

WILMAT DEVELOPMENT FOUNDATION

Changing Lives Uganda



FEBRUARY, 2019

BASELINE SURVEY FOR HANDS ON AND VOCATIONAL SKILLS TRAINING REPORT

ABOUT US:

Wilmat Development Foundation is a Non-Profit Organization that was founded in 2014 with the main goal of providing practical education to the underprivileged community people in Uganda. Early 2019, we took on a partnership with changing lives - Switzerland as education is the way out of poverty and further improve their living conditions through sustainable development programs by integrating them in society and helping them to find the best solutions to the entrenched problems affecting them in their respective communities. Our experience is based on reality that every human being is a unique individual and that we all have a right to good health and basic needs of life and access means to a comfortable life in one way or another.

OUR VISION:

To build a resilient and self-reliant community through practical education as a basis for sustainable development.

MISSION:

Uplifting the standards of living and creating a culture of sustainable development of communities through advocacy and practical skills of Life for a vast future.

OBJECTIVES:

- To empower communities with knowledge and skills for sustainable development.
- To promote entrepreneurship engagement of community people and allies globally.
- To become a model training for practical skills development center.
- To develop effective management capacity building through skills and knowledge development, information management and networking.
- To promote dialogue and collaborate with government and other development agencies in national and community building/development
- To conduct evidence based research on issues affecting the communities and advocate for policy reforms
- To strengthen the capacity of Wilmat Development Foundation team to effectively deliver to its mandate

OUR CORE VALUES:

- Integrity
- Teamwork
- People participation
- Result oriented

OUR FOCUS AREAS:

- Entrepreneurship & Life Practical skills education
- Environment & Agriculture
- Water, Sanitation & Health
- Mentorship, Career guidance & Leadership

THE RESEARCH TEAM



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FOREWORD



Wilm Development Foundation is a Non-Profit Organization that was founded in 2014 with the main goal of providing education to underprivileged community people in Uganda. We seek to bring in new ideas for solving problems facing millions around the world, delivering more impact for less resources with greater potential for sustainable scale improving youth livelihoods and encouraging social responsibility inspired by the venture of social, leadership and economic-empowerment experience.

We work with the government, communities, private sectors, civil societies, international organizations and national organizations to empower people to lead happier and more meaningful changed lives as little about the future of society is inevitable bound by our

shared humanity. We believe through collective efforts, we have the power to shape the societies and communities for everyone to live in.

The process of developing this research survey has been consultative and people participatory involving a cross section of duty bearers and rights holders. I would like to extend my sincere appreciation to all team members, government ministries, agencies, local authorities and the community people in all the three districts of Mukono, Wakiso and Kampala for their endless contribution to the accomplishment of this process. I am grateful to Changing Lives ~ Switzerland and other development partners for their moral, technical and financial support.

The purpose of this Baseline research survey was required to help us in identifying students/youth, young girls, women and men who are unable to attain quality education and are willing to attain practical skills education that will help them meet their basic needs of life and promote sustainable development in their respective communities. We aim at Changing Lives and transforming community people in developmental work.

Fortunately in Uganda today, the Education setup has become a major avenue where basic knowledge and practical skills on vocational education can be relayed and received by an ever increasing number of young generation, women, men and the elderly especially the underprivileged community members. This avenue can best be made useful especially when technical and financial support is rendered to the community members of Uganda to effectively carryout their own activities as they generate sustainable incomes in order to reducing poverty and unemployment levels in Uganda by at least 0.02%.

I therefore call upon all stakeholders, duty-bearers and rights holders to constantly use this research survey as a guide for improving the well-being of the community people and other vulnerable communities in Uganda.

A handwritten signature in black ink, appearing to read 'Jockas Matte'.

Mr. Jockas Matte
Executive Director
Wilm Development Foundation – WDF

ACKNOWLEDGEMENT

For the purposes and efforts to have an inclusive substantive Baseline Research Survey, Wilmats Development Foundation would Love to thank our leading consultants and experts who worked from the conceptualization, data collection to the compilation of the research results. We would like to thank all the staff of Wilmats Development Foundation Mr. Matte Jockas, Changing Lives ~ Switzerland members, Mr. Andre Seggewiss, Mr. Alvin Mutebi, Mr. Ecel Jimmy, Mr. Katongole Abdulrahim, Ms. Mildred Kasemiire Rhoda, Ms. Kitimbo Joanita Abshag, Mr. Elvis Kadhama, Mr. Wilfred Mumbere, Mr. Enock Ssesanga, Mr. Richard Elimu, Mr. Vitus Mugadi, Ms. Maurine Tukahirwa, Mr. Max Amanu and Mr. Kagga Paul who provided the technical, moral and financial support as well as contributing to the drafting of this study baseline Research Report. We would like to thank the Uganda Police, Local Council leaders and the community members at large for their Endless support during the Baseline Research study survey in the three selected central districts of Kampala, Wakiso and Mukono.

We would like to extend our sincere thanks to the research assistants and all respondents who participated in this base line survey. These includes the representatives of the online respondents and the various community respondents who provided vital information regarding towards assessing the importance of Practical hands on vocational skills in Uganda especially in the Communities in the central districts of Uganda.



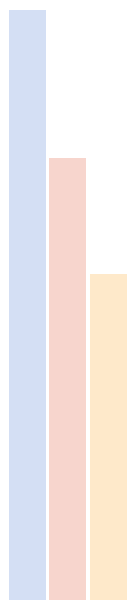
DISCALAIMER

The opinions expressed in this report are solely those of the people and Wilmat Development Foundation-Changing Lives Uganda, this is after a substantive baseline survey engagement with respondents and these opinions do not at any time necessarily reflect the opinions or policies of our stakeholders or policy makers.

EXECUTIVE SUMMARY

This Baseline Research Survey is a vital step towards providing technical support as when this guide is properly internalized will provide the best practical skills education basing on the needs of the majority community members.

The result of a fact-finding mission to the central districts of Uganda that was carried-out in February 2018. This was led by Wilmats Development Foundation team as well as including stakeholders from other entities. This Research survey Report is based on the information gathered from a separate field study conducted by our team in the areas of Mukono, Wakiso and Kampala respectively. The main objective for the study emerged from previous concerns of highly educated population with a high rates of unemployed educated youth, women and girls within the central districts of Uganda i.e Kampala, Mukono and Wakiso at large. This report provides an overview of the lives, actors, opportunities and challenges involved, along with an insight into the impact of the current community perceptions towards hands on practical vocational training skills and the proposed interventions to harness community perception towards this type of Practical education.



CONTEXTUAL ANALYSIS

According to the UNDP report (2016), Youth needs and their vulnerability are becoming an African crisis as the Sub Saharan Africa has the most socially and economically challenged youths in the world. This was also reflected by the 2014 Population statistics that indicated an increase in youth social-economic vulnerability. Such a crisis is characterized by rampant criminology, unemployment, lawlessness among others. In Uganda today, 75 percent of the population are youthful and 65% of the 75 percent are below the social-economic vulnerability gap with a minimal level of education of 2.10 percent unemployed (below poverty line) thus a social-economic crisis. However, the government and other local and international actors have embarked on policies and mechanisms to address this crisis, though its logical conclusion is still wanting.

Most of the Ugandan youths have attained elementary, vocational and basic education, according to the study that was conducted by the Uganda Bureau of Statistics (UBOS, 2014) were most of the unemployed and social -economically challenged young people between 15-35 years have attained higher levels of education, 45 percent of the educated lack formal employment. Due to these facts, most of these young and youthful people have resorted to informal employment for survival as they struggle to create a fortune for themselves and their families. It is unfortunate that most youth in Uganda today are bread winners to their families yet they have no stable incomes that can help them have a sustainable standards of living. This crisis has put up a relationship between the level of youth criminology and youth unemployment in Uganda most especially in the central districts of Kampala, Wakiso and Mukono among other surrounding districts.

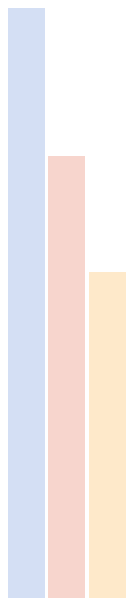
SURVEY JUSTIFICATION

Basing on such a background, Wimat Development Foundation ~ Changing Lives Uganda conducted a baseline research survey to assess the viability of Hands on Practical Vocational Skills as a tool to address rampant social-economic challenges among the youthful population. The at most aim of this base line survey is to assess the extent to which the population relates with practical vocational skills. Findings from this survey is also a basis that Wimat Development Foundation- Changing Lives Uganda is using to justify the validity of setting and establishing a learning center that aims at equipping this youthful population with the knowledge to engage in income generating activities.

Objectives of the research study

The main objective of the survey was to generate harmonized statistics on the influence of Hands on skills vocational education to the community members who would like to participate in the various training opportunities that are aimed at enhancing their practical skills using appropriate methodologies for developing, measuring and assessing the public needs. These includes;-

- To collect the nationally representative data on the hands on vocational courses.
- To generate the courses that the public wishes to participate in most so as to enhance them with the necessary life practical hands on skills.
- To populate the prioritized set of quality practical education indicators with t the survey data in achieving SDG 5.
- To continuously update the course statistics in the data production chain for the establishment of the learning Centers.



