



*The Republic of Uganda*

**MINISTRY OF EDUCATION AND SPORTS**

# **THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) POLICY**

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2019

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ISBN 978-9970-772-01-8



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I am pleased to present the Technical Vocational Education and Training (TVET) Policy 2019. Government recognizes that effective technical skills are vital for the individual, enterprise and the economy since they lead to self-reliance at the family level, increased productivity, profits and higher incomes for the nation. The shortage of these skills retards the capacity to solve problems, slows down the process of national transformation, and prolongs the journey to modern living. Uganda's education system has been slow in bringing about the critical technical and vocational arm of education because it takes a complete paradigm shift from the current skewed theory based education and even the Sub-sector delivery arrangement termed as Business, Technical and Vocational Education and Training (BTVET) to now a new TVET System that focuses on relevant skills development for true National Independence, development, enhanced productivity and economic growth.

The TVET Policy therefore, 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.

It is important to ensure that this Policy will now guide the Ministry of Education and Sports to build a TVET which is a crucial vehicle for the enhancement of human capacity to finally fulfil God's commandment to us to subdue our corner of the earth and have dominion over nature around us.

The Policy highlights four sets of Policy and Institutional actions to TVET reforms engaging private sector enterprises and private training providers in TVET; expanding the TVET Qualifications Framework scope and ensuring that the training content corresponds to work needs; building a strong unified organization for managing skills development and reforming the way TVET is funded and managed.

This Policy establishes a new direction and Institutional Framework to guide the TVET delivery. The new direction involves reviewing the current: BTVET Act 2008; Education (Pre-Primary and Post- Primary) Act, 2008; Universities and Other Tertiary Institutions Act, 2001 and other related laws.

In addition, the Policy provides for the establishment of a TVET Council, TVET Institutions and Providers and operationalization of the Skills Development Fund. Thus, I commend all those who participated in the TVET Policy development and call upon all of you to embrace and support its implementation.

The TVET Policy actions will transform the current education and training system to effectively meet the development needs of both the present and future generations.



Janet. K. Museveni

**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

## Acronyms

<b>BTVET</b>	- Business, Technical and Vocational Education and Training
<b>GoU</b>	- Government of Uganda
<b>GWP</b>	- The Government White Paper on Education of 1992
<b>LG</b>	- Local Government
<b>M&amp;E</b>	- Monitoring and Evaluation
<b>MAAIF</b>	- Ministry of Agriculture, Animal Industry and Fisheries
<b>MDAs</b>	- Ministries, Departments and Agencies
<b>MoES</b>	- Ministry of Education and Sports
<b>MoFPED</b>	- Ministry of Finance, Planning and Economic Development
<b>MoGLSD</b>	- Ministry of Gender, Labour and Social Development
<b>MSE</b>	- Micro and Small Enterprises
<b>NCDC</b>	- National Curriculum Development Centre
<b>NDPs</b>	- National Development Plans
<b>NVQF</b>	- National Vocational Qualifications Framework
<b>SDF</b>	- Skills Development Fund
<b>SSCs</b>	- Sector Skills Councils
<b>TVET</b>	- Technical and Vocational Education and Training
<b>UAHEB</b>	- Uganda Allied Health Examinations Board
<b>UBTEB</b>	- Uganda Business and Technical Examinations Board
<b>UNEB</b>	- Uganda National Examinations Board
<b>UNMEB</b>	- Uganda Nurses and Midwives Examinations Board
<b>VTI</b>	- Vocational Training Institute

## 1.0: Introduction

- 1.1 In 2010, the Government of Uganda adopted Vision 2040 as the overarching framework to support socio-economic transformation. The vision, which is to be operationalised by a series of National Development Plans (NDPs), commits to policy reforms that emphasise increased competitiveness and apt human capital development. Consequently, the second National Development Plan (NDPs) prioritise human development and creation of skilled manpower for national development. Government through this policy introduces a TVET system which will holistically address Uganda's skilling challenges in order to achieve the desired national goals of increased productivity, labour market efficiency, and technological readiness.
- 1.2 The TVET policy accentuates that skills are necessary for work including lifelong learning. Lifelong learning puts emphasis on learning how to learn and how to adapt rather than just learning specific occupations. Thus, the need to balance generic learning, social and vocational skills for work in a multi-cultural and globalised environment. In addition, TVET requires multiple pathways to support learners from schools to work transitions in order to facilitate the switch from general formal, non-formal and informal approaches to vocational education.
- 1.3 Currently, TVET delivery does not address the shortage of practical skills required in the economy for income generation. The current training emphasises acquisition of academic certificates instead of emphasizing the acquisition of the requisite skills and competencies needed in the world of work. The delivery methods are largely theoretical and academic as opposed to flexible, work-oriented and practical delivery approaches. This has led to major loss of economic productivity, competitiveness and consequently to the high levels of either unemployment or underemployment.
- 1.4 The TVET policy has been developed in consultation with all the relevant stakeholders to not only address the above constraints but also to strategically reform both the current general education and the technical and vocational education and training systems from a knowledge based and theoretical system to a competence-based system.

## 2.0 Policy and Legal Framework

- 2.1 Government has a comprehensive set of education policies contained in the Government White Paper (GWP) on Education of 1992. The 1992 GWP on Education highlights in general terms that Technical and Vocational Education Programmes should take into consideration the need to change the negative attitude towards TVET.
- 2.2 Currently, there is no specific policy on TVET delivery that ensures skills development for all. Accordingly, Government has developed this TVET policy to align itself to the East African Community commitments on TVET and also accordingly address the other socio-economic requirements of the new era.
- 2.3 Government's Second National Development Plan (NDPII) highlights the need to: increase equitable access to appropriate skills training at all levels; improve the quality and relevance of skills development; and to enhance the efficiency and effectiveness in skills delivery broadly.
- 2.4 Sustainable Development Goal (SDG) 4 aims to “ensure inclusive and equitable quality education and to promote life-long learning opportunities for all.” In addition, SDG 8 intends to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- 2.5 The Constitution of the Republic of Uganda-1995 provides for the right to education under Article 30. The operationalisation of this right is supported by the: Education (Pre-Primary, Primary and Post Primary) Act; Business Technical Vocational Education and Training (BTVET) Act; Universities and Other Tertiary Institutions Act (as amended); Uganda National Examination Board (UNEB) Act; National Curriculum Development Centre (NCDC) Act Cap 135; Education Service Act; Uganda National Commission for United Nations Educational, Scientific, Cultural Organization (UNATCOM-UNESCO) Act; Higher Education Students' Financing Board (HESFB) Act; Employment Act; Local Government Act; and the Public Private Partnership Act among others.

## 3.0 Problem Statement

- 3.1. An ideal TVET System is an employer-led skills development structure anchored on research, policy and strategic planning. It is based on analysis of needs and priorities of the labour market which then informs the development of job profiles, standards, qualifications, and curriculum development. In addition, the funding should be prioritised to meet the critical skills in the economy. The system should have a clear institutional framework which allows quality delivery of all forms and modalities of TVET; careers advice and recruitment; accreditation; assessment and certification; monitoring and evaluation of the system.
- 3.2. Currently, the interventions in the BTVET sub-sector are guided by the BTVET Act of 2008. The Act highlights the following: promotion and coordination of business, technical, vocational education and training; the principles governing BTVET; establishment of the institutional framework for the promotion and coordination of BTVET; establishment of the Uganda Vocational Qualifications Framework; financing of BTVET and for other related matters.
- 3.3. However, these were never operationalised partly due to a number of challenges namely: over lapping mandates with other institutions; lack of an institutional framework; lack of clear establishment procedures for BTVET Institutions; lack of transitional provisions for the existing Institutions; established and regulated under other laws such as the Universities and Other Tertiary Institutions Act, 2001 and the Education (Pre-Primary, Primary and Post Primary) Act, 2008; and lack of governance structures for BTVET Institutions.
- 3.4. In addition, there is: an insufficient number of trainers with the required CBET trainers' competences; limited industry participation; and inadequate research support services. Other challenges include: poor geographical distribution and location of TVET institutions; negative perceptions of TVET; low enrolment for females in Science, Technology, Engineering and Mathematics (STEM) related courses and unfriendly environment for people with special needs. Furthermore, there is uncoordinated admission of students to TVET institutions. There is also low enrolment in TVET institutions due to the high cost of technical training and lack of awareness. The result is that many trainees end up in cheap alternative programmes whose graduates do not acquire the requisite skills relevant to the world of work. TVET delivery remains inadequately funded, fragmented and uncoordinated across the various sectors. This in part has led to implementation failure.
- 3.5. Thus, the need to develop the TVET Policy to support the implementation of key reform undertakings in the education system and also facilitate the review of the current laws and generate an appropriate legal framework to support the socio-economic transformation of the country.



## 4.0 Policy Rationale

- 4.1. A range of economic, social legal and other rationales have converged to propel TVET to the top of government priorities. While TVET has its critics and limitations and is valued differently from place to place, this TVET policy underscores its economic, social, equity, legal and sustainability rationale and importance to national development. It provides the evidence and the case for the transformation and revitalisation of the TVET system as a whole.
- 4.2. The policy lays a foundation for a TVET System that is flexible to the changing labour market demands. The Policy also provides for a: structure to coordinate, regulate and harmonise TVET at all levels; framework for resource mobilisation, utilisation and sustainability for quality TVET provision and delivery; and, career path and linkages between general education and TVET. In addition, the policy provides the basis for reviewing and harmonising the current laws.

### 4.3. The Benefits of the TVET Policy include but are not limited to the following:

- a) Streamlining the legal framework for an effective TVET system;
- b) Enhance the recognition and promotion of TVET system in all forms and settings through an overall lifelong learning framework;
- c) Create awareness of TVET among learners, families and all other stakeholders;
- d) Increase access to TVET to cover formal, informal and non-formal (secondary, post-secondary and tertiary levels) as appropriate.
- e) Expand stakeholder involvement in TVET by establishing an institutional framework to engage labour market actors in qualifications and curriculum developed, training, assessment and certification and accreditation.
- f) It will create multiple pathways which will facilitate transitions between secondary, post-secondary and tertiary education including flexible admission procedures and guidance, credit accumulation and transfer, bridging programmes and equivalency schemes that are recognized and accredited by relevant authorities.
- g) Increase support to continuous training and professional development by promoting access and broadening participation by adult learners, including by encouraging enterprises, in particular small and medium-sized enterprises, to invest in their workers.
- h) Promote strong linkages and synergies between the demand and supply sides.

## 5.0 Policy Direction

- 5.1. The TVET Policy establishes an employer-led TVET system.
- 5.2. The **TVET policy vision** is *“a coordinated, labour-market responsive TVET system, producing a skilled, high-quality, competent workforce that is employable and responsive to the national needs and is globally competitive to support Uganda’s sustainable economic, social and environmental development.”*
- 5.3. The **TVET policy mission** is *“to promote, regulate, provide, coordinate, and develop an inclusive, flexible, and equitable TVET system through; registration, licensing, accreditation and development of institutions, programmes and trainers, for delivering a relevant and competent workforce responsive to the requirements of the labour market.”*
- 5.4. The purpose of the Policy is to provide a framework for the development of TVET which will enable the training of a highly skilled and competitive workforce.
- 5.5. **The Specific Objectives of the TVET Policy are to:**
- Promote economic relevance of TVET;
  - Improve equitable access to TVET and employability of TVET graduates;
  - Improve quality of TVET;
  - Promote sustainable TVET financing; and
  - Ensure effectiveness in TVET management and organization
- 5.6. **The Key Policy Priority Areas are:**
- Establishment of an employer-led TVET system;
  - Establishment of the TVET Council by an Act of Parliament;
  - Development and implementation of standards for trainers; institutional leadership and a national TVET Qualifications Framework that is harmonised with the regional, continental and global frameworks;
  - Mainstreaming cross-cutting issues into all aspects of TVET;
  - Improvement of access to and quality of TVET;
  - Provision of adequate, well trained TVET trainers and providers;
  - Providing for adequate and sustainable TVET financing; and
  - Promotion of positive public awareness and perception towards TVET.
- 5.7. **The implementation of the TVET policy is guided by the following principles:**
- Professionalism:** means the level of excellence or competence that is expected of a professional. An effective TVET system must emphasise knowledge, skills, practices and competences. A system for accreditation, discipline and exit of trainers; induction and mentoring programmes; incentives and sanctions framework and trainer collaboration will be put in place.

- b) **Effectiveness:** means the degree to which objectives are achieved and the extent to which targeted TVET problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs. Effectiveness means doing the right thing. Thus, the Policy will enable an effective TVET system through imparting of relevant quality skills, knowledge and training to many learners.
- c) **Accountability:** The obligation of an individual or organization to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property. Thus, the TVET policy will introduce specific measures and criteria to determine whether the TVET system is effectively implemented to meet the desired goals or not and hold those responsible accountable.
- d) **Innovation and Creativity:** Innovation means the process of translating an idea or invention into a good or service that creates value or for which customers will pay. To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. Mental characteristic that allows a person to think outside the box, which results in innovative or different approaches to a particular task. Thus, the TVET Policy introduces specific measures and criteria to support innovation and creativity in TVET.
- e) **Efficiency:** Efficiency will be emphasised at all levels and stages of the TVET system through optimisation of resources.

#### 5.8. TVET Policy Target Groups:

- a) Formal, Informal and Non-Formal system;
- b) Private and Public TVET providers and employers;
- c) Trainees of all age groups including people with special needs;
- d) Other Stakeholders including; Ministries, Departments and Agencies (MDAs); Local Governments (LGs); Development Partners, Media; Parents among others.

#### 5.9. Anticipated TVET Policy Impact: A continuously improving and world-class TVET system that delivers the most preferred graduates, creates employment and entrepreneurship opportunities, and contributes to the country's sustainable economic, social and environmental development within the regional and global context.

## 6.0: Policy Objectives and Strategies

**6.1. The policy seeks to promote the economic relevance of TVET. This will be achieved through the following strategies:**

- a) Strengthening the role of employers and business communities in TVET delivery;
- b) Promoting skills for productivity in formal, non-formal and informal settings by ensuring life-long learning opportunities for TVET;
- c) Establishing and linking the TVET Management Information System (MIS) to the Labour Market Information System (LMIS);
- d) Establishing business incubation/innovation centres in TVET institutions to boost entrepreneurship and other aspects of TVET; and
- e) Embracing and enhancing the apprenticeship system to provide the on-job training competences.

**6.2. The policy seeks to improve access and employability of citizens by increasing TVET training. This will be achieved through the following strategies:**

- a) Promoting a flexible and demand driven TVET delivery system through competence based modularised packages and use of ICT;
- b) Making TVET affordable through subsidies, such as the provision of financial support to the learners through bursaries and scholarships;
- c) Enhancing TVET provision and access to the vulnerable, and disadvantaged persons of all age groups through affirmative action;
- d) Establishing Skills Development Centres (SDC), Vocational Training Institutes (VTIs), Technical including Nursing, Midwifery and Allied Colleges (TCs), National Polytechnics (NPs) and a National Technical University (NTU);
- e) Providing professional career guidance and placement services for TVET learners so as to enable them make apt choices and access industrial attachment;
- f) Improving public perception and image of TVET by encouraging many young people to join TVET training
- g) Promoting partnerships between TVET institutions, Industry and employers;
- h) Providing and easing the access to appropriate training equipment and materials, and also by improving the training facilities.

**6.3. The policy aims at improving the quality of the TVET system. This will be achieved through the following strategies:**

- a) Developing a TVET Qualifications Framework and ensuring that it is applied during implementation;
- b) Strengthening the capacities of both public and private TVET institutions and providers;
- c) Developing mechanisms to enable both employers and the private sector to define the occupational and competence standards;
- d) Reviewing and developing TVET curricula based on the relevant occupational standards;
- e) Reviewing and developing a TVET-specific admission system for the relevant qualification levels in consultation with the World of Work;
- f) Integrating and mainstreaming training of TVET lecturers, tutors, instructors and trainers within the TVET system and subjecting them to the minimum competence-based qualifications taking into account their individual industry, apprenticeship and relevant workplace experiences;
- g) Regularising the TVET assessment and Certification Body with specific functions related to the preparation, coordination, research and promotion of; syllabi, examination, assessment and certification of learners and TVET trainers, as per the agreed upon occupational standards in line with the career pathways and regional standards and practices; and
- h) Promoting research and innovation in all TVET institutions and to all TVET providers.

**6.4. The policy intends to put in place measures and plans for promoting adequate and sustainable TVET financing. This will be achieved through the following strategies:**

- a) Establishing a TVET financing framework agreed upon by all stakeholders following the principle that TVET beneficiaries have to co-finance it;
- b) Establishing a Skills Development Fund (SDF);
- c) Advocating for increased Government budget allocation to the TVET sub-sector;
- d) Putting in place incentives to encourage the private sector to invest in TVET; and
- e) Increasing the efficiency to minimise costs in all aspects of TVET delivery.

**6.5. The policy seeks to ensure effective TVET management and organisation. This will be achieved through the following strategies:**

- a) Establishing a TVET Council which will holistically regulate the TVET system in line with labour market demands;
- b) Establishing a TVET Directorate in the Ministry of Education and Sports which will be responsible for coordination and successful implementation of TVET delivery / Training;
- c) Streamlining the informal and in-company training, apprenticeships and also by aligning it with the TVET Qualifications Framework;
- d) Streamlining the categories of formal TVET institutions/providers to provide for proper pathways for TVET graduates;

- e) Reforming and restructuring the management and governance of TVET institutions;
- f) Ensuring that at least 66 percent (%) or two thirds (2/3) of members of governing bodies of public and private TVET institutions are selected from and are representatives of the relevant employers / industry;
- g) Establishing an effective TVET Management Information System (MIS) and a functional TVET monitoring and evaluation system; and
- h) By benchmarking and learning lessons on TVET reforms from the past experience and from other countries that are better in some aspects.

## 7.0 Implementation Framework

### 7.1 Institutional Arrangements

- (a) TVET will be implemented through multi-sectoral approach that will assign roles to various stakeholders in the private sector and at both central and local Governments.
- (b) The policy provisions made herein will be further supported by accompanying policy standards which are mandatory, guidelines which are discretionary but within acceptable parameters and procedures which detail how each provision is to be achieved.
- (c) The policy provisions made herein will be operationalised through subsequent TVET strategic plans, programmes, projects and other initiatives. Government through the Ministry of Education and Sports will ensure that the institutions and facilities required for the implementation of this policy are put in place and are functional.

### 7.2 Roles and Responsibilities of Key Stakeholders

- (a) The employer-led TVET system will be run in a tripartite manner by three categories of stakeholders; the demand side (employers / private sector) represented by the TVET council through the Sector Skills Councils (SSCs), Government represented by Ministries, Departments and Agencies with a role in TVET through an Inter-Ministerial Committee and the supply side especially employees and learners from public/private training institutions and providers).

