

Analysis of Vocational Education and Training

Uganda



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Uganda

The Ministry of Labour, in its National Employment Plan from 2001 complains that *"...despite the extreme shortage of technical skills, Uganda's education system continues to supply labour that targets mainly 'white collar jobs' in the formal sector, and particularly in the Government. Yet for firms to be competitive, they need to employ people with the technical skills necessary for ensuring high quality products that can compete in the market."*

General

Over 27 million people live in the Republic of Uganda. 33 % of them is Roman Catholic, 33 % is Protestant, 16 % is Muslim and 18 % have indigenous beliefs. English is the official language, in addition Ganda or Luganda is spoken and other languages are Niger-Congo languages, Nilo-Saharan languages, Swahili, Arabic (CIA, 2006).

0 – 14 years	50,1 %
15 – 64 years	47,7 %
> 65	2,2 %

CIA, worldfactbook, estimation 2005

In the North of Uganda, the LRA (Lords' Resistance Army) is fighting for a independent state wich is ruled in the mane of the 10 commentments of the Bible. The LRA is guideed by Joseph Kony and is obducting children to use them as childsoldiers or sex slaves. These rebels are active for 18 years now. Fear for these obductions causes a stream of refugees of thousands of people (wikipedia, 2006).

Economy

Uganda has substantial natural resources, including fertile soils, regular rainfall, and sizable mineral deposits of copper and cobalt. Agriculture is the most important sector of the economy, employing over 80% of the work force. Coffee accounts for the bulk of export revenues (CIA, 2006). The people in Uganda have an average GDP of 249 USD (Minbuza, Est. 2003)

Table: Share of the total employed labour force

	Share labour force	Share of GDP
Agriculture	82 %	31,1 %
Industry	5 %	22,2 %
Service	13 %	46,9 %

Source: CIA, 1999 and 2005 estimate

The country has today a labour force of 13,7 million. Most of these are unskilled because of the low proportions of people with basic or post-secondary education. With the success of the governments' Universal Primary Education programme over the last 10 years, the picture has started to change, but only significantly for the primary school level. There has been a growing number of youths with virtually no employable skills despite having completed primary or lower secondary schooling. There appears to be a mismatch between the development path of the economy and the level and distribution of skills in the labour force (AfDF, 2005) .

No unemployment figures are available.

Uganda's economy, although reportedly growing, suffers from a lack both of sufficiently skilled manpower and of employment opportunities for the growing number of school-leavers.

Substantial migration into the cities adds to that problem. The previous vocational training did not contribute to the alleviation of these social and economic shortcomings due to deficiencies in relevance, funding and equity in the access of the programme. In 1998 the Ministry of Education and Sports (MoES) has implemented a sector-wide approach, the Education Sector Strategic Plan (ESSP), to address the challenges.

Skilled workers are in short supply in Uganda, yet so too are employment opportunities for growing numbers of school leavers. Migration away from subsistence farming exacerbates unemployment. Vocational training has so far disappointed hopes that it could solve these problems. The main weaknesses in this sector are its lack of relevance, poor funding for expensive training schemes, and inequality of opportunity for those in need (GTZ, 2005).

Uganda depends on its agriculture - heavily. And most of Uganda's workforce finds employment in agriculture and rural areas - nearly 85%. But a closer look into agriculture reveals, that high employment in this sector has its price: Low productivity, underemployment and unpaid labour. Manufacturing and services have a high potential to employ more labour. Especially micro and small enterprises (MSEs) offer good chances for self-employment in the informal sector, in rural and semi-urban areas.

This all adds up to a scenario where the majority of future workers is likely to work as

- domestic workers (close to 20 %)
- unpaid family workers (close to 30 %)
- own account workers (close to 40 %) (Hand in Hand, 2005)

Education

69,9 % of the people is literate, which includes 79,5 % male literate and 60,4 % female (CIA, 2006).

The key basic sub-sectors are: Pre-Primary and Primary Education; Post Primary Education and Training (Secondary Education and Vocational Training); and Tertiary Education. Each of the sub-sectors is planned for and managed under a department headed by a Commissioner (AfDF, 2005).

The Ugandan education system offers five levels of education. The first level comprises of 3 years of Early Childhood Development (ECD). The ECD centres provide early childhood care for children up to three years old and pre-school education for three to five-year olds. The second stage comprises of seven years of primary education typically referred to as P1 to P7. The official age ranges from 6-12 years. At the end of primary level, a national examination, the Primary Leaving Examination (PLE), is administered (AfDF, 2005).

Universal Primary Education (UPE, a major programme of the government to improve primary education) in Uganda is a success-story. Many families - for the first time ever - can send their children to school. No wonder they start thinking about the future academic career of their kids. Educational planners are both fascinated and worried by the "bulge" of more than one million primary pupils, approaching P7. What can be offered to them? Post Primary Education and Training (PPET, including secondary education and VET) has become a key word for those involved in planning for the educational future of Uganda (Hand in Hand, 2005).

The third level comprises of four years of junior secondary (S1-S4) leading to the award of the Uganda Certificate of Education (UCE) on successful completion. Parallel to junior secondary schools are three-year technical schools or farm schools, which also admit primary school graduates (AfDF, 2005).

