



Correlates of Vocational Learning Skills and Youth Empowerment in Uganda: Trends and Prospects

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Abstract

The qualitative and quantitative approaches with descriptive survey and correlational research designs were used. The participants comprised youths who had received vocational training and learning skills, had been out for at least three years and were 242 using a questionnaire and interview guide. The SOPs were followed in fieldwork to minimize the spread of the coronavirus. There were correlates between vocational learning skills and youth empowerment in Uganda that make the basis for specific trends and prospects for the future. The oversized proportions of young people who are unemployed and unskilled, resulting in their participation in socially degrading disruptive activities, need to be addressed. Gaps within vocational skilling need to be discussed to promote youth empowerment and job creation. Uganda can use vocational learning skills as a tool for youth empowerment if planned and implemented correctly and key challenges therein addressed at every stage.

Keywords: Vocational Learning Skills and Youth Empowerment, Trends and Prospects

Résumé

Les approches qualitatives et quantitatives avec des méthodes d'enquête descriptive et de conception de recherche corrélationnelle ont été utilisées. Les participants comprenaient des jeunes qui avaient reçu une formation professionnelle et des compétences d'apprentissage et avaient été absents pendant au moins trois ans qui étaient 242 à l'aide d'un questionnaire et d'un guide d'entretien. Les SOP ont été suivies lors des travaux sur le terrain pour s'assurer que la propagation du virus corona était minimisée. Il y avait des corrélations entre les compétences d'apprentissage professionnel et l'autonomisation des jeunes en Ouganda qui constituent la base des tendances spécifiques et des perspectives d'avenir. La grande proportion de jeunes sans emploi et non qualifiés résultant de leur participation à des activités socialement dégradantes et perturbatrices doit être prise en compte. Les lacunes en matière de compétences professionnelles doivent être comblées afin de promouvoir

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l'autonomisation des jeunes et la création d'emplois. L'Ouganda peut utiliser l'apprentissage professionnel des compétences comme un outil d'autonomisation des jeunes s'il est planifié et mis en œuvre de la bonne manière et si les principaux défis y sont abordés à chaque étape.

Mots clés : Compétences d'apprentissage professionnel et autonomisation des jeunes, tendances et perspectives

Introduction

The 2030 Global Education Agenda aims to contribute to the eradication of poverty through 17 Sustainable Development Goals, among which Goal 4 is education, and aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Concerns about a visible mismatch between the skills of school leavers concerning available job opportunities are increasing the demand for more relevant education. Many countries have called for the need to professionalize the education system to provide relevant and practical education to the youth. Research shows that Switzerland's dual vocational education and training system is a key factor in Switzerland's economic success and social cohesion (Swiss Agency for Development and Cooperation SDC, 2016).

In light of the above, UNESCO (2012) notes that large numbers of young people equipped with appropriate skills have the potential to boost their country's prosperity. Ignoring the skills and needs of disadvantaged young people not only limits their chances of achieving their potential, but also threatens to slow growth and poverty reduction.

The literature looks at the purpose of both vocational education and vocationalization of education to be skills development to empower the youths towards survival skills and economic development. Akram (2012) provides a distinction between the two terms by referring to the vocationalization of education as the skills development intended to build the capacity of a person to act in a variety of real-life situations. In contrast, vocational education provides skills for a particular vocation under well-defined limits to empower one to survive in a competitive society. Therefore, vocationalization is key to promoting empowerment among the youth in the community.

However, lack of vocationalization has resulted in unemployment, which remains at a high level and continues to dominate news headlines in international and national development talks. Many discussions revolve around the topic, specifically among the literate youth and with career prospects. In shifting perspective from developed to developing economies, fast population growth in Sub-Saharan Africa makes the challenge of youth unemployment even more significant as the demand on labor markets overgrows. Today, almost one in three people living in the region – a population of 297 million – is between the ages of 10 and 24 (The World's Youth, 2013); they are not empowered and therefore have no survival means. As a result of the lack of empowerment, ninety percent of Africa's youth live in low and lower-middle-income countries, and the most significant challenge they face is the lack of formal jobs (African Development Bank 2016).

