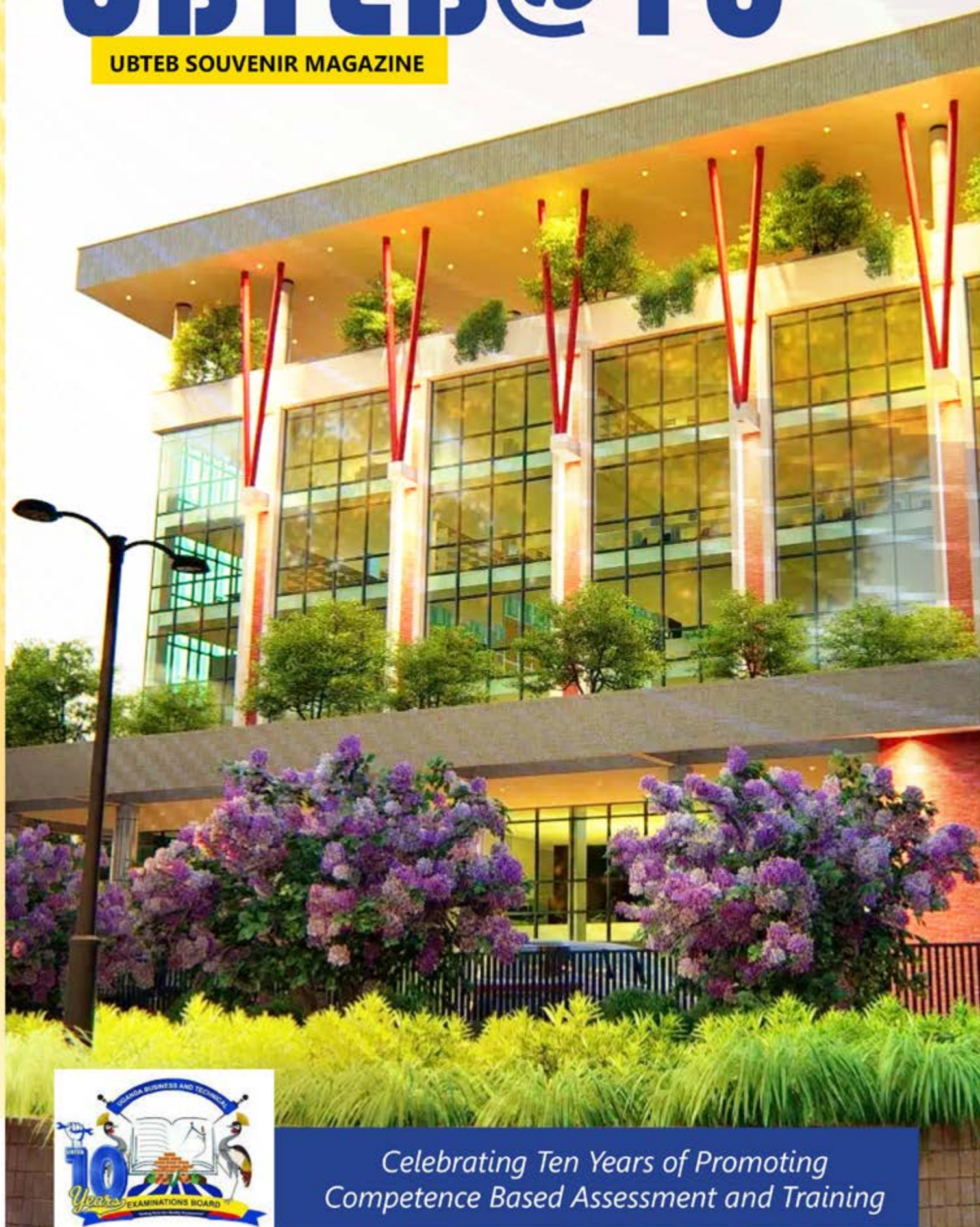


UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD

UBTEB@10

UBTEB SOUVENIR MAGAZINE



*Celebrating Ten Years of Promoting
Competence Based Assessment and Training*



MAKERERE UNIVERSITY BUSINESS SCHOOL

ABOUT MAKERERE UNIVERSITY BUSINESS SCHOOL

Makerere University Business School is the leading provider of Business and Management education that facilitates professional development, promotes Entrepreneurship and Leadership in the region. The school was established in 1997 to centralize the development and standardization of business and management education in the country. MUBS provides aspiring people young and old, with an opportunity to develop their talents and strength; overcome their fears and weakness through different academic and training programmes. MUBS currently has 5 Campuses in Jinja, Mbarara, Arua, Mbale and the main Campus at Nakawa. It also runs outreach programmes through its leadership, entrepreneurship, ICT and the Career and Skills Development Centre. It is the place to be.

ABOUT THE MUBS WOMEN FORUM

The MUBS Women Forum was established in the year 2010 to address the various issues affecting Women at MUBS and the MUBS stakeholders in general. The forum provides an opportunity for young Women to network and exchange ideas on issues affecting them. The forum also provides umbrella for Gender mainstreaming activities, the girl child programmes and community outreach. The forum has its secretariate at the Career and Skills Development Centre and is supported by all Outreach Centres of the School including:

- The MUBS Leadership Centre
- The MUBS ICT Centre
- The MUBS Disability Centre
- The MUBS Entrepreneurship and Innovation Centre

OBJECTIVES OF THE MUBS WOMEN FORUM

- To sensitize women on their roles and rights
- To generate a strong network of all women in MUBS
- To equip women with entrepreneurship and leadership skills
- To enhance awareness of women health issues
- To support community-based initiatives
- Conduct research in women related issues
- To address issues of sexual harassment and drug abuse

ACTIVITIES OF THE MUBS WOMEN FORUM

Monthly Women Forum: The Forum organizes monthly sessions that give a platform to network and address the Challenges of the Girls Child at Home and at University. A number of topical issues are discussed monthly.



Celebrating International Women's Day: The MUBS Women Forum annually marks the International Women's day as part of its effort to recognize the contribution of women in the country and also to create awareness among different stakeholders on the need for women inclusion into various aspects of life. Therefore, March 8, is recognized as a special day and a series of activities are organized to celebrate Annual International Women Days including the following;

- Recognizing Women Achievers of the year in categories of Academia, Business, and unsung heroes, among others as per the theme.
- Career Guidance Talks to selected Girls Schools on the theme. This is meant to create awareness among High School girls the need for Gender sensitive policies among others.
- Involvement of the Local Women in markets, villages, slums and the under privileged to participate in the discussions about the theme.
- The Women Forum publishes success stories for the women and girls in the

International Women's Day Magazine.

- Run and organize an exhibition for Women Entrepreneurs. This gives a platform to Women Entrepreneurs at MUBS and Outside MUBS to showcase what they do.
- A panel discussion on the theme of the year. The panel normally includes expert from within and outside MUBS.

Research: The Centre conducts research and Publish work related to Women and the Girl Child.

Health Awareness: The forum also organizes health awareness workshops for Staff and Students especially in areas that have remained to challenge to Women like Breast and Cervical Cancer, Maternal health challenges among others.

Provision of Scholarships: The forum also identifies Scholarship and support vulnerable girls pursue higher education. Over ten girls have benefits from this scheme.

Support to vulnerable Women: The forum identifies vulnerable Women in the nearby communities and girls who are supported socially, emotionally and financially.

Mentorship Career Guidance: Mentorship Programmes are important for University students since they enable them learn from experts with the different skills and knowledge required to execute different assignments and activities. The forum conducts Mentorship Programmes to ease learning and transfer of skills. The core areas handled in these sessions include; Career Planning, Personal Branding, academic Excellence among others.

Skills Empowerment program: As part of the MUBS Skills Development Programmes, Female students are also equipped with Small Scale Manufacturing Skills like manufacturing house hold for example detergents, leather products, reusable pads etc. the programmes also equip them with soft skills as a way of empowering them economically.

GoU/MoES OVERSIGHT LEADERSHIP STRUCTURE



H.E. Yoweri Kaguta Museveni
President of the Republic of Uganda



Hon. Janet Kataaha Museveni
First Lady and Minister of Education & Sports



Hon. Dr. John C. Musingo
State Minister for Higher Education



Hon. Dr. Joyce Moriku Kaducu
State Minister for Primary Education



Hon. Obua Denis Hamson
State Minister for Sports



Ms. Ketty Lamaro
Permanent Secretary

UBTEB BOARD



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Dr. Okumu Michael
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Member



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Honey Malinga
Member



Michael Otero
Member



Prof. Maud kamatenesi Mugisha
Member



Assoc. Prof. Umar kakumba
Member



Suudi Kizito
Member



Oyesigye Onesmus(CPA)
Secretary

UBTEB LEADERSHIP AND MANAGEMENT TEAM SNAPSHOT



Oyesigye Onesmus (CPA)
Executive Secretary



Dr. Nahmya Wilfred
Deputy Executive Secretary,
Examinations Management



Kawanguzi Geoffrey
Deputy Executive Secretary, Finance
Human Resource and Administration



Cate Kiisa Ssemakula
Manager Human Resource and
Administration



Jalia Nasaza
Manager Vocational Education



Ogwang Sam Patrick
Manager Research, Quality
Assurance and Awards



Isoke Jenniffer
Manager Technical, Agricultural
& Biological Sciences



Safina Tukashaba Beine
Principal Personal Assistant to
The Executive Secretary



Mugeni Bernard
Principal Officer
Examination Coordination



Abel Muwumba Mukakanya
Principal Officer Research &
Quality Assurance



Wanda Herbert
Principal Planning, Budgeting
and Investment Officer



Magezi Samuel
Principal Accountant



Abey Mokova Baker
Principal Internal Auditor



Wamani Godfrey
Principal Administrative
Officer



Oyoo Peter
Principal Officer Business
Education



Lillian Nakawala
Senior Research Officer



Kambaho Narasi Anyijuka
Senior Communications Officer
& Public Relations Officer



Erina Nalunga
Senior Officer Humanities &
Social Sciences



Asaph Arinaitwe
Senior Officer Hospitality,
Catering and Culinary Arts



Diana Kawoozo
Senior Administrative
Officer



Goretti Nabunya
Senior Officer Business
Education



Ashaba Alson
Senior Assessment Officer
Agricultural Sciences

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Digital & Paper
Published By :

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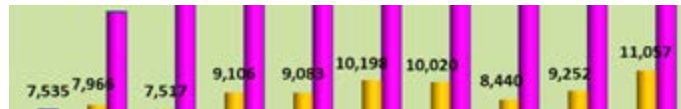


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Digital & Paper
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WORD FROM THE EDITOR IN CHIEF

I warmly congratulate the Board, management and staff of UBTEB on the tenth anniversary of its establishment. Thank you for your strong commitment and hard work on reaching this milestone. Technical and vocational education and training (TVET) has a particularly strong contribution to the economic development of Uganda. Therefore, investment in education is decisive in determining whether a society will develop, its graduates will be able to secure employment and become prosperous. Nelson Mandela said that Education is the most powerful weapon which you can use to change the World. TVET shapes people's identity and life; and it empowers individuals to participate as active members of society. This has been demonstrated in the last 10 years of UBTEB's existence as it is shared in this Magazine. The Magazine features the notifiable milestones scored by the Board in the last 10 years of its existence. I would like to sincerely thank UBTEB stakeholders who have walked this journey with us right from 2011 to-date. I wish UBTEB and all its stakeholders the best and continued success for the future.



**LILLIAN
NAKAWALA**
EDITOR IN CHIEF
ON BEHALF OF THE EDITORIAL TEAM

*Happy
Reading!*



P.O Box 287, Hoima / Tel: 0782548375
Email: buhimbati@gmail.com



Buhimba Technical Institute is a government founded technical institution in kikuube district it was established under the government programme of skill Uganda and it started in 2016,it is located 6km off Hoima – Fort Portal Highway at Buhimba Town Council along Kakumiro Road .

**To be a Centre of Excellence
Technical and Vocational
Skills and Training in
Albertine Region.**

To provide quality and self-reliant graduates in skills and knowledge in the changing world of work.

Hands On
Core values
Integrity, Quality, Efficiency,
Innovation, Equal
opportunity

We offer courses at National Certificate level examined by Uganda business and technical examinations board (UBTEB) in fields of: Agriculture, Welding and Fabrication, Building construction, Automotive Mechanics, Electrical Installation and Maintenance, Plumbing

We also offer Modular short courses assessed by directorate of industrial training (DIT) in Tailoring and garment cutting, Cosmetology, Building construction, Agriculture, Welding and metal fabrication, Plumbing



>>>>>>>>>>>>>>>>>>

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General Office
Tel: 0773171232

STATEMENT BY THE MINISTER OF EDUCATION AND SPORTS ON THE 10TH YEAR CELEBRATION OF UBTEB

I celebrate with UBTEB her 10th Anniversary in TVET assessment. As a sector, our target is in equipping our citizens especially the youth with skills, knowledge and right attitude to produce a holistic, productive and self-reliant graduate.

However, the mismatch between what is taught at school and what is needed in industry has left some of our youth unemployed. In addition, there was a significant number of young people who could not proceed with training at Post Primary Education and Training (UPPET) upon successful completion of Universal Primary Education because they could not afford the fees.

The Government has since made deliberate effort to skill Ugandans with a number of interventions. Among them was the creation of a Skills Assessment body- UBTEB, aimed at ensuring our graduates leave training institutions with employable skills and the right attitude towards work.

In 2010, my Ministry launched a 10-year strategic plan intended to cause a paradigm shift from traditional trainings to flexible trainings which focused more on competencies than academic certificates. The implementation of this strategic plan pushed more resources in infrastructure and equipment in TVET Institutions to broaden access to skilling of the youth because the NRM Manifesto



HON. Janet Kataaha Museveni
FIRST LADY AND MINISTER OF
EDUCATION & SPORTS

then, had pledged that each constituency could have a skilling institution.

Indeed, we have worked to achieve this pledge because 90% of our districts host at least a training institution in TVET including those in the Health Sciences Training. This is notwithstanding the fact that the public demand for continuous creation of decentralising structures including districts and constituencies is overwhelming. The Ministry has also deployed instructors and lecturers and increased their wages especially those in the science category.

Having noted the concerns of the Industry, that quality of our TVET graduates was immeasurable to the expectations of the skills demand at the production system and there was a wide gap between the employers, the TVET trainers and the TVET Assessment bodies, Cabinet formulated the TVET Policy 2019 and initiated TVET Reforms

to close most gaps in the skilling agenda. Recently, the President also pronounced the Universal Technical Vocational Education and Training (UTVET) to massify access by young people. Government has also broadened access to TVET through introduction of modularized assessment where the qualifications shall be directly linked to what the graduates are expected to do in the work place. The modularised assessment will also recognise prior learning with admission to TVET institutions decentralised to regions. The trainees will enjoy flexible learning.

In addition the Government has allocated funds to construct the state of the art assessment centre whose foundation stone has been laid today by His excellence the President. I have also tasked UBTEB as we celebrate the 10 years to ensure that they prepare to assess beneficiaries of Universal TVET, focus on assessment for competencies to ensure that we

achieve our target of producing employable, productive and competitive TVET graduates that meet the requirements of the world of work.

As a Ministry, we take stock of the positive changes that have occurred in UBTEB since 2011 including streamlining of awards to make them uniform at the level of certificates, increased enrolment for assessment from 5000 candidates to 70,000 per year, increased staffing level and modularising assessment among others. The Board's contribution to the Education Sector and the Economy in general is appreciated.

I take the pleasure to wish the Board, Management and staff of UBTEB a happy 10th Anniversary.



Janet K. Museveni
FIRST LADY AND MINISTER OF
EDUCATION AND SPORTS

“

The Government has since made deliberate effort to skill Ugandans with a number of interventions. Among them was the creation of a Skills Assessment body- UBTEB, aimed at ensuring our graduates leave training institutions with employable skills and the right attitude towards work.

I welcome you to the celebration of UBTEB@10 years' events. As part of marking the celebrations, the Board organized a series of activities including the Conference under the theme "Competence Based Assessment for competitive labour force and economic development"

On behalf of the Board, I wish to thank the management and staff, Keynote Speaker, the panelists and presenters for making the conference educative for continuous improvement in TVET assessment to meet the demands of the world of work.

As we mark 10 years, today's event coincides with the ground breaking ceremony of the construction of the UBTEB Assessment Centre at Kyambogo Hill.

As we embark on our journey of building stronger synergies for TVET assessment, I call upon everybody to embrace the call for TVET integration as a key factor in enabling the sustainable economic growth and development of Uganda. As UBTEB, we pledge our continued effective and efficient quality assessment systems that address the need for skilled and professional work force.