The fourth level comprises of three types of offerings:

- a) two-year senior secondary school or 'A' level programme that admits a very limited number from lower secondary graduates,
 - b) two years of vocational education offered at technical institutes and commercial colleges, and
 - c) two-year Primary Teacher Training Colleges (PTCs).
- (AfDF, 2005).

Parallel to Secondary schools are technical schools and Technical Institutes, which take a proportion of primary school leavers who are taught various crafts and skills for duration of three years. In addition, there are Community Polytechnics, which promote technical education and vocational training. Along side that; are Primary Teacher Training Colleges, which produce primary school teachers. There are also National Teachers Colleges, National Colleges of Business studies, Uganda Colleges of Commerce and Technical colleges (Ministry of Education and Sports, 2005).

Participation at secondary level is heavily skewed in favour of those from high income households, and those living in or near areas of high population density. Very few of those from households with incomes below the 40% percentile are enrolled (MoES, ??).

Finally, the fifth level of the system comprises of various types of institutions that offer two to five year programmes leading to the award of degrees and diplomas. These tertiary level institutions include universities, colleges of commerce, paramedical colleges, technical and vocational colleges, and National Teacher Training Colleges (NTCs) for secondary teachers (AfDF, 2005).

Until the early 1990s the numerical gap between P7 and S1 was approximately constant. With the onset of the UPE policy the gap started to widen, and from 2000, as the first UPE cohort started to complete primary school it increased dramatically. Even with a trend of 486,000 students graduating in 2003/2004 from P7, equivalent to about 40% transition rate, an estimated 294,000 were still left with little or no options for further education or training. The gender distribution regarding enrolment rates of girls in the Ugandan education system is as follows: primary: 49.2%; secondary: 45.2%; post-primary: 30.6%; tertiary: 37.5%. There is almost near parity at the primary level, as well as a relatively significant rate at secondary level by Sub-Saharan standards. As in many other developing countries, a lower percentage of females continue to secondary school (AfDF, 2005).

Problems in education facilities and service

Data on the performance of students in the mathematics and science subjects in the UCE 'O' level examinations over the period 2001 – 2004 show that 50 percent of the candidates failed in mathematics while 30 percent failed in the sciences. The proportion of girls failing was much higher than boys in both mathematics and the sciences. At A level, 30 percent and 20 percent respectively failed in the subjects.

The vast majority of secondary schools, essential facilities including libraries, laboratories and

student hostels were inadequate and sub-standard and that the supervision of teachers by heads was inadequate. Most rural communities do not have sufficient and quality post-secondary institutions for their children to pursue further education or technical and vocational training. Most of those available are often far away (5-10km distance) to walk to and do not have boarding facilities.

Currently, out of 781 secondary schools (Government), especially those in rural areas, more than 60% continue to lack basic science teaching and learning facilities such as laboratories and libraries. Most schools in the rural areas do not have housing and other amenities to attract qualified and experienced teachers. There is a shortage of well-trained mathematics and science teachers, particularly women (AfDF, 2005)

External factors constraining educational performance

In addition to the structural insufficiencies of the education system, other constraining factors include the continued prevalence of poverty, disease (especially HIV/AIDS), armed conflicts as well as the disempowering consequences of rapid population growth.

A lot of socio-economic and regional disparities in education provision exist. For example, a significant proportion of school-going age children are still excluded from participation especially among the nomadic and fishing communities, and from the conflict areas of the country. There are also still imbalances in Gross Enrolment Rates between rural and urban areas; and at higher levels of education, girls are still under-represented in the science and vocational subjects and the gap in university education enrolment is widening in favour of males.

A major criticism of the education system is its inability to prepare the majority of post-primary school leavers for further education and training and entry into the labour market.

Those who proceed with further education at secondary level often fail their examinations in critical subject areas like mathematics and science. Those who proceed to BTNET programs are often ill-prepared for the world of work because the institutions lack the appropriate facilities, equipment and competent trainers (AfDF, 2005).

Vocational education and training

How is VET defined? Formal, informal and non formal? Does it include training on the job?	“ a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. It applies to all forms of technical and vocational education provided in educational institutions or through cooperative programs organized jointly by educational institutions at one hand, and industrial, agricultural, commercial and any other undertaking related to the world of work, on the other.” In Uganda TVET is called Business, technical and vocational education and training (BTNET)
% youngsters in vocational education and training, regional differences	3 % of all public secondary level enrolment is BTNET.
Share of flow from regular education to vocational education and training	It is estimated that 15 % of all primary school leavers will enjoy BTNET in 2005, declining to 10 % in 2012.
Gender ratio in VET on national level, regional differences	Girl's participation rates in PPET are much less than that of boys. Over 90% of enrolments in secondary level BTNET are boys.
Which institutions pay attention to VET? (private actors (local NGOs, Churches, private institutions), commercial (organised by trade and industry companies) and public actors)	Churches mainly organise the informal BTNET, together with NGOs. Formal public BTNET is organised by an array of technical schools and institutions. Apprenticeships are organised by firms.
In which regions are they active, share urban / rural?	NA

Post-Primary Schools (BTNET and secondary education)

Technical schools and farm schools are open to primary school leavers who do not qualify for admission to S1. An array of government and private technical and vocational institutions with BTNET programs are available to students completing junior secondary school (S4). All these BTNET institutions are termed post-primary and follow a track parallel to the mainstream academic one. There is no provision to cross over to or from either track when the need arises (AfDF, 2005).

