



Uganda

WORKFORCE DEVELOPMENT

SABER Country Report
2012

Status

Strategic Framework

Strategic Framework is assessed at the “emerging” level, reflecting the finding that while political support for workforce development as an asset for economic progress is strong, the roles and responsibilities of key stakeholders in WfD remain fragmented; and the influence of businesses and industry in shaping and implementing WfD priorities is modest.

Emerging



System Oversight

System Oversight is assessed at the “below emerging” level, reflecting the finding that competency-based testing and certification awaits implementation; that arrangements for institutional accreditation are still to be formulated; that measures for articulation among training programs are undeveloped; and that government funding is modest and allocations to institutions are neither linked to performance nor supplemented by other sources.

Latent



Service Delivery

Service Delivery is assessed at the “latent” level, reflecting the finding that while stakeholders have some influence over training curricula, their say in the operations of training institutions is limited; that private providers are allowed to operate freely but have few incentives to meet quality standards; and that a culture of monitoring and evaluation—one aided by reliable and freely available data—is not well-developed.

Latent



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Executive Summary

An Opportunity to Advance Uganda's Skills Agenda

Uganda's economy has been growing steadily for the past two decades, bringing significant improvements in economic and social conditions. The gradual shift in economic structure from agriculture to industry and services, the development of agribusiness, tourism and construction, and the recent discovery of oil deposits are all expected to increase the demand for skills. Against this backdrop the government has renewed its focus on technical and vocational education and training. The 10-year, \$800 million *Skilling Uganda* Strategic Plan (2012-2021), approved by the cabinet in December 2011, captures the scope of its ambition and awaits support from the country's development partners. The Plan seeks to reform the Business, Technical and Vocational Education and Training (BTJET) sub-sector with the goal of fostering skills, raising worker and firm productivity, and increasing Uganda's competitiveness in global markets in the coming decades. In an effort to deepen dialogue with the Ugandan government on the challenges in implementing the plan the World Bank took advantage of a new diagnostic tool, SABER-WfD, to assess the institutional bottlenecks that stand in the way of success.¹ The results draw attention to a few priority areas for immediate action among those identified in *Skilling Uganda*.

Prioritizing Next Steps for Impact

The SABER-WfD benchmarking results, summarized below, reveal that while the country's political leaders are highly committed to WfD, the system's capacity to deliver results is lamentably weak. Addressing all the gaps will require sustained effort and collaboration across multiple stakeholders inside and outside government. An urgent priority, however, is to define the *modus operandi* for enlarging the role of employers and industry stakeholders. Constituting and empowering an apex-level body to guide this effort would be a good start. By focusing initially on a few key economic sectors with high growth prospects, this body's strategic quick wins in establishing effective partnerships between employers and training providers would help clarify the operational arrangements for institutional autonomy and accountability for results. Its experience would provide critical insights for the systemic transformation of the BTJET sub-sector in the coming years.

"Uganda's policies and institutions for workforce development grow progressively weaker as the focus shifts from policy conceptualization to implementation."

"An urgent priority is to define the modus operandi for enlarging the role of employers and industry stakeholders in workforce development."

¹ The initiative on Systems Approach for Better Education Results (SABER) addresses several policy domains, one of them workforce development (WfD). It was launched as part of the implementation follow-up to the World Bank's Education Strategy 2020 which was published in May 2011. More details may be found at <http://go.worldbank.org/NK2EK7MKV0>.

Introduction

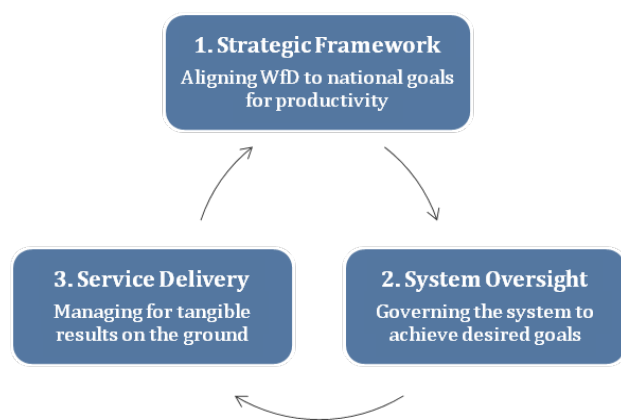
Uganda is preparing to implement a 10-year, \$800 million Strategic Plan (2012-2021) to reform and develop its Business, Technical and Vocational Education and Training (BTJET) sector. This report takes advantage of a new World Bank diagnostic tool to establish a baseline for launching the proposed BTJET strategy. Its assessment of the strategy's underlying policy architecture will assist Uganda with monitoring implementation of the BTJET strategy and measuring progress in the context of international experience and global good practice. The findings are intended to contribute to on-going policy dialogue on workforce development and support Uganda's quest for faster economic growth and poverty reduction.

A New Diagnostic Tool

The tool, known as SABER-WfD, is a product of the World Bank's initiative on Systems Approach for Better Education Results (SABER), which focuses on several policy domains, including workforce development (WfD).² SABER-WfD aims to document and assess a country's policies and institutions in light of global good practice. It focuses on three broad Functional Dimensions of policies:

- (1) **Strategic Framework** which pertains to policies that set the direction for WfD and define its authorizing environment;
- (2) **System Oversight** which relates to the "rules of the game" (including funding regimes) that guide the functioning of the system; and
- (3) **Service Delivery** which concerns the provision of training services to equip individuals with market- and job-relevant skills (see Figure 1).

Figure 1: Functional Dimensions of WfD Policies



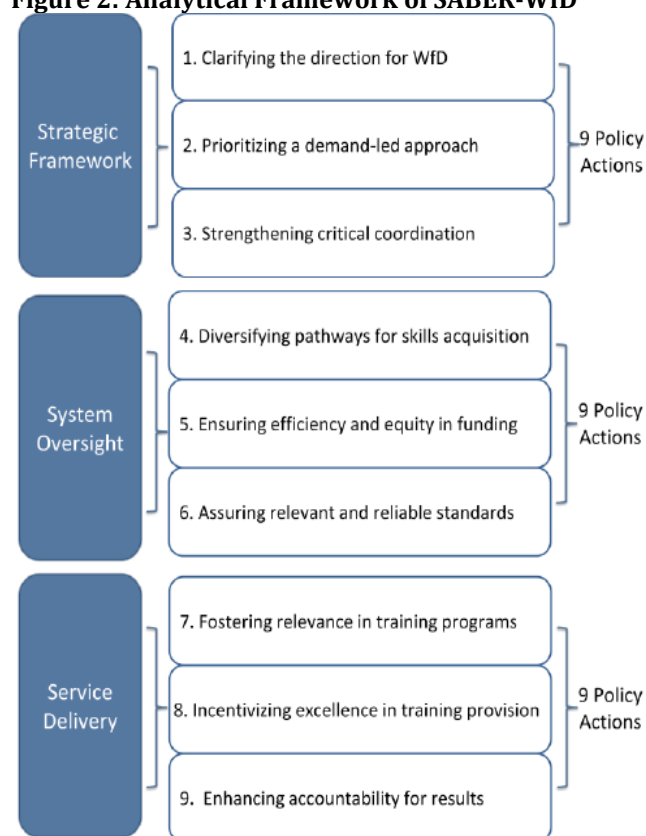
Source: Tan et al. 2011.

² For details on SABER see <http://www.worldbank.org/education/saber>

From the perspective of the line ministries, typically education and labor, strategy is about sensing, influencing, and responding to the external environment for WfD; oversight is about governing the activities of all stakeholders with a direct interest in WfD activities; and delivery is about managing the activities of those responsible for training provision.

These three Dimensions constitute a closed policy-making loop and, when taken together, allow for analysis of the functioning of a WfD system as a whole. Each Functional Dimension is composed of Policy Goals (see Figure 2) spanning three broad areas: governance, finance and information. Each of the Policy Goals is in turn further defined by three tangible Policy Actions, making a total of nine Policy Goals and 27 Policy Actions.

Figure 2: Analytical Framework of SABER-WfD



Source: Tan et al. 2011. See Annex 1 for more details.

The SABER-WfD tool uses the foregoing analytical framework to create a structured data collection instrument for gathering information on a country's policies and institutions for WfD. For each of the 27 Policy Actions, the data collection instrument (DCI) poses a set of questions relating to the corresponding aspect of the WfD system. Each question is answered by choosing from a list of closed options corresponding to stages of development. The choice is substantiated either by documentary evidence or by information supplied and corroborated by knowledgeable and credible informants (see Box 1). As in the other countries selected for this pilot phase, the collection of data using the SABER-WfD instrument was led by Principal Investigators (PIs)³.

Box 1: A Note on Documentary Sources

This report is based on data collected through a desk study drawing on various documents. The most important of these are the comprehensive BTVET sub-sector studies commissioned by the Government of Uganda and completed in 2010 to support the formulation of the BTVET Strategic Plan 2012-2021. These detailed and comprehensive studies provide the up-to-date information sought by the SABER-WfD data collection instrument. In particular, the studies offered in-depth and multidimensional insights on:

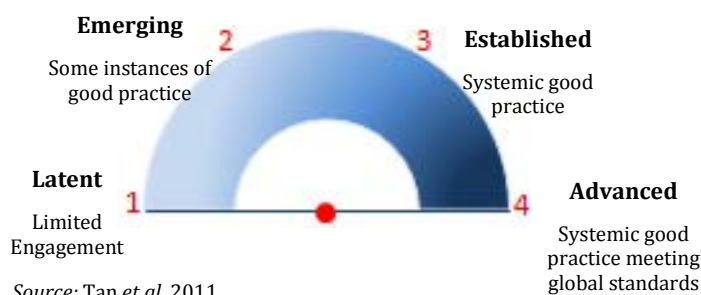
- Uganda's labor market;
- Informal sector development and non-formal training;
- Agribusiness development;
- BTVET policy, management and organization;
- BTVET delivery; and
- Social equity in BTVET.

Complete information on all sources appears in Annexes 4 and 5.

Data Processing and Scoring. For each of the 27 Policy Actions, the information gathered by the PIs is scored according to standard rubrics. These rubrics correspond to four stages of maturity in policy and institutional development for WfD, as follows: (1) latent, (2) emerging, (3) established and (4) advanced. A summary description of the rubrics appears in Figure 3 while the details are explained in Annex 6.

The scores on the Policy Actions form the basis for scoring the nine Policy Goals. The approach involves

Figure 3: Rubric for Benchmarking WfD



the application of simple weights to aggregate the scores on the Policy Actions that relate to each Policy Goal, typically 1/3 for information relating to policy concepts and design and 2/3s to information relating to policy implementation. In the interest of parsimony in data collection, the SABER-WfD study accepts reviews and evaluations of policies and related follow up actions as evidence of implementation. Finally, to obtain the scores for the three functional dimensions considered in the SABER-WfD framework, the scores for the Policy Goals that relate to each dimension are aggregated with equal weights. This algorithm yields composite scores on a 1-4 scale for every level of aggregation in the data; naturally, the composite scores are rarely whole numbers.

Note that in order to conform to standardized presentation of reports under the overall SABER initiative the dimension-level SABER-WfD categorical ratings shown on the cover of this report are based on the corresponding composite scores which have been converted to the relevant categories.⁴ In the rest of the report, the composite scores are presented in the form of a dial, as shown above, in order to retain the detail they reflect.

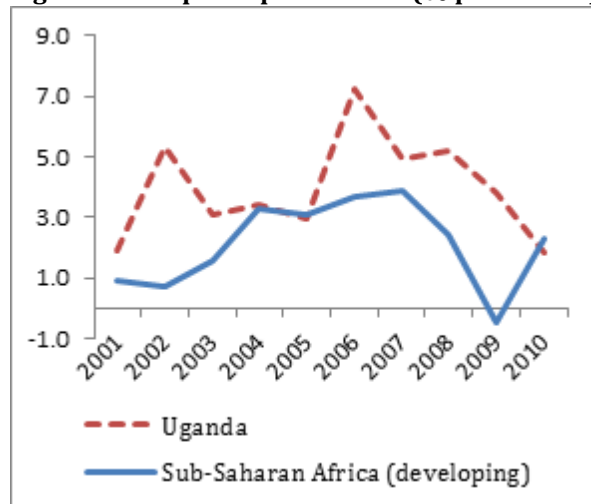
³ For Uganda, the PI was Jutta Franz, who led the BTVET sub-sector studies underlying the government's BTVET Strategic Plan.

⁴ For a given composite score, X, the conversion to the categorical rating shown on the cover is based on the following rule: $1.00 \leq X \leq 1.75$ converts to "Latent"; $1.75 < X \leq 2.50$, to "Emerging;" $2.50 < X \leq 3.25$, to "Established;" and $3.25 < X \leq 4.00$, to "Advanced."