#### 7.2.1 The TVET Council

- (1) The TVET Council will be a regulatory body representing the demand side of the TVET policy, with two thirds (2/3) or sixty six percent (66%) of the council members being employers from the industry.
- (2) The institutional mandate for employers through the TVET Council will be to regulate TVET through establishment of standards, qualifications, registration and accreditation systems for institutions/providers, programmes and trainers. The roles and responsibilities of the Council will include;
  - (a) To stimulate the development of national occupational standards and competence-based curricula and qualifications through employer-led Sector Skills Councils (SSCs).
  - (b) Maintain databases of standards, qualifications, accredited institutions and providers, Lecturers, Tutors, Instructors, Trainers and successful candidates at all levels of TVET;
  - (c) Quality assurance of these standards and qualifications which include:
    - (i) approving TVET programmes to be assessed by the respective body or bodies;
    - (ii) development and maintenance of the TVET Qualifications Framework;
    - (iii) recommending funding to be allocated to training providers and institutions from the Skills Development Fund (SDF); and

- (iv) through Sector Skills Councils (SSCs) ensure that employers, offer hands-on training opportunities including mentoring of the learners through; internships, apprenticeships and industrial attachments to the trainees.
- (d) Mobilise funds from the public and private sectors, development partners for the Skills Development Fund (SDF);
- (e) Administer the SDF and ensure that it is well targeted to address SSC priorities and labour market needs;
- (f) Set the TVET strategy and priority areas from the relevant National Development Plan (NDP) to guide prioritisation and planning and offer information, advice and guidance to SSCs and Permanent Secretaries of the relevant Government Ministries;
- (g) Approve the establishment of SSCs in the TVET sectors;
- (h) Review and approve the recommendations of the Technical Committees and SSCs;
- (i) Monitor and evaluate outcomes of TVET interventions; and
- (j) Support the Central and Local Government Authorities in enforcing the rewards and sanctions framework in the TVET system.

### 7.2.2 The Ministry of Education and Sports

- (1) The Ministry of Education and Sports will have the primary responsibility and accountability for the coordination and successful implementation of this Policy.
- (2) The other roles and responsibilities of the Ministry will include:
  - a) Ensure that TVET policy actions and strategies are well implemented, supervised, monitored and evaluated;
  - b) Ensure that a TVET directorate is established to provide policy guidance, coordinate TVET delivery and offer administrative support to the public and private TVET providers to meet needs of the labour market and the economy;
  - c) Establish TVET Centres of Excellence in various sectors of the economy through provision of practical training opportunities to increase employability;
  - d) Provide continuous upgrading of skills and knowledge at the pace and ability of the trainees; through establishment of National Polytechnics and Technology Universities to award technologist degrees and post graduate degrees, diploma and certificates respectively, to open up transition from diploma skills level and create clear TVET Pathways for upward mobility of skilled trainees and technologists;
  - e) Establish industrial processing and manufacturing business incubators and intellectual property rights portfolios to empower institutions for pursuing autonomy status;
  - f) Promote structured applied research and innovation culture;
  - g) Plan, budget and implement programmes that will promote the development of TVET according to the policy provisions;
  - h) Establish and coordinate networks, partnerships and collaboration with all TVET stakeholders;



- i) Popularize and disseminate the TVET policy and its instruments among all the stakeholders;
- j) Undertake the relevant policy research on TVET; and
- l) Monitor and evaluate the TVET policy implementation within the overall government monitoring and evaluation framework.

### 7.2.3 TVET Institutions and Providers

- (1) The TVET institutions and providers will be involved in implementation of this policy. The TVET institutions and providers established at the different levels will be approved by the relevant organ to undertake research and offer relevant training which will lead to the award of Competence-Based Certificates, Diplomas, Degrees, Masters and Doctorates in TVET as categorised and streamlined by this policy.
- (2) The governance body of TVET training institutions and providers at the level of the Skills Development Centre (SDC) and Vocational Training Institute (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). The governance bodies will be responsible for the strategic direction and overall governance of the institutions.
- (3) All TVET Training institutions and providers will be regulated in accordance with the provisions of the TVET policy and the relevant TVET law.
- (4) The roles and responsibilities of the TVET institutions and providers will be to ensure that:
  - (a) the system is employer-led, with at least sixty-six (66%) percent or two thirds of the Council/Board members being representatives of the employers as per the guidelines approved by the TVET Council;
  - (b) professional competences and quality of their staff, governing bodies' appointment committees and SSCs will be responsible for identifying, recruiting and recommending their own staff for appointment (both fulltime and part-time); and
  - (c) to also ensure that there are linkages with the world of work in all the aspects of training delivery for their graduates to remain relevant in the respective sectors.

### 7.2.4 The District Local Government Authorities

- (1) The central government will devolve some of the current TVET functions especially for SDCs and VTIs to the district and sub-county local government levels for purposes of proper implementation of this policy. However, the District local government and sub-county authorities should work closely with the Sector Skills Council (SSCs) and seek guidance where necessary since TVET delivery is a highly specialised function.
- (2) The district and sub-county authorities will among others ensure that;
  - a) The TVET policy implementation adopts the principles and guidelines of the decentralisation policy and other applicable government policies and laws.
  - b) The TVET policy evaluation instruments are used to assess and measure the performance of TVET institutions and providers;

- c) They plan, budget, monitor and effectively supervise all the TVET institutions and providers within their jurisdiction;
- d) The TVET institutions and providers are rewarded and/ or sanctioned in accordance with the rewards and sanctions framework approved by the TVET Council; and
- e) Also ensure that the TVET policy provisions are integrated into the institutional development plans and strategies of the TVET institutions and providers.

### **7.2.5 TVET Curriculum and Assessment**

- (a) The TVET curriculum will be developed in consultation with the National Curriculum Development Centre (NCDC), Assessment Bodies, world of work (Industry) and the TVET institutions and providers.
- (b) Assessment will be conducted by Assessment Bodies in consultation with the industry.
- (c) All assessment bodies will assess and award qualifications based on the TVET council approved programmes in line with the TVET qualifications Framework and the National Qualifications Framework and set standards for ease of equating qualifications.

## 8.0: Monitoring, Evaluation and Review of the Policy

- 8.1. A Monitoring and Evaluation (M&E) framework will be developed to support the implementation of the TVET policy. It will contain the; underlying assumptions, objectives, baseline data and targets, indicators, measurement methods, and results against which the achievement of policy goals will be assessed and measured.
- 8.2. Institutional capacities for data collection and use of information from monitoring and evaluation will be strengthened to inform TVET strategies and programmes, standards and curricula, and / or to adjust the learning methods. Data on TVET will be analysed using national and international standards.
- 8.3. The M & E processes of TVET will ensure broad participation of the relevant stakeholders to improve the learning, performance and skill competencies in order to strengthen the connections between findings, decision-making, transparency and accountability for results.
- 8.4. The policy will be reviewed periodically as and when the need arises. For avoidance of doubt, the TVET policy review will be sanctioned by Cabinet through the Minister responsible for Education and Sports.

## 9.0: TVET Financing

- 9.1. A sustainable funding strategy will be developed. Funding will be targeted on priority skills development needs. Skilful funding will incentivise actors within the system to behave in more efficient and productive ways and to stimulate the growth of training markets.
- 9.2. The TVET Policy will be financed by both Government and the private sector. The policy actions and strategies will be funded in line with allocations under the Government's Medium Term and Long-Term Expenditure Framework as well as finances mobilised from other sources.
- 9.3. Government will diversify sources of funding and involve all stakeholders through Public-Private Partnerships. Diversification will be considered by engaging enterprises, local authorities and individuals while respecting the principles of equity and inclusion. In addition, cost sharing, and loans, will be secured to increase efficiency and accountability and to stimulate demand for TVET.
- 9.4. Incentives and accountability mechanisms will be established to raise awareness and increasing investment in TVET by a broad range of actors and shifting the traditional input-based models of allocation and use of resources to more performance-based financing models.

## Annex I: The TVET Policy Pre-Requisites

Successful implementation of this Policy requires the following preliminary conditions:

- (1) Establishment of an Inter-Ministerial Coordinating Committee to promote and coordinate all the stakeholders for successful integration of the policy provisions.
- (2) The Ministry of Education and Sports and other Ministries involved in TVET delivery will devolve their regulatory and quality assurance roles to the TVET Council, and they will concentrate on coordination of the implementation of policy provisions.
- (3) The Ministries involved in training will have their current TVET organs and institutions re-structured to deliver the desired employer-led TVET system.
- (4) The four national assessment bodies will be merged into two bodies: one Health Professional Assessment Board (merging UNMEB and UAHEB); and one Technical and Vocational Assessment Board (merging the DIT assessment arm and UBTEB). The regulatory function under the DIT standards and qualifications arm will be managed under the regulatory body – the TVET Council.
- (5) To prepare for the implementation of the proposed policy actions and interventions, a transitional period not exceeding 14 months is required to put in place the institutional framework like the TVET Council, relay information to all stakeholders on the TVET reforms and change of roles and responsibilities of government MDAs, to properly manage transition to the permanent structures.
- (6) Transitional arrangements to manage the TVET changes requires establishment of;
  - a) An Implementation Working Group (IWG) comprising of relevant government ministries and social partners (employers and employees) with authority to oversee and guide the process and make decisions on the reforms.
  - b) A multi-ministerial committee at the Permanent Secretary level to give policy direction and guidance to the IWP. This will include following Ministries: Ministry of Education and Sports (MoES), Ministry of Gender, Labour and Social Development (MoGLSD), Ministry of Tourism Wildlife and Antiquities (MoTWA), Ministry of Information, Communication, Technology and National Guidance (MoICT & NG), Ministry of Local Governments (MoLG), Ministry of Finance, Planning and Economic Development (MoFPED), Ministry of Agriculture, Animal Industry, and Fisheries (MAAIF), The Ministry of Works and Transport (MoWT), The Ministry of Lands Housing and Urban Development (MoLHUD), Ministry of Health (MoH), Ministry of Public Service (MoPS), Ministry of East African Community Affairs – (MoEACA), The Ministry of Water and Environment (MoWE), Ministry of Science, Technology and Innovation (MoSTI), Ministry of Energy and Mineral Development (MoEMD).
- (7) A secretariat of not more than four (4) TVET experts to coordinate and provide support to the activities of all ministries and stakeholders in TVET until a permanent structure is in place.

## Annex II: Glossary of Key Terms

**Accountability and effectiveness:** TVET institutions should make their own efforts to enhance internal effectiveness by: introducing institutional development and strategic planning; designing own curriculum/revising existing one; introducing e-learning and blended learning approach; introducing labour market signaling; creating arrangements for cooperative training with the nearby enterprises; ensuring a timely and efficient procurement system; investment in staff development and continuous capacity building activity for the management staff.

**Accreditation of TVET institutions:** Refers to a process of officially recognizing and approving an institution or a course or training program. It would require institutions to meet certain quality standards or hold them accountable for not meeting the standards. This in turn would increase accountability and effectiveness.

**Assessment standards:** specify the assessment object, performance criteria, assessment methods, and who will be entitled to award the qualification. Assessment standards answer the following question: How will we know that the learner has acquired all competences and knowledge required to start working in the given occupational field?

**Educational standards:** define the expected outcomes of the learning process, leading to the award of a qualification. Educational standards answer the following question: What does the learner need to learn to be effective in employment?

**Formal Education:** Formal education is a methodical and composed training model that organized and controlled by a given arrangement of laws and standards, exhibiting a somewhat inflexible educational programs as respects goals, content and procedure. Formal TVET refers to technical and professional programmes offered within the formal education system, which lead to degrees or other types of certifications.

**Informal Education:** Informal TVET is principally the domain of learning-by-doing skills acquisition. Experience derived from practicing a trade or by working with others can lead to the acquisition of skills that increase the productivity of the person learning and therefore, presumably, their well-being. This form of learning is common in the world of work, especially in entry level jobs and low-skilled work, where the necessary knowledge to carry out tasks is not complex. This form of TVET is extremely difficult to evaluate and nearly impossible to quantify. Casual or informal education is different from formal training and especially from non-formal training, despite the fact that in specific cases it is equipped for keeping up a cozy association with both. Informal instruction does not really incorporate the destinations and subjects for the most part included by the customary educational programme.

**Non-Formal Education:** Non-formal TVET refers to training and education offered outside the formal educational system. Entry into these programmes does not necessarily depend on the completion of formal education. Non-formal education qualities are discovered when the received methodology does not require learner participation, diminishing the contacts among instructor and learner and most exercises happen outside the school, for example, home reading and desk work. Non-formal TVET is provided by a wide variety of actors, including national training institutes—the historical artisans—, private institutes and training within firms. Unlike formal TVET, which often leads to a diploma or a certification at the completion of studies, non-formal programmes may increase skills and employability, but do not necessarily certify the education received.

**Occupational assessment and certification:** Assessment refers to the processes and methods used to assess learning outcome achievements of participants and are followed by certification. Assessment and certification as a process affects or shapes the operations and performance of TVET institutions by giving a direct signal and by facilitating the structuring of knowledge.

**Occupational or competency standards:** The specifications of competence as determined by the industry, where competence refers to the learning outcomes (i.e. the skills, knowledge and attitudes) that the learner is expected to exhibit. Thus, standards influence learning and learning outcome achievements.

**Occupational standards:** describe the professional tasks and activities, as well as the required competences, for a specific occupation. Occupational standards answer the following question: What should someone in this specific occupation be able to do when employed?

**Training Providers:** Organizations which provide TVET and / or assessment and verification services such as institutes, colleges, centres, schools, adult and community education providers, private providers, community organizations, higher education institutions, commercial and enterprise training providers, industry bodies and other organizations meeting the registration requirements.

**TVET definition:** According to UNESCO (1984) Technical and vocational education and training (TVET) refers to “those aspects of the 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 life.” This definition is adequately broad since it covers a spectrum of education and training from **formal** (TVET offered within the formal educational system) to **non-formal** (TVET provided to those outside the formal educational system) and ending at **in-formal** (TVET associated with learning by doing and personal skills acquisition). Therefore, TVET is a process of life-long learning that underlines the social and economic well-being of the economy, in as much as it is a key force for human capital formation.

**TVET qualifications framework:** refers to a system of defining the structure or classification of levels of qualifications. The framework influences learning outcome achievements by giving structure, status and recognition to learning as well as by acting as a source of motivation and reward for learners.



*The Republic of Uganda*

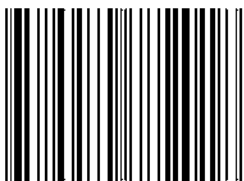
**MINISTRY OF EDUCATION AND SPORTS**

# **TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) POLICY**

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## **IMPLEMENTATION STANDARDS**

ISBN 978-9970-772-01-8



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2020



The Technical and Vocational Education and Training (TVET) Policy was approved by Cabinet on 14<sup>th</sup> January 2019 in line with its constitutional mandate as spelt out under Article 99 (4) and (5) and Article 111 (2) of the Constitution of the Republic of Uganda. Government is cognizant of the various labour market challenges which rotate around lack of appropriate skills and competences among school leavers to provide the required services to employers. It is largely because of this that the country has been witnessing high levels of unemployment among the youth since they lack the necessary skill to be gainfully employed in the labour market.

The TVET Policy has been developed to provide a framework for the establishment of an employer-led TVET system and it is envisaged that this system will sustainably address the various bottlenecks that have traditionally impeded the skills development efforts from achieving the desired results. However, the TVET Policy provides the strategic direction for the TVET reforms which have to be translated into actionable interventions by the education and sports sector. These policy implementation standards, therefore, have been developed to provide guidance to the various stakeholders in the design, management and delivery of TVET so as to achieve effective and sustainable policy adoption and implementation.

Accordingly, as the Minister of Education and Sports, I am invoking my statutory powers to issue these TVET policy standards as mandatory directions that prevail over any other direction issued under the general administrative power. The purpose of these policy implementation standards is to inform all the stakeholders in the Education and Sports Sector of the policy decisions of Cabinet which from now on words are part of the executive practice of Government. The policy implementation standards are also aimed at guiding all stakeholders on the mandatory practices and approaches which shall henceforth form the bedrock on which the country's TVET system is based.

I, therefore, hand over these TVET policy implementation standards to my Permanent Secretary for implementation in line with Article 174(3) (c) of the Constitution of the Republic of Uganda.

Finally, I call upon all stakeholders in the education and training system to embrace and support the implementation of these policy standards and the resultant policy guidelines and procedures to enable achievement of the overall TVET policy objectives.



Janet. K. Museveni

**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

## ACKNOWLEDGEMENT

The development of the Technical, Vocational Education and Training (TVET) Policy has been a long process involving a lot of research and analysis, consultations and immense efforts and commitment from the various stakeholders. Following the approval of the TVET Policy by Cabinet, it became imperative to develop the TVET policy implementation standards to streamline and standardise the efforts of the Ministry of Education and Sports and other stakeholder to support the TVET reforms.

In addition, I thank Hon. Janet Kataaha Museveni – the First Lady and Minister of Education and Sports, Hon. John Chrysostom Muyingo – the Minister of State for Higher Education; Hon. Rosemary Nansubuga Seninde – the Minister of State for Primary Education and Hon. Denis Hamson Obua – the Minister of State for Sports for their political guidance and wisdom. Their advice was critical in developing the TVET Policy, standards and guidelines.

On behalf of the Ministry of Education and Sports and on my own behalf, I am honoured to extend my sincere appreciation to all partners for participating in the consultations that made the development of the TVET Policy and the TVET Policy Implementation Standards and implementation guidelines a reality.

I also wish to express my gratitude to the technical staff of the Policy Analysis Division and the TVET Department for their expertise and efforts in the development of the policy, implementation standards and guidelines. I also commend the TVET Policy Implementation Working Group for their input and support in the development of the above instruments.

As I receive the TVET Policy and the supportive policy instruments from the Minister, allow me to emphasise that these policy instruments are mandatory, have the force of law and require all of us to change and support the TVET reforms. These instruments are applicable at central or local government levels and in public or private TVET educational institutions.

I also take the opportunity to direct the TVET department to work with the Policy Analysis team and undertake a Baseline Study whose findings should enable the Ministry of Education and Sports to generate baseline data and information on TVET indicators and issues. The baseline will help the Ministry to measure its performance against the TVET Policy objectives.

Finally, it is my honour to call upon all Education and Sports Sector stakeholders to support the implementation of these policy implementation standards, the resultant guidelines and procedures, to enable achievement of the overall TVET Policy objectives.



Alex Kakooza  
**PERMANENT SECRETARY**

## 1. INTRODUCTION

- 1.1 Government of Uganda discussed and approved the Technical and Vocational Education and Training (TVET) Policy on 14th January 2019. The approval of this policy set in motion a process to build a firm background for effective policy implementation and this entails undertaking of preliminary activities to enable roll out of the key reforms envisaged under the policy. Critical among these undertakings is formulation of standards, guidelines and procedures to guide implementation.
- 1.2 Therefore, the information contained herein entails the TVET policy implementation standards. These standards prescribe a set of mandatory metrics which are to be complied with by all stakeholders for successful implementation of the TVET policy. The standards are complimented by guidelines and collectively, they provide a framework to guide the TVET system and enable translation of the TVET Policy commitment to establish the aforesaid system into reality.
- 1.3 The standards and subsequent guidelines to guide implementation of the TVET Policy are provided in line with the themes highlighted hereunder.

## 2. LEGAL STANDARDS

- S1. A TVET system shall be established and offered the necessary legal support to enable its entrenchment in the legal and institutional frameworks. This system should be a shift from the **tracked system** in which technical and vocational and general education are organised in separate and distinctive tracks to a **linked system** which has different tracks but emphasises their similarities and equivalence, with common structures and elements, and opportunities to mix or transfer between the tracks.
- S2. A law regulating TVET delivery shall be developed in line with the TVET Policy and these policy standards so as to avoid any potential conflicts between the TVET legal and policy frameworks.
- S3. The TVET law shall address all the matters including, but not limited to the: establishment of a TVET system; establishment of TVET Institutions and providers; governance and management systems for TVET; TVET qualifications framework for all the levels; TVET financing; assessment of TVET programmes; creation of statutory offences and sanctions in the TVET law as well as providing for institutional framework to implement the TVET Policy requirements.
- S4. The requirements of the TVET Policy as well as its supporting policy standards, guidelines and procedures shall be binding to all state and non – state TVET actors. Non-compliance with the policy requirements shall attract both administrative and legal sanctions accordingly.