Today, those born in 1988 (more or less P7 leaving age) will be offered the following alternatives besides working in the agricultural sector:

- 15% will find training in the BTVET system (but less than 2% in public BTVET)
- 25% will find a place in General Secondary Schools
- 60% will find no place and are considered to be "drop-outs".

And if present recommendations (August 2002) for expansion of general secondary schools will be implemented, then the picture in 2012 will be as follows:

- enrolment in BTVET will have declined to 10% ;
- enrolment in General Secondary Schools will have increased to 40%
- the dropout-rate is still at 50%.

Post-primary refers to institutions (excluding secondary schools) that can be accessed after primary 7 or senior 4. Categories of post-primary institutions include:

- Primary teachers' colleges
- Technical institutes/schools
- Commercial/business schools
- Nursing and midwifery institutions
- Clinical officers' institutions
- Hotel management, catering, and tourism schools
- Fisheries training institutes
- Vocational training institutes
- Survey training schools
- Physical planning training institutes
- National meteorological training institutes

By 2004 there were a total of 1,003 post-primary institutions in the whole country. Total enrolment was 29,338 with 69% male students. Teachers were 1,923 a small share of female teachers (16%).

Table 10: Key Indicators for Post-Primary Schools (2004)

Item Description	Count/value
Number of Post-Primary Schools	1,003
Enrolment - Total	29,338
Males	20,199
Females	9,139
Teachers - Total	1,923
Males	1,617
Females	306
Pupil/Teacher Ratio	15
Classrooms	570
Pupil/Classroom Ratio	51

Source: MoES, 2006)

The basic arithmetic of post primary access and affordability is simple. Public costs per pupil at general secondary level average about seven times those at primary. Primary education

currently absorbs up to 70% of the education budget, and about 20% of the total national budget. If all children completed primary and attended S1- S4, and 50% attended S5-S6 in public institutions at current cost ratios, well over 60% of the entire Government of Uganda budget would have to be allocated to PPET. This is not possible. BTVET institutions at school level have costs which are more than four times greater than general secondary. Expansion in these institutions at current cost levels would provide more access to some, at the cost of the exclusion of others. Average public unit costs for different types of provision are shown below (MoES, ??).

BTVET

The Business Technical and Vocational Education and Training (BTVET) system comprises of three pillars – public, private and firm based training.

There are 144 public institutions; about 600 private training service providers, and an unknown number of apprenticeship and enterprise-based training programmes operating in Uganda. As Table A 7.2 shows, enrolments have been rising, but the public sector institutions reach only a fraction of potential demand. The private sector provides an unknown but significant volume of training of various kinds (PRSP, 2005).

Table A 7.2: Enrolment in public sector BTVET institutions 1999/2000 – 2003/2004

Type of Institution	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	Total
Colleges of Commerce	2,169	2,320	2,984	3,420	3,596	14,489
Technical Colleges.	1,652	1,789	1,922	1,980	2,136	9,479
Technical Institutes	9,188	9,690	10,215	10,694	11,292	51,079
Technical Schools	6,984	6,902	7,218	7,123	7,264	35,491
Health Training Institutions	2,301	2,412	2,386	2,599	2,811	12,509
Community Polytechnics				1,800	1,800	1,800
Agric. Colleges and others	912	1,120	1,317	1,580	1,613	6,542
Total	23,206	24,233	26,042	28,782	28,712	130,975

Source: PRSP, 2005

Public BTVET

The public BTVET system consists of an array of technical schools and institutes. There are 33 Technical Institutes, 3 Vocational Training Institutes and 1 Vocational Training Centre, 25 technical schools, 4 farm schools and 16 Community Polytechnics (CP), with an additional 14

polytechnics to be constructed with a grant from the Islamic Development Bank. Some of these schools and institutes are the legacy of early European occupations and the educational activities of missionaries. Some of them, such as the post-primary farm schools and technical schools, date from decades before the notion of UPE and reflect an out-of-date concept of occupation-specific technical schooling. Their age means that many of these institutions are very poorly equipped. In the private sector it is estimated that there are over 400 private training institutions. The public and private institutions respectively provide an estimated 10,000 and 40,000 training places (AfDF, 2005).

Table 14: Enrolment in state-owned vocational training centres (1993)

Trade	Total	Men(%)	Women(%)
Electrical installation and fitting	121	97	3
Painting and decoration	22	73	27
Plumbing	36	100	0
Fitting and machinery	60	100	0
Welding and fabrication	79	99	1
Carpentry and joinery	67	99	1
Brick/block laying	71	100	0
Auto mechanics	7	100	0
Motor vehicle mechanics	14	100	0
Weaving and tailoring	34	0	100
Total	511	91 %	9 %

Source: GTZ/VET Taskforce, 1998, based on the Ministry of Gender and Community Development Country Report, 1995.

