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**Strengthening Private Sector Involvement  
in Skills Development.  
Panelist**

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# PICTORIAL-IUIU FEMALES' CAMPUS



# INTRODUCTION

## TVET

**Vocational skills** development and technical education and training (TVET) are now becoming increasingly important on the global, national socio-economic policy agenda, and has been predominant feature on most of international organizations and national governments' agendas.

**TVET**-skills are concerned with the acquisition of knowledge and skills for the world of work. The importance and value of obtaining basic skills is recognized as a pre-requisite for higher order skills development. These arguments and claims that TVET is built on two key purposes:

- a) Training which leads to productivity, which in turn leads to economic growth (training for growth);
- b) Skills development which leads to employability, which in turn leads to jobs (skills for work).

## CONT'D

PPPs	16 TVET
Policy & regulatory bodies	UBTEB, DIT, UIRI, NCHE, UNMEB

Private sector Foundation Uganda begun 1995 has got 66 business associates and corporate bodies represents all sectors and it at the heart of consultation between Public and Private Sector.

# UGANDA

INSTITUTES	NUMBER
Technical Institutes	70
Technical schools	73
Community polytechnic	20
Colleges	7
Commence colleges	7
Nursing and midwifery	10
Allied health training institutions	8
Departmental training colleges	6

A focus on skills and technical and vocational education and training (TVET) almost slipped off the development agenda after 2000 excluded from the **Millennium Development Goals (MDGs)** and in the **Education for All (EFA)** debate, the dominant policy and research view was that specific vocational skills were less important than general education and that public provision of vocational skills was particularly ineffective.

**PARTNERSHIP**

- ISMEK
- Turkey
- IsDB
- Turkish Cooperation and Coordination Agency (TIKA)
- Statical Economic Social Research and Training Center and Coordination Agency (SESRIC)

# PURPOSE/IMPORTANCE

Globally, 3 billion people are under 25 years of age, with almost 90 per cent living in developing countries.

A large and youthful workforce can drive economic development and play a significant role in social development.

To escape poverty, people need better-paying jobs and more employment opportunities. Human capital must be strengthened as skills influence employment and earning potential.

# JUSTIFICATION

TVET is often considered to be 'a second-class education' compared to university studies but today, it is 'increasingly seen as the master key to poverty alleviation and social cohesion and a chance for countries to jump on the bandwagon of development and globalization' (UNESCO, 2005).

Secondly, most work opportunities in the 21<sup>st</sup> C are likely to be focused on new processes and services that require specialized knowledge and skills that may not be available in general academic education institutions, especially in least developed countries.

TVET as one of the main key agents to play the vital role for educating and training their huge unemployed population in order to improve these conditions. Also, there are a number of existing gaps in the provision of TVET across the global, particularly surrounding the relevance of training to the needs of the labour market as well as an unequal provision and access to skills across different contexts, where marginalized groups are less likely to be able to access skills and gender stereotypes may limit access to skills development, with women and girls being worst affected.



## GLOBAL TRENDS IN PUBLIC-PRIVATE DIALOGUE IN TVET

1. Equity
2. Increased provision of skill trained manpower
3. Addressing the teacher shortage hurdles to system reforms
4. TVET completion rate well- matched labour force and responsive to the labour market
5. Quality of teachers and general quality assurance
6. Integrating technology
7. Responsiveness to market
8. Social dialogue
9. Links to the industry
10. In and pre- service training of TVET
11. Collaboration in curriculum development –stake holder engagement and social dialogue.
- 12) Improve staff technological competencies
- 13) Innovative funding mechanisms
- 14) Shift from supply driven to demand driven
- 15) Local level links between the industry and the institutions
- 16) Evidence based
- 17) Ensure working conditions make TVET both attractive and well supported.

## PROMOTING COLLABORATION MECHANISMS

Current studies show that Public Private Partnerships (PPPs) are strongly encouraged by national policies but available evidence from evaluation reports suggests that policy intent may not yet have translated into practice.

- a) Findings refer to lack of sustainability of PPPs as a blockage in the TVET system.
- b) Lack of working partnerships between the TVET institutions and a range of players, private, public, community and industry players is blockage to attracting students in TVET, ensure graduate employment and improve TVET image.

## ROLE 1: PRIVATE SECTOR AS A CLIENT OF TRAINING PROVIDERS

### Provider-client relationship in Vocational Skills Development (VSD)

- VSD institutions private (provider) offers skills, competences and certificates.
- Trainee benefits on access to employment, income and social status
- Firms & employer benefits by higher quality of products, growing productivity and profits
- National economy or state benefits in terms of growing GDP, lower unemployment rates and higher tax income

### Matching employers' expectations with VSD provision

### Employers' expectations:

- High match between skills profiles of trainees from VSD and occupational profiles in the workplace
- Up-to-date knowledge and skills
- No or only little on-the-job training needed
- Immediate deployment possible

### Main challenge: provision of practical skills (practical, hands-on training crucial)

- Ability of training providers to meet the demand of the labour market by
- offering training in occupations on demand
- equipping the trainees with knowledge and skills enabling them to successfully enter the labour market.