SURVEY PROCESS

Wilmat Development Foundation ~ Changing Lives Uganda conducted the baseline survey on hands on vocational education for a period of three weeks. The survey collected information at household and community level with the help and approval of key participants for example, local council authorizes, church leaders and community members who helped the research team to gather information and response from some communities who were interviewed in groups and others were interviewed on one on one basis as directed by their local leaders and other authorizes who helped to allocate some of the community members at their premises. The major respondents to the survey were the people aged 14 years and above and these included Students who were mostly young people, Parents and Guardians. The survey was designed to provide estimates to assess the importance of Practical Vocational Education in relation to Youth Unemployment especially in the Central districts of Uganda. This assessment is looking at the need for practical vocational education at the Rural-Urban levels and National levels. In order to generate the desired estimates, the target areas were divided into three statistical districts namely Kampala, Wakiso and Mukono.

The team used several methodologies to carry out this survey such as face to face interviews, physical community visits and observations as well as round table meetings basically with the local leaders and the community members at large. As part of the debriefing strategy, the Research team held around-table meeting at office and at various offices of village leaders before engaging communities Members into the process of Research survey.



THE PROCESS

The Baseline Research survey was conducted following three phases, each taking a week to be accomplished as below:

PHASE ONE:

This phase involved the preparatory stages that took one week. At this stage a representative sample of three districts in the central region was selected constituting of the central districts of Uganda; Wakiso, Kampala and Mukono which were selected by the team and the flow of all activities was drafted onto a work plan until the final stage. At this stage different team members were appointed and assigned special tasks to perform which they completed successfully including coordinating with the local authorities to enable us have a smooth data collection process which was in the second phase.



PHASE TWO:

In this phase the team was grouped into two more other sub groups to quicken the process, however for some areas and Districts the team had to regroup and tackle them as the whole big one team than as a single subgroup in a few areas. Where it never needed the whole team, the two teams would move to the different villages at the same time in the same selected districts. The team was impressed with the way how these villages were organized into the focus groups that were already waiting for the team appointed to these areas as well as other areas. The team had to use triangulation to be able to capture the targeted respondents.



At this stage, the sub teams or the whole team used triangulation method or interview method to collect data from the respondents who were already in the focus groups dependent on how the local authorities had organized their people in the villages that were targeted. This phase was the most challenging to the whole team as most of the members had almost similar but unique challenges from the different places where they operated among these challenges included language barrier, hostility from the natives who thought it's a government intervention, accessibility to some areas, miss-communication by the local authorities to the people making it difficult to change people's mindsets, among others.

However, the whole team never lost focus on the main objective of the Baseline Research survey amidst the challenges as the team was focused, committed, passionate and ready prepared to see this come to accomplishment with ease.

PHASE THREE:

After the data collection phase, the team had a few days of rest and then the third and final phase of this survey started straight away in the third week which involved coding and entering data into the data analysis systems for analysis. At this stage the efforts of some people were reserved as it only needed very few people who have the expertise to continue with the analysis work and after the analysis, a final report covering all activities conducted during the baseline research survey was written and presented to the Executive Director for approval and further editing before submission to the final team and funders



All activities in the three phases were mobilized and supervised by the Executive Director who played the most important key roles in directing, coordinating and motivating the team so as this activity of research survey becomes a success. The major respondents to the survey were the people aged 14 years and above and these included Students, Parents and Guardians. The survey was designed to provide estimates to assess the essence of practical hands on vocational training skills in relation to youth unemployment in Uganda especially in the central districts of Uganda. This importance of this assessment is looking at the need for practical vocational skills at the National, Urban and Rural levels. g

SURVEY FINDINGS AND PRESENTATIONS

PARTICIPANTS:

The survey was targeted to cover responses from both parents and students. The students had the highest participation as they were much focused onto more than the parents. However, parents' participation was equally important due to cultural attachment strings in Uganda. These were sub-divided as below;

STUDENTS PARTICIPANTS:

Gender: Both gender groups were well represented during this survey with girls/females (50.1%) of the total 400 student respondents.

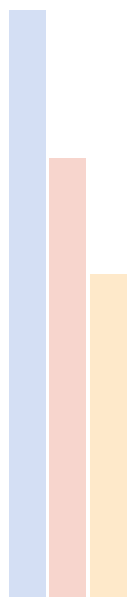
Age: The age pattern of the respondents shows that majority of the students were aged 20 – 30 (64%) and 14-19 making 28.1% revealing that youths aged 14 to 30 were the majority respondents welcoming the training.

Marital status: Majority of the students were single (73%) and only 25.7% were married/partnered revealing that the youth are much more ready for the project.

Parents status (dead/alive): Of every ten (10) students interviewed 3 were found having both parents living with relatives, friends or alone.

Employment status: The findings reveal that only 48.1% of the respondents were employed of which among the employed 81.4% were working with in the informal sector with non-formal jobs due to lack of knowledge and skills that would enable them compete in the formal sector.

Knowledge about practical skills: 7 students of every 10 students interviewed had some little idea about practical skills and vocational studies and over 80% of every student interviewed agreed that they are very meaningful.



PARENTS PARTICIPANTS

Residence: Parents' distribution by residence shows that majority of the parents' respondents were from Wakiso district (55.7%) this was followed by Kampala district parents (23.1%) and lastly Mukono district.

Gender: The findings show that 7 of every 10 parent respondents were female showing that female parent participation in the parents' survey was dominated by the female parents.

Marital status: 80% of all the parent respondents were married meaning that of every 10 respondents only 2 fall in the other categories.

Income status: Over 80% of the parents had jobs and still 80% of these were employed in the informal sector and only 15.2% of the parents were unemployed.

Number of children and dependents: The survey reveals that 92.6% of the parents had an average of 5 children/dependents.

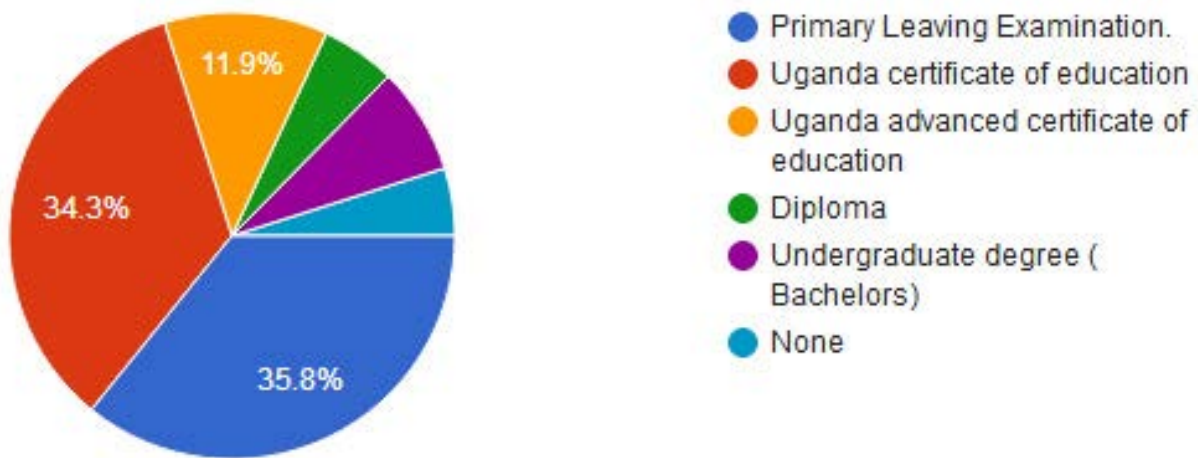


EDUCATION

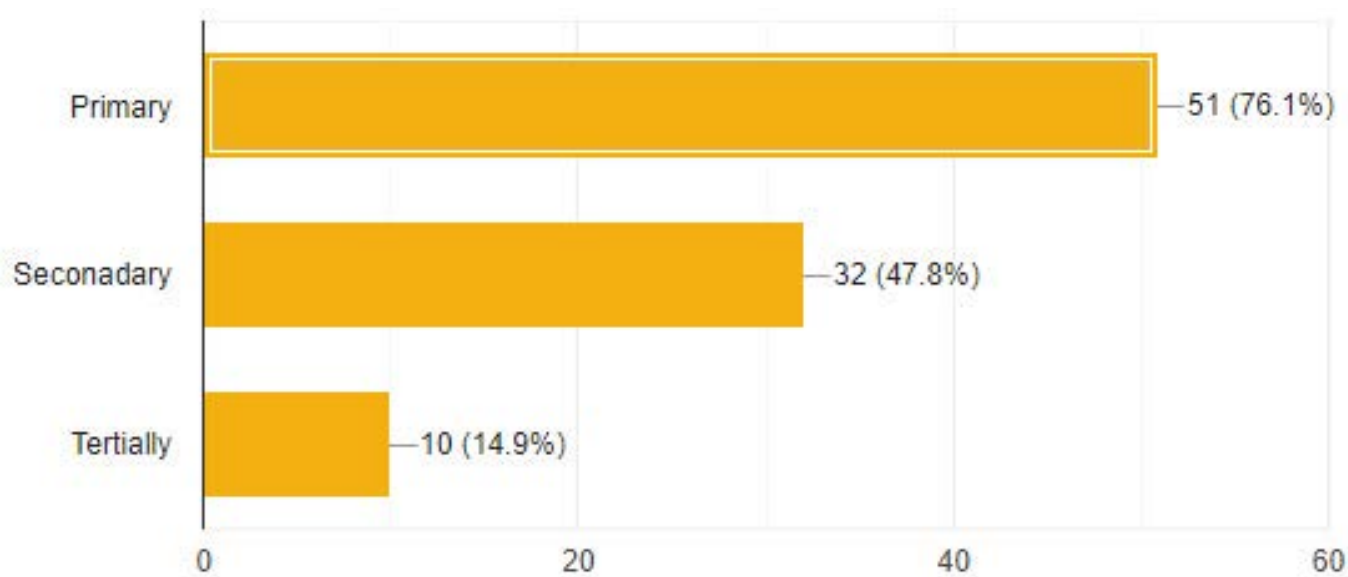
It is very important to note that Education is the key determinant of all the characters a person has. It was one of our most preferred area of interest. This helped us determine the levels in which different students stopped so that they can be classified as either able to read and write or not. Its common that most people who stopped in primary and those who never went to school may not be able to read and write compared to other groups that moved past the primary stage.