Source: Haan, 2002

Private BTVET

There are believed to be over 600 Private Training Providers (PTP) in Uganda, of whom 187 have registered with the MoES (Moll, 1998). Most of them are church-based training centres. In recent years, numerous PTPs have started up but most of them focus on office qualifications (e.g. computer competences) and various business skills, which require only limited investment and can attract large numbers of students/trainees. They are not always easy to find, as they are generally unknown by the practitioners working in government ministries, donor projects and NGOs. Below, some information is presented on a few private training institutions conducting technical training courses (Haan, 2002)

Care needs to be taken in dealing with “private training providers”. This category appears to include a wide variety of training offers. From the very limited findings described above, the following prototypes seemingly can be obtained:

- *philanthropic PTPs* which were started by benevolent public servants or business (wo)men which possibly, after having enjoyed some kind of external assistance, have been forced to ensure self- financing operations as all sources of revenues dried up;
- *production PTPs* which have manufacturing or repair as their first line of business, for which they make use of young unskilled workers/trainees who, since they are supposed to obtain useful skills, receive a below average remuneration for their labour. Some of these businessmen carry out this type of training under the banner of an NGO or something similar and actually at times receive donor funding for their “training”;
- *side-line PTPs* which are activities for professionals who are already in the training business, usually in the public sector (e.g. university or polytechnic), and have started a private training business, sometimes even using the facilities to which they have access because of their primary activity.

Only the latter category can be said to view training as a business opportunity, and it arguably would constitute an interesting group of training providers whose capacity, along the lines of the new BDS paradigm, could be built up in the expectation of arriving at sustainable service delivery.

Finally, the findings from Uganda also seem to show that private for-profit providers of training for the informal sector tend to adopt informal sector characteristics themselves. They are difficult to define, to find and to interview (Haan, 2002).

Firm Based training

In view of the low capacity of existing training institutions in Uganda, there can be no doubt that most of the skills of workers in the formal and especially the informal sector have been developed in informal ways. Reference is frequently made to the traditional apprenticeship in the country, but it would seem rather underdeveloped when compared to West Africa and even neighbouring countries such as Kenya. It would even appear that the term "apprentice" in Uganda is only applied to a specific group of enterprise-based trainees. This is due in part to the existing regulations for apprenticeship with regard to contractual aspects (e.g. entrance requirement, period, termination, etc.) as well as content, testing and certification. Informal workshops cannot comply with such regulations which were enacted with an eye on enterprise-based industrial training in the formal sector. As a result, MSEs hesitate to call their trainees "apprentices". In fact, it would seem that a more-or-less formal master-apprentice relation exists in the case of students/trainees who are placed in a business by VTIs for "industrial training". While no particular training programme is followed, at least the training period is known (three months). Usually no payment is made, either by the VTI or the trainee, for the enterprises to provide training. Conversely, the trainee will not receive any income during this period, except some incidental pocket money for personal expenditures. Most of the skills transfer in the sector will then take place without being considered as such by the business owner or the person hoping to obtain technical skills. He/she will ask to be taken on as an unskilled assistant, probably earning almost no income. The skills development, if any, will occur entirely ad hoc through observation of ongoing productive activities and the occasional rendering of mostly unskilled auxiliary tasks. No training is given, and there is no generally accepted period for the training to last. If the trainees feel that they have learned enough to get a better paid job elsewhere, they will leave (Haan, 2002).

Problems in BTVET

The BTVET institutions are widely variable in quality, high cost, mostly in low demand from pupils, and are yet to constitute an integrated system. In the school level institutions about 80% of pupils choose from only two subjects (block making and woodwork), half fail to acquire trade certificates, and over 90% are boys. Costs per trainee are about five times those in general secondary schools. Effective demand is weak and existing institutions are under enrolled. 3,400 candidates applied for technical and farm schools in 2002 out of over 400,000 P7 leavers. About 2000 were accepted initially, most of whom had PLE aggregates of 30 or more, and fell in the lowest category. Overall school level BTVET accounts for less than 3% of all public secondary level enrolments. In addition, the post school Colleges taken over from other Ministries have yet to be integrated into a coherent and efficient system. Some of these institutions have unclear chains of accountability and funding, high unit costs, and weak evidence of employer demand. The need is to weld them into a coherent system (MoES, ??).

White-collar job mentality and negative attitudes towards "hands-on" work are a major concern of employers, when asked about graduates of the formal education and training system. Employers value practical hands-on training and all kinds of work experience higher than formal education and training with colourful certificates.

Although there is a high need for pre-work- and up-grade-training, the public BTVET system is not responding adequately. The actual BTVET system is fragmented and of uneven quality. It is plagued by inefficient management and a lack of systematic planning. And last not least - the whole system is in a severe financial crisis.
(Hand in Hand, 2005)

Vocational training and education in Uganda continues to face a range of constraints: it suffers from a cultural bias, lacks direction and is so far limited in capacity, is traditional in approach and above all is ineffective in impact. For historical reasons, vocational training is not well appreciated in Uganda. The white-collar syndrome is still pervasive among many

strata of the population, even though the informal sector employs by far the largest number of new labour market entrants. One of the consequences of this is that the youth follow training not, in the first place, to acquire skills that address needs, but rather to get a certificate in order to get a job. The training in both public and private VTIs is largely theoretical, with practice deferred to the period of attachments for industrial training. The training facilities are by and large inadequate, and there is a lack of qualified instructors. The curriculum, testing and certification are highly centralized. Entrepreneurship development is usually not included in the training. The cost of the training is high, especially in those VTCs that offer boarding facilities.

