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.

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.

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.
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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 (BTVET) 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-Wd, to assess the institutional bottlenecks that stand in the way of success. 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-Wd benchmarking results, summarized below, reveal that while the country’s political leaders are highly committed to Wd, 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 BTVET sub-sector in the coming years.

1 The initiative on Systems Approach for Better Education Results (SABER) addresses several policy domains, one of them workforce development (Wd). 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/NK2Zk7MkV0.
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 (BTVET) sector. This report takes advantage of a new World Bank diagnostic tool to establish a baseline for launching the proposed BTVET strategy. Its assessment of the strategy’s underlying policy architecture will assist Uganda with monitoring implementation of the BTVET 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). 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).

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 1: Functional Dimensions of WfD Policies

![Figure 1: Functional Dimensions of WfD Policies](source: Tan et al. 2011. See Annex 1 for more details.)

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2 For details on SABER see http://www.worldbank.org/education/saber
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 BTET sub-sector studies commissioned by the Government of Uganda and completed in 2010 to support the formulation of the BTET 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;
- BTET policy, management and organization;
- BTET delivery; and
- Social equity in BTET.

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 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.

Footnotes:
³ For Uganda, the PI was Jutta Franz, who led the BTET sub-sector studies underlying the government’s BTET 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 ≤ X ≤ 1.75 converts to “Latent”; 1.75 < X ≤ 2.50, to “Emerging”; 2.50 < X ≤ 3.25, to “Established;” and 3.25 < X ≤ 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)

![GDP per Capita Growth (% per annum) chart]

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 twice 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.

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).
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).

**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).

**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

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

<table>
<thead>
<tr>
<th>Years of Education</th>
<th>Percentage Self-Employed in the Working Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>No education</td>
<td>57.6</td>
</tr>
<tr>
<td>1-8 years</td>
<td>61.8</td>
</tr>
<tr>
<td>9-12 years</td>
<td>59.9</td>
</tr>
<tr>
<td>13+ years</td>
<td>30.8</td>
</tr>
<tr>
<td>Overall</td>
<td>59.5</td>
</tr>
</tbody>
</table>

*Source: Montenegro and Hirn 2009.*
6% of the population is estimated to have received formal BTVET 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 (BTVET) 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 BTVET 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 TVET. The scope of their activity, however, is difficult to determine with precision.

### Table 3: Enrollment in Formal BTVET, 2009

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

Source: Johanson and Okema 2011.

Female participation in the formal BTVET system has increased in recent years, reflecting the success of public awareness campaigns. However, girls’ share of formal BTVET 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

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**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**

![Flow of Funds for Skills Development Diagram](image-url)

1 firm-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. 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](image)

Implications of the Results

The BTVET 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 BTVET 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 BTVET 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.

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5 See Annex 6 for the full results.
Detailed Results

| Dimension 1 | Strategic Framework

| Policy Goal 1 | Articulating a Strategic Direction for WfD |
| Policy Goal 2 | Prioritizing a Demand-led Approach |
| Policy Goal 3 | Strengthening Critical Coordination |

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.
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 BTVET 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 BTVET system, and skills implications for agricultural and informal sector development. Findings from these studies informed the design of a 10-year BTVET Strategic Plan approved in 2011. Past efforts at implementing reforms in the BTVET sub-sector have been hampered by insufficient funding and the low priority of BTVET. 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 BTVET Act of 2008**

- Broad inclusive definition of BTVET 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 BTVET 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 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.
Policy Goal 3 | Strengthening Critical Coordination

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 BTFTVET 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.

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 BTFTVET 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 BTVET

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

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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 disproportionally 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 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 BTBET remains low relative to other countries in Sub-Saharan Africa and training institutions are severely underfunded. However, the increased allocation for BTBET in the budget year 2011-12 is promising.

- **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 BTBET system. The groundwork for partnership has been laid and the introduction of the training levy outlined in the BTBET Act of 2008 could formalize and increase employer’s contribution to skills development.
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/registration 8 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 BTBET skills certification to the UBTEB. Credibility would increase with system stability and appropriate mechanisms for articulation between these two certification systems.