### 3. INSTITUTIONAL STANDARDS

In implementation of the TVET Policy, the institutional standards that will apply shall be as follows:

- S5. The relevant institutional structures envisaged in the TVET Policy including the TVET directorate, the TVET council, the TVET Assessment Body shall be established where they do not exist and rationalised where they exist. The rationalization process should streamline the structures, functions, roles, scope, reporting arrangements, and consequently the legal frameworks for the four assessment bodies namely the; Uganda Business and Technical Examinations Board (UBTEB), Uganda Nurses and Midwives Examinations Board (UNMEB), Uganda Allied Health Examinations Board (UAHEB) and the Directorate of Industrial Training (DIT).
- S6. The mandate of the DIT shall be restricted to promoting the highest standards in the quality and efficiency of industrial training in the country and ensuring an adequate supply of properly trained manpower at all levels in the industry. Their functions shall include: regulating Industrial training and trainers; developing industrial training curricula; harmonising curricula and certificates of competence; assessing industrial training, development of occupational standards and assessment and Training Packages (ATPs) for Trade testing for the industry and world of work and awarding certificates in that respect.
- S7. The TVET assessment body shall have the following functions:- Undertake design and development of curricula for TVET training institutions' examination, assessment and competence certification; make rules with respect to TVET examinations, competence and skills assessments; issue certificates to candidates who satisfy national TVET examinations and competence assessment requirements; promote recognition of its qualifications nationally and internationally; investigate and determine cases involving indiscipline by candidates registered with it; promote and carry out research relating to its examinations; promote the publication of books and other materials relevant to its examinations; and perform any other duties that are incidental or conducive to the performance of any of the preceding functions.
- S8. All health training institutions shall be subject to the assessment procedures of a Health Profession Assessment Board – that merges the current UAHEB and UNMEB. The functions to be played by the Health Professional Assessment Board shall be expanded to include:- design and development of curricula for health training institutions' examination, assessment and competence certification; make rules with respect to such examinations and competence assessments; issue certificates to candidates who satisfy national health training examination and competence assessment requirements; promote recognition of its qualifications nationally and internationally; investigate and determine cases involving indiscipline by candidates registered with it; promote and carry out research relating to its examinations; promote the publication of books and other materials relevant to its examinations; and perform any other duties that are incidental or conducive to the performance of any of the preceding functions.
- S9. A Directorate responsible for TVET shall be established in the Ministry of Education and Sports and this shall be mandated to provide policy guidance and coordinate overall implementation of TVET Policy objectives, as stated in the Policy and explained in Annex II of these standards.
- S10. There shall be clear separation between Vocational and Technical Education and Training in the implementation of TVET Policy. Where synergies exist, efforts shall be made to maximise them through active engagement and partnerships of the respective players in the delivery of Vocational and Technical Education and Training.

- S11. Vocational Education and Training shall comprise all programmes starting from level 1 to level 4 of the TVET Qualification Framework whereas Technical Education and Training shall comprise of programmes starting from Level 5 and above of the TVET Qualifications Framework as articulated in **Annex IV** of these standards.
- S12. Efforts shall be made to vocationalise basic education by equipping learners at primary and secondary levels under the general education pathway with the competence based training and vocational skills to supplement the basic literacy and numeracy training offered at these respective levels.

## 4. ESTABLISHMENT AND MANAGEMENT STANDARDS

The establishment of TVET institutions and management of TVET shall be conducted in line with the following standards:

- S13. The delivery of TVET shall be undertaken in formal, non-formal and informal delivery mechanisms. These concepts are well explained in the glossary to the TVET policy document attached as **Annex II**.
- S14. The various providers of TVET shall be categorized as: (a) Institutions; and (b) Work place based who can even be individuals as long as they meet the training requirements as determined by the TVET council.
- S15. All TVET Institutions and providers must be approved to operate by the TVET Council before they can run TVET programmes.

### 5.1 Standards for the Licensing and Registration of TVET Institutions and Providers

The licensing and registration of TVET providers and institutions shall be done in accordance with the following standards:

- S16. All TVET institutions and providers must be registered and licensed to offer TVET by the TVET Council.
- S17. The delivery of TVET shall be guided by the TVET Qualifications Framework.
- S18. All Health Training Institutions shall fall under the purview of TVET, specifically under Technical Education and Training (TET), and will be subjected to the same standards guiding all Technical Institutions.
- S19. All Health Training Institutions must be attached to a health facility to enable hands-on training.

### 5.2 Standards for Admission and Enrollment of Trainees

Admission and enrollment of persons onto the various TVET programs shall be subject to the following standards:

- S20. The various TVET providers will strive to enroll all persons in need of skills training for livelihood sustenance, improvement and development. The enrollment of trainees into TVET programs will be based on the existing competence among the applicants, possession of basic literacy and numeracy skills as well as relevant prior academic qualifications.
- S21. The underlying principle in Vocational Education and Training (VET) shall be the principle of supporting persons to fulfill/achieve their vocations or calling. Thus, VET enhances skills acquisition and development for all persons who are passionate about a given vocation/skill/occupation/craft taking into consideration their prior learning or acquisition of skills.
- S22. The minimum requirement for admission onto Technical Education and Training (TET) programs is a Crafts Certificate at Level 4.
- S23. Persons to be admitted to TET programs shall be subjected to a suitability test to ascertain their competence and ability to specialize in a given trade.
- S24. The admission of trainees under TVET shall be decentralized to the institutional/providers level and thus, respective institutions/providers shall be responsible for the identification, admission and management of trainees, taking into consideration the set standards by the respective Sector Skills Council or the TVET Council.
- S25. The guiding principle for the admission of persons into Vocational Education and Training (VET) programs shall be flexibility, passion for the various VET programs/trades and possession of competence in the respective areas of interest. Admission of persons into VET shall endeavor to provide an opportunity for all persons to acquire skills and competences they demand for purposes of improving their livelihoods, welfare and personal advancement.

- S26. All persons are eligible to apply to join VET programmes at an appropriate level of their competence as determined by the assessment, equating and certification procedures of their existing competence irrespective of their current academic qualifications.

### 5.3 Curriculum and Training Content

The development, use and review of curricula and training content under TVET will be subject to the following standards:

- S27. All TVET programs must follow approved competence profiles; occupational standards; training standards; and, assessment and certification standards (training curricula framework) by the **world of work**.
- S28. The curricula for all TVET programs shall focus on functional and soft skills acquisition to enhance applied competences among all TVET beneficiaries.
- S29. All training frameworks and curricula for TVET programmes from other countries shall be verified by the respective Sector Skills Councils before they are adopted and implemented at the national level.
- S30. The training framework and curricula for TVET programmes shall be developed by the Assessment Bodies in collaboration with the world of work.
- S31. The delivery of TVET shall recognize prior learning and endeavor to assess and certify the competences of persons who acquire skills training from contemporary training means such as digital and internet learning as well as peer learning.

### 5.4 Training and Instruction Procedures

The training and instructional procedures in TVET Institutions shall be subjected to the following standards:

- S32. The training and instruction procedures in all TVET institutions must emphasize practical and hands-on training which is integrated with flexible and work oriented delivery methods.
- S33. Training and instruction under TVET shall be undertaken in: established and designated institutions, work places approved and gazetted to offer TVET; or any other place approved for TVET training by the TVET Council.

### 5.5 TVET staff and other personnel

The following standards shall apply to recruitment and management of personnel in delivery of TVET:

- S34. All **TVET trainers** shall be approved and certified by the TVET Council before they can deliver TVET.
- S35. The trainers to be recruited in TVET institutions must be assessed thoroughly to determine their competence to offer training by considering possession of practical competences, attitude and theoretical knowledge in line with the approved Competence Profiles.
- S36. The TVET Council shall act as the **overall regulator** for all TVET trainers in the country.

- S37. TVET trainers must undergo Continuous Professional Development to update their knowledge and practice, cognizant of the changing trends in practice and technology which are fundamental aspects of TVET.
- S38. Competence and possession of mastery in the various crafts and fields of training must form the primary basis for recruitment of Trainers and other resource persons for delivery of VET.
- S39. All trainers and resource persons in TVET institutions and providers shall be subjected to the routine performance appraisal to continuously monitor their performance and design appropriate capacity development programs to fill the identified gaps.

## **5.6 TVET Assessment Standards**

- S40. All the TVET Assessment bodies shall be mandated by the law.
- S41. A Competence Based Assessment Approach will be adopted for TVET assessment. TVET Assessment Bodies shall adopt continuous assessment and final assessment through out the training period by both the academic and industry advisory boards. The scores will be recorded, verified and incorporated to form part of the final assessment by the assessment bodies.
- S42. All public and private TVET institutions and providers shall be required to subject their trainees to continuous assessment processes and procedures mandated and/or approved by assessment bodies.
- S43. The assessment procedures for TVET programmes shall be flexible and dynamic to take care of the variable nature of TVET delivery.

## **5.7 Certification Standards**

Awarding of certificates and qualifications to the various TVET trainees shall be subject to the following standards:

- S44. Assessment and certification of competences acquired by the various TVET trainees shall be conducted by the approved TVET Assessment bodies.
- S45. The awarding of Qualifications to the trainees shall be by the respective TVET assessment bodies.

## **5.8 The TVET Qualifications Standards**

The Qualifications Framework for TVET shall be guided by the following standards:

- S46. A National Vocational Qualifications Framework (NVQF) must be developed and implemented based on competence profiles for the various TVET occupations.

## **5.9 TVET Delivery Inspection Standards**

The standards relating to inspection of TVET delivery shall be as follows:

- S47. All inspectors of TVET institutions and providers shall be registered TVET trainers or industry practitioners approved by the TVET council before they are appointed in the stated categories.



- S48. All TVET providers and institutions (both privately and publicly owned) shall be mandatorily required to avail their premises, facilities and other resources for inspection by authorized personnel from the Central and Local Governments.

#### 5.10 Equalisation of TVET Qualifications and General Education Standards

In an endeavor to streamline qualifications between TVET and the general academic system, the following standards shall apply:

- S49. A TVET pathway shall be developed as distinct from the general academic pathway for learners but with common level descriptors. The purpose of level descriptors for Levels One to Ten of the National Qualifications Framework is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications and part qualifications.
- S50. The qualifications at the various levels of TVET shall be equated with appropriate levels of qualification within the general academic pathway only when the skills and competences acquired are equivalent. For purposes of clarity, a detailed framework for common level descriptors to describe applied competencies across each of the ten levels of the National Qualifications Framework of competences at each qualifications level will be developed and linked respectively. “Applied competence” has three constituent elements: **foundational competence** embracing the intellectual /academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem solving; **practical competence** which includes the concept of operational context; and **reflexive competence** incorporates learner autonomy.
- S51. The delivery of VET shall be conducted as a supplementary pathway to the general academic and technical education and training pathways. The VET pathway shall be flexible and accommodative for all persons regardless of their existing academic or technical competences thereby promoting the principle of universal access to the required skills by all Ugandans for personal and community growth, transformation and development.

## 6. SAFETY AND OPERATIONAL STANDARDS

The following standards will be adhered to in order to ensure that safety and operational integrity of TVET is achieved:

- S52. All TVET Institutions and providers are mandatorily required to put in place and adhere to safety and protection standards in all spheres of TVET delivery.

## 7. MARKETING AND BRANDING OF TVET STANDARDS

In order to promote the marketability and public appeal of TVET programs, the following standards shall be adhered to:

- S53. Deliberate efforts must be undertaken to rebrand and reposition TVET as a critical and dignified aspect of Uganda's economy and society.

## 8. TVET FINANCING STANDARDS

In order to ensure efficient and effective TVET delivery, a sustainable and robust financing mechanism for TVET is imperative and this will be guided by the following standards.

- S54. The policy adopts the Public Private Partnerships (PPP) framework where the financing of TVET delivery shall be a responsibility of Government, the private sector, development partners as well as citizens.
- S55. A separate Fund - the Skills Development Fund (SDF) for TVET delivery shall be established by an Act of Parliament. The sources of funds to the SDF will include Government, Development Partners and the private sector for purposes of delivering TVET and it will be managed independently from the Consolidated Fund.
- S56. The unit cost per student and the unit cost per graduate for TVET courses shall be determined periodically to form the basis on which funds are allocated to TVET providers and/ or the basis for charging fees for those who may wish to pay for TVET training privately.
- S57. Funds will be allocated to training Institutions and providers by the TVET Council using the prevailing unit cost per student or the unit cost per graduate for TVET courses besides the recommendations of the Sector Skills Council in view of the economic skills gaps identified in the world of work.
- S58. All TVET providers (Institutions and individuals) both public and private shall apply for the funds according to the identified need and will be accountable for the proper utilisation of the disbursed funds to fill the skills gaps identified.

## 9. STAKEHOLDER ENGAGEMENT STANDARDS

Effective stakeholder engagement is critical in any policy implementation. Thus, the following standards shall guide the actors during TVET policy implementation:

- S59. The implementation of TVET must promote industry engagement and engagement of all stakeholders to promote synergies, collaboration and appropriate partnerships for effective TVET delivery.

## 10. APPLICATION OF THE POLICY IMPLEMENTATION STANDARDS

- S60. The standards highlighted above are mandatory and shall apply to all TVET stakeholders. These standards shall be observed and adhered to by all TVET providers including; Government, private sector, Civil Society, Faith Based Organizations, Community Based Organization, private individuals, and any other entity involved in the design, delivery and management of TVET.
- S61. These standards shall be considered and interpreted in line with provisions of the TVET Policy and thus, they are a complimentary resource to enable full internalization and operationalization of the said Policy. They shall remain in force until such a time as when the Minister of Education and Sports, will issue an instrument amending, reviewing or repealing the said standards.

## 11. TRANSITIONAL ARRANGEMENTS

- 11.1 Transitional - means that relating to a change, or a process of change, from one form or type to another system. Therefore, this section outlines the safeguards necessary for effective transition to the realities of implementation of the Technical Vocation Education and Training (TVET) Policy.
- 11.2 Effective implementation of the Technical Vocation Education and Training (TVET) Policy shall be supported by the TVET law. The same law will establish the relevant institutions created under the policy: - the TVET Council, TVET Directorate, TVET Assessment bodies and the TVET Institutions.
- 11.3 All Admissions to Programmes will be in line with the TVET Qualifications Framework and compatible with the National Qualifications Framework or its equivalent. This will be effective from 2021. The additional time provided is to give enough time for all stakeholders to prepare for this transition.
- 11.4 The governance of all TVET institutions will be adjusted in line with the New TVET law.
- 11.5 The Ministry responsible for Education will develop the; TVET implementation procedures, exemplar forms and templates to give effect the provisions of the TVET Policy, the policy implementation standards and the policy implementation guidelines which shall be read together with the relevant documents in respect to TVET reforms.
- 11.6 The TVET Council or the respective Educational Institution in consultation with the Ministry responsible for education shall develop the implementation procedures, exemplar forms and templates in line with their policy and legal mandates so as to give effect the provisions of the TVET policy, the TVET policy standards and guidelines.
- 11.7 All the policy instruments namely the; TVET policy, TVET implementation standards, guidelines, procedures and baseline findings shall be read together with the relevant documents regarding the TVET reforms whether these are legal or administrative in nature.

I, hereby approve the aforesaid Technical and Vocational Education and Training (TVET) policy standards as binding and mandatory to all the actors and the stakeholders in the implementation of the TVET Policy.



Janet. K. Museveni

**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**

The TVET models can be classified according to a country's training market structure, delivery modes and financing schemes, and the shape of Public-Private Partnerships. The current TVET systems in advanced economies are classified as follows: the liberal market model – the UK, the statist model- France, the dual model – Germany and the South Korean Hybrid Model. The four models differ from each other in terms of the; training market organisation, qualification systems, training practices, training costs, and the linkage between education and training (Fawcett et al. 2014).

### A- THE TRAINING MARKET ORGANISATION:

- (I) The **UK Liberal Market TVET Model**, is characterized as private companies offering training programs based on market demand. Qualifications attained through training mainly reflect specific occupational skills needed by private companies. In terms of governance, sector councils play key roles in identifying skills needs, providing research, and estimating occupational skills needs. Meanwhile, the state has little authority in controlling training supply.
- (II) In the **French Statist TVET Model**, however, the state has authority in deciding training demand as well as in providing training via public vocational schools. Therefore, the content of training is largely political and theoretical in orientation, while sectoral councils are seldom visible.
- (III) In the **German Dual TVET Model**, famous for combining theoretical courses at schools and hands-on knowledge and skills acquired on the job training, the content of which is mainly regulated by both the state and the private companies. This model is known for involving strong Public-Private collaboration in delivering TVET training programmes.
- (IV) In the **South Korea TVET Hybrid Model**, provision of training is largely determined by the central government, for which the state administers large scale surveys of labour demand, and generates estimates for supply for specific training attuned to the labour supply estimation. After that, committee for training course adjustment is to be held, in which decision for training provision at course level is made public.

### B- THE QUALIFICATIONS SYSTEMS:

- (I) In the **UK Liberal Market TVET model**, firm and industry demands in the market generally define professional qualifications. Firms that need certain skills may refer to qualification to meet their demands. However, skills may not be standardized across firms, although the state makes great efforts to establish national skills frameworks or standards to support this matching process.  
A National Qualification Framework is established by the state as well.
- (II) In the **French Statist TVET Model**, it is the state education system that sets the scene for the qualifications as the latter rely less on occupational demands by firms. Those who have obtained qualifications therefore usually show more command of abstract understating of their occupations, which may not be so relevant to workplace practices.
- (III) In the **German Dual TVET Model**, qualifications are obtained through more work-based learning such as apprenticeship and vocational education. In so doing, students usually are employed as a worker on a contractual basis. They are mandated to attend vocational schools which follow general educational system.

- (IV) In the **South Korea TVET Hybrid Model**, qualifications were originally based on general education system, therefore having less relevance to the demands of firms or industries. However, as an effort to increase the relevance of learning to market demands, apprenticeship programs are being introduced both at upper secondary and at tertiary level, and new vocational qualifications have been established in various occupations, which complement the national qualification system.

### C- THE TRAINING PRACTICES:

- (I) In the **UK Liberal Market TVET Model**, training occurs mainly at firm level, there exists little standardization in training provision, while each company and school applies their own structure and curriculum. Depending on the skills needed, training varies by location, and the resulting certificates are also firm-specific, yielding few certificates acceptable across employers.
- (II) In the **French Statist TVET Model**, training schools are more oriented toward occupation and professions, where demands vary by the number of students seeking certificates. In order to enter into training programmes, students need to present proof of academic records such as entrance exams.
- (III) In the **German Dual TVET Model**, employers, trade unions, and the state bodies cooperate to set up training practices and curricula.
- (IV) In the **South Korea TVET Hybrid Model**, accreditation of training programmes mainly applies to state agencies and some specific registration procedures for training organizations have just been established as a TVET reform measure.

### D- THE TRAINING COSTS:

- (I) In the **UK Liberal Market TVET Model**; the beneficiary pay principle applies; training costs are born by the trainees that need training. In addition, firms pay fees for the courses they provide to help finance training provision. For some marginalised groups such as youth, government subsidies may be given via training vouchers.
- (II) In the **French Statist TVET Model**, the state bears most of training costs. Public schools limit the number of trainees every year, which limits access to training to certain groups.
- (III) In the **German Dual TVET Model**, firms and the state share training costs, as the firm pay for the on-the-job portion of dual training, while the state supports public schools. In general, trainees receive training stipend from their employers during their apprenticeship or on-the-job training.
- (IV) In the **South Korea TVET Hybrid Model**, also labelled as a state-driven model, the government has been moving the system towards a dual model, for which costs for theoretical courses are born by general tax revenues, whilst the on-the-job training is mainly covered by Employment Insurance System, which is private in nature, but mainly managed by the state agencies. Student employees receive earnings from the firms they have signed for, while the firm receives government subsidies for operating dual programs.

