

Skilled Crafts

AND TRADES NETWORK 4 AFRICA

BRIEF DESCRIPTION OF THE TECHNICAL AND VOCATIONAL EDUCATION (TVET) SYSTEM IN UGANDA

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1. Political and social significance of TVET (background)

The BTNET10-year Strategic Plan 2012/3 – 2022/3 aims at transforming the BTNET system from an educational sub-sector into a comprehensive system of skills development for employment, productivity and growth. Instead of educational certificates, the main purpose is to create employable skills and competencies relevant in the labour market. Training contents should be aligned with skills requirements in the labour market. The new BTNET system embraces all Ugandans in need of skills, not only school leavers.

The table below shows enrollment of pupils / students at Pre-Primary, Primary, Secondary, TVET (BTNET) and Tertiary education sub-sectors in the Financial Years 2015/16 and 2016/17.

Level of Ugandan System of Education	Enrollment in Financial Year, 2015/16			Enrollment in Financial Year, 2016/17			% Increase in Enrollment
	Total	Female	Male	Total	Female	Male	
Pre-primary Education Sub-sector	477,123	240,839	236,284	563,913	284,824	279,089	18.2%
Primary Education Sub-sector	8,264,317	4,141,654	4,122,663	8,655,924	4,361,451	4,294,473	4.7%
Secondary Education Sub-sector	1,284,008	608,845	675,163	1,457,277	691,871	765,406	13.5%
BTNET Sub-sector	105,905	41,943	63,957	109,305	39,325	69,980	3.2%
Tertiary Education Sub-sector	257,855	114,643	143,212	258,866	114,552	144,314	0.4%

The Ugandan Education and Sports Sector Annual Performance Report, Financial Year (FY) 2016/17

2. Classification of TVET institutions

Training takes place in:

- a. Government registered and accredited centres that include public BTNET 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).
- b. Private Skills Training Providers under the umbrella of the Uganda Private Vocational Institutes (UGAPRIVI)
- c. Formal enterprise-based training by members of Uganda Manufacturers Association (UMA), the Private Sector Foundation Uganda (PSFU), Uganda Small Scale Industries (USSIA) and the National Chamber of Commerce and Industry (NCCI).
- d. Registered Public and Private Enterprises in form of SME's or large scale and informal sector i.e. Jua Kali¹.

¹ A common Swahili name for informal businesses

3. Initial and continuing training courses offered by the TVET system

The Uganda Vocational Qualification Framework (UVQF) was created to align TVET training and qualifications with the needs of the labour market. Below is a table showing the UVQF Levels and corresponding details.

Uganda Vocational Qualifications Framework (UVQF)

Level	Entry Requirement	Offered by	Duration	UBTEB /University Certification	UVQF Level By DIT
Non-Formal Artisans	Open to; <ul style="list-style-type: none"> • Illiterates • Semi-literates • Literates 	All BTVET Providers	3 – 6 months	Nil	Modular Transcript
RPL	Validation of Skills Acquired through Job Experience	Private Sector Work Based Learning	Any Number of Years	Nil	Worker's PAS
Artisans	Primary 7 (P7) Leaver	Technical Schools, Community Polytechnics, Vocational Training Centres	3Years	Community Polytechnic Certificate	1
Craftsperson	a) Senior 4 (S4) Leaver b) Polytechnic Certificate c) UVQF Level 1	Technical Institute and Vocational Institute	2 Years	National Certificate	2
	d) UVQF Level II	Technical Institute Vocational Institute Accredited Centre Enterprise Based Training	1 Year	Nil	3
Technician	a) Senior 6 Leaver b) National Certificate c) UVQF Levels 2 or 3	Technical Colleges	2 Years	National Diploma	4
BTVET Instructor	National Diploma UVQF Level 4	Instructor Training Colleges	1 Year	Diploma Certification by Kyambogo University	4
	a) UVQF Levels 2 or 3	Universities	1 Year	University Entry Bridging Certificate	4 (HEQF under NCHE)

	b) Worker's PAS Level 3				
Technician	a) National Diploma b) UVQF level 4	Technical Colleges	2 Years	Higher Diploma	5
Manager of BTVET Institution	National Diploma/ Degree	Nakawa Vocational College	1 Year	Diploma Certification by DIT	5

4. Situation of TVET instructors/trainers

Previously TVET instructors and trainers were drawn directly from graduates of technical colleges and institutes. They rarely had adequate industrial experience, and some had pedagogical training while others did not. However, teacher/tutor and instructor education and training is currently harmonized under TIET department of Ministry of Education and Sports. The Instructor, Technical Teacher, Education and Training Division of TIET is responsible for BTVET Institutions. The current Instructor Training Colleges that provide BTVET instructor training include: Kyambogo University, Abilonino Instructors College, Nakawa and Jinja Vocational Training Institutions, and two private institutions – Kampala Institute of Technical Teacher Education located at Kira Wakiso district and African College of Commerce and Technology located in Kabale district

Formerly BTVET Instructors were holders of: (i) a Certificate in Technical Teacher Education (CTTE); or (ii) a Certificate in Vocational Training Instruction, a one-year course for O' Level or Craft II Certificate holders; or (iii) a university degree, of three years; or (iv) a Diploma in Technical Teacher Education (DTTE) or Vocational Training Instruction, obtained after 1year of study. Rather as of now the reformed TIET system Instructors in BTVET subsector are holders of Diploma in Instructor and Technical Teacher Education and Training (DITTE) obtained from instructor training colleges and Kyambogo University. Instructors generally earn low salaries.