## ROLE 2: PRIVATE SECTOR AS A PROVIDER OF (PRACTICAL) TRAINING

- On-the-job training: a global phenomenon in past and present
- Different dimensions of firm/workshop-based training provision
- Location off-the-job formal / informal combined with school-based training yes / no Official curricular guidelines yes / no Assessment (for certification)
- Traditional apprenticeship training of semi-skilled trades

# WHY INVOLVING PRIVATE COMPANIES INTO TRAINING PROVISION?

Reason	Results
Lowering costs of VSD for governments	efficiency
Increasing relevance of VSD to the world of work	effectiveness
Smoothing transition of trainees into the labour market	impact
stakeholder motivation	increase productivity
Training	knowledge sharing
demand for skills	curricula development
The private sector may have better knowledge of market demands for skills	Investment

## ROLE 3: COLLABORATING WITH THE PRIVATE SECTOR IN TVET

Reason	Results
Goal	Increasing relevance and effectiveness
Policy making	design of laws
Smoothing transition of trainees into the labour market	Impact
Overseeing of implementation	Policies and curricula

## RECOGNITION FOR EFFECTIVE STRATEGIES FOR GREATER COMMUNICATION

Social dialogue (Government, Employers & Workers or Professional Associations)-employers	policy development
Develop framework and incentive mechanisms	active involvement of stakeholders
Increased collaboration between institutions	flexibility
Multitude of purposes	unified vision
Partnerships	consultations and negotiations
Raise social status	professional associations
Foster innovation	creative problem-solving
Establishing coordinators and regulators	Regulatory system at sectoral level
Public debate	Participatory E-discussions
TVET Councils/authorities/agencies	policy discussions

## .....CONTD

Improving traditional apprenticeship training	raise productivity and incomes in self-employment
Awareness campaigns	improve attitude on TVET
Engagement mechanisms	incentives for TVET business
Training institutions	labour market requirement
Social media	youth engagement
Career guidance website	offers news, information on TVET employment opportunities
National skills information system	focus on TVET & skills



## SUCCESSFUL COUNTRY EXPERIENCES & BEST PRACTICES AMONG OIC MEMBER STATES IN ENGAGING PRIVATE SECTOR IN TVET

- a) Vocational education in Uganda is very popular - **non-formal settings & out of school** .
- b) Organized education activity outside the formal system.
- c) Many NGOs involved - youth and adults.
- d) A number of delivery mechanisms.
- e) Non-formal training centers are very effective in creating **linkages** with employers, mainly in the areas of **financing** and **labor market information**.
- f) By design offer short and long term courses
- g) Use part-time instructors
- h) Demonstrated capacity for flexible response to a changing labor market.
- i) Private training providers are over 400, about three times the number of the government
- j) The informal sector has small entrepreneurs & casual workers -wide variety of activities.
- k) For a long time, it has been career path for the academically weak.
- l) The negative impression that has made many school-going children distaste vocational education.

## .....CONTD

- a) Most government institutions offering technical courses **free**.
- b) The government pays 220,000 per student under free secondary education per term.
- c) c) When students complete Primary Seven can qualify as a professional in two or three years if they choose a hands-on course.
- d) Many parents are ignorant of 40 government technical institutions countrywide that admit Primary Seven leavers.
- e) Some pupils apply for the courses before or after sitting Pprimary seven (7). Admissions require 28 aggregates (**elimination process**).
- f) There are 56 BTVET technical schools and community polytechnics implementing free secondary education with 40 being government-aided while 16 are private.
- g) Each admits 60 new entrants on government sponsorship. A total admissions 3,360 students per year.
- h) Eenrolment in such institutions has drastically dropped, due to lack of career guidance.
- i) Since the introduction of USE in 2007, there have been calls from education experts to allow students choose a career path after Senior Two. They argue that a learner would be allowed nine years of compulsory basic education before choosing to proceed to Senior Three or take a path in vocational training.

# CONCLUSION AND RECOMMENDATION

It is a costly venture government lack capacity to effectively implement TVET decisions and private sector lacks funds and policy guidelines. Partnership should be encouraged for same the reason at individual level for access to income, social status, employer level (high quality products, increased productivity and profits) and government grown GDP, lowering unemployment rates and gaining higher tax income.

- ▶ There is need for systematization of Apprenticeship of vocational training because it does not ensure quality standards.
- ▶ Need for government to design guidelines for formalization of Apprenticeship.
- ▶ TVET should be brought into formal education and put at the forefront.
- ▶ Consider career growth under TVET and work on attitude related challenges of referring it to as SECOND BEST ALTERNATIVE.

## SENA Foundation Tailoring Project-Students In Class At Islamic University In Uganda Females' Campus- Kabojja





## Sewing Machines Donated by SENA Foundation Ready For Give Away To Tailoring Finalists At Islamic University In Uganda Females' Campus-Kabojja



# SENA SEWING MACHINE GIVE AWAY





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# THANKS!

**Any questions?**

*It is your responsibility to keep safe to avoid covid-19 Virus.*

*Thank you for listening*

*I wish you all fruitful deliberations & please stay home be safe.*