.

Fashion trends: Are the styling ideas that major collections have in common.

Future workshop: Is a tool and an approach or method of research which enables a group of people to develop new ideas or solutions of social or educational problems.

Haute couture: Is a French word meaning selling like hot cake. In design context means high class fashion.

Implement: Apply in a manner consistent with its purpose or design.

Knock-off: A copy of someone else's design.

Mentoring: Is a specialized support and guidance offered to an individual.

Silhouettes: Is the outline of the garment.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter presented a review of literature related to practical skills, challenges in practical skills acquisition, strategies to address challenges in practical skills acquisition, implementation of the strategies in practical skills acquisition, action research and future workshop.

2.1 Challenges in practical skill acquisition in relation to world of work competence requirements in Tailoring.

VET in Uganda is faced with a range of challenges emanating from lack of collaboration between Institution, community and world of work. Whether Government or privately funded VET institutions, various studies revealed that these institutions encountered similar challenges. Higher education itself was faced with difficult challenges and was required to make the most radical change and renewal undertakings to enable economical, moral and spiritual transcendent, (Havana, November 1996). It is with the aim of providing solutions to these challenges and of setting in motion, a process of in-depth reform in higher education worldwide that UNESCO has convened a World Conference on Higher Education in the Twenty-First Century: Vision and Action. In preparation for the Conference, UNESCO issued, in 1995, its *Policy Paper for Change and Development in Higher Education*. Five regional consultations (Havana, November 1996; Dakar, April 1997; Tokyo, July 1997; Palermo, September

1997; and Beirut, March 1998) were subsequently held.

According to Kyahurwa P,(2014)(unpublished), skill is the integration of abilities organized for conducting a certain task He further said skill is the ability to actually conduct a task. It is the basic ability which is vital to any occupation. Practical skills are also abilities that have been acquired through training whereas world of work focuses on human capital in areas of provision of services, production of goods and taking decision for human survival(Ronny S,2012) A skill is sometimes called a task or competency,(Skill card 2017). It was stated by Kikomeko Joseph on 23 July 2015 in the workshop that People in industries require competent and skilled personnel for the future world of work. However the training curricular are rigid and not regularly updated as per the changing needs of the labour market (Lamsal, 2012).The International Labor Organization (ILO) says training institutions continue to produce graduates whose skills do not match what the markets require. This mismatch makes it harder to tackle youth unemployment ILO, (2013).

The researcher agrees with Lamsal (2012), and ILO that the training in TVET is not based on industry and market needs instead the training is based on the curriculum timeframe. On the other hand Kombe (2010), emphasizes that technical and vocational Education training prepares people for the world of work. In addition, few people had interest in tailoring trade because the products by the trainees are not to the standard of world fashion demand. Learners cannot develop designs to fashion creation, just copy what they see from others. Having realized this, the researcher together with the stakeholders agreed that the

lecturers should strengthen the teaching of fashion drawing and pattern drafting. Designing is one of the fundamental stages in garment making that fashion creation is developed with new lines for appealing look.

Fashion is a less important influence on our way of dressing than it used to be yet it was still interesting and important to know something about the elements and principles of design. Anyone with an interest can learn to develop a style of dressing that suits her figure, style lines or silhouette. These are the ones most obviously affected by changing fashions. This enables individuals to learn the skills and techniques of producing clothes through perfect sewing. Constant practice, enthusiasm and creativity will help the learner show his/her fashion ability (Hilario C. B., 2001).

2.2 Collaboration between institution, community and world of work.

The collaboration in the fore going text is supported by (Gaventa and Cornwall, 2001:74-75) who argue that those affected by the problem must always participate in the research process thus an appropriate research approach. Collaboration is a purposeful relationship in which parties strategically choose to cooperate in order to achieve shared or overlapping objectives. (<https://en.m.wikipedia.org/wiki/colla>). Collaboration is also the action of working with someone to produce something. Teams that work collaboratively can obtain greater resources, recognition and reward when facing competition for finite resources. Reflecting upon the mentioned scholarly views and definition, it is my submission that, institution needs to strengthen collaboration with the community and world of work in order to improve practical skills.

2.2.1 Fashion creation

Fashion is a less important influence on our way of dressing than it used to be yet it is still interesting and important to know something about fashion creation, principles and elements of design (Hutchison, 1980). According to Fernandez (2007), Fashion creation are steps taken to develop original and marketable designs. Therefore knowledge about fashion creation is very vital to the learners in order to be able to produce good fashions. Students at National Instructors College Abilonino lack adequate knowledge about design development to fashion creation, and this has led to poor quality of designs. The learners to be able to develop designs, they should be able to follow the steps used in design development advocated by (Fernandez, 2007).

The following are the steps in design development as stated by (Fernandez, 2007).

- Fashion Inspiration breakdown.
- Selection of the theme or season.
- Fashion drawing.
- Select the color
- Make presentation boards.
- Pattern cutting, making sample garments and decorative designing.
- Hold a fashion show.

The researcher agrees with Fernandez that the above steps can help the learner to develop designs that can convince the eyes of the clients. In addition to the above steps, the following skills are also very important in fashion creation; decorative

designing, knowledge about figure types and how to disguise figure faults, proper application of elements and principles of design (<https://en.wikipedia.org/wiki>). In my opinion based on experience a learner can develop designs very well through exposure to different fashion, apprenticeship and free hand cutting. Constructivism assumes that knowledge emerges through interactions and experience among knower's and through reflection on the knower's own ideas, Plessis and Muzaffar (2010 p.45). However for successful designing a garment or decorating, it is necessary to understand what constitutes a good created fashion.

Fashion Inspiration break down

Aldrich (2003) ascertains that Fashion inspiration is the breakdown of ideas from the environment such as broken sealing, pineapple, trees, butterfly and so on. These are sources of fashion inspiration which help a designer to develop fashion sketches and fashions. My submission is that exposure to different fashions can inspire someone to fashion creation. Inspiration for clothes can also be taken from haute couture designer outfit. (Healy, J.G., Mavromaras, K., Sloane, P.J. 2012).

Selection of the theme

Kampelmann, S., Rycx, F. (2012) states that Clothes are designed according to the occasion such as evening wear, beach wear, office wear, and traditional wear. These types of wears have different qualities which must be known by a designer. Runway fashion which are trend setting and unique can be show cased in the theme. (www.web Crawler.com)The researcher however argues that themes can be got from the situation around, can be joy or sorrow. After getting the themes, drawing starts with imagination before it expresses itself as a practical means of

generating or communicating an idea to customers. The purpose of fashion drawing is to showcase design ideas (Drudi, 2007). If learners acquire this knowledge they will be able to select a right style for the selected theme.

Selecting the colour

Colour is the characteristic of human visual perception described through colour categories with names such as red, yellow and so on (<https://en.wikipedia.org/wiki/color>).

Knowledge about color will help the learners to select color which matches with the skin and moods of the client hence quality work. Valerie, (1996) emphasizes that when choosing color you should consider function and mood of the client. She further described quality in garment construction is how well the garment is made, mixing of different colors and the material. **Fashion drawing**

According to Plunkett (2014), drawing is something that must be made by hand and that the communion of the hand, eye and intellect has power which offers the only true road to visual creativity. Plunkett (2014), further says that drawing is a sentimental presumption that drawing by hand represents a more artistic activity than drawing by computer. Cappelli (2010) advocated that Sketch the head, add the guidelines for the body and the basic outline for the dress, add some details such as facial. Trace the symmetry line, then trace the axes, primary shapes and at the end the skin of the human figure. After drawing, decoration are applied on the fashion created.

Presentation mood boards

One of the most crucial parts of the design process is the presentation and the selling of your concept (<https://visscom.wordpress.com/2013>). Presentation boards are used by interior designer to show their clients their ideas for whichever room they have been hired to redesign (<https://www.google.com/search>). Presentation boards are sometimes referred to as mood boards and they include many items. Presentation boards make a learner get inspired by looking at others works. When learners use their creativity and the inspiration they will be able to create a mazing striking presentation board.

Pattern cutting, making sample garments and Decorative designing

A pattern cutter creates patterns based on a designers drawing computer packages are commonly used to create pattern pieces but some pattern cutters still use hands others a combination of both. There is a strong demand for pattern cutters with relevant skills. Pattern cutting is a means of achieving a shape around the body. Pattern cutting is an exciting craft. It is simple if the basic principles are learnt thoroughly asserts (Aldrich, 2003). A flair for pattern design and cutting is essential in the course of garment construction; it involves knowledge about adaptation and alteration of commercial patterns. The researcher supports the integration of pattern cutting and free hand cutting. Basing on my experience, through group work and observation, free hand cutting can be used. Group work is a collaborative and participatory learner centered approach, since “More hands make for lighter work’, “Two heads are better than one. International Labour Organization (ILO, 2012) and (Vavrus, 2014).