According to the National Population and Housing Census of 2014 (Census Report, 2016), Uganda ranks highest among countries with a youthful population estimated to be 75.7 percent of the population under 30 years. With a median age of 15.7 years, Uganda is second in Africa and third in the world for having the youngest population.

Although Uganda has maintained favorable economic growth rates over the last two decades, the pace of economic advancement has not been matched with growth in new employment opportunities, especially for the youth. Thousands of youth are released annually into the job market to compete for meager jobs. Ahaibwe & Kasirye (2015) argue that in the last decade, the labor force in Uganda grew at an annual rate of 3.4 percent resulting in 390,000 new job seekers, yet only 8,120 jobs were being created each year. Statistics further indicate that unemployment in Uganda has steadily been increasing, from 1.9 percent in 2009/10, 3.0 percent in 2010/11, to 9.4 percent in 2016 (UNHS, 2017). The majority of the unemployed are the youth. According to, Ahaibwe & Kasirye (2015), at least 64 percent of the total unemployed persons are youth aged 18-30 years. The unemployment status is a clear indicator of low empowerment among the youth.

Until recently, VET in Uganda had not been given its due importance because of several factors, including the prevailing image of VET as a second choice, government prioritization of primary and secondary education, and inadequate financial resources. However, with high youth unemployment, large numbers of young people leaving school early without the required skills for their integration into the labor market, and a desire for more significant socio-economic development, there is now a policy shift in the country towards VET and skills development. This change is stipulated in the Business, Technical, and Vocational Education and Training (BTVET) Act of 2008, the National Development Plan (NDP) (NPA, 2010), the Skilling Uganda Programme (MoES, 2011), and the Uganda Vision 2040 (The Republic of Uganda, 2007). The focus on VET and skills development is meant to improve young people's labor market and livelihood opportunities and promote prosperity and national development.

The low empowerment of youths in Uganda has been attributed to a lack of practical skills. Upon recognizing that children lack employable skills or possess skills that are irrelevant to the current job market since 1997, the government has focused on a phased curriculum review at all levels of education, with a focus on business, technical, vocational education, and training (BTVET). Entrepreneurship was further introduced as a subject in both lower and university levels of education to impart practical knowledge and skills, enabling youths to become job creators. In addition, the Ugandan government emphasized science by paying higher wages to science teachers, building science laboratories, and allocating more government-sponsored slots (75 percent) for science students at universities and higher institutions. At the tertiary level, mandatory internships and courses that teach skills that employers need were introduced. However, the mismatch between the skills required by employers and those taught at schools (colleges and universities) is still appalling (Peter & Barbara, 2014). However, all these aspects have not addressed issues of youth empowerment to survive in a society with a high unemployment rate.

This explains why about 30% of the youths who are institutionally qualified in Uganda cannot find jobs, and the situation is even worse for semi-skilled and unskilled ones. Youth who remain unemployed or underemployed, and those who do not exploit their full potential, are often associated with high drug abuse and gambling (Magelah & Ntambirweki, 2014). These need to be addressed by undertaking measures that can avert the unemployment challenge through vocationalization. TVET, as a form of education, is intended to impart knowledge and skills (competencies), the right attitude, the autonomy of identity,

perseverance, character, and work ethic to trainees in readiness for Work and general employment. This leads to productivity, social inclusion, and economic development (Marope, Chakroun & Holmes, 2015; ILO, 2012; UNESCO-UNEVOC, 2013).

The mismatch of the education system in Uganda results in skill gaps among the population since the relationship between the two factors determines employability. The education system does not fully prepare youth who formally go through the procedure for challenging skill demanding tasks after school. Lack of necessary employable skills because of the flawed education system has led to high rates of unemployment which in turn has increased crime rates and widespread poverty among youth. In Uganda, 85 percent of the Ugandan labor force is based in the rural setting where subsistence agriculture is the dominant income-earning activity. The agriculture and informal sector employ most of the illiterate class of youth (Ahaibwe & Mbowa, 2014), which many children are unwilling to engage in.

