



TVET COUNTRY PROFILE UGANDA



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Introduction

The Technical Vocational Education and Training (TVET) system in Uganda was introduced with the aim of ensuring that individuals acquire relevant skills needed to raise their income and productivity for employment in the private and public sectors. The country is also focused on increasing the provision of skills through TVET. The objective of the system is to increase equitable access to skills development and improve the efficiency of TVET management and organization. The Ministry of Education and Sports (MoES) is responsible for TVET policy execution and monitoring, including planning, budgeting, and annual reviews.

This paper highlights a country-level overview of the TVET system in Uganda, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

TVET policies promote the establishment of employable skills and competencies that will improve and transform the labour market as opposed to the acquisition of educational certificates only. The policies aim to improve the skills needed, mostly for employment of the youth. These policies highlight actions required to expand the TVET qualifications framework, ensuring that the curricula correspond to labour market needs, and the creation of a strong, cohesive organisation to oversee the growth of expertise and reform the funding and management of TVET.

The policy or policies guiding TVET legislations is the Technical Vocational Education and Training (TVET) Policy of 2019. In addition to the legislation, the BTJET Strategic Plan 2012/13 to 2021/22, 'Skilling Uganda' (2012) was developed and a Medium-Term Development Plan of 2017 which addresses challenges and recommends for the development of TVET.

The following documents provide contextual information on the education system and economic indicators in Uganda as they relate to the TVET implementation and policy.

- **Technical Vocational Education and Training (TVET) Policy (2019)** - The TVET Policy is to support the creation of needed employable skills and competencies relevant for the national transformational labour market as opposed to just acquisition of educational certificates. It targets all Ugandans in need of skills for employment. The Policy emphasizes a flexible workplace-oriented (practical) delivery when juxtaposed with the theoretical knowledge acquisition under the current general education system and it shifts TVET management from the government led to Public- Private Partnerships (PPP) delivery.
- **Uganda Business and Technical Examinations Board (UBTEB) of 2019** - a national examination body that is mandated to streamline, regulate, coordinate, and conduct credible national examinations and award diplomas and certificates in the business, technical and vocational or specialised education or training institutions in Uganda. The Board was established by the Business Technical Vocational Education and Training (BTJET) Act 12 of 2008 and operationalised its activities by the Business, Technical, Vocational Education and Training (Establishment of the Uganda Business and Technical Examinations Board (UBTEB)) Regulations, 2009 SI No. 9 of 2009.
- **BTJET Strategic Plan 2012/13 to 2021/22, 'Skilling Uganda' (2012)** - Uganda adopted an ambitious BTJET Strategic Plan 2012/13 to 2021/22, entitled 'Skilling Uganda' (Government of Uganda, 2012). Based on a comprehensive analysis, the plan proposes a 'paradigm shift' for TVET 'from an education sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth.' The shift involves providing labour market-relevant skills and competencies to all Ugandans, in flexible, workplace-oriented environments managed



as public/ private partnerships, replacing the current government school system that delivers certificates to low-achieving school leavers.

- **Statutory Instrument 2009 No. 9** - the Business, Technical, Vocational Education and Training (Establishment of the Uganda Business and Technical Examinations Board (UBTEB)) Regulations, 2009.
- Business, Technical and Vocational Education and Training (BTVET) Act of 2008 - provides for:
 - The promotion and coordination of business, technical, vocational education, and training.
 - The principles governing BTVET.
 - The establishment of the institutional framework for the promotion and coordination of BTVET.
 - The establishment of the Uganda Vocational Qualifications Framework.
 - The financing of BTVET and other related matters.
- **Act of 2008, section 20 establishes the Uganda Vocational Qualification Framework (UVQF)** - integrated into the Directorate of Industrial Training (DIT) to develop occupational standards, assessment, and training packages (ATPs), accrediting assessment centres and assessors, to conduct competence-based assessments, and to issue certificates to successful graduates.

Governance

The framework TVET is governed by the Ministry of Education and Sports (MoES). The MoES is responsible for the implementation and supervision of the programme, including planning, budgeting, and periodic examination procedures. Other departments and partners may have responsibility for selected policies, in particular the Minister of Agriculture, Animal and Fisheries (MAAIF).