I thank you for honoring our invitation. Also, special

MESSAGE FROM THE BOARD CHAIRPERSON



DR. ENG. SILVER MUGISHA
BOARD CHAIRPERSON

thanks goes to the Secretariat for organizing this conference as we mark 10 years of UBTEB's remarkable progress.

For God and My Country.

MESSAGE FROM EXECUTIVE SECRETARY

I sincerely congratulate the stakeholders, the Board, management and staff of UBTEB upon reaching the tenth anniversary of UBTEB existence. You are the reason we are celebrating 10 years of impactful TVET assessment. I take this opportunity to acknowledge the valuable contribution made by all stakeholders from the public and private sectors in executing the Board's mandate in line with the statutory instrument 2009, No.9 over the last decade. Our mandate is "To streamline, regulate, coordinate and conduct credible national examinations and award Certificates and Diplomas in the Business, Technical, Vocational, and Specialized education training in Uganda."

Since 2011, the Board has built strong collaborations and linkages locally and internationally. We are pleased to be recognized as a pace setter in TVET assessment. Before the establishment of UBTEB, the TVET qualifications and awards were fragmented. There was no standard measure of the competencies of various TVET graduates. With the establishment of UBTEB, all TVET awards have been

streamlined, regulated and standardized.

As we celebrate 10 years of TVET assessment, we are pleased to count our key milestones.

Our success has been made possible by the strong support from the Ministry of Education and Sports, Heads of training institutions, Examiners, world of

work and staff of UBTEB among others.

As per the theme of the conference, our focus in the next 10 years is to build synergies in assessment to produce competitive labour force that can contribute towards economic development.

For God and My Country



ONESMUS OYESIGYE (CPA)
EXECUTIVE SECRETARY

MESSAGE FROM THE DEPUTY EXECUTIVE SECRETARY, FINANCE, ADMINISTRATION AND HUMAN RESOURCE

This 10 years anniversary of UBTEB reminds me of thousands of good memories. Congratulations and Happy 10 years anniversary to everyone. To the staff; we have such potential and hardworking employees, and they deserve all the cheers. Great work has been done by staff all these years. Your dedication has led UBTEB to a higher level in the past ten years. All these successes in 10 years would never be possible without your support. Let's enjoy the 10 years anniversary together.

To our partners; as we celebrate 10 years' anniversary, we thank you for being a part of our journey and look forward to continuing our partnership in the years to come. We look to the future with much hope and dedication for more synergies. We truly extend our appreciation to customers and partners.

To the members of the UBTEB@10 Organising Committee, I thank you very much for the hard work. We did well and had a successful launch of UBTEB@10 on 23rd November 2021 at Mestil



KAWANGUZI GEOFFREY (CPA)
*DEPUTY EXECUTIVE SECRETARY, FINANCE,
ADMINISTRATION AND HUMAN RESOURCE*

hotel, Kampala. Your commitment has seen us reach the climax of UBTEB @10 celebrations.

On this blissful day, let us recall all our achievements and celebrate. May God richly bless you.

MESSAGE FROM THE SENIOR COMMUNICATIONS AND PUBLIC RELATIONS OFFICER

Welcome To UBTEB @10 Souvenir Magazine

It is 10 years of UBTEB. We are a decade! We celebrate our golden journey of 10 years. The journey of impact and the journey worth celebrating.

As UBTEB, our strategic objective is to create sustainable and strategic partnership with our key stakeholders in Competence Based Assessment. During this journey, we chose carefully engagements and dialogue with all our partners.

The purpose of this magazine is to share a record of the milestones and documenting success from the stakeholders including UBTEB graduates, world of work and accredited training institutions in Uganda.

I am confident that this compilation will give you great insight into our mandate, strategic linkages and objectives. This will help to give you mileage of our contribution in Skills development for upward progression of our graduates, innovations by UBTEB graduates and impact in the world of work.

I thank all our partners for the continuous engagement



KAMBAHE NARASI ANYIJUKA
SENIOR COMMUNICATIONS AND PR OFFICER

and support to make UBTEB a brand and a brand worth associating with. I appreciate media houses and stakeholders who have made a great contribution in strengthening the consolidation of UBTEB mandate in quality assessment.

For the next 10 years, we remain committed to excellence service to all our stakeholders. We are proud to be associated with you.

Thank you for being part of the UBTEB journey. It is a decade!

UBTEB 10 YEARS SCORE CARD; SCORES, SUCCESSES AND STRIDES

- National Curriculum Development Centre (NCDC), in collaboration with BT-VET, UBTEB and institutions has revised the Post Ordinary Level Certificate programmes. This helped the Board to streamline and harmonize these programmes whose circulars have been sent to all institutions.
- Increase in candidature assessed from 71,091 (22,594F & 48,497M) in 2018 to 77,951 (24,534F & 53,417) in 2019.
- The Board's edge over mobilization and coordination made majority of training institutions to respond to the Ministry's call for streamlined national assessments for Post O'level training programmes. We have accredited and assessed over 95% of the Institutions, save for a few selected BTVET training institutions and Universities.
- Finalized the Structural designs for UBTEB assessment centre and test workshop.
- Functionalized the Special Needs unit and the Board has so-far assessed 19 (17 Male and 2 Female) candidates.
- 239 Assessors were retooled and developed assessment tools/manuals.
- 15 Board members were in-auguration and oriented for 3-year tenure which commenced in July 2019.
- 19 % of the curricula were modularized and 20 new curricula reviewed.
- Conducted the evaluation of Strategic Plan 2018/19-19/20 to pave way for review of strategic plan 2020/21-2024/25.
- The Board participate in the; Education and Sports Analysis, 2019, review of Ministry of education and sports strategic plan and NDP III.

LAUNCHING UBTEB@10



Guests At The UBTEB@10 Launch of the 10years of Competence-Based Assessment Celebrations

UBTEB launched the celebrations of ten years of Competence Based Assessment on Tuesday 23rd November 2021 at Mestil Hotel, Kampala. The Minister congratulated the Board upon celebrating 10 years of existence. He said that the Ministry of Education and Sports is proud to associate with the journey and milestones registered during the UBTEB's 10 years of service in TVET Assessment. The Government of Uganda reinforced this Board with policies and laws that have shaped the delivery and assessment of TVET in Uganda, the main ones being the TVET Policy, 2019, the BTNET Act, 2008 and Statutory Instrument 2009, No.9 which established UBTEB.

The Minister thanked UBTEB team for complying with all the Ministry Initiatives in strengthening TVET system in Uganda in addition to the critical role played in assessing the TVET graduates to productively participate in national growth and development. The Ministry is proud to note that through UBTEB assessment, the implementation of some of the TVET reforms is on course.

The Minister pledged the Ministry's continued support to UBTEB systems and procedures of ensuring quality assessment of TVET candidates especially the Competence Based Assessment, the Capacity Building for TVET trainers, assessors and verifiers. This has made trainees more practical and possess hands on skills.

According to Executive Secretary the 10 years in Technical Vocational Education and Training (TVET) Assessment is a milestone. UBTEB is extremely happy and proud to be celebrating and marking this very significant and remarkable milestone achieved. It is gratifying to celebrate the achievements as we are reshaping the future of TVET in Uganda at the global positioning.

The mandate of UBTEB is to streamline, regulate, coordinate and conduct business, Technical Examinations and Awards including specialized training.

The Board conducted the first Examinations series in 2011 in the whole country. The story of UBTEB has

increasingly been fine tuned to address the priorities and demand driven skills needed by the world of work. For instance, from shared printing equipment with UNEB in 2013, today we celebrate a printery that was installed by the Board to guarantee security and safety of examinations. The 10 years of UBTEB are a testimony of competitive growth and provides lessons for the future.

The Board has organized a number of events to celebrate 10 years including regional meetings with stakeholders and corporate social responsibility events across the country. All these will climax with a conference and Dinner on 23rd March 2022.

The Board chair said that Since 2011, the Board has made tremendous achievements in conducting Competence Based Assessment and awards. In exercise of our mandate, UBTEB implemented key Reforms In line with TVET Assessment function. These Reforms include Tripartite Assessment, Online Registration of Candidates and Innovations through Real Life Projects.





NATIONAL WATER AND SEWERAGE CORPORATION RE-SKILLING TECHNICIANS AND ARTISAN STAFF



In 2013, the management of National Water and Sewerage Corporation (NWSC) embarked on a journey of re-skilling and re-tooling NWSC technicians and artisan staff, through vocational skills training and development. This stemmed from the fact that all the existing vocational training schools in Uganda could not duly address the technical training needs of the Corporation. As a result, a fully-fledged vocational training school (VSDF) was constructed in Gaba to meet these impending skills gaps in the water sector.

With secured financial and technical support from the German International Cooperation (GIZ), and collaboration with the Directorate of Industrial Training – Ministry of Education and Sports (DIT-MoES), the Corporation constructed the Gaba VSDF school managing to develop

and accredit modular vocational and technical courses for: (i) industrial plumbers, (ii) electro-mechanical technicians, (iii) industrial welders, (iv) water quality technicians, (v) sewerage services technicians, photo voltaic and solar energy technicians, (vi) customer service advisors, (vii) vocational training instructors, (viii) heavy equipment operators, (ix) Workers' PAS certification for informally skilled technicians, among other skills.

For the past eight (8) years, over 1000 technicians – within NWSC jurisdiction – have been trained in the above-mentioned disciplines. So far, three (3) graduation ceremonies have been conducted at Gaba VSDF – with a total of 836 technicians acquiring various Ministry of Education Directorate of Industrial Training certification. The Board of

Directors, Management and Staff of National Water and Sewerage Corporation (NWSC) Congratulates the Uganda Business and Technical Examinations Board (UBTEB) on its 10th anniversary and looks forward to several years of partnership in facilitating NWSC vocational skills training.

NWSC reaffirms its commitment to;

- **100% service coverage**
- **Geographical expansion**
- **Infrastructure development**
- **Water quality**
- **Pro-poor initiatives**
- **Customer care and stakeholder engagement**
- **Catchment and water source protection**

Contact us on Toll Free Lines: **0800200977 & 0800300977**

or visit our Website: **www.nwsc.co.ug**

You can also reach us on

www.facebook.com/waterug, www.twitter.com/nwscug, info@nwsc.co.ug

THE HISTORY OF UBTEB

UBTEB has been in existence for more than 10 years and has a remarkable record of successful conduct of quality and credible national examinations and awards, having been created in response to addressing the need for standardized awards in the BTVET sub sector and other specialized professions to produce competent and skilled graduates who are globally competitive.

Before establishment of UBTEB, the management and administration of Business, Technical and Vocational/ specialized education or training examinations was fragmented. Some examinations were being conducted by Makerere University Business School (MUBS), others by Uganda National Examinations Board (UNEB), while others were conducted by individual institutions dotted in different parts of the country. As a consequence, there was lack of uniformity in the Awards of Certificates and Diplomas from different institutions. This made it very difficult to standardize qualifications offered by the different institutions offering courses in the Business, Technical and other specialized fields like Agriculture, Fisheries, Meteorology, Lands and Survey among others. Hence the UBTEB was established to streamline, regulate and coordinate examinations and awards in BTVET in Uganda. The UBTEB Secretariat started operations in January 2011.

Uganda Business and Technical Examinations Board (UBTEB) was established by the BTVET Act, 2008 and operationalized



H.E. YOWERI KAGUTA MUSEVENI
PRESIDENT OF THE REPUBLIC OF UGANDA

by Statutory Instrument 2009 No.9 (Establishment of the Uganda Business and Technical Examinations Board). The Regulations mandate UBTEB to streamline, regulate, coordinate and conduct credible national examinations and award Certificates and Diplomas in the Business, Technical and Vocational/ specialized education or training in Uganda.

Vision Statement

"A Center of Excellence for Competence Based Assessment, Examinations and Awards for a Skilled and Productive Workforce."

Mission Statement

To conduct competence-based assessment and award TVET qualifications through collaborations with the world of work.

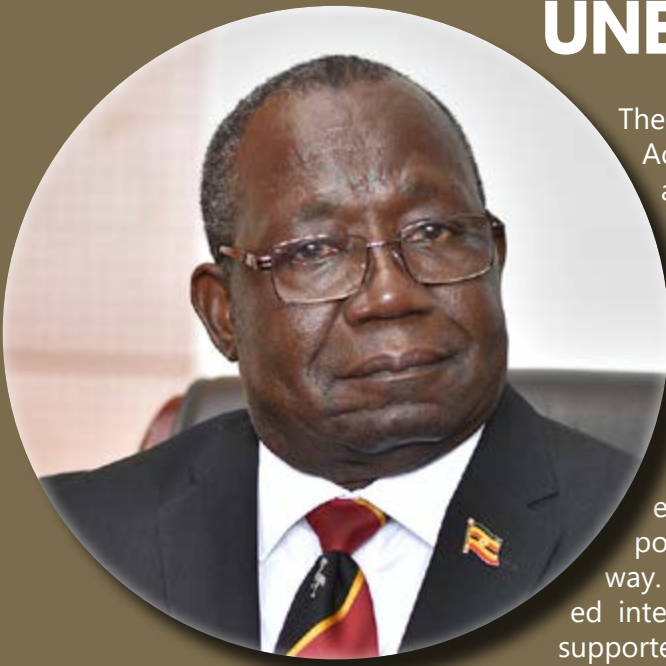
Core Values

To achieve its goal, UBTEB is guided by the following values:

1. Integrity
2. Confidentiality
3. Professionalism
4. Innovativeness
5. Teamwork and networking
6. Transparency and Accountability

We are the largest specialized and only recognized Technical, Business, vocational Certificate and Diploma awarding body in Uganda. UBTEB is highly committed to realizing skills development in Uganda with emphasis on Competence Based Assessment and a focus on assessing Practical Skills and Applied knowledge.

UNEB GIVES BIRTH TO UBTEB



DAN. N. ODONGO

*THE EXECUTIVE DIRECTOR OF
UNEB*

Ten years ago, the Uganda National Examinations Board (UNEB) had the joy of witnessing the birth of a second national assessment body- the Uganda Business and Technical Examinations Board.

Following the enactment of the Business, Technical, Vocational Education and Training (BTVET) Act 2008, the Uganda Business and Technical Examinations Board (UBTEB) was operationalized by Statutory Instrument No. 9 of 2009

Before this, UNEB had been conducting the Business and Technical Examinations as part of its mandate under the now repealed UNEB Act, 1983. Under the Statutory Instrument, UNEB was to hand over these examinations "in a phased manner." The last examination, the Technical Diploma examination, was conducted by UNEB for the last time in 2014, after which UBTEB took full control of all the Technical and Business examinations

The spirit behind the BTVET Act 2008 was to provide an enabling environment where Business, Technical and Vocational Training gave the Learners more skills relevant to the world of work while at the same time making this type of education more accessible to a wider section of the general population in an affordable way. This was a much needed intervention that UNEB fully supported because at that time, the Programs that were being offered did not adequately meet the social and economic needs of the Country.

With the restructuring of the BT-VET sector, an integrated, demand driven and competency based modular BTVET system was developed and introduced. This enabled learners to join this educational system at various points depending on their skills and level of qualifications attained previously. These were critical programs that ensured that even if some of the learners did not continue studying in the mainstream, they would still have obtained the required life skills for the job market.

