



Technical Education in Uganda: An Ethnographic Study on TVET and Skills Development Contexts

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Abstract

Technical and vocational education and training (TVET) play a crucial role in skills development within Uganda's educational landscape. This ethnographic study employed participant observation, semi-structured interviews, and documentary analysis to gather data from various stakeholders including students, educators, industry partners, and policy makers. Data collection took place across multiple TVET institutions in urban and rural areas over a period of six months. Findings indicate that while there is significant investment in infrastructure and faculty training, the effectiveness of TVET programmes varies widely depending on the sector and region. For instance, agriculture-related courses show higher enrollment rates due to their relevance to local economies, whereas engineering programmes face recruitment difficulties. The study underscores the need for tailored approaches that address regional disparities and incorporate industry feedback to improve programme outcomes and relevance. Policy makers should prioritise investment in rural TVET centers and involve private sector representatives more closely in curriculum design. Additionally, continuous assessment of programme efficacy is recommended through regular reviews and updates.

Keywords: *African, ethnography, participant observation, vocational, skills development, education systems, context analysis*

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