THE IMPACT OF THE 'SKILLING UGANDA' PROGRAMME ON YOUTH EMPLOYMENT IN EASTERN UGANDA.

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2025

DECLARATION

Declaration by Candidate

I, Kipyeko Kenneth, hereby declare that this thesis titled “Impact of the 'Skilling Uganda Programme' on Youth Employment in Eastern Uganda” is my original work with the exception of the references cited and that it has not been submitted to any university, college or institution for any award.

Kipyeko Kenneth

Sign: **Date:** 21st August, 2025.

SEDU/TED/M/001/22

Declaration by Supervisors

This thesis has been submitted for examination with our approval as University Supervisors.

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…..…… ……21st August 2025…….

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DEDICATION

This dissertation is dedicated to my parents Mr. Satya Samuel and Mrs. Grace Satya, my wife Diana Chesang and Children Nathan, Prince, and Hope.

ABSTRACT

This study examined the impact of the 'Skilling Uganda' programme on youth employment in eastern Uganda. According to the 2021 National Labor Force Survey, youth unemployment stood at 16.5%, higher than 2020's 13.3% and the national average of 9.2%. Youth unemployment has economic, social, and political consequences, prompting calls for empirical evaluation of interventions like the "Skilling Uganda" programme. Guided by Human Capital Theory and General Systems Theory, the study aimed to: (1) establish the employment status of programme graduates, (2) determine their employability, (3) identify employment-related challenges, and (4) explore institutional challenges in sustaining the programme. Using a mixed-methods design with a pragmatic paradigm, 208 respondents were sampled from a target of 500 through purposive, simple random, and stratified sampling. Data were collected via questionnaires and interviews, then analyzed using SPSS. Findings revealed that 14.4% of graduates were unemployed, and those employed among the respondents faced low or inconsistent earnings, indicating persistent underemployment. Significant skill gaps were noted in digital literacy (51.4%) and leadership (64.0%), with respondents attributing these skills to personal initiative rather than the training. Key employment challenges included low capital (76%), technological limitations (39.9%), lack of employability skills (27.9%), and weak social networks (27.9%). Institutional challenges included budget constraints, limited focus on employability skills in curricula, and weak industry linkages, particularly in securing partnerships with the private sector. The study concludes that while the programme has improved access to work, the quality and sustainability of employment remain limited by skill gaps, inadequate capital, weak industry linkages, and low technological proficiency. It recommends enhancing employability training, strengthening post-training support and financing, building stronger industry linkages, and expanding technological training.

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LIST OF ABBREVIATIONS

BTVET: Business, Technical and Vocational Education and Training

ILO: International Labor Organization

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNECA: The United Nations Economic Commission for Africa

Cedefop: European Centre for the Development of Vocational Training

OECD: Organization for Economic Co-operation and Development

AfDB: African Development Bank

MoES: Ministry of Education and Sports

NYAP: National Youth Action Plan

USDP: Uganda Skills Development Programme

ARSDP: Albertine Region Skills Development Programme

GST: General Systems Theory

CST: Catholic Social Thought

DIT: Directorate of Industrial Training

UBOS: Uganda Bureau of statistics

NLFS: National Labor Force Survey

PCU: Project Coordination Unit

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study intended to establish the impact of the Skilling Uganda Programme on the employment of youth in eastern region of Uganda. The skilling Uganda programme is also known as the BTVET strategic plan 2011-2020. In this study, the "Skilling Uganda Programme" was treated as the independent variable, while Youth Employment was treated as the dependent variable. This chapter thus presented the background to the study, statement of the problem, purpose of the study, research objectives, research questions, hypotheses, conceptual framework, significance, justification, scope of the study, and operational definitions of terms.

1.1 Background to the Study

The researcher presented the background of the study in four thematic areas, that was, the historical, theoretical, conceptual, and contextual background.

1.1.1 Historical perspective

Youth unemployment in Africa was a concern that arose to prominence during the post-colonial era with the entrance of formal employment in the society. This may have been due to the different economic systems, structures and social norms and opinions regarding work

and participation in societal activities. These activities most of which contributed to household economy included farming, herding, and craftwork. Though there may have been some economic hardships in this era, it was hard to quantify unemployment rates due to absence of formal labor markets.

In the Post-Colonial Era(1960s-1970s), as employment was formalized, most countries in Africa experienced increased levels of unemployment resulting from limited job opportunities and low economies. Unemployment of youth during this period varied widely between 20% and 40% according to a world bank report. (World bank, 2023)**.**

In the period between 1990s and 2000s, many African countries pursued economic reforms intended towards liberation and privatization to combat the rising challenge of unemployment and see growth in their economies. Despite these, the challenge of youth unemployment still remained a significant concern due to forces such as mismatch of skills acquired from training with those required by labor industry, rapid growth of population, and opportunities of formal jobs being limited. This left youth unemployment rates high ranging between 20% and 30% according to African Development Bank. (African Economic Outlook, 2020)

In the early 2020s, factors such as COVID-19 pandemic and its economic impacts came to play leaving youth unemployment to continue as a pressing concern in Africa. According to the International Labor Organization (ILO), the rates of youth unemployment in sub-Saharan Africa remained among the highest globally, which estimates surpassed 30% in some countries (ILO, 2021). This hence made it imperative to empirically assess the impact of any intervention ever introduced to mitigate such trends of increasing youth unemployment, one

of its kind was the “Skilling Uganda” programme which was the focus of this study. The timeliness of this study coming at an appropriate period after the programme phase elapse and when the cry of unemployment gets even louder could not be over emphasized.

1.1.2 Theoretical perspective

This study employed the Human Capital Theory by Rosen (1976). The theory was a modified version of Becker’s (1962) Human Capital Theory. The Human Capital Theory postulated that individual workers have a set of skills or abilities which they could improve or accumulate through training and education. The theory asserted that the perceived employability of an individual could be determined by the employee’s resource option, particularly the individual’s efforts to invest in education and training. The theory assumes that accumulation of the required skills brings about more expertise and increases the effectiveness at accomplishing job tasks thus the value of an individual in the market place increases (Robinson & Pope, 2023). This theory informed this study in that as the youth received training in various skill areas under the ‘skilling Uganda Programme’, they were expected to accumulate human capital and become valuable in the market place, thus reducing youth unemployment. This theory viewed education and training as investments in human capital, leading to increased productivity and higher earnings. It further asserted that training programs are considered a means of enhancing an individual's skills and knowledge, thus increasing their human capital and economic value (Becker, 1964).

According to Bassanini and Duval (2009), high levels of youth unemployment could hinder economic growth and development. It could lead to a waste of human capital and talent,

reducing overall productivity and competitiveness. This theory therefore suited the current study in that it explained how skilling the youth could affect their employability traits.

1.1.3 Conceptual background

The 10-year BTVET Strategic Plan titled ―Skilling Uganda, denoted a paradigm shift for skills development in Uganda. The Strategic plan was designed to contribute during the years 2011 to 2020 to the achievement of a higher-level development objective for the BTVET system to ensure that Ugandans and enterprises acquired the skills they needed to raise productivity and income.

The Plan had five objectives to reach the sub-sector's higher level objective: First to make BTVET relevant to productivity development and economic growth. Secondly, to increase the quality of skills provision. Thirdly, to increase equitable access to skills development. Fourthly, to improve the effectiveness in BTVET management and organization, and lastly, to increase internal efficiency and resources available to BTVET. The BTVET Strategic Plan was a full-sub-sector plan, integrating existing and already planned activities with new strategies to further improve and expand skills development in Uganda.

This study focused on the impact of the "Skilling Uganda Programme" as an intervention in bridging the employment gap of youth in Eastern Uganda. The 'skilling Uganda programme' was based on the BTVET strategic plan 2011-2020 which came to operationalization between 2012 and 2022 with major financial investment in the year 2016 under the Uganda Skills Development Programme (USDP) and Albertine Region Skills Development Programme (ARSDP). Generally, the 'skilling Uganda programme' was an initiative by the

government of Uganda and donor organizations to create employable skills and competencies relevant in the labour market instead of mere educational certificates.

According to the standard United Nations definition, "youth" was comprised of young people aged from 15 to 24 years inclusive (United Nations, 1992). The Uganda's ministry of Gender Labor and social development in her Youth Action Plan policy of 2016, page 2, paragraph 1 defined a youth as a person between the age 18 and 30 years (National Youth Action Plan, 2016). Though other countries may vary in their concepts of who constitutes a youth, this research considered the definition of the country where the research was conducted.

Youth unemployment referred to the situation in which young people, typically between the ages of 15 and 24 years, are actively seeking employment but are unable to find suitable jobs. This issue had significant implications for both the individuals affected and society as a whole. High levels of youth unemployment could lead to economic inefficiencies, lost productivity, increased social tensions, and reduced human capital development.

To combat youth unemployment, various interventions have been implemented by governments, non-governmental organizations, and international institutions. Some effective programme interventions include: Skills Development and Training, Job Placement and Support Services, Entrepreneurship Support, Internship and Work Experience Programs, Public Works Programs, Financial Incentives for Employers, Education and Training Reforms. Initiatives that provide vocational training, apprenticeships, or skill-building programs to young people could improve their employability by equipping them with relevant skills for the job market (ILO, 2012).

Offering job placement services, career counseling, and mentorship programs could help young job seekers connect with potential employers and navigate the job search process more effectively (OECD, 2014). Entrepreneurship programs and access to credit or grants could encourage young people to start their own businesses, creating job opportunities for themselves and others (World Bank, 2013).

Providing opportunities for young people to gain practical work experience through internships or work placements could enhance their resumes and increase their chances of securing permanent employment (Cedefop, 2016). Governments could implement public works initiatives that offer temporary employment opportunities, particularly during economic downturns, which could help mitigate the negative impact of youth unemployment (UNDP, 2014). Providing incentives or subsidies to employers who hire young people could encourage them to take on less-experienced workers, reducing the barriers faced by young job seekers (ILO, 2017). Governments could work to improve the quality and relevance of education and training system s to better align with the needs of the job market, reducing skills mismatches (OECD, 2015).

1.1.4 Contextual background

In 2022, the Uganda Bureau of Statistics revealed that the share of unemployed youth among the total unemployed persons in Uganda was as high as 41 percent**??**. Given the rapid growth of the Ugandan population projected at 45.6million as of mid-2023, three quarters of the population were below the age of 30 years (Uganda Bureau of Statistics, 2023, pg. 5).

Coupled with the fact that the youth are getting better educated through higher access to primary and secondary education, a stronger focus on job creation for this cohort of people could not be overemphasized (Ahaibwe, G., & Mbowa, S. 2014).

According to the National Youth Action Plan 2016 by the Ministry of Gender, Labor and Social Development of Uganda (2016), the population of Uganda stood at 34.6 million people. The majority of the national population of 34.6 million people, 77% was below 30 years. The youth aged 18 - 30 constitute 22.5% of the national population translating into 7.7 million people. Most of the Ugandan youth lived in rural areas and were engaged in agriculture sector along the value chain. However, rural areas are experiencing high rates of rural- urban migration (NYAP, 2016, p.2)

Uganda implemented a number of programs aimed at creating employment specifically for youth. These policies consisted of those aimed at providing an enabling environment for the private sector to create jobs and those targeted at building the skills and requisite knowledge to make youth more employable. The Uganda Investment Authority (UIA) was put in place by an act of parliament in 1991 to foster private sector investment and, although the UIA has created some jobs particularly in telecommunication and banking sector, the number was inadequate compared to the huge number of annual labor market entrants.

Other programmes ever created to address this employment problem included; *Youth Entrepreneurial Scheme* (YES), Youth Venture Capital Fund, Youth livelihood fund, Graduate Venture Fund, Youth Livelihood Programme. These schemes created between 1990's and 2012 did not perform as anticipated because they were largely perceived as political tools. While it was meant to be a loan, it ended up being a handout with very low (if

any) recoveries made (Ahaibwe & Mbowa, 2014). However, some studies also note that these ventures were based in urban settings and had stringent criteria attached to them making them hard to be accessed by the target group.

Upon recognizing that youth lack employable skills or possess skills that are irrelevant in the current job market, government has since 1997 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 levels of education and university levels with a view of imparting practical knowledge and skills to enable youth to become job creators. At the tertiary level, mandatory internships and introduction of courses that teach skills that are sought after by employers were some of the interventions.

Despite these measures, the levels of unemployment and underemployment have remained high. The BTVET programs continue to be plagued by various challenges. They have remained largely theoretical since most lack the infrastructure for undertaking practical lessons, most offer low-cost skills training that are mismatched with labor market demands, and most are largely privately owned with insufficient government funding. Poor community attitudes about vocational education are still a challenge, leading to low enrollment rates. Indeed, many BTVET institutions run below capacity. It was thus imperative that an evaluation study was undertaken to ascertain the extent to which these programs among others have contributed to employment creation in Uganda.

To enhance on BTVETs capacity to deliver the intended aspirations, the Government of Uganda through its Ministry of Education and Sports developed 2011-2020 BTVET Strategic

Plan titled “Skilling Uganda", which denotes a paradigm shift for skills development in Uganda expecting BTVET system to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth. The main purpose was to create employable skills and competencies relevant in the labour market instead of educational certificates. It was to embrace all Ugandans in need of skills, including but not only primary and secondary school leavers.

With a major investment towards the implementation of the strategic plan coming in 2016 underfunding from world bank through the USDP and ARSP initiated by the government through its Ministry of Sports and Education and BTVET department as a technically player, 16 TVET institutions nationally were identify as pilot centers for the project. 4(four) of which were set as centers of excellence whereas the 12 were set to operate under the coordination of these centers. Some of the TVET institutions in Eastern Uganda were the beneficiaries of this programme. These included; UTC Elgon as the center of excellence, Kaliro VTI, Buteleja VTI, Kaberemaido VTI and Kacodo VTI as beneficiary institutions.

1.2 Statement of the Problem

Youth unemployment in Uganda constitutes a pressing challenge, with significant implications for the nation's socioeconomic development. According to a National Labor Force Survey (NLFS) conducted by UBOS in 2021, the youth unemployment rate stood at 16.5. % significantly higher than that of 2020 which was at 13.3% and the national average unemployment rate of 9.2%. The impact of youth unemployment extends beyond economic consequences, with adverse effects on social cohesion, political stability, and human capital development. The Uganda Human Development Report 2019 highlighted that unemployed

youth faced heightened risks of poverty, social exclusion, and vulnerability to exploitation, exacerbating inequalities within society (UNDP, 2019).

Contributing to this challenge are a multitude of factors, including limited job creation, skills mismatches, inadequate access to education and training, and structural barriers to employment. The National Strategy for Youth Employment in Uganda (2019-2024) underscored the need for targeted interventions and multifaceted approaches to address these underlying causes and promote inclusive growth and sustainable development (Ministry of Gender, Labour and Social Development, 2018). Failure to adequately address this issue would not only undermine the prospects of Uganda's youth but also hamper the nation's ability to harness the demographic dividend and achieve its development aspirations. By comprehensively understanding the dynamics of youth unemployment in Uganda and implementing evidence-based solutions, stakeholders could work towards creating an enabling environment for youth empowerment, economic prosperity, and social inclusion.

Eastern Uganda is one of the regions in Uganda with a significantly higher youth population after central region according the latest National housing and population census 2014, an activity organized and reported by Uganda Bureau of Statistics (UBOS). Youth aged 15-24 years old comprise a substantial proportion of the region's total population. Youth unemployment rates in Eastern Uganda have remained high, reflecting challenges in accessing formal employment opportunities, skills mismatches, and limited job creation in certain sectors despite interventions made by the government and support agencies.