Decorative designing is the application of trimmings on the garment to make it attractive and also add value on the garment. According to Drudi (2007), decorative designing is design drawing that was created to be applied as a decoration on disposable items or other objects that are decorative. At NICA students lack exposure to decorative materials and this has hindered their skills in decorative design. This research will help the learners to improve on their designing skills.

Fashion show

Van den Akker et al, (2008) looks at the mode of designing and fashion show amongst communities and people of a given order. Fashion show is an ensemble of creative ideas right from ramp, lighting and decoration to models (Fernandez, 2012). She further says Fashion shows motivates learners to develop their skills in Tailoring and designing and also to get exposed to different and current fashions. Students at National Instructors College Abilonino were not exposed to fashion shows competition and study tours. With exposure to fashion shows learners will be able to improve on designing skills and also get exposed to a variety of styles.

2.2.2 Teaching and learning methods/Techniques

The International Labour Organization-National Employment Agency of Cambodia (2013), stated that method is a two way interaction between a teacher and students, (ILO, 2013). It describes the activities that the teacher has to do and those that the students have to do during the teaching and learning process. Method is organized, orderly, systematic, and well-planned procedure aimed at

facilitating and enhancing students' learning (Thomas and Bartlett, 2011, pg. 13). Similarly Vavrus et al, (2011, pg. 13-26) in conjunction ascertains the organizational methods that institutions use to describe their activities. In line with ILO's observation, Active Teaching and Learning (ATL) project was initiated and implemented to equip the instructor trainers with participatory method of teaching and learning in Uganda. That is, it considers primarily the abilities, needs and interest of the learners. The teaching method aims to achieve greater teaching and learning output, thus saving time, efforts and even money on part of both the teacher and the learner. The procedural variation of a method calls for technique; technique encompasses the personal style of the teacher in carrying out specific steps of teaching process (Vavrus et al 2011, pg. 14). The following are the methods used in teaching and learning in Tailoring at NICA:

Learning station, Problem based, Learning contract and Project based. Some of the techniques used are; group work, brainstorming, presentation and demonstration and many others. However the approach has its constraints; it is time consuming, can lead to a few learners dominate the floor, frustration for participants when they are at different level. The above factors affect vocational didactics approach in Vocational Institution and this has geared the training towards fulfilling the curriculum objectives and passing exams hence neglecting the core requirement for practical experience that meets the demands of world of work.

According to Piaget (cited in Bjercknes, 2002), in the world of work Hands-on Training technique is commonly used, he further says that this method is also

known as experiential training. In agreement with experiential learning is (Kolb, 1984, pp. 26-27) who also describes learning as a process whereby concepts are derived from and continuously modified by experience. Similarly Silver (2016) emphasizes the use of five methods/techniques in teaching practicals at workplace and these include: Instructed led training, Interactive training, Hands-on training, Computer based training and E- Learning or on line- based training. These methods are applicable immediately to the learner and help to maximize quality work in the labor market, especially hands-on training. In work places instructors use holistic approach whereas at institutions use additive approach. Vavrus, Thomas and Barlett (2001),advocate that the primary role of the teacher is to engage the learner in inductive, hands on activities, group work and reflection to promote critical thinking, self-evaluation and the integration of knowledge across traditional subjects areas.

Instruct led training

Silver, (2016), argues that instructed led training is one of the most popular employee training techniques. This method uses blackboard where you request feedback for what you have written. Learners get opportunity to sketch designs, compare results and share ideas. This method has been a common ATL method used in the classroom situation.

Interactive training techniques

This keeps the learner engaged which makes them more receptive to new information. This technique incorporates group discussion which is one of the

best ways for more knowledgeable to pass their skills onto new learners. Brainstorming is incorporated and any confusion is addressed Aldrich (2004). Vavrus (2010) also asserts that brainstorming does not have the purpose to find conclusion for a specific problem, but to gather a list of ideas spontaneously from members within a group.

Hands-on training technique

According to Piaget cited in Bjercknes,(2002) hands on training is experiential learning, regards learning as structuring of experiences that involve the process of adaptation assimilation and accommodation. Bjercknes (2003, p.8) asserts that experience is built through interaction between individual and the environment and is enhanced when an individual acts together with others. Hands on training offers various techniques such as coaching and it focuses on individual needs. Hands on training are applicable immediately to the learners. When I reflect on the way I learnt tailoring and garment design, I observe that it was through interaction between individual and the environment. Methodologies used in Vocational Educational Training are different from methods in the world of work. In the world of work the teaching is competency based whereas in VET traditional method is used. Further comparison of traditional mode of training verses CBET. (Swiss Contact Skill Card.www.swisscontact.org).

Table 4: Comparison of traditional mode of training verses CBET

Traditional	Competence based education and training
Based on subjects	Based on occupation
Curricula is based on topics	Curricula is based on competence
Emphasizes knowledge	Emphasizes performance
Time is fixed	Learning is fixed but time is variable
Teacher focused	Learner focused

In the world of work learners are motivated by their own output where as in VET learners are motivated by acquiring academic documents, advocated by (NCDC, 2017). In the world of work the training is demand driven where as in VET they are driven by the curriculum. According to the 2nd vocational pedagogy symposium conducted by Kyambogo (2016) it was stated that these challenges have caused a gap between the Education in institution and the manufacture's needs. Improving on the teaching methods will create conditions and an environment where trainees can grow.

2.3.0 Strategies to address the challenges in practical skills acquisition

This chapter presents the challenges in practical skills acquisition to meet the requirement in the world of work. It includes strengthening the teaching of fashion drawing to emphasize design development, teaching and learning methods, integration of free hand cutting, fashion shows and exhibition and incorporation of ICT in the training.

2.3.1 Strengthening the teaching of fashion drawing particularly design development

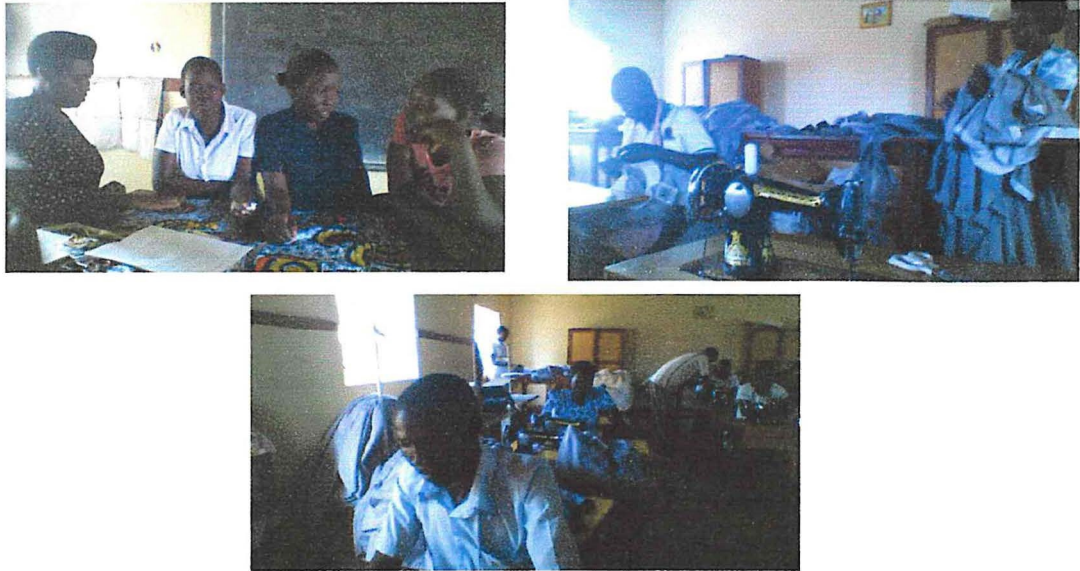
According to Plunkett, (2014), drawing is something made by hand and the communion of hand, eye and intellect has a power which offers the only true road to visual creativity. Design development are steps taken to create original and marketable designs from the inspiration. For proper design development, their key steps to be followed (Fernandez, 2007). The researcher however states that Knowledge about fashion creation is a key aspect in designing that can help learners to come up with quality work and to inspire fashions from environment.

2.3.2 Improving the methodologies of teaching and learning

Inappropriate methods of teaching were expressed by the participants, that the methods employed by VET teachers are not satisfying. They pointed out that teachers teach to complete the syllabus but not to perfect the skill, secondly they are allowed very little chance to construct their learning. Method is a two way interaction between the teacher and students. It describes the activities that the teacher has to do and those students have to do during the teaching and learning process. According to Thomas and Bartlett, (2001) a method is an organized, orderly, systematic and well planned procedure aimed at facilitating and enhancing students learning. According to Silver, (2016) hands-on training method is the best because it engages the learners in the activity, this method is in conjunction with Competence Based Education Training. CBET approach is learner focused, focuses on skills, knowledge and attitude, focuses on do vs know. The researcher supports silver basing on the experience gone through with some

learners as learners do learning takes place. Similarly Ottevanger and Van den Akker,(2008) asserts that teachers should use alternatives that encourage inquiry among students as they develop, research, and reflect on new ideas.

