



Technical and Vocational Education and Training in Skills Development: An Ethnographic Study in Uganda 2004

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Abstract

Technical and Vocational Education and Training (TVET) plays a crucial role in skills development within Uganda's education system. An ethnographic approach was employed to gather qualitative data from interviews, observations, and document analysis conducted among stakeholders including government officials, educators, students, and employers. The study revealed that while TVET programmes provided technical skills training, there were significant gaps in aligning curricula with industry needs, leading to limited job readiness for graduates. While TVET contributes positively to skill development, its effectiveness is undermined by mismatched curriculum and lack of industry engagement. Strengthen partnerships between educational institutions and industries to ensure curriculum relevance and practical application. Enhance assessment tools to measure employability outcomes more accurately.

Keywords: *African geography, ethnography, vocational education, skills development, cultural context, qualitative analysis, indigenous knowledge systems*

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