v

Among the students only 2 students of every 10 students interviewed were still in school, and the remaining 8 students of every 10 (82.3%) were engaging in different activities mostly in the informal sector. Those who had dropped at primary level constituted of (35.8%) Uganda Certificate of Education (34.2%), Uganda Advanced Certificate of Education (11.8%), Other certificates and Undergraduate (7.7%), Diploma (5.7%) and those who never went to school at all (4.9%) Those who dropped out of school at certain levels are as illustrated below;



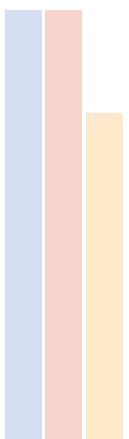
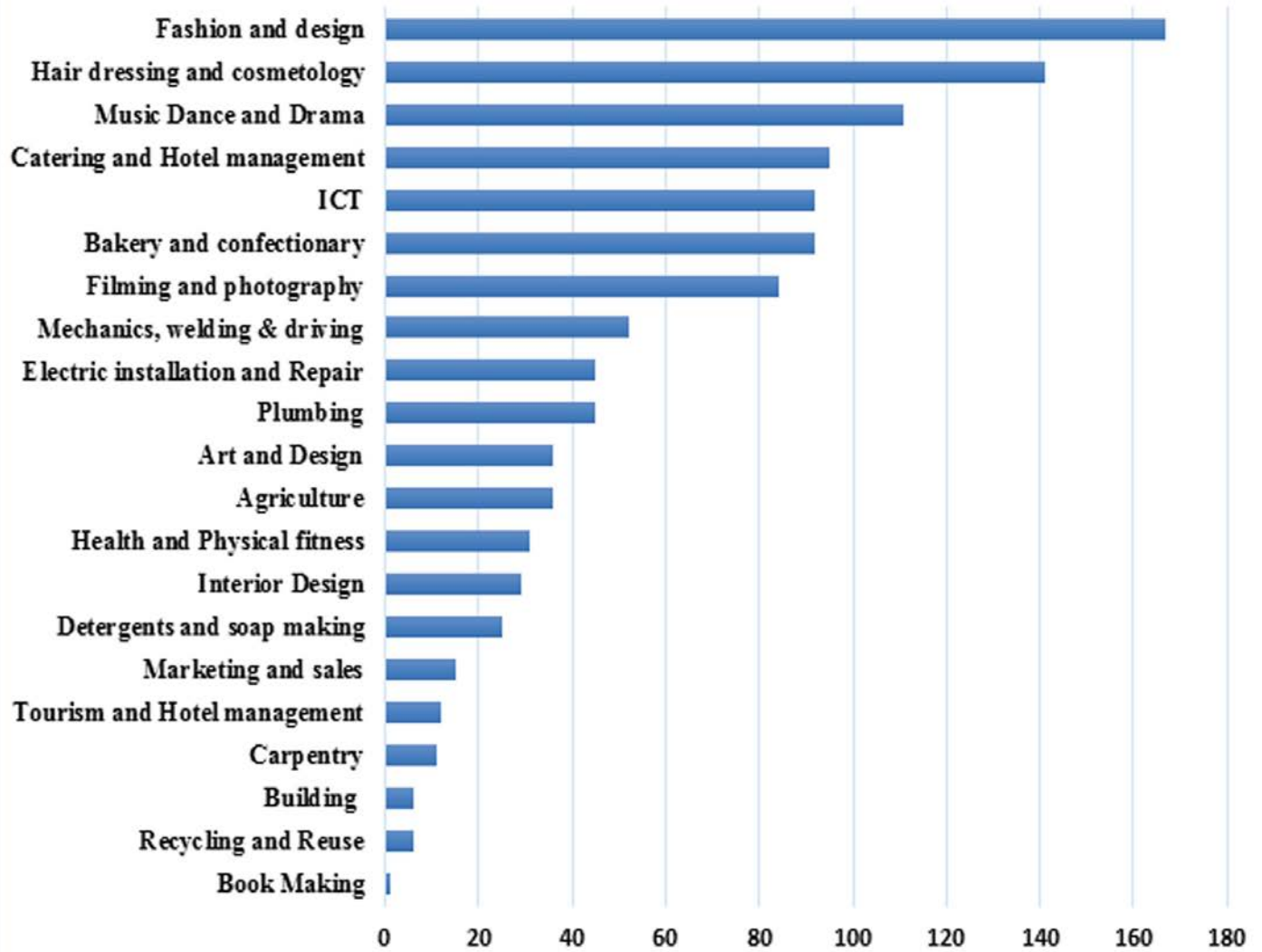
Findings from the parents revealing about their children/dependents drop-out levels are summarized as below; -



Courses:

Both parents and students during the survey were given a chance to outline their best three most preferred would be courses if given a chance to benefit from the skills training. And from the finding priority was given to only those courses that had a ranking of above 80% and the following courses/skills were the most preferred; Music Dance and Drama (27%), Fashion and Design (43%), Filming and Photography (22%), Hair dressing and Cosmetology (36%), Catering and Hotel management (24%), Bakery and Confectionary (24%), and ICT (24%). There are courses like financial literacy, leadership and mentorship, marketing and sales and some elementary bits of ICT which were considered by all respondents on top of their most preferred courses so as to enable and give them a basis of competing in the Business sector and employment market even after acquiring these skills. The rest of the courses were less than 80% ranking and hence not considered relevant at the moment. However, they have been represented in the chat below;

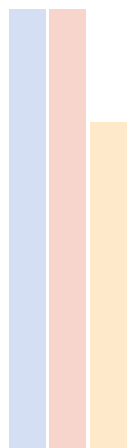
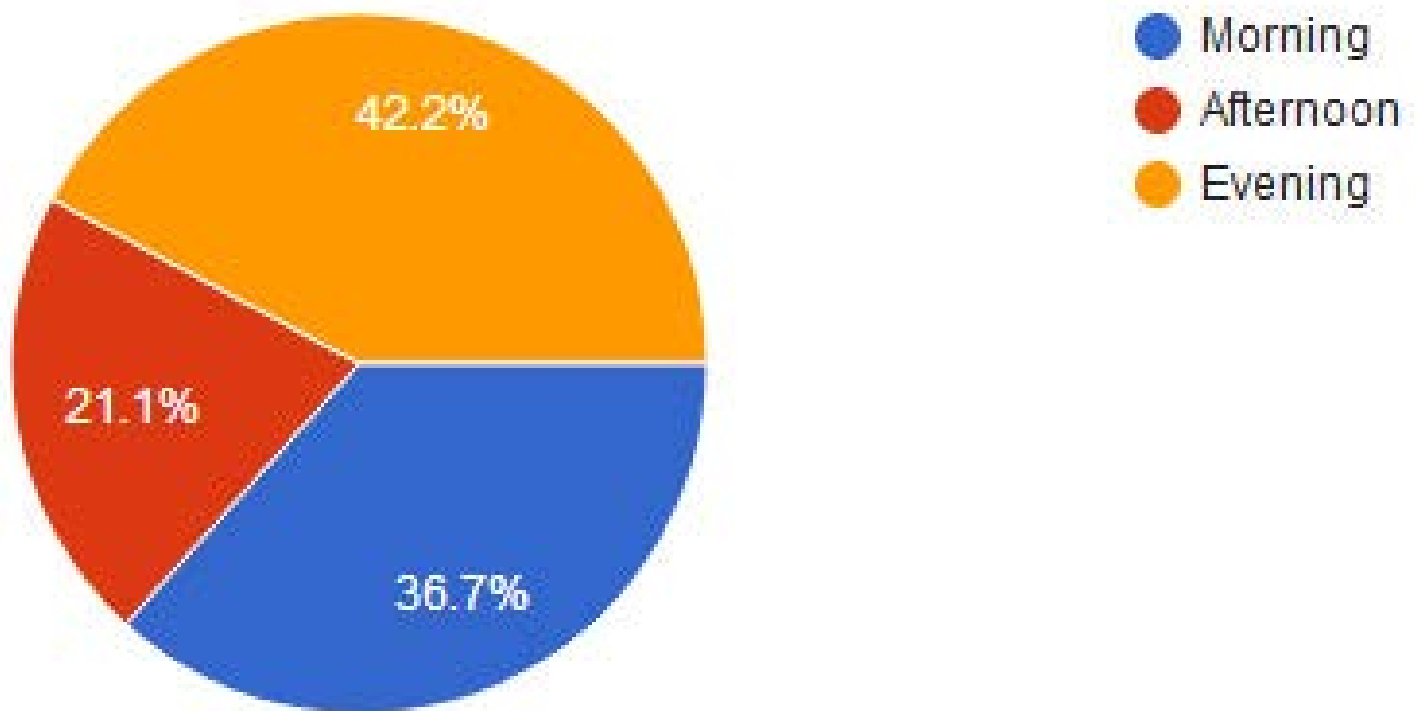
PREFERRED COURSES IF GIVEN A CHANCE