2.3.3 Integration of free hand cutting with paper patterns



Source: The Researcher

Figure 4: The above pictures shows students using free hand cutting.

According to Bally (2015) free hand cutting is the cutting done direct on fabric without using patterns. She further said freehand cutting was originally used throughout the world before the invention of commercial sewing patterns. This method has been used traditionally and is still used in many of the less developed parts of the world. (Nordhein, 2012) Stated that traditional tailoring is a fascinating craft which has not changed for many centuries. It helps to build on creativity and also develops confidence when cutting. Furthermore sketching and free hand cutting captures the ideas in a permanent form that can be used to communicate the concept to others (ef.engr.utk.edu, 2002). According to Ruth

and Golden, free hand cutting method can be used to make classic garments that fit perfectly every time with no patterns required. In agreement with Ruth and Golden (Bally, 2015) points out that once you have learnt the basic blocks you can cut anything. She further says that this method allows greater level of exposure to the garment making process.

When I reflect on the way I learnt cutting using free hand cutting observed that free hand cutting allows great exposure to garment making and builds confidence in a learner. Students at NICA responded positively in using freehand cutting. However free hand cutting has also its challenges, It is not economical hence wastes material especially when you're not sure of the fashion, it also wastes time because you have to check critically after drafting before you cut, and any mistake can lead to losses. Bally (2015) reveals that there are some styles which require the use of patterns like paneled dresses and dresses with complicated curves. Patterns are commercially made and it is advisable to use them because of their advantages in cutting. They are accurate, save time and losses are minimal.

2.3.4 Importance of Participating in fashion shows and exhibition

Fashion show is the display of current styles. According to Drudi, (2007) fashion show are events that communicate a fashion story. This helps the learners to develop new ideas for creating new lines and also to get exposure to current fashions.



Source: The Researcher

Figure 5: The pictures above shows a case of Jinja VTI students rehearsing in preparation for fashion show competition.

Students are offered the opportunity to promote their creative works through participation in fashion shows and exhibition. This is evidenced by the fashion show conducted by Jinja vocational training institution. Fashion shows also promotes collaboration between institution and world of work.

2.3.5 Collaboration between world of work, community and institution.

Collaboration is a purposeful relationship in which all parties strategically choose to cooperate in order achieve shared or overlapping objectives. (<https://en.m.wikipedia.org/wiki/colla>). In review of related books Healy, Mavromaras and Sloane (2012) advocated for mismatch skill collaboration

and in conjunction to Cappelli (2010) advocated for screening collaboration in skills practicum and performance-related outcomes. Collaboration is also a cordial relationship between world of work, community and Institution. Without community, Institutes would not get learners to train and without institution training learners, world of work wouldn't get skilled labor. Tripartite should be formed in order for the institution to produce competent skilled labor. Teams that work collaboratively can obtain greater resources, recognition and reward when facing competition for finite resources (2nd vocational pedagogy symposium conducted at Kyambogo University, 2016). They further suggested that short courses for VET Institution and World of work should be developed.

NCDC (2017) in the workshop conducted at Shimon core PTC pointed out that Public Private Partnership should be strengthened in order to promote school programs. The researcher noted that a number of students improved on their skills through working collaboratively. Work places provide a strong learning environment because they offer real on job experience that makes it easier to acquire both hard and soft skills (Sannerud, 2012). DITTE curriculum incorporates workplaces that include practicum, internship training and school practice. These are intended to bridge the technology and skills gaps in TVET instructor trainees.

2.3.6 Information Communication Technology in Fashion.

Brussels, Belgium. Kampelmann, Rycx, (2012) stated that with the effect technology, practical skills become easier and accessible to learners and trainees. According to lecturer Wycliff in his lecture, (2016) defined ICT as a range of electronic tools for storing, displaying and exchanging information and for communication. Teaching of ICT should be strengthened in Institutions because of the changing technology. ICT is used for community empowerment, especially women (<http://www.the.hindu.com>). Positive attitudes often encourage less capable users to learn the skills necessary for the integrating ICT classroom activities (Azjen I. & Fishbien M, 2005).

Students showed that the use of ICT helped them to improve fashion creation and also to get information about sewing. Researcher also found that the use of ICT in designing has improved the skill of fashion creation and drawing of different styles using designing software such as adobe illustrator, Edraw and Photoshop. (Plunkett, 2014) argues that drawing is something that must be made by hands and that the communion of hand, eye and intellect has power which offers the only true road to visual creativity. The WOW advances at a very fast pace, students have to do industrial training to enable them get experience and exposure to the latest technological advancements in the world of work. The following are the advantages for integrating ICT in VET: personalizing students learning, Enhancing students learning, Giving feedback and reinforcement, Enhancing the quality of teaching, Improving teacher education, improving access to information, Enabling greater access to Vocational Education.

ICT enhances teaching however has its own challenges: technical support, professional development, language and culture and access to internet. These have limited the use of ICT by Tailoring students at NICA.

CHAPTER THREE:

METHODOLOGY

3.1 Research Design

The research method was qualitative and descriptive in nature and it was a participatory action research (PAR) using the future workshop approach. Selener (cited in Reason and Bradbury, 2001, pp1) describes participatory research as a process through which members of an oppressed group or community identify a problem, collect and analyze information and act upon the problem in order to find solutions and to promote social and political transformation. This approach of research emphasized participation and involvement of the stakeholder's. PAR emphasizes collective inquiry and experimentation grounded in experience Burns (1999). Within a PAR process, "communities of inquiry and action, evolve and address questions and issues that are significant for those who participate as co-researchers. The effort in this study was to integrate three basic aspects; participation which is democratic, action which is engagement with experience and researching which is soundness in thought and the growth of knowledge.

3.2 Study Population

The participants were second year students from the Department of Tailoring, lecturers in the department, and members of top administration of the college. There were thirty seven (37) students out of thirty-seven {37}, two lectures {02} from Tailoring Department, three administrators out of the four top administrators of the college, three work places. (Koul, 1998) Defined population as any

collection specified group of human being or non-human.

3.2.1 Sample size determination

Charles (1998) describes the sample size as a representative group of the population in research. The sample size was Thirty seven {37} students, three {03} administrators, three work places and two lecturers from Tailoring section.

3.3.2 Sampling technique

The sampling technique was purposive. The researcher made use of second year tailoring students because they had stayed longer in the institute and have more experience about the challenges in the teaching and learning processes than first years. Lecturers used were from tailoring department because they had experience in teaching tailoring and new some of the challenges facing tailoring Department. Administrators selected had records about the school and were knowledgeable about policies in running the College. The workplaces selected were mostly used by NICA students and showed interest in guiding students during industrial training.

Table 5: Summary of sampling size

Category	Total population	Sample population	Sampling strategy	Reason
2 ^d year tailoring students	37	37	Purposive	Have more experience than first years.
Lecturers	2	2	Purposive	Tailoring department
Administrators	4	4	Purposive	Records and policies in running the college
Work places	6	6	Purposive	Operating procedures in industry.

3.4 Methods of data collection

The researcher used observation, focus group discussion, library search, questionnaires, oral interviews and brainstorming as key methods of data collection. For effective use of the mentioned methods, I employed video recorder, reflective logs and group evaluation as a research tools. Interviews allow to discuss to cover the topics in details if it is conducted informally and give the researcher the freedom to probe the interviewee to elaborate a new line of inquiry. Berg B U, (2001) treats interviews as an interchange of views between two or more people on a topic of mutual interest.

3.4.1 Instruments of data collection

Observation

The researcher as a participant and moderator/ facilitator in the action research took keen observation, listened and took notes in all stages. Koul, (1984) defines observation as a process in which a person observes what is occurring in some real life situation and record what has been observed. I was obliged to get involved at all times since the project was action based.

This aspect of data collection was basically to reinforce the interview method and as a means of validating the quality of data gathered. The method was supplemented with video recorder to bridge the gap between the information noted in the process of observation and what actually occurred.

Focus group discussions

Focus group discussion is a participative method that involves a homogenous group of respondents or participants in the discussion of issues of common concern through a moderator (Stewart and Shamdasani, 1990).

In this study focus group discussions were held with participants who included: the researcher, second year students, and lectures from the department of Tailoring, Administrators and instructors from work places. Guiding questions were introduced by the researcher, ideas and opinions of each participant were recorded as the discussions continue.