UNEB'S SUPPORT TO BTVET TRANSFORMATION

Like any other mother, UNEB continues to support UBTEB in as much as it is possible and necessary in various ways;

- At the time of inception, UNEB provided question papers from its Item Bank for both Technical and Business examinations that were used for the development of Test items for the subsequent UBTEB examinations.
- UNEB also accorded Technical and Logistical support includ-

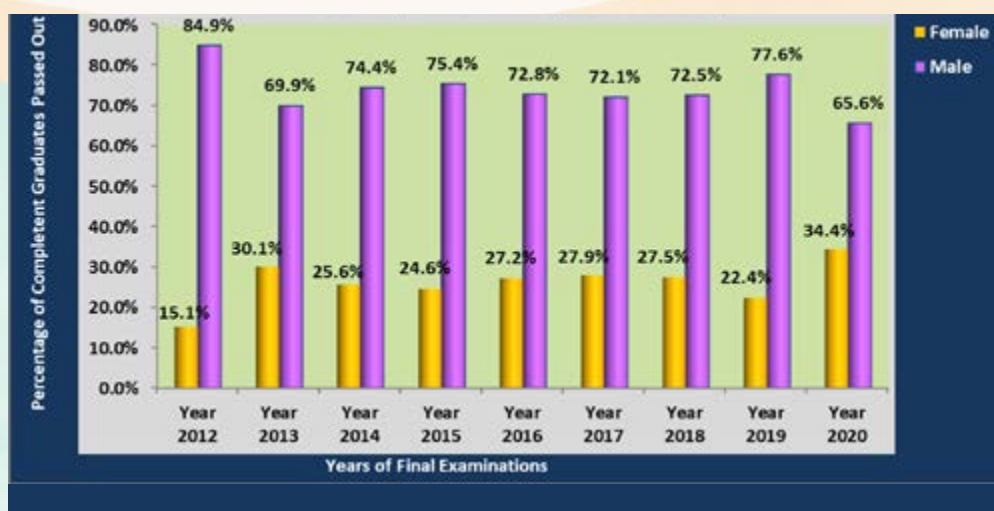
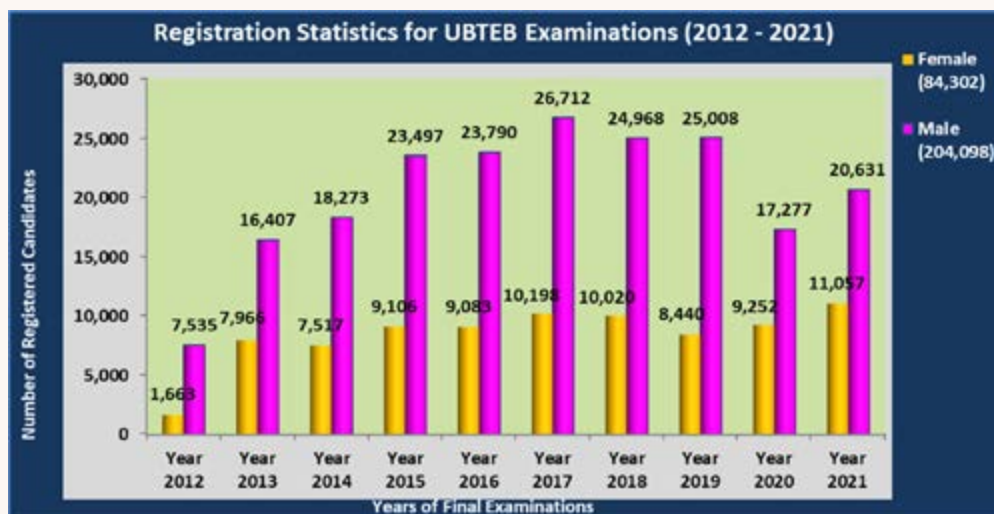
ing preparation and printing of question papers, provision of storage facilities upcountry for UBTEB question papers, personnel to monitor examinations as well as membership of its governing board. This enabled the new examination body to get a firm foundation. UBTEB continues to benchmark with UNEB to share experiences and best practices.

- UNEB introduced UBTEB to the Association of Educational Assessment in Africa (AEAA), a continental body of educational assessment and curriculum agencies. UBTEB is now a full member of the AEAA.
- UNEB provided advisory support for developing new academic programmes that were introduced by UBTEB so as to meet the requirements of the BTVET Act 2008. This was mainly through consultative meetings and guidance of specialized UNEB staff.
- To date, UNEB is represented on the UBTEB Board, and continues to give advisory support and guidance on technical and administrative matters.

Ten years down the road, UNEB is proud to see UBTEB grow and expand its assessment portfolio through a number of innovations that have been initiated. These include real Project's that enable learners to undertake hands-on/ real life projects in construction, engineering, tailoring and designing, among others.

UNEB warmly congratulates UBTEB on reaching this significant milestone; 10 years of existence. UNEB will continue fostering the strong relationships and work side by side with UBTEB to ensure competence based assessment and certification for this Country.

GROWTH OF UBTEB CANDIDATES



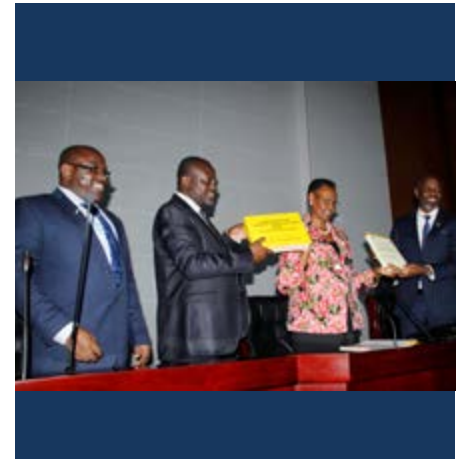
The UBTEB Brand

The Board employs Competence Based Assessment (CBA) approach to examine candidates from the formal BT/VET training system and other specialized disciplines at all levels except degree awards. Under the CBET approach, training with production is mandatory, and is part of the examinations. UBTEB is committed to conducting quality applied knowledge and practical skills Examinations with an ultimate goal of enabling the students to access further upward academic progression and being self-employed or getting employment in the world of work. Examinations under UBTEB follow the curriculum developed by National Curriculum Development Centre (NCDC) and programmes accredited and approved by National Council for Higher Education (NCHE).

Mode Of Competence Based Assessment Implementation At UBTEB



The UBTEB brand is highly recognized by all employers in the region. Our mandate is critical in producing skilled manpower to support key sectors of the economy ranging from Agriculture, Tourism, Energy, Leisure and hospitality, construction/all engineering among others. Our assessment is designed for clear upward career progression to enable students to attain the highest levels in their chosen education career paths.



HEADS OF INSTITUTIONS SPEAK OUT ON TVET ENROLLMENT



FRED MUWANGA, NAKAWA VOCATIONAL TRAINING COLLEGE PRINCIPAL

Enrolment has increased since 1997. But the challenge is that children with special needs are disadvantaged with this type of training. We started as a skills development institute targeting workers

in industry. That is why it was established in an industrial area to make sure it targets workers from industries, upgrade them with various skills and competences. We were training small numbers. Our training rooms were constructed to handle 16 learners and the programmes were short term.



**BAFAKI GILVAZIO
NYAMITANGA TECHNICAL INSTITUTE**

- The enrolment of candidates for UBTEB Examinations has been growing steadily. For the last ten years the candidates have increased from 310 to 805 in 2022.
- Besides, the number of female candidates has also more than tripled from 38 in 2013 to 124 in 2022.



**AKUNOBERE JACOB
PRINCIPAL UTC- LIRA**

The trend of candidates enrollment is increasing, basically I can say at a rate of 15% every academic year. Though we still have a challenge of low enrollment in the female candidates, at a rate less than 5% increase.



**MUGISHA ALEXANDER
JINJA VOCATIONAL TRAINING INSTITUTE PRINCIPAL**

Girls are always 30% compared to boys at 70%. We hope that in the near future we shall see more girls enrolling for this programmes.



WILSON TUMUHAMYE
LUGOGO VOCATIONAL INSTITUTE PRINCIPAL

When we joined TVET in those first years, you would find that institutions have 50 trainees in about four courses. But now, the number of trainees has greatly improved. For example, at Lugogo VTI, we can now say we have moved from 108 trainees in 1992 to 1,076 in the nine courses we offer today.

That is a great achievement. This means that Ugandans have now seen the value of skills training and in some of the institutions in the near future, it will be about space.



ONGEREP EDISON
NILE VOCATIONAL TECHNICAL

INSTITUTE NJERU PRINCIPAL

The number of boys is big compared to girls but each year the number of girls is significantly increasing.



KABACHWAMBA ZAINAB
AG. PRINCIPAL (UCC TORORO)

The number of candidates has been reducing since 2013/2014 academic year until this year (2021/2022) where there is a slight increase. The decrease is attributed to the establishment of branches of different Universities within the area where some students prefer going to the Universities.



SAM BYAGWERI
UTC BUSHENYI PRINCIPAL

Student populations in TVET institutions are growing every year. This is attributed partly on the fact that many graduates graduate with marketable skills which enable them to be absorbed in industries and Construction firms.



OMAJUNGO MOSES OKWAKOL
PRINCIPAL PIONEER TECHNICAL INSTITUTE-IGANGA

The number has continued to grow up in every academic year. i.e 1995 we had 5 students and in 2022 we have 350 students

ENHANCING THE CONDUCT, REGULATION AND COORDINATION OF COMPETENCE-BASED ASSESSMENT (CBA) FOR CREDIBLE AWARDS

Our Quality Assurance Standards

At UBTEB, we aim at enhancing the quality of the examinations with a focus on assessing the practical skills, applied knowledge and attitudes. We offer expert support through our Research and Quality assurance team as well as availing resources that help to create and enable the training and delivery process such as Continuous Assessment tools and feedback workshops. This is done through research and sharing best practices and recommendations to all accredited examination centres. With a focus on raising quality standards using knowledge and expertise, the Board has developed Continuous Assessment tools and put in place examination rules including Guidelines on Industrial training and accreditation of institutions.

The Board organizes annual Quality improvement workshops with a focus on centre examination management and administration as well as participating in curriculum design and recommending curriculum reviews/ amendments so that the content is aligned to the principles of Competence Based Education and Training (CBET). The Board also offers specialized training to support the accredited training institutions/examination centres to develop strategic direction as well as managing and implementing change to keep up to date with changes in the world of work.





UBTEB To Conduct Modularised Assessment Of TVET Programmes In Uganda

The modularization of assessment is premised on the strategic direction that is derived from a number of policy documents including the NRM Manifesto, National Development Plan (NDP 3), Vision 2040 and the 2019 TVET Policy. As part of implementing TVET Policy 2019 reforms, UBTEB has embarked on the process of conducting modular assessments for TVET programmes. The modularization of assessment is aimed at equipping trainees with practical skills and competencies to enhance economic productivity, competitiveness and reduce the high levels of youth unemployment.

Under this arrangement, a trainee can enroll for a module under a given programme and study for approximately six months. On completing of a certain module, the trainee will be awarded a Certificate of Competence (CoC), a tool that enables him/her to go in the world of work and begin working. At a future date, the same trainee is free to come back to the training center and enroll for

other modules in the programme that was earlier selected. Like the case before, a certificate of competence will be awarded for any additional modules undertaken by the trainees. On completion of all the modules under a given programme, the trainee will finally be awarded a Certificate, a document that reveals that a trainee has fully undertaken all modules under a given programme and is free to progress to another level of skills acquisition under the TVET Qualifications framework.

On the 14th December 2021, the Board held a consultative workshop for the principals of Uganda Community Polytechnics, the world of work and officials from the TVET Operations and Management Department. As part of stakeholder involvement in the implementation of reforms, the Executive Secretary called upon the stakeholders to collaborate with the Board in enabling effective and successful implementation of the reforms. The Executive Secretary expressed his gratitude to the stakeholders who submitted their input in the development of the modular assessment syllabi namely, the Department of TVET-O&M,

the world of work, Lecturers/ instructors from TVET Institutions, professional bodies among others. He assured all of them that their input was so constructive and the Board was able to adopt it in the draft syllabi. He highlighted the benefits of the TVET reforms in line with the national development agenda. Competencies, flexibility in learning and employability are the main emphases in this modularized TVET assessment syllabus which are also echoed in the NDP III, the TVET policy 2019, UBTEB's Strategic Plan and demands from potential employers. He thanked the partners from the world work whose contribution is vital in implementing the reforms in TVET assessment. He informed the participants that the Board is already implementing tripartite assessment in order to realise the goals of producing competent TVET graduates.



Modularization Of Assessment

According to the TVET policy, an ideal TVET System is an employer-led skills development structure anchored on research, policy and strategic planning. It is based on analysis of needs and priorities of the labour market which then informs the development of job profiles, standards, qualifications, and curriculum development. In line with this the policy recommends modularization of curricular to employable packages to make learning and assessment more meaningful to the learners and the employers as well.

RATIONALE: The TVET policy recommends an employer led TVET system with modularized curricula aligned to the requirements of the world of work. This implies that

there is need to modularise assessment into employable packages to make learning and assessment meaningful to both the graduates and the employers. Since we are still using the present curricula, the graduates join the world of work, we shall use that same content and develop package upon which further improvement shall be made in the due course.



UBTEB holds a validation workshop for modularised assessment syllabi for ucpc programmes



WILSON TUMUHAMYE
LUGOGO VOCATIONAL INSTITUTE PRINCIPAL

I appreciate UBTEB now because of introducing the new mode of assessment-Modular Assessment.

It is very convenient and flexible. One can complete a particular module and then be given a certificate of competence and go out in the field, practice, make some money and at any other time,

proceed to another level. It will be much helpful to Ugandans. At one point, somebody could come, study one term, fail to get money and the person drops out without any document. But with Modular Assessment, it will be very beneficial. We appreciate UBTEB for that move and we are ready to support it.

capital development intervention, one of the objectives is to produce knowledgeable, skilled and ethical labour force. And to achieve this it suggests that we need to roll out the modularized TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.

UBTEB is trying to work along the TVET reforms in the TVET subsector and has introduced Modular Assessment. This is another development and hope it is fully implemented and embraced by all stakeholders. We expect UBTEB to work closely with private sector, industries with specialists who have special skill, knowledge and work with them to ensure that the modularized assessment brings out skills relevant in the world of work. We expect UBTEB to be an international Assessment body with quality assessment which can compete on the world market. This assessment should bring out salient issues which have been lacking in our graduates like skills, attitude and knowledge needed in the world of work.

FRED MUWANGA, NAKAWA
VOCATIONAL TRAINING COLLEGE PRINCIPAL



Annual Feedback Workshop

As part of the strategic focus of the Board, every year a feedback workshop is organized in order to consolidate our commitment to effective and efficient examinations management systems. The Board invited different key strategic partners to attend a one day feedback workshop on 13th April 2018 at Arch Apartments in Kampala-Uganda. The workshop was officially opened by the Permanent Secretary Ministry of Education and Sport Mr. Alex Kakoza.

The workshop overall objective was to provide feedback to key stakeholders on the conduct of examinations of 2017 and was intended to address a few challenges that are faced during the conduct of Examinations, Industrial Training, Real Life projects and Coursework/Continuous Assessment among other issues.

The training had a main purpose of identifying the current status

and issues of vocational education in Uganda and to enhance capacities for demand-oriented BTVET institutions and results based management. The training covered several areas such as TVET assessment practices and identification of best practices to come up with proposals for adoption by the Ministry of Education and Sports. The training was facilitated by a team of experts and TVET practitioners with a variety of study tours. Key areas of the training included the following;

- Diversification of financial delivery of TVET and its management
- Labour market analysis and planning for Human resources
- Korea's results based management of TVET
- TVET and policies for employment promotion
- TVET and public-private partnership
- Basics of policies and qualifications system development
- Action plan methodology

More UBTEB Assessors Trained In Competence Based Assessment

The training had a goal of aligning assessment to the demands of the employment world, while the objectives included;

- Orient instructors of Business Education on the reviewed curricula;
- Enhance the capacity of assessors to implement the new curricula for training and assessment purposes; and
- Improve the capacity to prepare competence-based test items.

The training covered areas such as introduction to the concept of Competence-based Education and Training, Assessment in CBET, Application of CBET in the Ugandan Perspective, Overcoming challenges of CBET assessment, Curricula preamble and rationale, Prospectus/profiles, Module identification, Interpretation of objectives /competences attached to modules, curricula harmonisation, Topical analysis and inter-topical relationship, Relationship between curricula and assessment Cross-examination of cross-cutting papers/ modules, Pre-requisites of item development and practical demonstration of the test blue print and the Bloom's Taxonomy (Cognitive, psychomotor, and affective domains), Practical demonstration of the Test Blue print and Description of the types of marking guides and Process of development of marking guides among others.



Ssesse Farm Institute Real Life Projects

Am glad to present/submit the projects that have enabled Ssesse Farm Institute to train its students in both formal and Non-formal and acquire marketable skills.

- **Cattle Rearing**
- **Piggery Rearing**
- **Poultry Production**
- **Goat Rearing**
- **Fish Farming On A Dry Side**
- **Banana Growing**
- **Horticulture Growing**
- **Urban Farming I.e Bag Gardening**
- **Fruit Growing**
- **Pasture Management**
- **Harbage Conservation (Sillage And Hay Making)**
- **Api-Culture**
- **Rabittary**
- **Green House Management**
- **Maggot Rearing**
- **Palm Growing**
- **Nursary Bed Establishment**
- **Coffee Growing**
- **Tractor Driving**

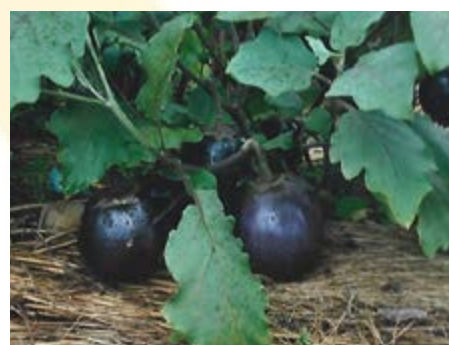
Agro-processing

- a)Animal products: Yorgurt making, Organic processed beaf (Mikalo)
- b)Banana wine
- c) Horticulrural products: Vegetable powder
- d)Root crops: Beetroot powder, carrot powder, Cassava gali,

- Indeginous micro organism(IMO)
- e)Fruits products: ovacaddo oil, Ovacaddo seed cake, Ovacaddo seed powder
- f) Organic palm oil
- g) Organic processed manure
- h) Organic salt block
- i) Multi-purpose liquid soap
- j) Apie-culture products
- i) processed and packed honey
- k) Aquo-culture products: Silver Fish powder, Organic fried silver Fish
- L)Anti-hill soil salt block

Importance of Real Life Projects to the Institute

- Effectively used to equip students/Trainees with marketable skills to both formal and Non-formal trainees
- Income generation:To pay allowances and salaries to the staff members on B.O.G's Payroll
- They have bridged gaps between the Institute and the surrounding commuinty through training
- Act as agro-tourisim
- They have acted as a tool for encalculating discipline among students and staff because of making them busy while maintaining the projects.