## E- LINKAGES OF EDUCATION AND TRAINING:

- (I) In the **UK Liberal Market TVET Model**, the linkages between education and training are not straightforward and often blurred as the state runs public vocational schools, while private training providers and firms provide training according to their own demands.
- (II) In the **French Statist TVET Model**, vocational education and trainings are provided in a school setting, where students adopt theoretical and practical knowledge without coherence.
- (III) In the **German Dual TVET Model**, theoretical knowledge and practical training is combined, where the acquisition of skills occurs both at school and in a work place.
- (IV) In the **South Korea TVET Hybrid Model**, which is still at the early stage of establishing National Qualification Framework and Recognition of Prior Learning, resembles that of the UK liberal Market TVET Model. Private qualifications have increased at a higher rate for the last 20 years, which has led to complications and inconsistencies of the learning outcomes among the students and stakeholders.

<b>Objective</b>	<b>Explanations</b>
<b>Decentralisation of the TVET delivery</b>	<ul style="list-style-type: none"> <li>(i) In order to set up a demand-driven system, Cabinet has decided to reshape the current TVET system into a decentralised system, which allows for flexibility in coordinating the TVET provision at local levels.</li> <li>(ii) Partnership with the private sector also necessitates more decentralised TVET governance.</li> <li>(iii) To put in place work-based learning such as dual program, it is also of importance to take into account local autonomy and control over the curriculum, outplacement, and budget.</li> </ul>
<b>Quality of TVET</b>	<ul style="list-style-type: none"> <li>(iv) The TVET policy puts much effort in ensuring the quality of TVET programmes, through the establishment of the NQF.</li> <li>(v) Once in place, the NQF will allow TVET providers to reshape their programmes according to these standards. In general, the NQF is supposed to guide the TVET reforms in respect to the curriculum, assessment, teacher training and linkages to the labour market.</li> </ul>
<b>Partnership supporting TVET-Participation</b>	<ul style="list-style-type: none"> <li>(vi) Making partnerships with the private sector stakeholders is a high priority during the TVET policy implementation process, in which participation in TVET by private sector will increase but at an incremental rate.</li> <li>(vii) The stakeholders targeted include: enterprises, labour unions, industry associations, university experts, as well as NGO and other Civil Society Organizations (CSOs).</li> </ul>
<b>Relevance of TVET</b>	<ul style="list-style-type: none"> <li>(viii) The primary purpose of the TVET policy is to enhance the relevance of TVET, which promotes employment as well as productivity and efficiency in the labor market.</li> <li>(ix) It also helps reduce skills and mismatches of various sorts as TVET programs are better aligned to labor market demands.</li> </ul>



- (a) **Introduction:** Developing skills, including technical and vocational, and enhancing employability are clear strategic TVET policy objectives. Government is under strong pressures to expand the TVET systems and to enhance its quality, while also facing spending pressures on basic and higher education. As this demand increases, the need for sustainable TVET financing becomes more urgent; this is not only about ensuring that sufficient and predictable revenue streams exist to fund training programmes, but perhaps just as importantly about how financing mechanisms themselves can be strongly linked to achieving the policy objectives of making the TVET system more accessible, equitable, efficient, demand-driven, responsive and relevant.
- (b) **What is TVET Financing?** TVET is broadly defined to include formal, informal, non-formal, as well as work based preservice and in-service programmes. TVET provision is often fragmented amongst a complex system of government agencies, industries and providers. To begin to understand the system, it is important to first have a good grasp of the TVET governance as stated in the policy, TVET agencies, and the TVET programmes to be offered.
- (c) The financial resources allocated or spent on all TVET programmes reflect the country's priorities and, when combined with outcomes, the system's efficiency, as well as its policy priorities and trade-offs. Government must reconcile the fact that public and private resources are limited with the need to spread these resources over many levels and programmes. Hence, achieving the best use of resources while maintaining a sustainable budget is a key policy issue. As a consequence, the policy debate is increasingly focused on raising the level of financing through diversification, and on enhancing efficiency while maintaining equity. Diversification is achieved mainly by involving enterprises, individuals and other innovative sources of funding (philanthropic sources, sponsors, etc.), and through public-private partnerships (PPP). The formal apprenticeship system represents a PPP in which different actors play their own roles in the financing mechanisms. The system works through interaction between public institutions (central or local), which contribute to financing the school-based element of training, and the enterprises that contribute to financing the company-based component.
- (d) Equally important to note is that, financing policies and mechanisms must ensure that efficiency and equity complement each other. This entails ensuring that further developments of TVET systems meet the needs of those excluded, in particular early school-leavers, low-skilled individuals, individuals with disabilities and those who are unemployed among others.
- (e) It is important for TVET financing to distinguish between sources of funds and how these funds are allocated and subsequently used. In other words, the distinction should be made between resource mobilization, resource allocation and resource utilization. The utilization of resources depends on the administrative system and government regulations under which TVET institutions operate. The overall governance structure has an impact on the effectiveness of the available resources. The policy issue here is to what extent does the system put in place provide incentives and flexibility for TVET institutions, companies, communities and individuals to use their (often limited) resources in a most efficient and effective way.
- (f) Lastly, information on the impact of TVET policies and programmes on the labour market outcomes of the participants in various TVET programmes is very important for decision-makers. Budgetary constraints mean that public and private interventions and the expenditures must be more strongly defended and justified, and their beneficiaries increasingly need to be more accurately targeted in line with the skills demands in the labour market.
- (g) Therefore, TVET financing plays an important role in leveraging TVET policy reforms in the desired directions. Thus, in view of the strategic objectives of the TVET Policy, government should consider a mix of financing mechanisms that can help to achieve the objectives within the country's context. The evidence supports the following recommendations for consideration.

- i. **Use Resources More Efficiently:** Strategies to achieve this include: Avoid displacing private funding with public funding, rationalize funding (including via incentives), encourage an integrated training market, and align financial incentives with desired effects through results-based financing. Also, at the national level the establishment of a national training fund, or a national skills development fund, can also encourage the development of an integrated market.
- ii. **Raise Relevance:** This can be accomplished by restructuring public provision of TVET so that public providers have more autonomy, Government encouragement of expansion of private provision of TVET, and align TVET scholarships to labour market needs – for example by increasing the number of TVET scholarships that are linked to labour market needs.
- iii. **Increase Quality:** Ways to do this include (a) creating more reliable funding streams for expenditures related to the quality of TVET (e.g. more predictable flows for expenditures such as the development of occupational standards, training packages, curriculum and TVET teachers training); and (b) using competitive funds to stimulate innovation and quality improvements. Ideally, both public and private TVET institutions should be able to compete for funds.
- iv. **Expand Access:** Increased public funding of TVET is an obvious way to increase access and private provision is a powerful way to increase access among those able to afford it. Finally, input-based financing mechanisms with the provider allowed to retain tuition fees - can provide powerful incentives to increase enrolment.
- v. **Promote Equity:** A number of things can be done to promote equity in TVET financing among them: (a) improving access to and completion of a quality basic education will help make access to post-secondary TVET programmes more equitable; (b) allocating funds directly to students rather than institutions is more likely to be effective in increasing participation; and (c) enhancing targeting to disadvantaged students to help them “catch up” through better targeted scholarships and fee waivers, provision of student loans for TVET and offering work / study options.
- vi. **Mobilise Non-State Resources:** Non-State resources for TVET can be found by stimulating private investment in TVET – through incentivising private enterprises to train their own workers and contribute to overall reform efforts, encouraging PPPs and the expansion of private provision. Means of incentivising private enterprises to train their own workers include enterprise financed training funds, tax incentives and education, education & training leave in companies, training vouchers for companies
- (h) **Eliminate the expenditure (in)efficiencies: What Unit Costs Tell Us?** Unit costs can illustrate inefficiencies in the TVET system. High unit costs might signal inefficient use of resources, or the higher costs to reach certain groups. The differences between the **cost per student** and the **cost per graduate** for TVET courses indicate inefficiencies related to course completion: The narrower the difference, the more likely for TVET providers to achieve high course completion rates.
- (i) **Where Does TVET Funding Come From?** TVET funding typically comes from three main sources: government budgets, student fees, and the private sector. In addition, other sources might include employee contributions, private donations, income generating activities and external assistance (e.g. Official Development Assistance (ODA) and official loans). Funding portfolios of TVET providers across countries and provision types vary, but in general for the majority of public TVET providers, government funding is the most significant source of funds overall; while student fees are the most significant source of funds for private providers. Meanwhile, training for employees in private firms is almost entirely paid for by that firm.

## 1- INTRODUCTION

- (a) The way in which students progress from secondary school to academic university education (regardless of whether this progression is open to many or only a few) is clear in all countries. Problems of progression are more likely to occur between secondary education and post-secondary vocational education and training (VET) and between VET and academic higher education. One common problem is that the learning achieved in one education/training sector or one institution is not recognised in another. As a result, learners have to 'start again' – 're-learning' what they already know. This problem is likely to be more acute where learning has been achieved informally, for example in the workplace.
- (b) **The NQF offers solutions to these problems.** First, NQF creates 'progression routes' based on levels (i.e. clear pathways that take the learner from his/her starting point to the desired qualification goal). The process of designing these progression routes is often referred to as articulation of qualifications. This means ensuring that the qualifications in a particular field or progression route are designed to fit well with each other, e.g. by including knowledge and/or skills that are a prerequisite for embarking on a subsequent qualification. Also, NQF often introduces the procedures for facilitating learner progression, such as exemptions, recognition of prior learning, fast-tracking and Credit Accumulation and Transfer (CAT).
- (c) **What needs to be done to establish an NQF?** There should be clarity about the proposed purposes and scope of the NQF, the range of complementary policy measures required, and the nature of the proposed framework. There is need to estimate and budget for the costs of implementing the NQF. However, there is a distinction between designing an NQF and implementing it. Designing the NQF means creating the framework into which existing or new qualifications will be placed. The design of the NQF requires the development of: (a) a framework of levels with descriptors for each level (b) procedures and criteria for accrediting and registering qualifications on the NQF, accrediting education and training providers, and (c) ensuring that assessment leading to the award of NQF qualifications conforms to the national standards
- (d) **What are the different qualifications systems?** Qualifications systems can be tracked, linked, or unified. In a **tracked system** technical and vocational and general education are organised in separate and distinctive tracks. A **linked system** has different tracks but emphasises their similarities and equivalence, with common structures and elements, and opportunities to mix or transfer between the tracks. A **unified system** does not use tracks to organise provision but brings all provision within a single system. The 3 types represent points on a continuum with tracked systems at one end and unified systems at the other. This is illustrated below:

Tracked	Linked	Unified
- Technical & Vocational and general education organised in separate and distinctive tracks	Different tracks exist with emphasis on similarities and equivalence, e.g. certain common structures or credit transfer between tracks	No tracks Single system

- (e) **How should the NQF be governed and managed?** It is normal international practice for the management of the NQF to be assigned to an apex body, such as a national qualifications authority, that is independent of the government but accountable to it. There are at least three reasons why this model is to be recommended. First the interests of government in an NQF are strategic. They lie in ensuring that certain broad policy goals are achieved. The process of building the NQF may involve disagreements among social partners in which the government may not wish to get directly involved. Second, the NQF will be more successful if it generates a sense of ownership among the social partners and education and training providers. This is easier to achieve if the government is not seen to be directly managing the process. Third, from a purely practical point of view, NQF management is an ongoing operational responsibility that government may prefer to allocate to a separate body.
- (f) **NQF management functions:** For the NQF to operate effectively, four sets of functions must be carried out: (i) management of the framework (ii) standards and qualifications development (iii) quality assurance of education and training providers and (iv) assessment and certification. The national agency responsible for the NQF will always have the first set of functions. This typically comprises: (a) developing, implementing and reviewing NQF procedures (b) consulting with stakeholders on the NQF development and implementation (c) registering qualifications on the NQF (d) disseminating public information and advice on the NQF (e) advising the Ministry on policy and resource implications.

## 2- PURPOSE AND PHILOSOPHICAL UNDERPINNING OF THE NQF

- (a) The purpose of level descriptors for Levels 1-10 of the NQF is to ensure coherence in learning achievement in the allocation of qualifications and part qualifications to particular levels, and to facilitate the assessment of the national and international comparability of qualifications and part qualifications.
- (b) The philosophical underpinning of the NQF and the level descriptors is applied competence, which is in line with the outcomes-based theoretical framework adopted in the Ugandan context.
- (c) Ten categories are used in the level descriptors to describe applied competencies across each of the ten levels of the NQF: Scope of knowledge; Knowledge literacy; Method and procedure; Problem solving; Ethics and professional practice; Accessing, processing and managing information; Producing and communicating of information; Context and systems; Management of learning and Accountability.

## 3- DEFINITIONS OF KEY TERMS

- (a) **Applied competence** - has three constituent elements: foundational competence which embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem solving; practical competence which includes the concept of operational context; and reflexive competence which incorporates learner autonomy.
- (b) **Level** - means one of the series of levels of learning achievement arranged in ascending order from one to ten according to which the NQF is organised and to which qualification types are pegged.
- (c) **Level descriptor** - means that statement describing learning achievement at a particular level of the NQF that provides a broad indication of the types of learning outcomes and assessment criteria that are apt to a qualification at that level.

- (d) **National Qualifications Framework** - is a comprehensive system approved by Government for the classification, registration, publication and articulation of the quality assured national qualifications.

#### 4- CONTEXTUAL APPLICATION OF THE LEVEL DESCRIPTORS

- (a) The following principles underpin the application of the level descriptors of the NQF: There is one common set of level descriptors for the NQF to be used in different contexts; The level descriptors incorporate ten competencies; The level descriptors are designed to meet the needs of academic as well as occupational qualifications; There must be correlation between qualification levels and occupational levels in the world of work; Level descriptors are cumulative viz. there is progression in the competencies from one level to the next; Level descriptors are applicable to the Recognition of Prior Learning (RPL); and the level descriptors are descriptive and not prescriptive.
- (b) Level descriptors embrace learning in a wide variety of contexts (vocational, technical, occupational, academic and professional) and environments (classroom, laboratory, industry, field, clinic, community, etcetera). Contextual interpretation of the level descriptors within each of the three sub-frameworks across **academic, professional** and **occupational** contexts is encouraged. In this regard, separate guidelines will be developed for each sub-framework. These should also deal with the nomenclature for qualifications in each of the sub-frameworks of the NQF.
- (c) Level descriptors provide a framework from which more specific descriptors can be developed by a variety of different sectors and practitioners, for example discipline- or profession-based. It is also recognised that in the processes of curriculum design and development, the interpretation of these generic level descriptors will be influenced by, for example, field-, discipline- and context- specific distinctions.
- (d) Level descriptors are designed to act as a guide and a starting point for, inter alia: Writing learning outcomes and associated assessment criteria for qualifications and part qualifications; Pegging a qualification at an appropriate level on the NQF, used together with purpose statements, outcomes and assessment criteria; Assisting learners to gain admission through RPL at an appropriate level on the NQF; Making comparisons across qualifications in many fields and disciplines pegged at the same level of the NQF and Programme quality management, used together with purpose statements, outcomes and assessment criteria.
- (e) Level descriptors provide a broad indication of learning achievements or outcomes that are appropriate to a qualification at that level. The competencies listed at a particular level in the framework broadly describe the learning achieved at that level, but an individual learning programme may not necessarily meet each and every criterion listed. Level descriptors do not describe years of study.
- (f) In the level descriptors, accessing, analysing and managing of information and communication in terms of reading, listening and speaking, where applicable, should include Braille and sign language to accommodate learners with special needs.
- (g) **How many levels should the NQF have?** The starting point in deciding on the number of levels is the current understanding among stakeholders about key qualifications and their relationship to each other – what might be called “the relativities” in the national system.
- (h) An NQF is unlikely to be accepted or even understood by citizens if it does not correspond to ‘common sense’, certainly in respect of the most significant qualifications (although

it must also be forward looking and reflect new labour market needs and international benchmarks). In almost all countries, there will be a clear progression route from lower secondary qualifications (typically at the end of compulsory schooling) to upper secondary school qualifications and on to higher education qualifications. It may also be clear how a learner progresses from lower secondary qualifications into the VET qualifications structure. These key qualifications and the relationship between them are important benchmarks that will help stakeholders to relate to and understand the system of levels proposed.

- (i) The number of levels in an NQF varies. Over the last two decades there have been examples of frameworks with as many as twelve or as few as five levels, but most frameworks today seem to have around eight or ten levels. The table below shows the eight levels that are common to most NQFs. It also takes account of the eight levels adopted by the European Commission in their proposals for a European Qualifications Framework.

## EIGHT MOST COMMON LEVEL DESCRIPTORS

Level	Examples of qualifications and related competences
8	<b>Doctoral degree</b> ; Senior Manager VQ - jobs requiring the knowledge, creativity and leadership skills to deal with complex and unpredictable situations.
7	<b>Master degree</b> ; Specialist Professional Qualifications; Senior Manager VQ - specialist knowledge-based professional work; high-level management responsibilities.
6	<b>Bachelor's degree</b> / Honours degree; Professional Qualifications; Middle Manager VQ - knowledge-based professional work; management responsibilities.
5	<b>Higher Education Certificate and Diploma</b> ; Technician/Specialist VQ; Para-professional Qualification; Advanced Vocational Qualification - highly skilled employment; management training.
4	Senior School Exit Qualification; Advanced Craft VQ; Supervisory VQ - fully skilled employment; independent operative; supervisory responsibilities.
3	Junior School Exit Qualification; Intermediate VQ - skilled/semi-skilled employment.
2	Basic VQ - skills required to function in the workplace.
1	Literacy and Numeracy Qualification - skills required to enter the workplace and undertake vocational training.

## 5- LEVEL DESCRIPTORS

- (i) The level descriptors should be reviewed at least every five years by the relevant body, in consultation with the key stakeholders.
- (ii) The following level descriptors describe the learning achievement at a particular level of the NQF that provides a broad indication of the learning achievements or outcomes that are appropriate to a qualification at that level.

### 1- NQF LEVEL ONE DESCRIPTORS

- A- Scope of knowledge, in respect of which a learner is able to demonstrate a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.
- B- Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in a particular field develops over a period of time through the efforts of a number of people, and often through the synthesis of information from a variety of related sources and fields.
- C- Method and procedure, in respect of which a learner is able to demonstrate the ability to use key common tools and instruments, and a capacity to apply him / herself to a well-defined task under direct supervision.
- D- Problem solving, in respect of which a learner is able to demonstrate the ability to recognise and solve problems within a familiar, well-defined context.
- E- Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and develop own personal values and ethics, and the ability to identify ethics applicable in a specific environment.
- F- Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to recall, collect and organise given information clearly and accurately, sound listening and speaking (receptive and productive language use), reading and writing skills, and basic numeracy skills including an understanding of symbolic systems.
- G- Producing and communicating information, in respect of which a learner is able to demonstrate the ability to report information clearly and accurately in spoken/signed and written form.
- H- Context and systems, in respect of which a learner is able to demonstrate an understanding of the context within which he/she operates.
- I- Management of learning, in respect of which a learner is able to demonstrate the ability to sequence and schedule learning tasks, and the ability to access and use a range of learning resources.
- J- Accountability, in respect of which a learner is able to demonstrate the ability to work as part of a group.