This study aimed at empirically establishing evidenced-based information on the contribution of ‘the Skilling Uganda programme’ being one of the policy interventions to youth

employment in Uganda. Conducting a comprehensive tracer study on purposefully sampled stakeholders and related parameters helped shed light on the multifaceted nature of these relationships, providing insights that could inform both academic discourse and practical initiatives geared towards sustainably mitigating the dark effects of youth unemployment in Uganda.

1.3 Purpose of the Study

The Purpose of this study was to assess "the impact of the 'Skilling Uganda Programme' on youth employment in Eastern Uganda".

1.4 . Objectives of the Study

1.4.1 Main Objective

The main objective of this study was;

to establish the impact of the "Skilling Uganda Programme" on the Employment of Youth in Eastern Uganda.

1.4.2. Specific Objectives

The specific objectives of this study were;

i. To establish the employment status of youth that completed training through the 'Skilling Uganda Programme'.

ii. To determine the employability of youth that were trained through the 'Skilling Uganda Programme'.

iii. To investigate employment challenges faced by youth following their training through the ‘Skilling Uganda Programme’.

iv. To investigate challenges faced by the beneficiary TVET institutions in implementation the ‘Skilling Uganda Programme’.

1.5 Research Questions

i. What percentage of the youth that completed training in Eastern Uganda under the skilling Uganda Programme are employed?

ii. What proportion of the youth that completed their training through the ‘skilling Uganda programme’ possess employability skills?

iii. What are the challenges faced by the youth who completed training under the skilling Uganda Programme?

iv. What are the challenges faced by the TVET training centers in implementing and sustaining the Skilling Uganda programme?

1.6: ***Justification of the Study***

Although some studies could have been done on the ‘skilling Uganda program’ as a case by scholars like Moses, K. M., & Liu, W. T. (2023), focus was placed on its contribution to the transformation of the informal sector which was a residual effect of skills development yet the outcomes of this intervention were to first be evidenced by the employability of the youth that benefitted through it. Also, the intervention reports gave more attention to project implementation rather than the outcomes of the intervention which would best be achieved a while after project completion.

Furthermore, UNESCO in its recommendation concerning technical and vocational education and training (TVET) 2015 asserted that Member States should, according to their specific conditions, governing structures and constitutional provisions, evaluate TVET policies and programmes. Evaluation could include studies of the impact and outcome of TVET policies and programmes and investigation of the costs and benefits of TVET for a broad range of public and private actors including individuals, enterprises and communities (UNESCO, TVET. 2016).

This called for intentional impact assessment studies whether academic or situational to avail evidence-based information on state of policy interventions, sustainability realities for actors to refer to. An example of which was the 'Skilling Uganda' programme and its goal of transforming the TVET from a certificate-oriented programme to offering a competence-based curriculum for a productive human capital.

This study being a tracer study attempted to avail evidence-based information by reaching to some of these graduates in the field and establishing their actual employment status and any job-related challenges they see themselves battling with. It also sought to establish the status of the training institutions in regards to the sustainability of the Skilling Uganda strategy.

1.7 *Significance of the Study*

The findings of this study were to be of significance to the following stake holders;

1. The study findings could provide the government policy makers with relevant information in rightly formulating guidelines and interventions that could address the problem of youth unemployment.
2. The study findings could also be insightful to employers and training institutions to incorporate Continuous Professional Development programmes in the mandatory packages to make their employees and trainees more equipped with key/relevant contemporary employable skills.
3. The findings from the study could be useful to TVET management and MoES through its Education Standards Agency/directorate in identifying the need and urgency to boost support supervision practices to ensure improvement of teaching and instruction through quality skills provision.
4. The study could also inform labor unions of the employment conditions of youth there by advocating for supportive mechanism and policies that protect them and enhance their productivity.
5. Lastly, the study findings could also be of great use to academicians, researchers and the future generation in that it might act as a source of literature or to provide a rich text of knowledge to those who may wish to do further investigation in the area of skills development and youth employment.

1.8: *Assumptions of the Study*

i. Youth that were absorbed in private enterprises within their skill area and also those employed by government no matter how much they earn would be regarded productive and contributing to the national economy.

ii. That the selected respondents would be give genuine responses to the data requested.

iii. Those who were working either in private or absorbed in government jobs would be regarded as working satisfactorily and the employers were satisfied with their output

iv. That the institutions that would participate in the study were in possession of clear records of the graduates of the year of reference.

1.9 Scope and Limitations of the Study

1.9.1 Scope of the Study

Geographical scope

This study was done in Eastern Uganda 1.2692° N, 33.4384° E, particularly selected TVET institutions that benefited from the "Skilling Uganda Programme"

Content scope

The study sought to investigate the 'Skilling Uganda Programme' as the independent variable with its input factors being; Training programmes/skill areas, Employability skills provision, Quality of skills provision, and Youth Employment being the independent variable. The researcher also controlled for other intervening factors outside the 'skilling Uganda programme' that would likely influence youth employment. According to Baron & Kenny, (1986), researchers should acknowledge the existence of intervening and extraneous variables that may affect the relationship between the independent and dependent variable while doing research. This was essential for validity and reliability of study findings. Controlling for intervening or extraneous variables using appropriate sampling techniques

among others helped isolate the effect of independent variable on the dependent variable. (Stevens, 2009).

Time scope

The study focused on youths that underwent their training within the project phase of the "Skilling Uganda program", especially the last graduates of the programme phase according to the BTVET Strategic plan. This year in reference as opposed to earlier years may be of an advantage to the research in terms of finding respondents' contact details. It was also expected that within about 3years after their graduation, the graduates would have got ample time to search for jobs, start private enterprises with access to capital, or interface with factors that influence job acquisition. In so doing, some extraneous/intervening factors would have been controlled for.

Field data collection was done after the proposal was successfully passed through the required stages. Likewise, to data analysis and presentation stage, all which was expected to be completed before the end of year 2024.

1.9.2 Limitations of the Study

The study focused on the direct relationship between 'Skilling Uganda Programme' and youth employment. How the training received by youth trainees in the beneficiary training institutions gave them an advantage in the labour market. Any other factors were treated as intervening variables and were controlled for.

Limitation 1: Difficulty in locating all graduates/beneficiaries due to migration, change of contacts, or informal employment. This may lead to sample bias if only easily reachable individuals are included

Mitigation: Use multiple tracking methods (phone calls, alumni networks, local leaders, social media) and apply snowball sampling to trace hard-to-reach respondents.

Limitation 2: It may be difficult to attribute employment outcomes solely to the *Skilling Uganda* program since other factors like prior skills, local job markets, other interventions also influence youth employment

Mitigation: The researcher used statistical controls in analysis like age, gender, education level, prior employment, and duration in employment.

Limitation 3: The study had expected not to solicit feedback from the employer or seek to access the appraisal reports of each of the respondents to confirm employer's satisfaction of the employees' performance.

Mitigation: This was addressed by the assumption that the response from the employees about their satisfaction with the job was sincere.

1.10. Theoretical Framework and conceptual framework

1.10.1 Theoretical Framework

The theoretical background of training programs and their impact was supported by various theories and research from the fields of education, psychology, and human resource management.

This study was guided by the human capital theory, developed by economists Gary Becker and Theodore Schultz, who viewed education and training as investments in human capital, leading to increased productivity and higher earnings. Training programs were considered a means of enhancing an individual's skills and knowledge, thus increasing their human capital and economic value (Becker, 1964)

1.10.2 Conceptual Framework

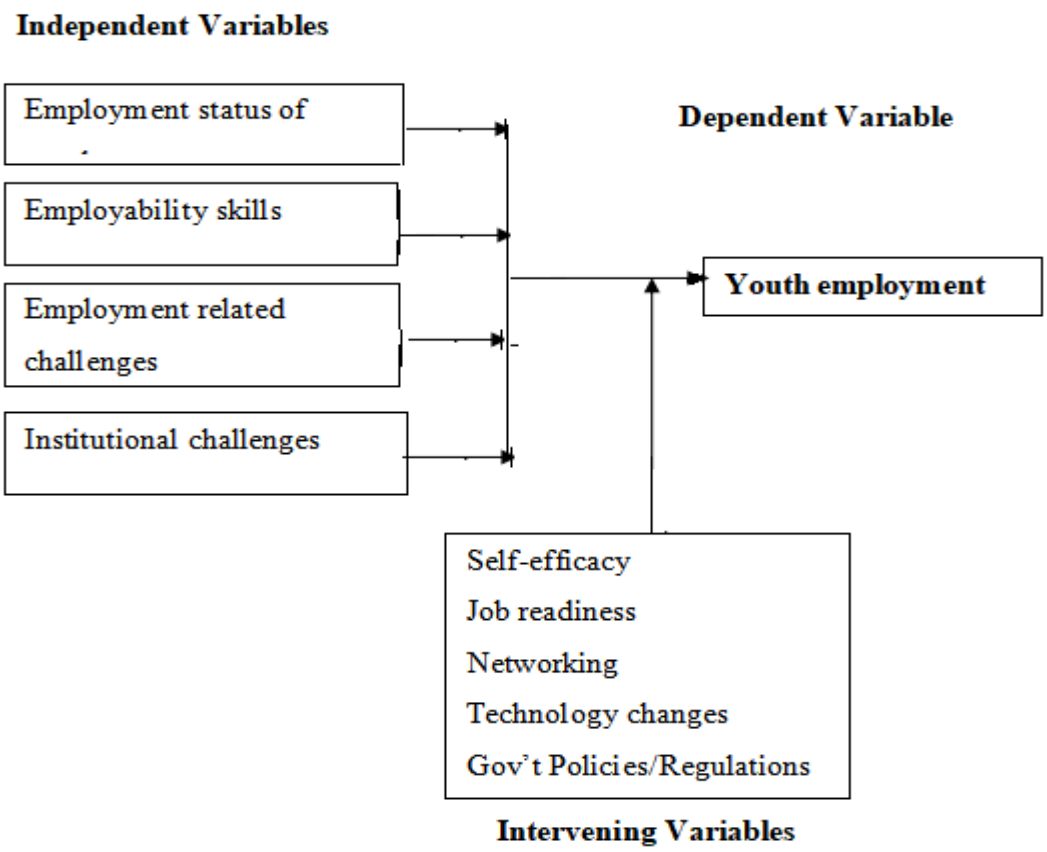

Figure 1: A conceptual framework relating the 'Skilling Uganda programme' and youth employment

Source: *Modified by the researcher*

According to the conceptual framework above, it was assumed that the 'Skilling Uganda Programme' including its input factors such as skilling areas, employability skills provision, resources input, Quality of Teaching and instruction, internship among others could have an impact on the employability and employment status of youth. It was assumed that a successful implementation of the programme would improve the employment status and employability of the youth, as such, it was expected that the levels of youth unemployment would go down. On the other hand, it was assumed that other factors such as self-efficacy

(attitude and resilience), job readiness, networking, career aspirations and goal setting, possession of digital skills and technology adaptability, experience, level of training, resources aid from other government interventions among others may intervene in the implementation of the programme and influence the attainment of intervention goals.

1.11 Operational Definition of Key Terms

Youth: the researcher considered the national definition cited in the National Youth Action Plan of 2016 page 2 and in the National Population and Housing census report of 2014 page 2 as of a person within the age bracket of 18 to 30yrs.

Unemployed youth: a person within the age of 18 to 30yrs who was able to work and is actively seeking employment but are unable to find suitable jobs.

Employed youth: a person between the age of 18 and 30yrs who is earning from his skills.

standard according to the Ugandan context as a rural center.

Employment Status: whether employed, unemployed, or out of labor force, the nature/kind of employment the youth that underwent training was currently engaged in.

Employability: the attributes (skills, knowledge, and attitude) of a person that make that person able to gain, maintain employment**,** and get a new one where necessary**.**

1.12 Summary

Chapter One introduced the study by presenting the background, purpose, objectives, research questions, and scope of the investigation into the impact of the *Skilling Uganda Programme* on youth employment in Eastern Uganda. The chapter highlighted the persistent challenge of youth unemployment in Uganda, tracing its historical, theoretical, conceptual, and contextual dimensions. Guided by the Human Capital Theory, the study views skills training as a vital investment in increasing employability and productivity. The conceptual framework assumed that the program's inputs, such as skill areas, employability training, and quality instruction could directly influence youth employment outcomes, though external factors might also intervene. The problem statement emphasized the high and rising youth unemployment rates in Uganda despite government interventions, underscoring the need for empirical evidence on the effectiveness of skills programmes like *Skilling Uganda*. The chapter further justified the research by pointing to gaps in prior studies and policy reports, outlined its significance to government, training institutions, employers, and academia, and set out its scope and limitations. Operational definitions were also provided to clarify key terms. With this foundation, the study proceeds to examine whether and how the *Skilling Uganda Programme* has enhanced employability and employment opportunities for youth in the region.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed theories and literature related to establishing the impact of the skilling Uganda programme on the employment of youth of Eastern Uganda

The review was conceptualized under the objectives of the study and focused primarily on the ‘Skilling Uganda Programme’ and youth employment.

2.1 Theoretical review

2.1.1 The Human Capital Theory

Human Capital Theory, developed by economists Theodore Schultz and Gary Becker (1961) viewed education and training as investments in human capital, leading to increased productivity and higher earnings. Training programs were considered a means of enhancing an individual's skills and knowledge, thus increasing their human capital and economic value (Becker G;1964). This theory was assumed to have informed the ‘Skilling Uganda Programme’ as an intervention on youth unemployment as it concentrated its attention on skills training centers of TVET, making opportunities accessible with hope that, eventually, human capital, economic value, productivity and employability of those passing through the training process would increase hence bridging the employment gap. However, Becker, G. (1962) and (Mincer, J. (1974), discussed some of the limitations of Human Capital Theory including its focus on marketable skills neglecting social factors. Mincer acknowledged that

the theory possesses an inability to account for factors such as discrimination and technological changes.

2.1.2 The General System Theory

The General Systems Theory was formulated by Ludwig von Bertalanffy (1968). As cited in Tama (1987), the theory presented a framework of analysis which could be used to investigate the functionality of a system. Bertalanffy (1968) viewed a system as an assemblage of parts, sub parts, sub systems which are connected and interrelated to form a complex unity. The system transforms inputs into outputs. This transformation was important if the system was to survive. There were three aspects involved in this transformation process: inputs, mediator, and outputs.

The various inputs may be in the form of information, money, materials, human resources, training, providing youths with internship opportunities, placements and provision of youths with capital to start business etc. Outputs may be in the form of goods and services. The total relationship may be called the input - output process, and system works as a mediator in the process (Bertalanffy 1968).

This theory related to the study in the sense that youth employment could be viewed as a system with inputs and outputs. In this study, the input factors were assumedly enclosed in the 'Skilling Uganda Programme' such as type of skill or skill area, quality of skills provision, internship/industrial training among others are expected to result in enhanced employability of the youth. However, the limitation of the General Systems theory was its suggestion that

all variables have some equality in the extend of impact and control over labor market or business environment. (Berman, M. 1996).

2.2. Empirical Literature Review

The section critically reviewed relevant literature in accordance to the specific objectives of the study.