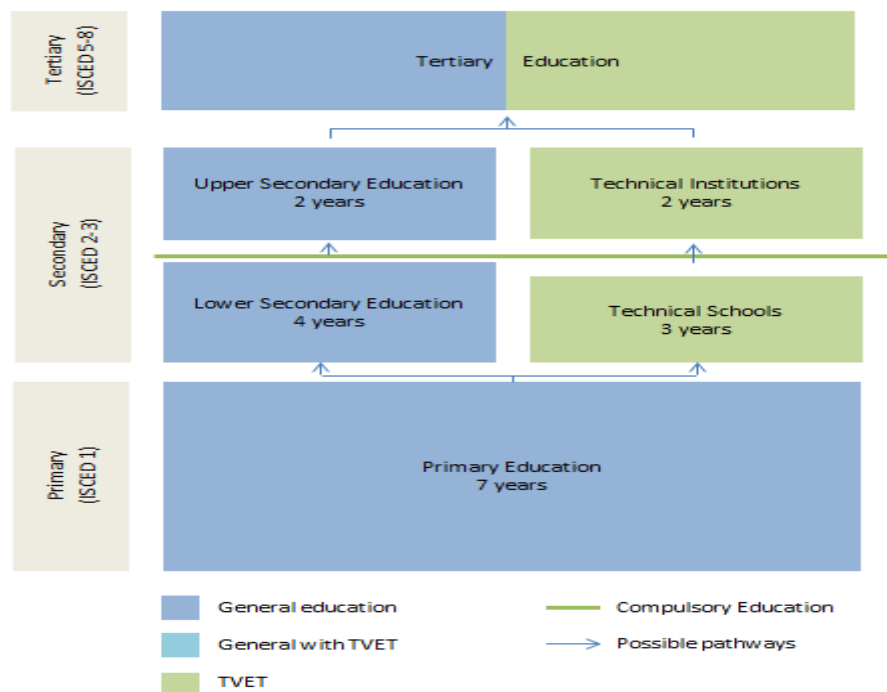
5. Responsibilities for curriculum development and adaptation

Business, Technical, Vocational Education and Training (BTVET) is regulated by the BTVET department in the Ministry of Education and Sports. The National Curriculum Development Centre (NCDC) is responsible for curriculum development (Academic Vocational and Technical). However, the Qualifications Standards Department in the Directorate of Industrial Training (DIT) develops the Assessment and Training Packages (ATPS) that are used as Curriculum Guides in the application of Uganda Vocational Qualifications Framework (UVQF).

The BTVET Sub-sector examinations/assessment bodies are:

1. Directorate of Industrial Training (DIT)
2. Uganda Business and Technical Examinations Board (UBTEB)
3. Uganda Nurses and Midwives Examinations Board (UNMEB)
4. Uganda Allied health Examinations Board (UAHEB)

6. Overview of the education system



Scheme compiled by UNESCO-UNEVOC from UNESCO-IBE (2010). World Data on Education VII

Ed. 2010/11. Uganda. Geneva: UNESCO-IBE.

Children start Primary Education at 6 years of age and complete the level at the age of 13. At this point, they have the option of joining either Lower Secondary Education or technical Schools for 4 and 3 years respectively. Uganda has Universal Primary and Secondary Education system – where pupils and Students study for free. For Vocational and Technical Training, some learners are admitted on government sponsorship, but the majority have to pay because, such training is mainly provided by private training providers.

7. Experience in cooperation with private sector

Collaboration between the private sector and vocational training providers remains one of the most important challenges for vocational training. It is a requirement by the assessment bodies (DIT and UBTEB) that trainees must attend industrial training and this is the only formal time vocational training providers collaborate with companies through seeking for industrial placements for their trainees.

8. Financing vocational education and training

The two major sources of TVET funding are the public budget and private households through training fees. The share of TVET in the MoES budget is relatively low, approximately 4% to 7%. Public unit spending is also low by African standards. A new fund (Training Levy), is set up to stimulate new training approaches as well as expanding and improving traditional apprenticeship trainings, but it is still put on hold. Training for the informal sector is largely donor-financed.

9. Challenges/Strengths

The main strengths of the current BTVET system are:

- The existence of an enabling legal framework (the BTVET Act 2008, 10-year BTVET Strategic Plan 2012-2022, “Skilling Uganda”). The Plan is designed to address the major challenges identified regarding relevance, quality, access and equity, management and financial sustainability of TVET.
- Political will to support Skilling Uganda strategy.
- Abundant stock of unskilled youths willing to train and be transformed into the labour market.

The following are the key challenges of the BTVET system:

- Absence of a defined unifying and authoritative body to oversee TVET system in the country.
- Disaggregated TVET funding mechanisms that disadvantage the needy and marginalized groups including the PWDs.
- Lack practical competences of TVET graduates
- Shortage of appropriately qualified and competent BTVET instructors
- The common appalling state of TVET training infrastructure.

10. What are the general possibilities of further education?

LEVEL	EQUIVALENT
UVQF level 5	Diploma in Training Institution Management/Higher National Diploma
UVQF level 4	Diploma in Vocational Training Instruction /Technical National Diploma
UVQF level 3	Master Craft Certificate
UVQF level 2	National Certificate
UVQF level 1	Polytechnic Certificate
Worker’sPAS	Worker’s Practically Acquired Skills (PAS). The Ugandan Ministry of Education and Sports officary uses the “Worker’sPAS certificate to recognize professional skills acquired without formal training - on job training. Professional skills are assessed according to three proficiency levels: 1. ‘The person works under supervision’. 2. ‘The person is able to work under moderate supervision and with support’.
Modular Transcript	Partial qualification of the occupation in formal learning