COMPETENCE-BASED REAL LIFE PROJECTS; STORIES FROM INSTITUTIONS

UBTEB'S Real Life Project Assessment: Bridging Skills And Innovations In Uganda

Under the Skilling Uganda strategy, the Govt of Uganda aimed at creating a critical mass of Technicians, artisans who are dynamic, innovative and can contribute towards social-economic transformation. In view of the desired changes to transform and improve skills development in Uganda, a new curriculum was developed which

was highly competence-based in nature for all national Certificates and Diplomas in Engineering disciplines, Business and other academic fields as assessed by UBTEB.

As UBTEB commenced the assessment of real-life projects, a lot of progress has been made specifically in terms of boosting training with production, business development concepts and infrastructural development.

Specifically, the Board in its routine of assessment of the real-life projects, we have seen institutions put up classroom blocks, hostels, water harvesting systems, agricultural farm outputs, canteens, among others. These developments have created a new wave of skills acquisition by candidates in training institutions and have subsequently boosted the quality of the graduates from BTVET training institutions assessed by UBTEB.

UBTEB Officials Inspect Real Life Projects For Business



As a mandated assessment body, UBTEB conducts routine inspection of real-life projects to ascertain the originality, innovativeness and relevancy of the projects done by students in various training institutions. Real life project is marked and scored by the Board and contributes towards the final grading of the candidate.

UBTEB conducts monitoring of real-life projects undertaken by candidates pursuing various academic programmes at

Certificate and Diploma level in a phased manner. The purpose of the inspection of these projects is to guarantee and ascertain the level of efficiency and effectiveness in terms of compliance to standards, level of participation in project implementation, the competencies attained and quality/relevance of the project undertaken. Real life project Module, is one of the new innovations in TVET aimed at transforming the education and training in the BTVET sector, leading to the development of

the Human Capital which is one of the major plans of National Development Plan III.

Real life projects as a module is intended to impart practical skills to learners, through transforming the theory learnt in class into tangible products or services. The real Life projects in business are designed to provide students with an opportunity to apply the knowledge acquired to the real world of work situation.



Nature of Business Projects

Unlike the technical real-life projects which are annual, business real life projects are on Semester basis and have four levels whereby each level represents a semester and completion of one level leads to another project level. Project level one is uniform to all programs of study in business and humanities, it involves project identification and planning, Project level two is all about implementation of the drawn plans, project level three, calls for creativity in the respective professions but basically about value addition, analyzing customer behavior, making Adjustments and financial report, Diversification, Competitor analysis, Technology applications among others. Project level four involves Auditing and financial report making, project presentation and reporting, project analysis, project winding up plan,

Objectives of Business projects

1. To enable the trainee gain knowledge, skills in order to develop competence in performing world of work

related tasks

2. To enable learners get exposure to the operational environment in the field of business management,
3. Inculcate soft skills, team work, time management, problem solving, information collection, and how to remain relevant in the competitive world of work.
4. To benefit the communities within which projects are carried conducted

Roles of institutions and UBTEB

1. Encourage learners to be creative and innovative in order to set up projects that enable them build capacity and demonstrate competences in their respective professions. In this case it is ideal that institutions do not impose particular projects to learners.
2. Ensure lecturers assess project work done by candidates to affirm attainment of competences spelt out in the assessment guide.
3. Submit candidates project

marks to the secretariat within the recommended time frame of the semester.

Roles of UBTEB

1. To ensure that the project guides are developed and reviewed from time to time to match the changing technology and demands of world of work.
2. Ensure validity of marks submitted to UBTEB through monitoring, assessing, evaluating and training/guide on the execution of the projects in the course of study.
3. Receive, moderate, and incorporate the project work marks in the final results of the candidates ready for release and production of academic/ competence attainment documents.

In order to realize the listed objectives, different stakeholders need to perform their roles and also bring communities on board to embrace the form of training and assessment since conduct of projects is within various communities .

Ocen George is a Lugogo VTI graduate who sat UBTEB assessment in Painting and Decorating in 2012.

While joining, he was discouraged by his peers. But he managed to beat the pressure and studied his certificate with a hope of starting his own business.

On completion, he used the skills he had acquired in painting to move around Kintintale, a Kampala outskirt where his parents were renting, to look for work to do. He managed to save Shs2million after working for two months which he then used to rent a room he used as his office in Kintintale.

"I could go in people's homes to look for painting work and to design school signposts and embroider their uniforms. I bought a computer, a printer, a chair and table and paid the landlord for some three months using the money I had saved," Mr Ocen recalls. This was his turning point.

Customers could now locate him at his office and after three years in painting, he expanded his business to selling stationery. The business has since grown to an extent that while other enterprises closed during lockdown following a coronavirus outbreak in 2020, Ocen instead opened another branch along the Luzira highway due to an increased demand for his services.

The father of three says one of his businesses is now being managed by his wife while he has given the other to his brother to manage. His duty is to go in the field to look for clients.

He says his obsession is in ensuring that his clients are satisfied with his products because then, will they refer him other customers who range from politicians to education institutions.

"Our work is seasonal. I have had to diversify so that when there is no work in one field, the other can complement. I can pay rent where I sleep and the two

rooms I use as my offices in the different place, pay fees for my children and feed them. I don't regret having joined vocational training because the skills I have can enable me to survive in the hardest situations," Mr Ocen says.

He advises the youth to focus and concentrate where others don't want to go and invest because that is where the money is.

Nakawa VTC Graduates Innovate An E-Bike

When they completed school in 2017, an idea came to mind to save the environment from noise and air pollution and an E-Bike was birthed. The three graduates now employed at the institute's research department have assembled a motorcycle, removed the petrol engine and replaced it with a rechargeable battery. The E-bike is fully electric with a geared motor.

"We swap motorcycles from being fuel-driven to electric," Mr Daniel Ssenkungu told UBTEB in an interview.



BAFAKI GILVAZIO

PRINCIPAL NYAMITANGA
TECHNICAL INSTITUTE

- Extension of high-pressure water pipes to the Institute Kitchen, staff quarters and Workshops.
- Installation of seven (7) water harvesting tanks, 12 hand wash basins, 10 flush toilets for students and staff by Plumbing students that has improved the health and sanitation at the Institute.
- Wiring and installation of electricity in personal residential houses of Mr. Peter in Rwobuyenje, Biharwe Division – Mbarara City North and that of Mr. Woyesigire Kakuru Augustine, in Kyera I – Isingiro District.
- Carpentry and Joinery students worked on the chairs of Nyamitanga Cathedral – Mbarara Archdiocese.

ACHOLA HELLEN OJOK

ACTING DEPUTY HEAD
INSTRUCTOR, BOBI COMMUNITY
POLYTECHNIC

We have a project called Rice cup where we have been giving seeds to the community, they plan and return to us exactly what they have gone from the school and the rest remain with them. The feedback we are getting tells us that they are appreciating since they remain with lumpsum and they are continuing to spread in the community. Most of our projects like playing wood, welding projects among other we always do it from school so people doing construction comes to do and we do it for them at a low cost and when you look at the transport cost of going to Gulu City to order for the same kind of door, windows we make, you find we are doing a lot to save the community. So, we have not established it outside but we do it from the school here.

WILSON TUMUHAMYE

LUGOGO VOCATIONAL INSTITUTE
PRINCIPAL

Projects have contributed a lot as students gain more practical skills and benefit our own institutions. We have engaged the trainees in those practicals so that we have value for money. For example, the facelift of our institution has been done by the students of painting and decorating. Those students doing Building Construction have done all necessary repairs within the institute and where the principal sits now was a project for previous students. They constructed it and tiled the office. Those who do Woodwork and Carpentry made chairs and tables for our staffroom. We previously didn't have them. The staff can now sit and feel comfortable. Those doing Electrical Installation systems and Maintenance have done all the wiring repairs in the institute. The workshops where there was darkness in the past now have light. We intended to begin with the institute itself because we wanted to improve it first because it was previously in poor state. In the near future, we shall be doing projects outside the institute.

AKUNOBERE JACOB

PRINCIPAL UTC- LIRA

Through the real-life project, the college has handled several construction and rehabilitation infrastructure projects to individuals and community around. A case in point is the construction of a gate to the sister primary school called Olia Olet Primary school.

SAM BYAGWERI

UTC BUSHENYI

During the First Lockdown, the College engaged staff to carry out sensitization in the community and also in sensitizing the community in health related issues. Currently the College is constructing a house for a Widow in Katerera as a Real life project. This is being coordinated by the Rotaract Club of UTC Bushenyi.

FRED MUWANGA

NAKAWA VOCATIONAL TRAINING
COLLEGE PRINCIPAL

corporate responsibilities at Ntinda School for the Deaf and also at Kireka School for children with Special Needs. We renovated toilets at Kireka and repaired water supply systems. At Ntinda School for the Deaf, we worked on the water harvest system. We are using the skills learners have acquired through training to give back to our communities.

OMAJUNGO MOSES OKWAKOL

PRINCIPAL PIONEER TECHNICAL
INSTITUTE- IGANGA

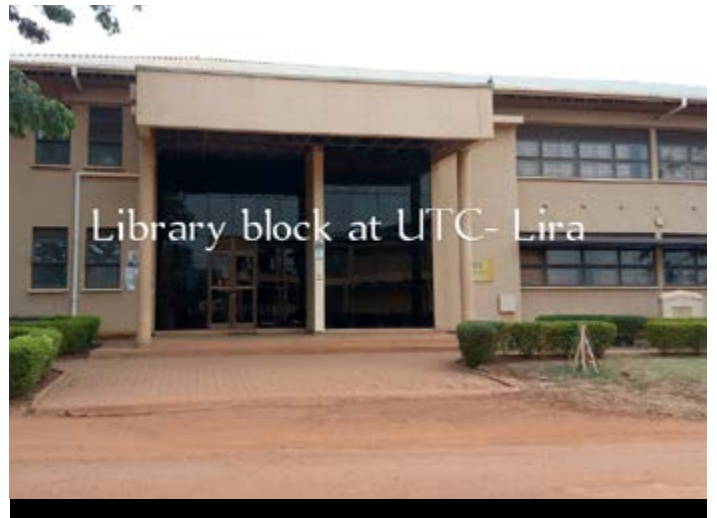
Concrete block making and pavement marking. Dust bin fabrication litter collection with the institute. Maintenance of water systems. Training with productions – produce products for sale.

ONGEREP EDISON

PRINCIPAL PROFILE (NILE
VOCATIONAL TECHNICAL
INSTITUTE

The institution practices agriculture on a large scale which employs the locals. They are also given the food during harvest.

The Role of Government



STRENGTHENING PARTNERSHIPS AND COLLABORATIONS FOR THE ACHIEVEMENT OF UBTEB MANDATE



NWSC, UNCCI and UIRI Sign Mou With UBTEB For Skills Development



The Uganda Business and Technical Examination Board (UBTEB) signed a five-year Memorandums Of Understanding (MOUs) with three organizations to enhance skills development in the country. The institutions include National Water and Sewerage Corporation (NWSC), Uganda Industrial Research Institute (UIRI), Uganda National Chamber of Commerce and Industry (UNCCI). According to UBTEB, these collaborations will help TVET students to secure industrial training and upgrade on knowledge acquired at TVET institutions. UBTEB chairperson, Dr. Eng. Silver Mugisha thanked the institutions for partnering with the Board. He said that with these collaborative arrangements, the quality and competencies of TVET graduates will be enhanced. Linking assessment to the industry



will speed the process of skilling and innovation uptake.

The collaborations are also aimed at enhancing cooperation in strengthening institutional staff capacity and competence in selected disciplines and trades. The partnership will exploit the unique expertise, discipline and experiences of the two parties in the delivery of capacity building programmes to staff of institutions in the partnership.

The MD NWSC explained that Skilling and workforce development is one of their strategic priority areas under the corporate plan in line with the National Development Plan III (NDPIII). Staff capacity building initiatives are paramount for excellent service delivery.

Dr. Rose Kaggwa, the Director Business and Scientific Services at NWSC said that the MoU will immensely contribute towards implementing the Technical Vocational Education Training (TVET) Policy (2019) by promoting demand driven competence-based training, relevant for the labour market by the industry and UBTEB.

Equally, UBTEB welcomed the partnership to equip people with skills in different fields of discipline. The institutions promised to extend the MOU further to the Board members to cement the relations and further the MOU's sustainability.

UBTEB Signs an Mou With Makerere University Business School

Makerere University Business School has signed a Memorandum of Understanding with the Uganda Business and Technical Examinations Board (UBTEB) that will enable diploma holders who join the bachelor's degree programs to study in the second year. This differs from the current arrangement where they would have to join alongside the students from senior six and study for the entire 3 years.

According to the principal of MUBS Professor Wasswa Balunywa, the partnership with UBTEB will see students who will pass UBTEB diploma courses in business programs study for only two years at MUBS. This move is welcomed in a positive light by members from the community who saw it wise to reduce the load by a year.

The UBTEB's Executive Secretary said that this is going to start with students who will be sitting for May-June 2020 Examinations.

Linkages and partnerships with stakeholders for achievement of the Board's mandate promoted

UBTEB will strengthen Linkages and partnerships with stakeholders for improved stakeholder engagement and service delivery. In this respect, UBTEB will continuously strengthen industrial training monitoring and assessment, build synergies with other assessment/examination bodies/universities and other stakeholders. The Board will continuously identify partners whose strategic intents are aligned to its strategic plan in order to complement one another.

1. Enhance the role of practitioners in assessment.
2. Retain existing partners and establish new ones

Partnerships and collaborations:

Membership to regional and international education and assessment bodies to foster research, knowledge exchange and equating of TVET qualifications across borders. Signing of MOUs with higher education institutions to increase UBTEB candidature

and allow for upward academic progression of graduates. Partnerships with industry to get participation in curricular review, tripartite assessment and offer placement industrial training, internship and apprenticeship, communication and feedback arrangements.

UBTEB Partners With ICPAU To Boost Accountancy Professional Skills Development

The Uganda Business and Technical Examinations Board (UBTEB) will sign a Memorandum of Understanding (MOU) with Institute of Certified public Accountants of Uganda (ICPAU) on Wednesday 29th May 2018 at UBTEB Secretariat at 9:30am.

The MOU has the following Priority areas of cooperation. UBTEB and ICPAU agree to collaborate and undertake activities in the following areas:

1. Promotion of accountancy professional training and assessment aimed at enhancing competitiveness of the learners and ultimately the graduates;
2. Conducting joint curriculum design, development and re-

- view of certificate and diploma accountancy programmes;
3. Organizing and conducting accountancy examinations at Certificate and Diploma levels.
4. Conducting research to enhance competitiveness and delivery of institutional mandates and delivery of joint projects;
5. Organizing joint training and capacity building programmes for skills development with focus on learner, employee and employer needs
6. Providing BTMET graduates with an avenue for access, progression and continued learning in accountancy and other fields.

According to Oyesigye Onesmus UBTEB Executive Secretary, the MOU with ICPAU will go a long way to address the issues of ensuring smooth career progression of students who enroll for certificate and Diploma programmes in UBTEB accredited centres in the whole country and ICPAU's partner Universities. "Am glad to note that with the signing of MOU with ICPAU, it will give UBTEB graduates an added advantage to progress easily from Certificate level to Degree level to become professional Certified Public Accountants." Oyesigye stated. With ICPAU, programmes content at Certificate and Diploma level will be harmonized to make them standard hence allowing a common platform for course exemptions while pursuing the Certified Public Accountants papers.

In addition to this, ICPAU will present students of Accountants Technician Diploma course offered all over the country to UBTEB for National Assessment. This is a good step forward in streamlining the assessment component so as to realize standardization of awards as envisaged in the BTMET Act 2008.