2.2. 1 Skills Development and Youth employment

In many countries demand for skilled labour rose significantly as a result of globalization, advances in technology and the changing organization of work. Inadequate skills and skills mismatch reduced employability, increasing the risk that under-educated and under-trained youth were marginalized and enterprise competitiveness was undermined. Education and training were considered essential components in addressing the challenge. (ILO., 2004)

Education and training were considered essential requirements of a strategy to promote employability. They give youth the opportunity to take advantage of job opportunities and income earning possibilities. Developing young people's employability was central to ensuring their successful transition to the labour market and their access to career-oriented employment. Youth needed to acquire the skills, knowledge, competencies and attitudes that would allow them to find work and to cope with an unpredictable labour market. (ILO, 2000)

To give young people the best chance in the labour market, education and training needed to incorporate innovative approaches to skills acquisition that combine training with employment- and income generating opportunities. Support services including literacy and remedial education, vocational and job-readiness training, job search assistance, and career

guidance and counselling could also help young people to find their way into work. (ILO,2011). The building of greater complementarity between general and vocationally-oriented education would occur through reforms that combine schooling with apprenticeship and work experience. (Kemple.,2004)

It was important to highlight that skills development and other investments in human capital comprised one of the factors necessary for productivity growth. Improving productivity was not an end in itself, but a means to improving workers' lives, enterprises' sustainability, social cohesion and economic development. Continued improvement of productivity was also a condition for competitiveness and economic growth and therefore poverty reduction. (Mary Kawar, 2011)

Youth unemployment was a significant obstacle to economic development in Africa. The African Development Bank (AfDB) highlighted that youth unemployment not only hinders economic growth but also undermines social cohesion and could lead to political instability (AfDB, 2012). High levels of youth unemployment could hinder economic growth and development. It could lead to a waste of human capital and talent, reducing overall productivity and competitiveness (Bassanini, A., & Duval, R. 2009).

Governments and international organizations are implementing various policy interventions to address youth unemployment, including targeted training programs, apprenticeships, entrepreneurship support, and labor market reforms (ILO. 2012). This global concern related to this study in the sense that it sought to establish the impact of the "skilling Uganda programme" as a policy intervention by taking tracer studies to establish the empirical evidence of employment status and employment of the youth that underwent training through

the support of the programme. It also sought to establish the current internal capacity of the TVET institutions that benefited from the programme support to deliver quality skills that make youth more employable.

2.3 Policies and Interventions

Persistent unemployment and underemployment, particularly among youth, have been widely acknowledged by global policymakers as critical social and economic challenges. In response, governments and organizations have developed diverse strategies aimed at addressing skills mismatches, promoting employability, and fostering environments conducive to sustainable livelihoods. Recent studies reveal a shift from strictly educational initiatives to integrated approaches that combine skills development, enterprise promotion, and active labor market measures (ILO, 2015; Kluve et al., 2019).

World over, youth employment policies have increasingly centered on active labor market programs (ALMPs), which include vocational education and training (VET), wage subsidies, entrepreneurship initiatives, and job placement services. Meta-analyses suggest that training programs generally yield modest yet positive effects on employment, particularly when they are demand-driven and aligned with employer needs (Card et al., 2018). Corresponding interventions, such as apprenticeships and internships, further enhance workplace exposure, offering young people the opportunity to demonstrate their competencies to employers while facilitating smoother school-to-work transitions (ILO, 2015).

Policy efforts have increasingly merged skills development with initiatives to support entrepreneurship in sub-Saharan Africa, where structural transformation remains incomplete. Governments, alongside development partners, have introduced programs that combine

vocational training with access to financing, mentorship opportunities, and market integration. Evaluative studies indicate that these multifaceted approaches are more effective in boosting self-employment and income generation compared to detached training efforts (Fox & Kaul, 2018). However, structural challenges such as high levels of informality, weak labor demand, and persistent gender disparities continue to hinder program scalability and sustainability (Filmer & Fox, 2014).

The establishment of legal and institutional frameworks is essential to improving the governance, quality assurance, and financing of such interventions. Many nations have adopted mechanisms like national qualifications frameworks, accreditation protocols, and skills councils to enhance the integrity of training systems and ensure their alignment with labor market requirements (African Union, 2020). Furthermore, policies embedding monitoring and evaluation tools such as tracer studies or labor force surveys enable stakeholders to examine outcomes including employment levels, earnings patterns, and job quality. Research emphasizes that without reliable data and well-organized accountability mechanisms, interventions risk fragmentation and diminished effectiveness over time (Kluve et al., 2019).

Equity and access constitute another critical dimension highlighted in the literature. Policies must dismantle barriers preventing vulnerable groups from benefiting fully whether rural youth, women, or individuals excluded from formal education systems. Effective strategies include providing targeted subsidies, designing flexible training models, and ensuring programs are gender-sensitive. Evidence suggests that tailoring interventions to meet the

specific needs of disadvantaged populations not only mitigates systemic inequities but also in overall enhance the employment industry (World Bank, 2023).

Campbell Systematic Review on *Interventions to improve the labour market outcomes of youth. (2017),* suggested that the extent and urgency of the youth employment challenge and the level of global attention currently calls for more and better evidence-based action. Investments in youth employment will continue, and even increase, as countries embark on the implementation of the 2030 Agenda for Sustainable Development; the review focused on identifying "what works" and, as far as possible, "how". It was important to note that despite the large and significant magnitude of effect of entrepreneurship promotion interventions in low- and middle-income countries, the evidence base was still limited and exhibits high variance, calling for more primary studies on such a promising intervention type. Similarly, more and better evidence was needed on employment services, wage subsidies and public employment programmes for youth, particularly in low- and middle-income countries. (Kluve, J. *et al*, 2017)

More research was needed on intermediate outcomes in primary studies and evidence synthesis work. This was linked to the importance of improving research reporting standards and expanding the scope of outcomes of interest in order to better synthesize evidence about how interventions affect knowledge, skills, attitudes, and behaviors. More and better information on these intermediate outcomes improved overall understanding about the causality and pathways of change between the intervention and the final outcomes. (Kluve, J. *et al*, 2017)

This study related to some of the recommendations of Campbell's Systematic review (2017) in the sense that it seeks to pursue empirical evidence of the impact of the 'Skilling Uganda Programme' and the skills training process as a general input on youth employment. These intermediate outcomes were achieved by conducting primary tracer studies and synthesis work.

The Skilling Uganda Programme

Skilling Uganda was an over a decade old idea that was viewed by the government of Uganda as a means to which the complex phenomena of youth unemployment could be addressed. A skilled citizen was at a better position to device ways of achieving an appropriate and decent livelihood emerging productive and collectively contributing to growth of the economy.

The Government of Uganda through its Ministry of Education and sports developed 2011-2020 BTVET Strategic Plan titled ―Skilling Uganda, which denotes a paradigm shift for skills development in Uganda expecting BTVET system to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth. The main purpose was to create employable skills and competencies relevant in the labour market instead of educational certificates. It was to embrace all Ugandans in need of skills, including but not only primary and secondary school leavers.

Operationalized in 2016 through the USDP and ARSP with funding from world bank, the TVET strategic plan was piloted in 16 selected TVET institutions nationally, 4(four) of which were set as centers of excellence whereas the 12 were set to operate under the coordination of these centers to achieve an eventual trickle-down effect of the programme.

USDP public report 2016-2020

In the USDP public report 2016-2020, which the project coordinator identified as the first comprehensive report on the interventions that the Government of Uganda has been implementing through the Uganda Skills Development Project (USDP), the following were the component areas were evaluation would be drawn against. These were;

Component 1: Institutionalizing systematic reforms in Skills Development. This component sought to support the Reform Task Force (RTF) to implement critical reforms necessary for the effective functioning of the skills development system as well as supporting the establishment of the Skills Development Authority (SDA) in the medium term.

Component 2: Improving Quality and Relevance of Skills Development. sought to develop four colleges to eventually become Centers of Excellence (CoES). These colleges were to offer high quality Competency Based Training for artisans (low-level), artisans (medium-level) and technicians (higher-level) with intention to equip them with skills demanded by selected trades/occupations in the Manufacturing, Construction, and Agricultural sectors of the Ugandan economy.

Component 3: Employer-led short-term training and recognition of prior learning. This component was being implemented through a Skill Development Facility (SDF) mechanism that was co-financed by the private sector through a matching grant contribution, and support training activities that led to improved productivity and competitiveness in the formal and informal sectors.

Component 4: Project Management, Monitoring and Evaluation. Financing operations for the Management of the project, which included operations of a Project Coordination Unit

(PCU), within MoES, herein referred to as PCU1 (to manage the project,) and Implementation Units within the respective CoES, as well as strengthening of the existing PCU under the PSFU, herein referred to as PCU2.

What the report underscored as key achievements was the establishment of the following;

A framework for Skills development agreed upon in the form of a TVET Council, development of TVET Policy in 2019, 4(four) colleges selected to become Centers of Excellence in the Construction, Manufacturing and Agricultural sectors, Development of state of the art facilities at 16 TVET institutions, 57,574 Ugandans skilled through the Skills Development Fund, Staff from 18 TVET Institutions Trained in Tracer studies, Principals and Trainers from 18 TVET Institutions trained in Procurement Guidelines, Staff from 18 TVET Institutions trained in Communicating, Marketing and Rebranding TVET, 102 TVET and MoES staff trained in the use of the new management information system for TVET.

Gap;

The report also mentioned success stories of beneficiaries whose businesses were boosted by the Skills Development Fund (SDF), those that already had prior skills and ongoing enterprises that were affected by low capital investment. The study identifies the USDP public report’s silence on the actual current employment status acquired by the beneficiary trainees after the support as a gap.

Enabel's report on support to skilling Uganda

The intervention supported key reforms of Uganda policy on skilling, both on a national and local level. At the local level, operations were developed in 4 districts of Rwenzori/Albertine region of western Uganda. A strong synergy was organized with other enabel interventions on skilling Uganda in Karamoja and in Refugee and host communities in Northern Uganda. It supported and strengthened policy formulation and implementation, developing financial instruments, and new modalities for training delivery. The report covers the intervention period of 28th July 2015 to 27th July 2023.

Gap;

The intervention was implemented in Western Uganda and Northern Uganda. Eastern Uganda was missing because it was not part of Enabel's intervention to Implementation of Skilling Uganda. This hence made this study of relevance because it sought to expose the actual status of the skills development influence on employment status of beneficiary trainees of Eastern Uganda.

Other interventions

Most of the skills related strategies in Uganda are presidential initiatives linked to the fulfilment of the President's manifesto on skilling Uganda and youth employment. In 2017, statehouse under the directive of the President of the Republic of Uganda, started a project with an aim of empowering underprivileged girls with various basic skills in Tailoring, weaving, embroidery, knitting, shoe making, hair dressing, bakery and confectionery. The initiative aims at reducing the unemployment rates of youthful girls by equipping them with

practical knowledge and skills to start up their own businesses. When they graduated, they were given certificates, capital in form of cash and equipment depending on the course undertaken. Each of them was given one million Uganda shillings as start-up capital.

Other Presidential initiatives include; Youth Livelihood programme launched in 2013/2014 with aim of empowering the youth to harness their social economic potential and increase self-employment opportunities and income levels, Operation Wealth Creation (OWC) started in same period with same purpose but open to others beyond youth bracket. This one specifically focused on raising household incomes and wealth creation by transforming subsistence farmers into commercial farmers to end poverty. Other initiatives also currently in operation include; "Emyooga" and Parish Development Model which commit a revolving fund to boost existing enterprises and offering capital support for special skill groups.

Gap;

Again, these initiatives only go as far as offering training and capital support. Less was given to empirical monitoring of the impact of the intervention subsequently after the beneficiaries were passed or revolved.

2.4 Employability skills

There has often been a mismatch between the skills possessed by African youth and the skills demanded by the labor market. Many young people lacked the relevant skills and qualifications needed to secure formal employment. (Mo Ibrahim Foundation, 2012). Employability was considered a set of skills, knowledge, attitudes, and personal attributes that make individuals more likely to gain employment and be successful in their chosen

occupations. It was closely associated with possessing a diverse range of skills and competencies that are relevant to the job market. These may include technical skills, soft skills, and transferable skills. (Hillage, J., & Pollard, E. ,1998). Employability skills are highly valued by employers across various industries. Some of the key employability skills suggested by various scholars included;

Communication skills.

It is said communication was effective if it involved listening, speaking, and writing clearly and concisely. This would include non-verbal communication such as body language and facial expression. (Hargie, O., 2021).

Teamwork and Collaboration.

This was confirmed when an individual was able to work collaboratively with others towards a common goal, being able to contribute ideas, compromised, and resolved conflicts. (Katzenbach, J. R., et al, 2015).

Problem solving and Critical thinking.

It's the ability to analyze situations, identify problems, evaluate options, and make sound decisions, which was a crucial skill in the workplace. (Paul, R., & Elder, L. 2006). Adaptability and flexibility.

This would be confirmed by employee's ability to change, learn new skills, adapt to new situations quickly. This was vital for success in today's dynamic working conditions. (Ashford, S. J., & Cotton, N. C., 2012).

Leadership skill.

This was evidenced by individual's ability to inspire and motivate others, delegate tasks effectively, and guiding a team towards achieving common objectives. (Northouse, P.G., 1999).

Skills of Time management and organization.

This implied the ability to prioritize tasks, manage time effectively, and maintain an organized workspace contributing to productivity and efficiency. (Macan, T. H., et al, 1990).

Digital literacy.

Proficiency in using digital tools and technology, including software application, online communication platforms, and social media, becoming an increasing necessity in today's employment industry. (Erstad, O., 2015).

These skills directly related to this study in the sense that they posed as some of the key drivers of youth employment. The researcher hence attempted to investigate the existence level of some of these employability skills in the target group.

2.5 Intervening factors

There were various mediating factors that provided insight into the complex relationship between skill training and education and youth employment. According to Hogarth, T., & Gambin, L. (2018), the degree to which the skills possessed by the youth match the needs of the employer could mediate the relation between education/training and employment outcomes. In light of the structures that impact the demand for the supply of skills, it was

becoming increasingly important that the skills of workers are effectively aligned with the needs of the labor market. (OECD. 2021).

Some of these factors included; Job readiness, Self-efficacy, motivation, and resilience, access to social networks and support, effectiveness of job search strategies, regional disparities in job opportunities. Other interventions from government and other agencies that were giving support to the youth professionally, technically, and financially to start entrepreneur ventures also may fall in this category. The 'Emyooga' programme, and the Parish Development Model (PDM) as introduced by Uganda government to alleviate poverty and the 'Hustle fund' in Kenya were some of the examples.

Psychological factors such as self-efficacy, motivation, and resilience could mediate the relationship between education/training and employment outcomes by influencing individuals' job search behaviors and perseverance in the face of setbacks (Bandura, 1997; Judge & Bono, 2001). Access to social networks and support. Social capital, including the strength of an individual's social networks and support systems, could mediate the relationship between education/training and employment outcomes by providing job leads, referrals, and emotional support during the job search process (Lin, 2001). Effectiveness of job search strategies. The strategies young people used to search for employment, including networking, online job searches, and job center visits, could mediate the relationship between education/training and employment outcomes (Wanberg et al., 2000). Regional disparities in job opportunities. Regional differences in economic development, industry composition, and infrastructure could mediate the relationship between education/training and employment outcomes by influencing the availability of job opportunities in different areas (Autor, 2019).