## 2- NQF LEVEL TWO DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that one's own knowledge of a particular field or system develops through active participation in relevant activities.
- C. Method and procedure, in respect of which a learner is able to demonstrate the ability to use a variety of common tools and instruments, and a capacity to work in a disciplined manner in a well-structured and supervised environment.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to select and apply known solutions to well-defined routine problems.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to apply personal values and ethics in a specific environment.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to apply literacy and numeracy skills to a range of different but familiar contexts.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the basic ability to collect, organise and report information clearly and accurately, and the ability to express an opinion on given information clearly in spoken/signed and written form.
- H. Context and systems, in respect of which a learner is able to demonstrate an understanding of the environment within which he/she operates in a wider context.
- I. Management of learning, in respect of which a learner is able to demonstrate the capacity to learn in a disciplined manner in a well-structured and supervised environment.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to manage own time effectively, the ability to develop sound working relationships, and the ability to work effectively as part of a group.

## 3- NQF LEVEL THREE DESCRIPTORS

- A. The scope of knowledge, in respect of which a learner is able to demonstrate a basic understanding of the key concepts and knowledge of one or more fields or disciplines, in addition to the fundamental areas of study.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in a field can only be applied if the knowledge, as well as its relationship to other relevant information in related fields, is understood.
- C. The methods and procedures, in respect of which a learner is able to demonstrate operational literacy, the capacity to operate within clearly defined contexts, and the ability to work within a managed environment.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to select appropriate procedures to solve problems within given parameters.



- E. The ethics and professional practice, in respect of which a learner is able to demonstrate the ability to comply with organisational ethics.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the basic ability to summarise and interpret information relevant to the context from a range of sources, and the ability to take a position on available information, discuss the issues and reach a resolution.
- G. Producing and communicating information, in respect of which a learner is able to produce a coherent presentation and report, providing explanations for positions taken.
- H. The context and systems, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system, and application of skills in measuring the environment using key instruments and equipment.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to learn within a managed environment.
- J. Accountability, in respect of which a learner is able to demonstrate the capacity to actively contribute to team effectiveness.

#### 4- NQF LEVEL FOUR DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study, and a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding that knowledge in one field can be applied to related fields.
- C. The methods and procedures, in respect of which a learner is able to demonstrate the ability to apply essential methods, procedures and techniques of the field or discipline to a given familiar context, and the ability to motivate a change using relevant evidence.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to use own knowledge to solve common problems within a familiar context, and the ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions.
- E. The ethics and professional practice, in respect of which a learner is able to demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate a basic ability in gathering relevant information, analysis and evaluation skills, and the ability to apply and carry out actions by interpreting information from text and operational symbols or representations.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate and present information reliably and accurately in written and in oral or signed form.
- H. The context and systems, in respect of which a learner is able to demonstrate an understanding of the organisation or operating environment as a system within a wider context.

- I. Management of learning, in respect of which a learner is able to demonstrate the capacity to take responsibility for own learning within a supervised environment, and the capacity to evaluate own performance against given criteria.
- J. Accountability, in respect of which a learner is able to demonstrate the capacity to take decisions about and responsibility for actions, and the capacity to take the initiative to address any shortcomings found.

## 5- NQF LEVEL FIVE DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- C. Method and procedure, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- H. Context and systems, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

## 6- NQF LEVEL SIX DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- C. Method and procedure, in respect of which a learner is able to demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- H. Context and systems, in respect of which a learner is able to demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

## 7- NQF LEVEL SEVEN DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.
- C. Method and procedure, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.
- H. Context and systems, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts.

## 8- NQF LEVEL EIGHT DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.
- C. Methods and procedures, in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.
- D. Problem solving, in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context.
- H. Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate.

## 9- NQF LEVEL NINE DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field, discipline or practice.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to evaluate current processes of knowledge production, and to choose an appropriate process of enquiry for the area of study or practice.

- C. Method and procedure, in respect of which a learner is able to demonstrate a command of and the ability to design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems.
- D. Problem solving, in respect of which a learner is able to demonstrate: the ability to use a wide range of specialised skills in identifying, conceptualising, designing and implementing methods of enquiry to address complex and challenging problems within a field, discipline or practice; and an understanding of the consequences of any solutions or insights generated within a specialised context.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to make autonomous ethical decisions which affect knowledge production, or complex organisational or professional issues, and the ability to critically contribute to the development of ethical standards in a specific context.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to design and implement a strategy for the processing and management of information, in order to conduct a comprehensive review of leading and current research in an area of specialisation to produce significant insights.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development in an area of specialisation; and use a range of advanced and specialised skills and discourses appropriate to a field, discipline or practice, to communicate with a range of audiences with different levels of knowledge or expertise.
- H. Context and systems, in respect of which a learner is able to demonstrate the ability to make interventions at an appropriate level within a system, based on an understanding of hierarchical relations within the system, and the ability to address the intended and unintended consequences of interventions.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to develop his or her own learning strategies, which sustain independent learning and academic or professional development; and can interact effectively within the learning or professional group as a means of enhancing learning.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to operate independently and take full responsibility for his or her own work, and, where appropriate, to account for leading and initiating processes and implementing systems, ensuring good resource management and governance practices.

## 10- NQF LEVEL TEN DESCRIPTORS

- A. Scope of knowledge, in respect of which a learner is able to demonstrate expertise and critical knowledge in an area at the forefront of a field, discipline or practice; and the ability to conceptualise new research initiatives and create new knowledge or practice.
- B. Knowledge literacy, in respect of which a learner is able to demonstrate the ability to contribute to scholarly debates around theories of knowledge and processes of knowledge production in an area of study or practice.
- C. Method and procedure, in respect of which a learner is able to demonstrate the ability to develop new methods, techniques, processes, systems or technologies in original, creative and innovative ways appropriate to specialised and complex contexts.

- D. Problem solving, in respect of which a learner is able to demonstrate the ability to apply specialist knowledge and theory in critically reflexive, creative and novel ways to address complex practical and theoretical problems.
- E. Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify, address and manage emerging ethical issues, and to advance processes of ethical decision-making, including monitoring and evaluation of the consequences of these decisions where appropriate.
- F. Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to make independent judgements about managing incomplete or inconsistent information or data in an iterative process of analysis and synthesis, for the development of significant original insights into new, complex and abstract ideas, information or issues.
- G. Producing and communicating information, in respect of which a learner is able to demonstrate the ability to produce substantial, independent, in-depth and publishable work which meets international standards, is considered to be new or innovative by peers, and makes a significant contribution to the discipline, field, or practice; and the ability to develop a communication strategy to disseminate and defend research, strategic and policy initiatives and their implementation to specialist and non-specialist audiences using the full resources of an academic and professional or occupational discourse.
- H. Context and systems, in respect of which a learner is able to demonstrate an understanding of theoretical underpinnings in the management of complex systems to achieve systemic change; and the ability to independently design, sustain and manage change within a system or systems.
- I. Management of learning, in respect of which a learner is able to demonstrate the ability to demonstrate intellectual independence, research leadership and management of research and research development in a discipline, field or practice.
- J. Accountability, in respect of which a learner is able to demonstrate the ability to operate independently and take full responsibility for his or her work, and, where appropriate, lead, oversee and be held ultimately accountable for the overall governance of processes and systems.

(iii) THE QUALIFICATIONS FRAMEWORK

Framework Level	Level Indicators
Entry	Entry level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.
1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.
2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.
3	Level 3 qualifications recognise the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.
4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education.
5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher-grade technicians, professionals or managers. Level 5 qualifications are at a level equivalent to intermediate higher education qualifications such as Diplomas of Higher Education, Foundation and other degrees that do not typically provide access to postgraduate programmes.
6	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.



<b>7</b>	<p>Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high-level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.</p>
<b>8</b>	<p>Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.</p>

**Accreditation of institutions:** The process of recognising that education and training institutions meet appropriate standards of quality.

**Assessment:** The process of gathering evidence to determine whether a learner has met the required standards. Assessment is also used as part of the learning process to assist the learner in making progress.

**Credit Accumulation:** The process of gaining credits towards a qualification within an institution (or closed system, e.g. all qualifications offered by a single awarding body).

**Credit Transfer:** The process by which credits gained in one institution or system may be recognised in another institution or system.

**Qualification:** An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination; and/or the requirements for an individual to enter or progress within an occupation.

**Qualifications framework** A system for placing qualifications that meet certain standards of quality on one of a series of hierarchical levels.

**Qualifications system:** All aspects of a country's activity that result in the recognition of learning.

**Quality assurance:** Processes and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards.

**Recognition of Prior Learning (RPL):** The process of assessing and certifying previous learning (often experiential) towards gaining a qualification.

**Technical and Vocational Education and Training (TVET)** non-academic technical education and practical training that develop the skills and knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different TVET Institutions (TVET Institutes, Centres & Schools). The TVET is that part of the education system that provides courses and training programmes related to employment with a view to enable the transition from Secondary Education to work for young trainees / students (social objective) and supply the labour market with competent apprentices (economic objective). The TVET is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of awareness, knowledge, skills, and attitudes relating to occupations in various sectors of economic and social life.

**Technical and Vocational Education and Training TVET Institution:** any establishment providing Technical and Vocational Education and Training TVET, including colleges, institutes, centres and schools.

**Technical and Vocational Education and Training Providers (TVET Providers):** organizations which delivers Technical and Vocational Education and Training TVET programmes such as adult and community education providers, agricultural colleges, TVET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers.

**Training Providers:** Organizations which provide TVET and / or assessment and verification services such as institutes, colleges, centres, schools, adult and community education providers, private providers, community organizations, higher education institutions, commercial and enterprise training providers, industry bodies and other organizations meeting the registration requirements.

**Work Based Training:** (also known as Work Based Training or In-service Training or On-Site Training) defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers employed by industrial organizations / enterprises and conducted by the relevant trainers and first line supervisors.

**Vocational Education and Training:** VET the merging between the Vocational Education and the Vocational Training. It is a post-compulsory education and training, excluding degree and higher level programmes delivered by higher education institutions, which provides people with occupational or work-related awareness, knowledge, skills and attitude.

**Vocational Education and Training Providers (VET Provider):** organizations which delivers Vocational Education and Training VET programmes such as adult and community education providers, agricultural colleges, VET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers.



*The Republic of Uganda*

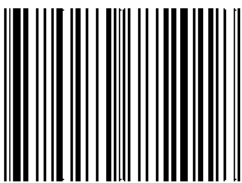
**MINISTRY OF EDUCATION AND SPORTS**

# **TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) POLICY**

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## **IMPLEMENTATION GUIDELINES**

ISBN 978-9970-772-01-8



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**2020**

## Foreword


Cabinet considered and approved the Technical and Vocational Education and Training (TVET) Policy on 14<sup>th</sup> January 2019 in line with its constitutional mandate as spelt out under Article 99 (4) and (5) and Article 111 (2) of the Constitution of the Republic of Uganda. Government is cognizant of the various labour market challenges which include the lack of appropriate skills and competences by many school leavers to provide the required services by employers. The lack of necessary skills has led to high unemployment levels among youths since they cannot be gainfully employed in the very competitive labour market.

The TVET Policy provides a framework for designing and establishing an employer-led TVET system envisaged to sustainably address bottlenecks that impede skills development efforts and achievement of the development goals and outcomes. The strategic direction articulated in the TVET policy has been translated into actionable TVET interventions by the Education and Sports sector in form of these policy implementation guidelines. Thus, the policy implementation guidelines provide guidance to all stakeholders on the design, management and delivery of TVET so as to achieve effective and sustainable policy adoption and implementation.

The purpose of these policy implementation guidelines is to inform all the stakeholders of the TVET policy approved by Cabinet which from now on words is part of the executive practice of Government in the Education and Sports Sector. The TVET policy implementation guidelines are also aimed at guiding all stakeholders on the practices and approaches which henceforth form the bedrock on which this TVET system is based.

Accordingly, as the Permanent Secretary/Ministry of Education and Sports, I am invoking my statutory powers in line with Article 174(3) (c) of the Constitution of the Republic of Uganda to handover these TVET policy implementation guidelines to the Commissioner for TVET for implementation.

Finally, I call upon all stakeholders to embrace and support the effective implementation of these TVET policy guidelines to enable achievement of the overall TVET policy objectives.



Alex Kakooza

**PERMANENT SECRETARY**

## Acknowledgement

The development of the Technical Vocation Education and Training (TVET) Policy has been a long and collaborative process. It involved consultations with key stakeholders who made valuable contributions towards the development of the policy. A lot of research and analysis was done to ensure that the policy is evidence based. After Cabinet approval of the TVET Policy on 14<sup>th</sup> January, 2019, it necessitated development of TVET policy implementation standards, and guidelines to guide all stakeholders on effective implementation.


Also, I wish to extend my gratitude to members of the TVET Policy Secretariat and Implementation Technical Working Group that was appointed by the Permanent Secretary for their valuable contributions to the process of developing these TVET policy implementation guidelines.

I also thank the Permanent Secretary for the technical and financial support extended to the policy development process. In addition, I convey special appreciation to the Policy Analysis Division of the Ministry of Education and Sports for all the technical support to the TVET Policy development process. Similarly, I thank my technical officers for working with all stakeholders and providing all the information to ensure successful conclusion of this process.

Special thanks go to the political leadership of the First Lady and Minister of Education and Sports - **Janet K. Museveni**; the Minister of State for Higher Education - **Hon. John Chrysostom Muyingo**; the Minister of State for Primary Education - **Hon. Rosemary Nansubuga Seninde**; and the Minister of State for Sports - **Hon. Denis Hamson Obua** for their policy guidance and support during the process of developing the TVET Policy and its supporting policy instruments namely; the implementation standards and guidelines.

Finally, as I receive these instruments, namely; the TVET policy, the TVET policy implementation standards and guidelines from the Permanent Secretary, allow me underline the following: I receive these instruments on behalf of all stakeholders with a role in the implementation of the TVET Policy; these policy instruments are intended to reform the TVET system; the TVET policy and legal reforms inevitably create winners and losers; the policy standards and guidelines bind all TVET stakeholders in their actions; all actions in the TVET policy and standards are mandatory; and finally, implementation of some policy reform actions is immediate while for others implementation is in future consistent with the transition arrangements in the policy standards

I call upon all of you to support the TVET reforms in the country.



Dr. Safina Kisu Musene (PhD)  
**COMMISSIONER/TVET**

## 1.1 Introduction

01. The success of any adopted policy depends on how well it is implemented. One of the reasons for policy failure is lack of clear policy implementation guidelines. Implementation encompasses the actions by all the stakeholders directed at the achievement of all the TVET Policy objectives. All stakeholders involved in TVET are therefore implored to utilize these guidelines in undertaking the various activities they are involved in within the realm of TVET. The policy guidelines compliment the policy standards and collectively, they provide a framework to guide the TVET system and enable translation of the TVET Policy interventions into practice.
02. The overall purpose of the TVET implementation guidelines is to provide:
  - (i) Information and advice to TVET providers (public and private) and all stakeholders to guide the implementation of the TVET Policy and Standards.
  - (ii) A framework for all the stakeholders to consider when implementing the TVET Policy, ensuring compliance with the standards and giving guidance on decision making and streamlining of the processes thereof.
  - (iii) Guidance on the elements of the TVET Policy for its effective implementation to promote effectiveness, efficiency, equity and accountability while minimising all the institutional risks in the implementation process.
  - (iv) Information relating to the mandatory and relevant obligations of all the stakeholders, in the context of the Policy, so that all TVET providers and assessors can further investigate these obligations and seek legal/expert advice where necessary.
  - (v) Guidance on linkages between TVET and general education and training system of the country as well as work-based training and life-long training.
  - (vi) Guidance on the integration of work based and the lifelong learning into TVET.

## 1.2 Background

03. The Government of Uganda through Cabinet approved the Technical and Vocational Education and Training (TVET) Policy on 14<sup>th</sup> January 2019. The approval of the TVET Policy set in motion the process of building a firm background for effective policy implementation. This process included formulation of the key supportive instruments namely; the TVET policy implementation standards and guidelines to support the operationalisation of the Policy.
04. Consequently, the information contained herein entails the TVET policy implementation and operational guidelines. These guidelines prescribe best practices to be complied with by all stakeholders to ensure successful implementation of the TVET Policy.

## 1.3 Commencement

05. The Policy Implementation Guidelines shall come into force in three phases as follows:
  - (i) First, these Guidelines will be effective on the date and time of approval by the Permanent Secretary for all the policy interventions that do not have institutional or legal limitations.
  - (ii) Secondly, the Guidelines will be effective on the date and time of approval of the relevant institutional framework by the relevant authority.
  - (iii) Finally, the Guidelines will be effective on the date and time of approval of the relevant legal framework and instruments by the relevant authority as stated in the transitional arrangements in the TVET Policy.
06. The above provisions notwithstanding, these implementation guidelines shall come into force on the date and time of approval by the Permanent Secretary and / or upon formalisation of the required legal and institutional instruments as stated in the transitional arrangements of the TVET Policy.
07. These TVET policy implementation guidelines are chronologically structured as follows: legal guidelines; institutional guidelines; establishment and management guidelines; operational guidelines; safety guidelines; marketing and branding guidelines; TVET financing guidelines; and stakeholder engagement guidelines. They end with guidelines on application and the glossary of key terms and concepts respectively.



## 2. LEGAL GUIDELINES

- G1.** A TVET pathway will be developed and implemented to fully operationalize the linked education system as stipulated in Standard 1. The TVET pathway will be offered the necessary support systems including curriculum development, assessment, certification, vertical and horizontal progression, recognition of prior learning, among others. Government will support the establishment and operationalisation of a TVET system including the; registration, accreditation, curriculum development, assessment and certification of TVET providers and/ or beneficiaries. To operationalise the TVET policy and system, an apt legal framework to support enforcement of the TVET policy ideals by the relevant stakeholders is to be established.
- G2.** Government will initiate and support the processes of reviewing the current laws so as to propose the required repeal or amendments in existing laws that are in conflict with the TVET policy implementation arrangements as well as the policy standards and guidelines.
- G3.** A law regulating TVET delivery in Uganda shall be developed in line with these policy standards and guidelines so as to eliminate any potential conflicts between the TVET legal and policy frameworks. This will spell out the various organs to deliver TVET including the TVET Council, TVET Assessment Board and Health Profession Assessment Board, among others, and also spell out the functions of these bodies in line with the TVET policy implementation standards.
- G4.** The provisions of the TVET Policy as well as its supporting policy standards guidelines and procedures shall be binding to all state and non – state TVET actors involved in the delivery, assessment, certification and other activities under TVET.

## 3. TVET INSTITUTIONAL GUIDELINES

- The underlisted institutional guidelines shall guide all stakeholders and actors during TVET policy implementation:

- G5.** A TVET qualifications framework should be developed to clearly articulate the levels of competencies.
- G6.** A synergetic link should be created between TVET providers (institutional and non-institutional) through active engagement and partnerships with the respective TVET players particularly during delivery, assessment and certification.
- G7.** The restructuring process of the Ministry responsible for Education and sports and other organs stipulated in the TVET Policy and its implementation standards should be fast-tracked so as to establish the necessary structures for effective delivery.

## 4. ESTABLISHMENT AND MANAGEMENT GUIDELINES FOR TVET

- ❑ The establishment and management of TVET institutions and providers should be in line with the following guidelines:

- G8.** All TVET Institutions will be established and managed in accordance with the provisions of the TVET Act, which will provide for the establishment and management structures and organs at institutional level; the roles and functions of the respective governance organs of TVET Institutions; the procedures and competence for filling of the various managerial positions at the Institutions; and all matters incidental to the effective and efficient establishment and management of TVET Institutions.
- G9.** All persons, communities, organizations or entities intending to establish TVET Institutions will apply to the TVET Council for guidance on the nature of operations they should engage in, given the labour market needs and prevailing circumstances in the area where the applicant intends to establish the Institution. The TVET Council will then guide appropriately and approve establishment of the Institutions subject to a determined set of criteria.
- G10.** All TVET Institutions will be mandated to develop sound strategic management principles and plans to enable them achieve their stipulated objectives in line with the TVET Policy.
- G11.** The management and running of TVET institutions and other TVET providers will be flexible to take into account the variable nature of TVET as well as the unique and customized needs of respective TVET beneficiaries.
- G12.** These operational standards apply to all the various categories of TVET providers who are required to comply with them decisively. Failure to comply with these operational standards shall if necessary, attract sanctions for the non-compliant TVET institutions and providers in line with the policy, standards and any other administrative arrangement of government,

## 5. TVET OPERATIONAL GUIDELINES

- ❑ The delivery of TVET should be subject to these operational guidelines that have been developed in line with the following sub-themes.