TIMING AND WILLINGNESS TO STUDY IF GIVEN A CHANCE

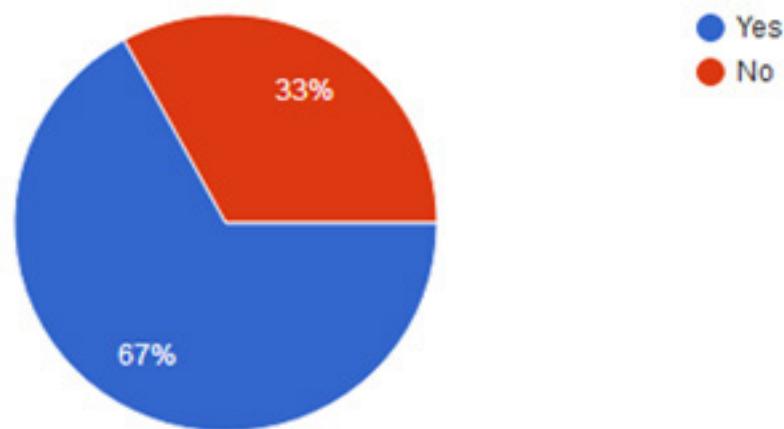
Time of study:-

Time is also a very sensitive variable as the survey sought to find out the most favorable time the students would wish to have classes. Students responded to a structured questionnaire concerning the time variable as they only had options of choosing morning, afternoon and evening classes as opposed to weekend classes much as some of the respondents in the focus groups preferred weekend classes although they were very willing to adjust with whatever comes since they were able to realize that classes won't be taking a full day. The student's responses concerning the preferred time for having classes are summarized as below;

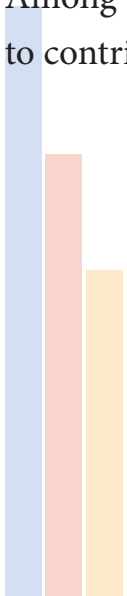


Commitment:-

Most people in Uganda have a bad mindset about free things and their commitment towards government projects for example National Agricultural Advisory Board (NAADS) where they have received free extensional services that have failed and some were forced to be closed. This is because Ugandans fail to take good stewardship of the things and services that they receive for free and therefore in trying to assess the would be commitment towards the program we asked whether they will be able to raise any amount of money towards the project and later assessed the much they were willing to contribute towards the program in support of themselves. 67% of the respondents were willing to raise some money towards the project, as the remaining 33% of the student respondents were willing to contribute something monetary towards the program. However, further assessment from the survey shows that they couldn't afford any monetary contributions due to their financial status. Below is a summary of those who were to commit financially to the program;-

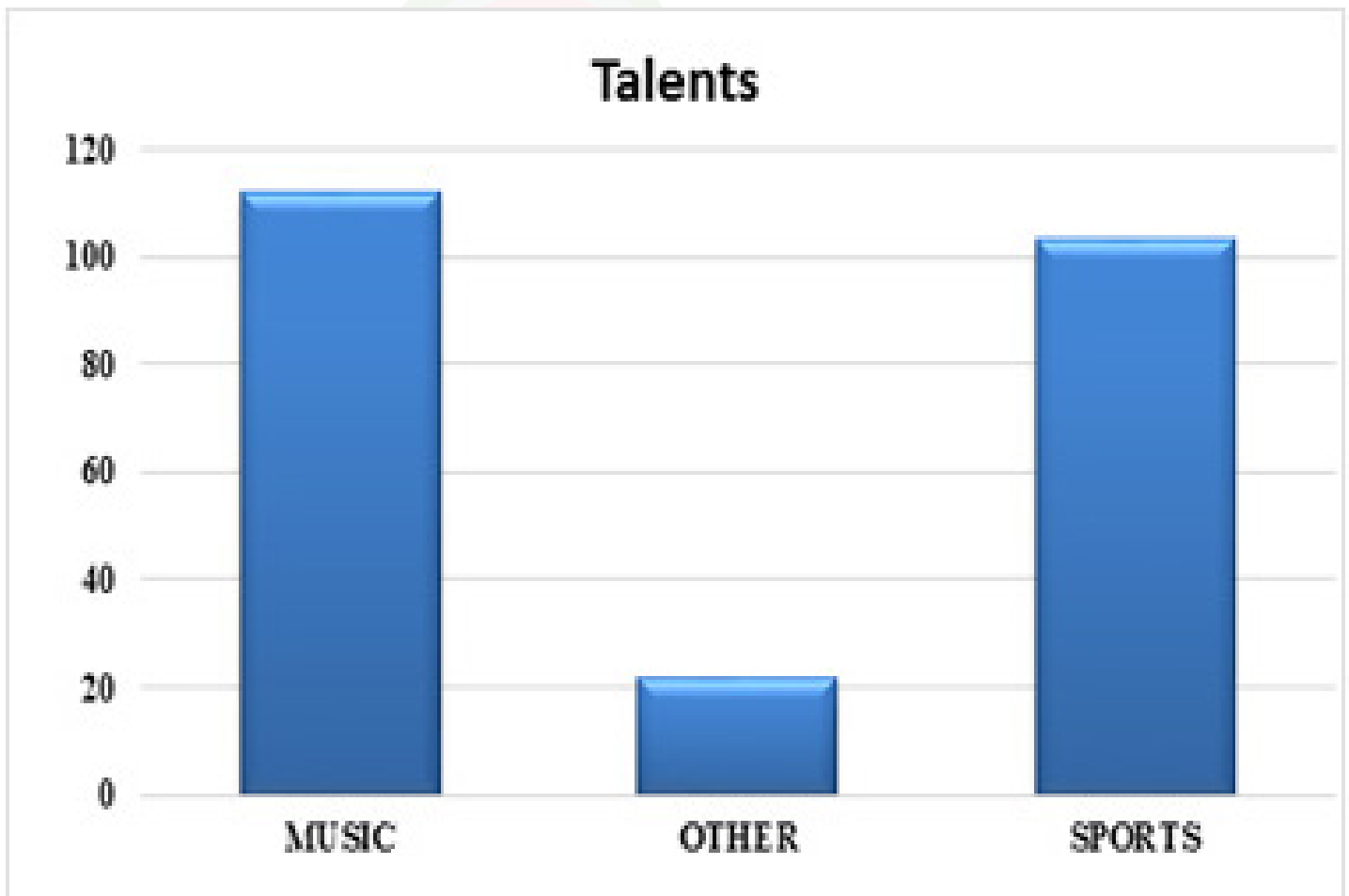


Among those who were very willing to contribute something towards the program had a will to contribute up to an average of Uganda shillings 50,000.



Others:-

The research also looked at the student's God-Given talents and interest, 6 of every 10 students interviewed had special talents which were grouped into only three talents, classified as sports, music and others. Depending on the students' responses 40% of those who had talents were in music, 36% loved sports and the rest were classified as others constituting of 24%.



Survey Observations

This survey is informed by the aspect of community perceptions, compliments and respondents' views, during this process the team was able to observe the following:

The survey indicates that the community is very receptive towards new programs and initiatives tailored towards community development, this is due to the fact that this survey has over 100% response, and the nature of community and respondents' organization is an informing factor towards the assessment of this survey.

The survey is much representative with majority respondents being youth/young people, women and a few men, this aspect informed the team that vocational practical hands-on trainings are more centered to the females than the males as this was highly represented all throughout the survey. However, after the process respondents were inspired to engage in a number of fields and courses offered under the proposed Learning Center.

The survey presented the view that the community is able to understand that practical hands on vocational education is a fundamental approach towards solving Youth Unemployment and the rampant Socio-Economic vulnerability since most of the respondents in this survey had acquired elementary education. However, majority of the respondents still lack the practicability approach towards economic engagements which prompted the essence for the need to establish and invest more into vocational hands on practical education.

Public interests:

The general public was very much happy for this activity as it was informing their interests, starting from the local leader's level, who welcomed us and mobilized their people prior to the day of the data collection. During the collection process our team observed some of the information that wasn't structured in the questionnaires and hence recorded some of that information for further use as advised during the preparatory stages. The data collection tool was designed to capture the public interests as the team was able to get their attention towards commenting or asking whatever questions that seemed not clear to them. From the observations most people in Wakiso district were mostly afraid of the transport cost and means to and from their places of resident as they kept.

raising questions concerning the would-be location of the school and whether the school will have branches in their neighborhoods. The other public interest was about the feedback system as they were very eager to know whether they will be immediately notified when the school opens as they demonstrated their worry of being left out. From both parents and students, over 70% of both respondent groups asked whether they will be awarded certificates upon completion and what's next after the course will there be any direct benefits such as start-ups or not.