UBTEB Joined Other Heads Of Examinations Councils And Boards Of The East African Countries To Form Eastern Africa Association For Educational Assessment (EAAEA)

The Executive Secretary of UBTEB together with the Principal Officer in charge of Research, Policy and Quality assurance attended a three day meeting in Tanzania for heads of Examinations Council of the East African countries. The event was hosted by the National Examinations Council of Tanzania (NECTA) from 23-25th April 2018. Uganda was represented by Executive Secretaries of UNEB Mr Dan Odong, Mr. Kimoga of Uganda Allied Health Examinations Board and Mr. Oyesigye Onesmus of UBTEB.

Formation of the EAAEA is in line with mandatory objectives of UBTEB contained in the statutory instrument 2009 No.9 which states as "To collaborate with international and inter-governmental organizations and agencies of other states and the private sector on issues relevant to its functions".

Among the key objectives of the meeting were to discuss on how to organise the Assessment Boards and Councils in East Africa and to create a forum for harmonisation of Educational Assessments and Examinations in the East African Community. During the meeting, Dr. Msonde highlighted the following objectives of forming an association for east African Assessment bodies;

- a) To organise assessment training among member countries ranging from item development, marking, adoption of technology in examination administration among others.
- b) To establish a forum for benchmarking among members in all areas of examination/assessment.
- c) To carry out research among member countries to provide solutions to assessment challenges, promote publication or findings and utilise the findings to improve education and assessment systems.
- d) To hold annual conferences and share professional experience and research findings to enhance knowledge, skills and experiences from member countries.

UBTEB JOINS MINISTRY OFFICIALS FOR THE VOCATIONAL EDUCATION CAPACITY BUILDING IN SOUTH KOREA



UGANDA BUSINESS AND TECHNICAL EXAMINATIONS BOARD (UBTEB) PARTNERS WITH FEDERATION OF UGANDA EMPLOYERS (FUE)



The Commissioner, Executive Secretary, UBTEB graduate, Employer and Director DIT

In this partnership with UBTEB one of the key deliverables was to identify the vocational institution and industries in the sectors of Agriculture, manufacturing, construction and tourism and hospitality. This was followed by the field visit workshops to enable participants appreciate the training environment, identify training opportunities, gaps, forge solutions to the gaps and explore possibilities of establishing information centers. Consequently, the six vocational institutions and 48 industries/companies were identified across the country.

Field visit workshops were conducted in four (4) UBTEB accredited training institutions that included; Nile vocational Institute in Jinja, St. Joseph's Vocation institute in Mbarara, St. Kizito's Vocational Training Institute Madera in Soroti and Amugu Agro Technical Vocational Training Institute in Lira as the pilot institutions. After the field visits, the Federation of Uganda Employers (FUE) in collaboration with the Uganda Business and Technical Examination Board (UBTEB) and the Directorate of Industrial Training (DIT)

organized a workshop for the key stakeholders to exchange ideas on the modalities for creating a partnership between the industry (employers) and TVET institutions on skills development in Uganda, and lay strategies for the sustainability of this partnership. Stakeholders at the workshop welcomed the idea of the industry-TVET partnership and pledged their support for the implementation of the new TVET policy 2019. As part of the way forward, it was suggested and agreed that a strong TVET Working Group comprising of employers through FUE, UBTEB and training institutions be created for regular engagements and translating whatever was discussed and agreed upon into concrete action through the signing of the Memorandums of Understanding (MOU's). The Executive Secretary, thanked the UBTEB accredited institutions and staff for their full participation in the pilot project. This new TVET system aims to promote its economic relevance, improve the assessment of TVET candidates and the quality of TVET training for the employability of TVET graduates.

IMPORTANT OPINION

HON. AMORU PAUL OMIAT HIGH COMMISSIONER TO PRETORIA and pioneer Senior PRO of UBTEB



UBTEB is advancing excellence and quality in vocational, technical and business education and training in Uganda. Synergy from all actors in the sector will greatly enable our country to develop and grow a skilled and productive population required for economic growth and prosperity.

UBTEB MEETS COMMITTEE OF PARLIAMENT

The Executive Secretary warmly welcomed the Members of Education and Sports committee of Parliament to UBTEB Secretariat

and thanked them for the initiative to monitor UBTEB programmes. It will go on record that the pace has been set for the Committee of Parliament on its own initiative to labour and physically interest itself

in the operations of the Board. He congratulated them for the victory in the elections that ushered them in their membership to parliament, and upon being selected to be members of the committee that shapes the future of Uganda through Education, Training and Sports.

He presented the Boards' mandate, an overview of its operations and desired interventions. The Programmes being assessed by the Board that are either accredited and approved by the National Council for Higher Education (NCHE) or developed by National Curriculum Development Centre (NCDC) respectively.



Members Of Education And Sports Committee Of Parliament Visit At UBTEB Secretariat

Consultative Workshop On The Curricula For ISLM And NMTS



UBTEB is mandated to conduct competence-based assessment and examinations, issue awards for Business, Technical, Vocational and other specialized training. NMTS and ISLM are some of the institutions which offer specialized training under Physical sciences. The current curricula that are being used by ISLM needed to be looked into and also the curricula for NMTS. With the current TVET reforms, the focus is on practical skills attainment and employer led skills development. The curricula that are being used currently lack

some of these aspects thus calling for analysis or review in order to meet these trends. The curricula

are to a certain extent theory based yet there is need to move towards competence based thus calling for a review. In its assessment, the board has continuously identified curricula related issues that required stakeholder involvement to review the existing curricula.

In order to address the above, it was deemed necessary to have a stakeholders' workshop in the first phase involving mainly the top management and lecturers of NMTS and ISLM so that they appreciate the need for the review and later involvement of all stakeholders to support curricula development and review. The workshop was conducted under strict observation of the covid-19 Standard Operating Procedures (SOPs) and participants were

allocated different days of attendance based on the specialized training institutions and their respective world of work sectors.

The Deputy Executive Secretary advised participants to carefully go through the different curricula and to have open discussions putting into consideration the new TVET reforms. He informed participants that the Board has continued to build partnerships through MOUs with the world of work; the users of the TVET graduates such as the survey companies, and also the institute of Surveyors of Uganda (ISU). He further said that Modularization is being emphasized by National Development Plan (NDPIII) at certificate and diploma levels where it is possible the curriculum can be modularized. He said that tripartite assessment of TVET graduates with employers as the lead is part of the new TVET reforms.



UBTEB Engages Stakeholders During The Virtual Feedback Workshop

One of the key functions of UBTEB stipulated in the Statutory Instrument that established the Board is to give feedback to Institutions to ensure continuous improvement. Uganda Business and Technical Examinations Board organizes a feedback workshop under the coordination of Research and Quality Assurance Department on an annual basis.

The workshop overall objective was to provide feedback to key stakeholders on the conduct of examinations and to address challenges faced during the conduct of Examinations, Industrial Training, Real Life projects and Coursework/Continuous Assessment.

As part of strengthening the quality assurance systems and effective and efficient customer service delivery, the Board carries out feedback workshop after the conduct of examinations series. After the conduct of the Nov/Dec 2019 examinations, the Board in accordance with the statutory

instrument 2009, No.9 conducted the 6th virtual feedback workshop on 22/10/2020. The key participants included heads of training institutions, the world of work, sector skills council members, alumni, Board members, the staff of UBTEB and officials from the Ministry of Education and Sports.

One of the key issues raised by the Heads of centres was a concern about the implementation of the industrial training and the role of UBTEB Secretariat and the industry. One of the participants argued that training institutions face a lot of challenges in placing students for industrial attachment. The challenges included the demand for fees by the members of the world of work. Other Heads of centres requested UBTEB to play a key role in the process of industrial attachment.

Industrial attachment of candidates currently is handled by the training institutions in liaison with the world of work. The Board conducts monitoring of the industrial attachment to attest to issues of compliance, knowledge and skills acquisition, orientation

to the work ethics among others.

The Corona virus (Covid-19) pandemic changed the working modalities including working remotely from home, instituting curfews, partial and full lockdowns, holding online conferences using online platforms like zoom and others. As a result, UBTEB conducted her 6th Feedback workshop virtually to ensure that it fulfills its mandate of providing feedback on the conduct of 2019 Examinations and disseminate findings to its stakeholders.

The event was presided over by the Permanent Secretary Ministry of Education and Sports as the Chief Guest. The official opening of the workshop was conducted on-site at UBTEB office while other participants attended proceedings live online.

Key participants included the Heads of Centres, officials from the Ministry of Education and Sports, representatives of key TVET stakeholders from the world of work, UBTEB Alumni, Lecturers, Academic registrars and UBTEB candidates.

UBTEB Delivers Contribution To The National Covid-19 Response Fund At The Office Of The Prime Minister

In response to the call for contributions to fight COVID-19 by His Excellency the President of the Republic of Uganda, the staff of UBTEB contributed humbly to this just cause with UGX 1,790,000 (One million seven hundred and ninety thousand shillings only). This donation was a voluntary and patriotic call to staff by Executive Secretary of UBTEB CPA Onesmus Oyesigye.

The Administrator of the National COVID-19 Response Fund, Ms. Dorothy Kisaka received One Million, Seven Hundred Ninety Thousand Shillings (1,790,000/-) contributed by 45 staff of the Uganda Business and Technical Examinations Board (UBTEB) for the COVID-19 response.

The staff, who were represented by the UBTEB Senior Communications Officer, Mr. Narasi Kambaho, and the Administrative Officer, Human

Resource, Ms. Diana Kawoozo; delivered the money and handed it over to Ms. Dorothy Kisaka.

The delivery was made in the presence of the OPM Head of Communications and Advisor to the Prime Minister, Mr. Julius Mucunguzi.

Ms Dorothy Kisaka thanked the UBTEB team for sacrificing their earnings to support the government in fighting the COVID-19 pandemic, at a time when the economy is not at its best. She added that Staff from other government and private organizations have come forward to support the COVID-19 cause, and that government is very grateful for this.

UBTEB is glad to be part of the efforts of the COVID-19 National Taskforce. The ES further appreciated the Government of Uganda for the robust efforts towards the fight against the pandemic. "The Board is proud

to be part of the Government entities that have heeded the call to support the fight against the pandemic.

UBTEB is glad to be part of the efforts of the COVID-19 National Taskforce. The ES further appreciated the Government of Uganda for the robust efforts towards the fight against the pandemic.



Mr. Kambaho and Ms. Kawoozo (Left), hand over the money to Ms. Dotothy Kisaka (Center), as Mr. Mucunguzi Julius (Right) looks on.



AEAA Conference August 2019-Abuja Nigeria

The Association for Educational Assessment in Africa (AEAA) is a non-profit making organization established to promote co-operation amongst examining and assessment bodies in Africa. The existence of AEAA dates back to 1982 when it was born out of what was known as the sub-regional Conference for Heads of Institutions responsible for Educational Assessment in Eastern and Southern Africa (AEBESA) whose founding members were Kenya, Uganda, Tanzania, Botswana, Lesotho and Malawi. Many other African Countries later joined the Association. The association holds annual conferences that bring together assessment bodies in Africa and beyond.

Primary Objectives

The main objectives for which the AEAA was established were to:

- promote cooperation amongst examining and assessment bodies in Africa;
- encourage relevant examining and assessment activities among members;
- sponsor international participation in the field of educational testing and examining;
- commission/coordinate research projects;
- improve assessment, testing and examining within the individual member countries
- through its various activities;
- address and share experience on issues of evaluation and assessment; and

- carry out such other activities as may appear to the Association to be incidental or conducive
- To the attainment of its objectives under the Charter of the Association.

Affiliation

The AEAA is affiliated to the International Association for Educational Assessment (IAEA). Uganda Business and Technical Examinations Board (UBTEB) is a primary member of the Association and it has been participating in many different aspects. The Board was invited in two folds; as participants to present research papers and also as a primary member of the association. The theme of the Conference was Innovations in Educational Assessment. Three Hundred and Thirty-nine (339) delegates from 28 countries across the globe attended the conference. Seventy-five (75) papers and four keynote addresses were presented at the Conference.

UBTEB OFFICIALS JOIN MoES OFFICIALS AND THE PRIVATE SECTOR REPRESENTATIVES AT THE 45TH WORLD SKILLS COMPETITION –KAZAN-RUSSIA

The World Skills International (WSI) organized the 45th World Skills Competition hosted by WS Russia in Kazan. It was when Uganda was expected of being admitted to World Skills International. Therefore delegation from Uganda attended to present the Uganda bid to join as well as learn the procedures and processes involved in all activities of the Skills competition.

The delegation from Uganda included Mr. Alex Kakooza-Permanent Secretary, Ms. Safina K. Museene-C/BVET, Onesmus Oyesigye-ES/UBTEB, Ms. Grace Principal Gulu School of Clinical Officers, Mr. Stuart Mwesigwa-Private Sector representative, Mr. Wamani Godfrey-UBTEB staff, Mr. Kasibante Robert-Private BTVET training provider and Mr. Mi-

chael Buchele-International Expert.

OBJECTIVES OF WS UGANDA BOARD MEMBERS' VISIT TO WORLDSKILLS KAZAN 2019

1. To present Uganda's application to become a member of World Skills International.
2. To observe the skills standards showcased at the competition, benchmarking our TVET system with other countries.
3. To link with experts, international training managers and development organizations, Technical Delegates, Official Delegates, Team Leaders, Competitors and officials from different countries and share best practice,
4. To use World Skills International as a reference point as Uganda organizes the Na-

tional Skills Competitions and also prepare to participate in the Regional Skills Competition 2020-Namibia and World Skills competition 2021-Shanghai, China

5. To lobby and engage various global partners to support Uganda in various sustainable financial and resource needs for the successful implementation of skills expo and skills competition.

6. To attend the World Skills Conference and Ministers' Summit as a leadership obligation of Uganda.



Lessons Learnt And Recommendations From The 45th Skills Competition In Kazan Russia, 2019

- Uganda's application to be a member state of World Skills International approved as no. 82 and Uganda becomes the 1st in East African Community states and 8th on the African Continent.
- Linkages with experts, international training managers and development organizations/ partners, Technical Delegates, Official Delegates, Team Leaders, Competitors and Officials created.
- High level standard of equipment used requires appropriate competencies of users, and deliberate support from Government and partners.
- The drive of the private sector in supporting the activities of the Skills competition should

be key.

- Deliberate effort should be towards reforming the Education Systems to allow proper informed decision on the type of job preference which inform specialization in training.
- Uganda should work with other partner states of the World Skills to achieve these new areas and innovations.

Uganda Gets Membership To World Skills International

Uganda over the years has made tremendous achievements in Skills development for social economic transformation and national development. These strategies have been embedded in various national development and policy development agenda including the National Development Plan II and Skilling Uganda Strategy. This year, Uganda is participating in the World Skills competition/conference 2019 under the theme

The Board participated in the "Skills for Change: Building Blocks for Impact" from 22 - 27 August 2019 in Kazan, Russia.

The delegation among others included UBTEB officials, Technocrats, industry leaders, policy-makers, education and training providers, researchers and Ministers from Ministry of Education and Sports. Participating and attending the world skills competition is good for Uganda for the first time as a new member (no.82nd) to be approved by the Board of the World Skills International. Uganda's membership to the World Skills competition will enable Team World Skills Uganda to observe the rules, practices and access the first hand operations of the global skills competition which will inform future positioning of Uganda in:

- National skills competition
- World Skills competition in Shanghai (2021) and beyond
- TVET Curriculum reforms
- Networking for Skills development
- Public Private Partnerships for skills competition.

Along the conference, there was International Ministers summit on Vocational Education. Ministers and leaders responsible for the development of technical and vocational education and training gathered in Kazan, Russia, on 23-24 August, to discuss developments in this field. The International Ministers Summit, which takes place alongside the World Skills Conference 2019 as part of the 45th World Skills Competition, is the largest in the history of the organization, with representatives from more than 40 countries.

UBTEB Participates In The 2019 Rotary Cancer Run To Help Raise Funds To Combat The Scourge

UBTEB officials joined the crowds for the 2019 Rotary Cancer Run at Kololo Ceremonial Grounds as people came together to help raise awareness and funds to combat the scourge. The Speaker of Parliament Rebecca Kadaga flagged off the runners that braved the early morning rain to help raise funds that will build two bunkers that will house two linear accelerators at Nsambya Hospital. As part of the Corporate Social Responsibility UBTEB has an obligation to participate in the Cancer Run and because cancer is a problem in Uganda, it has killed very many of our relatives and friends and it's on the rise. UBTEB is happy to be part of the cancer run to raise awareness and funds to support those affected.