2.6 Summary

In spite of the increasing attention given to addressing youth unemployment through skills development and education interventions as mitigating strategies, there was a dearth of empirical research on the actual impact of these interventions on Youth employment. Evaluations of skilling programmes in Uganda mostly focused on institutional input factors in the course of the project cycle rather than the outcomes, probably because the impact of any intervention may not clearly be observed in the course of the project as opposed to taking a study at a period after the project completion.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter shows how data for the study was collected. It comprises of research design together with the research paradigm, study area and target population, determination of sample size, sampling techniques, data collection methods, data collection instruments together with the validity and reliability, quality control, data collection procedures, data analysis, measurement of variables, and ethical considerations for the research.

3.1 Research Design

A research design was regarded as the set of methods and procedures used in collecting and analyzing measure of the variables specified in the research problem (Kothari, 2003). The study used a mixed approach. Mixed approaches employ aspects of both quantitative and qualitative procedures (Creswell, J. W., & Creswell, J. D. 2017). This was so because numerical figures and descriptive information was obtained, giving it both a quantitative and qualitative research dimension.

For the qualitative dimension, interviews with a TVET school administrator and some of the students sampled purposively were conducted. These interviews allowed for a deeper exploration of participants' perspectives, experiences, and insights regarding variables under study. The interviews were set to allow flexibility especially for respondents who are already at the field of work. The research in such cases may consider audio recording so as to appreciate respondent’s condition if that may be preferred. Sometimes especially for

respondents whose contact details are accessible at the institutions they graduated from, and living away from the geographical scope of the study, online survey tools on-call interview may be considered. Qualitative data analysis techniques, such as thematic analysis, was employed to identify recurring themes and patterns in the interview data.

The quantitative component of the research involved the use of questionnaires administered to rest of respondents among the graduate trainees sampled. The survey questionnaire was designed based on the research objectives and gathered quantitative data on aspects such as employment status, employability skills possessed. The survey responses were analyzed using statistical methods, such as descriptive statistics and inferential analysis, to identify trends, associations, and significant relationships among variables.

The qualitative and quantitative data collected in this study was integrated to provide a comprehensive analysis of the impact of the Skilling Uganda Programme on the youth employment.

3.2 Research Paradigm

According to Smith, J. A., Flowers, P., & Larkin, M. (2009), a research paradigm refers to the overarching framework or perspective that guides the conduct of research. It encompasses the researcher's worldview, assumptions, beliefs, and methodological approaches, shaping how research questions are formulated, data are collected and analyzed, and findings are interpreted. This study adopted the pragmatic paradigm as its research approach. The pragmatic paradigm is a philosophical framework that emphasizes practicality, problem-solving, and the application of knowledge to real-world situations. It was particularly suitable for this study because it focuses using empirical evidences through tracer studies to collect

data, practically analyze and interpret them so as to understand and address real issues related to skills development and youth employment.

3.3 Study Area

The study was conducted in the eastern region of Uganda with geographical coordinates of the location 1.2692° N, 33.4384° E. With a total of 37 districts according to the Uganda Bureau of statistics, Eastern region boasts of about 23 Government aided TVET training centers, one of which was a National technical College in Mbale Elgon subregion, 12 Vocational training institutes, and 10 government community training centers and training schools, DIT accredited skilling centers offering various skills areas from craft certificate to National diploma in Agriculture, automotive mechanics, building construction, plumbing, welding and fabrication, woodwork technology, electrical installation, Garment design(tailoring) among others . The region was also blessed with a considerable number of youths compared to other regions in the country.

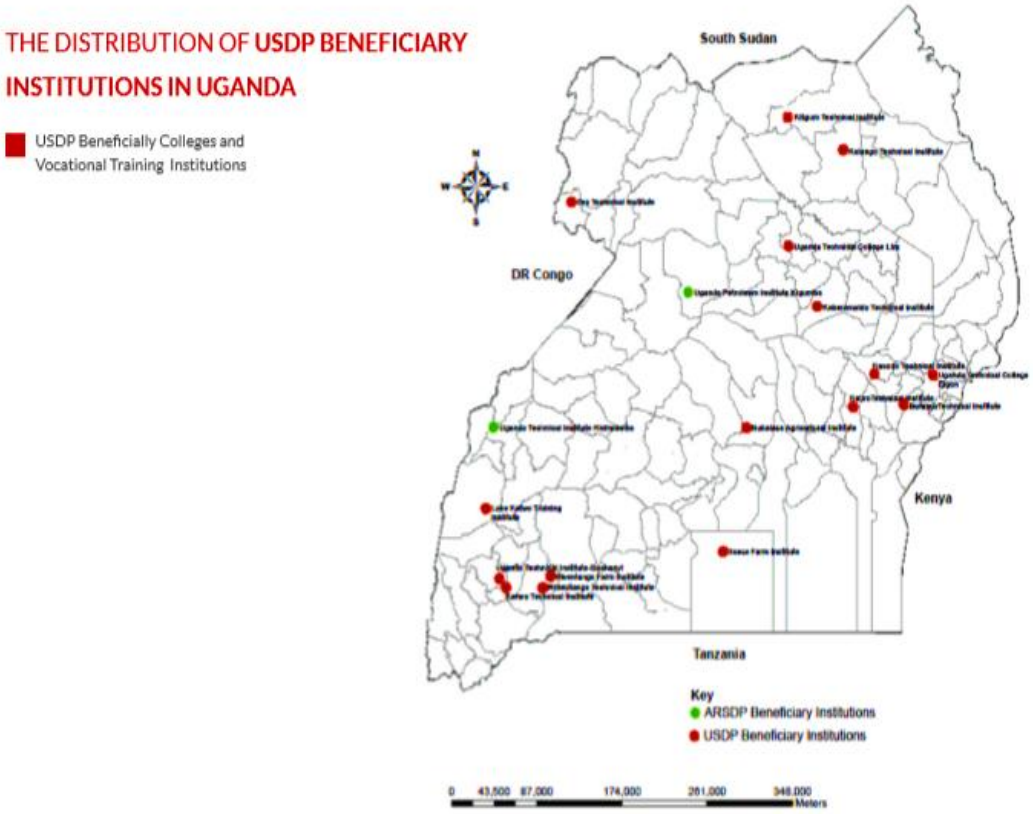

Figure 2: Map showing Distribution of USDP beneficiary institutions in Uganda

3.4 Study Population

Population was the entire group that the researcher drew conclusions about, consisting of both the target and accessible population. Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Asiamah, Mensah & Oteng-Abayie, 2017). Accessible population on the other hand refers to that part of the target population from which researchers draw their samples that lead to study conclusions (Amin 2005).

The population under study consisted of TVET institutions in Eastern Uganda that benefited from skills development project and the students that graduated from these institutions.

The target population for this study was all students that went through the skilling Uganda programme in Eastern Uganda. Under purposive sampling, the Accessible population was Graduates of the year 2020 from each of the selected beneficiary TVET institutions in Eastern Uganda. A field pre-visit was conducted to identify 150 as the average number of graduands annually from these institutions.

The selected beneficiary TVET institutions identified under purposive sampling are; Buteleja VTI in Bukedi Sub-region, UTC Elgon in Elgon sub-region, and Kaliro VTI in Busoga sub-region.

3.5 Sample size and Sampling Procedure

3.5.1 Sample size

The sample size for this study was based on Krejcie and Morgan (1970) sample size determination formula as cited by Kasomo (2001). This could be got from the table 4(appendix 7). The table data was derived from formula:

$$\mathbf{n} = \frac{\boldsymbol{X^2 * N * P(1-P)}}{\boldsymbol{\left(ME^2 * (N-1)\right) + (X^2 * P * (1-P))}}$$

Where;

n=Sample size

X^2=Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables

N=Population size

P=Population proportion

ME=Desired margin of error (expressed as a proportion=0.05)

From the formula, finding sample size for

Graduates of 2020

3.841x 450 x 0.5 (1-0.5)/ 0.05x0.05 (450-1) +3.841x0.5 (1-0.5)

=208

3.5.2 Sampling procedure

Table 3.1 Sampling procedure

Sample	Sampling technique
Geographical location/region of study	Purposive sampling
Participating subregions	Purposive and simple random sampling
TVET institutions	Purposive and simple random sampling
Graduates of 2020	Purposive
Graduates per institution	Cluster sampling
Graduates per Skill area	Stratified random sampling
Administrators	Purposive

In this study, purposive sampling, Simple random sampling, cluster sampling stratified random sampling techniques were used to select the participating sub-regions, TVET institution and their graduate trainees and administrators. The study location was predetermined as expounded earlier on by the researcher, the sub-regions and three (3) out of five (5) participating institutions were randomly selected to avoid bias while purposively ensuring that the one hosting the Uganda technical college with the region was involved for reason that it was given a center of excellence status by the project definition. Focusing on 2020 graduates was a purposive process for reasons earlier on spelt that this was the year the programme phase was to end according to the BTVET strategic plan. The averagely 150 Graduates within each of the three (3) TVET institutions was regarded as clusters and those per trade or skill area were identified under stratified random sampling with each trade area becoming a strata or subgroup whose samples were drawn rationally.

Purposive sampling was used to select one administrator from every selected TVET institution. This would help the researcher get respondents who are knowledgeable and in position to provide relevant rich information about the programme.

Table 3.2. Sample size

Quota	**Accessible**	**Sample size**
TVET institutions	3	3
Administrators	3	3
Graduates 2020	450	208
Total respondents	**453**	**211**

3.6 Data Collection

3.6.1 Data Collection instruments

Questionnaire and interview schedules was the principal instruments used for data collection in this research. These instruments were used to collect data from administrators and graduates from TVET institutions in Eastern Uganda.

Questionnaire with majorly close ended questions was principally used for data collections from the respondents.

Questionnaire

A thematically developed Questionnaire was used to gather quantitative data on various aspects of the study. The questionnaire was designed based on the research objectives and the literature review findings. It included both closed-ended questions (such as multiple-choice or Likert scale questions) and open-ended but structured questions to capture a range of information. The questionnaire was administered to graduates of 2020 from selected TVET institutions. The data collected provided quantitative and qualitative insights into participants' perceptions, experiences, and attitudes related to the impact of the Skilling Uganda Programme.

For respondents away from physical reach. The researcher used on-call interviews and/or share a link to a created questionnaire google forms which was linked to the researcher’s google drive. This link was shared with students through their WhatsApp accounts or emails or whatever social interaction media they found convenient.

Interview Guide

Interviews were conducted with Principals or administrative representatives from TVET institutions and representatives of graduates of 2020, particular those positioned with adequate information related to the research. The interviews were semi-structured, allowing for flexibility in exploring participants' perspectives, experiences, and insights regarding the area of study. The interview questions were developed based on the research objectives and informed by the reviewed literature. The interviews dug deeper into participants' narratives, allowing for a rich understanding of their experiences, challenges, and perceptions of skilling Uganda programme. The interview data provided qualitative insights and helped uncover information on the impact of skilling Uganda programme on youth employment in Eastern Uganda.

3.6.2 Validity and Reliability of the Instruments

Validity of the Instruments

Validity was defined as the accuracy of the data obtained. This was achieved by; aligning the questions in the questionnaire with the objectives of the study, ensuring that the sample size was big enough, comparing the findings with the data in the pilot study, choosing items in the questionnaire and interview schedule very carefully to reduce bias.

Accuracy and correctness of the instruments

Reviews by supervisors and other experts, and conducting discussions and interviews to ensure Content validity.

Reliability of the Instruments

Reliability refers to the consistency, stability, and dependability of a measurement or research instrument (Cohen, 2014). Reliability was achieved by;

Piloting questionnaires and interview guide, analyzing the data in reference with the pilot sample, and using trained research assistants.

Data collection procedures

The researcher obtained an introductory letter from the Department of Technology Education, University of Eldoret, and proceeded to secure research permit from Uganda Christian University Research Ethics Committee as accredited by Uganda National Council of Science and Technology.

The researcher then embarked on identification and training of research assistants that helped in data collection. Upon collection of data, the researcher did thematic arrangement, coded and analyzed the data using SPSS software, it was then presented in a meaning manner.

3.6.3 Ethical Considerations

An introductory letter and confidentiality clause from the University of Eldoret, Department of Technology Education.

Obtaining informed consent from the respondent

Emphasizing anonymity and confidentiality to the respondent

Objectively acknowledge sources of information cited in the study

3.7 Data Analysis

Quantitative data was coded, entered, and analyzed using the statistical software SPSS version 22.0, employing descriptive statistics for easier interpretation and meaningful conclusions. Spreadsheet software MS Excel 2013 was also used to support data manipulation. Qualitative data was analyzed Thematically.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the data from the study, an analysis and interpretation of the study findings. It provides the overall findings based on primary and secondary data which was collected from the field using the tools mentioned in the previous chapter. The data analysis was mainly descriptive using percentages, tables and frequency distribution to determine the relationship between independent and dependent variables.

In this chapter, the researcher performed descriptive statistics of demographic information of the participants and that of variable items presented using frequency tables. Since the purpose of this study was to establish the residual impact of the Skilling Uganda Programme on the employment of youth in eastern Uganda, this chapter presents summarized responses to the research questions below;

i. What percentage of the youth that completed training in Eastern Uganda under the skilling Uganda Programme are employed?

ii. What proportion of the youth that completed their training through the 'skilling Uganda programme' possesses employability skills?

iii. What are the challenges faced by the youth who completed training under the skilling Uganda Programme?

iv. What are the challenges faced by the TVET training centers in implementing and sustaining the Skilling Uganda programme?

4.2 Instrument response rate

A total of 208 questionnaires were effectively administered and were all completed. The researcher and research assistants administered the questionnaires themselves achieving 100% response rate. Data cleaning was done to identify missing respondents and replacements were randomly done from the records acquired from the training centers in order to maintain the targeted sample size. Being a tracer study, some of the participants' records at the training centers were no longer up to date especially for the contact details.

A. Descriptive statistics

4.3 Demographic characteristics of respondents

This section contains the frequency tables for background information, percentage frequencies for all variable items and score levels of the respondents on the variables of the study.

The frequencies and percentages for Gender, age, Highest level of education, Skill area, employment status, period in employment are presented in tables below

4.3.1 Gender distribution of participants

Table 4. 1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	125	60.1	60.1	60.1
	Female	83	39.9	39.9	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The sample consisted of 125(60.1%) male and 83(39.9%) female student respondents (N=208)

The difference in number can be justified by the random invitation that the administrative representatives claim was offered to interested applicants on mass media for the skilling opportunity. Naturally, the response of the females for the offer was less than that of their male counterparts. This is evidenced in the register of applicants. The options of the courses listed for training could also be one of the factors that influenced the disparity in the enrollment in terms of gender.