Thus, as the UNDP report (2016) notes, youth needs and vulnerability are becoming an African crisis as Sub-Saharan Africa has the most socially and economically challenged youths globally. Such a crisis is characterized by rampant criminology, unemployment, and lawlessness. In Uganda today, 75 percent of the population are youth, and 65% of the 75 percent are below the social-economic vulnerability gap with a minimal level of education, thus a social-economic crisis. Despite the government and other local and international actors have embarked on policies and mechanisms to address this crisis, its logical conclusion is still wanting.

Although Uganda is boosted as the pearl of Africa, youth livelihood is a problem since over 70% are unemployed. In search of survival, many young and youthful people have resorted to informal employment as they struggle to create a fortune for themselves and their families. Unfortunately, most youths in Uganda today are breadwinners to their families, yet they have no stable incomes that can help them sustain living standards.

Based on the government's desire, the empowerment of youths has been done through skill acquisition that involves the manifestation of ideas and knowledge through training geared towards instilling in individuals the spirit of entrepreneurship skills for meaningful development in vocational schooling. Uganda's economy, like UBOS (2017, 2019, & 2020) reports, shows that many young people are unemployed and unskilled. As a result, these young people participate in socially degrading activities that disrupt the nation's peace and threaten their national security (Kabusenga, 2019).

Most of the youths in Uganda lack empowerment, such as the ability to generate income and engage in politics and society. Through its various institutions, the government created several programs to empower young people through multiple programs as a subsistence program for minors, a presidential initiative in 2016. UBOS (2012) notes that little empowerment among young people following a lack of programs, the duplication of already populated skills, an inconsistency in the functioning of programs, malformations, and content of inappropriate programs that do not comply with the needs of the market. Therefore, there was a need to underscore the correlation between vocational skills empowering youths to promote youth livelihoods.

Literature Review

Traditionally, the TVET has been enshrined in the productivist paradigm to develop human skills to enhance employability and productivity (McGrath, 2012). That line of thought equates humans to natural resources to be exploited. However, after TVET training, graduates have many needs beyond employment, so merely imparting skills to enhance employability and productivity might not be sufficient for contemporary life (Anderson, 2009). This is especially so as a TVET graduate will be involved in the goods and services market as a consumer, supplier, or producer, manage a household or firm finances, seek Work, fall ill or engage in community activities, which require skills beyond supplying labor and producing goods and services (Anderson, 2009). The paradigm equally perceives TVET to be provided by the government, and, indeed, the recent reforms in Uganda have aimed to strengthen TVET while maintaining the state's role (McGrath, 2012). For instance, (1) systemic governance reforms to decentralize power from the central government to functional authorities in the TVET sub-sector; (2) establishment of a qualifications framework with the rationale of (a) achieving transparency in qualifications; (b) enabling the advancement of TVET learners both vertically and horizontally; and (c) enabling accreditation of informal and non-formal learning; (3) quality assurance systems to ensure that various stakeholders have confidence in the TVET skills development framework; (4) introducing a new governance mechanism that allows for increased stakeholder participation in TVET activities, such as industry; greater autonomy of TVET providers and ensuring that TVET meets the country's overall economic development objectives (McGrath, 2012). However, limiting TVET to the public sector has been deemed naive as it ignores the existence of public-private partnerships (PPPs) and formal and informal private-sector providers of TVET services.

Furthermore, the productivism paradigm looks at TVET skills development from a narrow perspective of enabling employability in the short term. Still, such skills ought to be perceived as fostering the long-term participation of TVET graduates in the labor market. In addition, it ignores contemporary challenges such as climate change, which might render TVET graduates' skills inadequate (McGrath, 2012). For example, suppose an agricultural extension worker is not introduced to practices to mitigate the adverse effects of climate change. In that case, it is unlikely that farmers will get appropriate extension services from such a TVET graduate.