UBTEB Recognises Outstanding Stakeholders

The release of the 14th series of UBTEB examinations results for Nov/Dec 2018 was characterized by a series of activities. Notably among the activities was recognition of world of work, excelling and innovative alumnus, training institutions that have excelled in real life projects, private training institutions that have invested in vocational education and training. Alongside the release of results, there was an exhibition of real life projects done by students in various training institutions.

During the release of examinations results, the Minister of Education toured the exhibition and she was impressed with the innovations done by students. "I wish to commend UBTEB and training institutions for the job well done in promoting acquisition of hands-on skills and applied knowledge." Minister of Education and Sports stated.

The recognized training institutions and world of work pledged more partnership opportunities to ensure appropriate skills development. "The recognition of UBTEB is a big inspiration to training institutions and students to be more proactive in real life project to design more innovative projects". Principal of Burora stated.

The Board shall continue to put in place systems that guarantee quality improvement mechanisms to boost the development of appropriate skills critical for National development "As UBTEB we shall continue to strive to be in tandem with the global dynamics in assessment" Onesmus Oyesigye, executive Secretary, UBTEB stated. The Board chairperson Prof. Baryamureeba hailed and congratulated all categories that were recognized for their contribution in making a contribution towards the achievement of the ideals of the UBTEB mandate.

The Board Joined The African Assessment Bodies To Think Through The Reforms In Education Assessment During The Aaaa Conference

The Association for Educational Assessment in Africa (AEAA) is a non-profit making organization established to promote co-operation amongst examining and assessment bodies in Africa.

The 36th annual conference of the Association of Educational Assessment in Africa (AEAA) was hosted by the Examinations Council of Lesotho in Maseru, Lesotho from the 6th–10th August, 2018. The conference was organized under the theme; "Re-forming Educational Assessment- A Renewed Agenda" which guided the preparation of conference papers and programme: The conference had a number of sub-themes which included the following;

- Assessment in the digital era: A new chapter
- Bridging the gap between curriculum, teaching, assessment and the world of work.
- Reflections on the implementation of school based assessment.
- Advancing creative, vocational and technical skills through assessment
- RE-thinking assessment of learners with special needs
- The impact of assessment innovations on resources

Uganda Business and Technical Examinations Board (UBTEB) is a primary member of the Association and it has been participating in many different aspects. The Board was invited in two folds; as participants to present research papers and also as primary members of the association. A call for papers was made by AEAA and staff submitted abstracts and these were accepted by the team of research experts and full papers were prepared and presented. The Board appreciates the staff that took time to conduct research and presented during the conference.

UBTEB Renews IVETA Primary Membership

IVETA (International Vocational Education and Training Association) is a network of vocational educators. The network includes vocational skills training organizations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training throughout the world. IVETA is working to create a new era in communication among vocational educators across the globe.

In 2018, IVETA annual conference was held on 13th -16th August 2018 at Tsogo Sun, Cape Sun, South Africa. The conference was hosted by South Af-

rican College Principal Organisation (SACPO). SACPO has a strong strategic role to play in representing the interests of TVETs within the system of Higher Education as a whole and supporting its members to fulfil their developmental obligations.

The conference was officially opened by the Ms. Naledi Pandor, Honourable Minister of Higher Education and Training. She wel-

comed the delegates to South Africa and congratulated SACPO upon successful organisation of the IVETA conference.



UBTEB MEMBERSHIP TO INTERNATIONAL EDUCATIONAL ASSESSMENT BODIES

Three internationally acclaimed educational assessment bodies have admitted the Uganda Business and Technical Examinations Board (UBTEB) as a partner institution and issued it with certificates of primary membership.



The Board Participated In The 13th Southern Africa Association For Educational Assessment (SAAEA) Conference 2019, Gaborone, Botswana

The 13th Annual conference for Southern Africa Association for Educational Assessment (SAAEA) conference was held in Gaborone, Botswana from 19th to 22nd May 2019 under the theme Quality Assessment in an Era of Educational Reforms. SAAEA was established primarily to

provide a platform where various educationists, namely, Assessment Specialists, Curriculum Developers, Educators and Researchers share expertise and practices. The subthemes included the following;

- learner performance for accountability purposes
- Using learner performance for accountability purposes; Implications for teaching, learning and awarding decisions.
- Multiple pathways systems

and assessment of learners.

- Assessment in an ever changing Information and Communications Technology environment.
- Achieving equity and inclusivity in assessment for differentiated learner groups and environments.
- Policy Issues: Access to assessment data and information.
- Using Examination Feedback to Support Engaging Learning Environments.

Stakeholders' Engagement

In carrying out its functions, UBTEB to the greatest extent possible, and consistent with the Act, consults and co-operates with stakeholders such as;

- National Examination Boards
- Principals of training institutions
- Professional and Accreditation Councils or bodies
- Service Commissions and other employers
- Universities
- Government Agencies; Line Ministries -Agriculture, Education, Water and Environment, Lands, housing and urban development, Trade and Industry, Information and Communications Technology, Energy, Finance, Public Service, Local Government, NCDC, Political leaders, parents and students, development partners and all departments, branches and agencies of Government and utility service providers with related duties, aims or objectives.
- International Development

partners

- International Assessment bodies such as IVETA etc
- World of work
- The media fraternity

UBTEB Membership To International Educational Assessment Bodies

Three internationally acclaimed educational assessment bodies have admitted the Uganda Business and Technical Examinations Board (UBTEB) as a partner institution and issued it with certificates of primary membership.

The International Association for Educational Assessment (IAEA), during its 38th annual conference in Astana – Kazakhstan announced and introduced UBTEB among examination councils from Africa committed to improving the quality of education and assessment in their countries and beyond. IAEA offers a global forum for institutions and individuals involved in all forms of educational assessment and its purpose is to assist educational agencies in the development and appropriate

application of educational assessment techniques to improve the quality of education. Its members include examining bodies, university departments, research organizations and government agencies from more than 50 countries from all continents.

The Association for Educational Assessment in Africa (AEAA) also admitted UBTEB as its primary member during its general assembly held in Gaborone in Botswana. AEAA is an international body working for the harmonization of educational assessment on the African continent.

UBTEB has also received a certificate of primary membership from the International Vocational Education and Training Association (IVETA). IVETA promotes the cause of international vocational education and training and provides focused, in-depth coverage of critical issues in the field and of new and exciting approaches to those issues.

ORGANIZATIONAL CAPACITY FOR EFFICIENT AND EFFECTIVE SERVICE DELIVERY

GOVERNANCE & ORGANIZATION STRUCTURE

CATE KIISA SEMAKULA

Manager Human Resource & Administration



The Directorate of Human Resource, Finance & Administration comprises five functions/sections namely. The Human Resource, Administration, Procurement & Disposal Unit (PDU), Finance and Planning & Investment. The overall purpose of the Directorate is to “develop and sustain systems that support transparent, effective & efficient financial management, HR, procurement, sound administrative & logistical functions”.

UBTEB is currently governed by a Board of 15 members and 7 co-opted members, headed by a chairperson. The role of the Board to provide effective policy formulation and guidance, strategic decision making, as well as supervision of the plan implementation. The UBTEB structure provides for the secretariat which comprises: Office of the Executive Secretary, The Directorate of Examinations Management and the Directorate of Finance, Human Resource and Administration. The Executive Secretary is the head of the secretariat. The Board executes its core business through Board Committees,

assisted by the Secretariat which headed by Executive Secretary and deputised with two Deputies: Examinations Management, and Finance, Human Resource and Administration. UBTEB is governed by a Board that serves a period of 3 years. It has a Secretariat headed by Executive Secretary.

The Composition Of The Board

According to the Statutory Instrument 2009 No.9, the Board consists of fifteen members drawn from constituencies and professionals representing disciplines as follows:

1. Representative of public universities
2. Representative of private Universities
3. Representative of principals of training institutions
4. Representative of employers
5. Representative of public service commission
6. Ministry of Agriculture, Animal industry and Fisheries
7. Ministry of Education and Sports
8. Ministry of water and Environment
9. Ministry of Lands, Housing and urban development
10. Uganda National Examinations Board
11. National Curriculum Development Centre
12. Ministry of Tourism, Trade

- and Industry
13. Ministry of Information and Communication technology
14. Ministry of Energy and Mineral Development
15. Directorate of Industrial Training

The Growth Of UBTEB's Candidature And Skills Development

With the establishment of UBTEB, there has been a paradigm shift in the training delivery. Among others, UBTEB introduced real life projects and industrial training where students' output is captured under continuous assessment with emphasis on production. This has resulted into construction of houses at different institutions and production of final products for sale such as school sweaters, carpentry products, Agricultural products, salon operations among others.

Also, the enrolment in the BTVET sub sector training institutions has been increased and this is attributed to the standardization of examination system and awards. Students enrolled at different training institutions gain adequate competencies that are certified by the Board. This has given the students a competitive advantage in the world of work as well as advancing for further studies at Tertiary Institutions and Universities.

Human resource capacity

Development of human resource capacity plans to address the strategic interventions to ensure the Board achieves her mandate. Through: Recruitment of staff to fill the existing gaps especially subject specialists; Continue retooling of assessors so as to have a large pool of examiners in different fields; Continuous CPDs for professionals; and Short-term trainings and mentorships of staff, among others.

Training Of Assessors At The Uganda Industrial Research Institute(Uiri) 18th To 28th October 2021

Uganda Business and Technical Examinations Board (UBTEB), with support from the Ministry of Education and Sports embarked on a programme to train instructors and lecturers from technical Colleges (UTCs), Colleges of Commerce (UCCs) and technical institutes. Upon completion of training, the instructors are certified as skills assessors and verifiers of the Board's assessment processes.

In October 2019 the first batch of 84 instructors and lecturers from Centers of Excellence under the USDP and ARSDP as well as practitioners from the world of work were trained. This training was later rolled out to other institutions and colleges in which 237 assessors were also trained.

The training involved designing of test items and producing in relevant disciplines of civil engineering, agriculture, plumbing and business-related projects as well as on-site study visits. The training included assessors, professionals and experts from the world of work,



Participants With MoES Officials During the Training of Assessors At UIRI-Namanve

Colleges of Commerce, Technical Colleges and a few selected technical institutes. The third training phase took place between the 22nd to 30th March 2021 at Nakawa Vocational Training College, Kampala.

The 4th phase of training was conducted between 18th to 28th October at UIRI in Namanve, Kampala. The training drew 125 participants from the centers of excellence and their affiliated Vocational training Institutes (VTIs) and 22 professionals/experts from the world of work. The centers

of excellence that participated in the training included; UTC Elgon, UTC Lira, UTC Bushenyi, UTC Kichwamba, UTC Kyema and Bukalasa Agricultural College.

The assessors' training was later officially launched on the 20th October 2021 by the Permanent secretary of the Ministry of Education and Sports, the Executive Director of Uganda Industrial Research Institute (UIRI) and the UBTEB Executive secretary.



UIRI ED Prof. Charles Kwesiga, PS Ministry of Education & Sports and the UBTEB Executive Secretary during the official opening of the training



Training Of Assessors 28th October-8th November 2019

The training was officially opened by the Permanent Secretary-Ministry of Education and Sports. In his remarks he highlighted the following;

He thanked participants for turning up for the training which is critical in the TVET reform journey of skilling Ugandans. He said that Cabinet approved the TVET policy, 2019 for which we are duty bound to implement to empower Ugandans who are yet to be skilled for employment and self-sustainability. The MoES has set up TVET Policy Implementation Team which will oversee the proper rollout of the Policy and develop standards, guidelines and various frameworks for proper implementation. The Policy

recommends a close collaboration between the industry, the trainers and the assessors to make both training and assessment employer-led to enhance the employability of TVET graduates.

He said that Government twined some Training Institutions to internationally reputable skills training institutions to boost their transition into Centres of Excellence. The twinning programmes has not only exposed the institutions to international best skilling practices but also re-invented the Curriculum to make it modular and relevant to the contemporary skilling demands of the world of work and increase the employability of our trainees under this new Curriculum. The 18 training programmes in five Centres of Excellence require two key outputs;

- Up skilling the competences of trainers and assessors to deliver on Competence based education and Training (CBET) and Competence Based Assessment (CBA) principles;
- Connectivity with Industry as key determinant of the ingredients of CBET and CBA assessment
- Newly harmonized approach to assessment, awards and Certification for these programmes.

It is the search for these key outputs that has interested the ministry to support the training and therefore he called for commitment, innovation and consensus in building the assessment systems that reflect the readiness of the graduates to take on the task assigned to them.



UBTEB Builds Staff Capacity In Resource Mobilization And Proposal Writing With Support From Enabel

The training was funded by support to the Development of Human Resources project (SDHR). The project is implemented within the framework of the direct bilateral cooperation program between the republic of Uganda and the kingdom of Belgium. The training took place between 11th May and 29th June 2020 with blended learning.

The course intended to build resource mobilization and proposal writing capacity, which skills will enable the team, to mobilize and attract resources towards accomplishing institutional goals. The modular course equipped participants with the knowledge, skills and attitudes needed to develop the competence gaps that were identified during the assessment exercise.

The course was highly interactive and participants were able to exchange ideas using blended learning modalities such as emails, the Moodle LMS, zoom – for team meetings whenever it was deemed necessary and also phones (WhatsApp and tele conferencing). We thank the Human Resource department and the management team for such career opportunities offered to UBTEB staff.

We congratulate Mr. Muhwezi McBernard and Ms. Lillian Nakawala who successfully completed the course and graduated.

Staff Development At Uganda Business And Technical Examinations Board



In the event of a fire in the workplace, the highest priority is to get everybody out of the building as quickly, efficiently and carefully as possible. Although no matter how many times employees have been informed about the evacuation process and methods of fire protection, reasonable action can be easily forgotten.

The reason for this is that, in an emergency, employees may panic due to the lack of training in the exact process of evacuation. Emergency situation provokes unknown feelings and reactions that require an immediate response, which may not be logical. Fire safety experts believe that training, knowledge and practical experience can cause behavior to be modified. This involves preparing people for how to deal with a fire, this will lead to the best chance of a safe and methodical evacuation process being conducted.

Health and safety in the working environment is

everyone's responsibility. Staff are expected to follow the guidelines of the Occupational Health and Safety Act 2006 & Workers Compensation Act 2006. All workplaces are supposed to provide a safe and healthy workplace for all staff.

The department of Finance, Human Resource and Administration has continued to develop staff through trainings. This quarter the department coordinated a fire safety training for staff development, the content of the training included the following among others; What is Fire, elements of fire, classification of Fire, and Fire Fighting equipment.

- (i) Fire extinguishers, types, usage and maintenance
 - (ii) Fire Blankets
 - (iii) Other Firefighting equipment for example Fire hose reel system, Alarm system, Hydrant systems etc
- Firefighting precautions and safety in offices and work places

All Organizations should implement rules and training that will decrease the likelihood of a fire. General fire safety may seem simple however it is vital to follow. It includes keeping ignition sources away from combustible material, flammable liquids/gases as well as keeping the use of flammable liquids to a minimum and closing containers when they are not in use. It is also important for employees to regularly remove combustible waste, this even including accumulations of dust.

At shutdown, ensure all windows and doors are closed, including doors held open by automatic release units. Also to switch off electrical equipment not in use, and where appropriate, unplug and ensure all flammable or combustible waste is removed to a safe place.

Emergency planning and training is crucial to ensure employees are familiar with the evacuation process. It is imperative to have the procedures clearly indicated throughout the workplace.

All staff should be made aware of,

and be required to comply with, company policy on general fire precautions such as; no-smoking rules, procedures for handling waste and rubbish, keeping escape routes and fire equipment unobstructed and immediate reporting of any faulty equipment. In conclusion, fire can present a significant risk to Organizations. It can kill or seriously injure employees or visitors and can damage or destroy buildings, equipment and stock. As a result, it is hugely beneficial to provide professional fire safety training for your staff, or chosen designated employees, ensuring that they have the knowledge to respond safely and effectively in the event of a fire.

ONLINE REGISTRATION SYSTEM TRAINING

The main objective of the training, was to induct the institutions on how they can use the online registrations system to register their candidates for UBTEB examinations for May/June 2019 Examination. Beneficiaries included; Uganda College of Commerce – Kabale, Mbale CCP, UTC Kichwama, UTC Lira among

others.

INTERACTION WITH THE SYSTEM

This was the core of the activity and it involved equipping the participants with practical skills. Members were practically shown how to access the system; both the students' side and the registrars' (approval) side. Participants were tasked to take note of both links. (<http://emis.ubteb.go.ug:8080/admissions> and <http://emis.ubteb.go.ug:8080>) for accessing the registration form and the approval page respectively.

This session was a success as members were able to access the registration page and fill in all the details and submit forms successfully. We were able to register a few 'dummy' students for illustration purposes.