Documentary Analysis

Also referred as library and archival, Documentary analysis is concerned with all kinds of information, hard and soft copies of various categories and artifacts such as buildings and machines. Creswell(1994,pp.150-151) exerts that documents are any written information or physical objects that are analyzed for the study to obtain data such as manuals, books journals, registers from the very beginning of the study to the end. They helped the researcher in the building of the literature. A number of books from the library and internet were used in the course of the study to get information about the study.

Oral interviews,

This involved the dialogue between the researcher and stakeholders in search of relevant information on practical skills. This was done at all levels of research in the field as its evident in the industrial training assessment form and school practice supervision sheet in the appendix

Questionnaires,

This involved sending of the questions to responsible stake holders and they were collected on due date. The researcher therefore made use of the guide questions as they appeared in questionnaire section to collect viable information related to practical skills acquisition to meet the world of work

Brainstorming

The researcher used brainstorming using paper carousel and open discussion to get concerns that led to the generation of the topic.

3.5 Procedure of data collection

The researcher used visual in participation cards, logbook, camera and video recorder to collect data.

Table 6: The summary of data collection,

Method	Tools
Interview <ul style="list-style-type: none"> • Opinions from stake holders • Challenges, solutions, 	Interview guide Future workshops
Participatory Observation ,assessment, training equipment, test item formation	Camera Future workshops Evidence and records
Focused Group Discussion Challenges and solutions	VIP cards views and solution
Documentary review	Log book feedback events and observations

3.6 Data Analysis

The data analysis process I employed constituted transcription of data from the field, validation, presentation, reflection and discussion. Employed qualitative data analysis techniques. Qualitative data analysis entails classifying things, persons and events and the properties which characterize them (Cresswell, 1994, p.166).The data will be processed by interpreting and editing the acquired facts from interviews, observation, library search, tabular presentations and discussion by the respondents.

3.7 Work plan

Table 7; Work plan for activities to be done in research.

Activity	Responsible personnel	Period	Where and How
To identify the challenges in practical skill acquisition in relation to the world of work competence requirements in fashion and design.	Student, administration lecturers/ people in	2weeks	At NICA. Through future work shop.
To identify the possible strategies to address the challenges in practical skill acquisition.	Students	2weeks	At NICA. Through future work shop.
To implement the possible strategies addressing the challenges of practical skill acquisition in relation to the world of work competence requirements	Administration, lecturers/ experts in industry, student and researcher.	3month	At NICA, workplaces, community. Strengthening collaboration between world of work, community and Institution.
To evaluate the efficacy of the implemented strategies.	Lecturers/ experts in industry ,researcher, administrators, and students	1month	At NICA, Work places. Using interview guide.

3.8 Validity

According to Macmillan (2001) Validity refers to the evidence base that can be provided about appropriateness of the inference, uses and consequences that come from assessment. Appropriateness has to do with soundness, trust, worthiness, legitimacy of claims or inferences you like to make on basis of obtaining scores (Messick S 2006). Validity is also the accuracy and meaningfulness of inferences which are based on the research results, (Mugenda1999). The researcher used interview guides, observation, video recorder and triangulation.

3.9 Limitation of the study

The researcher faced limitation of finances, limited network and internet at the institution.

Moving in different workplaces and organizing fashion show competition was costly and that made us fail to conduct fashion shows. Communication using mobile phones was also difficult because of poor network.

CHAPTER FOUR: ACTION IMPLEMENTATION RESULTS AND EVALUATION

Overview of Action Implementation and Evaluation.

In this chapter, I present and interpret the data I observed from the field. The presentation and interpretation sequentially observed the objectives of the study as reflected in chapter one of this research, namely:

- To identify the challenges in practical skill acquisition.
- To identify the possible strategies to address the challenges in practical skill acquisition at NICA.
- To implement the possible strategies addressing the challenges in practical skills acquisition in Tailoring at NICA.
- To evaluate the implemented strategies at NICA.

Furthermore, the presentation illustrates a reflection of the story of action as it unfolded guided by the following sub themes namely;

- Collaboration
- Motivation
- Pedagogical strategies
- Contradictions and Complexion.

The underpinning theory was in this action research was learning by doing. Dewey(1997, p.73) points out that learning from experience is to make a backward and forward connection between what we do to things and what we enjoy to suffer from things in consequence. Learning is a process of acquiring

knowledge, attitude, skills and norms in bid to change ones behavior.

4.1 Theme A: Challenges in practical skill acquisition to meet the world of work competence requirements

In this section I present and interpret the data which I considered relevant to challenges faced the students of Tailoring at NICA. At this stage of the study focused on people in the world of work to help me identify the gaps between VET at institution and WOW. Being an action research oriented study also considered Administrators, lectures and community with whom I analyzed the problem under investigation as appoint of start to implement.

4.1.1 Situational analysis

Preparation were done and FGD were conducted with different stakeholders. “The researcher first conducted FGD with the students on 16/November/2016. The researcher took the learners through the work process analysis at NICA from admission to graduation. The researcher posed the question to the leaners’ which activities is not going well that needs improvement? The researcher divided participants in three groups of twelve in each group, through paper carousel brain storming each group noted their activities which needed improvement on the manila. With paper carousel brain storming the following challenges were identified:

- -Improper teaching of practicals.
- -Ineffective assessment of practical work.
- -Poor time management by both lecturers and students.

- -Delay of results by affiliated University.
- -Improper management of project work.
- -Inadequate training material.
- -Low syllabus coverage in some course units.
- -Failure to conduct study trips, fashion shows and exhibition.

After two days the researcher conducted a meeting with the Administrator and lecturers in Tailoring trade. The researcher also visited work places and had interaction with instructors at different workplaces. Due to the fact that data was collected in isolation, most of the challenges were the same. Evidence for FGD is indicated in chapter one. A future workshop was conducted which brought all stake holders together apart from instructors from workplaces. Future workshop was conducted on 30/ Nov/ 2016 guided by different of data collection which include: preparation stage, critical stage, fantasy stage, reality stage and implementation stage.

After the presentation in the future workshop thorough analysis of the identified challenges by the stakeholders singled out one major challenge faced by students at NICA. From the analysis improper practical teaching ranked high and stakeholders agreed that should be addressed first. The following gaps under practical skills training were identified by the stakeholders;

- Lack of exposure to current fashions.
Learners said what is on fashion in Abilonino may not be on fashion in Kampala. Fashion becomes popular for a specific period of time and goes.
- Failure to integrate freehand cutting with paper patterns.

- Lack of training materials.
- Inadequate training of ICT in designing packages.
- Lack of collaboration between Institution, community and world of work.
- Inadequate time committed for practicals.
- Poor design development to fashion creation in tailoring.
- Poor back ground of patter drafting.
- Irrelevant skills to the world of work

This was the point of departure for advocating for better strategies of improving practical skills.

4.2 Theme B: Strategies to address the challenges in practical skill acquisition

In the future workshop we agreed to strengthen collaboration between Institution, community and world of work by improving on the gaps which were identified and these are;

- Selling products made by students to the community at a cheap price.-
- Apply for sewing contracts and making garments for individual clients.
- Adequate training of ICT on different software's for fashion and designing.
- Integration of free hand cutting with paper patterns.
- Exposure to current styles through study tours, display of charts and fashion books.
- Strengthening the teaching of Fashion drawing using both computers and

free hand sketches.

4.3 Theme C: Implement the possible strategies addressing the challenges in practical skill acquisition.

In this section I present the implementation of strategies as agreed in the future workshop. It was guided by learning theory which was learning by doing. Dewey(1997, p.73) points out that to learn from experience is to make a backward and forward connection between what we do to things and what we enjoy to suffer from in things in consequence. The data was presented using the following sub themes;

- Collaboration
- Motivation.
- Pedagogical strategies.
- Contradiction and complexion

4.3.1 Collaboration between Institution, community and world of work.

Collaboration is a purposeful relation in which all parties strategically choose to cooperate in order to achieve shared or overlapping objectives (<https://en.m.wikipedia.org/wiki/colla.>)

Autor, D., Katz, L.F., Kearney, M.S. (2006) advocated that Collaboration is also working together to generate ideas for the common goal. Collaboration is a cordial relationship between world of work, community and institution. The following activities took place under the theme of collaboration. On12/Aug/2016 we held a meeting at Jinja Vocational Training Institute by all instructors in

Technical Institute who are offering Masters in Vocational Pedagogy at Kyambogo University. The theme was preparation for Action Research. The group went through work processes in Technical institutes, where we also suggested meeting and interacting with different stakeholders starting with school Authorities/Administrators, lectures in different disciplines students and people from work places.