Thus, to develop a TVET sub-sector solely around the productivism paradigm implies that a TVET graduate is almost bound to operate below capacity, which is why TVET now incorporates the human face as it relates to development. For example, TVET is perceived to take a human rights perspective to the extent that there is (1) practical access whereby TVET learning centers are within the financial and physical reach of its intended beneficiaries; (2) increased accessibility in content, process and quality to ensure that various stakeholders have confidence in TVET graduates; (3) amenability to various gender, poverty, and disability dimensions, to avoid systematic discrimination; and (4) a healthy institutional environment (McGrath, 2012). A healthy institutional setup partly depends on a policy framework that is definite about the needs of different social segments, for example, women, young people, and those who are economically disadvantaged or have disabilities.

The policy framework should specify the responsibilities of the various TVET service providers—ministries, private and public TVET institutions besides the mechanisms of how informal or formal TVET institutions ought to be managed (McGrath, 2012). In conclusion, the human rights perspective does not replace the productivism paradigm but builds around it.

The empirical literature also emphasizes the importance of perceiving TVET beyond productivism. For example, while hard skills are job-specific and productivity-oriented, these should be complemented by soft skills such as self-esteem, honesty, and integrity. Ngai, Cheung, and Yuana (2016), using data from the Chinese port city of Tianjin show that youths with both hard and soft skills were associated with self-realization, leading to positive work motivation and engagement. The study suggests that unemployed youths with adequate TVET training will follow a similar pattern. TVET has a non-formal component where school dropouts and individuals with no formal education are accommodated to attain valuable labor and life skills. This training component of TVET, at least in African settings, imparts skills in literacy, numeracy, and vocational skills besides life skills (Blaak, Openjuru, & Zeelem, 2013). The success of the non-formal component depends on its flexibility in terms of the program location, its timing and the language of instruction, practical relevance to daily life, and module structure. The importance of flexible timing is relevant to the seasonal nature of rural livelihoods.

As a work-related or outcome-based approach to teaching and learning, TVET has been found to provide critical pedagogical strategies for transitioning inexperienced young people from school life to the harsh realities of working life (UNESCO-UNEVOC, 2013; Griesel & Parker, 2008); since TVET provides the platform by which inexperienced youth and/or graduates are exposed to work experiences. The International Labour Organization (ILO, 2012; UNESCO-UNEVOC, 2013) found that one of the major impediments to the school-to-work transition of youth and graduates is the demand for 'working experience' by prospective employers. Only TVET, together with its other variants such as Competence Based Education and Training (CBET), Work Based Learning (WBL), Work Related Learning (WRL), Practical Vocational Education (PVE), Experiential Learning (EL) or Problem Based Learning (PBL), Life-Long Learning (LLL) and best of all apprenticeships; is the most appropriate form of education for helping youth and graduates link school-life and working-life

Efforts to train disadvantaged young people for Work have proved even more difficult. Despite efforts in advanced and developing countries to expand access to education and skills development, many young people still leave school with limited skills. Young people who drop out of school as early school leavers are particularly at risk in the transition to Work, with repeated periods of unemployment, long-term unemployment, and intermittent, low-paid Work. At-risk youth often come from specific ethnic, social, and regional groups. An essential political priority in these cases is to keep young people in school or help those who have left early to return to school (Canerio & Heckman, 2003). Canerio and Heckman's findings are generalized and not specific to youth empowerment due to vocational learning skills. This survey leaves the gap in justifying whether vocational learning skills impact youth empowerment in Uganda.