Members were also able to access the approval page and were able to approve the students they registered. This was done successfully as it was a step by step illustration.



UBTEB Trains 728 Registrars On Online Submission Of Continuous Assessment Marks And Candidates' Registration

In line with the Strategic Plan, the Board prioritized the use of Information and Communication Technologies to enable effective and effective service delivery to the stakeholders. Accordingly, the Board has automated most of her operations including online Registration of candidates, submission of feedback, verification of results, certification of academic documents among others. The system is continually

updated with new modules. Every time a major module is introduced, the user manuals have to be developed, both as readable text and videos in addition to practical training of all the users.

In view of ensuring enhanced progress in ICT use and integration, the Board organized training of 728 Academic Registrars from all UBTEB accredited Examinations Centres from 8-11th November 2021 at 11 regional Centres across the country. The training was conducted on specifically online submission of

continuous assessment marks and examinations results complaints from 8th to 11th November, 2021 in the regional training centres of Mbarara, Fort portal, Arua, Gulu, Lira, Iganga, Mbale and Soroti.

The training was to equip the academic registrars of UBTEB accredited assessment centres with practical skills and knowledge to help them access the service online through the UBTEB examinations information management system (EIMS).

Capacity Building Training Workshop For Makerere University Business School

In response to the request by Makerere University Business School hereunder referred to as MUBS and in fulfilment of the mandate to streamline, coordinate and regulate the assessment of examinations in business, technical and vocational education, Uganda Business and Technical Examinations Board

hereunder referred to as UBTEB was obliged to guide MUBS as a new institution coming on Board for national assessment. UBTEB hence assented to this request by preparing for the training that was to be hosted by MUBS and facilitated by UBTEB. The Board also enhances conformity to our assessment guidelines.

The training took place at MUBS, Arua campus and was specifically targeting the teaching staff. This followed the institution's decision to admit and teach students of National Certificate in Business Administration.

The training purposed to guide the



teaching staff align their pedagogy and assessment to Competence-based Education and Training as well as Assessment.

Specific objectives of the training included the following;

1. orient MUBS staff and administration on the mandate and role of UBTEB as a national assessment body;
 2. guide teaching staff to align curricula to teaching and assessment; and
 3. Introduce the technical staff to Competence-based assessment principles and practical assessment.
- Competence-based training: Preparation and Pedagogy. Emphasis was on the training for the employment world rather than training to pass examinations.
 - Pre-requisites of item development & Bloom's Taxonomy- Interpretation and Implication for teaching and CBA applications.
 - Test Blue print- Preparation and application- Each individual was tasked to develop a test-blue print for at least one topic in the NCBA curriculum.

- Quality assurance for item development- validity, fairness and reliability parameters of test items.
- Introduction to work-based test item development: The principles and rationale were the major content. Some desirable and undesirable examples of the scenario based test items were shared as an icing sugar on the cake.
- Practical session on item development- Participants individually developed new items and were given chance to compare with the ones previously written. They noted obvious differences but, luckily enough, in the positive direction.
- Group work and presentations on formulation of work-based item development. The participants were randomly grouped into five and each group tasked to develop test items based on the test Blue print prepared earlier. Each group was then represented by one member as a presenter. Below is one of the presenters on the same.

Staff Capacity Building

UBTEB staff were trained in different aspects of Examinations management mainly focusing on the following key areas.

Competence based Assessment (CBA)

- CBA Principles
- Item Development concepts
- Item Moderation
- Assessment Methodologies
- Item banking and security concepts
- Guidelines on quality Assurance
- Item select selection-

Examinations Information Management Systems (EIMS)

- Data base Management
- Systems Design and Analysis
- EIMS report
- Trouble shooting EIMS
- Crystal report designs
- Back up Mechanisms
- Basic Programming



Students Register More Achievements During Industrial Training

UBTEB in pursuit of her mandate to conduct examinations and awards certificates and Diplomas carries out monitoring of industrial training exercise. The recent industrial training monitoring exercise was carried out from 20th to 27th July 2018 across the country. More testimonies of job placement while on industrial training were witnessed in various parts of the country. A case in point is Kalangala Infrastructure services in kalangala district where by the company has consistently retained students of electrical engineering after industrial training. "I want to thank UBTEB for ensuring that industrial training is emphasized and making sure that students acquire sufficient knowledge to apply in the field" Industrial based supervisor commented on students undertaking industrial training at KIS.

More testimonies were witnessed

at Kalangala Local Government where majority of students of Fisheries management and other related courses where undertaking training. On reaching the various fishing sites in kalangala, majority of the staff were previous students from Fisheries training institute. The Fisheries Officer of kalangala district formerly a student of FTI proudly supervises the Internees and shows much confidence in them.

This was attested at one Fishing site on Lake Victoria where the UBTEB team found two student internees from FTI were the ones managing the site for over a period of week due to transfer of the Fisheries officer in charge. On closer look, these students exhibited professional conduct in handling the various customers picking fish.

In Masaka Municipal council, the Municipal engineer was all smiles on site of UBTEB officials and expressed his appreciation on the quality of students being produced

in the current system. During the tour of the road sites, majority of the students were handling actual road works and we had to first talk to the supervising engineer to talk to the students. The Municipal engineer further added that there is need for a course in Lab technology which is on high demand but currently there are no professionals to fill such gaps.

However, there are challenges noted in industrial training varying from denial of placement by companies due to lack of insurance cover and high costs of living. The good news is that UBTEB is making endeavors to partner with various industrialists and companies. On a good note, UBTEB has an MOU with UMA and this has greatly helped our students." As UBTEB we shall continue to engage with various stakeholders to ensure that there is a smooth partnership for placement for internships, apprenticeship and employability of students from vocational institutions." Oyesigye onesmus, ES-UBTEB pledges.



UBTEB And National Development Through Skills Development

UBTEB has put in place reforms that have transformed the BTVET management systems by enabling the training institutions to maximize productivity, increase profitability and enhance the quality of the learning experience through real life project – hands-on and training with production, continuous assessment for upward career progression and monitoring of Industrial training as part of assessment.

This is a proactive approach in all our assessment that is aimed at addressing the skills development needs and skills gap to suit the demands of the relevant sectors as well as contributing towards human capital development for robust national development. The mission and vision are also in line with the goal of Uganda's National Development Plan, which is, "growth, employment and socio-economic transformation for prosperity". It should be noted that the National Development

Plan accords greater importance to skills development as a means of raising productivity, incomes and competitiveness in the economy.

As the EAC market integration takes shape, UBTEB works towards ensuring that all relevant examinations respond to the member states' national development themes. UBTEB will therefore consider integration of the concerns of the global market protocols in her mandated business.

The Board Closely Monitors The Conduct Of Industrial Training at Work Places



TVET faces a particular challenge in ensuring the continuity of practical skills training measures during the COVID-19 crisis. In most TVET programmes, practical training is a critical dimension and one that is not easily deliverable through remote modalities for many occupations. In addition to the practical training modules provided in workshops and laboratories, TVET programmes often include a work-based learning component wherein trainees participate in practical training at the workplace in the form of apprenticeships and internships.

Industrial training goes a long

way in bridging the gap between training and the world of work because students are introduced to practical aspects which may be hardly taught in class. UBTEB's monitoring of the conduct of industrial training is key and important in authenticating the training by trainees as they gain work experience, social capital, entrepreneurial competence and employable skills which will be useful after their successful completion of their academic pursuit.

Industrial Training exposes students to real life activity involving problem solving, design, experimentation and manufacturing. Students get

introduced to entrepreneurship, diverse collaborative work environments and quality systems that instill world class safety standards and professional ethics. Industrial training requires students to gain sufficient practical experience that confirms theoretical knowledge by application to field work. Preventive measures and lockdowns during prolonged pandemic conditions have severely limited students' capability for in-person participation of onsite industrial training programs, thereby, adversely affecting the scope of training.



NDCE students under UEDCL- attached to Mirama Grid substation under Silcon a subcontractor to UEDCL Kitwe town Council



NDCE trainees at a construction site in Mbarara

Purpose of Industrial Training

(1) The purpose of Industrial Training is to enable Teachers, Instructors or Lecturers assess formally educational attainments, intelligence, aptitude, personality and character of their learners developed during the training period.

(2) It also facilitates integration of knowledge and skills acquired from the School. It creates linkages between the industry and training institutions.

Objectives of Industrial Training

The objectives of Industrial Training shall include the following

- (a) To expose the trainee to the environment in the world of work
- (b) To equip students with practical and hands-on skills needed in the

world of work

(c) To enable students interface and get exposure to the dynamics of applying theoretical knowledge to real industrial routine operations

(d) To create linkage for future job reference and placement of students by industry

(e) To create linkage between the world of work and institutions

(f) To identify gaps in the curriculum which will lead to its improvement

(g) To boost and improve students' competencies so as to keep abreast with the changing demands of world of work and technological advancement.

Scope of industrial training

Industrial training shall be carried

out alongside routine academic programmes or at the end of each academic year for a period not less than six (6) weeks and not exceeding twelve (12) weeks.

Assessment in Industrial Training shall constitute a complete module of the training. Assessment in Industrial Training shall portray;

- (a) The progress of the learners
- (b) The appropriateness of the curriculum and the effectiveness of the methodology used in assessment
- (c) Giving all the relevant evidence in view of its appropriate weight and particularly adhering to the set professional standards.

ONGEREP EDISON

PRINCIPAL PROFILE (NILE VOCATIONAL TECHNICAL INSTITUTE)

It has helped the candidates to conceptualize what they learn from class with the reality of life and also helps in improving performance. They are retained at places where they did IT and thus get employment

ACHOLA HELLEN OJOK

AG. DEPUTY HEAD INSTRUCTOR, BOBI COMMUNITY POLYTECHNIC

It has done something good because not everything we can cover from her (school) certain things they learn from that side (industrial training) and it gives them morale because when you take a child to an industry where things are done then the child will come back and see that not everything they have been doing here (school) remains on papers but rather you go outside and find the practical aspects of it which in turn changes a child's life.

AKUNOBERE JACOB

PRINCIPAL UTC- LIRA

Industrial training has the following positive impacts on the quality of TVET assessment. It has exposed students to the real world of work in an industrial environment, creating lots of creativity and innovation within students. Students have developed soft new skills in work integrity, project management, time management and communication skills. Through industrial training, more opportunities are provided to students to test their interest in a particular career before joining any industry organization. Students can develop their skills in application of theory to practical knowledge. Increased students' responsibilities and good work habits.

KABACHWAMBA ZAINAB

AG. PRINCIPAL, UCC TORORO

Industrial training has greatly boosted the quality of TVET assessment because students have gained high level skills and have been able to compare the knowledge in their specialization areas to the skills required in the world of work.

OMAJUNGO OKWAKOL

PRINCIPAL TECHNICAL IGANGA

MOSES

PIONEER INSTITUTE-IGANGA

Good linkage between institution and company hence boosting the labour force in the world of work. Improvement of the quality of the work force in terms of new innovation and changing technology. Exposure of students to the new labour market demands. Feedback recommendation from the industries has helped to improve the quality of training and the attitude of the students economically, socially and financially. Gain of new technical skills and work attitudes and knowledge. Open opportunities for employment after graduating. Improvement of performance results in final assessment.



TVET 2019 POLICY SCORE CARD; ON WEALTH CREATION, INCOMES, JOBS, BUSINESSES

As a recommendation of TVET policy, Uganda Business and Technical Examinations Board signed memorandum of understanding (MOUs) with practitioners to participate in tripartite assessment. These include: Uganda National Chamber of Commerce and Industry (UNCCI) on placement of candidates for Industrial training. Makerere University Business School (MUBS) for upward progression of candidates who complete Business-related assessment with UBTEB.

UBTEB assessment centre architectural and engineering designs for the proposed centre approved, and approved structural designs and plans by KCCA and secured compliance certificate for designs issued by National Environmental management Authority (NEMA).

Vision 2040

The Vision 2040 encompasses Ugandans living in peace and harmony, prosperity for all, improved infrastructure with multi-lane paved roads, rail network, and airports, and world-class schools and hospitals. The oil and gas sector is expected to lead to higher demand for quality skills and this underlines the investments in education and training planned under Vision 2040. Vision 2040 acknowledges low competitiveness of goods and services and inadequate human resource among some of Uganda's key challenges, and thus the need for quality in skills training. The percentage of the population below the poverty line will decrease from 24.5 per cent in 2010 to 5 per cent in 2040. A more prosperous Uganda is envisaged with the per capita income going from \$506 in 2010 to \$9,500 in 2040. UBTEB, as an agency of

Government will contribute to these aspirations by facilitating provision of highly skilled and relevant human resource through ensuring quality applied knowledge and skills examinations for business, technical and vocational institutions.

National Development Plan III:

The National Development Plan III for the period 2020/21-2024/25 prioritises among others the Human Capital Development programmes (HCDP). In the development of UBTEB Strategic plan 2020/21-2024/25, the alignment to the aforementioned NDPIII Human Capital Development Program. HCDP primarily contribute to the NDPIII objective four which is to: enhance the productivity and social wellbeing of the population. The programme goal is to improve productivity of labour for increased competitiveness and better quality



of life for all. Specifically, the new UBTEB Strategic plan has been developed to contribute to the aforementioned NDPIII programme, respective key strategic results and stipulated interventions therein.

Agenda 2030, Africa Agenda 2063, EAC vision 2050

The aspirations of Agenda 2030 SDGs, The Africa We Want 2063, and EAC Vision 2050 are to have a holistic approach to achieving sustainable development for all. AGENDA 2030 for Sustainable Development: This Agenda is a comprehensive plan of action for people, planet and prosperity consisting of 17 Sustainable Development Goals (SDGs). Goal 4; Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; where UBTEB as an assessment body falls particularly through; • Promotion of equal access for all women and men to affordable and quality technical, vocational and tertiary education. UBTEB is already observant of the gender differences in enrolment on technical and business-related programs. The Secretariat is working on gender and equity issues through sensitization of public on the benefits of an all-inclusive education to ensure increase in the proportion of females in technical fields and males in Business fields. Through the Special Needs Unit, the Board has continued encouraging the

vulnerable, including persons with disabilities, internally displaced persons and children in vulnerable situations to pursue vocational education through providing pre-examinations counselling, transcribers, translators and in future SNE assistive devices.

- Mass sensitization and promotion of TVET in Uganda to increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. UBTEB's model of Competence Based Assessment coupled with the current shift towards modular assessment as well as recognition of prior learning is reducing the school dropout rate as all interested youths from any academic background can engage in hands on training of skills from basic to professional level.
- Modification and continuous improvement of curricular training and assessment to promote sustainable development, including, among others, through inclusion of human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

UBTEB is already benchmarking

with different internationally recognized assessment bodies under the International Vocational Education and Training Association (IVETA) towards international accreditation of the programs it assesses.

Africa agenda 2063 (The Africa We Want 2063) Vision is to become an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in international arena i.e. a prosperous Africa based on inclusive growth and sustainable development. The priorities of the 2030 Agenda are consistent with those articulated in the Common African Position on the post-2015 development agenda (CAP). The priorities identified in CAP are part of Africa's larger transformation agenda and aspirations detailed in the continental development framework, Agenda 2063 envisaging a continent where prosperity is built through social and economic transformation of the continent through manufacturing, value addition and science and technology-driven innovation. African youths shall be well educated and highly skilled, with science, technology and innovation being the bedrock of its inclusive educational systems. This would mean more opportunities for African youths in certain fields which hitherto required expatriates to work in African countries and also front Africa as a leading exporter of labor globally.



UBTEB in conjunction with neighbouring countries is in final stages of forming an assessment association to facilitate smooth equating of TVET qualifications for labour mobility across the region and the rest of the world. UBTEB also belongs to Association for Education Assessment in Africa (AEAA), a policy think tank for improvement of training and assessment delivery. East Africa Community (EAC) Vision 2050: Through the Common African Position and Agenda 2063, African leaders underscored vital priorities for development, and it is imperative that the EAC Vision 2050 was aligned to the above global and regional development agendas. A critical pillar of EAC Vision 2050 however is Human Capital Development and considers tailoring the educational system to respond to the emerging transformational needs in the region and aligning skills. The educational strategy and system will therefore need to be harmonized to improve the capacity of the education systems to prepare people to pursue the goal of the economic transformation and development. This will include, but not be limited to enhancement of teacher training, the development of a curriculum on sustainability, the development of training programs that prepare students for careers in fields related to envisaged industrialization, and more effective use of ICTs to enhance

learning outcomes.