On 30th/Nov/2016 a future workshop was conducted which brought all stakeholders together apart from work place instructor who complained about the distance however their views were presented in an attempt to harmonize and amplify the problems facing practical skills acquisition in the institute.

In the future workshop meeting stake holders came up with the following strategies to address the challenges in practical skills acquisition in relation to world of work competence requirement:

1. Strengthening collaboration between world of work, community and institution.
2. Exposure to current fashions through displaying charts, field trips, fashion shows, magazines, ICT, photos
3. Integration of freehand cutting with paper patterns.
4. Increase on practical hours.
5. Improve on the teaching methods (ATL)
6. Adequate training in ICT.
7. Looking for sewing contracts from community.
8. Organizing fashion show and exhibition.
9. Selling products made by students to community in order to get training materials.

4.3.1.1 Strengthening collaboration between world of work community and institution.

According to Davis, S.J., Faberman, R.J., Haltiwanger, J.C. (2012) and DITTE curriculum incorporates work places that include practicum, internship training and school practice. These are intended to bridge the technology & skills training gaps of TVET instructor trainers. I helped in citing work places which can help learners to get concept which they never learnt at school such as Lira garment production and other small workplaces. This helped in strengthening collaboration between world of work and institution and also to improve their skills in relation to labour market Baert, S., Cokkx, B., Verhaest, D. (2012).

In December 2016 second and third week, we sold all products made by students in tailoring to the community of Abilonino in bid to get money for training materials and also strengthening collaboration.

From the money got, we managed to buy three new sewing machines and training materials for the department of tailoring. In addition to selling the products to the community in bid to strengthening collaboration, the researcher and students started looking for clients and contracts for making uniforms. In December 2016 the researcher got into contact with the Regional internal security officer (RISO) Bukedi Region who is one of the parents in NIC-Abilonino who linked the researcher to current LCV of Budaka and former LCV Pallisa Districts who managed to connect me to five schools namely;

1. Pallisa SSS
2. Namengo girl's primary schools. Hun
3. Pallisa girls' primary schools.
4. Bishop wills Teachers college.
5. Budaka Universal College

In the same week the researcher visited the five schools, the price and terms of reference were discussed and only the two schools namely ST Claire Namengo boarding school and Pallisa Boarding school were brought on board for contracts.

Measurements were taken in second week of February for the two schools by the researcher and one of the students as revealed in the photographs taken.

In Namengo primary schools we were given to make five hundred uniforms which included classroom uniform, Sunday wear and evening wear. In Pallisa girls primary school we were given to make one hundred Sunday wear only. We did the work with all students in Tailoring who were present for three weeks.

On 16th/March/2017 we supplied the first bunch of uniforms and work done was commendable. This gave us pride and being booked for the second season to come by same schools and new ones. The second and third bunches were also supplied in the following weeks. This is evidenced by the videos recorded from the beginning to the end. The local purchase order which was given to me after delivering all uniforms to Namengo boarding and Palisa girls.



Source: The Researcher

Fig 6. Showing the researcher, Sister and pupils fitting in uniforms

In addition to contracts got from schools, researcher and students also used to get clients from the community and the institute itself for making garments. They could do this work in groups and whenever they are free for lessons. This helped to widen the scope of knowledge, augmentation of practical skills hours and also opportunities for theory to emerge from the skills performed, real life teaching and integration of hand cutting with paper patterns. Through head of departmental meeting which took place on 2/Feb/2017, the researcher requested for an addition purchase of computers and installation of Computer Aided Design software (CAD) such Adobe illustration, Photoshop, Edraw, max or Fashion Draw. Eighty Computers were brought by Belgium and the installation of CAD software was done. The teaching of Auto CAD was strengthened because whatever we requested to aid the teaching of ICT in fashion and design put into place. Through the Belgium lectures were trained how to use Auto CAD.

4.3.2 Motivation of learners and lectures

Motivation is from Latin word (Movere) meaning energizer or encouragement or mover. It also means eagerness and willingness to perform a task without being told. It can also mean self-drive. Motivation is the process of influencing employee's attitude towards work through the provision of incentives. Xbanzberg theory says that people are motivated when they achieve results. A researcher being a garment designer in the world of work and a teacher who has kept herself being practical in what she says and does has made her being admired by her students because she walks the talk. Learners were motivated by direct participation in making garments for the community, contracts and for themselves, meaning that they translated themselves in what they made. As they were brought on board to participate in the sewing of the garments from the contracts of various schools which were undertaken during the contract process which generated some money of which part of it was given to them. Fashion charts, Fashion books, videos on fashion shows and use of ICT motivated learners. These helped to communicate the concept of fashion design.

4.3.3 Adequate training in ICT on designing soft wares

ICT is information and communication Technology. Communication is the sending and receiving of messages. Technology is the creativeness of the mind to come up with a new model of items. ICT has the following Advantages.

- It simplifies work.
- It helps to promote market products.
- It enhances career development.
- It motivates learning.

In the future workshop the researcher and stake holders agreed to strengthen the teaching of ICT. Through the course unit of computer application and computer Aided design learners were able to get adequate skills in ICT on fashion and design. This helped the learners to improve on their skill of drawing, sketching and also getting to-date information on current fashions. The researcher made a follow up to see that adequate teaching of ICT takes place and also learners to have access to computer lab whenever they fill like getting any information This has helped to enhance traditional teaching and also support work performance

4.3.4 Pedagogical strategies

Pedagogy is sustained process where by somebody acquires new form develops, existing forms of conduct, knowledge practice and criteria from somebody or something deemed. Liu, K., Salvanes, K.J., Sorensen, E.O. (2012). Advocates that those Good skills in bad times or cyclical skill mismatch and the long-term effects in acquisition of skills in during training and learning processes. Manpower

Group (2013) states that Talent shortage is common factor amongst all vocational institutions, (www.manpower.co.uk). Vocational pedagogy is a field of knowledge towards trades, occupations and professions which involves training and learning to work. Vocational pedagogy is an inter play between work and learning in the following ways: Assists to relate the ideas obtained in the training with the real world situation, it also improves on individual creativity to bridge gaps that exist in the real world as opposed to ideal situation, deliver competent human resource to the field/world of work. Improvement on the teaching methods from traditional to competence based education training. Micro-teaching sessions were conducted by the learners and the researcher was observing and giving them opportunity to assess themselves. .

4.3.4.1 Improve on teaching methods using Active Teaching and Learning. {ATL}

Method is a two way interaction between a teacher and student. It describes the activities that the teacher has to do and those that the student have to do during the teaching and learning process. According to Thomas and Bartlett a method is an organized, orderly, systematic and well planned procedure aimed at facilitating and enhancing students learning. ATL method was initiated and implemented to equip the instructor trainers with participatory and collaborative strategies of teaching and learning. The aim of these reforms were to enable teachers to move away from standard learning by rote methods and to utilize alternatives that encourage inquiry among students as they develop research and reflect on a new ideas.(Leyendecter, Ottevanger and van deaAkker, 2008)

The researcher trained in ATL and has facilitated learners to ATL methods and techniques. Teacher quality has been shown to be the single most important school variable influencing student's achievements {verpoor2008, p 217; organization for economic cooperation and development OGCD, 2004}. The researcher trained student in all ATL packages and at the end of the semester learners did micro teaching in groups of five, evidence of micro teaching is in the video. ATL places the student at the center of the teaching and learning process. It focuses on the students' needs, abilities, backgrounds and interests with the teacher serving primarily as a guide and facilitator for learning. The approach marks a significant shift from teacher –centered pedagogy to learner –centered pedagogy. The researcher engages students in inductive hands on activities group work and reflection to promote critical thinking. Manuals about ATL and CD'S were put in library to strengthen the use of ATL from trainers to trainees. This has been evidenced from the school practice results. Most students were equipped with ATL packages.

4.3.5 Contradiction and complexion.

Contradiction is a situation in which inherent factors, actions or propositions that are inconsistent or contrary to one another. Or a combination of statements, ideas or features which are opposed to one another.

4.3.5.1 Attitude of the learner.

From the start of vocational in Uganda a negative attitude was built against it by the colonial policies in Uganda which never favored the development of

Vocational Education (Okinyal 2006).

According to Pupttel Patel, Steedman, H. (2012). Overview of systems and issues – ILO contribution to the Task Force on Employment, Skills and learners attitude is everything. During the implementation, I observed some students with negative attitude built in them. They are motivated by acquiring certificate not their output

The low attitude by the learner is as a result of the community and fellow students from different trades calling it a course for failures and a female course.

4.3.5.2 Entrepreneurship skills.

Some learners lack entrepreneurship skills, all the time same students were the ones getting clients. This showed that some students lacked entrepreneurship skills.