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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**

<table>
<thead>
<tr>
<th>DIT</th>
<th>UNEB/UBTEB</th>
<th>Other Certifying Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVQF Basic</td>
<td><strong>Adv. Diploma</strong> 2 yrs post OD</td>
<td></td>
</tr>
<tr>
<td>UVQF Level 1</td>
<td><strong>Ord. Diploma</strong> 2 yrs post S.6 or Craft II</td>
<td></td>
</tr>
<tr>
<td>UVQF Level 2</td>
<td><strong>Craft II</strong> 1 yrs post Craft I</td>
<td></td>
</tr>
<tr>
<td>UVQF Level 3</td>
<td><strong>Craft I</strong> 2 yrs post S.4 or UJTC/CPCE</td>
<td></td>
</tr>
<tr>
<td>UVQF Level 4</td>
<td><strong>UJTC/CPCE</strong> 3 yrs post P.7 course</td>
<td></td>
</tr>
</tbody>
</table>

**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
- UMNEB: Uganda Nurses and Midwives Examination Board
- MUBS: Makerere University Business School
- OD: ordinary diploma
- S.6: “A” levels
- S.4: “O” levels
- P.7: completed primary

*Source: authors’ construction.*
Detailed Results

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.

<table>
<thead>
<tr>
<th>Dimension 3</th>
<th>Service Delivery⁹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Goal 7</strong></td>
<td>Fostering Relevance in Training Programs</td>
</tr>
<tr>
<td><strong>Policy Goal 8</strong></td>
<td>Incentivizing Excellence in Training Provision</td>
</tr>
<tr>
<td><strong>Policy Goal 9</strong></td>
<td>Enhancing Accountability for Results</td>
</tr>
</tbody>
</table>

⁹The 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 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 BTVET 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 BTVET 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 BTVET courses (see Box 7) but their influence over curriculum and specification of training equipment is limited. Industry provides input for the development of formal BTVET 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 BTVET courses**

Source: Wilberforce and Mummenthey 2011, Table 52.
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 BTVET 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 BTVET 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 only a few institutions with outstanding performance have been selected to participate at present. The BTVET 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 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 BTVEt subsector study which was prepared as the basis of the BTVEt 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 BTVEt Department. EMIS data are published, but their quality and scope is deficient. For example, no data are available on enrolments by program. The BTVEt 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 BTVEt 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 BTVEt 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 min 2011 marks the beginnings of a more systematic approach to collecting data on training outcomes. Under the BTVEt 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 BTVEt planning purposes  
|                         | • Tracer studies  
|                         | • Skills needs assessment  
| BTVEt management information | • For public and private providers  
|                         | • Data on enrollment, completion, funding, teachers, schools, etc.  
| Quality management systems | • In public and private BTVEt 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 | 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 | 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 | 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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATP</td>
<td>Assessment and Training Packages</td>
</tr>
<tr>
<td>BTVET</td>
<td>Business, Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>CPCE</td>
<td>Community Polytechnic Certificate of Education</td>
</tr>
<tr>
<td>DIT</td>
<td>Directorate of Industrial Training</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>ITC</td>
<td>Industrial Training Council</td>
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<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>MoPS</td>
<td>Ministry of Public Service</td>
</tr>
<tr>
<td>MUBS</td>
<td>Makerere University Business School</td>
</tr>
<tr>
<td>NCDC</td>
<td>National Curriculum Development Centre</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organization</td>
</tr>
<tr>
<td>NPA</td>
<td>National Planning Authority</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Cooperation and Development</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>Southern and Eastern Africa Consortium for Monitoring Education Quality</td>
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<tr>
<td>SDN</td>
<td>Skills Development Networks</td>
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<tr>
<td>SWAp</td>
<td>Sector-wide Approach mechanism</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>UBOS</td>
<td>Uganda Bureau of Statistics</td>
</tr>
<tr>
<td>UBTEB</td>
<td>Uganda Business and Technical Education Board</td>
</tr>
<tr>
<td>UCC</td>
<td>Uganda Craft Certificate</td>
</tr>
<tr>
<td>UGAPRIVI</td>
<td>Uganda Association of Private Vocational Institutions</td>
</tr>
<tr>
<td>UICC</td>
<td>Uganda Intermediate Craft Certificate</td>
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<tr>
<td>UJTC</td>
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<tr>
<td>UNEB</td>
<td>Uganda National Examinations Board</td>
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<tr>
<td>UPET</td>
<td>Universal Post Primary Education and Training program</td>
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<tr>
<td>UVQF</td>
<td>Uganda Vocational Qualifications Framework</td>
</tr>
<tr>
<td>WFD</td>
<td>Workforce Development</td>
</tr>
</tbody>
</table>
Annex 4 | Documents


-----. 2010. Updated Education Sector Strategic Plan, Draft.


The BTVET (Assessment and Certification) Regulations. Draft.


Education Sector Budget Data (Summary), compiled by MoES Planning Department for BTVET Sub-sector Study.


Skills Development Program. Guidelines for Modular Assessment of Candidates of non-formal Training Programs.

Basic Requirements and Minimum Standards Indicators for Education Institutions.


Policy for Development and Strengthening the National Construction Industry.


Implementation Program for the Holistic Approach to Non-Formal TVET in Uganda.

State of Employment in Uganda Public Service.