4.3.2 Age distribution of respondents

Table 4:2 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	80	38.5	38.5	38.5
	25-34	118	56.7	56.7	95.2
	35-44	10	4.8	4.8	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

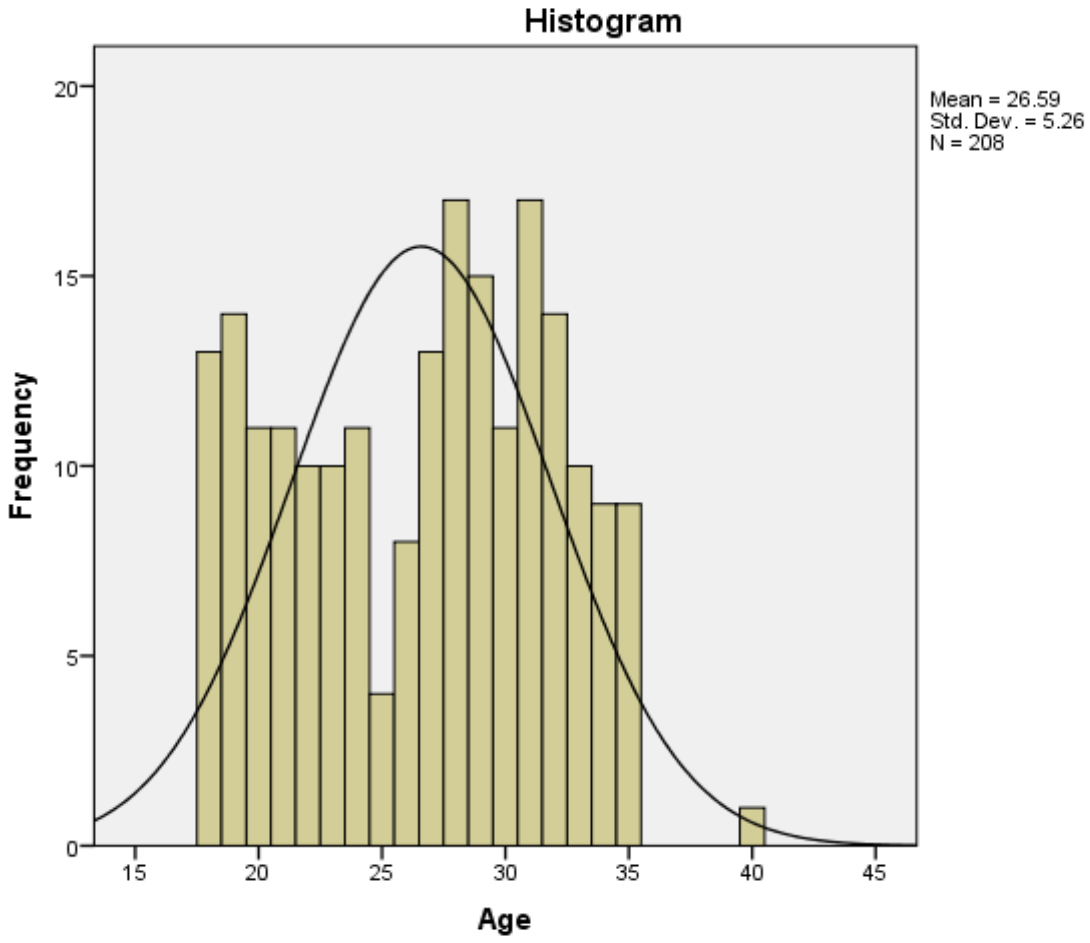

Figure 4.1 Histogram of respondents age

Figure 4.1 shows that the ages of participants were normally distributed with an average age falling at 25-34 years' category (Mean=26.59) and standard deviation of 5.56(Std. Dev.=5.26). This accounted for a 56.7% of the total sample size. This distribution is so because of the limitation of the study. The researcher limited the respondents to an age equal or closer to the standard definition of a youth, who is a person falling in the ages between 18 and 30years.

The least age category of the participants was of those that were above 35 years of age accounting for 4.8%.

4.3.3 Education level of participants

Table 4. 3 Highest Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	147	70.7	70.7	70.7
	Diploma	61	29.3	29.3	100.0
	Degree	-	-	0.0	100.0
	Post grad.	-	-	0.0	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The data presented in Table 4.3 reveals that the majority of the respondents, accounting for a substantial 70.7% of the total sample, were in possession of a certificate from secondary school training or craft course from a skills training institution. This was followed by those who had diploma qualification, accounting to 29.3% of the total number of respondents. None of the respondents possessed a degree or a post graduate qualification. Though during the quest for the respondents some of them who were cleaned out by the researcher during data cleaning were reported to have enrolled for upgrading in education. This is an important finding because the respondents' educational qualification could as well potentially influence their likelihood of getting employment.

4.3.4 Skill area specialized in

Table 4.4 Skill area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Building Construction	28	13.5	13.5	13.5
	Concrete Practice	5	2.4	2.4	15.9
	Electrical Installation(EI)	79	38.0	38.0	53.8
	Plumbing	26	12.5	12.5	66.3
	Rebar	9	4.3	4.3	70.7
	Roofing	18	8.7	8.7	79.3
	Topography and land surveying	12	5.8	5.8	85.1
	Wielding	31	14.9	14.9	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as revealed in the table 4.4 above indicate that the majority of the respondents represented, accounting for a substantial 38% of the total sample, opted for Electrical

Installation (EI) course during the skilling program. This was followed by those who opted for wielding, making up 14.9% of the respondents, next came Building Construction with 13.5%, Plumbing with 12.5%, Roofing with 8.7%, Topography and Land Survey with 5.8%, Rebar with 4.3%. The least represented course among those offered was Concrete practice which gathered only 2.4% of the total respondents. Respondents justified their preference to the opted for trades with claims such as ease of acquiring employment, others were already practicing in the same area and so wanted additional skill. Others simply just had interest, as a stepping stone to a future career. This is an important consideration when interpreting the findings, as the respondents' choice of course could potentially influence their employability.

4.3.5 Current employment status of the respondents

Table 4.5 Current Employment Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	30	14.4	14.4	14.4
	Self-employed	42	20.2	20.2	34.6
	Employed Full time	27	13.0	13.0	47.6
	Employed part time	47	22.6	22.6	70.2
	Employed under contract	26	12.5	12.5	82.7
	Apprentice	36	17.3	17.3	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized in table 4.5 above indicate about 14.4% of the respondents were unemployed though they claimed to be in possession of an artisan skill. This percentage would slightly reduce if we consider the fraction taken up by those respondents who were

employable, but instead of being in active job search were instead reported to have enrolled for further studies.

The respondents under employment category whether in self, full time, part time, contract, or apprenticeship employment add up to about 85.6%. However, those in apprenticeship, making up 17.3% of the total sample didn't consider themselves employed since they earn so little money or nothing from the apprenticeship experience. Similarly, those under part time employment whose percentage representation in the sample was the highest at 22.6% were not likewise comfortable to claim any employment status since they were on depending on occasional calls for work. Those who were under self-employment made up a competing percentage of 20.2%. These felt okay being masters of their own work though decried the challenge faced as a result of less capital. The second least fairly represented of the respondents were those under full-time employment making up 13.3% of the total sample. Those in government jobs shared their experiences of how even with the skills possessed it was hard to get through to the employment state they are in. The least represented of the respondents were those under contract employment marking up 12.7% of the total sample. These were as well less comfortable since they claim that their contracts are short and always elapsed and it takes time to get another one, or depended on how the companies they are working under easily get contracts.

4.3.6 Period or duration the respondent has taken in employment

Table 4.6 Period in employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	30	14.4	14.4	14.4
	Less than a year	9	4.3	4.3	18.8
	Years	169	81.3	81.3	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings revealed that a great number 169(81.3%) of the employed among the sample of respondents have taken over a year in their current employment. This result is important because it informs the interpretation of the job retain-ability of the students that followed their training through the skilling Uganda programme. Only 9(4.3%) of the total sample were less than a year in employment. However, the researcher did not find an accurate possibility of establishing whether those that had so far spent only months in the job as well made it to years in employment.

4.4 Employability skills possessed by youth trained under the skilling Uganda Programme

Respondents were asked to show to what extent they possessed employability skills. This was carefully done with a series of probing questions placed in a Likert scale whose responses would indirectly as a whole answer the broad question of whether they possessed the employability skills after following their training through the skilling Uganda Programme. SD stood for strongly disagree, D= disagree, U= Undecided, A= agree SA= strongly agree.

4.4.1 I have the ability to Listen, speak, and write clearly and concisely.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that would be based on to indirectly identify their possession of communication skills.

Table 4.7 Communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	.5	.5	.5
	Agree	148	71.2	71.2	71.6
	Strongly Agree	59	28.4	28.4	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized by Table 4.7 above reveals that a high number of respondents 148(71.2%) agreed that they had the ability to Listen, speak, and write clearly and concisely.

This implied that they were in possession of communication skills which is one of the employability skills earlier on mentioned. This was followed by 59(28.4%) of the respondents who were even more sure to be in possession of the ability to Listen, speak, and write clearly and concisely. Only 1(0.5%) of the respondents remained undecided about the possession of the rightful skills of effective communication.

4.4.2 I have the ability to work collaboratively with others towards a common goal, being able to contribute ideas, compromise, and resolve conflicts.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of team work and collaboration skills.

Table 4.8 Teamwork and Collaboration skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	.5	.5	.5
	Agree	162	77.9	77.9	78.4
	Strongly Agree	45	21.6	21.6	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized in table 4.8 above reveal that most of the respondents 162(77.9%) agreed to having the ability to work collaboratively with others towards a

common goal, being able to contribute ideas, compromise, and resolve conflicts. 45(21.6%) of the total respondents strongly agreed to be possessing this ability whereas only 1(0.5%) of the respondents was undecided on whether he possessed team work and collaboration skills. This finding becomes important in interpreting the employability of the youth that trained through the skilling Uganda programme.

4.4.3 I can analyze situations, identify problems, evaluate options, and make sound decisions.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of problem solving and critical thinking skills.

Table 4.9 Problem solving and Critical thinking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.0	1.0	1.0
	Agree	182	87.5	87.5	88.5
	Strongly Agree	13	6.3	6.3	94.7
	Undecided	11	5.3	5.3	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings indicate that most of the respondents 182(87.5%) agree to be in possession of the skills to analyze situations, identify problems, evaluate options, and make sound

decisions. 13(6.3%) of the respondents go further in their assurance of possession of the afore mentioned skills. 11(5.3%) were not sure whether they possessed problem solving and critical thinking skills. Only 2 respondents in sincerity admitted not to having the afore mentioned skills. This finding is essential in establishing the employability of the youth in the study.

4.4.4 I have the ability to change, learn new skills, adapt to new situations quickly.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of skills of adaptability and flexibility.

Table 4.10 Adaptability and flexibility skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	135	64.9	64.9	64.9
	Strongly Agree	53	25.5	25.5	90.4
	Undecided	20	9.6	9.6	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The assertion in this area was a test for possession of adaptability and flexibility skills and from the findings, 135(64.9%) of the respondents agree to the ability to change, learn new skills, and adapt to new situations quickly. 53(25.5%) had a strong assurance of the possession of this ability whereas about 20(9.6%) remained undecided about whether they really possessed the skills of adaptability and flexibility. The researcher established that the representation of the undecided may be so because of the time lag in attempts to interpret the question and reflect it to their lives.

4.4.5 I have the ability to inspire and motivate others, delegate tasks effectively, and guiding a team towards achieving common objectives.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of leadership skills.

Table 4.11 Leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	6.3	6.3	6.3
	Agree	121	58.2	58.2	64.4
	Strongly Agree	12	5.8	5.8	70.2
	Undecided	62	29.8	29.8	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

Establishing the ability of the respondents to inspire and motivate others, delegate tasks effectively, and guiding a team towards achieving common objectives was a test the researcher made on the respondents for the possession of leadership skills. The greatest number of the respondents agreed to be possessing leadership skills with 12(5.8%) strongly agreed towards the same. A fair number of 62(29.8%) again remained undecided as to whether they possessed the afore mentioned skill. 13(6.3%) confidently disagreed that they possessed leadership skills. The representation of the respondents was so probably because they considered their current participation in leadership activities and as to whether indeed they had the ability inspire and motivate others, delegate tasks effectively, and guiding a team towards achieving common objectives. Some of them felt like that this would be better judged by a peer or others other than personally claiming you possess these abilities.

4.4.5 I have the ability to prioritize tasks, manage time effectively, and maintain an organized workspace contributing to productivity and efficiency.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of time management and organization skills.

Table 4.13 Time management and organization skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.5	.5	.5
	Agree	133	63.9	63.9	64.4
	Strongly Agree	56	26.9	26.9	91.3
	Undecided	18	8.7	8.7	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings indicate that still a high number of respondents slightly over half of them 133(63.9%) agreed to be that they have the ability to prioritize tasks, manage time effectively, and maintain an organized workspace contributing to productivity and efficiency. The researcher rephrased this statement so as to indirectly establish the possession of time management and organization skill by the respondents. 56(26.9%) of the respondents were in strong agreement to the possession of the skills whereas 18(8.7%) swung between having and lacking the skill. This is because sometimes they bit deadlines whereas a times they don't. Only 1(0.5%) of the respondents denied having any time management and organizational skills and was in need of the support.

4.4.6 I am proficient in use of digital tools and technology, including software application, online communication platforms, and social media.

This statement as drawn from the questionnaire was structured to solicit feedback from respondents that the researcher would base on to indirectly identify their possession of digital literacy skills.

Table 4.14 Digital Literacy skills(Technological)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.5	.5	.5
	Disagree	100	48.1	48.1	48.6
	Agree	71	34.1	34.1	82.7
	Strongly Agree	36	17.3	17.3	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized by the table 4.14 above reveal that a great number exactly about half of the total number of respondents admitted to be lacking proficiency in the use of digital tools and technology, including software application, online communication platforms, and social media. 100(48.1%) of the respondents indeed disagreed to having digital literacy skills. Conversely, 71(34.1%) of the respondents were in agreement to having proficiency in use of digital tools and technologies. 36(17.3%) further strongly agreed to be in possession of the digital literacy skills. 1(0.5%) of the respondents indicated a dire lack of proficiency in use

of digital tools and technologies. This finding is very important in establishing the employability of the youth that followed their training through the skilling Uganda programme.

4.5 Impact of skilling Uganda Programme on the employability skills of youth following their training through it. Employability skills acquired from the programme

The respondents were asked to indicate where the employability skills they possessed were acquired from. This was intended by the researcher to establish the frequency of responses that referred to the skilling Uganda programme as the source of the skills acquired. Using multi-choice response (allowing more than one response), the questionnaire invited the respondents to tick in the box against each statement the appropriate response to where they acquired employability skills. Where **S**= At school under skilling Uganda Programme, **W**= support from work place, **P**= personal initiative taken after school, **N**= no training received, **U**=undecided/not sure,

4.5.1 Communication skills

Table 4.15 Communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School	37	17.8	17.8	17.8
	Work place	44	21.2	21.2	38.9
	Personal initiative	82	39.4	39.4	78.4
	No training	1	.5	.5	78.8
	Undecided	44	21.2	21.2	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized in table 4.15 above indicate that most of the respondents 82(39.4%) claim that the communication skills they possess were acquired out of personal initiative whereas 5about 44(21.2%) assert that the communication skills they possess are from the trainings they received from their workplace. The same percentage also struggled in remembering where they acquired the skills from but were sure they possessed them. 37(17.8%) of the respondents reported that the skills they possessed were from school. This implies that if they really understood the question well, the skilling Uganda programme directly or indirectly provided communication skills for the youth that followed their training through it. 1(0.5%) of the students admitted not to recall any specific training in the skills of communication.