4.3.6 Complexion during implementation.

Complexity comes from the Latin word complexus, which signifies entwined, twisted together. Professor Mikulecky of physiology at the Medical College of Virginia Commonwealth University (<http://views.vcu.edu/mikuleck/>) defines complexity as a property of areal world system that is manifest in the inability of any formalism being adequate to capture all its properties. So many programs in the Institution caused some complexion in the implementation

Lack of textile shops around the institution caused delays in sewing because of missing notions.

Limited internet also affected the teaching of ICT. Too many gadgets in the

institute which requires electricity led to shortage of power

4.4.0 Theme D: Evaluation of the implemented strategies

According to Johnson & Johnson (1999, p.6) evaluation is an aspect in a learning process that focuses on a follow up of the progress of the learning of the learner. Evaluation is also the estimation or determination of nature, value, quality, ability extent or significance of something. It is essential for a teacher to regularly monitor and intervene in the learners learning process to assess the progress. Various methods were used to evaluate the implemented strategies; observation, interview guide, interaction with the stakeholders.

4.4.1 Exposure to current fashions

Basing on the products made by students, shows that display of fashion charts and use of ICT in fashion designing brought positive results. Students could create their own styles.

4.4.2 Integration of free hand cutting with paper patterns

At the beginning of using free hand cutting, I found out that some of the students had a challenge of using free hand cutting, with continuous practice they developed free hand cutting skills.

Integration of free hand cutting with paper pattern has improved on the learners' creativity in designing. Through observation and interaction with the learners, support the use of free hand cutting because it has brought them closure to world of work competence requirements.

4.4.3 Adequate training materials and ICT in different packages in designing

Contracts of making uniforms and garments for individual clients bridged a gap of inadequate training materials. Fashion drawing using ICT was improved greatly this is evidenced from Computer Aided Design examination results. However there's need to continue using ICT in order to strengthen fashion designing.

4.4.4 Collaboration between Institution, community and world of work.

At the beginning some students were shy to approach clients. I realized that they lacked entrepreneurship skills. Through school practice and industrial assessment, from the interaction with students and instructors from workplaces showed that collaboration was improved. Learners could talk freely to their trainers and guidance was given to learners by the trainers. According to my observation and interviews conducted, the strategies implemented gave positive results.

4.4.5 Appropriate teaching methods

In an attempt to improve on the teaching methods, ATL method was employed. At the beginning, students had a negative attitude towards the ATL method. I realized that dependent syndrome made learners to hate ATL method. With continuous implementation and mentoring. Learners came to like the method because it gave them opportunity to own their learning. At the end of the semester, micro teaching was conducted inured to analyze the methods, techniques, assessment methods and evaluation methods used in ATL. Learners were video recorded and this enabled them to make reflection on their teaching.

4.5 Interpretation of data

Table 8: Responses by administrators about the relationship between institution community and work places is good

Responses	Number	Percentage
Strongly agree	03	75
Agree	01	25
Disagree	-	
Strongly disagree	-	
None		
Total	04	100

From the table, data shows that 3 people strongly agree that the relationship between institution, community and world of work was strengthened.

Table 9: Responses by administrators about increase of time for practical skills

Responses	Number	Percentage
Strongly agree	02	50
Agree	02	50
Disagree		
Strongly disagree		
None		
Total	04	100

From the table, data shows that 02 people strongly agree that time for practical skills increased.

Table 10: Responses by administrators about improvement of the teaching method using (ATL)

Responses	Number	Percentage
Strongly agree	04	100
Agree	-	
Disagree	-	
Strongly disagree	-	
None	-	
Total	04	100

From the table, data shows that 04 people strongly agree that teaching methods improved at NICA using ATL.

Table 11: Responses by administrators about adequate training in ICT on different packages of designing

Responses	Number	Percentage
Strongly agree	01	25
Agree	03	75
Disagree		
Strongly disagree		
None		
Total	04	100

From the table, data shows that 03 people agree that training of ICT in fashion and design using different software's was adequate.

Table 12: Responses by lecturers about the relationship between institution community and workplace is good

Responses	Number	Percentage
Strongly agree	03	27.27
Agree	06	54.54
Disagree	01	9.09
Strongly disagree	01	9.09
None		
Total	11	100

From the table, data shows that 06 people agree that the relationship between institution, community and world of work is good.

Table 13: Responses of lecturers about increase of time for practical skills

Responses	Number	Percentage
Strongly agree	01-	9.09
Agree	09	81.81
Disagree	01	9.09
Strongly disagree		
None		
Total	11	100

From the table, data shows that 09 people agree that time for practical skills was increased.

Table 14: Responses of lecturers about improvement of teaching methods using (ATL)

Responses	Number	Percentage
Strongly agree	06	54.54
Agree	05	45.45
Disagree		
Strongly disagree		
None		
Total	11	100

From the table above, data shows that 06 people o strongly agree that teaching methods was improved using ATL.

Table 15: Responses of lecturers about adequate teaching in ICT on different packages of designing

Responses	Number	Percentage
Strongly agree	03	27.27
Agree	06	54.54
Disagree	01	9.09
Strongly disagree		
None	01	9.09
Total	11	100

From the table, data shows that 6 people agreed that the teaching of ICT on different packages was adequate.

Table 16: Responses by students about the relationship between the institution community and workplaces is good

Responses	Number	Percentage
Strongly agree	30	60
Agree	15	30
Disagree	05	10
Strongly disagree		
None		
Total	50	100

From the table, data shows that 30 students strongly agreed that the relationship between the institution community and workplaces is good.

Table 17: Responses of students about increase on time committed for practical skills

Responses	Number	Percentage
Strongly agree	08	16
Agree	37	74
Disagree	03	06
Strongly disagree		
None	02	04
Total	50	100

From the table, data shows that 37 students agreed that time committed for practical skills increased.

Table 18: Responses of students about improvement on the teaching method (ATL)

Responses	Number	Percentage
Strongly agree		
Agree	36	72
Disagree	10	20
Strongly disagree	04	08
None		
Total	50	100

From the table, data shows that 36 students agree that there's improvement on the teaching method (ATL).

Table 19: Responses of students about adequate training in ICT in particular packages for designing

Responses	Number	Percentage
Strongly agree	38	76
Agree	12	24
Disagree		
Strongly disagree		
None		
Total	50	100

From the table, data shows that 38 students strongly agree that there's adequate training in ICT in particular packages for designing.

Table 20: Responses of students about adequate exposure to current fashion through displaying of charts

Responses	Number	Percentage
Strongly agree	25	50
Agree	22	44
Disagree	03	06
Strongly disagree		
None		
Total	50	100

From the table, data shows that 25 students strongly agreed that there's adequate exposure to current fashion through displaying of charts

Table 21: Responses of students about integration of free hand cutting

Responses	Number	Percentage
Strongly agree	38	76
Agree	10	20
Disagree		
Strongly disagree		
None	02	4
Total	50	100

From the table, data shows that 38 students strongly agreed that integration of free hand cutting with paper patterns was improved.

Table 22: Responses of students about supplying of uniforms in schools

Responses	Number	Percentage
Strongly agree	40	80
Agree	10	20
Disagree		
Strongly disagree		
None		
Total	50	100

From the table, data shows that 40 people strongly agreed on supplying of uniforms in schools.

Table 23: Responses of students about organizing fashion shows competition and exhibition

Responses	Number	Percentage
Strongly agree		
Agree	20	40
Disagree	23	46
Strongly disagree	04	08
None	03	06
Total	50	100

From the table, data shows that 23 students agreed that organizing fashion shows competition and exhibition was done.

Table 24: Responses of instructors of world of work about improvement in practical skills

Responses	Number	Percentage
Strongly agree	02	33.33
Agree	04	66.67
Disagree		
Strongly disagree		
None		
Total	06	100

From the table, data shows that 04 instructors of world of work agreed that there's improvement in practical skills.

Table 25: Responses of instructors of world of work about the use of free hand cutting without guidance

Responses	Number	Percentage
Strongly agree	01	16.67
Agree	05	83.33
Disagree		
Strongly disagree		
None		
Total	06	100

From the table, data shows that 05 instructors from world of work agree that learners can use free hand cutting without guidance

Table 26: Responses of instructors of world of work about public privacy pattern ship with institution strengthened

Responses	Number	Percentage
Strongly agree		
Agree	06	100
Disagree		
Strongly disagree		
None		
Total	06	100

From the table, data shows that 06 people from world of work agreed that public privacy pattern ship with institution was strengthened.

CHAPTER FIVE; CONCLUSION, DISCUSSION AND RECOMMENDATION

Introduction.

This highlights the decision of findings, conclusion and recommendations and is based on the research questions /objectives of the study that is to identify the challenges in practical skills acquisition in relation to the world of work competence requirements in tailoring, to identify the possible strategies to address the challenges in practical skill acquisition, to implement the possible strategies and to evaluate the efficacy of the implemented strategies and tailoring at national instructors college Abilonino.