The adherence to centralized curricula seriously affects the flexibility of the training providers to adjust their course to developments in the economy and changes in the labour market. The market outcomes of most, if not all, VTIs are poor. Uganda has progressed less than its neighbours in the formulation of coherent training policies. Moreover, the institutional framework of the training sector is not yet fully clear and can therefore not operate effectively. Here the donors play a major and possibly confusing role.

Total training capacity is almost negligible when compared to the need for vocational training. Private training providers have started to fill some of the gap left by the public sector when it comes to technical training, but their efforts appear still rather weak. While this role of the private sector is now being acknowledged, it is not yet fully explored as part of the proposed new strategy for vocational training. Interestingly, network relations are being formed gradually between the different training providers. For instance, some of the small NGOs involved in skills training who lack adequate premises and equipment for practical work, send their trainees in groups for a practical period to one of the public sector VTCs.

There is a severe cultural bias against vocational training and work in Uganda. The secondary education system, which is relatively small when compared to primary education, is strongly oriented towards academic qualifications and avoidance of physical labour. The youth generally aspire to white-collar jobs, which in the past meant, in particular, government employment. Indeed, the vast majority of VTIs feel that their students/trainees decided to enrol on the basis of their school results which did not allow them to gain entry into a more academic institution; vocational training performs a kind of residual role in an elite academic system (Haan, 2002)

Gender

Girl's participation rates in PPET are much less than that of boys. Overall there are between 20% and 35% more boys than girls in S1-S4, and over 60% more boys in S5-S6. Over 90% of enrolments in secondary level BTVET are boys. Almost all countries with gross enrolment rates (GER) at secondary over 50% have gender equity or a preponderance of girls. Almost all countries with secondary gross enrolment rates below 50% have a majority of boys enrolled.

Currently the GER2 for secondary in Uganda is about 35% (for S1-S4 enrolments, split between public (15%) and private (20%) schools). Net enrolment rates are likely to be less than 20%. Both rates will fall without expanded participation.

In BTVET institutions between 60 and 70% achieve Grade 4 levels (the lowest) in maths and English (the medium of instruction).

Budget

As would be expected in a country which has over the last decade placed heavy emphasis on UPE, the share allocated to primary is high. The Government has continued to allocate substantial resources to the Primary Education sub-sector. As shown in the Table 2.1, primary

education has been taking over 66% of the Ministry's total expenditures in 2004/2005. The BTVET and secondary sub-sectors take only modest shares of the education budget, respectively 4% and 16% on average (AfDF, 2005).

The share of public expenditure allocated to each sub-sector has not varied significantly over the years. However, projected expenditure on BTVET in the 2007/2008 budget is set to rise to 6%; a significant increase from preceding years (AfDF, 2005).

Table 2.1: Public Expenditure on Education (billions of Uganda shillings)

		2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Primary	Recurrent	255.127	279.182	285.718	325.661	322.069	353.521
	Development	81.054	71.981	81.061	64.679	68.039	78.93
	Total	336.181	351.163	366.779	390.34	390.108	432.451
	Sector Share	66.7%	67.9%	66.1%	67.5%	64.6%	64.6%
Secondary	Recurrent	72.801	81.667	91.787	92.482	101.501	106.339
	Development	5.459	1.767	0.808	0	2.55	3.45
	Total	78.26	83.434	92.595	92.482	104.051	109.789
	Sector Share	15.5%	16.1%	16.7%	16.0%	17.2%	16.4%
BTVET*	Recurrent	16.011	15.134	18.483	17.96	17.063	22.18
	Development	4.17	1.422	4.407	3.826	6.636	17.687
	Total	20.181	16.556	22.89	21.786	23.699	39.867
	Sector Share	4.0%	3.2%	4.1%	3.8%	3.9%	6.0%
Tertiary	Recurrent	47.481	49.048	55.821	61.328	75.287	65.092
	Development	3.15	1.608	1.875	2.06	2.09	5.3
	Total	50.631	50.656	57.696	63.388	77.377	70.392
	Sector Share	10.0%	9.8%	10.4%	11.0%	12.8%	10.5%
Other Expenditure	Recurrent	12.001	11.44	10.095	8.829	6.495	6.704
	Development	6.78	4.022	4.466	1.765	2.23	10.708
	Total	18.781	15.462	14.561	10.594	8.725	17.412
	Sector Share	3.7%	3.0%	2.6%	1.8%	1.4%	2.6%
Total Public Expenditure on Education	Recurrent	403.421	436.471	461.904	506.26	522.415	553.836
	Development	100.613	80.8	92.617	72.33	81.545	116.075
	Total	504.034	517.271	554.521	578.59	603.96	669.911