### 5.1 Licensing and Registration of TVET Institutions and Other Providers

- ❑ The licensing and registration of TVET institutions and other providers should be done in accordance with the following guidelines:

- G13.** All TVET institutions and other providers must be registered and licensed to offer TVET by the TVET Council. Accordingly;
- The TVET council shall establish the licensing and registration procedures and requirements of TVET institutions and providers appropriate to the qualification levels and any other relevant and set criteria.
  - The registration and licensing requirements should be in line with the standards developed by the TVET council.
  - The TVET institutions and other providers shall include all those involved in skills training of informal, non-formal and formal training forms.

- (d) The individual TVET institutions and other providers will periodically apply for the renewal of their license after a defined duration as shall be determined by the TVET Council.
- (e) The TVET Council shall determine, charge, waive and review registration and licensing fees payable by all TVET providers and beneficiaries from time to time as the need arises.

- G14.** The Ministry of Education and Sports shall develop the National TVET Qualifications Framework
- G15.** The TVET Council, in collaboration with industry and other relevant stakeholders shall implement the National TVET Qualifications Framework.
- G16.** Training, assessment and certification of all Health Training Institutions shall fall under the purview of TVET, and will be subjected to the same guidelines that guide all Technical Institutions.
- G17.** Institutions intending to be registered and licensed to operate as technical institutions shall apply to the TVET Council for an operation license subject to meeting specific requirements as guided by the Council. In addition, persons, firms, organizations, institutions or any other stakeholder intending to be registered and licensed to operate as a VET provider shall apply to the TVET Council for an operation license subject to meeting specific requirements as guided by the Council.
- G18.** The licensing and registration criteria of institutions or providers for Technical Education and Training (TET) will be independent from those offering Vocational Education and Training (VET).
- G19.** Institutions can apply to offer TET programmes or VET programmes or both as long as they meet the requirements for provision of the respective areas of education and training by the TVET Council.
- G20.** TET and VET shall be offered within established institutions, work places that have been certified to offer VET or any other place that has been gazetted to offer VET by the TVET Council.
- G21.** Civil Society Organizations (CSOs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs) or any other stakeholders can organize short term, VET programmes for identified beneficiaries and such stakeholders should collaborate with registered and licensed TVET providers to extend their services to the identified beneficiaries.

## **5.2 Admission and Enrollment of TVET Trainees**

- Admission and enrollment of persons onto the various TVET programmes should be subject to the following guidelines:

- G22.** The admission of trainees onto VET programmes should endeavor to promote universal access to skills acquisition and enhancement so as to equip all persons in Uganda with the competences they require to engage in a wide range of activities aimed at sustaining their livelihoods and welfare.
- G23.** Flexibility shall be adhered to and promoted in all aspects of VET by putting into consideration the customized and unique needs of the trainees to be admitted by the different VET institutions and providers.
- G24.** Competences covering knowledge, skills and attitude of applicants and other relevant requirements as prescribed by the relevant professional bodies shall be key considerations in admission of persons into technical education and training institutions. For all the competence

areas above, the attainment of minimum of a pass level should be a requirement for admission onto TET programmes.

- G25.** The enrollment of trainees will take into consideration a number of parameters, including: available infrastructure and personnel; the labour market needs/demands, among others as will be guided periodically by the TVET Council in consultation with industry.
- G26.** The enrollment process for TVET trainees should endeavour to attract talented and gifted persons into the various areas of training and practice under TVET.
- G27.** The admission and enrollment of trainees under TVET will aspire to achieve affirmative action by deliberately targeting increased admission for vulnerable categories of persons including: female persons; and Most At-Risk Populations such as the urban poor, fishing communities, pastoral communities, among others. In addition, deliberate efforts will be taken to train personnel to fill in critical cadres as may be required by the nation.

### **5.3 Curriculum and Training Content for TVET**

□ The development, use and review of curricula and training content for TVET should be subject to the following guidelines:

- G28.** The curricula and training framework (competence profiles, occupational standards, training standards and assessment and certification standards) for use by all TVET providers (both public and privately owned) will be developed and approved in consultation with the world of work, National Curriculum Development Centre (NCDC) and Assessment Bodies. Thus;
  - (a) Only curriculum and training content approved by the TVET Council should be assessed by relevant assessment bodies.
  - (b) The **world of work** and assessment and certification bodies should periodically provide feedback to the TVET Council to inform curriculum development and review.
- G29.** Review of the curriculum and training content should be initiated by the relevant Sector Skills Councils and this should be undertaken at least once every three years of implementation subject to the needs of the world of work and approved by the TVET Council. However, nothing stops the regular reviews of the TVET curricula where necessary.
- G30.** The TVET council shall develop the training curricula framework to guide the competence profiling and development of standards for training assessment and certification.
- G31.** The various curricula and training frameworks for all levels and forms of TVET delivery will be guided by the labour market needs as well as prevailing conditions, practices and technologies in the labour market.
- G32.** TVET stakeholders including employers, trainers, community members and trainees shall be engaged and actively involved in the formulation of TVET curricula and other training frameworks so as to capture and effectively reflect the broad spectrum of stakeholders' expectations in all areas of the TVET training curricula.
- G33.** The curricula for TET programmes shall be designed to reflect content that is: 80% determined nationally; and 20% determined within the local context where the specific TET institution is located. In addition, the curricula for VET programmes shall be designed to reflect content that is: 60% determined nationally; and 40% determined within the local context where the specific VET institution is located.
- G34.** Proper quality assurance mechanisms shall be put in place by the TVET Council to monitor compliance for training assessment and certification standards.

**G35.** The TVET Council should set standards for deliver TVET training, assessment and Continuous Professional Development (CPD).

**G36.** The TVET Council should develop and implement a range of quality assurance systems on what needs to be in place to support improvements in TVET quality. This should provide a clear understanding of the needs of the labour market and a recognition that occupations have their own unique requirements and traditions that underpin implementation of quality assurance systems in line with the TVET Policy. The understanding of the needs of the labour market can be enhanced through research, through monitoring and analysis of the needs of industry, through liaison with training providers and through regular and systematic monitoring and evaluation of quality. The TVET Council should consider the ten key building blocks of quality assurance systems namely:

(1) Set clear rules for deciding who offers TVET. This requires the TVET council must manage the supply of high-quality training by having clear systems to decide which organisations can offer courses and/or qualifications;

(2) Recognise and build on the existing internal TVET arrangements. This can be achieved through the use of existing provider-based systems and TVET quality assurance arrangements;

(3) Set clear roles and responsibilities for different parts of the TVET system. At both provider and system level (either institutional or individual) it is important that the TVET Council is clear about what each provider is expected to do;

(4) Identify what information and data should be collected and used in the TVET system. While there is extensive data on TVET, the challenge is for the TVET council and other actors to identify and use a relevant core set of data consistently – with a focus on providers, inspectors, evaluators and government using the same definitions of the indicators and measures;

(5) Define and implement a TVET communications strategy. While this is mainly relevant at the system level, there is a clear need for an up to-date, consistent and accurate information on the quality assurance process to be shared and understood by all stakeholders;

(6) Pilot TVET initiatives and value success. Quality assurance can be achieved through recognising effective practice. Staged approaches which include pilot programmes, awards and funding can all play a part in recognising successful quality assurance systems;

(7) Use feedback to improve the TVET system. TVET has to meet both employers' and learners' needs. Key to any quality assurance system is the way feedback is used to improve the national system, and training providers systematically, collect and use the experiences and feedback from learners and employers to modify and improve their provision;

(8) Provide clarity over funding. Public and private sector funds are not limitless. The link between high quality provision and funding provides both an incentive as well as an accountability measure for quality assurance arrangements;

(9) Ensure quality assurance covers all aspects of TVET provision. Quality assurance covers both the content of training and the administrative and staff arrangements which support teaching and learning. The quality assurance system should be seen as all encompassing;

(10) Ensure TVET is founded on a strong involvement of external and internal partners and relevant stakeholders. TVET is based on effective partnerships. These exist between government, social partners and national stakeholders; employers and training providers; and learners and society. They create the foundation stone of the TVET system which gives it strength, relevance and acceptability.

- G37.** The TVET curricula should include additional courses such as: entrepreneurship, enterprise management and any other relevant course as may be determined by the TVET Council.
- G38.** All TVET training institutions and providers shall be required to fulfill the licensing and accreditation requirements first and later be registered to offer TVET.
- G39.** The approved curriculum shall specify the training delivery methodologies and nature or form of assessment which shall inform certification standards.
- G40.** The curricula for the different levels of TVET shall be differentiated to contain content that is reflective of the competence profiles and expected minimum skills acquired in line with the TVET Qualifications Framework.

#### **5.4 TVET Training and Instruction Guidelines**

- The training and instructional procedures in TVET Institutions and all TVET Providers should be subjected to the following guidelines:

- G41.** The training processes at all levels of TVET provision will focus on practical and hands-on training. However, theoretical content integrated into TVET training will vary accordingly to ensure that the trainees acquires basic competences in relevant theories and concepts that are crucial for effective understanding and practice within the respective fields of training.
- G42.** The allocation of training time between related theoretical and practical training under TET will endeavor to allocate training time between theoretical and practical training in a ratio of 30:70. Relatedly, the detailed allocations will be defined in the Qualification Framework as well as in the curricula and training frameworks for the respective fields of TET.
- G43.** The allocation of training time between related theoretical and practical training under VET will endeavor to allocate training time between theoretical and practical training in a ratio of 20:80. Relatedly, the detailed allocations will be defined in the Qualifications Framework as well as in the curricula and training frameworks for the respective fields of VET.
- G44.** **Quality Apprenticeships**, should offer a tried and tested way of enabling young people to make the transition from the world of education to the world of work. Quality Apprenticeships play a key role in enhancing youth employability through the acquisition of relevant skills, personal development and a recognized qualification. They also offer a real opportunity to experience the world of work and to start the process of building a career. Quality Apprenticeship systems contribute towards matching skills in demand in the labour market with skills acquired in education and training systems. This, in turn, requires a collective effort on the part of governments and their different agencies, the social partners – employers’ associations and trade unions - and also training providers. Quality Apprenticeship has the following key features:
  - (a) Quality Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue, and require a written contract that details the respective roles and responsibilities of the apprentice and the employer; they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.
  - (b) While there are many different ways in which young men and women may be offered a combination of on-the-job and off-the-job training, the TVET council should be guided by the ILO approach to successful Quality Apprenticeship systems which is based on six key building blocks:

- (1) meaningful social dialogue
- (2) a robust regulatory framework;
- (3) clear roles and responsibilities;
- (4) equitable funding arrangements
- (5) strong labour market relevance and
- (6) inclusiveness.

**G45. Other Forms of Work-Based Learning:** There is often a certain level of confusion surrounding the various terms associated with apprenticeships. Consequently, when defining the term “apprenticeship”, it is also helpful to clarify the distinction between apprenticeships and other forms of work-based learning (WBL), such as informal apprenticeships, traineeships and internships.

- (a) **Informal apprenticeships** are to be found in the informal economy and provide for the transmission of appropriate skills from an experienced craftsperson to a young person, usually covering all skills of a trade. These do not follow a curriculum, do not lead to qualifications and are regulated by social norms and traditions rather than the laws and regulations.
- (b) **Internships and traineeships** provide young people, who have finished their studies or are still studying, with an opportunity to learn in a workplace - usually covering specific aspects of a job or an occupation, but not all skills needed for it – while working in a particular sector of the economy or in a specific occupation. Typically, these programmes also don’t follow a curriculum or lead to qualifications based on an assessment of skills, but with internships and traineeships in particular, the differences between the two depend significantly on how the stakeholders in a particular country define them.
- (c) The TVET council should promote the concept of Quality Apprenticeships, which are apprenticeships based on the six building blocks outlined in **G43 (b)** above that emphasize the quality and relevance of apprenticeships to the labour market.
- (d) As seen in table below, apprenticeships are clearly distinct from other forms of work-based learning and provide specific advantages, particularly in terms of working conditions and the quality of learning opportunities. In short, apprenticeships are a form of work-based learning, but not all forms of work-based learning are apprenticeships.
- (e) Differences between apprenticeships and other forms of work-based learning

Parameter	Apprenticeship	Informal Apprenticeship	Internship	Traineeship
Tripartite governance	Yes	No	No	No
Remuneration	Yes	Possibly	Probably	Possibly
Written contract	Yes	No	Possibly	Possibly
Social security coverage	Yes	No	No	No
Legal framework	Yes	No	No	No
Programme of learning	Yes	No	No	No
On-the-job-training	Yes	Yes	Yes	Yes
Off-the-job-training	Yes	No	No	Possibly
Formal Assessment	Yes	No	No	No
Recognised qualification	Yes	No	No	No
Duration	1-4 years	Variable	Up to 12 months	Up to 12 months

- (f) Industrial attachments usually refer to the formal placement of trainees in the workplace to facilitate the achievement of specific learning outcomes that would potentially lead to their employability on completion of a training programme. Industrial attachments typically involve training providers and industries (through employers) forming partnerships to offer situated learning opportunities in the workplace so that learners and Technical Vocational Education and Training (TVET) practitioners have access to authentic experiences that only the workplace can offer.
- (g) Apprenticeships, traineeships and cadetships are at the core of industrial attachment within TVET. Within these schemes there are variances in paid, unpaid, full-time and part-time arrangements. These types of attachments were traditionally designed for young learners aspiring to become employable in their chosen fields. Nowadays, older and experienced workers are also participating for re-training, lifelong learning, and personal development.

**G46.** Training and instruction procedures for VET shall endeavor to incorporate a localized model of delivery that, among others, may consider instruction in local languages where necessary.

**G47.** All training institutions and providers shall be required to document evidence of compliance to training and instructional procedures as will be periodically determined by the TVET Council, in line with the TVET Policy, and its implementation standards and guidelines.

**G48.** The undertaking of training and instruction among VET providers should be by certified VET trainers who can be: professionally trained trainers; subject specialists for a given area of training; persons with mastery over specific activities or any other persons possessing specialized skills over a given trade. These shall be subjected to assessment to ascertain their level of competence and mastery of specific trades by the TVET Council before they can be certified as VET trainers.

**G49.** The TVET Council shall monitor and enforce compliance to set training and assessment standards to ensure that all VET institutions and providers emphasize practical and hands-on training that is flexible and aligned with work-oriented delivery methods. To enforce this:

(a) The TVET Council shall establish the code of conduct for TVET trainers.

(b) The TVET providers shall file annual compliance returns within the set training standards.

## 5.5 Guidelines on TVET Personnel

- ❑ The following should guide recruitment and management of personnel in delivery of TVET **but shall be subject to review and adjustment** to cater for the changing TVET implementation and world of work environment:

**G50.** All persons recruited as Trainers in TVET Institutions or as TVET providers are required to undergo basic pedagogical training to enable them effectively transmit knowledge, skills and competences to trainees in an effective manner. Relatedly, the Trainers and other resource persons recruited for delivery of TVET shall be subjected to Vocational Fit Assessment to determine their competence to instruct or facilitate skills and knowledge transfer in the respective fields or trade on VET.

**G51.** All trainers in TVET Institutions shall be subjected to competence assessment every three years to determine their suitability to offer TVET training.

**G52.** All personnel employed in the delivery of TVET shall be bound to observe and operate according to the professional ethics and code of conduct for TVET trainers.



- G53.** There shall be promotion of flexibility in employment arrangements for TVET Trainers so as to attract talented technical experts and practitioners into the field of TVET training.
- G54.** Efforts shall be taken to ensure that the various trainers and other technical staff under TVET are paid competitive salaries in line with the prevailing costs of living.
- G55.** Providers of TVET shall bear the responsibility to ensure the discipline of the various personnel they recruit to provide the TVET programmes. The TVET providers shall enforce disciplinary standards among the personnel they recruit and the TVET Council shall intervene in extreme cases to provide guidance and enforce compliance with the expected standards as set by the TVET Council.
- G56.** The TVET council shall develop the TVET trainers programme leading to their certification at all levels.
- G57.** The TVET Council shall set standards Continuous Professional Development for TVET trainers.

## **5.6 TVET Assessment Guidelines for Trainees**

- The assessment of TVET should be subject to the following guidelines:

- G58.** The TVET Council will oversee the assessment procedures in these institutions through the Health Professionals Assessment Board.
- G59.** A TVET Assessment Body will be established by law . The TVET Assessment Body will have structures to enable assessment of the various distinct areas of TVET. The structures of the TVET Assessment system will be two, namely: (1) Health Professionals Curriculum and Assessment Board; and (2) TVET Curriculum and Assessment Board.
- G60.** The Health Professionals Assessment Board will merge two bodies, with one performing the roles currently performed by the Uganda Allied Health Examination Board (UAHEB) and the other performing the roles currently being performed by the Uganda Nurses and Midwives Examinations Board (UNMEB). The Health Profession Assessment Board will perform the mandate of assessing health professionals, in addition to all other roles incidental to its reformed policy and legal mandate. The staff of the two bodies will be rationalised accordingly.
- G61.** All Assessment Bodies shall develop standards to guide both the internal and continuous assessment processes.
- G62.** A Competence Based Assessment (CBA) Approach will be adopted for assessing all aspects of TVET. To implement the CBA approach:
  - (a) Assessment shall be continuous throughout the training period by either the Assessor or Industry Advisory Boards and the scores obtained will form part of the final assessment scores by the Assessment Bodies.
  - (b) Continuous Assessment under TVET shall adopt the evidence based practical approaches which requires (step by step documentation, log books, case books) documented of the processes of acquisition of skills by the learner and respective assessment by the trainer and the assessment Board.
  - (c) A tripartite assessment approach consisting of the trainers, assessors and the practitioners shall be adopted.
  - (d) The Assessment Guidelines for practical Tripartite and evidence based practical approaches of assessment shall be developed by the Assessment Bodies and approved by the TVET Council.

- G63.** The assessment results from the TVET Assessment and Certification Board will form the basis for the award of qualifications to various TVET trainees by the assessment body.

### **5.7 TVET Certification Guidelines**

- The award of certificates and qualifications to the various TVET trainees should be in line with the following guidelines:

- G64.** Assessment of competences acquired by the various TVET trainees shall be conducted and certified by the approved TVET Assessment bodies.
- G65.** Certification of competences acquired by the various TVET trainees shall be conducted following a comprehensive assessment by the mandated structure of the TVET Assessment Body.
- G66.** All trainees bearing the expected competences in line with the Competence Profile for the various TVET fields will be certified according to their respective levels of competence.
- G67.** The certification of competences for TVET trainees shall be aligned with the provisions of the TVET Qualifications Framework.
- G68.** The awarding of Qualifications to the trainees shall be conducted by the respective TVET assessment bodies in conjunction with TVET institutions / providers.