Methodology

The study used both qualitative and quantitative approaches with descriptive research methods. The study used a mix of design approaches, including the before and after evaluation design without comparison groups and assessing the situations with and without the project to assess the correlates of vocational learning skills and youth empowerment. This design was based on the fact that there is a policy on vocational education that provides guidelines—the outcome harvesting methodology as observed by the stakeholders and designers of vocational learning skills and youth empowerment. Outcome harvesting is a monitoring and evaluation methodology used to identify, describe, verify and analyze outcomes. In this case, the outcome harvesting methodology is driven by the definition of the outcome as a change in the behavior, relationships, actions, activities, policies, or practices of an individual, group, community, organization, or institution. As a methodology, outcome harvesting was partly inspired by Outcome Mapping, and the two are often seen as complementary. Therefore, the outcome harvesting methodology was designed to collect evidence of change and then work backward to assess whether or how an organization, program, or project contributed to that change.

The participants comprised youths who had received vocational training and learning skills and had been out for at least three years using the snowball approach. In this case, based on the four Vocational schools' statistics by 2017, there are approximately 1,234 youths who have finished training and learning skills in 2017 from seven selected districts, both rural and urban.

The study adopted a snowball sampling procedure to pick the participants in their areas since they are not known where they stay. This approach was used since the target population was not fully understood, and there was a need for friends to identify others in the process. According to Singer & Couper (2017), snowball sampling is an approach whereby one individual (respondent) is recognized. In turn, the respondents identified the other, who identified another until the number of targeted respondents was achieved.

Results

The study respondents' profile in terms of age and gender in order to ascertain the variations therein were looked at

Table 1: Respondents' profile

Gender	Frequency	Percent
Male	160	66.1
Female	82	33.9
Age bracket		
Below 18 years	10	4.1
18-24 years	35	14.5
25-30 years	135	55.8
31 and above years	62	25.6

n=242

In reference to Table 1, the majority (66.1%) of the respondents were male, while 33.9% were female. The findings provide a clear picture on the ground whereby many youths are men compared to women in search of Work since women opt for marriage and become homemakers. Regarding age, 55.8% of the respondents were 25-30 years, followed by 25.6% who were 31 and above, 14.5% who were 18-24 years, and 4.1% who were below 18 years. The study contains respondents aged 18 years onwards which provides a ground to access information on vocational learning skills and youth empowerment.

Table 2 *Correlates between Vocational Learning Skills and Youth Empowerment*

		Youth Empowerment
Managerial Skills	Pearson Correlation	.430*
	Sig. (2-tailed)	.003
Entrepreneurial skills	Pearson Correlation	.516**
	Sig. (2-tailed)	.001
Financial skills	Pearson Correlation	-.211
	Sig. (2-tailed)	.021
N		242

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows a correlation between vocational learning skills and youth empowerment among three variables. Three variables were key in addressing vocational learning skills that were managerial, entrepreneurial, and financial skills and how it empowers youths. In this case, managerial skills had r. value of 0.530 and p. value of 0.003, which was significant at 0.05 significant level (2-tailed). Entrepreneurial skills had r—value of 0.516 and p. value of 0.001, which was a significant level (2-tailed). The third variable financial skills, had r. value of -0.211 and p. value of 0.021 implies a correlation between financial skills and youth empowerment. The inference is that the variables of managerial, entrepreneurial, and financial skills significantly correlated with youth empowerment. On face value, there is an increasing human productivity is the primary aim of the human capital approach; vocational education has put much focus on empowering youths with managerial skills and entrepreneurial skills as well as financial skills, as noted by McGrath et al. (2018). However, critical analysis reveals that many of those who have undergone vocational training are those with low education (such as those who stopped at the secondary level). Therefore, many with higher education rarely have experienced vocational skills to be empowered.

Despite of correlates of empowerment received, the BTVET programs continue to be plagued by various challenges. According to Peter and Barbara (2014), vocationalization has remained largely theoretical since most of them lack the infrastructure for undertaking practical lessons, most offer low-cost skills training that is mismatched with labor market demands, and some are privately owned with no access to government funding. Poor community attitudes about vocational education are still challenging, leading to low enrollment rates. Indeed, many BTVET institutions run below capacity.