RECOMMENDATIONS

Basing on the findings of this survey, the research survey was aimed at improving and changing the lives of communities in the areas of Wakiso, Mukono and Kampala. The following are worth the recommending;

Business Associations and traders should;-

- Promote practical youth-friendly business ventures or limited companies to ease the productivity of the youths with multiple hands on skills;
- Strive to strengthen and build the capacity of the hands on practical and vocational community led business entities and groupings such as;
- Conduct joint trade and business- to-business relations, conferences; and
- Support the establishment of accessible commercial information to supplement the investment information into the practical education and dissemination.

Civil Society Should;-

- Support rehabilitative and constructive institutions to organize joint capacity building and vocational skills training programmes for reformed typical offenders.
- Support the groups to develop sensitization and reconciliation programmes; and
- The religious institutions should use faith-based ideologies to support rehabilitative and hands on vocational programs for the community empowerment.

Financial institutions should;-

- Provide financial support to the various vocational institutions and to the graduates.
- Send financial professionals to teach financial literacy skills in the vocational institutions.
- Explore the opportunities in vocational skills programs to inhibit communities from actively participating in uncivilized social activities that could lead to a life of vulnerability and unemployment.

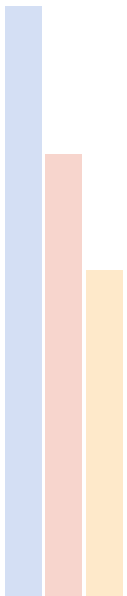
The state and all in-line authorities should;-

- Convene regular joint state meetings to strengthen reformed education-state linkages
- Conduct a review on the Uganda's education policy framework that directly impacts on community unemployment and vocational training.
- Support the development and implementation of Vocational Training Mechanisms (VTM) for the socio-economically challenged communities.

Conclusions

Conclusively, at the national level Indigenous vocational education had been practiced in Uganda long before it was formalized. The early man had skills in order to allow him harness nature which skills were close to vocational skills. Indeed, the early man's existence depended much on his ability to harness nature through his technology. Nature threatens man's existence at every moment of time. Living on earth involves a struggle between man and his environment. Vocational education plays a very big role in changing the lives of Ugandans by creating for them employment since a large number of them are unemployed and end up being underemployed in the informal sector.

In conclusion, the survey findings further more indicated that many Ugandans haven't gotten a chance of being well versed with the hands on skills as they just learn from others by means of observation and latter try them out to produce and manufacture substandard products and services. This has however created a big gap between the formal and the informal sectors hence necessitating for professional training in hands on vocational skills to bridge this widening gap between the two sectors and enable a substantive contribution towards the economy and enabling these sectors to ably compete in almost the same industry.



Second Survey Report

Africa's median age is less than 20 years and a fifth of Africa's population is between 15 and 20 years. Worldwide, Uganda is the leading country with the youngest population of 78 percent below age 30 years, 52% is 15 years and below (UBOS, 2012). Currently about 6.5 million (21.3%) Ugandans are between 18 – 30 years. The number of young people in Uganda is projected to grow to 7.7million by 2015. Most of Uganda's young population aspires for various forms of services in terms of education, employment and family formation. This is the challenge for the country to address urgently.

Basing on the fact that Uganda is strongly characterized by largely a youthful population with high potential and possibility of accelerating economic growth, it is important to identify much more skills of the youth in order to develop innovative technologies to address their particular needs. Youth have been recognized to be vibrant contributors in both the public and private sector. Therefore, in order to reap benefits from young people, there is need to invest consistently in them. The experience of youth and the degree of exposure to certain risks is diverse, depending on one's sex, place of residence, socio-economic context, economic circumstances and marital status. While the large number of young people in Uganda's population has the potential to be a tremendous asset for the country, Uganda's youthful population need opportunities in order to prosper. In conclusion, if we all share the belief that Uganda's youthful population is a precious asset for human population and future human capital for socioeconomic transformation, we need to invest our intellect, social resources and a range of resources in nurturing them and protecting them against deadly social conditions of the 21st century, especially HIV/AIDS and Drugs.

Civil society structures face the challenges of creating and sustaining effective delivery mechanisms that are collaborative, multi-faceted, preventive and remedial in character. The family in particular should seriously reexamine its role and responsibility as a socializing and nurturing agent. The family as an institution is breaking down; on the other hand, it is continually cited as one of the powerful agents of social change and social support system in most clinical interventions. All the strategies

and policies cited in this paper have merit. The challenge is what kind of mechanisms and processes can the Ugandan society employ to combat and respond to the challenges of young people. Young people have potential for a powerful organization, which could play a very visible and important role in addressing and responding to needs of other young people. Generally access to social and economic services over the years has been limited among the vulnerable population groups due to factors such as high levels of social and income inequalities, nonresponsive service delivery systems, high levels of exclusion in the development process and limited employment opportunities among others. In particular, inequality of income, opportunity and access to basic services combined with high levels of vulnerability throughout many Ugandan's lives present challenges for the inclusiveness of Uganda's social and economic transformation, both today and for future generations. In Uganda, vulnerability has been defined as a state of being or becoming poor (NDP, 2010). Vulnerability in Uganda is not only associated with external shocks but also linked to Life cycle events such as changes in household composition that contributes to declines in welfare for many households. For example, nearly two thirds of households that slipped into poverty between 2005 and 2010 registered a significant increase in family size. This suggests that even for many working families, the addition of new dependents causes the household to fall below the poverty line. At the same time, households that slipped into poverty were also those that registered the greatest increases in elderly dependency ratios. The exposure to these kinds of risks and the coping mechanisms households have available determines not only their well-being at any one point in time, but also their ability to improve their situation in future years and, indeed, the prospects for the next generation of children as they become adults themselves.

Despite Uganda's success in reducing poverty, more than 7.5 million Ugandans still live in poverty, surviving on income below the minimum that is required to meet their basic needs. The incidence of poverty remains higher in rural areas than in urban areas. The rural areas with 85 per cent of the population constitute 94.4 percent of national poverty. These results suggest that the majority of the poor are in rural areas, about 7.1 million out of the 7.5 million poor Ugandans. The incidence of poverty remains highest in the Northern region and least in the Central region. On average,

poverty incidence in Northern region (46.2%) remains higher than the national average (24.5%) (NHS Report 2009/10). Young people are viewed in a developmental perspective as future social and human capital. In Africa, age is one of the most salient factors that define the population. In general Africa's median age is less than 20 years and a fifth of Africa's population is between 15 and 20 years. Worldwide, Uganda is the leading country with the youngest population of 78 percent below age 30 years, 52% is 15 years and below (UBOS, 2012). Coupled with the high level of fertility in the country 6.2 children and the youthfulness of the population bring a very high youth dependency ratio (World Bank, 2011). This is illustrated in the figure 1 below. Currently about 6.5 million (21.3%) Ugandans are between 18 – 30 years. The number of young people in Uganda is projected to grow to 7.7million by 2015. Most of Uganda's young population aspires for various forms of services in terms of education, employment and family formation.

Presently, Uganda's population is about 34.1 million people with an annual growth rate of 3.2 percent and about 65% are youth (UBOS 2012). About 83% of young people have no formal employment rating 24% (cross check from UBOS 2011 or 2012) of Uganda's fast growing population being young people between 18-30 yrs. According to Uganda National Household Surveys the proportion of the youth (national definition, 18-30 years) rose from 44 percent in 2005/2006 to 48 percent in 2009/2010. Youth unemployment in Uganda is the highest in Sub Saharan Africa. Employment is expected to remain a challenge in the years ahead. Generally, the high youth unemployment rate in Uganda and Africa at large can be attributed to the slow economic growth and small formal labour markets, high population growth rate, lack of sufficient experience and skills, lack of decent work, the rigid education system, rural-urban migration, limited social networks and youth's limited access to capital support systems. Some of the major reasons behind the high youth unemployment rate are attributed to the fact that many youths lack employable skills, access to resources like land and capital. The youth also have a negative attitude towards certain types of work. Additionally, the overall existing policies also continue focusing on creating job seekers and not job creators. It is worth noting however that there are industries coming up that promise youth employment especially in agriculture and in ecotourism industry in Uganda.

RESEARCH PROBLEM DESCRIPTION

The micro, small and medium sized enterprises and start-up businesses in particular, especially in the manufacturing sector in Uganda are faced with major challenges for survival and success. There are many graduates and artisans with potential to start-up enterprises or better improve on their product production processes and prototypes if technically supported. Innovation and the generation of new business ideas have generally been considered quite weak in Uganda. In contrast, Uganda has a latent mass of trainable workforce, a large base of educated workers, scientists, potential innovators, who would contribute towards private sector job creation through research and development (R&D) and innovation (starting commercial enterprises), yet little has been achieved to this end. Many Ugandan training institutions and agencies have focused on training business management and technical courses, business plan competitions for graduate students and entrepreneurs, but there is little further support and inadequate mentorship to apply the skills and knowledge acquired during training to commercial opportunities.

Objectives Of The Study

The main objective of the research was to explore the impact of vocational training and develop an appropriate hands-on vocational training model that can guide and improve the development of the education system in Uganda. To achieve the main objective, the specific objectives identified were as follows;

- i. To review the obstacles of vocational education development in Sub-Saharan Africa, in particular the manufacturing sector and draw lessons for Uganda.
- ii. To identify the theoretical bases and principles that can be used for promoting innovation and vocational education development in Uganda.
- iii. To study experiences and best practices for hands on vocational training systems in different environments in Uganda.
- iv. To develop an appropriate hands-on vocational training model and suggest areas to help the enhance the operation and implementation.