Manifesto 2011 - 2016.


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 BT VET Sub-sector Analysis titled Recommendations to Improve the BTVET System in Uganda of March 2011.
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 BT VET Strategic Plan.

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 BT VET providers.

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 BT VET 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.
### Functional Dimension 1: Strategic Framework

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

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**Notes:**

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

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<tbody>
<tr>
<td></td>
<td><strong>Promote a demand-driven approach</strong></td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td>• There is <strong>limited or no attempt</strong> to incorporate business and industry inputs in establishing and implementing WfD priorities.</td>
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<tr>
<td>2. Prioritizing a Demand-led Approach</td>
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<tr>
<td></td>
<td>• Business and industry play an advisory role in establishing and implementing WfD priorities <strong>based on occasional studies and assessments.</strong></td>
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<tr>
<td></td>
<td>• A demand-driven approach to WfD is in place with business and industry providing inputs for setting WfD priorities <strong>based on routine assessments</strong> provided by government agencies, employers, trade associations and labor unions.</td>
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<tr>
<td></td>
<td>• A demand-driven approach to WfD has been fully established with business and industry <strong>playing both advisory and executive roles</strong> supported by routine assessments from government agencies, other key WfD stakeholders and independent organizations.</td>
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<tr>
<td></td>
<td><strong>Strengthen firms’ demand for skills to improve productivity</strong></td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td>• <strong>Few incentives and services</strong> exist to support skills development for technology upgrading by firms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Incentives and services</strong> are in place to provide selective support for technology-related skills upgrading; incentive programs are <strong>subject to occasional reviews</strong> but often without adequate follow-up of recommendations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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 <strong>routine reviews</strong> followed by implementation of some review recommendations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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; <strong>all key review recommendations are implemented.</strong></td>
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<tr>
<td></td>
<td><strong>Address critical challenges in the future supply of skills</strong></td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td>• There is <strong>limited or no formal assessment</strong> of the future supply of skills.</td>
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<tr>
<td></td>
<td>• Future supply of skills is <strong>assessed on an occasional basis; recommendations from assessments are implemented with some delay, often without adequate funding and assignment of responsibility for implementation.</strong></td>
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<td></td>
<td>• Assessments of future skills supply are <strong>routinely conducted</strong> for key sectors at the regional and national levels; recommendations are implemented with <strong>little delay</strong>; responsibilities for implementation of recommendations are made explicit but without explicit attention to monitorable goals.</td>
<td></td>
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<tr>
<td></td>
<td>• Future skills supply is routinely assessed for multiple industries and sectors at the national and international levels; <strong>recommendations are implemented promptly; responsibilities for implementation are clearly spelled out and attention is given to the realization of monitorable goals.</strong></td>
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</table>
### Functional Dimension 1: Strategic Framework

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</thead>
<tbody>
<tr>
<td>3. Strengthening Critical Coordination</td>
<td>Ensure coherence of key strategic WfD priorities</td>
<td><strong>Latent</strong></td>
</tr>
<tr>
<td></td>
<td>Ensure coherence of key strategic WfD priorities</td>
<td>•There is <strong>no mechanism</strong> in place to ensure coherence of key strategic WfD priorities among WfD leaders.</td>
</tr>
<tr>
<td></td>
<td>Institutionalize the structure of WfD roles and responsibilities</td>
<td>•Roles and responsibilities for WfD are <strong>not formally defined</strong>, leaving the WfD authority without a clear mandate.</td>
</tr>
<tr>
<td></td>
<td>Facilitate communication and interaction among all WfD stakeholders</td>
<td>•No <strong>formal process</strong> exists for engaging all stakeholders.</td>
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<tr>
<td>Functional Dimension 2: System Oversight</td>
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<td><strong>Policy Action</strong></td>
<td><strong>Level of Development</strong></td>
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<tr>
<td>Diversifying Pathways for Skills Acquisition</td>
<td>Foster articulation across levels and programs</td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td>• No functioning articulation arrangements.</td>
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<tr>
<td></td>
<td>Promote life-long learning</td>
<td>Latent</td>
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<tr>
<td></td>
<td>• No arrangements or public resources are in place to support life-long learning, recognition of prior learning, and disadvantaged groups.</td>
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<tr>
<td></td>
<td>Set policies and procedures to renew programs</td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td>• There are no set policies to manage program offerings; training providers may introduce, adjust or close publicly-funded programs at will.</td>
<td></td>
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</tbody>
</table>
## Functional Dimension 2: System Oversight