Such a state of affairs is contrary to the youth expectations who graduate from higher institutions. After completing studies, most youth usually expect dream jobs with better pay grades, annual leave, and possible insurance premiums, among other privileges that would seem far-fetched at the onset. The biggest absorption of youth is in the informal sector or self-employment, where it may be easy to join or quit with minimum or no direct implication (Devlin, 2013). Many graduates undermine their vocational learning skills attributing them to dropouts of primary and secondary levels. This poses again challenges of attitude that need to be re-addressed. In addition, they have not recognized that the education system is more theoretical than practical and thus unable to adequately prepare them for the challenging work environment because the majority lack appropriate employable skills despite the jobs falling within their field of study. If this is understood, maybe addressing vocational learning skills would benefit graduates and those who drop out of school and opt for vocational learning skills.

The mismatch in Uganda's education system results in skill gaps among the population since the relationship between the two factors determines employability. The education system does not fully prepare youth who formally go through the procedure for challenging skill demanding tasks after school. Lack of necessary employable skills because of the flawed education system has led to high rates of unemployment which in turn has increased crime rates and widespread poverty among youth. In Uganda, 85 percent of the Ugandan labor force is based in the rural setting where subsistence agriculture is the dominant income-earning activity. The agriculture and informal sector employ most of the illiterate class of youth (Ahaibwe & Mbowe, 2014), which many children are unwilling to engage in.

In the interviews, participants noted that *vocational learning skills bring about skills that make youth busy and aim at developmental planning, for example, exercising skilling in agriculture, growing crops, and rearing animals. Also, the child gets employment opportunities. It also opens youth minds for new learning in creativity* (Participant 11, 2021).

In line with the findings, it has been noted that efforts to train disadvantaged young people for Work have proved even more difficult. Despite efforts in advanced and developing countries to expand access to education and skills development, many young people still leave school with limited skills. Young people who drop out of school as early school leavers are particularly at risk in the transition to Work, with repeated periods of unemployment, long-term unemployment, and intermittent, low-paid Work. Young people at risk often come from ethnic, social, and regional groups. An important policy priority in these cases is to keep young people in school or to help early school leavers to return to school (Canerio & Heckman, 2003). Canerio and Heckman's findings are general and not specific to empowering youth through professional learning skills.

Early school leavers miss out on education's more comprehensive potential benefits, including self-esteem, increased productivity, and social mobility (World Bank, 2006; UNESCO, 2011). Not only do they miss out on these benefits, but some ALS also become vulnerable to several other health, social, and behavioral problems, such as illness, drug addiction, crime, unwanted pregnancy, prostitution, etc. (Andreoni, 2018; Glick, Huang, & Mejia, 2015; Blattman, Fiala and Martinez, 2013; Zeelen et al., 2010). Given the high and growing youth unemployment rate, the skills level and job opportunities for tertiary

education graduates in Uganda are also questionable (Zeelen, 2012). However, early school leavers are more disadvantaged than their graduate counterparts when finding high-paying jobs and better life choices. No group needs more personal transformation than the millions of out-of-school youth for whom there is little future without some training.” Indeed, early school leaving, which equates to school exclusion, is also a fundamental factor contributing to social exclusion (Tukundane et al., 2014). Social exclusion, approach by capabilities, can be seen as a process that leads to a state in which it is more difficult for individuals and groups to fulfill certain "functions" expected of them in society. Social exclusion occurs when young people face related problems, such as unemployment, discrimination, poor skills, low income, substandard housing, high crime, ill health, and family breakdown. Studies have shown that ESLs are at greater risk of long-term unemployment, low-skilled and low-paid jobs, and social and economic marginalization (Sabates et al., 2010).

