



# Ministry of Education and Sports

## DIRECTORATE OF INDUSTRIAL TRAINING (DIT)



### HISTORICAL BACK GROUND

The system of formal vocational skills training or education in Uganda dates way back in the colonial period, especially in the late 1940's when the World War II former camps were converted into skills training centers to re-train demobilized soldiers and younger children to acquire skills for survival.

In 1947, after world war II, legislation was enacted (1947 Ordinance) which was clearly intended to prevent the exploitation of children who were employed when they were underage and made provisions for contractual agreement of apprenticeship training setting down the rights of the younger employee (apprentice) and obligation of the employer. This led to the establishment of apprenticeship legislation in 1949. During that time, the general practice of most organizations was to employ a youth as a helper or a cleaner under the name of "Spanner boy". In this way, the boy picked up smattering of skills without proper guidance.

In 1952, the Artisan Training Organization was established in Ministry of Labour, headed by the director to train Artisans in various trades. It was particularly put in place for the resettlement of World War II veterans. Later on in 1953, the trade testing and guidance section was established to assess skills competencies of persons being trained. The organization was based at the current headquarters of Directorate of Industrial Training.

In 1967, the Japanese government offered the Uganda government the building of a modern vocational training institute at Nakawa to increase the production of craftsmen and women and retraining the same to meet the industrial demands.

In 1968, the government came up with a strategy of strengthening the industrial vocational training schemes. The idea did not take off until 1972, when the Employment Act was repealed and the Industrial Training Decree No. 2 of 1972 together with the Industrial Apprenticeship Training Regulations were promulgated. This made apprenticeship training more prominent than ever before especially among the manufacturing, repair industries and organizations.

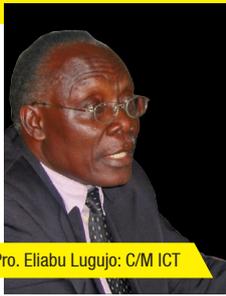
In 1972, the Directorate of Industrial Training was established by the Industrial Training decree No 2 of the 1972, which subsequently became the industrial training act of 2003 that transformed in BTNET act 2008. The act spells out the role of quality assurance as the main responsibility of DIT in the BTNET sector

### Vision

To be a technical and vocational skills quality assurance body of international repute.

### Mission

To promote quality assurance interventions in Business, Technical, Vocational Education and Training (BTNET) for the public and private sector labour market needs to accelerate national development.



Pro. Eliabu Lugujo: C/M ICT



Eng. H.F Okinyor: Director DIT

### Industrial Training Council (ITC)

The ITC is the policy-making organ of the Directorate and Advisory body to the Minister of Education and Sports on BTNET policy matters in the country.

### Functions.

- To develop and recommend policies in respect of directorate and its functions to the Minister.
  - To approve fees determined by the Directorate under the act
  - To approve the budget and monitor budgetary performance in the directorate.
  - To prescribe by stator instrument rule for the following matters.
  - Assessment and certification system.
  - Accreditation and inspection of assessment centers.
  - Promotion of competence BTNET.
  - Apprenticeship training.
- To carry out any other business related to BTNET

### Functions of DIT

The key functions of the Directorate are to:

- To identify the needs of the labour market for occupational competencies that fall under the Uganda Vocational Qualification Framework (UVQF)
- To regulate apprenticeship/traineeship/internship schemes.
- To foster and promote entrepreneurial values and skills as an integral part of the UVQF.
- To secure adequate and sustainable financing for the operation of the directorate.
- To accredit training institutions or companies as UVQF assessment centers
- To assess and award Uganda Vocational Qualifications.
- To develop, apply, expand and improve the purposeful application of UVQF
- To promote on the job training in industry for apprenticeship, traineeship and indenture/agreement training and other training such as further skills training schemes.
- To prescribe the procedure for the making training schemes.

### Uganda Vocational Qualification Framework (UVQF):

Section 20 of the Act establishes the UVQF which is integrated in the DIT quality assurance roles to developing the occupational standards, the assessment and training packages (ATPs), accrediting assessment

centers, accrediting assessors, conducting competence based assessments and certification of successful candidates. Section 20 clarifies that UVQF is a mechanism 10 defines; occupational and assessment standards in the world of work, the award of vocational qualifications to learners who meet the set standards implemented under the formal and non-formal education and training, The UVQF in Uganda, is complemented by the principles of competence based education and training (CBET) and therefore promotes the skills development programmes in the BTNET sub sector through Flexible training /learning modules packaged in the form of ATPs. Learners who on acquisition of employable skills from wherever they are trained from are encouraged to apply to DIT for assessment irrespective of the duration of training, where trained from, medium of assessment, gender or persons with special needs. DIT implements the Competence Based Assessment (CBA) and awards the following qualifications:

- Modular transcript** (partial qualification after undertaking modular assessment in a given occupation)
- Worker's PAS (PAS=Practically Acquired Skills)**, it is a partial qualification after undertaking modular assessment in a given occupation most especially for apprenticeship individuals in the Informal sector including the JUA KALI's, Katwe and Kisenyi type of skilled artisans.
- UVQF level 1:** National certificate for individuals who merit in performing the full occupational skills but under supervision.
- UVQF level 2:** National certificate for individuals who merit in performing the full occupational skills under moderate supervision.
- UVQF level 3:** National certificate for individuals who merit in performing the full occupational skills at supervisory level.
- UVQF level 4:** National diploma for individuals who merit in performing the full occupational skills at technician level. I
- UVQF level 3-CVTI:** Certificate in Vocational Training Instruction " (Offered to BTNET instructors after 9 months CBET programme conducted at Nakawa VTI)
- UVQF level 4- DVTI:** Diploma in Vocational Training Instruction (offered to BTNET Instructors alter 9 months CBET programme conducted at Nakawa VTI)
- UVQF level 5- DTIM:** Diploma in Training Institution Management (Offered to BTNET Principals and Head Teachers alter 9 months CBET programme conducted at Nakawa VTI)

### UVQF awards'

DIT started issuing the UVQF qualification certificates and transcripts with effect from the year 2009 and therefore phased out the issuance of trade test certificates. Employers should take note of the reforms in the BTNET subsector. With reasonable degree of accuracy, DIT affirms to the employers that every certified individual presenting a UVQF labeled Certificate is able to perform occupational tasks to the level of competence indicated on the qualification certificate

### Career Pathways

DIT under Section 21 01 the BVET Act 2008 is mandated to award certificates and diplomas for the business, technical or vocational education or training conducted

under the UVQF in a form prescribed by the minister responsible for education, and such certificates and diplomas are to be recognized in the Uganda education system and by the labour market.

Hence the UVQF under Section 20(5), offers opportunities for students who excel at community polytechnics, vocational schools and training centers be it public or private to proceed 10 the next level of learning. Also, in this respect, all those individuals who are successful through evidence based assessment are encouraged to further their learning at all levels. Even those who acquired skills through the informal sector have a chance to rejoin the formal system; UVQF is the forerunner

of the National Qualification Framework (NQF), which shall enable all categories Of learners get opportunities to further their education up to tertiary and university level. This is what constitutes the paradigm shift in democratizing education and training in the BTJET subsector. The ministry of education and sports is flagging the ten year BTJET strategic plan with the main objective of” Skilling Uganda”. By policy the ministry encourages all BTJET providers in the country to enhance practical skills training to avert youth unemployment Competence is measured in performance terms; therefore employers prefer to employ skilled persons who demonstrate satisfactory attitude in enhancing productivity in a competitive market environment

## Assessment and certification Department

As per competency Based Education and training system DIT ensures the following qualification levels in BTJET subsector,

| LEVEL        | EQUIVALENT                  |
|--------------|-----------------------------|
| UVQF LEVEL 4 | Diploma Instructor          |
| UVQF Level 3 | Master Craft/Advanced Craft |
| UVQF Level 2 | Craft Certificate           |
| UVQF Level 1 | Uganda Junior Certificate   |
| Workers pass | Transcript Award            |
| Transcript   | Partial qualification       |

The competency Based Education and training (CBET) is flexible whose learning content relate to world of work, provides flexible training, modularized curricula and assessment is based on industrial, standards. The Training costs are affordable to the majority of BTJET stakeholders.

### Coverage:

The Directorate of Industrial Training is mandated by the BTJET Act 2008 to assess and certify competencies of individuals and award them with UVQF qualification. With 119 accredited centers DIT, able to assess over 20000 applicants in a year. DIT has trained close to 1000 assessors that are capable of handling the assessment at the current over 250 accredited assessment centers countrywide.

### Achievements.

DIT was able to assess 22684 candidates in the year 2011. The results can be exhibited as follows:

| # | CATEGORY           | NO. OF CENTERS | NO. OF CANDIDATES REGISTERED | NO. CANDIDATES ASSESSED |
|---|--------------------|----------------|------------------------------|-------------------------|
| 1 | Modular Assessment | 252            | 14976                        | 13606                   |
| 2 | School Leavers     | 57             | 2754                         | 2470                    |
| 3 | Level I            | 94             | 1799                         | 1724                    |
| 4 | Level II           | 88             | 3155                         | 3038                    |
|   | TOTAL              | 491            | 22684                        | 20838                   |

### Challenges.

DIT has the universal service obligation, an international mandate to the service of assessment to all Ugandans. However, DIT has limitations in terms of meeting the demand to register the Institutions for accreditation besides; it has the challenge of training the assessors to manage and expand UVQF System.

## QUALIFICATIONS STANDARDS DEPARTMENT

### INTRODUCTION

The Qualification Standards department is responsible for developing occupational standards, training modules, compiling and distributing assessment and training packages that are occupational based. On record, the department has;

- . 70 Occupational Profiles.
- . Training Modules for 80 occupants.
- . Assessment Instrument Banks for 83 Occupants.
- . Assessment and Training Packages for 80 Occupants compiled.

### Challenges:

- Mass production of ATPs/ Modules for Public use
- Re-clustering existing ATPs into qualification levels.
- Standardizing Training Modules / ATPs for non-formal training programme.
- Stakeholders sensitization.
- Enabling Recognition of Prior Learning (RPL) and equivalence of qualifications, in view of CBET.
- Statutory requirement of Technical Sector Committees to validate standards.
- Funding for Scheduled development activities.
- Training staff on Assessment and Training Packages development.

### Future Plans

- Development of Assessment and Training Packages for Northern Uganda Youth Development Centre (Poultry Farmer and Horticulture)
- Continue with Assessment and Training Packages development.
- Review of existing Assessment and Training Packages.