Country Context

Economic and social conditions in Uganda have improved considerably over the past two decades. The steady growth of the economy, its gradual structural shift from agriculture to industry and services, and the recent discovery of oil deposits have begun to alter the demand for skills. Equipping the workforce with the skills to take advantage of the new opportunities is therefore a growing challenge. Below the stage is set for discussing this issue by reviewing key aspects of the economic and social context and the institutional and financing arrangements for workforce development.

Figure 4: GDP per Capita Growth (% per annum)



Source: World Development Indicators (database)

Economic Trends

Growth. In recent years, Uganda's GDP has been growing faster than the average rate for Sub-Saharan Africa as a whole. Despite rapid population growth, the country's per capita GDP grew by an average of 5.3% a year between 2006 and 2009 (see figure 4). Uganda's current per capita GDP—US\$503 (in 2010 prices)—is two times what it was two decades ago; it is comparable to the average for low-income countries and about 40% of the Sub-Saharan African average.

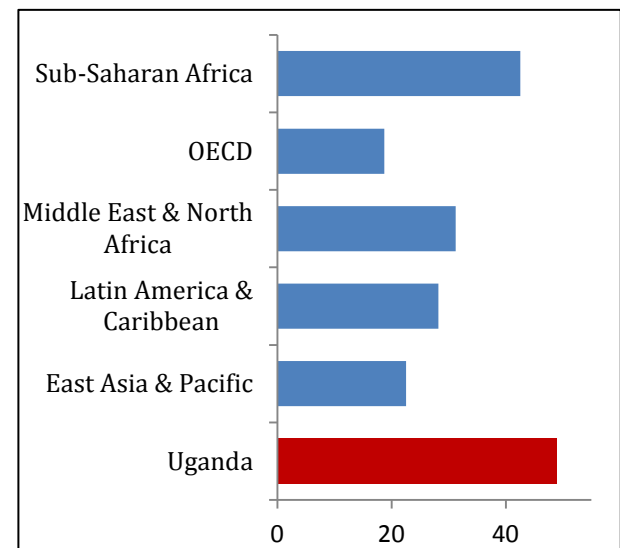
Poverty. Uganda has already achieved the Millennium Development Goal of halving its 1990 poverty rate by 2015. The share of Ugandans living in poverty (i.e., living on no more than \$2 a day) fell to 21% by 2009, down from about 49% in the early 1990s. Still poverty remains an issue, with about 8.3% of the population living in extreme poverty (i.e., less than \$1.25 a day). There is also evidence of rising inequality, as is

reflected by an increase in the Gini-coefficient from 0.37 in the mid-1990s to 0.44 in 2009.

Demographics and Employment

Demographics. Uganda's population is currently estimated at 33.8 million. It has been growing at the rapid rate of 3.2% a year. The population is youthful with nearly half of all Ugandans aged 14 or younger—a substantially higher share than in most other world regions (see figure 5). Only 2.1% of Ugandans are 65 or older.

Figure 5: Share of Population Aged 0-14, 2009



Note: In all regional groupings (except OECD), the data refer to developing countries.

Source: World Development Indicators (database).

Employment. In 2008, about 83% of Ugandans were employed, a figure exceeding the Sub-Saharan Africa average by 18 percentage points. Ugandans between ages 15 and 24—some 7 million in total—are more likely to work than their peers elsewhere in Sub-Saharan Africa. However, in 2002 an estimated 60% of the working population was self-employed. Self-employment is high across all education levels (see table 1).

Table 1: Prevalence of Self-Employment in Uganda, 2002

Years of Education	Percentage Self-Employed in the Working Population
No education	57.6
1-8 years	61.8
9-12 years	59.9
13+ years	30.8
Overall	59.5

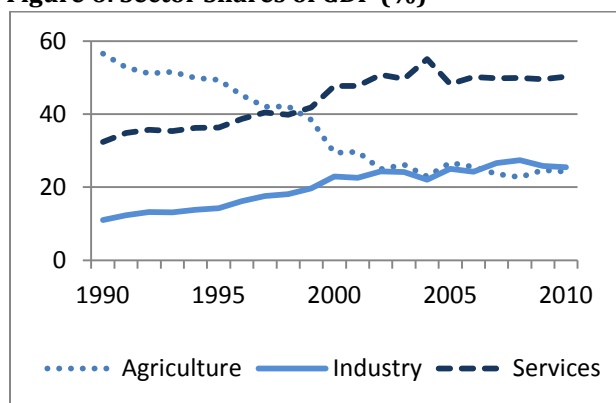
Source: Montenegro and Hirn 2009.

In 2009-10 agriculture employed 65% of the Ugandan workforce, down from 70% in 2005-06. Moreover, about a quarter of Ugandans depend on secondary income generating activities for their livelihoods. These patterns suggest that the more dynamic sectors of the economy are not yet generating sufficient jobs to significantly alter Uganda's overall employment structure.

Demand for Skills

Sector Growth. The agricultural sector's share of GDP has decreased significantly, while the industrial and service sectors (most importantly construction, manufacturing, hotels and tourism) have grown in importance (see figure 6). Exports are still dominated by primary commodities; however the range of export products is diversifying. In 2007, already 70% of the total export volume comprised of non-traditional exports (i.e. other than coffee, cotton, tea and tobacco).

Figure 6: Sector Shares of GDP (%)



Source: World Development Indicators (database).

Skills Imbalances. *Ad hoc* studies conducted in recent years, such as Walter (2007), point to a considerable undersupply of appropriately skilled labor in key sectors targeted for growth such as hospitality, information and communication technology, business management, financial services, manufacturing,

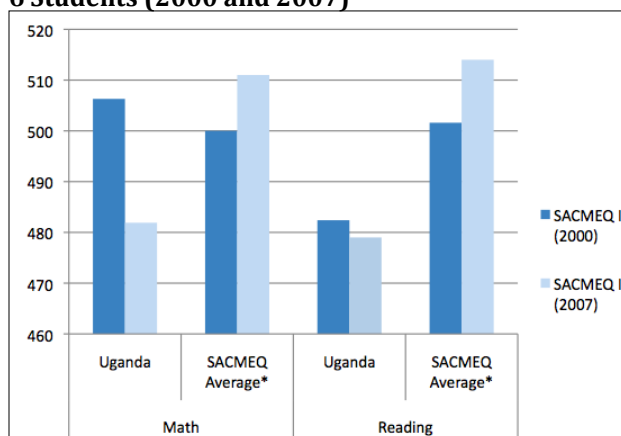
mining, engineering, oil and gas, and environmental technologies. According to the World Bank's 2006 Enterprise Survey, some 10% of manufacturing firms considered skilled labor a major constraint to business success and labor productivity remains low. The introduction of the East African common market will further increase competition for Ugandan firms.

Impact of Oil Sector. By 2016 Uganda's new and rapidly developing oil sector is expected to reach full-scale production. The sector is projected to add 20,000 new jobs, and increase the demand for various specialized technical and engineering skills. Increased government investment made possible by oil-related revenues is expected to intensify the demand for skilled labor.

Supply of Skills

Education. Uganda faces key educational challenges that hamper skills development. Many students leave school at an early stage. In 2008 69% of Ugandans left the education system having completed 7 or fewer years of formal schooling. Enrollment in secondary school suffers and is below the average for Sub-Saharan Africa. With regard to learning outcomes, Uganda's scores of 482 for math and 479 for reading on the 2007 Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ III) exams is below the corresponding averages 511 and 514, respectively, for the 14 other participating countries (see Figure 7).

Figure 7: Reading and Math Achievement for Grade 6 Students (2000 and 2007)



Note: *Average for 14 other participating countries excluding Uganda: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia, Zanzibar, Zimbabwe

Source: World Development Indicators (database).

Current Skills Profile. In order to take advantage of Uganda's youth dividend, substantial effort is needed to develop the skills of its workforce. Currently, only

6% of the population is estimated to have received formal BTJET training. Furthermore, the training covers only a narrow range of occupations, and does not adequately address skills needs in emerging economic sectors. Feedback from employers indicates that current training programs are failing to equip trainees with practical skills and job-relevant competencies. The development of soft skills (e.g., communication, customer care, problem solving, work attitudes and the ethics) may also warrant attention to enable future workers to perform productively in modern work environments.

Training Provision

Institutional Structure. The formal education system in Uganda comprises of seven years of primary schooling, followed by entrance into either the general or Business, Technical and Vocational Education and Training (BTJET) tracks. Technical schools, farm schools and community polytechnics provide pre-employment training and technical education at the post-primary level. Technical and vocational training institutes and colleges offer more advanced training at the senior secondary and tertiary levels respectively.

As in most countries, workforce development in Uganda covers both pre-employment and on-the-job training provided by formal and non-formal programs. The formal BTJET system consists of some 125 public training institutions and registered private institutions. These institutions enrolled some 35,000 students in 2009 (see figure 8). Other private institutions may also provide formal pre-employment

BTJET. The scope of their activity, however, is difficult to determine with precision.

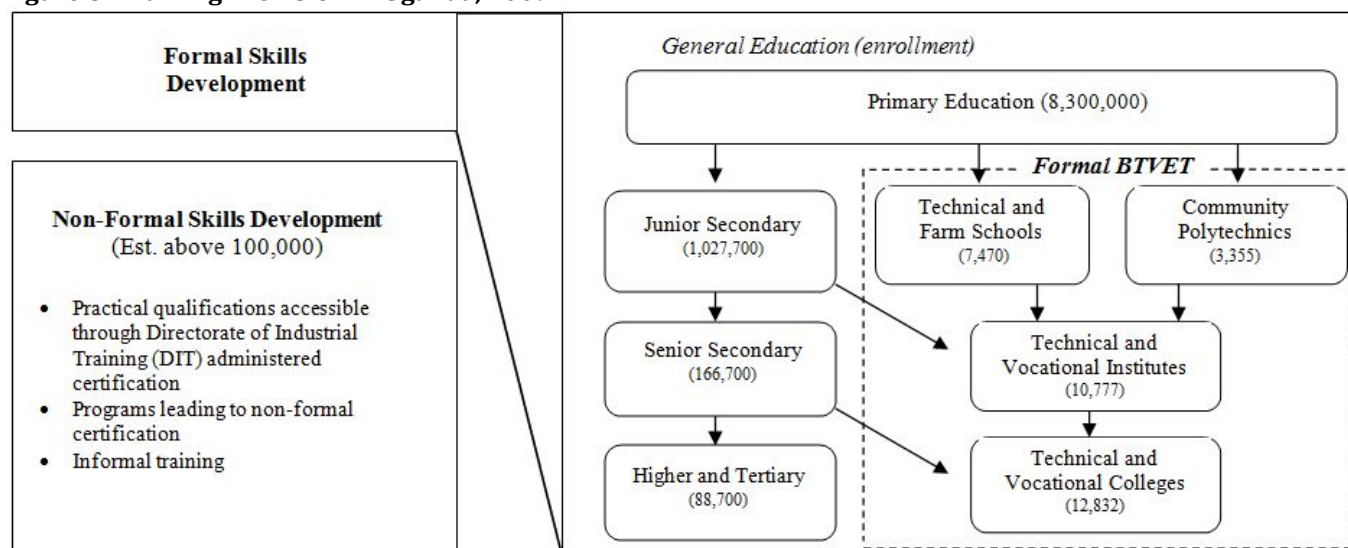
Table 3: Enrollment in Formal BTJET, 2009

Type	Total Enrollment	% Female
Total	34,434	25%
Lower level- total	10,825	21%
Technical/Farm Schools	7,470	22%
Comm. Polytechnics	3,355	20%
Middle level- total	10,777	14%
Technical Institutes	8,863	15%
Voc. Training Institutes	1,914	9%
Tertiary level- total	12,832	38%
Technical Colleges	1,960	6%
Colleges of Commerce	3,799	46%
Health Institutions	2,670	31%
Agriculture & Related	1,662	24%
Cooperative Colleges	1,395	52%
Management Institutes	1,346	46%

Source: Johanson and Okema 2011.

Female participation in the formal BTJET system has increased in recent years, reflecting the success of public awareness campaigns. However, girls' share of formal BTJET enrollments is still only a quarter of the total. (see table 3). One reason is that the courses focus on occupations traditionally dominated by men. At the tertiary level, the female share in enrollments is

Figure 8: Training Provision in Uganda, 2009



Source: Adapted from Franz and Twebaze 2011.

higher (38%) as the training options are available in fields more popular among women (e.g. commerce, management and health occupations).