1.4 Research Questions

Research questions are essential in order to have a clear understanding of the issues the study seeks to respond. The following questions guided the study inquiry:

- i. What are the factors that affect the vocational education process, the performance of vocational sectors and small scale business growth in Uganda?
- ii. How is the institutional framework for supporting entrepreneurship and vocational education structures in Uganda?
- iii. What are the major evolving concepts in the field of promoting innovation and industrial development?
- iv. How can these evolving concepts improve operations of Vocational education centers efficiently?

RESEARCH FINDINGS

YOUTH AND INVESTMENT OPPORTUNITIES

While the large number of young people in Uganda's population has the potential to be a tremendous asset for the country, Uganda's youthful population need opportunities in order to prosper. Most respondents noted that one of the biggest challenges facing the economy is the rising unemployment. They stated that the youth are highly adaptable and only require attitudinal transformation, together with technical and business management skills to fit into the existing job market and create avenues for generating their own small scale enterprises. Some officials highlighted that some of the Government priorities are employment creation especially for the youth, women and in small and medium enterprises, human resource development, enhancing agricultural production and productivity.

EDUCATION AND LITERACY SERVICES

Basic education is a fundamental human right and a component of wellbeing. Education is also a key determinant of the lifestyle and status an individual enjoys in a society. Studies have consistently shown that educational attainment has a strong effect on the behaviour and attitude of individuals. In general, the higher the level of education an individual has attained,

the more knowledgeable they are about the need and use of available facilities in their communities. The Government of Uganda is aware that illiteracy and inadequate basic education deprive the people of the opportunity to realize their potential and effectively participate in decision making and other development activities. The Government of Uganda has put in place the policy of Universal Primary Education (UPE) in 1997 which continues to be the main policy for Primary Education. The enactment of the new Education Act by Parliament makes primary education compulsory for all children. Before UPE was implemented the cost of education constituted a major obstacle to primary school attendance. In 2007, Uganda became the first country in Sub-Saharan Africa to implement free secondary education. Expansion of access to secondary education is the main policy thrust for secondary education. Universal Secondary Education aims at addressing the challenges of poor transition of primary seven leavers to secondary education created by a combination of factors that include inadequate infrastructure and rampant poverty. Government has also been committed to providing non-formal education with specific reference to adult literacy programs.

As a result of implementation of these policies, the literacy rate, for persons aged 10 years and above was estimated at 73 per cent which was an increase from 69 percent reported in 2005/06 (NHS, 2009/10). The male literacy rate (79%) was higher than that for females (66%) which reflects a similar pattern to the findings of the 2005/06 survey. The average distance traveled to access a Government primary school as of 2009/10 was estimated at 2.2 km and this has remained the same since 2005/06. It was estimated that the total primary school enrolment is 8.7 million pupils which is an increase compared to 7.5 million in the 2005/06.

Formal education is highly respected in Ugandan culture, and the GOU has made access to education one of its key priorities. Since introducing Universal Primary Education (UPE) in 1997, the GOU has significantly improved access to basic primary education. Introduced in 2007, universal secondary education/post-primary education and training (USE/UPPET) have not yet achieved the same level of access. The introduction of UPE and USE/UPPET has brought more demographic pressures on Uganda's strained educational resources. Ministry of Education and sports report in 2011 states that secondary school student-classroom ratios are often much higher than 60:1, the

maximum target. Other challenges for USE/UPPET schools include the lack of adequate libraries and laboratories, including laboratory equipment.

The GOU and its partners have instituted a number of changes to address these issues. Working with partners such as the World Bank and African Development Bank, the GOU is building new secondary schools, as well as libraries and laboratories, to reduce overcrowding. Government of Uganda is also making USE support available to eligible private schools and dividing students into “shifts” to maximize use of facilities. Similarly, addressing curriculum concerns, the National Curriculum Development Center (NCDC) in the Ministry of Education and Sports will begin revising the secondary school curriculum whose implementation is expected in 2014. Expected changes include: reducing the number of core subjects; including more practical skills; and adapting the primary school, life skills curriculum for secondary schools.

Ugandan youth are served by an overlapping, three-tier business, technical and vocational education and training (BTVET) system: craftsman-level training; technician-level training; and graduate engineer-level training at universities. BTVET is provided by 133 public institutions, about 600 private training service providers, and 17 apprenticeship programs. The GOU is now formulating a ten-year BTVET strategic plan to guide the use of resources and implementing a new BTVET policy to create new vocational centers and utilize community polytechnics to provide training at certificates level. *(Source: Ministry of Education & Sports)*

SKILLING EDUCATION

Dual vocational educational training has a key economic function in up-skilling and integrating young people into the labour market. However, there has to be a general consensus on part of government and the population that it is desirable and for the public good and not for the unfortunate individuals in society. The inherent strengths of dual vocational training will definitely help to address the glaring gaps in the employment sector. According to Uganda Bureau of Statistics, the last census results indicate that over 90% of those above 25 are unemployed. Skills Education: Focus on dual vocational education to curb youth unemployment. Where, through his presidential initiative, distributed machinery for carpentry

and joinery, welding and metal fabrication, among others, to help the members of these Saccos in the production of their products. During this tour, the President was keen to acknowledge the lack of skills among the youth emphasising that equipping them with skills will go a long way in combating unemployment. In a similar tone, Janet Mukwaya the Minister of Gender, Labour and Social Development during a recent review meeting called for a collaboration between the ministry of Gender and education and sports to promote skills training since many people joining the labour market do not have skills required by employers. She lamented that: “There are many educated Ugandans who may not get jobs because of lack of hands-on skills. There is need to identify talent and nurture it early to ensure our people are ready for competitive employment.” The above extracts are evidence enough that although efforts and interventions are being made to fight unemployment, there is still great need for dual vocational educational training to fill the gap of skills shortage in the country.

A ccording to Uganda Bureau of Statistics, the last census results indicate that over 90% of those above 25 are unemployed. The report captures the country’s non-utilized labour potential a would be productive population thus, hampering economic development. As higher institutions of learning continue to churn out scores of graduates, it is unfortunate to note that there are no sufficient jobs to absorb the bulk of those numbers. However, job scarcity isn’t the real problem; the problem lies in the lack of employable skills relevant in the labour market as well as adequacy of skills required for business set-ups. Nevertheless, what measure can the country adopt to aptly navigate this challenge, restore hope to the many desperate youth and lead to the realisation of a middle income status for all Ugandans? Adopting a dual system of vocational educational training is a successful model that has proven effective in circumventing youth unemployment as it aims to solve the problem of skills shortage in the labor market. Taking the example of Germany, where dual vocational training is deeply embedded and widely respected, the dual system integrates work and school-based learning to prepare apprentices for a successful transition to full-time employment. This involves working in a company three-four days per week where one will learn the practical bits and tricks of a chosen profession while gaining work experience. And then training in

a vocational school for eight to 12 hours a week learning the theoretical contents particular to your occupation. Thereafter, students are skilled enough to find work immediately as specialists or to start their own businesses. According to federal institute for vocational and education training (VET), 52% of young Germans graduate from dual VET apprenticeships and many are offered long-term employment at the very place of apprenticeship. Advantages of dual vocational educational training include:

- Trainees receive a solid foundation for their further career development as well as acquire extensive knowledge that is required in today's professional world.
- Trainees acquire practical skills and experience, gaining better prospects in the labour market. And while at it, they are paid during the training. Furthermore, the student develops under real conditions. One can gauge early enough, if he will manage the vocation. The state and society benefit from the duality vocational training as a means to combat youth unemployment. The system provides various opportunities for lifelong learning.

Given that students in dual education system receive high quality vocational training, they are well prepared to enter the job market at a young age thus, making an early contribution to the economy. Also the system effectively provides huge savings for firms on recruitment costs because they have already invested in the skills of potential hires. Therefore, it isn't a surprise that the dual vocational educational system is one of the primary reasons for Germany's continued industrial success. Likewise, the secret to China's vast supply of highly skilled manpower is nothing other than promotion of skills training and vocational talent. *(Source: UBOS, Min of Gender & Min of Education)*

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The capacity constraints in secondary education sub-sector has put more pressure on government to develop the Business Technical and Vocational Education Training (BTJET) system; it is one area where government has paid lip service so far but needs to walk the talk. The national vision is to develop a BTJET system that will enable greater access, and realization of the full potential of Uganda's human resources. For the benefit of the economy,

Business, Technical, and Vocational Education and Training (BTVET) is capable of producing a competent and polyvalent workforce with practical work skills, entrepreneurship skills and orientation that are essential for employment. Currently there are 144 public institutions; about 600 private training service providers and an unknown number of apprenticeships and enterprise based training programs operating in Uganda. With the challenge of masses of UPE completers looking for further studies or training, BTVET requires special attention. Available statistics show that, all BTVET institutions have experienced increases in students' enrolment and the demand is continuing to rise; though most of this demand is social demand driven by development (NGO) programs and less economic demand due to the biting poverty with most of the social demand concentrated among the rural peasants and the urban unemployed. One of the challenges facing BTVET is the lack of a comprehensive tutor training and management system which contributes to the chronic shortage of qualified instructors necessitating use of untrained tutors. The most important trend in Uganda's educational sector is the gender responsiveness of the system leading to increased enrolment of females at all levels of the educational system. This has resulted from a concerted strategy to increase female enrolment from primary to tertiary level through affirmative and other government actions.