### **5.8 TVET Qualifications Framework Guidelines**

- The TVET Qualifications Framework should be guided by the following in line with TVET Policy Implementation **Standard 46**:

- G69.** The TVET Qualifications Framework shall be the reference for; entry requirements by the TVET providers, the determination of equivalence of foreign qualifications by the TVET Council, the TVET pathways at the various levels and the grading of qualifications by the TVET Assessment Bodies.
- G70.** The TVET Qualifications Framework shall be a benchmark on the regional and other international qualifications to facilitate skills development and the global labour mobility.
- G71.** The TVET Qualifications Framework should be aligned to the expected competences and respective qualifications for all levels within the Qualification Frameworks in line with level descriptors stated in the standards Annex IV.
- G72.** The TVET Qualifications Framework should guide curricula design as well as the assessment procedures in TVET so as to align TVET graduate competences with the stipulated competence profiles elaborated within the National Qualifications Framework.
- G73.** The TVET Qualifications Framework should be aligned to the National Qualifications Framework.

## 5.9 TVET Quality Assurance Guidelines

- ❑ Quality assurance of TVET provision should be implemented at various levels, including through international initiatives and national approaches, and at the awarding body and individual institution level. In many respects, these different levels are connected, and quite often interrelated at the national and local levels. In the context of TVET, quality assurance generally refers to planned and systematic processes that provide confidence in services provided by TVET institutions under the remit of responsible bodies. Quality assurance of the assessment and qualification processes allows stakeholders in TVET qualifications to have faith and trust in those qualifications. The guidelines relating to inspection of TVET shall be as follows:

- G74.** The TVET Council shall set the quality assurance standards for delivery. These standards shall guide the relevant institutions within their mandate in performing quality assurance roles.
- G75.** All TVET institutions shall be encouraged to work towards acquiring the International Organization for Standardization (ISO) certification accordingly.
- G76.** There shall be routine inspection and support supervision of all TVET providers to at various levels by the mandated bodies to ensure compliance with the set standards and guidelines for TVET delivery in Uganda.
- G77.** The Trainers and other heads of TVET Institutions will be empowered to act as the first line of quality assurance to ensure compliance with the set standards of operations.
- G78.** Inspection of TVET institutions/providers shall be strengthened by putting in place the necessary procedures and inspection tools and frameworks to guide, streamline and entrench TVET inspection and link it with the decision-making processes for the TVET sub sector.
- G79.** The TVET council shall establish the code of conduct of TVET inspectors as a quality control measure and performance benchmark.
- G80.** To foster effective and transparent quality assurance, the TVET Council will:
  - (a) Develop and publish quality assurance guidelines for TVET providers.
  - (b) Give written feedback to providers and institutions of their findings and decisions upon completion of the inspection of a provider or institution. The decision of the TVET council shall be final.
- G81.** Quality assurance of TVET qualifications should be seen as an end-to-end process that applies to the conception and formation of skills as well as to the practical administration of assessment on the ground. This spans a long timeframe and many steps in the processes of designing, developing, implementing and monitoring the qualification.
- G82.** Quality assurance of TVET provision should be implemented at various levels, including through international initiatives and national approaches, and at the awarding body and individual institution level. In many respects, these different levels are connected, and quite often interrelated at the national and local levels.
- G83.** In TVET, **quality assurance** generally refers to planned and systematic processes that provide confidence in services provided by TVET institutions under the remit of responsible bodies. Quality assurance of the assessment and qualification processes allows stakeholders in TVET qualifications to have faith and trust in those qualifications.
- G84.** **TVET Quality assurance systems need to be continuously improved** and that the key to improvement is establishing an effective governance structure in which strategic leadership can bring about changes over a relatively short time frame.

- G85.** For building a robust system for quality development, it is crucial to engage employers in various aspects. For instance, in identifying occupational skills and standards as the basis for education and training, or inclusion/membership on decision-making boards. In general, engagement is more accessible to achieve for the standard-setting process, because businesses see standards as something they own, but it is much harder to make concerning qualifications because the industry often sees this as the responsibility of government.
- G86.** TVET comprises education, training and skills development relating to a wide range of occupational fields, production, services, and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development that may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.
- G87.** TVET council should emphasise the **system and standards**. The quality assurance processes focus on the consistency of the assessment and qualification processes, so that qualifications have currency, and also on ensuring that assessment meets the required standards, raising the likelihood that qualification is a valid and reliable testament to a learner's knowledge, skills, and broader competencies.
- G88.** Within any TVET system, there are multiple options for the construction of TVET achievement standards, including:
- Competency standards as statements of knowledge, skills, and competence linked to a job.
  - Occupational standards as statements of activities and tasks related to a specific position and its practice.
  - Assessment standards as statements of learning outcomes to be assessed and the methodology to be used.
  - Certification standards as rules for obtaining an award and the rights conferred.
  - Educational standards as statements of learning objectives, content to be addressed, entry requirements and resources required.
- G89.** The TVET council may use a mix of these standards or focus on one or two, for example, competency or occupational standards. The critical focus of developing standards is ensuring that they are relevant and current for the industry. Regardless of the standard used, within the TVET system developers may use private sector industry representation in the development of the standards, document these standards in a consistent format, and include an endorsement stage in the process.

## 5.10 TVET Credit Transfer and Articulation Guidelines

- A well-articulated system is one in which there are linkages between its different parts; there should be no silos, no dead ends. If a student completes a course at one institution and has gained certain knowledge, this must be recognized by other institutions if the knowledge gained is sufficient to allow access to programme(s) that they want to pursue. In order to Institutionalise the Interface between Technical - Vocational Education and Training (TVET) and the National Qualifications Framework, Government hereby promulgates and adopts the guidelines on Credit Transfer for earned TVET programmes to higher education programmes for guidance and strict compliance by all the concerned parties. In order to streamline credit transfer and articulation system between the TVET and the general education system, the following guidelines should apply:

- G90.** The TVET Council shall authorise HEIs to implement the credit transfer programme necessary for achieving global competitiveness, advancing strategic concerns of the country and promoting sustainable development in the priority programmes initially identified by the TVET Assessment body and the TVET Council.

- G91.** The credit transfer programme must be accessible to all holders of National Certificate/s issued by the TVET Assessment body, seeking admission to Higher education.
- G92.** The TVET Credit Transfer programme shall be implemented only between TVET Council accredited institutions, public Universities and chartered Universities and institutions accredited by authorised government body or bodies.
- G93.** The granting of equivalent credit units in the TVET credit transfer programme shall be managed within the parameters of the National qualifications framework. (See **Annex IV of the Standards**).
- G94.** The processes, range and forms to be used for credit transfer programme should be objective, fair, appropriate, clear and consistently applied, and all information about them are accessible and/or available to the applicants, academic staff, assessors or examiners, and stakeholders.
- G95.** The outcomes of Credit Transfer programme should be recognized by individuals, employers/ industry, education/training providers, professional regulatory bodies, and Accredited Professional Organizations (APOs).
- G96.** The TVET Council shall ensure integrity, quality and successful implementation of the credit transfer programme through but not limited to the following:
- (a) Evaluation of the applications of implementing institutions;
  - (b) Granting authority to qualifying institutions to operate Credit Transfer Programme;
  - (c) Coordinating the implementation of the Credit Transfer programme by the implementing institutions;
  - (d) Conducting regular monitoring and evaluation on the implementation of Credit Transfer Programme in accordance with the specific guidelines set by the TVET Council; and
  - (e) Any other activities in line with the mandate of the TVET council.
- G97.** Authorised institutions shall perform the following functions in the implementation of the Credit Transfer Programme:
- (a) Develop and implement clear and explicit institutional processes, policies and procedures that ensure the integrity and quality of the Credit Transfer programme. Likewise, include a clear provision for reasonable fees and other payments to avail the Credit Transfer programme.
  - (b) Assign and commit competent and/or trained staff including programme assessors or examiners with their respective roles and responsibilities clearly defined to support the Credit Transfer programme.
  - (c) Provide support services to students including the provision of competency enhancement courses.
  - (d) Establish institutional policies and procedures for the monitoring, review and evaluation of the programme(s); and
  - (f) Award appropriate Credit Transfer.
- G98.** TVET graduates or workers who are holders of TVET qualifications under the Training Regulations promulgated by TVET Council who want to enroll in the relevant laddered qualifications programme shall be given full recognition of credit of the approved laddered programme of the Institution in line with the national qualifications framework.

- G99.** The acceptance of new enrollees, transferees and other students in an institution, shall be in accordance with the admission requirements of the institution.
- G100.** These guidelines shall apply to all institutions including the autonomous and national higher education institutions. In the case of universities and national colleges, the above procedures shall be observed upon approval of the respective governing body.
- G101.** TVET qualifications shall be streamlined to make them competitive and linked to the general academic qualifications in line with the National Qualifications Framework.

## 6. TVET ENVIRONMENT, HEALTH AND SAFETY GUIDELINES

- While TVET is concerned with the acquisition of knowledge and skills for the world of work, occupational safety and health (OSH) aims at the protection and promotion of safety and health at the workplace. The World Health Organization (WHO) is the UN agency specialised on health, and it recognises the urgent need to incorporate OSH aspects into TVET programmes. The following guidelines should be adhered to in order to ensure that safety and operational integrity of TVET is achieved:

- G102.** All TVET institutions and providers shall comply with the Occupational Safety and Health Act, 2006 (Act No. 9).
- G103.** TVET assessment bodies and other TVET institutions/providers shall where required obtain membership and (or) accreditation and linkage with other Global or Regional Standards Bodies and internationally recognized TVET providers.
- G104.** Guidelines on safety and handling of equipment shall be developed and implemented by all TVET institutions and providers.
- G105.** All TVET institutions and other providers shall put in place institutional policies and rules relating to safety concerns including, but not limited to: sexual harassment policy; drug and substance abuse policy; anti-discrimination and stigma policy.
- G106.** The inspection of TVET institutions and other providers will endeavor to ensure compliance with the set standards and guidelines relating to safety and operational standards of TVET.
- G107.** All TVET institutions and other providers shall ensure that the premises in which they operate meet the minimum requirements for TVET delivery. The premises shall have appropriate sanitary facilities, storage facilities, access facilities for special needs persons, and other physical requirements as will be guided in the Operational Standards for the respective forms of TVET.

## 7. TVET MARKETING AND BRANDING GUIDELINES

- Technical and Vocational Education and Training (TVET) is perceived in developing, emerging and even in industrial countries as a 'second-best option' in comparison to general or academic education. As a consequence, TVET is less seen as an educational option therefore as a step back on the career path. In order to promote the marketability and public appeal of TVET programmes, the following guidelines should be adhered to:

- G108.** The TVET council shall promote and protect the brand of TVET and awards.
- G109.** An engineering- technologists registrations Board will be established to coordinate and regulate technologists and technicians.

- G110.** The TVET council shall utilize the media including print, electronic to promote TVET. In addition, innovative approaches to promote the brand of TVET shall be explored and implemented by the TVET council to build the TVET brand as a viable and preferred choice for learners and parents in the country.
- G111.** The contribution and impact of TVET towards social transformation and national growth and development shall be documented, published and widely circulated to all sections of the Ugandan society.
- G112.** Employers and TVET Institutions shall undertake social marketing campaigns and other initiatives to promote the relevance and public appeal of TVET among learners in the general academic pathways and structures as well as among the general population.
- G113.** The TVET council shall develop and implement marketing, research and innovation programmes to promote TVET.
- G114.** The social and economic relevance of TVET shall be enhanced by linking all TVET programmes to the needs and requirements of the labour market as well as ensuring that the various TVET programmes are aimed at training persons with skills to address the social and development challenges faced in the Uganda society.

## 8. TVET FINANCING GUIDELINES

- Financing is a powerful tool to shape the social and economic impact of the TVET system: the way government chooses to finance its TVET system has a significant impact on its quality, efficiency and relevance. In order to ensure efficient and effective TVET delivery, a sustainable and robust financing mechanism for TVET is guided by the following guidelines.

- G115.** A robust financial monitoring and accountability mechanism shall be established to oversee resource utilization in TVET delivery, right from the Central Government level to the level of the various TVET providers. It will adopt the three P's approach for financing to assist practitioners in making the right decisions: **Poverty** (assuring attention to the poor), **Performance** (creating the right incentives for results and quality), **Partnership** (creative involvement of the private sector in governance, financing and delivery). In using the 3 P's to guide the choice of TVET financing instruments and mechanisms, it is important to strike a balance between the three.
- G116.** Private Citizens shall contribute finances to enable them access TVET, but at a subsidized cost. Government will contribute towards the major cost drivers of TVET institutions and the persons accessing this service will also pay a modest sum, approved by the Institutions' Governing Bodies in consultation with the TVET Council, to cover operational aspects of TVET delivery.
- G117.** An allocation formula for resources of the Skills Development Fund (SDF) as well as any other funds generated under TVET shall be developed and adhered to in determining allocation to the various areas/fields and levels of TVET. This formula shall endeavor to determine the Unit cost for establishing and running the various TVET forms as well as other considerations. it will be relied upon to guide resource allocation to TVET.
- G118.** Financial assistance schemes shall be designed and implemented to promote access to TVET by all persons in Uganda.
- G119.** In the long run, the TVET system needs to be able to function sustainably based on diverse funding sources in order to reduce dependency on external inflows of funds.

- G120.** TVET financing is an important aspect of governance in TVET. Stakeholders expected to contribute financially will do so more willingly if they are involved in governance as well. The private sector in any country tends to be more prepared to engage in multi-stakeholder forums when it recognises the relevance of doing so.

## 9. TVET STAKEHOLDER ENGAGEMENT GUIDELINES

- Strengthened engagement of public and private sector stakeholders in Technical and vocational skills development is essential for implementing policies and skills development related initiatives that address existing labour market needs. The engagement of stakeholders in TVET delivery should be subjected to the following guidelines:

- G121.** The key TVET stakeholders shall include Government, Private Sector, Labour Unions, Civil Society, Faith Based Organizations, Community Based Organization, private individuals, and any other entity involved in the design, delivery and management of TVET.
- G122.** Implementation of the TVET Policy shall be a multiple stakeholder endeavor. Consequently, a Stakeholder Engagement Platform shall be established by the TVET Council to coordinate all stakeholders engaged in TVET delivery. This platform shall bring together stakeholders including; Government, private sector players, development partners, research institutions, employers and any other stakeholders deemed to be critical to the successful delivery of TVET in Uganda.
- G123.** Routine stakeholder engagement activities shall be undertaken to devise strategies and means on how to improve on the relevance, delivery and functionality of TVET in the country.
- G124.** Decision making on critical TVET aspects by MoES or the TVET Council shall be made conducted through the relevant stakeholders by way of consultation.

## 10. APPLICATION OF THE GUIDELINES

- G125.** The Guidelines highlighted above are should apply to all TVET stakeholders. They should be observed and adhered to by all TVET providers including; Government, private sector, job centers, Civil Society, Faith Based Organizations, Community Based Organization, private individuals, and any other entity involved in the design, delivery and management of TVET.
- G126.** These Guidelines should be considered and interpreted in line with provisions of the TVET Policy and the resultant Policy Implementation Standards. Thus, they are a complimentary resource to enable full internalisation and operationalisation of the Policy and its Standards. They will remain in force until when the Permanent Secretary of Education and Sports or his/her legal delegate issues an instrument amending, reviewing or repealing them.
- G127.** These policy implementation guidelines should be reviewed periodically as when necessary but in all cases with the express approval of the top management.



## ANNEX I: GLOSSARY AND EXPLANATION OF KEY TERMS

The key terms used in these Guidelines and subsequent TVET Policy implementation processes are defined as follows for purposes of guiding their interpretation and application:

- 1. Apprenticeship** – According to the Vocational Training Recommendation, 1962 (No. 117) Apprenticeship refers to systematic long-term training for a recognised occupation taking place substantially within an undertaking or under an independent craftsman governed by a written contract of apprenticeship and subject to established standards.
- 2. Flexible Delivery:** A range of approaches to providing education and training, giving learners greater choice of when, where and how they learn. Flexible delivery may include distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning.
- 3. Formal Apprenticeship:** This refers to a system by which a learner (the apprentice) acquires the skills for a trade or craft in an enterprise learning and working side by side with an experienced craftsman, usually complemented by classroom-based instruction. Apprentice, master craftsman/employer and the training provider conclude a training agreement that is regulated by formal laws and acts. Costs of training are shared between apprentice, master craftsman/employer and the government.
- 4. Formal Training:** Instruction given in education and training institutions or specially designed training areas, including enterprises in formal apprenticeship systems. Training is structured and systematic, and follows pre-defined content and precise learning objectives (Source: ILO,2012).
- 5. Formal TVET Providers** refer to all TET and VET providers who follow an approved curriculum, standard of operation and qualification framework to impart knowledge, skills and competences to learners in a gazetted environment.
- 6. Indenture:** Historically, the legal agreement between an apprentice and an employer under which the apprentice was bound to the employer for a specified period in return for the training received; superseded by contract of training.
- 7. Industrial Attachment:** is not only critical for trainees, it is equally important to teachers, trainers and instructors (who are referred to as 'TVET practitioners'). The term 'industrial attachment' is commonly used to describe arrangements allowing TVET practitioners to replenish and update their skills. In other countries it is called on-the-job learning for teachers and trainers (e.g. Finland), return or back to industry programs (e.g. Australia) and industry placements or secondments (e.g. United Kingdom).
- 8. Informal Education and Training:** Learning resulting from daily life activities related to work, family or leisure. Informal learning is part of non-formal learning. It is often referred to as experiential learning and can to a certain degree be understood as accidental learning (UNESCO, 1984). It may also mean unstructured education/training that takes place outside the formal education/training system (Source: ILO 2006).
- 9. Non-Formal Education (NFE):** Education which takes place outside the formal system on either a regular or an intermittent basis (Source: UNESCO 1984) or Organised and systematic learning activity conducted outside the formal education system (Source: ILO 2006). It is education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in

duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development (Source: UNESCO UIS 2013).

10. **Non-Formal TVET Providers** refer to persons, organizations, entities and other stakeholders who transmit knowledge, skills and competences directly to persons through practical work and other ad hoc knowledge and skills transmission processes without necessarily following the approved curricula, teaching standards and assessment methodologies prescribed by the TVET Council. However, persons who acquire TVET through informal providers will be subjected to the same qualifications framework as those who acquire formal TVET training so as to standardize competence and enable equalization of qualifications.
11. **Prior Learning:** The knowledge, know-how and/or competencies acquired through previously unrecognized training or experience.
12. **Sector Skills Councils (SSCs):** These refer to Committees of specialists within the TVET Council, who will be charged with the mandate of determining the skills needs of respective priority sectors as drawn from the National Planning Framework contained in National Development Plans (NDPs). The SSCs shall determine the labour market needs of each respective priority sector, plan for production of man power bearing the required competences, design a delivery mechanism to achieve the required skill sets and also guide assessment procedures to reflect possession of the required competences.
13. **Technical Education and Training Institution(s):** This refers to any institution that has been gazetted and approved by the TVET Council to offer Technical Education and Training (TET) subject to meeting the set standards of operation for TET. These institutions shall fall under two broad categories namely publicly owned and privately owned TET Institutions.
14. **Training Levy:** Levy imposed on employers with a view to financing training activities.
15. **Training Provider:** Any organisation or individual providing education or training services.
16. **Training Standards:** This refers to the sections of the Training Regulations that give information and important requirements for TVET providers to consider when designing training programs corresponding to a national qualification (see definition of qualification); this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications. (Training Regulations Framework).
17. **Transversal Skills:** Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organizational skills) [Source: UNESCO IBE 2013]. 'Transversal competencies' has six domains: 1) critical and innovative thinking, 2) interpersonal skills, 3) intrapersonal skills, 4) global citizenship, 5) media and Information literacy, and 6) others. The domain 'others' was created as a way for researchers to include competencies, such as physical health or religious values, that may not fall into one of the others. Source: UNESCO Bangkok 2016).
18. **TVET Assessment Body:** This refers to an organ of the TVET Council which will be charged with the mandate to plan for, oversee and execute assessment of learning and functional competence among all TVET learners. The TVET Assessment Body shall have two separate structures to assess the distinct areas of TVET namely: (a) TVET Assessment Board; and, Health Profession Assessment Board.