While formal BTVET is a critical component of Uganda’s workforce development system, it is dwarfed by the non-formal component of the system. Precise information about the size of the non-formal system is scarce. Estimates suggest that some 1,000 private institutions, including non-governmental organizations, faith-based providers and commercial training institutions, currently offer a variety of training programs. Corporate in-house training programs are limited to the larger companies. Traditional apprenticeships in the informal economy also contribute to workforce development in Uganda, particularly among youth with little education.

In Uganda, the Directorate of Industrial Training (DIT), under the Ministry of Education and Sports, oversees a three-level trade testing system that certifies technical competencies acquired through non-formal training.

Legal Framework. Three principal acts define the legal framework for workforce development in Uganda:

- *Education Act of 2008* establishes procedures for the registration and licensing of teachers, the control and management of public and private schools, and the establishment of private institutions;
- *Universities and Other Tertiary Institutions Act of 2001* governs the provision of tertiary-level BTVET programs;
- *BTVET Act of 2008* articulates the principles for an integrated BTVET system, stipulates the establishment of the Uganda Vocational

Qualifications Framework (UVQF), creates the legal basis for establishing a training levy and fund, and defines the mandate of the DIT.

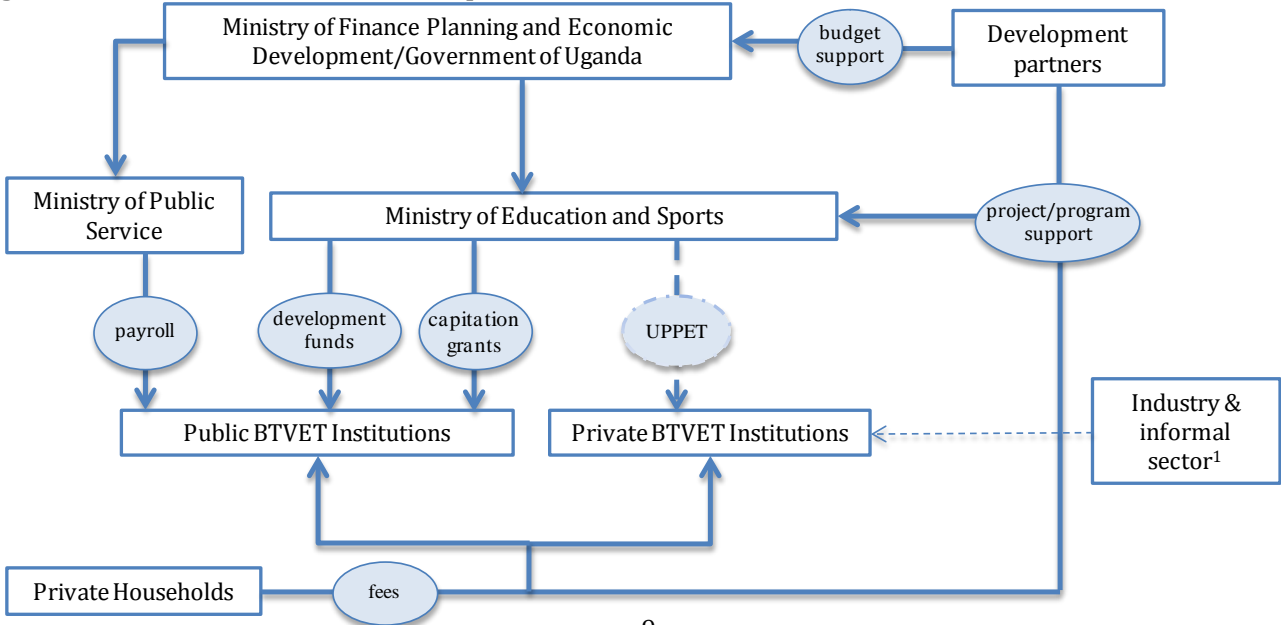
Governance. The Ministry of Education and Sports (MoES) oversees the formal BTVET system. Under its supervision, the National Curriculum Development Centre (NCDC) develops curricula for formal BTVET programs. The Uganda National Examinations Board (UNEB) administers examinations and certification for approved curricula. The MoES has recently created the Uganda Business and Technical Education Board (UBTEB) to take charge of formal BTVET examinations and certification.

As part of a larger sub-sector reform, the qualification systems for WfD are currently in transition. The BTVET Act of 2008 lays the foundation for replacing the current UNEB and trade testing systems with the new competency-based UVQF. Responsibility for implementing the UVQF rests with the DIT, under the supervision and oversight of the Industrial Training Council (ITC).

Financing Skills Development

Workforce development in Uganda is financed through a variety of sources (see Figure 9), the main ones being the government and private households. The government supports the formal BTVET sector through two main types of recurrent funding: (1) staff salaries channeled through the Ministry of Public Service (2) grants (capitation and other subventions) to BTVET institutions for government-sponsored trainees. Additionally, the government channels development funds to BTVET through special projects.

Figure 9: Flow of Funds for Skills Development



¹firm-based training & traditional apprenticeships
Source: Adapted from Franz and Twebaze 2011.

In relation to overall public spending on education, the share of formal BTVET is small, rarely exceeding 4% of the total. This level of support is relatively modest by African standards: spending per student as a percentage of GDP per capita is 48%, compared to the African average of 175%. MoES estimates suggest that funding would have to increase by 2.5 to 5 times above current levels in order for BTVET institutions to deliver training programs to expected standards for quality and content.

Private households make substantial contributions in the form of fees paid by those without government sponsorship. In many institutions, even government

sponsored trainees may still be required to contribute toward their training costs. According to MoES data for 2008, private households contributed 41% of the total revenues of public BTVET institutions. BTVET institutions also engage in various income-generating activities, although the revenues typically constitute a miniscule portion of their operating budgets.

Development partners support workforce development in Uganda by funding programs and projects, as well as by contributing to the education sector budget. The contribution of firms typically takes the form of staff development and training.

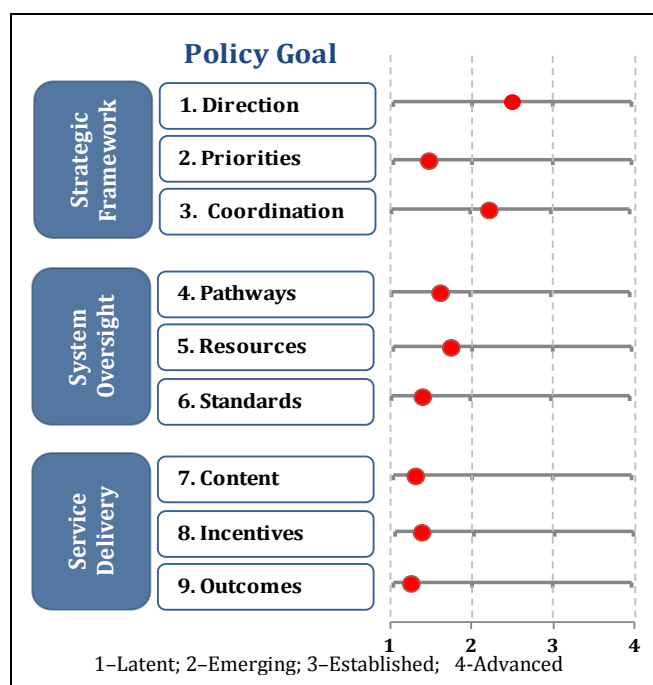
Overview of Benchmarking Results

The SABER Workforce Development (WfD) benchmarking results reveal that Uganda is on the right track with its policies and institutions for WfD. Nonetheless, they fall short of what might be characterized as global good practice. The analysis reveals gaps in specific aspects of policies pertaining to strategy, oversight and service delivery.

Overview of Results

Figure 10 shows the results for the nine Policy Goals in the SABER-WfD framework.⁵ Simple aggregation of the scores that feed into each functional dimension point to the following results: the score for Strategic Framework is at the emerging level, for System Oversight, it approaches the emerging level, and for Service Delivery, it falls at the latent level of development. The findings suggest that Uganda's policies and institutions for WfD grow progressively weaker as the focus shifts from policy conceptualization to implementation. Many of the gaps identified share common root causes, implying that addressing a selected gap may lead to progress on related fronts.

Figure 10: Uganda Benchmarking Results, 2011



Implications of the Results

The BTJET Strategic Plan (2012-2021) envisions reforms that are broadly consistent with the need to narrow the gaps revealed by the SABER-WfD assessment. The experiences of other countries with successful policies and institutions provide specific insights into potential pathways for addressing these gaps. Importantly, their progress has materialized through a process of learning by doing that is supported by continuous and timely feedback to guide implementation and adjustments of policy actions. Experience shows that reforming WfD systems takes time to achieve progress and requires leadership at all levels, willingness to experiment, and perseverance with the reform agenda. Furthermore, progress can be achieved in steps, recognizing that some action among the full menu identified by the SABER-WfD assessment may be prioritized depending on favorable conditions and progress.

The BTJET Strategic Plan articulates specific directions for policy reform. The following actions appear important and could provide a starting point to strengthen current policies and institutions for WfD:

On Strategic Framework:

- Develop an apex-level WfD body to coordinate strategic policies for WfD and to ensure that there is implementation follow-up for the key priorities; and
- Give industry and other relevant stakeholders an active role in planning, oversight and delivery of training.

On System Oversight:

- Strengthen private sector training delivery through appropriate incentives and the development of an accreditation system;
- Refine, implement and evaluate the UVQF as a mechanism to improve the labor market responsiveness of training provision; and
- Reform the system of BTJET financing in order to diversify the funding sources, and use funding mechanisms to create incentives for performance.

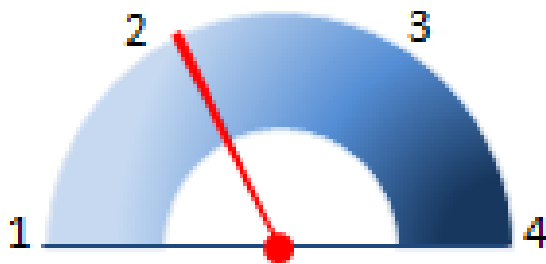
On Service Delivery:

- Experiment with new governance arrangements for public sector training providers to enhance autonomy as well as accountability for results;
- Support training providers to meet quality standards and to deliver market relevant programs; and
- Take concrete steps to foster a culture of monitoring and evaluation to advance workforce development.

⁵ See Annex 6 for the full results.

Detailed Results

Dimension 1 | Strategic Framework⁶



Policy Goal 1

Articulating a Strategic Direction for WfD

Policy Goal 2

Prioritizing a Demand-led Approach

Policy Goal 3

Strengthening Critical Coordination

⁶ The composite scores shown in the dial are the same as the categorical ratings shown on the cover of this report. They have been converted using the rules indicated in footnote 4 on page 5. The categorical ratings conform to the standard presentation of results in the SABER initiative, while the presentation in the dials reveals more detail.

Policy Goal 1 | Articulating a Strategic Direction for WfD



Results of the SABER-WfD benchmarking exercise indicate that for Policy Goal 1 Uganda scores below an established level. This summary result reflects the scores for the three underlying Policy Actions highlighting the degree to which the country prioritizes WfD, whether its priorities are based on assessments of future economic prospects, and whether existing policies take such analyses into account.

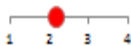
▣ Advocate for WfD as priority for economic development



This Action is scored at the **established** level given the sustained support for WfD in the country's economic development agenda.

The political leadership is highly committed to enhancing the skills of the labor force. Education and training were among the top themes during the 2011 election campaigns. The National Development Plan highlights the importance of WfD for achieving national development goals and includes several sections that stipulate reforms and increased investment for both formal and non-formal training. This sustained leadership is provided by political leaders, Government officials as well as industry and trade union representatives through the Industrial Training Council. While the Ministry of Education and the National Planning Authority (NPA) play key roles in policy development, their roles require greater clarity and coordination to reduce fragmentation and overlap of initiatives to improve workforce skills.

▣ Evaluate economic prospects and implications for skills



This Action is scored at the **emerging** level given that efforts to introduce policies that promote a demand-driven system are beginning to take shape.

Formal economic assessments exist, but are only starting to be used to inform the development of a demand driven training system. The Uganda Bureau of Statistics (UBOS) provides comprehensive information on economic and labor market indicators through surveys such as the Firm Demand Survey (2001), the Urban Labor Force Survey (2009), and the Employment and Earnings Survey (2009). The Investment Climate Assessment and studies on training needs in various sectors are also used as inputs to strengthen the

prioritization of WfD objectives. Since a number of these types of studies tend to be financed by development partners, in moving forward it would be important to coordinate such efforts to provide for routine and timely assessments.

▣ Develop policies to align skills demand and supply



This action is scored at the **emerging** level as the development of policies to align skills demand and supply are informed only by *ad hoc* assessments of skills imbalances.

