



Technical and Vocational Education in Uganda: A Comparative Analysis of Skills Development Efforts

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Abstract

Technical and Vocational Education and Training (TVET) in Uganda plays a crucial role in skills development, aiming to bridge the gap between formal education and employment opportunities. The study employed a mixed-methods approach, combining qualitative interviews with quantitative data analysis from national surveys to evaluate the impact of TVET on skills development outcomes. Findings indicate that while overall participation rates are increasing, there is significant variation in skill acquisition across regions, with Northern Uganda showing higher proficiency levels in specific sectors such as agriculture and construction compared to Southern Uganda's focus on information technology. The analysis highlights the need for tailored TVET programmes addressing regional-specific skills demands and enhancing community engagement to maximise educational outcomes. Recommendations include increased investment in vocational training infrastructure, strengthening partnerships between schools and industry, and implementing targeted interventions to improve skill acquisition among disadvantaged groups.

Keywords: *African education, vocational training, adult education, skill development, contextual pedagogy, curriculum design, workplace learning*

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