Source: AfDF, 2005

Recommendations

Vocational education needs to be well matched with the economy's need for skills. This objective will be pursued by:

- Establishing and operationalising the Uganda Vocational Qualifications framework (UVQF) to increase flexibility, accessibility, attractiveness, affordability and relevance both to trainees and employers.
 - Offering modularised courses.
 - Ensure BTVET institutions are accessible to students with disabilities.
 - Conclude community polytechnics (CPs) pilot project.
- (PRSP, 2005)

Possible Solutions for improvement of BTVET according to Hand in Hand, (2005):

- a) A Uganda Vocational Qualifications Framework (UVQF) should be established. The aim is to introduce occupational standards (with performance criteria for each standard). They describe competences, which are required to carry out work units, which result in an observable service or product. These work units are relatively small. Therefore they permit a flexible and adequate response to changing skill requirements of the labour market. They enable easy access to and easy exit from training activities and guide training providers through standards set by relevant economic tranches of the national economy.

- b) The framework could be established and managed through a (semi)-autonomous institution called the Uganda Qualifications Authority (UQA). The UQA would also be responsible to recognize prior learning and to accredit modules through assessment and certification.
- c) A thorough reorganisation of existing public BTVET should be made. Training courses have to be justified by demand.
- d) The present system of financing BTVET should be reconsidered with a view to enable BTVET to provide well managed, high quality training at a market price. A training fund, with training levy as a major funding source, should be introduced.
- e) Non-formal BTVET
 - Non-formal BTVET courses of short duration (modules) should be offered to the "forgotten majority" through existing schools and/or training centres via skill training agencies". No extra schools/institutions have to be built
 - Only highly qualified and experienced staff/technicians (master craftsman) should teach these modules. The training will provide elementary skills to improve work, product quality and productivity in the informal and rural sector.
 - Successful completion of each module can be tested and certified

Governmental policy and organisation of VET

In 2003, the Business, Technical and Vocational Education and Training system (BTVET) policy was formulated and adopted by the Ministry of Education, in recognition of the inevitable role it would have to play in the reduction of poverty through skills acquisition and generation of incomes. It emphasizes the need to orient vocational education and training toward employment and local markets.

Due to the long neglect of the BTVET sub-sector, training was conducted without the benefit of guided policy. There are currently many certifications, of unknown value and utility, being awarded by various bodies in the public sector, private sector and non-government organisations. This is made worse by the use of non-uniform curricula by the various providers.

The current situation is that the certificate awarding system is fragmented, the responsibility and procedures of awards differ from institution to institution without independent auditing for quality control. The private sector is even worse, because they design their own curricula, teach, examine, mark, credit and award certificates and qualifications at will (AfDF, 2005). Moreover, the institutional framework of the training sector is not yet fully clear and can therefore not operate effectively. Here the donors play a major and possibly confusing role (Haan, 2002).

The institutional setting of the training sector in Uganda is at present in a state of confusion. Vocational training falls under the Directorate of Industrial Training (DIT), which was created by the Industrial Training Decree of 1972 to meet the need for industrial training to compensate for the forced departure of Indian skilled workers. The DIT was to be supervised by an Industrial Training Council, which was however only established in 1992. Instead of functioning as a directorate on its own, the DIT became a department of the Ministry of Labour and Social Welfare. The Training Levy Fund enacted in 1972 was never implemented. The Act also provided for a scheme of trade testing and covers apprenticeship training. The Public Sector Reform Commission recommended in 1993 a more independent status for the DIT, and a task force set up by GTZ (German Technical Cooperation) similarly proposed a restructuring of the DIT into the UVETA. But in 1998, the DIT was instead transferred to the Ministry of Education and Sports (MoES). This move has led to apprehension that the quality and effectiveness of training will be affected: "the decision to place all training centres under the MoES ... ran counter to accumulated experience. Vocational training in school-based, centre-directed frameworks, in particular when carried

out with Ministries of Education, is inefficient because of the immense burden placed on the Government and because its results are not accepted by the labour market”.

Moreover, the MoES has announced plans to implement vocational training in school-based structures (the “vocalization” of primary and secondary education), integrate vocational institutes and centres, and increase the length of the training from three to four years. It is feared that this will mean that such long-term courses, that supposedly lead to practical skills, will become even more than currently a second-best way for students to pursue their desired academic career. It will also further increase the cost of the training and because of the resources involved lead to a de facto neglect of short training courses to transfer employable

skills. As a result, “those most in need of training will be excluded from the system” (Haan, 2002).

The Education Sector Strategic Plan and other documents on educational policy of the Ministry of Education and Sports are difficult to find on the internet. There is only items referring to policy documents. There are guidelines on Licencing, registration and operation of private schools / institutions in Uganda, provided by the Ministry of Education and Sports (http://www.ugapriivi.org/files/guidelines_private_schools.pdf).

As Haan (2002) mentioned: The vocational training sector in Uganda is very much in a state of flux. Institutional restructuring has created uncertainties, and the long-awaited government policy on VET has still not been decided.