Skills imbalances identified through various surveys, including several sector specific surveys, have prompted the government to initiate reforms. Reforms include the establishment of the Uganda Vocational Qualifications (UVQF) and new funding mechanisms, as provided for in the BTJET Act of 2008. However, implementation of the UVQF has been slow, and new financing mechanisms including a training levy and a training fund have yet to be implemented.

A broad sub-sector analytical study conducted in 2010 examined the labor market context, the performance of the present BTJET system, and skills implications for agricultural and informal sector development. Findings from these studies informed the design of a 10-year BTJET Strategic Plan approved in 2011. Past efforts at implementing reforms in the BTJET sub-sector have been hampered by insufficient funding and the low priority of BTJET. It remains to be seen how effectively the government will implement reforms in this plan. Rigorous and external reviews would enable a move towards an established system of policy development.

Box 2: Stipulations in the BTJET Act of 2008

- ▣ Broad inclusive definition of BTJET including formal and non-formal training, qualifications from certificate- to diploma-level provided by public and private providers;
- ▣ Separation of training delivery from quality assurance;
- ▣ Commitment to competency-based modular training;
- ▣ Introduction of UVQF under the Directorate of Industrial Training;
- ▣ Articulation of BTJET with education system, recognition of the need to facilitate academic progression through technical education; and
- ▣ Introduction of training levy and training fund.

Policy Goal 2 | Prioritizing a Demand-led Approach



Policy Goal 2 examines the important role users of skills play in influencing WfD outcomes. The Policy Actions under this Goal focus on the following: employers' engagement at the strategic level; government incentive programs for skills upgrading; and efforts to address future skills challenges. Overall the score for this Policy Goal is slightly above the latent level.

▣ Promote demand-driven approach

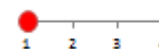


This Action is scored close to the **emerging** level since business and industry are increasingly playing an advisory role in establishing and implementing WfD priorities.

Industry representatives in the Industrial Training Council (ITC) have executive authority with minority voting power. Business representatives participate in the Annual Education Sector Reviews, and increasingly in task forces and groups charged with designing new WfD policies. Industry representatives also participated in the oversight group for the drafting of the new BTVET Strategic Plan. In certain sectors (e.g. construction industry), industry experts strongly influence training initiatives. Further development of the demand driven approach calls routine assessments

to capture changing employer demands for skills and their implications for training.

▣ Strengthen firms' demand for skills to improve productivity



This Action is scored at the **latent** level as no system of incentives and services exists to encourage firms to develop and upgrade the skills of their employees.

The potentially powerful incentives provided for in the proposed training levy in the BTVET Act of 2008 have not yet been implemented. The few programs to incentivize small and micro-sized companies are *ad-hoc* in nature and financed mainly by development partners. The Uganda Industrial Research Institute provides some services to micro and small enterprises in terms of technology development, training and incubation, but its outreach is limited. By establishing a system of incentives, Uganda would be in a better position to strengthen firms' skills demands and improve overall productivity.

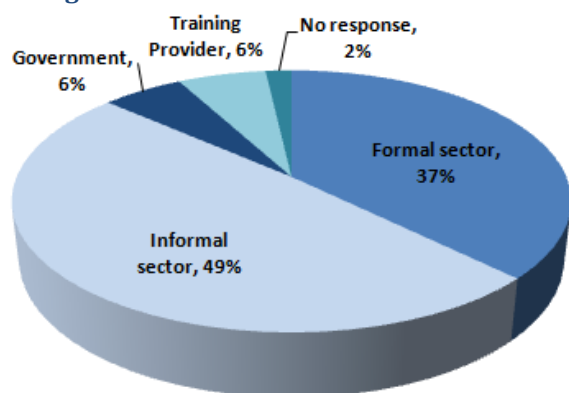
▣ Address critical challenges in the future supply of skills



This Action is scored at the **emerging** level given the *ad hoc* nature of assessments of future skills bottlenecks and the limited implementation of recommendations from the available assessments.

National and regional, as well as sector-specific assessments are predominantly undertaken by development partners. Recommendations are often implemented with significant delay, if at all, and funding implications are not always addressed. For example, the legal framework for the establishment and operation of the UVQF has not been finalized and while funding for WfD in fiscal year 2011-2012 increased significantly, underfunding of reform programs continues to be the norm. Conducting routine and timely assessments to inform policy reforms, and promptly implementing subsequent recommendations supported by adequate funding would enable Uganda to more effectively address critical challenges in the future supply of skills.

Box 3: Employment destination of BTVET graduates

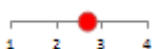


Source: Wilberforce and Mummmenthey 2011, Table 49.



Policy Goal 3 examines the strength of critical coordination among key stakeholders to ensure effective WfD. The first Policy Action associated with this Goal is concerned with the quality of coordination mechanisms among WfD leaders; the second, with how formally roles and responsibilities are defined; and the third, with the existence and quality of regular interaction among stakeholders. Uganda scores at the **emerging** level of development for this Policy Goal.

▣ Ensure coherence of key strategic WfD priorities



The score for this Action approaches the **established** level since formal mechanisms for assuring coherence of priorities exist but their scope is not universal.

Key leaders at the apex level are actively involved in strategic WfD matters through formal structures, such as the Industrial Training Council (ITC) and the Sector-wide Approach (SWAp) mechanism led by the MoES. The ITC involves leaders from the MoES, the most important employers and industry associations, trade unions and key civil society organizations. Notable in Uganda is the apex level involvement of the Uganda Association of Private Vocational Institutions (UGAPRIVI).

However, the ITC is not an overall apex level body for WfD since its current mandate is limited to the implementation of the UVQF. Similarly, although core strategic initiatives are coordinated by the Annual Education Sector Review, the role of private sector representatives is new and their engagement remains informal. The establishment of a unified apex level body, as stipulated in the BTJET Strategic Plan, would improve coherence, coordination and efficiency for key strategic WfD priorities.

▣ Institutionalize the structure of WfD roles and responsibilities



This Action is scored at the **emerging** level because roles and responsibilities of WfD stakeholders, while defined, still lack coherence.

Although there is a legal structure defining the roles and responsibilities of WfD stakeholders in the BTJET Act of 2008, responsibilities remain dispersed among different organizations and organizational units, both within and outside of the MoES which is the institution assigned with major regulatory and management responsibilities for WfD. For example, 16 different organizational units within MoES have responsibility for implementing and managing some aspect of BTJET. The division of responsibilities for management information systems, monitoring and evaluation and other functions tend to overlap. Establishing a unified, overarching WfD authority, as recommended in the BTJET Strategy, would improve the currently fragmented institutional structure.

▣ Facilitate communication and interaction among all WfD stakeholders

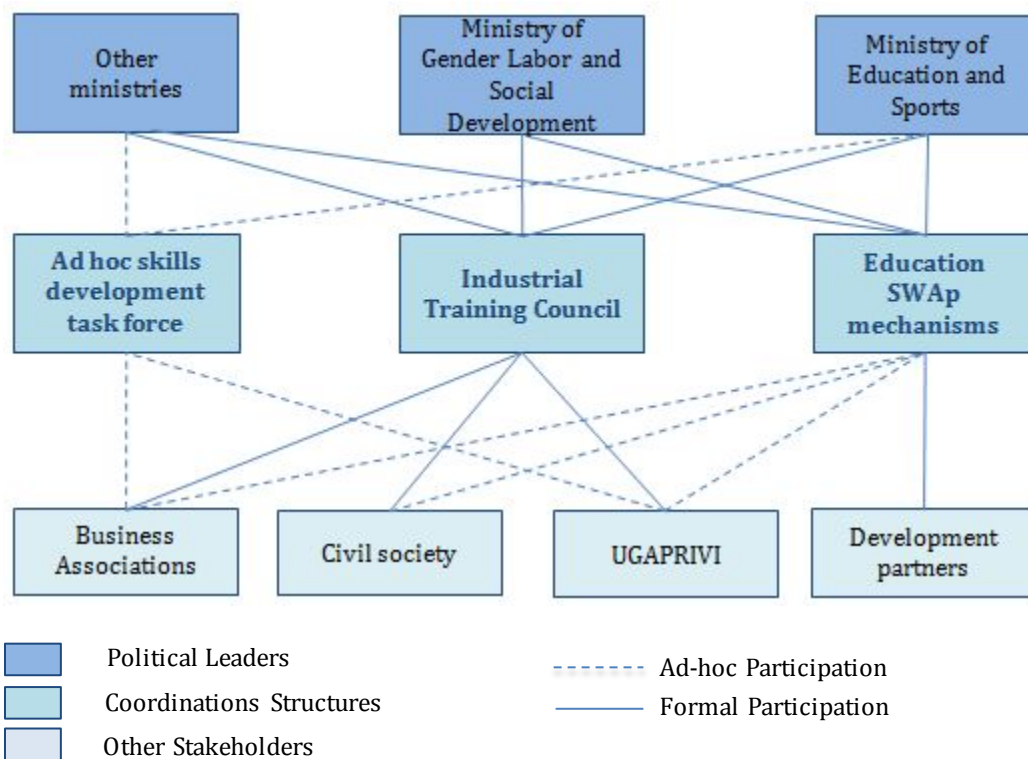


This Action is scored at the **emerging** level given the informal nature of the structures that facilitate communication and interaction among key stakeholders.

Although there are some formal mechanisms in place that bring WfD stakeholders together, including the ITC and the SWAp mechanisms, communication and interaction remain weak. Mandatory industry membership in every governing board for all training providers, as articulated in the BTJET strategy, would improve stakeholder representation and ensure more demand-oriented training.

The creation of mechanisms such as the Skills Development Networks (SDN), which facilitate the emergence of skills upgrading programs for the construction and hospitality sectors are innovative means of facilitating interaction at the sectoral level. In moving forward it would be important to review their effectiveness and consider extending and formalizing networks when making budget decisions on sector investment.

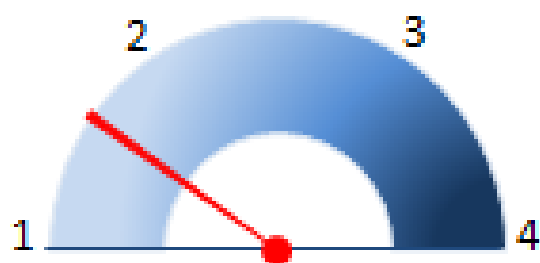
Box 4: Current Coordination Structures in BTJET



Source: compiled on the basis of information from Franz and Twebaze 2011.

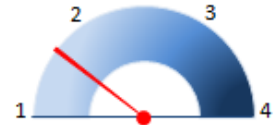
Detailed Results

Dimension 2 | System Oversight⁷



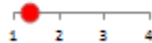
Policy Goal 4	Diversifying Pathways for Skills Acquisition
Policy Goal 5	Ensuring Efficiency and Equity in Funding
Policy Goal 6	Assuring Relevant and Reliable Standards

⁷ The composite scores shown in the dial are the same as the categorical ratings shown on the cover of this report. They have been converted using the rules indicated in footnote 4 on page 5. The categorical ratings conform to the standard presentation of results in the SABER initiative, while the presentation in the dials reveals more detail.



Policy Goal 4 examines the diversity of programs and ease of movement between them, whether or not the system facilitates skills upgrading by providing information on emerging trends and recognition of prior learning, and how well the system is able to adapt to changing skills demand. The score for this Policy Goal is close to the emerging level.

▣ Foster articulation across levels and programs



This Action is scored slightly above the **latent** level because, with few exceptions, articulation arrangements are absent and incentives are not in place to foster them.

There are some exceptions at higher education level. One example is the Kyambogo University which reduces tuition time for students who hold an Advanced Craft Certificate. Increasing access to credit transfer schemes and providing system-wide incentives to grow such schemes, would increase the ability of students to move across programs and levels.

▣ Promote life-long learning



This Action scores at the **emerging** level because of the government's strong commitment to provide life-long learning; however, systematic career counseling is not in place, with activities consisting mostly of privately-financed and *ad hoc* effort by individual institutions.

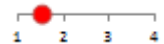
A good step forward is the government's Non-Formal Skills Development Program which was implemented beginning in 2010. The first round of training has already benefited some 20,000 mostly young people. While the program is still *ad hoc*, it is the government intention to mainstream it under the BTVET Strategic Plan and make it a part of the regular system of training provision. Accordingly, the Plan envisions the allocation of significant resources to support non-formal training. The government's commitment will

broaden the opportunities for individuals to acquire for job-oriented learning.

Uganda facilitates the recognition of prior learning through the open trade testing opportunities administered by the DIT, which are planned to be continued under the UVQF. The Workers Passport, a new instrument for the recognition of low level, informally-acquired skills, is currently being implemented. Its articulation with the UVQF needs careful attention to avoid creating a competing system of qualification.