The TVET policy states that governance bodies are responsible for the strategic direction and overall governance of the TVET institutions. The governance body of TVET training institutions and providers at the

level of skills development centres (SDC) and vocational training institute s(VTI) is the board of governors (BOG), while the governance body of TVET institutions such as the technical colleges (TCs), the national polytechnics (NPs) and the national technical university (NTU) is the governing council (GC).

Implementing structures

- **The Ministry of Education and Sports (MoES)-** The mandate of the Ministry of Education and Sports (MoES) is: “To provide quality education and sports services in the country which are constitutional obligations for the Ugandan state and government.” The mission of the MoES is: “To provide for technical support, guide, coordinate, regulate, and promote the delivery of quality education and sports to all persons in Uganda; for national integration, individual and national development.”
- **The Directorate of BTVET** - responsible for the management of public TVET institutions, consisting of more than 110 government training centres, schools, institutes, and polytechnics.
- **The Industrial Training Council (ITC)** The ITC is the policy-making organ of the Directorate and an advisory body to the Minister of Education and Sports on BTVET policy matters in the country. The functions of the ITC:
 - To develop and recommend policies in respect of the Directorate and its functions to the Minister.
 - To approve fees determined by the Directorate under the Act.
 - To approve the budget and monitor budgetary performance in the Directorate.
 - To prescribe by statutory instrument, rules for the following matters.
 - Assessment and Certification systems.
 - Accreditation and inspection of assessment centres.
 - Promotion of competence-based business technical vocational education training (BTVET).
 - Apprenticeship training.



- To carry out any other matter related to business technical vocational education training (BTJET).
- **The Directorate of Industrial Training (DIT)**
 - established by the Industrial Training Decree, Decree No. 2 of 1972, which subsequently became the Business Technical, Vocational Education and Training Act, No. 12 of 2008. The decree mandated the DIT, among others, to develop policies and implement strategies for skills training, upgrading, and testing of workers in industries and apprentices in workplaces as well as those persons training in the world of work. The key functions of the DIT are:
 - To identify the needs of the labour market for occupational competencies that fall under the Uganda Vocational Qualification Framework (UVQF).
 - To regulate apprenticeship/traineeship/internship schemes.
 - To foster and promote entrepreneurial values and skills as an integral part of the UVQF.
 - To secure adequate and sustainable financing for the operation of the directorate.
 - To accredit training institutions or companies as UVQF assessment centres.
 - To assess and award Uganda Vocational Qualifications.
 - To develop, apply, expand, and improve the purposeful application of UVQF.
 - To promote on the job training in industry for apprenticeship, traineeship and indenture/ agreement training and other training such as further skills training schemes.
 - To prescribe the procedure for the making training schemes.
- **Uganda Association of Private Vocational Institutions (UGAPRIV)** - an umbrella organisation for private vocational training institutions in Uganda. It was formed to improve the quality and the image of private vocational institutions in Uganda, and to strengthen the BTJET sector. Its main aim is to foster collaboration between private training institutions and

to improve the standards of the training provided, and their relevance for the employment market.

TVET Institutions

The vocational and technical schools in Uganda are parallel to secondary schools and include a proportion of primary school leavers, who are taught different crafts and skills over a three-year period. Furthermore, there are polytechnics in the community, which support technical education and training. After seven years of primary schooling, students can either proceed to low secondary school or opt for three years of craftsman training in farm and technical schools and vocational training centres.

TVET Types

- Government registered and accredited centres that include public BTJET training institutions (community polytechnics, vocational training centres, schools and institutes, technical colleges, health training institutions and colleges, instructor and tutor training colleges and specialised training institutions).
- Private skills training providers under the umbrella of the Uganda Private Vocational Institutes (**UGAPRIV**).
- Registered public and private enterprises in form of SMEs, large scale businesses and the informal sector.