In addition to the 'from school-to-work transition' of young people and graduates, TVET is also potentially helpful in bringing about socio-economic inclusion, peace, and stability. Unemployed and redundant youth or graduates are a potential threat to the social and political instability of nations and has been found to prevent economies from realizing the full potential of their labor forces, constraining productivity and economic growth (UNESCO-UNEVOC, 2014). As Steedman (2008 p.164) said, TVET in the form of highly specialized apprenticeships has been found to 'boost the chances of successful labor market transitions and job access for young people and graduates compared to those with the same, or similar school-based qualifications'. Marope et al. (2015) add that providing skills through TVET to these groups opens the potential contribution of TVET to shared growth and inclusive development through the uptake of employment in the informal sector, which tends to be predominantly rural dwellers, women, and youth. Uganda is currently facing the brunt of demonstrations by job-demanding youth/and or graduates from such groups as the 'jobless brotherhood'. Unemployment in Uganda is relatively high, estimated to be 83 percent (AfDB, 2013).

The reality of Uganda's escalating mass poverty, civil strife, social breakdown, wild unemployment of both the "educated" and "non-educated", widespread apathy, widening inequality gaps, and moral degeneration, among others, show that despite the ever-growing private and public investment in education and government strategies (interventions) to empower youths towards strong employability and to promote positive livelihoods is just not taking off. A significant challenge in devising a new job offer lies in understanding the knowledge base of new programs, qualifications, and professions. This literature emphasizes the need to go beyond crude technical approaches to determine what skills appear to be needed on the surface and consider what knowledge and skills are necessary for empowerment. Here there are clear potential links between the community development approach and the formation of inclusive knowledge about youth development and cross-border learning.

There is less evidence for the link between access to financial services and education. None specifically target young people: for example, Banarjee et al. (2015) reported that a large-scale multi-country program offering scholarships with training in personal finance and life skills has small but statistically significant gains for the ultra-poor of household consumption, assets, and food security. Cole et al. (2014) also reported that while a financial

literacy program in South Africa improved budgeting knowledge, increased self-reported savings, and decreased credit applications, they found no significant improvement in other financial knowledge or practices. In their meta-analysis of financial literacy interventions, Fernandes et al. (2014) concluded that, where they exist, the effects of such interventions on financial outcomes and behavior are generally low and often associated with high costs. Overall, international training experience suggests that internships, which combine education and Work experience, have only marginal positive effects on employment. This less favorable outcome is reflected in training programs focused on literacy and financial behavior. These results are likely to depend on the type of training available - for example, practical skills, professional skills, financial skills, or a combination of these training - and on its quality and duration. There is insufficient international evidence to base solid policy recommendations. Given the diversity of approaches and quality, we believe that more research is needed into the right mix, duration, and intensity of training and the externalities affecting the use of knowledge and skills.

Conclusion

Concerning the study findings, the researcher concludes that many young people have a moderate level of vocational learning skills, such as managerial, entrepreneurial, and financial skills. Thus, some unemployed and unskilled people participate in socially degrading activities that disrupt due to the moderate vocational learning skills they acquire. This partially may explain why many youths engage in drug abuse, alcohol and loitering without any income-generating projects despite receiving vocational learning skills. Therefore learning and acquiring skills through vocational training in management, entrepreneurship, and financial skills help one to be economically developed among the youth. Vocational training has a touchable impact on the lives of youths empowerment.

Recommendations

Based on the study findings, the researcher draws the following recommendations;

One aspect that should be changed is the problem of perception. The professional training center is still prone to the negative perception that people think they are inferior establishments. Vocational training centers must remove the label for chess that they are poor quality and not reputable enough. Improvement can also come from exercise. Advocacy is a way to eliminate and reduce discrimination and other harmful practices people encounter that can hinder their progress.

A directorate of industrial training (DIT) is also in place to test and certify the skills of various categories of learners/trainees. ESLs would be the largest beneficiaries, as their skills are often overlooked in the labor market due to a lack of certification. However, proper implementation of the policies, availability of resources to the VET sector, and a change in the mindset about VET will be critical to achieving the desired outcomes.

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