5.1 Conclusion

The teaching and learning in VET institutions in Uganda is characterized by insufficient tools, equipment and training materials. In instances where these are available, the training of practical skills is not yet to the standard of world of work. This state of affairs results from lack of collaboration between institution, community and world of work. Furthermore using curriculum which is not up to date to meet the demands in the labor market. This situation is also attributed to lack of exposure to current styles, inappropriate methods of teaching, inadequate training of ICT in fashion and design, not forgetting the attitude of the learner. The strategies implemented showed that with continuous implementation, practical skills will be improved. However continuous mentoring is required by the trainer for the trainee to change the low attitude in tailoring, as I observed from the efforts and guidance put in during implementation.

5.2 Discussion of findings.

5.2.1 Challenges faced by students at NICA in practical skills acquisition in relation to the world of work competence requirements in tailoring.

Under this section, the researcher conducted future work shop which brought all stakeholders together and these were the administrators, lecturers, students and instructors from work places. With the guidance of the researcher the following challenges were raised by the stakeholders;

Lack of collaboration and partnership with the world of work/ industries, inadequate back ground in pattern drafting and design development, less hours for practical practices and field work, lack of exposure to current fashions, syndrome of using paper patterns, Lack of up to date methodologies for practical training.

The findings indicated that there was a gap in practical skills because of inadequate relationship between the community, world of work and institution. This finding is supported by Kyle {2008} who noted that majority of manufacturers and educators indicated that there was a gap between the education in institutions and manufactures needs.

Inadequate background in pattern drafting and design development, Fashion creation was left out in the curriculum development of Uganda Junior Technical Certificate {UJTC} craft 1 and 2 levels. This caused poor design development by the learners. Design development are steps taken to create original and marketable designs from inspiration. According to Fernandez {2007} for the learners to be able to develop designs, they should be able to follow the steps used in

developing designs from inspiration breakdown to holding a fashion show. Therefore knowledge about fashion creation is very vital to the learners in order to be able to produce quality work.

Syndrome of pattern drafting has failed the learners to perform at most workplaces because most workplace use free hand cutting. Pattern cutting is a means of achieving a shape around the body. It is simple if the basic principle are learnt thoroughly asserts Aldrich {2003}. Knowledge about adaptation and manipulation is very vital for the learners to be able to sketch and sew garments. Lack of exposure to current fashions has caused a mismatch in relation to the labor market. They are curriculum driven neglecting the core requirement for practical experience that meets the demands of world of work. Lack of up to date methodology has also caused improper teaching of practical skills in relation to world of work competence requirements. A method is a two way instruction between a learner and a facilitator. The training has most been by rote method and theoretical.

5.1.2 Possible strategies that can address the challenges in practical skill acquisition at NICA.

The focus on this section was to identify possible strategies that can address the challenges in practical skills acquisition.

Strengthening collaboration between community world of work and institution through private partnership. The institute selling products made by Tailoring students to the community and community giving contracts to the institution has

strengthened the collaboration. Organizing fashion shows and exhibition at the Institution or in the community, this helps to bring both Institute and community together hence strengthening collaboration.

5.1.3 Suggested strategies be implemented.

This was implemented by looking for contracts for making uniforms and other types of wears from community and schools. This was successfully done because researcher and students managed to get contracts from schools and individual work. In an attempt to carry on the contracts, integration of free hand cutting and increase on practical hours was solved. In addition ICT was strengthened by installing design software and the teaching through the course unit of Computer Aided Design. Every week students were getting ICT lessons twice this helped them to improve on sketching skills and getting access to current styles. DITTE curriculum incorporates workplaces that include practicals, internship training and school practice, Researcher helped in citing places which can help learners to get skills which they never got at school.

5.3 Recommendation

Based on the findings of the study the following recommendation were made in accordance to the objectives in order to improve practical skills acquisition in relation to the world of work competence requirement in tailoring:

- Refresher courses should be organized for instructors in order to enrich their knowledge, skills and pedagogy.
- Implementation of ICT in designing should be strengthened in order to

improve the quality of work.

- Curriculum developers should involve industry experts to streamline and link the curriculum development process to the world of work.
- Fashion and design club should be formed in the institute to help improve on the practical and creative skills.
- Increased practical hours and formation of collaboration groups, to help the weak learners improve on their skills.
- ATL methods should be strengthened because it caters for individual differences and emphasizes competence based training.
- The institute should support the department by getting them contracts for sewing uniforms to strengthen the relationship with the community.
- Mentoring and coaching should be strengthened to help learners achieve their goals.
- The Ministry of Education and Sports should make fashion show competitions compulsory in all institutions.
- Study tours should be made compulsory to help learners get exposed to new ideas.
- Introducing fashion and design clubs.

5.4 Areas of Further Study

The following areas of future research are suggested

1. Factors affecting design development to fashion creation in tailoring at NICA.
2. Problems hindering effective mentoring and coaching in tailoring at NICA
3. The effect of soft skills on learner's performance in tailoring at NICA.
4. Availability of guidance and counseling services in tailoring at NICA to develop positive attitude.
5. Value addition in tailoring products.

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APPENDICES

Appendix 1: Summary of challenges and strategies of practical skills acquisition at NICA.

AIM: To evaluate the efficacy of the implemented strategies.

Strategies addressing the teaching of practical skills	Tick were applicable				
	Strongly agree	Agree	Disagree	Strongly disagree	None
1. The relationship between the institution, community and workplaces is good.					
2. Increase on time committed for practicals.					
3. Improvement on the teaching methods (ATL).					
4. Adequate training in ICT in particular packages for designing.					
5. Organizing fashion shows.					
Interview guide for students					
1. Good relationship between world of work community					

and institution.					
2. Adequate exposure to current fashions through displaying of charts.					
3. Integration of free hand cutting.					
4. Improved teaching methods (ATL).					
5. Adequate training in ICT in particular packages for designing.					
6. Sewing of uniform for supplying in schools and also making attires for individuals.					
7. Organizing fashion shows competition and exhibition.					
Interview guide for people in world of work					
	Strongly agree	Agree	Disagree	Strongly disagree	None
1. There's improvement in					

practical skills.					
2. Use of free hand cutting without guidance.					
3. Public Private Pattern ship with the institution strengthened					

I kindly request you to fill this interview guide for the good of the institution and the community.

God bless you abundantly.

Appendix 2: Products made by tailoring students at NICA



Appendix 3: Personal reflection log.

Responsible personnel	Activity	Experience	Reflection
Researcher	Preparation for Action Research	Held meeting with fellow instructor	Went through work processes. Ethical to be followed. Sought permission from administrators
Researcher, Administrator, students, mentors and experts at workplaces	Conducting focus group discussion	Identifying challenges in the teaching and learning process	Challenges in learning processes were identified.
Researcher, Administrators, Students Mentors, Lectures and Experts at workplaces.	Conducting future workshop	Identifying the most pressing challenges and Laying strategies for the topic identified.	All stake holders attended apart from Instructors from workplaces.
Researcher, students, lectures, community and Administrators	Strengthening collaboration between workplaces, community and institution.	-Selling products made by TGD to Abilonino community. -Looking for sewing contracts from community. -Organizing fashion show for the community and Institution. -Conducting school practice and industrial training.	Products were sold but those within the Institute took on credit and up to now they have not cleared. -We got contracts from two schools. .Maximum supervision was done because some students, it was their first time to make uniforms. This helped to integrate free hand cutting with paper patterns and

			increase on practical hours -Fashion shows and field trips failed because of conflicting programs in the Institution.
Researcher, Lecturers in TGD, Administrators	Adequate training in ICT.	Learners got training in Auto CAD.	The training of ICT was strengthened by the lecturer. Continuous training by peers was done. However the training had constraint of electricity and internet being on and off.
Researcher, Administrator	Exposure to current styles	Fashion charts where displayed in the workshop, videos where shown by the researcher. Fashion books were brought to students to see, use of computers.	Much as all these were done, learners needed to go for field trips for real life learning because pictures and photos may not bring out real life.
Researcher, Lecturers in TGD.	Improve on the teaching methods (ATL)	Learning by doing. Learners were trained to use ATL methods. Micro-teaching was conducted.	ATL was used however some students had negative attitude towards ATL methods because they wanted to be spoon fed.