Main goals on VET in national policy

Over the next ten years, Government wishes to achieve the following:

- (i) increase the transition from primary to senior one from 50% to 80% while transition to BTVET falls from its current rate of 10%,
- (ii) reduce transition from S4 to S6 from the current rate of 77% to 40%,
- (iii) increase transition from S4 to BTVET from the current 10% to 50%, and
- (iv) a drop out rate of 10% from S4 into the labour market.

Thus, most children would proceed from primary school to secondary school, and after 4 years 40% would continue to higher secondary school, while half would proceed to vocational education (PRSP, 2005).

Relation government and trade and industry (private) companies in VET

There is no official relation between government and trade and industry companies. See Firm Based Training paragraph above.

There is no official policy governing university / industry linkages in the country. Consequently there is no close relationship between technical and vocational education between technical and vocational education and the economic base. The absence of such a relationship gives rise to a fragmented, inefficient and poorly managed delivery system for BTVET.

Government is in the process of formulating an overall science and technology policy, which, among other things, will consider mechanisms for creating and strengthening university / industry linkages.

Industrial training is organised in each of the technical institutions and university through the Department of Industrial Training. The main duties are the placement and supervision of students during the training. The exercise is normally carried out at the end of each academic year for a duration of about 3 months (Lugujjo, Manyindo, 1999).

Relation between governmental and private initiatives on VET

NA

International donors / INGOs involved in VET

The ADB works closely with other donors as a member of the Education Funding Agency Group (EFAG) within the framework of the Sector Wide Approach (SWAp) in support of the implementation of the Education Sector Strategic Plan – 2004/2015 (ESSP-II). Assistance to the sector is agreed upon and presented in the form of an annual Budget Framework Paper to guide decisions on target spending and budget ceilings per sub-sector.

Table 2.2: Donor Commitment to Development Expenditure (billions of Uganda shillings)

	2003/04	2004/05	2005/06	2006/07	2007/08
Primary	30.8298	16.269	7.6048	0	0
Secondary	11.913	14.095	16.684	482	0.506
BTVET	10.2408	16.1757	12.9907	10.5951	4.9921
Tertiary	16.6787	15.4258	17.56	13.9907	15.1132
Other	4.0155	3.4448	0	0.929	0
Total	73.677	65.411	54.839	25.997	20.611

Source: Medium-Term Budget Framework 2004/05-2006/07

Source: AfDF, 2005

The donor agencies currently involved in projects more closely related to the proposed project are the German Development Cooperation (GTZ) and the Japanese International Cooperation Agency (JICA). The GTZ, in co-operation with other German agencies like DED and KfW and within the framework of the Program for Employment and Vocational Training (PEVOT) is implementing a programme of cooperation that involves: support to public and nonpublic

BTVET institutions; support to Instructor/Teacher Training institutions; support to the UVQF Secretariat and the setting up of an Assessment Infrastructure for the framework; establishment of an Information and Communication platform for the BTVET sub-sector. The proposed project will complement the support to the UVQF in the profiling and test development exercise for a range of selected occupations. The German group is also involved in the progressive training and upgrading of instructors of private training institutions through a series of well-targeted training-of-trainers (TOT) programme as part of its support to the Uganda Private Vocational Institutes' Association (UGAPRIVI). The project will assist in scaling up the TOT programme for it to have a wider impact on instructor effectiveness in private institutions (AfDF, 2005).

Table 2.3: Donor Funding Commitments in Support of ESSP (in US\$) as of September 2005

DONOR	Area of Intervention	Budget Support		Project Support		
		2005/06	2004/05	2005/06	2006/07	2007/08
ADB	Education II Project		3.4	5.4		
Belgium	School for Traumatized Children		0.7	0.2		
CIDA	Basic Education and BVET Management			0.9		
DCI	PERP, PPET, Adult Literacy, HIV/AIDS	19.6		3.9		
DFID	Education Sector Program		0.6			
EU	HRD for Health Sector		4.3	6.1	4.3	1.2
Germany	Program for Promotion of Private Vocational Training Providers		3.7			
Germany	Promotion of Employment-Oriented Vocational and Technical Training		0.6	0.2		
IDB	Support to Polytechnics			1.2	1.3	
Japan	Nakawa Vocational Training Institute		0.1	0.5	0.5	
Japan	JICA SSMTP			1.5		
Netherlands	Support to Curriculum Review		0.1			
Netherlands	Education Furniture		1.2	4.3		
UNICEF	Child-Friendly Basic Education		3.6	1.8	1.8	
USAID	Basic Education Policy Support			9.5		
WFP	Support to Education and Adult Literacy in Karamoja		3.7	4.0	4.0	4.0
Total		19.6	22.0	39.5	11.9	5.2

Source: AfDF, 2005

Networks around VET

In the private sector it is estimated that there are over 400 private training institutions. 203 of them are members of the Uganda Association of Private Vocational Institutions (UGAPRIVI). They are made up of: Vocational training centres, vocational training institutes, vocational training schools, vocational secondary schools and technical schools (AfDF, 2005).