4.5.2 Teamwork and Collaboration skills

Table 4.16 Teamwork and Collaboration skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	1	.5	.5	.5
	School	39	18.8	18.8	19.2
	Work place	64	30.8	30.8	50.0
	Personal initiative	34	16.3	16.3	66.3
	No training	44	21.2	21.2	87.5
	Undecided	26	12.5	12.5	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized in the table 4.16 above reveal that most of the respondents 64(30.8%) attribute the team work and collaboration skills they possess to the workplace environment they always engaged with. The activities they routinely participated in at work required them to work in a company and hence accomplishing such tasks required working as a team. Some of them in this category also vividly recall the afore-mentioned skill as routinely emphasized in most of pre-contract meetings at work place. This response implies that though the respondents may not point to a structured instruction of teamwork and collaboration skills, at least they were aware they were routinely verbalized at workplace. 44(21.2%) of the respondents couldn't recall any particular training they attended on teamwork and collaboration skills. 39(18.8%) of the respondents recognized the experiences they had in the course of their skills training as definite aspirations for the acquisition of the afore-mentioned skill. During the training, activities were organized for groups of participants. This hence indicates that there was no explicit training on teamwork and collaboration. 34(16.3%) of the participants through a reflective practice established that they the teamwork and collaboration skills they possessed were acquired through their personal initiative. 26(12.6%) of the respondents were undecided as to where they acquired the skill of team work and collaboration though they were convinced that indeed possessed it. Only 1(0.5%) of the participants was exempted from responding to this inquiry since he had earlier reported not to be in possession of teamwork and collaboration skills. These findings are very important in establishing the employability of the youths that followed their training through the skilling Uganda programme

4.5.3 Adaptability and flexibility skills

Table 4.17 Adaptability and flexibility skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School	6	2.9	2.9	2.9
	Work place	36	17.3	17.3	20.2
	Personal initiative	5	2.4	2.4	22.6
	No training	108	51.9	51.9	74.5
	Undecided	53	25.5	25.5	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The sample mostly consisted of respondents 108(51.9%) as summarized in table 4.17 who reported not to have had any specific training on adaptability and flexibility skills. 53(25.5%) of the respondents were undecided about where they received the adaptability and flexibility skills though they were sure they had them. 36(17.3%) of the respondents reported that they received the skills of adaptability and flexibility at work place. Only 6(2.9%) reluctantly claimed they acquired the aforementioned skills from the training institutions, implying the skilling Uganda Programme. A small number of respondents 5(2.4%) claimed that they acquired the skills of adaptability and flexibility through a personal initiative

4.5.4 Leadership skills

Table 4.18 Leadership skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	13	6.3	6.3	6.3
	School	33	15.9	15.9	22.1
	Work place	42	20.2	20.2	42.3
	Personal initiative	37	17.8	17.8	60.1
	No training	40	19.2	19.2	79.3
	Undecided	43	20.7	20.7	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

The findings as summarized in the table 4.18 above reveal that 43(20.7%) could not come out clearly about where they acquired their leadership skills from. 42(20.2%) of the respondents credited their work place experiences for the leadership skills they possessed. 40(19.2%) of the respondents were sure that they didn't acquire any specific training on leadership.37(17.8%) of the respondents did a self-reflection about the afore mentioned skill and realized and were convinced that the competence they possessed in this sense was acquired as a result of their personal initiative. 33(15.9%) of the respondents referred their experiences in the school as source of the leadership skills. By school, they meant their

training through the skilling Uganda programme. Most of those in this category referred to the roles they undertook in the course of the training as this experiences that shaped their leadership competence. About 13(6.3%) of the students who had earlier on indicated not to be in possession of leadership skills maintained their stance even when this inquiry came up.

4.5.5 Time management and organization skill

Table 4.19 Time management and organization skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	1	.5	.5	.5
	School	44	21.2	21.2	21.6
	Work place	40	19.2	19.2	40.9
	Personal initiative	43	20.7	20.7	61.5
	No training	38	18.3	18.3	79.8
	Undecided	42	20.2	20.2	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

According to the findings summarized in table 4.19 above, 44(21.2%) of the respondents reported acquiring skills of time management from the schools they undertook training under the skilling Uganda programme. Most of them point out to strictness of the routine schedules and the practices within the course as an implicit molding vehicle for their development of time management and organization skills. 43(20.7%) of the respondents attributed the

acquisition of their time management and organization competence to their personal initiatives, as innate traits or simply attempts of studies they individually undertook in the same direction. 42(20.2%) of the respondents were simply undecided about where the acquired the time management and organization skills from, but most of the respondents in this category still tended towards an expression of implicit development of the afore-mentioned skill. They couldn't recall any moment of explicit exposure to the time management and organization skills training. 40(19.2%) of the respondents attributed the skills they possessed to the environment they associate with at work place. Some of these skills came as routine instructions from supervisors while others came from customer needs were contracts depended not only on quality of expected product but the conformity with the agreed time for completion. 38(18.3%) of the respondents were particular about them never receiving any specific training in time management and organization skills.

1(0.5%) of the respondents who had initially indicate no possession of this skill was exempted from making a response in this particular item. These findings become important in establishing the employability of the youth that trained through the skilling Uganda programme.

4.5.6 Digital Literacy skills (Technological)

Table 4.20 Digital Literacy skills(Technological)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	100	48.1	48.1	48.1
	School	15	7.2	7.2	55.3
	Work place	23	11.1	11.1	66.3
	Personal initiative	70	33.7	33.7	100.0
	Total	208	100.0	100.0	

Source: primary data 2024

Most of the respondents 100(48.1%) as revealed in the table 4.20 above boldly stated their lack of digital literacy skills. They had in the earlier report (table 4.14) indicated not being proficient in the use of digital tools and technology, including software application, online communication platforms, and social media. Though the rest of the respondents agreed to have seen and touched a computer, they could not commit to the proficiency of its use. 70(33.7%) attributed the digital literacy skills they possessed to their personal initiatives, some from trai.nings they undertook elsewhere, and others from self-paced instruction. 23(11.1%) of the respondents appreciated the opportunities they had at their workplace that enabled them acquire and develop proficiency in use of digital technologies. Acquaintance in which for some was a requirement in the accessing the jobs they are currently working in

and for others the nature of work forced them to procure their personal devices and through which they improved their skills of the use of the same. Only 15(7.2%) faintly attributed the skills they possessed in the use of digital technologies to the experience they acquired at school. This small number is suggestive of the thinking that they either could have got the afore-mentioned skill from a separate school setting other the skilling Uganda programme or they had separate arrangements during the course they followed under the skilling Uganda programme.

4.6. Employment challenges faced by youth following their training through the 'Skilling Uganda Programme

Respondents were required to identify the probable causes or sources of the challenges they experience during dispensation of their services at work. This query was set to accommodate those respondents who think that they do not see any challenge they are experiencing at workplace and also other factors that may have not been predicted by the researcher. A Likert scale was opted for these responses where SD = strongly disagree, D= disagree, A= agree SA= strongly agree U= Undecided and N/A=Not Applicable was provided for those respondents that may not rightfully imagine an employment environment since they have not got an experience in it. In other words, those that indicated in the demographics status as unemployed.

Table 4.21 Employment challenges

The challenges I experience at workplace are related to….	Strongly Disagree		Disagree		Agree		Strongly Agree		Undecided		N/A	
	F	%	f	%	F	%	f	%	f	%	f	%
No challenge	65	31.3	114	54.8	0	0.0	0	0.0	0	0.0	29	13.9
Lack of employability skills	2	1.0	47	22.6	58	27.9	28	13.5	43	20.7	30	14.4
Skill area	14	6.7	98	47.1	24	11.5	0	0.0	42	20.2	30	14.4
Quality of skills received	2	1.0	92	44.2	46	22.1	3	1.4	35	16.8	30	14.4
Gender	2	1.0	96	46.2	23	11.1	0	0.0	57	27.4	30	14.4
Social Networking	2	1.0	51	24.5	58	27.9	3	1.4	64	30.8	30	14.4
Low capital	0	0.0	12	5.8	158	76.0	8	3.8	0	0.0	30	14.4
Lack of technological skills	2	1.0	53	25.5	83	39.9	3	1.4	37	17.8	30	14.4
Other factors	0	0.0	0	0.0	45	21.6	1	0.5	132	63.5	30	14.4

The findings as summarized in the table above reveal that 114(54.8%) disagreed that they have employment challenges. 65(31.3%) of the total respondent's sample even went further to seal their assurance that they don't have challenges at work place. They believed that the nature of the challenge may vary but the baseline remained that there were no challenges at work place. So the claim as stated in the section of the question that "I am satisfied with my current employment" was totally disagreed with by these fraction of the respondents.

When the respondents were asked to comment on the statement "The employment challenges I face after my training are related to lack of employability skills", 58(27.9%) agreed, 47(22.6%) disagreed, 43(20.7%) were undecided, 30(14.4%) were exempted from responding to this particular inquiry because they had earlier on indicated as unemployed in the demographics. 28(13.5%) strongly agree that their lack of employability skills are the source of their challenges at work place. Only 2(1%) were in total disagreement on this.

When the researcher asked the respondents to comment on the statement "The employment challenges I face after my training are related to my skill area". On this statement, 98(47.7%) of the respondents were in disagreement that their employment challenges related to the skill area they trained in. 42(20.2%) of the respondents remained undecided about whether indeed this is the factor responsible for their employment challenges. 30(14.4%) of the respondents were exempted from responding to this inquiry because they had already earlier on indicated in their demographic data that they are unemployed. 14(6.7%) of the respondents were in total disagreement of the assertion that it's the skill area they trained in that is related to the employment challenges they are experiencing. No respondent was in strong agreement with this assertion.

When the respondents were asked to comment on the statement "The employment challenges I face after my training are related to the quality of skills I trained in", the findings as summarized in the table 4.21 about this assertion reveal that a higher number of respondents 92(44.2%) were in disagreement that the quality of the skills they received through the skills training were the ones responsible for the employment challenges they experience. 46(22.1%) of the respondents agreed that the quality of their acquired skills had a relation to the employment challenges they experience. 35(16.8%) of the respondents were undecided

about whether the employment challenges they were undergoing were related to the quality of skills they received through their training. 3(1.4%) of the respondents were in strong agreement about the relationship of the employment challenges with the quality of skills possessed whereas on 2(1.0%) remained in total disagreement on this.

When the respondents were asked to comment on the statement "The employment challenges I face after my training are related to my gender", the findings as summarized in the table 4.21 above reveal that a good number of respondents 96(46.2%) don't suspect their gender pre-disposition as a probable cause of the employment challenges they face. They don't believe that some employers have underlying gender preferences when it comes to certain jobs and positions. 57(27.4%) of the respondents were undecided about the contribution of their gender pre-disposition on the employment challenges they are experiencing. 30(14.4%) of the respondents were exempted from this inquiry because they had earlier indicated in the demographics that they were unemployed. 23(11.1%) of the respondents agree to the assertion that their gender has a relation to their employment challenges whereas only 2(1%) of them were in agreement with this relationship.

On the statement "The employment challenges I face after my training are related to my social networking", the summaries in the table above concerning this assertion, 64(30.8%) where not sure about the relationship between their employment challenges and their social networking gaps. 58(27.9%) of the respondents agree that social networking gap is a probable cause of employment challenges they were facing. 51(24.5%) of the respondents disagree with this assertion that social networking gap influences employment challenges. 30(14.4%) of the respondents were exempted from placing their response to the afore-mentioned assertion because they had earlier on indicated in the demographics that they were

unemployed. 3(1.4%) of the respondents agree to this assertion and only 2(1%) were in total disagreement.

On the statement “The employment challenges I face after my training are related to low capital”, the table summaries reveal that almost all of the respondents 158(76%) agree to the allusion that their employment challenges are directly contributed by low capital. They believe that if they had start-ups or booster capital, they would have established or expanded their individual enterprises to levels that they wouldn’t need formal employment and also the returns would increase to help them manage operational expenses and also qualify for bigger contracts. Again, about 30(14.4%) of the respondents were exempted from this inquiry because they had earlier on in the demographics indicated that they were unemployed. 12(5.8%) of the respondents disagree with this assertion. They believe that there are some underlying causes of their challenges that go beyond capital. 8(3.8%) of the respondents strongly agree to this allusion that there is definitely a relationship between the employment challenges they are experiencing and their low capital level.

“The employment challenges I face after my training are related to technological changes”. The findings as summarized in the table 4.21 above reveal that almost have of the respondents 83(39.9%) agree that their lack of proficiency in use of digital technologies and other contemporary technologies have limited them in excelling at workplace and standing up to secure better opportunities. Most industrial processes are now getting automated with computer aided software which requires them to familiar with the trend if they are to remain relevant. Machineries daily introduced to boost industrial production are getting sophisticated day by day and yet they find themselves lacking the capacity of running back for additional trainings in this direction. They end up therefore painfully missing out in the

preference list of their employers and other opportunities. On the other hand, 53(25.5%) of the respondents disagreed with the influence of technological gaps on their employment challenges. Those in this category indicated that they earlier had intermediate competences in this aspect yet they still witness some challenges. 37(17.8%) were undecided about the relationship between their technological gaps with the employment challenges they are interfacing with. 30(14.4%) of the respondents were exempted from throwing their response to this allusion since they had earlier indicated in the demographics the state of being unemployed. 3(1.4%) of the respondents were in strong agreement to this assertion whereas only 2(1%) of the respondents remained in total disagreement.

On the statement “The employment challenges I face after my training are related to other factors”. According to the table summaries, a great number of respondents 132(63.5%) couldn’t imagine about other factors that could be responsible for their employment challenges. They consisted the listed factors as fairly exhaustive and couldn’t think of any other in that short while. 45(21.6%) of the respondents were in agreement that there were some other factors that they suspect contribute to their employment challenges which were not rightly brought up in the list. Others pointed out education level as one of the factors. Those with certificate qualification imagined that if they had diplomas or bachelor’s qualifications in their areas of specialties, they would stand for greater opportunities and also be in position to address more technical tasks at work place. Others speculated other factors ranging from Geographical location, government policy limitation, political interference, to general economy.

4.7 Responses from key informants

As indicated in table 3.2 in the chapter 3, the researcher had planned for three administrative representatives, one from each institution, to participate in the study through interview interactions. This section therefore looks at the interview questions addressed to the administrative representatives and their independent responses

Table 4.22 Interview respondents' profile

Respondent	Institution	Role played in the institution	Role played in the skilling project-USDP
1	UTC Elgon	Public Relations Officer, Industrial liaison officer	Focal person
2	Kaliro VTI	Instructor, Industrial Liaison officer	Focal person
3	Butelejja VTI	Instructor, Industrial Liaison officer	Focal person

Source: primary data 2024

How would you assess the overall contribution of TVET institutions towards bridging the employment gap of youth in Eastern Uganda?

One respondent said "skilling is the way to go if the youth are to be self-employed. Since TVET institutions are mandated to provide skilling to those that train through it, they therefore directly contribute to bridging the employment gap"

One other respondent said "The government has now tooled most of the TVET institutions much better than it has even been years ago. Instructors have also upgraded their competence

to deliver job oriented instructions. Those that train through TVET institutions quickly get absorbed in the employment industry"

However, one other respondent appreciated the capacity of the TVET institutions to contribute in filling the employment gap of youth but noted that there are some areas especially in the rural institutions where more support is still needed to have them deliver quality skills to the youth.

How does your institution work in collaboration with employment industry?