Appendix 4: Attendance and minutes for future workshop

17th/ Nov / 2016

REGISTRAR DETAILS

1. Little attention paid to practicals
2. Instructors are not capable to handle practicals
3. Instructors teach to cover the syllabus not basing on how the students are able to do
3. Lack of training materials
4. Equipment for training are lacking
5. Private Inst may not be able to afford expensive equipment
6. Attitude of the learners
7. Parents contribution is less
8. Little time committed for practicals
9. Some inst have failed to integrate theory with practicals
10. Absentism for both learners & te

Deputy Principal (Mr Abiodun)

1. Lack of thorough training at College
2. Lack of instructional material especially practicals
3. Bearbery
4. Lack of initiative by students
5. Lack of exposure
6. Lack of industrial tours / Public exhibition are not attended to
7. Time not enough for industrial training

WORK PLACES


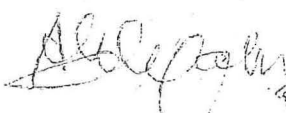

- Lack of skills 90% theory 10% practical
- Communication skills are poor
- Use of patterns when cutting has made them fail to create their own styles

FUTURE WORKSHOP MESSAGE



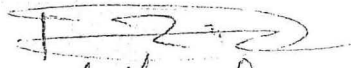
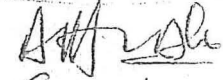
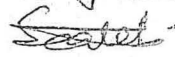
30th Nov 2016

ATTENDANCE



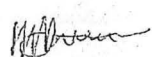






ADMINISTRATORS

- Eng Adubu Jorem  0752787778
- Deputy Abigaba Julius  07263367
- Engr James  0702 " "

LECTURERS

- 1. Ayo Scadne 0774627779 
- 2. Nakubulwa Sarah 077518015 
- 3. Dumba Robert 0783959035 
- 4. Okwot Diana 077630043 
- 5. Kalebu Senyopa 0771891111 

STUDENTS (TALKORWA DEPARTMENT)

- | | | | |
|---|--------------------|--------------------------|--|
| 1 | AGWENG SEMMY | 0778128677 |  |
| 2 | OCEA TONY | 0784630803 |  |
| 3 | NABANKEMA CAROLINE | 0788453751
0789109287 | 
Cecilia |
| 4 | NAMALEMBELE GORRET | | |
| 5 | AJKE SAMUEL | 0784867420 |  |
| 6 | ACOROT ERIC | 0772942285 |  |
| 7 | ASIO GORRETI | 0781957068 |  |
| 8 | AKELLO SUSAN | 0777064840 |  |
| 9 | AMODIOA GRACE | 0787104826 |  |
| | | 0791906076 |  |

		Telephone number	Signature
11	ALAZA KATHY	0774083844	
12	APLO ESTHER	11546699	
13	KAUMA JANIDA	0757328325	
14	TINO ESTHER	0781298921	
15	AJLIANG DORCUS	0777777034	
16	KIBONE SUSAN	0778474541	
17	ATWINIE ALEX	0777548080	
18	TWEBAZE MOSES	0700239046	
19	NATUKUNDA EVAS	0783547911	
20	ANGOLE CONNY	0785397873	
21	AKULLO CHRISTINE	0789421305	
22	NAMUSOBYA WINNIE	0783803157	
23	ACEU COLLIN	0787038081	
24	EJANG MERCY	0775475550	
25	ITONO SARAH	0784957130	
26	KYOFUMA REGINA	0779-635749	
27	ATIM JULIET	0785549848	
28	ABER STELLA	0777757494	
29	EKABA GIDEON	0777193507	
30	CHEPTORIS DONA	0773146225	
31	MASIGUDE JOY	0779890888	
32	ACHANI VIVIAN CATHERINE	0781296974	
33	ALUPO IMMACULATE ROSE	0789384786	
34	TUKET SIMON	0771437422	
35	TUKÉ JESCA	0777766066	
36	ARULO JAMPIER	0772032413	
37	MWACALE BOB	0775842644	
37	SHAMIMU JACONIZELA	0701398495	

Regn. No Name of candidate:

Paper Code Paper Name

Retake (Tick in the Box) Candidate's Signature

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FUTURE WORKSHOP.

Date: 30th / NOV / 2015

Agenda.

1. Opening prayer.
2. Communication from the Researcher.
3. Introduction.
4. Discussion.
5. Taking refreshments.
6. Closure.

Challenges in Tailoring.

1. Improper teaching of practical skills.
2. Ineffective assessment of practical work.
3. Poor time management by both lecturer and students.
4. Delay of results by affiliated university.
5. Improper management of project work.
6. Inadequate training material.
7. Low syllabus coverage in some course units.
8. Failure to conduct study trips, fashion shows and exhibition.
9. Failure to integrate free hand cutting with paper patterns.
10. Attitude of the learners.

highly Through pairwise ranking improper teaching of practical skills ranked

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Regn. No Name of candidate:

Paper Code Paper Name

Retake (Tick in the Box) Candidate's Signature

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CRITICAL PHASES.

Causes of improper teaching of practicals

1. Irrelevant skills to the world of work.
2. Inadequate collaboration between work places
3. Community and institution.
4. Inadequate background in drafting and design development.
5. Lack of up to date methodologies for practical.
6. Inadequate knowledge about ICT.
7. Failure to conduct study trips fashion shows and exhibition.
8. Inadequate training materials.
9. Little time committed for practicals.

Strategies to address the challenges.

1. Strengthening collaboration with world of work.
 2. Strengthening the teaching of drafting.
 3. Improve on the teaching methods.
 4. Integration of free hand cutting with paper patterns.
 5. Adequate training in ICT.
 6. Conduct study tours
 7. Looking for sewing contract and individual work.
 8. Selling of products made at the end of the semester to the community.
- Every stake holder is equally responsible for implementation.

Closure.

Meeting was closed by the researcher with a prayer.

Prepared by
Akello Susan.

Appendix 5: Delivery note and LPO.

Delivery Note

COMPANY: NAKUBUWA
SARAH CATHERINE

DATE: 06/02 20 17

TO: ST. CLARE GIRLS' BOARDING AND DAY PRIMARY SCHOOL

LPO NO.:

LPO DATE:

Please receive the following in good order

DESCRIPTION	QUANTITY
1. Classroom uniform. (Kipere)	300
2. Evening wear. (Green)	150
3. Sunday uniform. (Sister Blue)	50
4. Non-teaching staff uniform	10
overalls (Royal blue)	
overcoats (Coffee brown)	
THE CROWN PRODUCT	

HEADMISTRESS
 ST. CLARE GIRLS' B & D P/S
 NAKUBUWA
 P. O. BOX 1173 N. BALE
 DATE

NO.

SIGN: Sr. SARAH

PLEASE USE COMPANY RUBBER STAMP

Appendix 6: Industrial training assessment form



NATIONAL INSTRUCTORS' COLLEGE ABILONINO

INDUSTRIAL TRAINING ASSESSMENT FORM

0087

No.

Institution: NICA
 Student (Name): Kanga Kella Reg. No.: 16/14/DITTE/098/PA
 Course: TAD Year of study: 1 Supervisor (Name): Nakubulwa Sarah
 Industry: Expert fashions Limited Task: Making garments

No.	Area of Assessment	Excellent	Very Good	Good	Satisfactory	Weak	Comment
		Tick in the appropriate box below to award the marks					
1	% Attendance	✓					- Can work without supervision. - She has ability to use alternative methods & creativity is shown in her work
2	Work Performance		✓				
3	Initiative/Innovation	✓	✓				
4	Time Management		✓				
5	Discipline	✓					
6	Practical Skills		✓				

General Remarks: Good work seen Signature (Student): [Signature] Date: 31/7/2017
 Signature (Supervisor): [Signature] Date: 31/7/2017

White Copy - Student

Pink Copy - Academic Registrar

Yellow Copy - Book

Appendix 7: School practice supervision sheet

Supervisor: <u>Nakubulwa</u>		Excellent	Very Good	Good	Satisfactory	Weak	School: <u>Kaberamanda Tech</u>
Student: <u>Arino Evaline</u>							Class: <u>Craft II</u>
Student Reg. No. <u>16/U/DITE/046/PA</u>							Subject: _____
College: <u>Tailoring & Garment Design</u>							Topic/Skills: <u>Dyeing</u>
Year: <u>I</u>							Time: <u>12:30 pm - 1:30 pm</u>
Date: <u>6/6/2017</u>							
Preparation and Planning:				✓ 12			Area of Improvement All necessary documents are available, however softwares, uniformity of class and assessment types.
Presentation:				✓ 25			- Give learners opportunity also to write their answers on the blackboard
Classroom Management:			✓ 25				- Was okay however learners needs to be motivated by talk while facing them properly
Assessment, Recording & Evaluation:				✓ 07			- Try also other methods of assessment
General Remarks:				Improve on the way you write on charts 03			- Try to use both verbal and nonverbal communication - Demarcation on Blb shd be used

Student's Signature: Arino Evaline

Supervisor's Signature: Nakubulwa