TVET institutions and responsible ministry

- Public TVET Institutes (131)
- Registered Private TVET Providers (670)

TVET in Uganda is an overlapping three-tier system comprising:

- Craftsman level training offered by technical schools and institutes.
- Technician level training offered by technical colleges; and
- Graduate engineer level training offered by universities.



Graduates of the Uganda Certificate of Education (UCE) have alternative avenues for further education and training, namely:

- Enrolling in a two-year advanced course at a technical Institute.
- Joining a two-year primary teacher training programme in primary teachers' colleges.

Graduates of the Uganda Advanced Certificate of Education (UACE) completers have several avenues open to them, namely:

- Enrolling in a two-year course at the Uganda Technical College.
- Joining any of the programmes of departmental training.
- Proceeding to the Uganda College of Commerce.
- Joining a two-year course in a national teachers' college; and
- Proceeding to university.
- Private TVET – Public TVET institutions are not able to provide sufficient appropriate opportunities for Ugandan youth to learn vocational skills. The majority of vocational skills training is therefore conducted by private TVET institutions.

Funding sources

The major funding of the TVET system in Uganda is derived from government budget to the education system and training fees paid by private households. The informal sector is largely funded through donations. Other funds have been created to encourage new approaches to training and to extend and improve existing training and apprenticeships. The government envisages reforming the system of financing TVET in order to achieve long-term sustainability.

Private sector engagement

Through public private partnerships (PPPs), the government intends building a comprehensive collaboration involving the private sector in the governance structures and policy development of the

TVET system at all levels. The aim of this PPP (Public Private Partnerships) is to bring the business community and employers together with the government and TVET institutions to combat unemployment in Uganda and find systematic approaches to meet supply and demand needs and allocate funds for TVET.

Assessment bodies such as the Uganda Business and Technical Examinations Board (UBTEB) and The Directorate of Industrial Training (DIT) require that trainees in TVET institutions attend practical or industrial training in order to prepare them for the industrial placements in private companies. Private sector bodies forming part of the PPP (Public Private Partnerships) for TVET in Uganda include PPP for TVET in Uganda include:

Private sector authorities

- Private Sector Foundation Uganda (PSFU) - Uganda's umbrella body for the private sector made up of 230 business associations, corporate bodies and the major public sector agencies that support private sector growth. PSFU is also the government's implementation partner for several projects and programmes aimed at strengthening the private sector as an engine of economic growth in Uganda.
- Uganda Manufacturers Association (UMA) - an industry association in Uganda that brings together Ugandan industrialists and manufacturers in an attempt to guide the industrial actors in the country towards global competitiveness, on a sustainable basis.
- Uganda Small Scale Industries Association (USSIA) - a registered membership non-governmental organisation formed in 1979 to create a forum and structures for supporting and enhancing growth in the small-scale industrial sector of Uganda.
- National Chamber of Commerce and Industry (NCCI) - the oldest nationwide umbrella organisation for the private sector in Uganda. Its objective is to



promote and protect the interests of the business community, particularly its members who are represented in all sectors of the economy.

Informal TVET systems

The informal sector has been key in sourcing jobs in Uganda and plays a key role in economic development and employment generation. Because the impact of the informal sector is largely underrated, the TVET system has neglected to formalise the special training requirements and skills development of this sector. Going forward, the Ugandan government is committed to growing skills in the informal sector by expanding training, improving relevance and effectiveness, and making the sector a focal point in the TVET system. It also intends to support and invest in non-formal training providers and establishing systematic approaches to skills development in the informal sector.

Teacher training

The Kyambogo Polytechnic and Kyambogo National Teachers' College merged to form Kyambogo University in order to train and improve the skills of TVET teachers and instructors in Uganda. The government is providing vocational teacher training courses and extra training programmes for workers in the field to prepare them for the community polytechnics. The instructors and trainers of TVET in private institutions are primarily selected directly from graduates who have industrial experience in technical and polytechnics institutions. Nakawa Vocational Training Institute also offers more comprehensive instructor initiatives.

Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Uganda from 2017 to 2021. Youth in this publication refers to persons aged 15-24/34 years.



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TVET-COUNTRY LEVEL OVERVIEW UGANDA





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