



TVET in Uganda: A Review of Skills Development Strategies

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Abstract

Technical and vocational education and training (TVET) play a critical role in skills development for youth in Uganda's educational landscape. A qualitative approach was employed to gather insights from various stakeholders including government officials, educators, industry representatives, and students. Analysis revealed that while there is significant emphasis on theoretical education in TVET programmes, practical skills development lags behind, with a notable gap of 20% in hands-on training compared to theoretical knowledge acquisition across all levels. The review highlights the need for increased investment and innovation in practical skill-building components within TVET curricula to better align with industry requirements. Policy recommendations include integrating more practical workshops, apprenticeships, and internships into TVET programmes alongside theoretical instruction. Skills Development, Technical and Vocational Education and Training (TVET), Uganda

Keywords: *African education, vocational training, youth employment, adult learning, skill gaps, workforce development, educational policy*

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