For this question, all the respondents had a common position about their liaison with the employment industry. "we have industrial training programmes within our curriculum for all students and we are required to have trainees given an experience of a real industry situation as a requirement for their course completion, which we do on annual basis"

However, one of them shared a challenge they have faced with some of the industries that have made it difficult to enter MoUs with the TVET institution as industrial training centers for the students. Most of these in their claim are industries owned by the Indians

In your observation, do you think your institution is in full capacity to provide skills required by the employment industry

Respondent 1 said "Yes! Our institution is equipped to provide training from craft certificate to higher Diploma and our students come out well skilled to handle tasks in the industries, and we even have testimonials to this effect"

Another respondent said something related to respondent 1 but admitted that there are small challenges that are underlying that may limit students from having all the skills required by the industry. Some of these challenges are related to coping up with emerging technologies.

Comment about your institution's infrastructure, staffing, programmes, and general economic capacity to deliver the skills required by the industry.

Respondent 1 said "Through the USDP programme, the institutions has now been facilitated with ultra-modern laboratories, workshops and equipment to enable quality skills delivery that meet the employment industry. There are equipped workshops for civil and mechanical engineering and the institution now poses as a technical hub in the heart of eastern Uganda" The other respondents both decried limited budgetary conditions to meet the steady stock of training requirements. Though the students have practical experiences in the course of their training, they need this as much often as possible which implies having sufficient materials.

Do you know about the "Skilling Uganda" programme? In your opinion, did the skilling Uganda programme enhance the capacity of your institution to deliver the required skills by the industry? If yes, how? And if no, why?

All the respondents had a related stance on this inquiry. They related the skilling Uganda programme to the USDP programme which they were beneficiaries of. They appreciated the contribution of the programme in enhancing the capacity of the institution to deliver skills required by the industry. One of them said "the courses considered by the programme were well thought about and were arrived at under joint planning with the employment industry, so we trust that they were intended to meet the industry requirements". The other shared a

testimony of how the programme in its initial process identified some staff or representatives from beneficiary institutions for a benchmarking programme with some of the good international institutions abroad, in France for purposes of improving their view and competence on how to deliver required skills by the industry. He said, “I learnt a lot from the experience and I am now better than I was...”

From your perspective, what was the percentage of youth that receive employment after finishing their training in your institution

The respondents declined to mention any accurate figure to this inquiry. They admitted they have rarely done tracer studies to confirm the rate of employability of youth that trained through their institutions. One said “we may not specify the actual number or percentage but at least we are sure most of them get absorbed in the employment industry because of their skills”

Employability skills give the youth an advantage in the employment industry. How are these skills being provided?

Respondent 2 said, “concerning additional skills we give the students through the training, all trainees are taught customer care skills. So we give them employability skills”. This same response was given by respondent 3. Respondent 1 claimed that “we try to offer all the soft skills that go together with the technical skills like communication, customer care, ICT, among other”

However, the researcher noted evidence that little knowledge was known about the specific employability skills that the trainees should have been taken through and so these could have

definitely missed out in the training curriculum. Relating this to the varying students' responses, it further justifies that fact that if these employability skills were passes to the trainees, they were rather done implicitly not explicitly.

What are the likely employment related challenges awaiting youth after their training in the TVET institution?

Most of the respondents mentioned lack startup capital as the most common challenge faced by the trainees after their graduation. "Sometimes formal employment may delay and some of them may want to engage themselves in private enterprises where they get limited due to lack of capital". They also pointed out that some of the job opportunities they may wish to go for specify years of experience which end up disadvantaging them. "most of our students come from poor backgrounds where they spend a lot in supporting them finish their course. This expenditure induces a pressure to these youths to try to immediately get a paying job to fill the family economic gap they created while studying. For that reason, therefore, they would not think of going for volunteering jobs to build their experience"

Another respondent also said "these days, to get jobs unfortunately is about connections. Our students may be in possession of the required skills but those that go back to their villages after finishing the course take long to join technical work compared to those that stay in urban areas where there are more opportunities. These also includes those that have well placed relatives or are in possession of good social networking"

In your opinion, do you think there are deliberate commitment by the institutions to sustain the aspirations of the skilling Uganda Programme?

Respondent 1 said, "Yes! We have thought of levying a minimal fee per interested applicant for the subsequent trainings after the USDP programmes ends. Also we believe that the instructors who were re-tooled will continuously cascade the practices to the rest. Our students also do maintenance works as their course tasks. In this way, we believe that the aspirations of the program would be sustained". The other two respondents did not say much in this area though they believed that the administration of the school definitely has the obligation to sustain the aspirations of the programme.

What are the challenges faced by the TVET institutions in sustaining the aspiration of the skilling Uganda Programme?

All the three respondents pointed at the funding factor. They noted that budgetary constraints will definitely pose a challenge in the sustaining the aspirations of the programme. But if the government maintains its support or improves and timely delivers, there would be no problem.

Summary

In summary, this chapter has presented and analyzed the data collected from the field regarding the impact of the Skilling Uganda Programme on youth employment in Eastern Uganda. The findings were discussed using descriptive statistics such as frequencies, percentages, and tables to highlight the demographic profile of respondents, their employability status, and the challenges they face. The results showed that most trainees were

within the 18–34 age range, with the majority holding certificates, and many specializing in trades such as electrical installation, welding, and construction. A significant proportion of respondents reported being in some form of employment, although challenges such as limited capital, inadequate digital literacy, and unstable job contracts were commonly cited. The analysis further revealed that while graduates demonstrated strengths in communication, teamwork, problem-solving, and adaptability, gaps remained in leadership and digital skills. Overall, the findings indicate that the Skilling Uganda Programme has contributed positively to youth employability but also highlighted persistent challenges for both trainees and training institutions. The next chapter will discuss these results in detail, drawing conclusions and offering recommendations

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

5.0 Introduction

This chapter presents the discussion of findings in relation to the research objectives and questions, offers practical recommendations, and draws conclusions based on the data analyzed in Chapter Four. The aim is to interpret the results meaningfully and draw insights into the overall impact of the Skilling Uganda Programme on youth employment in Eastern Uganda.

5.1 Discussion of Findings (Aligned to Objectives and research questions)

Objective i: To establish the employment status of youth that completed training through the 'Skilling Uganda Programme'**.**

Research question 1: What percentage of the youth that completed training in Eastern Uganda under the skilling Uganda Programme are employed?

The study found that 85.6% of respondents were engaged in various forms of employment, including self-employment (20.2%), part-time work (22.6%), full-time work (13.0%), contract employment (12.5%), and apprenticeship (17.3%). However, 14.4% remained unemployed. Notably, those in apprenticeship and part-time work expressed dissatisfaction due to low or inconsistent earnings, revealing that while most youth are "working," there were those who were in secure, stable, or well-paying jobs. This suggests that although the programme improved access to employment, underemployment remains a significant

concern. This is also contrary to the expectation of Theodore Schultz and Gary Becker's (1961) human capital theory that considered training programmes as a means of enhancing an individual's skills and knowledge, which in turn should increase their human capital and economic value.

Objective ii: To determine the employability of youth that were trained through the 'Skilling Uganda Programme'.

Research question 2: What proportion of the youth that completed their training through the 'skilling Uganda programme' possesses employability skills?

The analysis showed that most youth possess core employability skills: Communication (99.6%), Teamwork (99.5%), Problem-solving (93.8%), Time management (90.8%). However, there are clear gaps in digital literacy (only 51.4%) and leadership (64.0%). Moreover, when asked about the source of these skills, the majority credited personal initiative and workplace exposure, not the training institutions. This suggests that the training did not intentionally and sufficiently equip students with holistic employability skills, particularly soft skills and digital competence, which are essential in today's job market. Scholars Erstad, O., 2015, Ashford, S. J., & Cotton, N. C., 2012 assert that these set of skills have become of an increasing necessity in today's employment industry and are vital for success in today's dynamic working conditions.

Objective iii: To investigate employment challenges faced by youth following their training through the 'Skilling Uganda Programme'.

Research question iii: What are the challenges faced by the youth who completed training under the skilling Uganda Programme?

Respondents highlighted several employment challenges, including, Low capital (76%), limiting entrepreneurship and business expansion; Technological limitations (39.9%), 61.9% lacked proficiency in modern tools and technologies; Lack of employability skills (27.9%), despite self-reporting of possessing them; Social networking gaps (27.9%) – lack of connections hindered job access; Job experience requirements and job market saturation were also indirectly cited through interviews. These findings reveal that while the training provides technical skills, external and structural factors—like financing, access to opportunities, and digital skills—play a greater role in shaping employment outcomes. These factors are related to those listed by scholars Bandura, 1997; Judge & Bono, 2000; and Lin, 2001 who separately asserted that factors such as self-efficacy, motivation, and resilience, access to social networks and support. Social capital, including the strength of an individual's social networks and support systems could mediate the relationship between education/training and employment outcomes by influencing individuals' job search behaviors and perseverance in the face of setbacks.

Objective iv: To investigate challenges faced by the beneficiary TVET institutions in implementing the 'Skilling Uganda Programme'.

Research question iv: What are the challenges faced by the TVET training centers in implementing and sustaining the Skilling Uganda programme?

Interviews with institutional representatives revealed: Infrastructure and equipment have improved, thanks to the Skilling Uganda/USDP intervention; Budgetary constraints are the major barrier to sustaining training quality, especially for consumables and routine practice; Limited emphasis on employability skills in formal curricula; Weak industry linkages, with

difficulty forming Memoranda of Understanding (MoUs) with private sector actors. Additionally, there was no clear strategy for sustainability once external funding ends, despite some institutions planning to charge minimal fees to continue offering training. There is also a need to institutionalize tracer studies to track outcomes and inform programme improvements.

5.2 Conclusion

The study concludes that the Skilling Uganda Programme has contributed positively to youth employment in Eastern Uganda, with most graduates engaged in some form of work. However, as inspired by Campbell Systematic Review on *Interventions to improve the labour market outcomes of youth. (2017),* that suggested that the extent and urgency of the youth employment challenge and the level of global attention currently calls for more and better evidence-based action, the study established that the access, quality and sustainability of employment as supposedly influenced by the Skilling Uganda Programme are undermined by gaps in employability skills, lack of capital, weak industry linkages, and limited technological proficiency. While infrastructure and equipment have improved in training institutions, there remains a need to enhance curriculum relevance, post-training support, and institutional sustainability to realize the full potential of the programme. To address unemployment meaningfully, the government and stakeholders must adopt a more holistic approach to skilling, one that integrates technical competence with soft skills, digital tools, and entrepreneurial readiness.

5.3 Recommendations

Based on the findings and discussions, the following recommendations are proposed:

i. Enhance Employability Skill Training: TVET institutions should integrate structured modules on digital literacy, leadership, time management, and adaptability into their curricula.

ii. Improve Post-Training Support and Financing: Government and NGOs should create or scale up youth entrepreneurship funds, micro-loans, or revolving funds to help youth start or scale small enterprises.

iii. Strengthen Industry Linkages: TVET institutions should formalize partnerships with local industries through MoUs for industrial placements, mentorship, and job matching services.

iv. Extend Technological Training: All TVET training centers should offer basic and advanced ICT courses by investing in computer labs, internet access, and instructor upskilling.

v. Institutionalize Tracer Studies: TVET institutions should regularly conduct tracer studies to monitor graduate placement and improve training design.

Suggestions for Further Research

i. Progress longitudinal studies to assess long-term employment outcomes of Skilling Uganda graduates.

ii. Investigate employer satisfaction with TVET-trained employees across different sectors.

iii. Examine the gender dimensions of youth access to and outcomes from vocational training.

iv. Explore integration of ICT and digital skills into vocational training models for rural settings.

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APPENDICES

APPENDIX 1: Determining Sample Size from a Given Population

Table 6.1: for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note.—*N* is population size. *S* is sample size.

Source: The NEA Research Bulletin, Vol. 38 (December, 1960), p. 99.

APPENDIX II: Research questionnaire

Could also be accessed as a google form through the link:

https://docs.google.com/forms/d/14qOalfq7nLPhHAKSWtevpHiu4o_41GNQy8vzlhs0gyU

or shortened link**:** https://bit.ly/4bqHp7P

Section A: Demographic Characteristics:

Please indicate the following information by selecting the appropriate option:

- Gender:

  Male. [ ]

  Female [ ]

2. Age:

   15-24 [ ]

   25-34 [ ]

   35-44 [ ]

   45-54 [ ]

   55 and above [ ]

3. Highest Educational level:

   certificate [ ]

   Diploma [ ]

   Bachelor's Degree [ ]

   Post Graduate... [ ]

   Other type. Specify……

4. Which skill area did you train in during your study at TVET institution

   Automotive Mechanics [ ]

   Building Construction [ ]

   Plumbing [ ]

   Welding and Fabrication [ ]

   Woodwork Technology [ ]

   Electrical Installation [ ]

   Fashion and Garment Design [ ]

   Machining and Fitting [ ]

   Electronics Technology [ ]

   Other. Specify…… [ ]

5. What is your employment status?

   Unemployed [ ]

   Self-employed [ ]

   Employed Full time [ ]

   Employed part time [ ]

   Employed under contract [ ]

   Apprentice (training on Job) [ ]

   Other. Specify ……..

6. What is your longest period in employment

   Years [ ]

Months	[ ]
Days	[ ]

Section B: Employability skills possessed by youth trained under the skilling Uganda Programme

Using a Likert scale where SD = strongly disagree, D= disagree, U= Undecided, A= agree SA= strongly agree. Please show to what extent you agree or disagree with the following statements on the state of employability skills youth trained under the skilling Uganda Programme currently possesses.

Statement	**SD**	**D**	**U**	**A**	**SA**
I have the ability to Listen, speak, and write clearly and concisely.					
I have the ability to work collaboratively with others towards a common goal, being able to contribute ideas, compromise, and resolve conflicts.					
I can analyze situations, identify problems, evaluate options, and make sound decisions.					
I have the ability to change, learn new skills, adapt to new situations quickly.					
I have the ability to inspire and motivate others, delegate tasks effectively, and guiding a team towards achieving common objectives.					

I have the ability to prioritize tasks, manage time effectively, and maintain an organized workspace contributing to productivity and efficiency.

I am proficient in use of digital tools and technology, including software application, online communication platforms, and social media.

Section C: Impact of skilling Uganda Programme on the employability skills of youth following their training through it

Using multi-choice response (allowing more than one response), tick in the box against each statement the appropriate response to where you acquired employability skills.

Where **S**= At school under skilling Uganda Programme, **W**= support from work place, **P**= personal initiative taken after school, **N**= no training received, **U**=undecided/not sure,

Statement	**S**	**W**	**P**	**N**	**U**
Communication skills					
Teamwork and Collaboration skills					
Problem solving and Critical thinking skills					
Adaptability and flexibility skills					
Leadership skills					
Time management and organization skills					
Digital literacy/ICT skills					

Section D: Employment challenges faced by youth following their training through the 'Skilling Uganda Programme

Using a Likert scale where SD = strongly disagree, D= disagree, U= Undecided, A= agree SA= strongly agree. Please show to what extent you agree or disagree with the following statements on employment challenges faced by youth following their training through the 'Skilling Uganda Programme

Statement	**SD**	**D**	**U**	**A**	**SA**
I am satisfied with my current employment					
The employment challenges I face after my training are related to my employability skills					
The employment challenges I face after my training are related to my skill area					
The employment challenges I face after my training are related to the quality of skills I trained in					
The employment challenges I face after my training are related to my gender					
The employment challenges I face after my training are related to my social networking.					
The employment challenges I face after my training are related to low capital					

The employment challenges I face after my training are related to technological changes

The employment challenges I face after my training are related to other factors

Thank you for taking time to respond to this questionnaire

APPENDIX III: Interview schedule

1. How would you assess the overall contribution of TVET institutions towards bridging the employment gap of youth in Eastern Uganda?
2. How does your institution work in collaboration with employment industry?
3. In your observation, do you think your institution is in full capacity to provide skills required by the employment industry
4. Comment about your institution's infrastructure, staffing, programmes, and general economic capacity to deliver the skills required by the industry.
5. Do you know about the "Skilling Uganda" programme? In your opinion, did the skilling Uganda programme enhance the capacity of your institution to deliver the required skills by the industry? If yes, how? And if no, why?
6. From your perspective, what is the percentage of youth that receive employment after finishing their training in your institution
7. Employability skills give the youth an advantage in the employment industry. How are these skills being provided?
8. What are the likely employment related challenges awaiting youth after their training in the TVET institution?
9. In your opinion, do you think there are deliberate commitment by the institutions to sustain the aspirations of the skilling Uganda Programme?