There are few resources for individual job seekers to identify opportunities for skills upgrading and employment. As a result, personal contacts are the main source of information about training and job opportunities. Organized efforts to identify and place talent focus disproportionately on executive skills.

▣ Set policies and procedures to renew programs

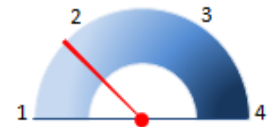


This Action scores below the **emerging** level since there are no standardized requirements for opening, adjusting or closing programs. Decisions on program offerings are rarely based on labor market analyses and consistent input from industry.

Procedures for introducing new programs are supply-driven. Although public training institutions have a right to select their own program offerings, in practice, providers' choices are restricted to curricula already recognized by NCDC. As a result, the range of courses offered in public institutions tends to remain static.

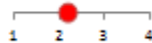
Decisions for adjusting or closing programs lack consistent standards and procedures. Key standards such as industry consultations, availability of qualified staff and equipment, and labor market analyses would help to inform decision making and promote more relevant program offerings.

Policy Goal 5 Ensuring Efficiency and Equity in Funding



Policy Goal 5 focuses on the government's role in funding WfD, ensuring efficient and effective use of the available funds, and in fostering partnerships that can multiply the resources available to encourage and support investment in WfD by individuals and employers. The score for this Policy Goal is below the emerging level of development.

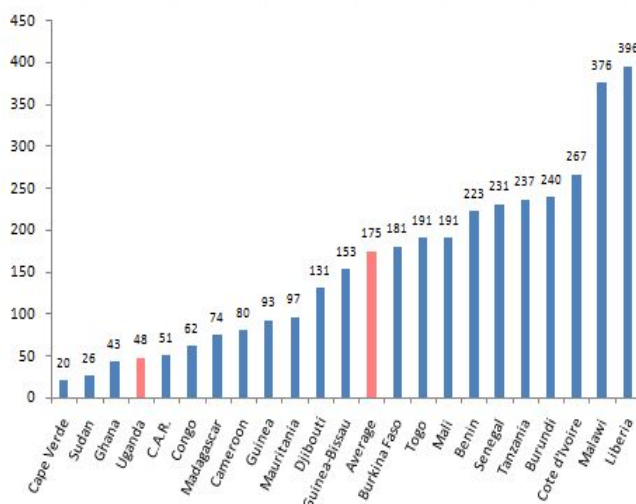
Articulate funding strategy



This Action is scored at the **emerging** level given the existence of a systematic process for developing an annual funding plan and the ongoing efforts to evaluate the effectiveness of funding allocation strategies.

Although budget allocation is informed by key stakeholders, the principles and rules underpinning the funding strategy are not subject to systematic evaluation. In addition, public spending in BTNET remains low relative to other countries in Sub-Saharan Africa and training institutions are severely underfunded. However, the increased allocation for BTNET in the budget year 2011-12 is promising.

Box 5: Public Recurrent Unit Expenditure for TVET as % of GDP per capita, circa 2009



Note: Regional average includes data for Niger which are not shown
 Note: Latest data available between 2006-2009 (Uganda from 2009)
 Source: Franz and Twebaze 2011, 28.

Overall, public spending on BTNET remains modest, but is expected to rise in the coming years. According to official data, more than 40% of revenues of public training institutions are fees collected from private households. The heavy reliance on household contributions may limit disadvantaged populations from accessing public training. Although providers have considerable freedom to engage in income generating activities, revenue generated through this mechanism remains low. The flexibility embedded in the current system creates an opportunity to take advantage of previously untapped sources of funding such as the training levy and a competitive training fund outlined in the BTNET Act of 2008.

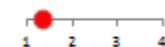
Allocate funds to achieve efficient results



This Action is scored at slightly below the **emerging** level because although there is a formal process to allocate funds, no explicit criteria are in place to review the effectiveness or efficiency of budget allocations.

Further, there are no explicit criteria to encourage performance or efficiency in spending. The current system promotes inefficiencies in allocation and inequalities among training providers. Funding principles are not tied to enrolment and outcomes such as the number of graduates, and the placement of graduates in internships and jobs.

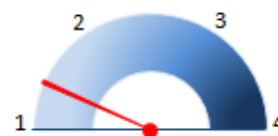
Foster partnerships



This Action is scored at the **latent** level due to the absence of systemic arrangements for the WfD authority to collaborate with industry and other key stakeholders.

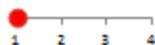
Industry experts occasionally provide technical inputs in setting standards and testing, and some companies provide industrial attachment places for students in post-secondary training programs. Company-based training takes place largely outside the realm of the mainstream BTNET system. The groundwork for partnership has been laid and the introduction of the training levy outlined in the BTNET Act of 2008 could formalize and increase employer's contribution to skills development.

Policy Goal 6 | Assuring Relevant and Reliable Standards



Policy Goal 6 focuses on assuring the quality of both the services offered by training providers and of the skills acquired by individuals through credible procedures for accreditation and skills certification. The score for this Policy Goal falls close to the latent level.

Specify accreditation standards



This Action is scored at the **latent** level due to the limited coverage of the current licensing and registration system and the inadequate nature of the standards established.

Only private institutions that want to offer formal training programs are effectively required to register, with the consequence that large segments of the training provision including the totality of the public providers are not required to obtain licenses. Existing licensing standards are based on those for the general education system and not aligned with modern accreditation principles for WfD institutions. However, the BTVET Strategic Plan acknowledges the importance of a comprehensive accreditation system that covers both public and private training providers and that is interlinked with a quality management system. Implementation of these provisions could increase the scope and appropriateness of the current licensing/registration system.

Strengthen skills testing and certification

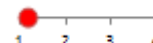


This Action is scored at the **emerging** level because competency-based testing aligned with international standards has been piloted in key occupations but is limited in scope and plans for scaling up the system are not clear.

Due to past budget constraints the UVQF has so far only been implemented on a pilot basis and in non-formal training programs. Up to 2010, 59 occupational profiles and 35 Assessment and Training Packages (ATP) had been developed and piloted in 80 institutions. In 2010 competency based assessments were introduced on a country-wide basis for non-formal training. Testing in formal long-term technical and vocational education, in particular at higher levels has remained under a

parallel curricula-based certification system. The recent establishment of the UBTEB, a new certification body for this type of testing, suggests that formal training will remain under a new separate qualification system, without the benefit of industry influence that characterizes the UVQF (Box 6).

Assure credibility of accreditation and of skills certification

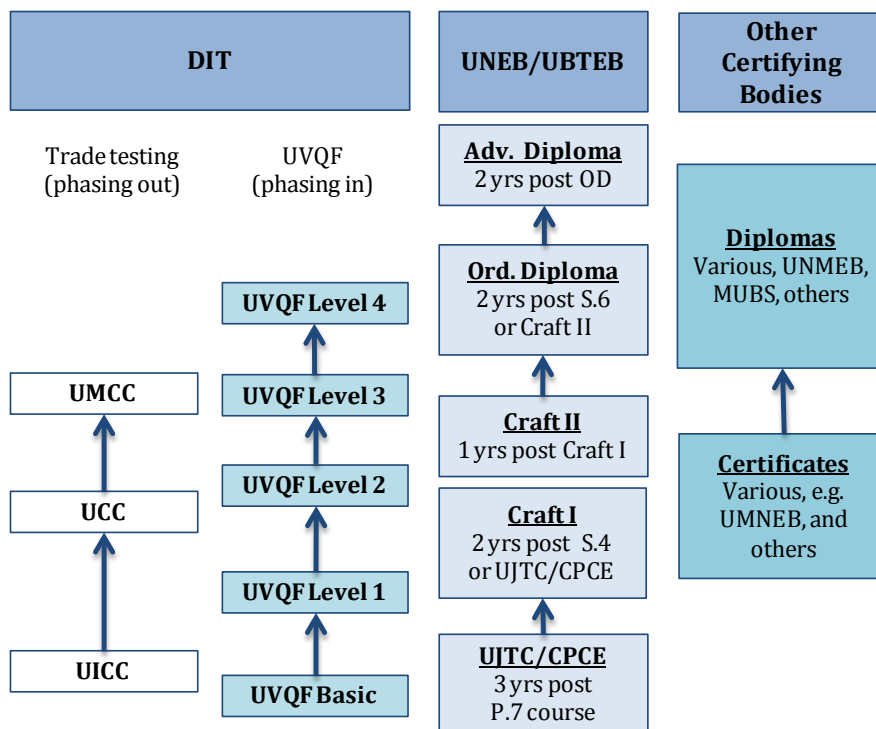


This Action is scored at the **latent** level because accreditation standards are not sufficiently developed, let alone enforced, and there is considerable incoherence in the establishment of skills testing.

Lax enforcement means that many private institutions bypass licensing/registration⁸ even though it is a mandatory condition for operation under the Education Act. The Universal Post Primary Education and Training (UPPET) program, which makes licensing/registration a pre-condition for government subsidies, incentivizes providers to seek registration; however, only 16 private institutions participated in this scheme in 2010. The licensing/registration process is prohibitively costly and bureaucratic since it requires providers to make several visits to the MoES in Kampala. Successful applicants have few incentives to maintain and improve quality standards. Once granted, registration is not subject to renewal requirements; inspections for oversight of quality do not effectively target private providers. Both the UVQF and the UNEB promulgate skills testing standards. The scope of the UVQF is still being clarified and even though rules and procedures of the external testing system appear transparent, they have yet to be implemented. The UNEB is supposed to transfer responsibility of formal BTVET skills certification to the UBTEB. Credibility would increase with system stability and appropriate mechanisms for articulation between these two certification systems.

⁸ Licensing and registration are two different steps to formalize the status of a training institution. The former is a temporary first step that must then be followed by registration. Both steps are formally required.

Box 6: Parallel systems of skills certification

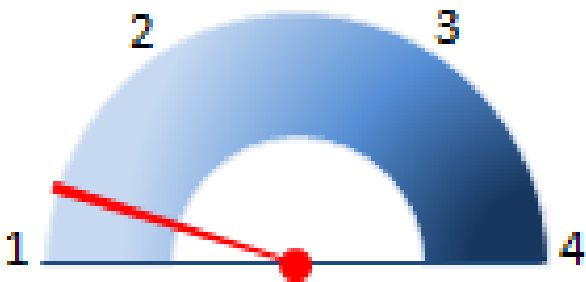


Acronyms refer to the following: DIT: Directorate of Industrial Training; UVQF: Uganda Vocational Qualifications Framework; UNEB: Uganda National Examinations Board; UBTEB: Uganda Business and Technical Education Board; UMCC: Uganda Master Craft Certificate; UCC: Uganda Craft Certificate (or Uganda College of Commerce (depending on context); UICC: Uganda Intermediate Craft Certificate; UJTC: Uganda Junior Technical Certificate; CPCE: Community Polytechnic Certificate of Education; UNMEB: Uganda Nurses and Midwives Examination Board; MUBS: Makerere University Business School; OD: ordinary diploma; S.6: "A" levels; S.4: "O" levels; and P.7: completed primary.

Source: authors' construction.

Detailed Results

Dimension 3 | Service Delivery⁹



Policy Goal 7	Fostering Relevance in Training Programs
Policy Goal 8	Incentivizing Excellence in Training Provision
Policy Goal 9	Enhancing Accountability for Results

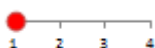
⁹ The composite scores shown in the dial are the same as the categorical ratings shown on the cover of this report. They have been converted using the rules indicated in footnote 4 on page 5. The categorical ratings conform to the standard presentation of results in the SABER initiative, while the presentation in the dials reveals more detail.

Policy Goal 7 Fostering Relevance in Training Programs



Policy Goal 7 is concerned with the strengthening of linkages with industry and research institutions, the integration of industry inputs into the design of training programs, and provision for enhancing the competence of administrators and instructors in training institutions. Uganda's score for this policy goal is slightly above the latent level of development, reflecting limited advances on all three policy actions.

▣ Link training, industry, and research institutions

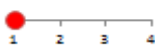


This Action is scored at the **latent** level as industry's stake in training delivery is confined to offering industrial attachments in some BTJET streams; and links between training and research institutions are limited as well.

While industrial attachments provide contact between training institutions and industry, the scope of cooperation between these parties is limited. Skills Development Networks seek to strengthen collaboration between the world of work and training institutions, but the Networks are small, donor-funded projects and their sustainability is uncertain.

The BTJET Strategic Plan envisions sector-specific centers of excellence that could help strengthen linkages between training providers and research institutions, thus improving the quality of training and ensuring that the content keeps pace with technological advances.