Vocational education and training (VET) is that part of tertiary education and training which provides accredited training in job-related and technical skills. It covers a large number of careers and industries like trade and office work, retail, hospitality and technology. Uganda is approaching a significant point in its history where high rate of unemployment is registered. The cost of living is increasing every year, which is something we need to worry about. The only solution to this is for the nation to focus on the curriculum review, the time for the nation to adopt a more positive attitude towards technical and vocational education (Tech-Voc) and promote its parity of status or esteem with academic education. Most Ugandans consider technical education to be for academically weak students. Parents take their children to technical institutes when they have failed to look for good schools and technical education become last choice. Today, most people believe that an academic education is the only route to a secure job and social prestige. This is why thousands of young people invest vast amounts of time and money re-taking

academic examinations to make the proverbial five O-Level or A-Level hoping to get good grades. The result: Thousands of demoralized young people armed with white collar job aspirations, but without the skills to participate in the dynamic, competitive and globalized economy. They just sit and watch, while others become boda-boda riders or taxi-stouts, etc. If the thousands of O-Level, A-Level graduates roaming the streets of our towns or cities is not enough to convince us that we need to change our attitude towards vocational education, then may be the high unemployment rates among university graduates with First Class academic degrees should. The shift in attitude should begin with parents, policy makers and educators because they wield unbelievable influence on the development of vocational education. Some parents even go as far as forcing their children to abandon practical skills training and vocation training in favour of academics, often times despite demonstrated passion and aptitude by their children. And yet, subjects like Fashion Design and Fabrics, Technical Graphics, Woodwork or even Metal Fabrication and so forth can enhance hand-eye coordination-a transferable skill that is not only vital to be a good surgeon, but also one you cannot acquire from a textbook. One important shift is for all schools to open vocational education subjects to all academically inferior students. This will help in tapping into the vast potential of all students, including thousands of out of school children, who drop out because we cannot meet their educational needs. That our policy makers allocate insignificant resources for technical education is a reflection of their disregard for vocational education.

Furthermore, graduates of technical institutions do not have access to capital to start viable enterprises to take the economy to the next level. Our tendency to exclusively focus on academics means that we lose the numerous benefits from classes such as Art, where students learn to develop products from abstract ideas, collaborate or critique each other's work without incident. Technical education teaches broad-based and transferable skills such as self-awareness, communication and entrepreneurship that are not only applicable to many occupations, but also a requirement for participation in the new and dynamic global economy. If we embrace the positive attitudes towards technical education, this can then lead to innovation and success in many of our industries. In a country with some students who will cheat examinations to get ahead, the

importance of teaching integrity, responsibility, discipline, patience, and problem solving, which can be enhanced by vocational education, cannot be emphasized enough. (Source: BTVET & UBTEB)

HISTORY OF EDUCATION SECTOR OF UGANDA:

It should be noted that Primary school leavers are increasingly turning to vocational education and training. In response to that, the three-year programme courses have been introduced, including electrical installation, motor vehicle mechanics, welding and metal fabrication, block laying, plumbing and fitting as well as carpentry and joinery. Eighty percent of the 4,283 candidates, who were examined at the end of the programme in November and December last year, can make shoes, repair vehicles, make clothes or manage small businesses. There was a marginal increase in the number of candidates from 4,331 in 2015 and 4,629 in 2016 and the number of registered examination centres rose from 102 in 2016 to 113 in 2017 (10.8% increase). The UBTEB executive secretary, Onesmus Oyesigye described the performance as impressive as 10.5% of the students passed with a distinction, 60% with credits and 9.4% with pass grades. However, although the general performance remained good, a slight drop by 0.1% was recorded compared to the 80.1% pass rate of 2016. Oyesigye attributed the drop to poor performance in English and Mathematics, which he said has continued to affect the pass rate in most programmes.

“Some candidates have difficulty in comprehending the questions, making it difficult to answer questions effectively,” Mr. Oyesiga stated.

Female candidates had an overall better performance compared to males; they performed better in block laying and concreting practice, plumbing and pipe fitting, garment design and construction, as well as food preparation. Male candidates dominated the rest of the programmes. The Minister for Education and Sports, Janet Museveni extolled the high completion rate and the increase in number of female candidates. She directed the ministry’s BTVET department to address the challenge of poor performance in English and Maths by retooling instructors and teachers. The UBTEB board chairperson, Prof Venancius Baryamureeba, said there was need to aggressively market vocational education to students in order to attract talent and innovation. In 2011, the Government launched the ‘Skilling Uganda’ programme, an ambitious plan to create a pool of at least one million Ugandans

with skills and competencies relevant in the labour market by the year 2020. (Source: UBTEB)

UNDERSTANDING THE PUBLIC-PRIVATE PARTNERSHIPS:

These can involve both businesses and NGOs/CSOs/FBOs as partners to government. Businesses can benefit by partnering with government to influence the use of public resources and policy; leverage government resources, education expertise, and legitimacy; gain access to national and community leaders; enhance corporate visibility; and deliver on social responsibility commitments. NGOs are often noted for their innovations, aggressive approach, quality outputs and implementation structure that allows them to be at the grassroots level where the majority of underserved populations live.

These have multiple objectives, including promoting infrastructure development, developing local economy, reducing costs, increasing construction and operation efficiencies, and improving service quality by incorporating the private sector's knowledge, expertise and capital. For example, they are seen as an answer to common problems that often bedevil public sector procurement such as construction costs, construction overruns, operational inefficiencies, poor design, and community dissatisfaction. Indeed, with these stakeholders, governments can launch investment programs which would otherwise be difficult to implement within their limited available public-sector budgets, within reasonable time.

One attraction of the NGOs to governments is the shift of project risks from the public sector to the consortium running the project even as a profit incentive is required by the project consortium. In the area of infrastructure development, for example, they are seen as a cost effective method of overcoming costs associated with the provision and maintenance of infrastructure. The other attractions for governments are that they procurement can provide a wide variety of net benefits for society, including: enhanced government capacity; innovation in delivering public services; reduction in the cost and time of project implementation; and transfer of major risk to the private sector, in order to secure value for money for taxpayers. Education is generally perceived as the prerogative of the government and Uganda is no exception. Programs like Universal Primary Education and Universal Secondary Education are a testimony to the GOU's commitment to availing education opportunities to its people, a prerequisite for

national development and to achieving the SDGs. However, constraints in financial and managerial capacity often impede governments' ability to meet their obligations in regard to their national education systems. Governments can use partnerships to make up for deficiencies in state education programs. At the same time, improving education in Uganda is in the long-term interest of every business. There are benefits from engaging in enhancing skills of workers, developing brand reputation and strengthening community relations. Many employers in Uganda have been urging the government to create an educational curriculum that produces job-ready graduates, and the need for entrepreneurial and vocational skills cannot be over-emphasized.

Organizations in the education sector can complement and enhance the role of the government in the provision of education. The task that each player can provide includes financial provision, pedagogical development, human resources development, service delivery, infrastructure, facilities management, among others. In Uganda, the private sector is a major player in the education sector and many private educational institutions are producing today's primary, secondary and tertiary graduates. Private educational institutions are regulated under the Ministry of Education and the majority of them deliver the national curriculum. The Ministry of Education (MoES) has implemented a strategy of fully integrating public private partnership into the education policy framework and processes of the education sector. It is operationalized through a combination of sector management tools (i.e. PEAP, Education Strategic Plans, and Medium Term Budget Framework (MTBF), and structures (i.e. annual education reviews and Working Groups). An example of the role of organizations in Uganda's education sector is in the area of Business Technical and Vocational Education and Training (BTVET). In an ongoing reform process that aims to revitalize the role of BTVET, the Ministry of Education has embarked on the following objectives: Revival of BTVET system and its re-organization into a vibrant sub-sector in the country; Establishment of a fully-fledged BTVET department within MoES; Re-alignment of institutional mandates for BTVET; Strengthening of strategic function of planning; policy analysis and development; data collection and management; institutional management and accountability; Enhancing partnerships with the private sector; and, addressing the issue of social stigma towards BTVET. As seen in the above example of technical and vocation training, and are valuable for

their role in developing the human resource in the country not only by supporting BTVET but on a broader level. This is by creating a skilled and innovative labour force whose skills are easily adaptable to the needs to employers and for entrepreneurship and hence fostering social and economic development.

However, a high population growth rate (PGR) poses a risk to the benefits accrued from such partnerships, as provision of services, whether by the public or private sector will always scramble to meet the needs of an especially young population such as Uganda's. It is imperative that Uganda pursues policies that foster fertility decline so that resources are adequate to achieve and sustain universal primary education, enhance teacher training, and improve educational infrastructure across the country. (Source: BTVET & MoES)

FINANCING OF EDUCATIONAL SERVICES:

Education is one of the most important services that the government delivers targeted at ensuring a sustained economic and social development model for Uganda. In order to achieve sound economic development, it is very critical for Government to invest in infrastructure and facilities development that would promote learning and research by ensuring increased availability of learning materials which are most in short supply, creating equitable access to all deserving members of society and put in a place a functional system to train tutors for all education levels and remunerate them adequately to ensure retention and avoid brain drain. In spite of the fact that education takes the largest chunk of the national budget, the share of education as total government expenditure has continued to decline. (Source: Min of Finance)

CURRENT CHALLENGES

This section summarizes some of the challenges experienced identified by Wilmot Development Foundation in the Uganda's Vocational education sector;

- The most notable one being development planning and financing do not adequately respond to issues of population integration and the needs of the society that the government strives to provide services to. Where development finance is delivered as a project aid, it is directly channeled to local governments or in case of donor funding directly to local communities, this has in many

cases fragmented local development structures and in some lopsided and unequal development in the districts.