<table>
<thead>
<tr>
<th>Policy Goal</th>
<th>Policy Action</th>
<th>Level of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring Efficiency and Equity in Funding</td>
<td>Articulate funding strategy</td>
<td>Latent</td>
</tr>
<tr>
<td></td>
<td><strong>Ad hoc</strong> funding of WfD by multiple stakeholders; no evaluation of funding allocation and strategy.</td>
<td>• Systematic funding of WfD is determined by government agencies with annual budget appropriations and line-item allocations; <strong>only occasional evaluations</strong> of funding allocation and strategy.</td>
</tr>
<tr>
<td></td>
<td>Allocate funds to achieve efficient results</td>
<td><strong>No formal process</strong> for allocating public funds for WfD.</td>
</tr>
<tr>
<td></td>
<td>Foster partnerships</td>
<td><strong>Limited or no partnership</strong> between WfD authority and stakeholders in business and industry; key stakeholders provide few, if any, resources toward meeting WfD priorities.</td>
</tr>
<tr>
<td>Policy Goal</td>
<td>Policy Action</td>
<td>Level of Development</td>
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<tr>
<td>6. Assuring Relevant and Reliable Standards</td>
<td>Specify accreditation standards</td>
<td>Latent</td>
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<tr>
<td></td>
<td>• No accreditation standards have been established; training providers are free to offer any program.</td>
<td></td>
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<tr>
<td></td>
<td>Strengthen skills testing and certification</td>
<td>• Competency-based testing has <strong>yet to be introduced</strong>; testing is largely based on theoretical knowledge and administered by training providers themselves.</td>
</tr>
<tr>
<td></td>
<td>Assure credibility of accreditation and of skills certification</td>
<td>• There is <strong>limited attention</strong> to accreditation standards.</td>
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<td>Policy Goal</td>
<td>Policy Action</td>
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<tr>
<td></td>
<td>Link training industry and research institutions</td>
<td><strong>Latent</strong></td>
</tr>
<tr>
<td></td>
<td>Weak or no links between training institutions and industry and research institutions.</td>
<td></td>
</tr>
<tr>
<td>7. Fostering Relevance in Training Programs</td>
<td>Design training with industry inputs</td>
<td>Industry has limited or no role in identifying, prioritizing and designing publicly-funded programs.</td>
</tr>
<tr>
<td></td>
<td>Improve competence of WfD administrators and instructors</td>
<td>Few or no measures are in place to enhance the competence of WfD administrators and instructors.</td>
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### Functional Dimension 3: Service Delivery

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<th>Policy Goal</th>
<th>Policy Action</th>
<th>Level of Development</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Latent</td>
</tr>
<tr>
<td>Incentivizing Excellence in Training Provision</td>
<td><strong>Promote diversity in training provision</strong></td>
<td>Training occurs through <strong>state provision only</strong>, with no incentives to promote non-state provision of training.</td>
</tr>
<tr>
<td></td>
<td><strong>Incentivize private providers to meet WfD standards</strong></td>
<td><strong>No incentives</strong> are in place to encourage non-state providers to meet WfD standards.</td>
</tr>
<tr>
<td></td>
<td><strong>Motivate public training institutions to respond to demand for skills</strong></td>
<td><strong>No mechanism or process</strong> is in place to ensure training institutions are demand-driven.</td>
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<tr>
<td>Policy Goal</td>
<td>Policy Action</td>
<td>Level of Development</td>
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<tr>
<td>9. Enhancing Accountability for Results</td>
<td>Strengthen WfD monitoring and evaluation</td>
<td><strong>Latent</strong>&lt;br&gt;• 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.</td>
</tr>
<tr>
<td></td>
<td>Specify reporting requirements by training institutions</td>
<td><strong>Latent</strong>&lt;br&gt;• No specific data collection and reporting are required; training providers maintain their own data bases.</td>
</tr>
<tr>
<td></td>
<td>Increase focus on outcomes, efficiency and innovation</td>
<td><strong>Latent</strong>&lt;br&gt;• No system of evaluation and monitoring is in place to ensure efficiency in delivery of training services.</td>
</tr>
</tbody>
</table>
Authorship and Acknowledgements

This report is the product of collaboration Jutta Franz (principal investigator) and staff at the World Bank comprising Sukhdeep Brar (Sub-Saharan Africa Region Human Development Department, AFTEE) as well as Jee-Peng Tan and Brent T. Parton in the Education Department of the Human Development Network. Jutta Franz collected the data using the SABER-WfD data collection instrument, prepared initial drafts of the report, and finalized the report; the Bank team scored the data, designed the template for the report and made substantive contributions to the final write up. This report has benefited from suggestions and feedback from Richard Johanson, Daniel Kim, as well as from Linda English, Rachel Sebudde, Haja Razafinjatovo and Michel Welmond, in the context of a review meeting chaired by Ahmandou Moustapha Ndiaye.

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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.