▣ Design training with industry inputs



This Action is scored at the **latent** level as industry stakeholders are usually not represented on the governing boards of public institutions, and thus exert little influence over the identification and prioritization of training provision at the institutional level.

Employers have views about the content of BTJET courses (see Box 7) but their influence over curriculum and specification of training equipment is limited. Industry provides input for the development of formal BTJET programs through the National Curriculum Development Center (NCDC), however, it is usually confined to feedback after drafts have been prepared. Actual influence on training content can be expected to

improve when the UVQF becomes the main instrument for engaging industry experts in the formulation of competency standards. Currently, the UVQF pertains only to non-formal training.

▣ Improve competence of administrators and instructors

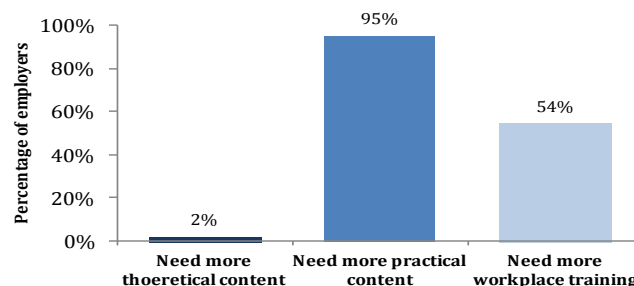


This Action is scored at almost the **emerging** level because while an explicit staff development plan exists, the lack of industry experience among administrators and instructors remains an obstacle.

A system to improve instructors' skills and qualifications is developing. The *Draft Plan for Development of Technical Teachers, Instructors, and Health Tutors* promises to strengthen instructor skills and qualifications. Systematic capacity building programs for instructors and heads of training institutions have been launched in recent years, and competency-based qualifications developed. Initiatives are still limited in scope and are fully financed by development partners. However, the new Plan draws considerable attention to the need to increase capacity for training instructors based on updated and relevant technical teachers and instructors' qualifications.

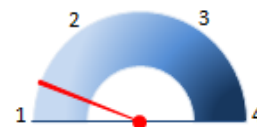
While instructors and headmasters in training institutions must meet minimum academic qualifications, more can be done to increase their practical industry experience. Mechanisms of recruitment and retention on the basis of performance are largely absent. Many technical instructors often do not meet the specified formal entry requirements and are thus hired on temporary contracts.

Box 7: Employer views on BTJET courses



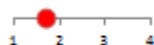
Source: Wilberforce and Mummenthey 2011, Table 52.

Policy Goal 8 Incentivizing Excellence in Training Provision



Policy Goal 8 examines the diversity in training provision and the incentives to encourage private providers to meet WfD standards and to motivate public institutions to respond to the evolving demand for skills. The score for this Policy Goal is close to a latent level of development.

▣ Promote diversity in training provision

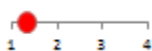


This Action is scored close to the **emerging** level as there is a substantial diversity in training provision but not an established system of incentives for training provision by private providers.

The field of private providers is relatively large, comprising some 1,000 providers with enrollment exceeding 100,000. The range of courses offered is likely wider than in public institutions. Due to the high presence of faith-based organizations and NGOs, the private provider segment, unlike in many other countries, also offers a considerable range of technical occupations. Many private providers have an excellent to good reputation among employers (see Box 8).

The large diversity of training providers stems mainly from the ease of entry into the training market rather than from an established incentive system for training provision (and the lack of quality assurance; see Policy Goal 6). Under current arrangements, very few non-state providers benefit from government training grants, and many locations such as rural and conflict-affected areas are under-served. The system of incentives has not been reviewed for effectiveness. However, the development of new incentive schemes is envisaged in the new BTNET Strategic Plan.

▣ Incentivize private providers to meet WfD standards



This Action is scored at just above the **latent** level due to the inadequacy of incentives for private institutions to improve and maintain expected standards; and the limited participation of private providers in publicly-sponsored training schemes.

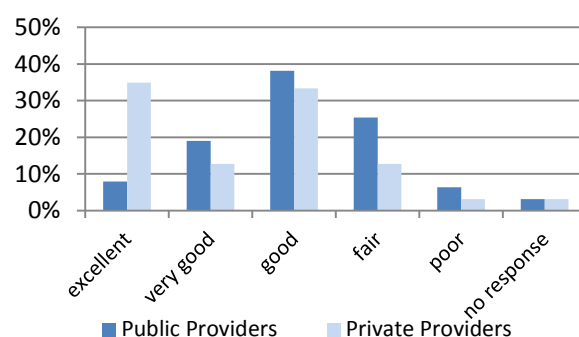
Under current arrangements, providers intending to offer formal BTNET programs must formally register.

However, registration is not subject to renewal and there is no arrangement to ensure continued adherence to WfD standards.

UGAPRIVI provides effective support to private training providers. It offers upgrading training for technical teachers and headmasters, sensitization to the UVQF, and the distribution of ATPs to private providers. It is the principal implementing agency for development partners' programs that support private providers. As such, UGAPRIVI has taken over important functions to facilitate quality improvements in the private training market.

Expanding non-state providers' participation in publicly sponsored training schemes would be beneficial, but

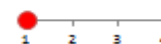
Box 8: Employers' perception of training quality



Source: Wilberforce and Mummmenthey 2010, Table 49.

only a few institutions with outstanding performance have been selected to participate at present. The BTNET Strategic Plan envisages an expanded program under which private providers would receive, on a competitive basis, financial and technical support to improve the quality of their training services.

▣ Motivate public institutions to respond to demand for skills



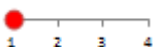
This Action is scored at the **latent** level in light of the absence of mechanisms or processes to ensure training institutions are demand driven. There are no performance contracts for heads of institutions and staff and no defined output targets guide institutional operations.

Policy Goal 9 Enhancing Accountability for Results



Policy Goal 9 is concerned with systemic monitoring and evaluation of the demand for skills; procedures for data collection and management; and level of attention to outcomes, efficiency and innovation in service delivery. The score for this Policy Goal is close to the latent level.

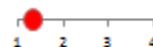
Strengthen monitoring and evaluation



This Action is scored at a **latent** level given the lack of easily obtainable data relating to workforce development and the limited attention to the evaluation of skills demand.

There are a considerable number of *ad hoc* studies, for example, a comprehensive BTJET subsector study which was prepared as the basis of the BTJET strategic plan. However, data are not consolidated in a single office or website that maintains and shares a comprehensive overview of available knowledge on WfD and skills demand.

Specify reporting requirements by training institutions

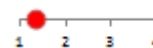


This Action is scored slightly higher than the **latent** level as data from public training institutions are collected; however, the data are neither comprehensive nor sufficiently consolidated in one centralized database that is publically available and systematically used for analysis.

Management information data are collected by the Education Management Information System (EMIS) and from the BTJET Department. EMIS data are published, but their quality and scope is deficient. For example, no data are available on enrolments by program. The BTJET Department has more detailed information, but the information is not consolidated, analyzed or published. Data on examination results are kept by the relevant examination offices but they are not tabulated, analyzed, or made publicly available. Non-state providers, however, are not required to report unless they are part of the formal BTJET system. UGAPRIVI maintains a database on selected management information for private providers, but submission of data is voluntary. The National Council for Higher

Education collects and publishes data of tertiary BTJET institutions."

Increase focus on outcomes, efficiency and innovation



This Action is scored at just above the **latent** level since there is some evidence of data collection but no system for continuous feedback to improve skills development policies and delivery.

Occasionally, *ad hoc* tracer studies were conducted in the context of projects financed by development partners. The launch of the first ever comprehensive national tracer study in 2011 marks the beginnings of a more systematic approach to collecting data on training outcomes. Under the BTJET Strategic Plan, consideration is being given to major systemic reforms including the introduction of performance-based funding, decentralization of authority to training institutions and more assiduous implementation of the UVQF. In order to guide the implementation of these reforms to achieve their expected impact, Uganda would benefit from the establishment of systematic monitoring and evaluation arrangements. Elements of these arrangements include establishing an integrated system of labor market monitoring, data collection and usage of analysis for decision-making (see Box 9).

Box 9: Enhancing Accountability for Results

Labor market information

- Analysis of existing data sources for BTJET planning purposes
- Tracer studies
- Skills needs assessment

BTJET management information

- For public and private providers
- Data on enrollment, completion, funding, teachers, schools, etc.

Quality management systems

- In public and private BTJET institutions
- In regulatory institutions

Source: authors' construction.

Annex 1 | Analytical Framework of SABER-WfD

Dimension 1: Strategic Framework

Aligning WfD to national goals for productivity, growth and poverty reduction

Policy Goal 1: Articulating a strategic direction for WfD

Policy Action 1: Advocate for WfD as a priority for economic development

Policy Action 2: Evaluate economic prospects and its implications for skills

Policy Action 3: Develop policies to align skills demand and supply

Policy Goal 2: Prioritizing a demand-led approach to WfD

Policy Action 4: Promote demand-driven approach

Policy Action 5: Strengthen firms' demand for skills to improve productivity

Policy Action 6: Address critical challenges in the future supply of skills

Policy Goal 3: Strengthen critical coordination

Policy Action 7: Ensure coherence of key strategic WfD priorities

Policy Action 8: Institutionalize WfD roles and responsibilities

Policy Action 9: Facilitate interaction among all WfD stakeholders

Dimension 2: System Oversight

Governing the system to achieve desired goals

Policy Goal 4: Diversifying pathways for skills acquisition

Policy Action 10: Foster articulation across levels and programs

Policy Action 11: Promote life-long learning

Policy Action 12: Set policies and procedures to renew programs

Policy Goal 5: Ensuring efficiency and equity in funding

Policy Action 13: Articulate funding strategy

Policy Action 14: Allocate funds to achieve efficient results

Policy Action 15: Foster partnerships

Policy Goal 6: Assuring relevant and reliable standards

Policy Action 16: Specify accreditation standards

Policy Action 17: Strengthen skills testing and certification

Policy Action 18: Assure credibility of accreditation and of skills certification

Dimension 3: Service Delivery

Ensuring tangible results on the ground

Policy Goal 7: Fostering relevance in training programs

Policy Action 19: Link training, industry, and research institutions

Policy Action 20: Design training with industry inputs

Policy Action 21: Improve competence of administrators and instructors

Policy Goal 8: Incentivizing excellence in training provision

Policy Action 22: Promote diversity in training provision

Policy Action 23: Incentivize private providers to meet WfD standards

Policy Action 24: Motivate public training institutions to respond to demand for skills

Policy Goal 9: Enhancing accountability for results

Policy Action 25: Strengthen monitoring and evaluation

Policy Action 26: Specify reporting requirements by training institution

Policy Action 27: Increase focus on outcomes, efficiency and innovation

Annex 2 | Benchmarking Results

Strategic Framework	2.1	Articulating a Strategic Direction	2.5	Advocate for WfD as priority for economic development	3.0
				Evaluate economic prospects and its implications for skills	2.2
				Develop policies to align skills demand and supply	2.3
		Prioritizing a Demand-led Approach	1.4	Promote demand-driven approach to WfD	1.7
				Strengthen firms' demand for skills to improve productivity	1.0
				Address critical challenges in the future supply of skills	1.7
		Strengthening Critical Coordination	2.2	Ensure coherence of key strategic WfD priorities	2.7
				Institutionalize WfD roles and responsibilities	2.0
				Facilitate interaction among all WfD stakeholders	2.0
System Oversight	1.6	Diversifying Pathways for Skills Acquisition	1.4	Foster articulation across levels and programs	1.3
				Promote life-long learning	2.0
				Set policies and procedures to renew programs	1.5
		Ensuring Efficiency and Equity in Funding	1.6	Articulate funding strategy	2.2
				Allocate funds to achieve efficient results	1.7
				Foster partnerships	1.3
		Assuring Relevant and reliable Standards	1.7	Specify accreditation standards	1.0
				Strengthen skills testing and certification	2.0
				Assure credibility of accreditation and of skills testing	1.2
Service Delivery	1.3	Fostering Relevance in Training Programs	1.3	Link training providers, industry and research institutions	1.0
				Design training with industry inputs	1.0
				Improve competence administrators and instructors	1.8
		Incentivizing Excellence in Training Provision	1.3	Promote diversity in training provision	1.7
				Incentivize private providers to meet WfD standards	1.3
				Motivate public training institutions to respond to the demand for skills	1.0
		Enhancing Accountability for Results	1.2	Strengthen monitoring and evaluation	1.0
				Specify reporting requirements by training institutions	1.3
				Increase focus on outcomes, efficiency and innovation	1.3

Annex 3 | Acronyms

ATP	Assessment and Training Packages	UNEB	Uganda National Examinations Board
BTVET	Business, Technical and Vocational Education and Training	UPPET	Universal Post Primary Education and Training program
CPCE	Community Polytechnic Certificate of Education	UVQF	Uganda Vocational Qualifications Framework
DIT	Directorate of Industrial Training	WfD	Workforce Development
EMIS	Education Management Information System		
GDP	Gross Domestic Product		
ITC	Industrial Training Council		
MoES	Ministry of Education and Sports		
MoPS	Ministry of Public Service		
MUBS	Makerere University Business School		
NCDC	National Curriculum Development Centre		
NGO	Non-governmental organization		
NPA	National Planning Authority		
OECD	Organization for Economic Cooperation and Development		
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality		
SDN	Skills Development Networks		
SWAp	Sector-wide Approach mechanism		
TVET	Technical and Vocational Education and Training		
UBOS	Uganda Bureau of Statistics		
UBTEB	Uganda Business and Technical Education Board		
UCC	Uganda Craft Certificate		
UGAPRIVI	Uganda Association of Private Vocational Institutions		
UICC	Uganda Intermediate Craft Certificate		
UJTC	Uganda Junior Technical Certificate		
UMCC	Uganda Master Craft Certificate		
UNMEB	Uganda Nurses and Midwives Examination Board		

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Annex 5 | Informants

The analysis is mainly based on the findings of the BTVET sub-sector study commissioned in 2010 by the Ministry of Education and Sports and financed by the Belgian Development Cooperation / BTC and the World Bank. During this sub-sector study, more than 300 stakeholders were interviewed. These included experts, representatives and decision-makers from the Ministry of Education and Sport and many other ministries and public organizations, the private sector including the informal sector, NGOs and civil society, headmasters and trainers in formal and non-formal, public and private BTVET institutions and development partners. These informants are all listed in the Synthesis Report of the BTVET Sub-sector Analysis titled *Recommendations to Improve the BTVET System in Uganda* of March 2011.