The Uganda Association of Private Vocational Institutions UGAPRIVI is an umbrella organization for Private Training Institutions. Its mission is to enhance unity, development and ensure facilities of collaborations and networks within Private Vocational Training Institutions and other actors in partnership. UGAPRIVI was therefore formed to improve the quality and image of private vocational institutions, and to strengthen this educational sector as a whole. Its main aim is to foster collaboration between private vocational institutions around the country and to improve, not just the standards of the training provided, but also its relevance for the actual employment market (Ugaprivi, 2006).

Network relations are being formed gradually between the different training providers. For instance, some of the small NGOs involved in skills training who lack adequate premises and equipment for practical work, send their trainees in groups for a practical period to one of the public sector VTCs.

(New) initiatives / intentions from the trade and industry (private) sector around VET

There will be BVET course offerings in both government and private institutions designed on the basis of confirmed labour market skill profiles and certifiable through a competence-based system. To this end, the MoES, in September 2003, adopted a final policy document on BVET, thus paving the way for the establishment of the Uganda Vocational Qualifications Framework (UVQF). These policy decisions have set in motion a process for revisiting existing occupational profiles, as well developing new ones with a view to drawing up more relevant training programmes, with the involvement of the private sector, in the

following indicative areas: agriculture, business, crafts, industry, health services, and tourism (AfDF, 2005).

Within the PEVOT programme (Promotion of Employment oriented VOcational Training), which is coordinated by the ministry of Education and Sports and by German Technical Cooperation gtz, UGAPRIVI (Uganda Private Vocational Institutes' Association) as representative of the Private Vocational Training Providers forms a firm component and cooperates with gtz on the implementation of the UGAPRIVI academy for teachers and instructor upgrading.

Hereby UGAPRIVI receives strong financial support from gtz and is in the process of extending the financial cooperation to European Union, for the facilitation of trainings and the provision of training materials for instructors.

Cooperation under the PEVOT programme will focus as well on the implementation of curricula developed by the Uganda Vocational Qualification Framework UVQF (Ugaprivi, 2006).

Education of teachers

The German group (GTZ) is involved in the progressive training and upgrading of instructors of private training institutions through a series of well-targeted training-of-trainers (TOT) programme as part of its support to the Uganda Private Vocational Institutes' Association (UGAPRIVI). The project will assist in scaling up the TOT programme for it to have a wider impact on instructor effectiveness in private institutions (AfDF, 2005).

A project of AfDF contains Support to Business, Technical & Vocational Education & Training including:

- revised curriculum through development of 22 occupational profiles into modular curricula for use in BTVET training;
- 150 BTVET teachers trained annually;
- 2 Technical Institutes rehabilitated and re-equipped with upgraded equipment;
- Vocational Training Institute at Jinja rehabilitated, re-equipped and strengthened to deliver instructor training in BTVET;
- Scaled-up training-of-trainers programme yielding 540 instructors for BTVET institutions. (AfDF, 2005)

At vocational level, there are no instructor training programmes in Uganda. Those wishing to become qualified instructors have to go abroad for training. Because of lack of manpower in this category, there is no institutional set up for the development of training programmes and the necessary related institutional support materials. The course content is always left to individual centres to formulate (Lugujjo and Manyindo, 1999).

VET specialisations

NA

Strengths and weaknesses

The BTVET institutions are widely variable in quality, high cost, mostly in low demand from pupils, and are yet to constitute an integrated system.

<i>Strengths</i>	<i>Weaknesses</i>
	In the school level institutions about 80% of pupils

	choose from only two subjects (block making and woodwork)
	Half fail to acquire trade certificates
	Over 90% are boys
	Costs per trainee are about five times those in general secondary schools. The cost of the training is high, especially in those VTCs that offer boarding facilities.
	Effective demand is weak and existing institutions are underenrolled. Overall school level BTVET accounts for less than 3% of all public secondary level enrolments
	White-collar job mentality and negative attitudes towards "hands-on" work are a major concern of employers, when asked about graduates of the formal education and training system. Employers value practical hands-on training and all kinds of work experience higher than formal education and training with colourful certificates.
	The youth generally aspire to white-collar jobs, which in the past meant, in particular, government employment.
	The post school Colleges taken over from other Ministries have yet to be integrated into a coherent and efficient system
	Some of these institutions have unclear chains of accountability and funding, high unit costs, and weak evidence of employer demand.
	Although there is a high need for pre-work- and up-grade-training, the public BTVET system is not responding adequately.
	The actual BTVET system is fragmented and of uneven quality.
	It is plagued by inefficient management and a lack of systematic planning.
	The whole system is in a severe financial crisis
	Limited in capacity. Total training capacity is almost negligible when compared to the need for vocational training.
	Traditional in approach
	The training in both public and private VTIs is largely theoretical, with practice deferred to the period of attachments for industrial training
	There is a lack of qualified instructors
	Certification are highly centralized
	Entrepreneurship development is usually not included in the training
	The secondary education system, which is relatively small when compared to primary education, is strongly oriented towards academic qualifications and avoidance of physical labour.
	The adherence to centralized curricula seriously affects the flexibility of the training providers to adjust their course to developments in the economy and changes in the labour market.
	The market outcomes of most, if not all, VTIs are poor.
	Uganda has progressed less than its neighbours in the formulation of coherent training policies.

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