10. What challenges are the challenges faced by the TVET institutions in sustaining the aspiration of the skilling Uganda Programme?

APPENDIX IV: TVET institutions in Eastern Uganda and Uganda

Visit the link below

https://www.education.go.ug/wp-content/uploads/2023/02/List-of-Government-Institutions-with-courses-districts-and-constituencies.pdf

or shortened link: **https://bit.ly/3zjYWkT**

APPENDIX V: Research Work Plan

Table 6.2: Research work plan

Activities/ Critical stages	Months(April-Nov 2023 to September 2024)										
	A-N 2023	**D**	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**
Developing the research idea and Research proposal											
Developing research tools											
Proposal presentation											
Reviewing proposal											
Applying for consents from authorities											
Talking with the representatives in research sites											
Piloting and validating tools											
Reviewing tools											
Training research assistants											
Selecting the sample											
Data collection.											

Data verification, coding and entry											
Data analysis											
Thesis report writing & proof reading											
Thesis presentation											
Reviewing thesis & submission											
Information to the respondents & authorities											

Table 3: Research Work Plan

APPENDIX VI: Research Budget

Table 6.3: Research Budget

NO	ITEM/ACTIVITY		COST
1	TYPESETTING AND PRINTING		
	Proposal 60 pages		**To be established**
	Thesis report 150 pages		**“**
	Questionnaire 10 pages		**“**
	Administrators’ interview schedule 3 pages		**“**
	SUB-TOTAL		“
2	PHOTOCOPYING SERVICES		
	Proposal 60 pages @ 3 × 10 copies		**“**
	Thesis report 150 pages @ 3 × 15 copies		**“**

	Trainee(students') questionnaire 10 pages @ 3 × 208 copies		"
	Principals'/admin Representatives interview schedule 3 pages @ 3 × 5 copies		"
	SUB-TOTAL		"
3	DATA COLLECTION		
	Travelling to the TVET institutions and workplaces 9		"
	Accommodation and meals 5 meals 9 sites		"
	Hiring of vehicle		"
	SUB-TOTAL		"
4	STATIONERY		
	Printing papers 5 realms		"
	Pens, pencils, erasers, sharpeners, markers, highlighters		"
	Foolscaps 3 reams		"
	Note book 3		"
	SUB-TOTAL		"
5	**EQUIPMENT**		"
	Tablet		"
6	**OTHER EXPENSES**		"
	Airtime 10 months		
	Internet 10 months		"
	Proposal report binding charges 10 copies		"

	Thesis report binding – Draft copies 9 copies		“
	Thesis report binding – Final 8 copies		“
	Research assistants 5		“
	Research permit		“
	Research permit collection		“
	SUB-TOTAL		“
	SUB-TOTAL = 1 +2+3+4+5+6		“
	CONTINGECIES (10% of 1+2+3+4+5+6)		“
	GRAND TOTAL		“

APPENDIX VII: Map of Eastern Uganda (The Study Area)

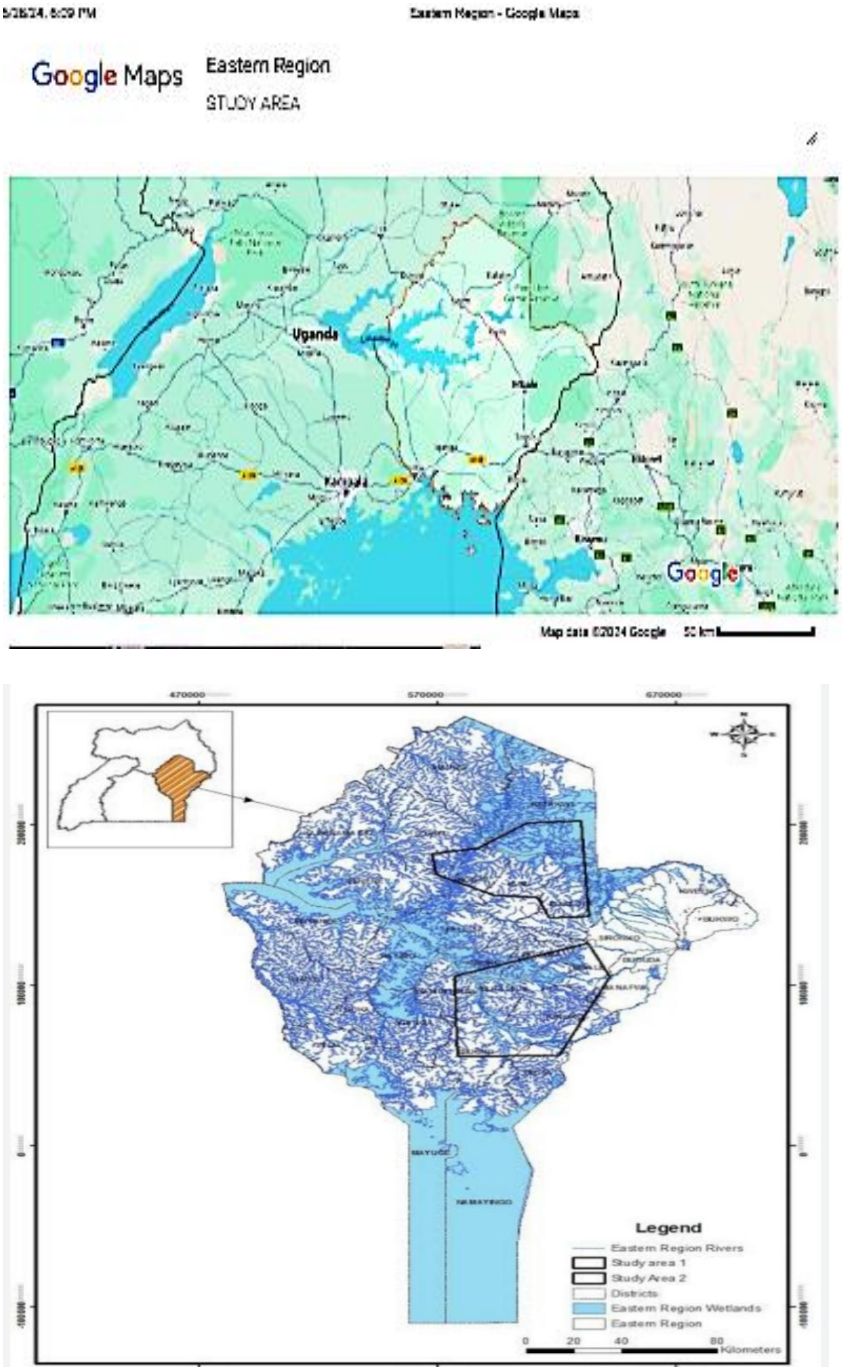


Figure 3: Map of eastern Uganda showing the study area

Source: http://bit.ly/4bpspam

APPENDIX VIII: PLAGIARISM CHECK

DrillBit

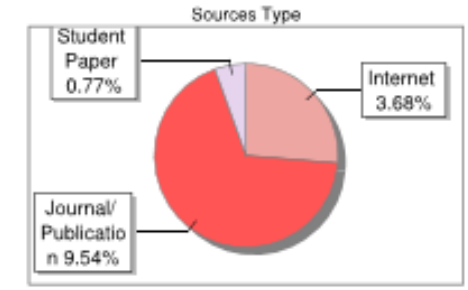
The Report is Generated by DrillBit Plagiarism Detection Software

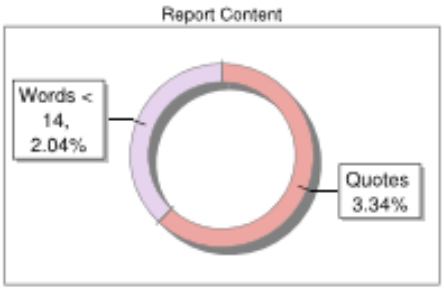
Submission Information

Author Name	Kipyeko Kenneth SEDU/TED/M/001/22
Title	THE IMPACT OF THE 'SKILLING UGANDA' PROGRAMME ON YOUTH EMPLOYMENT IN EASTERN UGANDA.
Paper/Submission ID	4302769
Submitted by	titustoo@uoeld.ac.ke
Submission Date	2025-09-01 20:14:48
Total Pages, Total Words	126, 21369
Document type	Thesis

Result Information

Similarity **14 %**





Exclude Information

Quotes	Not Excluded
References/Bibliography	Not Excluded
Source: Excluded < 14 Words	Not Excluded
Excluded Source	0 %
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File

APPENDIX IX: RESEARCH PERMIT FROM REC/UNSCT

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

Office of the Vice Chancellor
Research Ethics Committee UG-026

20th September, 2024

KENNETH KIPYEKO
University of Eldoret
+256-775335934
Email: kipyeko101@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Kenneth Kipyeko, Principal Investigator

Re: UCU-REC Application titled: *Impact of Skilling Uganda programme on youth employment in Eastern Uganda*

Application Number: UCUREC-2024-965

Version: 4.1

UGANDA CHRISTIAN UNIVERSITY APPROVED 20 SEP 2025 RESEARCH ETHICS COMMITTEE

Type: [ ] INITIAL REVIEW
[ ] Protocol Amendment
[ ] Letter of Amendment (LOA)
[ ] Continuing Review
[ ] Material Transfer Agreement
[ ] Other, Specify:

I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 20th September, 2024, to 20th September, 2025
This research is considered minimal risk category.
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.

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Office of the Vice Chancellor
Research Ethics Committee UG-026

4. Only approved consent forms are to be used in the enrolment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits

5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 20th September, 2025 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-08-22
2	Interview Guide	English	1.0	2024-08-22
3	Questionnaire	English	1.0	2024-08-22
4	Informed Consent Form			

Signed and Stamped

Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug

UGANDA CHRISTIAN UNIVERSITY
APPROVED
UNTIL
20 SEP 2025
RESEARCH ETHICS COMMITTEE

University of Eldoret
Home of knowledge and innovation

P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 0774 249552
Fax No. +254-(0)53-206311 Ext 2232

School of Education
Department of Technology Education

Our Ref: UOE/B/TED/PGR/065 **DATE: 16th July, 2024**

The Director of Research and Ethics Committee,
Uganda Christian University,
P. O. BOX 4,
MUKONO, UGANDA.

Dear Sir/Madam,

SUBJECT: RESEARCH PERMIT FOR KIPYEKO KENNETH -SEDU/TED/M/001/22

This is to confirm that the above named student has done course work of his Master of Education in Technology Education: Mechanical and Automotive Technology Option.

He is currently preparing for his field research work on the thesis entitled: *" Impact of the 'Skilling Uganda' Programme on Youth Employment in Eastern Uganda."*

He successfully presented his proposal on **22nd March, 2024** and has been approved by the university.

Any assistance accorded to him to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,

HEAD
DEPARTMENT OF TECHNOLOGY EDUCATION
UNIVERSITY OF ELDORET
P.O. Box 1125 - 30100, ELDORET

DR. ISAAC NANGENDO
HEAD, TECHNOLOGY EDUCATION DEPARTMENT

APPENDIX 1X: INFORMED CONSENT FORM

Title of Research: The Impact of the 'skilling Uganda' programme on youth employment in eastern Uganda.

Principle Investigator: Kipyeko Kenneth; Tel. contact +256-775335934

1. Introduction and Purpose of the Study

I am a lecturer of Technological studies at National Teachers College Kaliro and doing a master of Education in Technology education course at University of Eldoret now conducting research on Impact of Skilling Uganda Programme on Youth employment in Eastern Uganda.

The information you give us, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell us will remain anonymous. We shall ask questions about employment status, employability skills, employment challenges and institutional challenges. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

2. Description of the Research

This is a descriptive design study of the impact of Skilling Uganda programme on Youth employment in Eastern Uganda.

3. Subject Participation

Participants will be 2020 students' graduates from Skilling Uganda beneficiary TVET training institutions from Eastern Uganda and their respective school administrators.

4. Potential Risks and Discomforts

This is a survey involving two way conversation between the researcher and the respondents on the impact of Skilling Uganda programme on employment of youth, so expected risk will be minimal if it will be there at all.

5. Potential Benefits

1. The study findings may provide the government policy makers with relevant information in rightly formulating guidelines and interventions that could address the problem of youth unemployment.
2. The study findings may also be insightful to employers and training institutions to incorporate Continuous Professional Development programmes in the mandatory packages to make their employees and trainees more equipped with key/relevant contemporary employable skills.
3. The findings from the study may be useful to TVET management and MoES through its Education Standards Agency/directorate in identifying the need and urgency to boost support supervision practices to ensure improvement of teaching and instruction through quality skills provision.
4. The study may also inform labor unions of the employment conditions of youth there by advocating for supportive mechanism and policies that protect them and enhance their productivity.
5. Lastly, the study findings may also be of great use to academicians, researchers and the future generation in that it might act as a source of literature or to provide a rich text of knowledge to those who may wish to do further investigation in the area of skills development and youth employment.

6. Confidentiality

The information you give us, will be confidential and only used for purposes of this study. In the process of report writing, your name will never be used and so everything you tell us will remain anonymous. We shall ask questions about employment status, employability skills, employment challenges and institutional challenges. If you do not want to respond to a particular question, you can simply say so, and we will not insist.

Every participant will be asked to sign a written study informed consent form before participating in the study as this ensures voluntarism and acceptability to participate in the study.

7. Authorization

By signing this form, you will be authorizing me to use the information from this research for education purpose.

8. Participation

Your decision to participate in this study is completely voluntary. If you decide to not participate in this study, it will not affect your work in any way.

9. Withdrawal from the Study and/or Withdrawal of Authorization

As a participant in this study, you can withdraw at any point if you choose not to continue.

10. Reimbursements

Since most engagement may be online with a few face-to-face, reimbursement of data expense of an appropriate will be considered for you.

I I. Whom to contact in case of ethical related concerns.

This study was Approved by Uganda Christian university Research Ethics Committee (UCU-REC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical related concerns or inquiries, you can contact UCU-REC chairperson; Prof. Peter Waiswa on 0772 405 357, pwaiswa@musph.ac.ug or UCU-REC Secretariat, Mr. Osborn Ahimbisibwe on 0775737627 or oahimbisibwe@ucu.ac.ug UNCST; Tel: +256 414 705500/ info@uncst.go.ug

I voluntarily agree to participate in this research program; to tick appropriately

Yes ☐ **No.**

I understand that I will be given a copy of this signed Consent Form.

Name of Participant: ……

Signature: …… Date: …….

Name of Researcher/designee: KIPYEKO KENNETH

Signature: ……. Date: …22 July 2024……