Annex 6 | Validation Workshop Report

January 23rd – 24th, 2012, Kampala, Uganda

Description

Members of the SABER WfD team traveled to Kampala, Uganda to support a workshop based on the SABER Workforce Development Country Report for Uganda. The two-day workshop was held on January 23-24th and was organized under the leadership of Sukhdeep Brar, the Bank's local TTL for education. The main objectives of the workshop were twofold: i) trial the effectiveness of the SABER WfD tool in terms of the accuracy of its analysis of the Ugandan WfD context; ii) assist the Ugandan government and relevant stakeholders in identifying priority actions for reform based upon recommendations contained in the BTVET Strategic Plan.

Participation

In addition to HQ and local Bank representatives, the workshop was attended by Jutta Franz, the consultant responsible for data collection and drafting Country Report, and 35 select local participants that included Ugandan government officials, development partners and representatives of the Ugandan industry and private BTVET providers.

Summary

The methodologies employed over the course of the workshop proved generally effective. A series of presentations on the first day included an overview of the Strategic Plan for Skilling Uganda by Henry Okinyal, head of the Directorate of Industrial Training. This set a constructive tone for the workshop by highlighting how the Strategic Plan gives Uganda the unique potential to move forward and address many of the key challenges articulated by the Country Report. Subsequent presentations by Jee-Peng Tan and Jutta Franz were well received as they familiarized participants with the purpose of the SABER-WfD tool and the rationale for the assessment of Uganda's Workforce development as captured in Country Report. The afternoon consisted of small group work sessions, where participants examined the structure and content of the data collection instrument and the findings within the Country Report. The Country Report's findings withstood close scrutiny by workshop participants and the Report's accuracy was affirmed by participants' comments both during the workshop and in post-workshop evaluations.

Due to time constraints, the second group work session dealing with the identification of priority reforms within the BTVET Strategic Plan was held on the second day and the format was changed to an open plenary discussion. While a smaller group setting would have lent itself better to this activity given the complexity of the Strategic Plan for Skilling Uganda and its recommended actions, *the important objective of moving dialogue from considerations of WfD challenges towards the importance of prioritizing actions for reform was ultimately achieved.* Subsequently, a panel of high-profile WfD stakeholders and Jee-Peng Tan explored a key issue in the prospects for WfD reform in Uganda: how best to fast-track the enhanced involvement of industry for delivery of skills. The panel discussion generated stimulating discussion, offered a series of recommendations, and according to post-workshop evaluations, the panel was one of the most informative components of the workshop.

To conclude the workshop, participants were asked to vote for two of seven priority actions drawn from the dialogue over the course of the workshop and the Skilling Uganda Strategy. Two clear winners emerged, which in turn can serve as the basis for focusing and advancing policy dialogue around the implementation of the Strategy in the near term. *The action receiving the most votes was to proceed with plans to target a key priority sector, such as oil, for the implementation of key WfD reforms related to promoting a demand-driven system. Placing in second was the establishment of an apex WfD authority, with the mandate and capacity to coordinate the implementation of subsequent reforms.*

Conclusions

Accuracy of Country Report: Initial and post-workshop feedback from participants evidenced that overall, the SABER-WfD Report was well received and considered a valuable tool for furthering WfD policy dialogue in the country. While there were some small discrepancies raised regarding the Report's detailed findings, participants largely agreed that when they looked at the Report, it reflected the Ugandan reality. Aside from receiving high marks for its accuracy, the Report also earned positive feedback from participants regarding its relevance and utility within the Ugandan context. Uganda faces a series of challenges in WfD, but the Report was effective in identifying where Uganda has made progress and in turn, it helped focus on key areas where actions can be taken to build upon the progress that has been made.

Identifying Priority Actions: The Ugandan government recently endorsed a comprehensive Strategic Plan for WfD reform. The Country Report provided the basis for a focused dialogue around Uganda's pertinent WfD challenges, and the structure of the workshop presented multiple opportunities to key in on priority actions for addressing those challenges. Paramount among the series of actions that were discussed at length, was developing effective mechanisms for engaging industry in the WfD system and prioritizing a demand-driven approach. The panel discussion was effective at presenting multiple examples of how this could be approached, and the voting at the end of the workshop evidenced a consensus around the need to take action in this area.

Global Utility of SABER-WfD Framework: The SABER-WfD work received positive reception for the analytical framework that is used to collect data and develop the Country Report. Participants from among international development partners indicated that the framework might be beneficial in bringing a more normative approach to how donors support WfD in partner countries. One raised the potential utility of hosting a training that centered on the SABER-WfD tool. These comments further evidence that the SABER-WfD tool can be effective at bringing a degree of coherence to the complex issues of workforce development and in-country dialogue between partners and government.

Partnership with Field Office: The success of this workshop can in no small part be attributed to the efforts of Sukhdeep Brar, and her local Bank colleagues Agnes Kaye and Innocent Mulindwa, in advance and over the course of the two day event. Sukhdeep and her team were able to bring in a broad representation of engaged stakeholders. Furthermore, the relationships that Sukhdeep has worked to cultivate with local stakeholders created a positive and productive environment for presenting the SABER-WfD tool and facilitating focused dialogue around potential next steps for strengthening WfD in Uganda.

Annex 6 | Benchmarking Rubrics

Functional Dimension 1: Strategic Framework					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
1. Articulating a Strategic Direction for Workforce Development	<i>Advocate for WfD as a priority for economic development</i>	▪ WfD is not prioritized in national economic development.	▪ Political and other leaders recognize the importance of WfD for economic development; economic development plans have identified a few WfD priorities.	▪ Political and other key leaders in industry provide sustained support for WfD; economic development plans assess and specify several WfD priorities that are being implemented.	▪ WfD is fully integrated into national policies and strategies, reflecting a holistic approach ¹⁰ to WfD; economic development plans formally assess and specify a wide range of WfD priorities that are supported by implementation plans and budgets, these are subject to continuous evaluation and improvements .
	<i>Evaluate economic prospects and its implications for skills</i>	▪ The concept of a demand-driven approach ¹¹ to WfD has yet to emerge .	▪ A demand-driven WfD strategy is beginning to take shape but policy reforms are often impeded by various difficulties.	▪ A demand-driven WfD strategy informed by appropriate analyses is accompanied by some policy reforms that have been implemented.	▪ A well-informed demand-driven WfD strategy with continuous evaluation and improvements has been internalized as a standard practice.
	<i>Develop policies to align skills demand and supply</i>	▪ Policies are being developed but are not based on formal analyses of skills demand.	▪ A few policies have been developed on the basis of occasional assessments to address imbalances between skills demand and supply; these policies and interventions are subject to in-house reviews .	▪ A range of policies based on occasional and routine assessments by government and independent WfD stakeholders have been implemented to address skills imbalances; these are subject to routine in-house reviews and independent external evaluations .	▪ Policies are formulated on the basis of well-informed analyses , including assessments by independent organizations, and they are routinely reviewed and updated with inputs from relevant stakeholders to ensure program offerings fit the economic climate and demands for new skills.

¹⁰ A holistic approach is one that addresses multiple dimensions of skills development, including: (a) aligning skills training to employers' needs and national goals for productivity, growth and poverty reduction; (b) governing the system to achieved the desired national goals, and (c) ensuring tangible results on the ground.

¹¹ In a demand-driven strategy, the demand for skills drives the supply of training services. Arrangements to achieve this relationship between skills supply and demand include: the involvement of employers in shaping training policies and provision, financing tied to employment outcomes, etc.

Functional Dimension 1: Strategic Framework					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
2. Prioritizing a Demand-led Approach	<i>Promote a demand-driven approach</i>	▪ There is limited or no attempt to incorporate business and industry inputs in establishing and implementing WfD priorities.	▪ Business and industry play an advisory role in establishing and implementing WfD priorities based on occasional studies and assessments .	▪ A demand-driven approach to WfD is in place with business and industry providing inputs for setting WfD priorities based on routine assessments provided by government agencies, employers, trade associations and labor unions.	▪ A demand-driven approach to WfD has been fully established with business and industry playing both advisory and executive roles supported by routine assessments from government agencies, other key WfD stakeholders and independent organizations.
	<i>Strengthen firms' demand for skills to improve productivity</i>	▪ Few incentives and services exist to support skills development for technology upgrading by firms.	▪ Incentives and services are in place to provide selective support for technology-related skills upgrading; incentive programs are subject to occasional reviews but often without adequate follow-up of recommendations.	▪ Incentives and services enable firms to expand the skills sets of workers to facilitate technology adaptation and adoption for greater productivity; these measures are supported by routine reviews followed by implementation of some review recommendations.	▪ Incentives and services enabling firms to address skills constraints impeding their ability to upgrade technologies and productivity are well established; these are routinely reviewed and adjusted for impact; all key review recommendations are implemented .
	<i>Address critical challenges in the future supply of skills</i>	▪ There is limited or no formal assessment of the future supply of skills.	▪ Future supply of skills is assessed on an occasional basis ; recommendations from assessments are implemented with some delay, often without adequate funding and assignment of responsibility for implementation.	▪ Assessments of future skills supply are routinely conducted for key sectors at the regional and national levels; recommendations are implemented with little delay ; responsibilities for implementation of recommendations are made explicit but without explicit attention to monitorable goals.	▪ Future skills supply is routinely assessed for multiple industries and sectors at the national and international levels; recommendations are implemented promptly ; responsibilities for implementation are clearly spelled out and attention is given to the realization of monitorable goals.

Functional Dimension 1: Strategic Framework					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
3. Strengthening Critical Coordination	<i>Ensure coherence of key strategic WfD priorities</i>	▪ There is no mechanism in place to ensure coherence of key strategic WfD priorities among WfD leaders.	▪ Coherence of key strategic WfD priorities at the leadership level is achieved through informal processes that yield limited WfD outcomes.	▪ Coherence of key strategic WfD priorities at the apex leadership level is achieved through formal and informal mechanisms that yield positive WfD outcomes.	▪ Formal mechanisms overseeing coordination and implementation of WfD strategies are in place and they support strengthening structures of WfD policy development, budget allocations, and assessments of future skills demand and supply.
	<i>Institutionalize the structure of WfD roles and responsibilities</i>	▪ Roles and responsibilities for WfD are not formally defined , leaving the WfD authority without a clear mandate.	▪ Roles and responsibilities of WfD stakeholders are poorly defined , leaving the WfD authority with a limited mandate and limited resources to discharge its responsibilities effectively.	▪ Roles and responsibilities are well-defined and supported by legislation and resources that enable the WfD authority and key stakeholders to discharge their respective functions effectively.	▪ Clear WfD roles and responsibilities have been institutionalized through legislation and the WfD authority has the mandate to formulate and request resources that are needed for the relevant authorities to discharge their responsibilities in a transparent and effective manner.
	<i>Facilitate communication and interaction among all WfD stakeholders</i>	▪ No formal process exists for engaging all stakeholders.	▪ Informal structures exist that facilitate communication and interaction among key stakeholders.	▪ Formal structures exist in key economic sectors that support extensive communication and interaction among the relevant stakeholders.	▪ Formal structures fostering extensive interactions among WfD stakeholders that culminate in consensus on WfD priorities and policies are in place in most sectors.