- The main challenges are on the integration of population factors into Development Plans using the right concepts, relevant data and indicators and the attributes of integration of population factors in the development planning process; low utilization of population data for decision making, mixed messages from leaders, social-cultural/religious barriers; and inadequate resources for implementation of population programs.
- The capacity to implement decentralized systems is severely limited in the majority of local governments. Some District Local Governments are only staffed up to 9% only, especially in the critical positions of Works and Technical Services, Health, Natural Resources, and Local Government Planning services. Capacity differentials has caused and perpetuated inequality in levels of development between districts and service delivery.
- Although access to social services has improved significantly in rural areas, improvements in the quality of health services have lagged due to inadequate funding for health especially reproductive health and family planning programs curtails the health sector performance, this has led to the quality of the services lagging behind quantitative indicators, for example infant and maternal mortality rates have not fallen considerably. Low household income especially for women is a hindrance to their economic empowerment.
- The challenge of rural poverty reduction will be explored. The commitment made by the government and development community at the Millennium Summit to halve the proportion of people living in extreme poverty and suffering from hunger between 2000 and 2015 has generated mixed results. On the one hand, the proportion of people living on less than a dollar has dropped, but far less progress has been achieved in reducing hunger and malnutrition, and there are remain enormous regional differences. Income inequality has risen and the share of the ultra-poor has grown.
- The changing dynamics of poverty reflecting an increase in the proportion of poor people living in urban areas, but poverty and especially ultra-poverty continuing to be a rural phenomenon

remain;

- A number of challenges still exist in the decentralization process that range from inadequate financial support from the Central Government, narrow tax regime and revenue base of Local Governments, value for money, technical and administrative capacity, difficulties in attracting and retaining qualified personnel and operation and maintenance of facilities in the Local Governments for effective service delivery to the populations is an uphill task.

LESSONS LEARNT IN THE ESTABLISHMENT OF VOCATIONAL EDUCATION STRATEGY

Across the service delivery and public infrastructure spectrum, a number of lessons have been identified as Government, development partners, scholars, and the private sector take stock of various organizations endeavors in Uganda. Many of the lessons have been learnt as a result of grappling with the challenges of establishing and implementing different ventures, as well as from the successes achieved.

- Successful public utilities like the Vocational education centers have established as a result of the strong commitment to operational efficiency and improvements in financial viability.
- Supervision of local partnerships is important for effective monitoring of private partnerships.
- The Education sector has shown the importance of working with the private sector at the stage of policy formulation, planning, management and evaluation. A framework that uses this strategy ensures that both parties benefit as the government will produce an appropriately trained work force that is responsive to market needs and the private sector will benefit from it.
- The government's creation of a conducive environment for the establishment of vocational training centers has attracted a number of consortiums into the educational sector. The development of a better educational policy is likely to yield even better partnerships and this should be replicated across other sectors as well.
- It cannot be taken for granted that organizations are more efficient than public investment and government supply of services. The public sector might be better than the private sector in delivering the service when the respective service is not economically viable to warrant private sector

involvement. Thus there should be a systematic approach in deciding to deliver a service using these established organizations.

POLICY RECOMMENDATIONS

However much of these interventions ignored the important component of human resources development, which together with corruption in government, shifting government priorities and the rapid population growth have significantly undermined the ability and quality of services delivered by government. To address this situation government should make policy considerations that can help reverse the current trend for a better future services delivery structure; some policy proposals include;

i. **Develop and integrated services delivery model that is response to the social needs of the people and the current and projected future population structure of Uganda.** The current population structure is not sustainable for future services delivery, with a large non-productive population, a high population growth rate and increasing teenage pregnancy rates in the country it will be impossible to check the population growth rate a factor that will jeopardize government efforts to improve on the quality of public services. In order to improve services delivery government should considered an integrated services delivery development package which should focus on managing the population growth rate, increasing the proportion of the productive population through job creation and reduction of teenage pregnancy rates and increase investments in the educational services so as to create the financial capacity for the population to take up services and reduce the pressure on public service by increasing the number of people using private services. This calls for simultaneously addressing the various components of services delivery rather than piece mill intervention. For instance, government efforts to increase access to financial services have severally failed because making funds available without making a provision for the development of vital delivery infrastructure and technical capacity to implement undermined the performance of programs like the “entandikwa”, “bona bagawale” and now the youth fund. Political structures which seem to be favored by government presently are the least suitable to deliver services that require technical input of professional experts.

- ii. Government restore planning discipline in public institutions and rally national efforts for services delivery through a systematic decision making, priority setting and long term multi-sectoral planning, management system, policy-based approach to infrastructure development, maintenance, human resource capacity and services delivery modeling to achieve equitable access, distribution and delivery of services. Political influence peddling which often overrides the technocrat views has negatively impacted on services like health services, human resources development and accountability mechanisms. This has rendered the current approach by government towards services delivery at the least “haphazard”, reactive decision making motivated by electioneering interests rather than national interests has undermined services delivery. The unplanned creation of district against advice from the technocrats has been one of the major issues in the recent times promoted as an attempt to bring services closer to the people, unfortunately the contrary appears to be true. Politicians have hijacked the planning process and relegated the technocrats to the back seat something that has led to significant loss of public funds in botched procurements, failed or non-feasible projects, corruption and brain drain. This in return has undermined various services delivery programs that have been well intentioned by government.
- iii. Empower local governments to have a stronger mandate over central government policies on services delivery. Local governments under the decentralization system have the responsibility to implement central government policies on service delivery but often lack the control or mandate to effectively implement these policies. The example of UPE where local governments are charged with managing the delivery of education services, but have no control or limited mandate over policies from the central government in the education sector have resulted in uncoordinated planning leading to poor qualitative outputs; the central government policy on automatic promotion of UPE beneficiaries has been blamed in the declining quality of education in public and even private schools involved in the UPE program.
- iv. Government must curb the proliferation of districts. The proliferation of districts is placing more responsibility for support supervision and monitoring on the line ministries, yet the ministry budgets are not necessarily increasing proportionately to cater for the rising need for more field staff,

vehicles and time. Within the newly created districts, the weak institutional and human resource capacities have compromised the quality of services offered to the public contrary to the justification that creation of districts brings services closer to the people. This may have been true initial but has not gone past the critical phase and instead has had negative returns. To address the critical human resources challenges in the already created districts government should create service delivery center by grouping non-viable political districts under a fully staffed shared services center with all the requisite skills and resources to provide the necessary resource leverage for services delivery.

v. **Prioritize access to reproductive health and family planning services.** Population growth has a major bearing on services delivery infrastructure, quality of services offered and the national coping mechanisms. With 34% of unmet family planning needs in a country where contraceptive prevalence is only 30% makes grim reading. Government must make it a policy that every health center must have capacity to offer family services in order to increase access to family planning and education services. Besides family planning, reproductive health as a whole is a neglected component of the health services system and government needs to address this mismatch if it must check the population challenges faced now.

vi. A deliberate effort by government is urgently needed to adequately involve youth and harness their resources in the socio-economic development and in the promotion of peace, democracy, good governance and upholding society values.

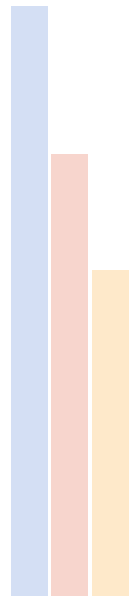
vii. Encouraging public private participation in the service delivery since the private sector usually employs the energetic youth since those elders in the public sector won't retire even though they are past the retirement age hence the demands of the field will push them out of the job market.

Uganda's decentralization is typically promoted to the following broad objectives among others:

- Enhance the contribution of the public sector, private sector, civil society and community based organizations to national development and modernization.
- Improve the quality of service, policy formulation and management of service delivery.
- Make efficient and effective use of available resources.
- Reduce the decision making load by sharing it with more people and allow more decisions to

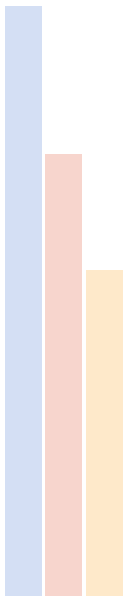
be made below instead of concentrating them at the overburdened centre.

- Provide for local popular participation and increased involvement of the people in decisions that directly affect them.
- Promote local ownership and ensure sustainability of projects and programmes.
- Enhance local economic development in order to increase local incomes.



CONCLUSION

In conclusion, it is clear that the establishment of more learning vocational centers can go a long way in providing quality educational services for Uganda's population. The Uganda government has gone ahead to create a conducive environment for the establishment and implementation of organizations but a lot more needs to be done before this type of mechanism becomes part and parcel of service delivery in Uganda. There is need for policies that protect all parties involved as well as clear information on end goals and roles of the players. As Uganda's economy continues to experience growth, its population also continues to grow and organizations can help to ensure that this is a quality population that enjoys quality educational services.



ADDITIONAL GALLERY



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