19. **TVET Council:** This is a statutory body established to oversee all aspects of TVET delivery in Uganda. This Council shall be a semi-autonomous body from the Ministry of education and Sports and will have the structures and organs necessary to enable it perform its functions and mandate of regulating and overseeing TVET delivery in the country.
20. **TVET Institution:** Any establishment providing Technical and Vocational Education and Training TVET, including colleges, institutes, centres and schools.
21. **TVET Provider:** Organisations which delivers Technical and Vocational Education and Training TVET programmes such as adult and community education providers, agricultural colleges, TVET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers among others.
22. **Vocational Education and Training (VET) Providers:** This category shall entail institutions, persons, firms, industries and other entities which shall be licensed by the TVET Council to offer VET, in line with the standard of operation for VET.
23. **Vocational Education and Training (VET):** Education and training programmes containing both knowledge (theoretical understanding) and practical skills, designed for, and typically leading to, a particular job or type of job (Source: OECD 2009). It refers to education and training beyond compulsory education, but excluding degree-level programmes, which provides individuals with occupational or work-related knowledge and skills (Source: ILO 2006).
24. **Vocational Training:** is broadly defined as any type of job-related learning that raises an individual's productivity, and includes learning in formal vocational and technical school programmes in training centres or institutes, and in the workplace, both on and off the job.

## ANNEX II: LEARNING FROM OTHER COUNTRIES

Below is a synopsis of how TVET Authorities in other countries are governed and what roles they play in terms of TVET regulation and development. Undoubtedly, while no country is the same, in terms of stages of development, there are lessons to be learned from understanding how the TVET systems and governance, a number of countries are **managed**. The countries selected include: Kenya; Ghana and Tanzania.

### 1. ASYNOPSIS OF TVET IN KENYA

- 1.1 In terms of mission, TVET in Kenya seeks to provide, promote and co-ordinate the training sector by assuring quality, inclusiveness and relevance for the enhancement of the national economy and global competitiveness. The TVET goal is to provide relevant and adequate skills and competencies in strategic disciplines by 2020 for spurring industrial and economic development in line with the aspirations of the Kenyan peoples.
- 1.2 The main objective of TVET is to develop an effectively coordinated and harmonized TVET system that is capable of producing quality skilled human resource with the right attitudes and values required for growth and prosperity of the various sectors of the economy.
- 1.3 The Specific objectives of TVET are to:
  - (a) Provide adequate and appropriate skilled Artisans, Craftsmen, Technicians and Technologists at all levels of the economy through practical training and work experience;
  - (b) Transfer technology continuously through collaborative approach between TVET institutions and the relevant industries;
  - (c) Promote dignity and decency of labour, particularly manual work;
  - (d) Provide increased training opportunities for the increasing school leavers and other trainees to increase employability;
  - (e) Provide continuous upgrading of skills and knowledge at the pace and ability of the trainees;
  - (f) Provide a dynamic curriculum responsive to the manpower needs of a dynamic economy; and
  - (g) Impart marketable skills, technical know-how and attitudes that respond to contemporary labour market demands by the industry, informal sector and for self-employment.
- 1.4 In terms of structure, there is a TVET Directorate whose specific functions are: (a) Promotion of standards for technical education; (b) Practical/industrial attachment and internship; (c) Facilitation of curriculum development; (d) Assurance of quality of curriculum implementation; (e) Registration of TIVET institutions; (f) Coordination of technical and business examinations and (g) the Assessments of Institutional facilities and capacity for TVET.
- 1.5 The TVET directorate functions include: Technical and Vocational education Policy Development and Management; Technical Vocational education Training; Management of Institutes of Science and Technology; Management of National Polytechnics; Management of Educational Training Institutes (TVETs); Management of Technical Training Institutes; Youth Polytechnic and Management of Vocational Training & Apprenticeship and Training Management of Vocational Training.

- 1.6 In terms of the Legislation, the Technical and Vocational Education and Training Act, 2013 is the Act of Parliament that provides for : the establishment of a technical and vocational education and training system; the governance and management of institutions offering technical and vocational education and training; the coordinated assessment, examination and certification; how to institute a mechanism for promoting access and equity in training; and how to assure standards, quality and relevance; and for connected purposes.
- 1.7 In terms of the Role of the Cabinet Secretary- the equivalent of the Minister of education and sports is as follows:
- (i) The Cabinet Secretary in consultation with the other Ministries and the private sector involved in training shall develop policies- and provide strategies for the development of a national training system.
  - (ii) The Cabinet Secretary shall have the overall responsibility in the provision of training and shall, in collaboration with other Ministries and stakeholders, be responsible for promoting access, equity, quality and relevance in training.
  - (iii) The Cabinet Secretary shall provide policy guidance on all matters relating to the implementation.
- 1.8 In terms of governance, the law Establishes the Technical and Vocational Education and Training Authority as a body corporate with perpetual succession, a common seal, and a corporate name, with the following functions.
- (a) regulate and coordinate training under this Act;
  - (b) accredit and inspect programmes and courses;
  - (c) advise and make recommendations to the Cabinet Secretary on all matters related to training;
  - (d) determine the national technical and vocational training objectives;
  - (e) promote access and relevance of training programmes within the framework of the overall national socio-economic development plans & policies;
  - (f) prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity.
  - (g) recognize and equate qualifications awarded by local or foreign technical and vocational education institutions' in accordance with the Standards and guidelines set out by the Authority from time to time;
  - (h) develop plans, and guidelines for the effective implementation of the provisions of this Act;
  - (i) establish a training system which meets the needs of both the formal and informal sectors as provided under this Act;
  - (j) collect, examine and publish information relating to training;
  - (k) inspect, license, register and accredit training institutions;
  - (l) advise on the development of schemes of service for trainers;
  - (m) assure quality and relevance in programmes of training;

- (n) liaise with the national and- county governments and with the public and the private sector on matters relating to training;
- (o) undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;
- (p) mobilize resources for development of training;
- (q) ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;
- (r) approve the process of introduction of new training programmes and review existing programmes in Technical and Vocational Education and Training Board institutions; and to
- (s) perform any other functions necessary for the better implementation of this Act.

1.9 In terms of Accreditation of foreign institutions, the Technical and Vocational Education and Training Act, 2013 provides as follows under **Section 22**.

- (1) Notwithstanding the provisions of any other written law for the time being in force, any foreign institution which intends to offer training in Kenya, or which, at the commencement of this Act was already offering training in Kenya shall within a period of six months from the date of such commencement, apply for accreditation, licensing and registration in accordance with this Act.
- (2) A foreign institution may apply to the Board in the prescribed form for accreditation and approval by the Board, to enter into an arrangement with an institution licensed, registered and accredited in Kenya for the purposes of offering joint training of instruction and or courses of study.
- (3) A training programme under sub-section (2) shall require to first be approved by the Board in accordance with this Act.
- (4) Any person or institution who contravenes this section commits an offence and shall be liable, on conviction, to a fine not exceeding two million shillings or to imprisonment for a term not exceeding three years or to both.

Also, the Technical and Vocational Education and Training Act, 2013 under section 23 provides that:

- (1) Any person who intends to become a trainer in an institution shall apply for licensing and registration by the Board in accordance with the provisions of this Act.
- (2) Application for licensing shall be in accordance with the prescribed format.
- (3) Any person who is not registered at the commencement of this Act shall comply with this Act within six months from the date of such commencement.

1.10 In terms of Organization of Training Institutions, section 26 provides that: (1) Institutions shall be organized under the following categories — vocational training centers, which shall offer courses up to Artisan Certificate; (a) technical and vocational colleges, which shall offer programmes up to Diploma; (b) teacher trainer colleges, which shall offer up to higher diploma level, (c) National Polytechnics, which shall offer up to higher Diploma level; and (d) such other categories as the Cabinet Secretary may specify.

- 1.11 The law provides for harmonization of training qualifications under section 38. Every institution shall in accordance with the provisions of this Act— (a) adopt appropriate national and international standards in training; (b) establish, implement and manage credible quality assurance systems; (c) establish and promote appropriate collaborative arrangements with national and international agencies on standards and quality assurance; and (d) establish systems and processes for the continuous review and improvement of standards and quality assurance. s39. The training systems shall integrate on-the-job attachment and internships at all levels in order to provide relevant training for the development of appropriate practical and innovative skills.
- 1.12 The law establishes the Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council as a body corporate with perpetual succession and a common seal and with a corporate name. the functions of this body include:
- (a) undertake design and development of curricula for the training institutions' examination, assessment and competence certification;
  - (b) make rules with respect to such examinations and competence assessments;
  - (c) issue certificates to candidates who satisfy national TVET examination and competence assessment requirements; and
  - (d) promote recognition of its qualifications in foreign systems;
  - (e) investigate and determine cases involving indiscipline by candidates registered with it;
  - (f) promote and carry out research relating to its examinations;
  - (g) promote the publication of books and other materials relevant to its examinations;
  - (h) do anything incidental or conducive to the performance of any of the preceding functions.
- 1.13 In terms of funding, the law establishes a fund called The Technical and Vocational Education Training Fund. The object and purpose of the Fund shall be to provide funds to be used for financing technical and vocation education institutions. (3) There shall be paid into the Fund — (a) monies provided by Parliament; (b) such sums of money as may be received by the Funding Board in the form of donations; (c) such sums of money as may be specifically designated for the Fund by the Authority out of its own Funds, and (d) income generated by investments made by the trustees, and (e) endowments, grants and gifts from whatever source designated for the Fund.
- 1.14 Other TVET institutional players include The National Industrial Training Authority (NITA) is a state corporation established under the Industrial Training (Amendment) Act of 2011. Its mandate is to promote the highest standards in the quality and efficiency of Industrial Training in Kenya and ensure an adequate supply of properly trained manpower at all levels in the industry. The Authority is thus responsible for: (a) Industrial training; (b) Assessing and collecting industrial training levy and fees; (c) Regulating trainers registered under section 7C of the Act; (d) Developing industrial training curricula; (e) Integrating labour market information into skills development; (f) Harmonizing curricula and certificates of competence; (g) Assessing industrial training, testing occupational skills and awarding certificates including Government Trade Test certificates; (h) Equating certificates; and (i) Accrediting institutions engaged in skills training for industry; and collaborating with any other body or organization within or outside Kenya as the Board may consider desirable or appropriate and in furtherance of the purpose for which the Authority is established.

1.15 The Kenya National Qualifications Authority (KNQA) was set up in 2015 as set out in the Kenya National Qualifications Framework (KNQF) Act no. 22 of 2014 (and KNQF Regulations, 2018) to help coordinate and harmonize the various levels of education; and to create a database of all qualifications in the country. The KNQF which the authority has developed and is now implementing is part of Kenya's international commitments to develop an accurate, reliable and robust database of all qualifications in the country that will allow for comparability, equation, recognition and information sharing of qualifications globally.

1.16 The Main functions of the KNQA are;

- 1) Co-Ordinate and Supervise the Development of Policies on National Qualifications;
- 2) Develop A Framework for The Development of An Accreditation System on Qualifications;
- 3) Develop A System for Assessment of National Qualifications;
- 4) Develop and Review Inter-relationships and Linkages Across National Qualifications in Consultation with Stakeholders, Relevant Institutions and Agencies;
- 5) Maintain A National Database of National Qualifications;
- 6) Publish Manuals, Codes and Guidelines on National Qualifications;
- 7) Advise and Support Any Person, Body or Institution Which Is Responsible for The Award of National Qualifications;
- 8) Publish an Annual Report on The Status of National Qualifications;
- 9) Set Standards and Benchmarks for Qualifications and Competencies Including Skills, Knowledge, Attitudes and Values;
- 10) Define the Levels of Qualifications and Competencies;
- 11) Provide for The Recognition of Attainment or Competencies Including Skills, Knowledge, Attitudes and Values;
- 12) Facilitate Linkages, Credit Transfers and Exemptions and A Vertical and Horizontal Mobility at All Levels to Enable Entry, Re-Entry and Exit;
- 13) Conduct Research on Equalization of Qualifications;
- 14) Establish Standards for Harmonization and Recognition of National and Foreign Qualifications;
- 15) Build Confidence in the National Qualifications System that Contributes to the National Economy;
- 16) Provide Pathways That Support the Development and Maintenance of Flexible Access to Qualifications;
- 17) Promote the Recognition of National Qualifications Internationally; and
- 18) Perform Such Other Functions as May Be Provided Under This Act.

1.17 It has 10 Level Descriptors namely;

- (i) KQNF Level 1: Primary Certificate/ Basic Skills and Skills for Life.
- (ii) KQNF Level 2: Secondary Certificate/ National Skills Certificate III / Government Trade Test III / National Vocational Certificate I / pre-vocational.



- (iii) KQNF Level 3: National Skills Certificate II / Government Trade Test II / National Vocational Certificate II.
- (iv) KQNF Level 4: Artisan Certificate/ National Vocational Certificate III / Government Trade Test III / National Skills Certificate I / Government Trade Test I.
- (v) KQNF Level 5: National Trade Certificate/ National Vocational Certificate IV / Master Craft Person III.
- (vi) KQNF Level 6: National Diploma/ Master Craft Person II/ Professional Diploma.
- (vii) KQNF Level 7: Bachelor's Degree/ Management Professional/ Master Craft Person I.
- (viii) KQNF Level 8: Postgraduate Diploma/ Professional Bachelor's Degree/ Professional Master Craft Person.
- (ix) KQNF Level 9: Master's Degree.
- (x) KQNF Level 10: Doctorate (PhD) Degree.

## 2. A SYNOPSIS OF TVET IN GHANA

- 2.1 In terms of the TVET Mission. TVET in Ghana aims to contribute to the development of a productive workforce by linking the education system to the needs of the economy. It equips youth with the skills necessary to enhance their employability and livelihoods and provides equitable access to competency-based training.
- 2.2 In terms of the TVET Strategy, the TVET developments in Ghana are influenced by increasing demands for post-basic education and training opportunities. The TVET related policy directives aim to enhance the TVET system in Ghana by promoting, among others:
- (a) Industry led and demand driven Competency-Based Training (CBT). CBT programmes are outcome-based and aim to promote equitable access, opportunities and career pathways for students and employees to develop their vocational, technical and generic skills; and,
  - (b) Workplace Experience Learning (WEL) ensures that the theoretical and practical aspects of the CBT model are integrated and adequately prepares students for the world of work. Policies promoting WEL and increased industry participation in the TVET system aim to enable students to relate theory to practice by simulating real world scenarios.
- 2.3 In respect to the TVET legislation:
- (a) The Council for Technical and Vocational Education and Training (COTVET) Act, 718 (2006) establishes the COTVET. The Act mandates the COTVET to co-ordinate and oversee TVET in Ghana across all sectors.
  - (b) The National Accreditation Board Act, 744 (2007) establishes the National Accreditation Board and mandates it to accredit public and private tertiary- level institutions regarding the contents and standards of programmes.
  - (c) The Polytechnic Act, 745 (2007) mandates Polytechnics to provide tertiary education in the fields of manufacturing, commerce, science, technology, and to provide opportunities for skills development, applied research and the publication of research findings.

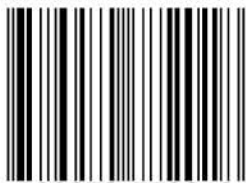
- (d) The National Board for Professional and Technician Examination Act, 492 (1994) administers examination schemes for professional bodies and non- university institutions at the tertiary level.
  - (e) The COTVET Legislative Instrument LI 2195 (2012) regulates the TVET system and ensures that it is linked to the National Qualifications Framework (NQF).
- 2.4 Regarding governance, the TVET system in Ghana is governed by the Ministry of Education (MoE). Other ministries involved in the provision of TVET include the: (1) Ministry of Employment and Labour Relations; (2) (Ministry of Youth and Sports; (3) Ministry of Local Government and Rural Development; and the (4) Ministry of Health and Environment. Within the MoE, the Ghana Education Service (GES) is responsible for implementing pre-tertiary education policies formulated by the Ministry.
- 2.5 Other actors involved in the governance of TVET include: (i) The Council for Technical and Vocational Education and Training (COTVET) under the Ministry of Education – co-ordinates and oversees TVET developments in Ghana.
- 2.6 The Board is supported by five Technical Standing Committees, namely: (1) The National TVET Qualifications Committee (NTVETQC); (2) The Industrial Training Advisory Committee; (3) The Training Quality Assurance Committee (TQAC); (4) The National Apprenticeship Committee and (5) The Skills Development Fund Committee. The Committees function as national bodies and are set up in collaboration with stakeholders. The National Vocational Training Institute (NVTI) – under the Ministry of Employment and Labour Relations – provides non-formal and informal sector apprenticeships. The NVTI operates 38 vocational centres all over the country that provide training opportunities in 28 skill areas.
- 2.7 For Financing, the government is responsible for financing TVET in Ghana and all the ministries that are involved in TVET receive funding for their activities. The funds entail budgetary allocations as well as contributions from development partners. TVET is also financed by civil society and faith-based institutions.

### **3. A SYNOPSIS OF TVET TANZANIA**

- 3.1 At the national level, the Ministry of Education and Vocational Training is responsible for TVET. Particularly, the TVET Division under the Ministry is responsible for developing TVET related guidelines and standards, and conducting research on the provision of TVET programmes.
- 3.2 In Tanzania TVET is divided into Vocational Education and Training (VET) and Technical Education and Training (TET). VET centres are under the administration of the Vocational Education and Training Authority (VETA).
- 3.3 VETA's objectives include coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. Currently, VETA is responsible for VET programmes in training centres, including Regional Vocational Training and Services, Vocational Training Centres, Vocational Teachers Training College and District Vocational Training Centre.
- 3.4 TET centres are under the administration of the National Council for Technical Education (NACTE). NACTE is in charge of delivering technical education at all tertiary non-university institutions. The Council provides courses for technician, semi-professional and professional levels leading to the award of certificates, diplomas, degrees and related qualifications.
- 3.5 NACTE is also responsible for: (a) Co-ordinating technical education and training; (b) Registration and accreditation of public and private technical training institutions; and (c) Establishing a central database for technical education and training and a national qualifications framework for technical education.

- 3.6 Financing VET is mainly funded by the VET Fund, administered by the VET board. The fund is composed of: (a) All assets previously owned by VETA's predecessor, the National Vocational Training Department; (b) Sums paid as Skills and Development Levy (SDL); (c) Sums paid by the Government; (d) Grants and donations from external sources; and (e) Internally generated income through training fees and training material recovery.
- 3.7 According to VETA, SDL makes up for the largest share of the VET Fund (81%). SDL is payable by employers with four or more employees as a monthly fee at 6% of the total employee payroll. The Tanzania Revenue Authority collects the levy and gives a third of the money collected to VETA. The other two thirds go to the Government. TET is financed through cost sharing between providers and clients (students, parents, communities and private institutions). TET providers mainly rely on internally generated funds through consultancy, production, maintenance and international student exchange programmes.
- 3.8 The Vocational Education and Training Authority (VETA) and the National Council for Technical Education (NACTE) are responsible for registering public and private institutions and accrediting their programmes. Both bodies contribute to analysing the labour market and subsequently developing the TVET curricula. In VET, the Trade Advisory Committees ensure that vocational education and training programmes meet the needs of the labour market, assess training needs, determine training standards and related specifications, and co-ordinate related trade training activities. In TET, NACTE, through the Subject Boards and Standards Setting Committees, is responsible for developing standards of training programmes based on occupational standards.

ISBN 978-9970-772-01-8



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