Functional Dimension 2: System Oversight					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
4. Diversifying Pathways for Skills Acquisition	<i>Foster articulation across levels and programs</i>	▪ No functioning articulation arrangements.	▪ <i>Ad hoc</i> articulation arrangements exist within secondary schools and post-secondary institutions; only ad hoc incentives are in place to foster articulation across levels of instruction.	▪ <i>Ad hoc</i> articulation arrangements exist across institutions at the secondary and post-secondary levels; a program of incentives is in place to foster articulation arrangements.	▪ Standardized articulation arrangements exist across secondary and post-secondary programs as well as between TVET and higher education; a system of incentives is in place to foster articulation across programs and levels of education and training.
	<i>Promote life-long learning</i>	▪ No arrangements or public resources are in place to support life-long learning, recognition of prior learning, and disadvantaged groups.	▪ Ad hoc private resources and arrangements support life-long learning and recognition of prior learning; publicly-funded training programs exist with for disadvantaged groups subject to some restrictions.	▪ School- and community-based resources and arrangements support life-long learning and recognition of prior learning; publicly-funded training programs with minimal restrictions are available for most disadvantaged groups.	▪ Integrated regional or national system with one-stop online resources and standardized arrangements support life-long learning and recognition of prior learning; publicly-funded training programs provide open access to all disadvantaged groups.
	<i>Set policies and procedures to renew programs</i>	▪ There are no set policies to manage program offerings; training providers may introduce, adjust or close publicly-funded programs at will.	▪ Introduction, adjustment and closure of publicly-funded programs are made through ad hoc, non-standardized processes ; applications for these changes must be done personally and are vetted by <i>ad hoc</i> committees.	▪ Introduction, adjustment and closure of publicly-funded programs are based on a few explicit and standardized requirements ; applications can be made online and they are vetted by formal committees with some representation from other WfD stakeholders.	▪ Management of publicly-funded training programs are made on the basis of comprehensive and explicit requirements that include labor market analyses; applications can be made online and they are vetted by formal committees with representation from other WfD stakeholders and they operate with a commitment to act in a timely manner.

Functional Dimension 2: System Oversight					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
5. Ensuring Efficiency and Equity in Funding	<i>Articulate funding strategy</i>	▪ <i>Ad hoc</i> funding of WfD by multiple stakeholders; no evaluation of funding allocation and strategy.	▪ Systematic funding of WfD is determined by government agencies with annual budget appropriations and line-item allocations; only occasional evaluations of funding allocation and strategy.	▪ Systematic funding of WfD is determined by government agencies with advice from key stakeholders; annual budget appropriations are supported by detailed spending plans; there are routine evaluations of funding allocation and strategy.	▪ Systematic funding of WfD is determined through consensus building among government agencies and key stakeholders; annual budget appropriations are supported by detailed spending plans to foster improved performance; routine evaluations of funding allocation and strategy are accompanied by appropriate reforms as needed.
	<i>Allocate funds to achieve efficient results</i>	▪ No formal process for allocating public funds for WfD.	▪ A formal process without explicit criteria is in place; there are no reviews of allocation criteria.	▪ A formal process for allocating public funds based on explicit criteria exists; there are periodic reviews of the criteria but recommended changes face relatively long implemented lags.	▪ Allocation of WfD funds is based on explicit criteria aligned with WfD priorities, including efficiency in resource utilization; there are frequent reviews of the criteria and recommendations are implemented in a timely manner .
	<i>Foster partnerships</i>	▪ Limited or no partnership between WfD authority and stakeholders in business and industry; key stakeholders provide few, if any, resources toward meeting WfD priorities.	▪ Limited partnership with business and industry is in place; partners have access to some public resources; key stakeholders contribute a small range of resources toward WfD priorities.	▪ Extensive partnership between WfD authority and key stakeholders in business and industry; partners have access to some public resources; key stakeholders contribute a broad range of resources for WfD.	▪ An institutionalized partnership network with open membership for all WfD stakeholders is in place; partners have access to wide range of public resources; key stakeholders contribute an extensive range of resources to meet WfD priorities.

Functional Dimension 2: System Oversight					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
6. Assuring Relevant and Reliable Standards	<i>Specify accreditation standards</i>	▪ No accreditation standards have been established; training providers are free to offer any program.	▪ Some accreditation standards have been established; standards are infrequently reviewed; accreditation applies to public institutions only.	▪ An accreditation agency has been established with standards developed jointly with relevant stakeholders; standards are reviewed internally on a regular or as needed basis; accreditation applies to public institutions and non-state providers receiving public funding; renewal applies to the latter only.	▪ An accreditation agency with standards reflecting international best practices is in place; accreditation standards are reviewed frequently both internally and by independent parties; accreditation and renewal of accreditation is compulsory for all public institutions and non-state training providers, regardless of their sources of funding.
	<i>Strengthen skills testing and certification</i>	▪ Competency-based testing has yet to be introduced ; testing is largely based on theoretical knowledge and administered by training providers themselves.	▪ Competency-based testing applies to critical occupations in key sectors ; testing may focus on a mix of theory and practice and is administered and certified by independent third parties.	▪ A standardized competency-based testing system is in place and applies to most occupations ; testing may focus on a mix of theory and practice and is administered and certified by independent third parties.	▪ A standardized competency-based testing system has been established for most occupations; IT-based testing focuses on theory and practice and is administered and certified by independent third parties.
	<i>Assure credibility of accreditation and of skills certification</i>	▪ There is limited attention to accreditation standards.	▪ Accreditation standards are established through <i>ad hoc</i> arrangements; some support is provided to encourage non-state providers to seek accreditation; credibility of skills testing is ensured through explicit standardized testing protocols.	▪ Accreditation standards established with inputs from WfD stakeholders apply to all institutions and providers receiving public funding; credibility of skills testing is ensured through explicit standardized testing protocols and accreditation of testing centers.	▪ A license to operate is issued only to institutions and providers meeting accreditation standards determined by key WfD stakeholders; credibility of skills testing is ensured through standardized testing protocols, accreditation of testing centers and random audits.

Functional Dimension 3: Service Delivery					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
7. Fostering Relevance in Training Programs	<i>Link training industry and research institutions</i>	▪ Weak or no links between training institutions and industry and research institutions.	▪ Informal links exist between some training institutions and industry and research institutions to improve training relevance and quality.	▪ Formal links exist between some training institutions and industry and research institutions, leading to significant collaboration in several activities.	▪ Formal links exist between most training institutions and industry and research institutions, leading to significant collaboration in a wide range of activities such as the provision of industry internships and training, and the introduction and redesign of training programs.
	<i>Design training with industry inputs</i>	▪ Industry has limited or no role in identifying, prioritizing and designing publicly-funded programs.	▪ Industry has an advisory role in identifying, prioritizing and designing publicly-funded programs in some training institutions, usually through informal contacts.	▪ Industry has both an advisory and a decision-making role in identifying, prioritizing and designing publicly-funded programs in some training institutions.	▪ Industry has a widespread advisory and decision-making role in identifying, prioritizing and designing publicly-funded programs in most training institutions.
	<i>Improve competence of WfD administrators and instructors</i>	▪ Few or no measures are in place to enhance the competence of WfD administrators and instructors.	▪ Recruitment of administrators and instructors is based on minimum academic qualification(s), with provisions for some in-service training and performance-based recruitment and retention measures based on occasional evaluations .	▪ Recruitment of administrators and instructors is based on minimum academic qualification(s), with provisions for in-service training and performance-based recruitment and retention measures that are based on routine evaluations .	▪ Recruitment of administrators and instructors occurs through a competitive process based on both academic qualification(s) and industry experience , with a wide range of in-service training programs and performance-based recruitment and retention measures based on routine evaluations.

Functional Dimension 3: Service Delivery					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
8. Incentivizing Excellence in Training Provision	<i>Promote diversity in training provision</i>	<ul style="list-style-type: none"> ▪ Training occurs through state provision only, with no incentives to promote non-state provision of training. 	<ul style="list-style-type: none"> ▪ Training policies allow some private providers to operate; training is provided mainly by non-profit providers with few incentives in place to foster non-state provision of training. 	<ul style="list-style-type: none"> ▪ Training policies facilitate participation of non-state training providers; training is offered mainly by NGOs, with a system of incentives that are evaluated routinely are in place to foster non-state provision. 	<ul style="list-style-type: none"> ▪ A highly-diverse mix of non non-state training providers offer training within a comprehensive system with a wide range of incentives is in place to foster non-state provision; incentives are subject to evaluations and the recommendations are implemented.
	<i>Incentivize private providers to meet WfD standards</i>	<ul style="list-style-type: none"> ▪ No incentives are in place to encourage non-state providers to meet WfD standards. 	<ul style="list-style-type: none"> ▪ At least one incentive that is subject to occasional evaluation is in place to encourage non-state providers to meet WfD standards, but no review system exists to ensure continued adherence to WfD standards. 	<ul style="list-style-type: none"> ▪ A system of financial and non-financial incentives that are subject to occasional and routine evaluations is in place to encourage non-state providers to meet WfD standards; periodic audits are conducted to ensure continued adherence to WfD standards. 	<ul style="list-style-type: none"> ▪ A comprehensive system of incentives that are subject to both occasional and routine evaluations and adjustments is in place to encourage non-state providers to comply with WfD standards; periodic audits with penalties for noncompliance are conducted and enforced to ensure continued adherence to WfD standards.
	<i>Motivate public training institutions to respond to demand for skills</i>	<ul style="list-style-type: none"> ▪ No mechanism or process is in place to ensure training institutions are demand-driven. 	<ul style="list-style-type: none"> ▪ Training institutions are expected to meet target repetition and graduation rates but few incentives are in place ensure they are demand-driven. 	<ul style="list-style-type: none"> ▪ Training institutions are expected to meet a wider range of WfD outcomes; some incentives and penalties that are subject to both occasional and routine evaluations are in place to ensure these institutions respond to the demand for skills. 	<ul style="list-style-type: none"> ▪ Training institutions are expected to meet a wide range of WfD outcomes; a robust system of incentives and penalties that is subject to both occasional and routine evaluations and adjustments is in place to ensure that the training institutions are driven by employers' demands for skills.

Functional Dimension 3: Service Delivery					
Policy Goal	Policy Action	Level of Development			
		Latent	Emerging	Established	Advanced
9. Enhancing Accountability for Results	<i>Strengthen WfD monitoring and evaluation</i>	▪ Limited attention is placed on the monitoring and evaluation of skills demand and supply; an overview of WfD data is available through informal channels only..	▪ Occasional monitoring and evaluation of skills demand and supply is in place; an overview of WfD data is available only in government agencies.	▪ Routine monitoring and evaluation of skills demand and supply is in place; an overview of WfD data is available in published reports and websites.	▪ Skills demand and supply are monitored and evaluated through routine surveys and specially commissioned studies; WfD data are available from a consolidated website.
	<i>Specify reporting requirements by training institutions</i>	▪ No specific data collection and reporting are required; training providers maintain their own data bases.	▪ Public institutions and non-state training providers are required to collect and maintain administrative and graduation statistics; data reporting is voluntary for non-state providers but they may be notified of non-compliance.	▪ Public institutions and non-state training providers are required to collect, maintain and submit a comprehensive list of data through an integrated management information system to the WfD authority; timely submission is fostered through incentives for compliance and penalties for non-compliance.	▪ Both public institutions and non-state training providers are required to collect, maintain and submit a comprehensive list of data, including client-feedback, to the WfD authority using an integrated management information system; incentives, penalties and data quality audits are performed to ensure timely reporting of reliable data.
	<i>Increase focus on outcomes, efficiency and innovation</i>	▪ No system of evaluation and monitoring is in place to ensure efficiency in delivery of training services.	▪ Occasional evaluation and monitoring of limited aspects of training services is in place with results used to provide feedback to the training institutions; information on labor market outcomes of graduates is publicly available for some institutions only.	▪ Routine evaluation and monitoring of several key aspects of training services is in place with results used to provide feedback to training institutions, to prioritize funding allocations, and identify good practices in service delivery; information on labor market outcomes of graduates is publicly available for all institutions.	▪ Institutionalized routine evaluation and monitoring of all key aspects of the delivery of training services with results used to provide feedback to institutions, to prioritize funding allocations, identify good practices and options for system-level improvements; online dissemination of labor market outcomes of graduates is available to all users.

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The Systems Approach for Better Education Results (SABER) initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of
Workforce Development

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