UBTEB is engaged in all the above at national level. From 2019, UBTEB has been re-tooling personnel contracted to participate in assessments with methods that will produce employable and enterprising graduates that meet the requirements of the world of work; competence based curricular has been revised to incorporate ICTs as a basic requirement in the global village; UBTEB is leading the drive towards a mindset change to address the educational system that is linked to and was shaped by an employment mentality; curriculum is being modularised to linked to the development agenda of the region and respond to industrial and technology development needs where candidates can study as they practice in the field and expose themselves to knowledge relevant for innovation and entrepreneurship.

UBTEB has created strong lateral linkages between tertiary, vocational, secondary, and primary educational and training levels. It is envisaged that during the period of the Vision 2050, the region will have a harmonized educational system with mutual recognition of the qualifications which UBTEB and its EAC partners are already working on. There will be curricula with standardization of examination and assessments for degree awards that are recognized in the region. The education

programs will be designed to develop skills for employment and job creation, guided by the needs of sectors, leveraging on technology.

Ministry of Education and Sports Strategic Plan: 2020/21-2024/25

The Revised ministry of Education and sports Strategic Plan calls for a coherent system of standards and performance monitoring throughout the sector, which should be implemented within actual logistical and resource constraints. The long-term aim of quality assurance activities is to develop a working relationship among the various agencies that have some responsibility for this function so that it is effective and efficient. In particular, ESSP 2020/21-2024/25 mentions UBTEB, UNMEB, UAHEB and DIT as key players in ensuring training contents under the Qualifications Framework are aligned with the skills through the emphasis of TVET-Led system of assessment for candidates who wish to acquire knowledge, skills and values to continue in academic ladders or join the world of work. In the development of UBTEB SP2020/21-24/25, the alignment to the ESSP's BTNET objectives and strategies has been fully ensured as well as the interventions stipulated therein.



Achievements in regard to TVET Programs

**AKUNOBERE JACOB**

(PRINCIPAL UTC- LIRA)

The most special achievement is the provision of grants for the real-life projects and the loan acquired from world bank that has enabled the purchase of modern training equipment and construction of modern training facilities like laboratory and classroom blocks through the Uganda Skills Development Project (USDP).

**BAFAKI GILVAZIO**

(PRINCIPAL, NYAMITANGA TECHNICAL INSTITUTE)

- The Government supports and releases funds to the TVET Sector in the preparation and Assessment of graduates.
- The special achievement attributed to the Government of Uganda as far as assessment is concerned is that it has supported this assessment financially and this assessment type has provided avenues for the employment creation and has offered solutions to our development challenges.

**ONGEREP EDISON**

(PRINCIPAL, NILE VOCATIONAL TECHNICAL INSTITUTE)

- The government ranked them as the best private vocational institution in Uganda.
- Sponsoring disadvantaged candidates through UPET project.
- Assessing artisans from Busoga region with knowledge (695 benefitted)
- Providing assorted equipment including a tractor for learning

**KABACHWAMBA ZAINAB**

(AG. PRINCIPAL, UCC TORORO)

Special achievement is output of highly skilled staff in secretarial, Records and Information management, Accounting and Finance, Catering, Procurement, Marketing, Clearing and Forwarding at Diploma and Certificate levels. This has promoted skilling Uganda.

**OMAJUNGO MOSES OKWAKOL**

(PRINCIPAL PIONEER TECHNICAL INSTITUTE-IGANGA)

TVET is highly recognized Technical support and guidance by the government. Technical support in infrastructure development, construction and rehabilitation of TVET institutions and schools.

**MUGISHA ALEXANDER***(PRINCIPAL, JINJA VOCATIONAL TRAINING INSTITUTE)*

- The government renovated the institution and it is now shining.
- Extension of workshop for carpentry and one lecture room

**SAM BYAGWERI***(PRINCIPAL, UTC BUSHENYI)*

TVET Assessment has been greatly boosted by industry because Industries create a linkage between Training Institutions and world of work. Also the TVET Curriculum is structured in such a way that time is not enough to accommodate both theories and Workshop engagements. Also Most Institutions are not very well equipped in terms of machinery to aid required training. The only way to cover up the missing gaps is to have Industry Training. Also it is during Industry Training where students in TVET get to appreciate world of work.

**ACHOLA HELLEN OJOK***ACTING DEPUTY HEAD INSTRUCTOR, BOBI COMMUNITY POLYTECHNIC*

To me their contribution has been grate, for instance in agriculture you find that the community doesn't go as far as looking for the VETs to treat the dogs, cows, goats and different animals in the community. So, it has brought services nearer to the community even if you go to other courses like those who completed mechanic, you find that they started a small workshop in the community and when you move around in the community with motorcycle, these days you don't move very far you will find somebody has a small workshop and incase of any problem, they are able to fix the motorcycle..

“

...in agriculture you find that the community doesn't go as far as looking for the VETs to treat the dogs, cows, goats and different animals in the community. So, it has brought services nearer to the community even if you go to other courses...

“

Special achievement is output of highly skilled staff in secretarial, Records and Information management, Accounting and Finance, Catering, Procurement, Marketing, Clearing and Forwarding at Diploma and Certificate levels.



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Motto: Skills and competences for development



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Certified Network Administrator
Certified Web Developer
Certified Java Developer
Certified Mobile Application Developer
Certified .NET Developer
Certified Linux Administrator
Certified Python Programmer
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Certified Motion Designer
Certified 3D modeling Developer
Certified 3D Animation Specialist
Certified Cyber Security Specialist
Certified Data Science Specialist
Certified Data Engineering Specialist (Analytics)
ICDL - International Computer Driving License

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(BSc.AI & ML) - Bachelor of Science In Artificial Intelligence And Machine Learning
BSc.CS - Bachelor of Science in Computer Science
DIT - Diploma in Information Technology
HEC - Higher Education Certificate in Information Technology

FACULTY OF HEALTH SCIENCE

MPH - Master of Science in Public Health
MPH-HI - Master of Science in Public Health - Health Informatics
MPH-EB - Master of Science in Public Health - Epidemiology & Biostatistics
HEC - Higher Education Certificate in Health Science

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UBTEB IN THE NEXT 10 YEARS

Uganda Business and Technical Examinations Board (UBTEB) has exciting aspirations as the Government of Uganda moves into a new era of program based planning under the NDPIII. Thus, the UBTEB Strategic Plan 2020/21-2024/25 contributes to the NDPIII Objective 4: To enhance the productivity and social wellbeing of the population under Program 12: Human Capital Development (HCD). Our strategic plan is ambitious. It defines how we will be successful within a challenging and changing skills training and assessment environment. The Plan has been devised to en-

rich the experience of our staff and stakeholders, and has been developed with their involvement and support through an extensive consultation process that has also engaged government and external partners. The 5-year Plan captures three priority areas that will enhance our reputation and position the institution as a leader in skills assessment practices on the regional and global platforms.

The priority areas are;

- Skills assessment and certification.
- Collaboration and partnerships
- Organizational capacity strengthening UBTEB will be Uganda-centric but globally connected, and the experience of our graduates will be distinctive. The achievement of the Board in this strategic plan requires complementary institutional sustainability, good corporate governance, demand driven TVET skills assessment and increasing collaboration with the industry to positively impact the economy of Uganda by driving skills competitiveness.

BAFAKI GILVAZIOPRINCIPAL NYAMITANGA
TECHNICAL INSTITUTE

- I wish to see UBTEB being the top most Assessment Body in the Country and the East African Community which will assess competences for the competitive World.
- To have a fully-fledged and self-sustaining Examination Institution in its service delivery.
- To see UBTEB becoming an International Centre of Excellency for Competence Based Assessment for Post Primary, Public and Private Institutions all over the World.
- Churning out the biggest number of young people with relevant hand-on skills to address the glaring unemployment of young people in the Country and the World at large.

ACHOLA HELLEN OJOKACTING DEPUTY HEAD
INSTRUCTOR, BOBI
COMMUNITY POLYTECHNIC

I wish to see them come with one body that can examine all the papers that is from community polytechnic to the Diploma level because for now other are still being examined by DIT and yet when you look at what DIT is doing and the work of UBTEB, its more less the same thing. There is also need for modular assessment of the learners who didn't make it to P.7. The assessment should progress from the community polytechnic and if possible at degree level.

ONGEREP EDISONPRINCIPAL OF NILE
VOCATIONAL TECHNICAL
INSTITUTE

Taping into international assessment so that students can compete with the rest of the world.

**OMAJUNGO MOSES
OKWAKOL**PRINCIPAL PIONEER
TECHNICAL INSTITUTE-
IGANGA

- Take up awards of TVET Bachelor's degree.
- Double the number of assessment accredited centres to accommodate modularized training and assessment.

KABACHWAMBA ZAINAB
AG. PRINCIPAL, UCC TORORO

We wish that in the next 10 years UBTEB produces more skilled candidates in more areas of specialization and high level of enabling TVET implement the policy of having technicians not academicians.

Saad Kazibwe, Ssenkungu and Nashim Nakivumbi,

According to the trio; Saad Kazibwe, Ssenkungu and Nashim Nakivumbi, the E-Bike which can move a 150km journey before recharging, uses one unit of yaka to fully charge in two hours. The advantage with the E-bike is that it makes no noise while riding it and doesn't emit any fumes, thus environmentally friendly.

The E-Bike which cost them Shs7million to develop is expected to reduce when they start mass production.

They have also developed a hybrid motorcycle following

AKUNOBERE JACOB

PRINCIPAL UTC- LIRA

I see UBTEB become the best national examination board in the country if the following current challenges are addressed. Lack of adequate human resource to steer core activities of the board like setting, moderation and managing of examination.

MUGISHA ALEXANDERJINJA VOCATIONAL TRAINING
INSTITUTE PRINCIPAL

When a student passes a core paper they should be given a certificate even if they shared papers like Kiswahili.

SAM BYAGWERI

PRINCIPAL UTC BUSHENYI

UBTEB should be able to;

1. Conduct business online 100%
2. Have an Assessment center with fully fledged Marking centers

market demands, Ms Nakivumbi said. This uses both electricity and fuel. Her partners noted: "Our technology repurposes the salvaged engines from converted boda bodas and we use them to run water pumps which we plan to supply to rural communities for use in irrigation and also pump water close to their homes."

They added: "There are many advantages owing to a hybrid motorbike. The one you will like the best is when it helps you control the budget as gas prices continue to increase. It also reduces carbon emissions on the environment."

TESTIMONY FROM A GRADUATE



Testimony by Graduate

My name is Godwin Mwesezi, one of the pioneers of UBTEB, CEO God tech Engineering, a production manager Crown Beverages Limited, a ssalongo and committed family man.

Having completed my A-level at St. Michael High school Ssonde in 2011, my dream was to become an engineer. Unfortunately, I did not attain government scholarship for the Engineering course I had chosen at university and my family had no capacity to sponsor me on private scheme. Despite all this, my dream was not derailed.

After a few struggles, my career path was re-opened up when UTC Bushenyi offered me a Diploma in mechanical engineering on government sponsorship from 2012 to 2014, an opportunity that paved way for my career advancement.

During the course life, it was a requirement for all students to visit different factories to carry out industrial training, a module that would support expose students to different skills in the engineering sector. Luckily, in my final year, I got a chance to have my training from Crown Beverages Ltd, an opportunity I did not take for granted. With all the hands on skills, passion, zeal and commitment I had exhibited, this earned me my first job as a line monitor even before completion of my training period. Credit to UTC –Bushenyi and UBTEB.

In 2015, upon releasing the results, I did not relax on my dream of becoming a competent and recognised engineer in this country. I immediately applied for a degree in mechanical and manufacturing engineering on government sponsorship

.Fortunately, I was offered a vacancy at Kyambogo University. With flexible studying time, I was able to continue with my work at Crown Beverages and after 2 months, I was promoted to a technical operator role and later to a shift manager, role I worked for 6 years and currently to production manager for the Kakungulu plant.

In addition to, I was appointed as an ambassador of culture change in Crown beverages, am on the technical committee of mechanical Engineering at UNBS and a member of the Crown Magazine Editorial team.

Let's not run for any course you want a degree, at whatever level you start from, if your determined you can achieve your Dreams.

CONGRATULATORY MESSAGES FROM STAKEHOLDERS

“The special Needs Education officer and the support personnel that supported me during examinations sent, motivated and assured me of support that encouraged me to join a Diploma program in Social work and Social Administration.



MUGISHA ALEXANDER

JINJA VOCATIONAL TRAINING INSTITUTE PRINCIPAL

“We thank UBTEB for the cooperation because the beginning is not easy but its moving forward each day. There is good reception at UBTEB except some officers who think highly of themselves and treat us the clients rudely but there is good improvement and we hope and we hope for the better as we build UBTEB assessment Centre”.

ONGEREP EDISON

NILE VOCATIONAL TECHNICAL INSTITUTE NJERU PRINCIPAL

“ I would like to congratulate UBTEB upon the great work they are doing in this country in assessing technicians and young engineers of this country and support they give to institutions at registration,IT,RLP. I encourage UBTEB to explore more opportunities like international standards”.

OMAJUNGO MOSES OKWAKO

PRINCIPAL PIONEER TECHNICAL INSTITUTE- IGANGA

On behalf of the entire management of Pioneer Technical Institute, Iganga, Staff, Parents and students’ body, we join our hands together to congratulate the entire Board of Directors and staff of UBTEB for successfully attaining 10 years in setting pace for quality assessment. May the Almighty God reward the work of the Board.

KABACHWAMBA ZAINAB

AG. PRINCIPAL, UCC TORORO

Bravo! Bravo! Bravo! I proudly congratulate UBTEB for the great assessment work to the citizens of Uganda and Africa at Large as you celebrate 10 years existence.

FRED MUWANGA

NAKAWA VOCATIONAL TRAINING COLLEGE PRINCIPAL

I would like to take this opportunity to congratulate UBTEB for reaching 10 years. It has been a great achievement. UBTEB started as a small institution but has grown over the years and we are hopeful if management continues with this pace of development, our graduates will be recognized internationally.

SAM BYAGWERI

UTC BUSHENYI

On behalf of the Governing Council, Management, Staff and Students of Uganda technical College Bushenyi, I take this opportunity to express my heartfelt congratulations to the Board, Management and staff of Uganda Business and Technical Examinations Board for the many achievements reached in the 10 years of Existence. Your Vision of being a “center of Excellence for Competence Based Assessment, Examinations and Awards for a Skilled and Productive workforce” gives us hope that the Children of our Children will live in a better Uganda.

FEATURED ARTICLES FROM STAFF

THE NATIONAL ASSESSMENT AND EXAMINATIONS A PANACEA FOR EMPLOYABLE SKILLS: MODULARISED ASSESSMENT TECHNIQUE HAS ANSWERED IT ALL



DR. NAHAMYA WILFRED
DEPUTY EXECUTIVE SECRETARY
EXAMINATION MANAGEMENT
(UBTEB)

The National Examinations Boards the likes of Uganda Business and Technical Examinations Board (UBTEB) in the Technical, Vocational Education and Training (TVET) sub sector commenced to conduct examinations that embrace the principles of Competence Based Education and Training (CBET). The Boards have so far moved greater strides in assessment processes of both theory and practical training. Such assessment put today's TVET trainees in a better position to face a world that is constantly demanding new knowledge and abilities. The assessment system has been re-aligned to the content and strengthened along the continuum of 21st century assessment skills. There has been tremendous improvement in the participation of the employers especially the private sector that will not only enhance acquisition of market-demand oriented skills through the formation of sector skills councils that are nationally

coordinated but also individual productivity of TVET graduates. The increased participation has been done through signing MOUs with employers and generally the industry so that those in the world of work get more involved in the assessment process.

Suffice it to add that national assessment in the TVET sub sector involves an array of stakeholders including employers, curriculum developers, training providers and various technical staff at examination board's secretariats. Each of the stakeholders has specific roles for a complete assessment exercise. For instance, employers in the line industry of interest are offered with trainees for internships where hands-on training is conducted, assessed and graded. This then leads to standards that are harmonized nationally so as to ease labor mobility as employers' engagement contributes towards the skills package which is completely absent when trainees are internally assessed by institutions.

Thus all players must abide with the existing laws especially the BTVET Act 2008 where section 9 clearly defines the BTVET programs. The programs at diploma and Artisan Certificate levels assessment is in line with the East African Common Treaty Article 5 and 102 where the treaty inter alia states that the partner states agree to undertake concerted measures to foster cooperation in education and training within the community through harmonization of

educations systems, curricula, through the joint actions of the relevant national bodies charged with the preparation of such curricula and this will promote and support the mobility of students and teachers within the Community. So when national examination Boards are assessing such a curricula and then some few institutions are violating this, then there will a problem with free free movement of Labor and Service, which requires mutual recognition of academic and professional qualifications. This can only be achieved where common quality assurance framework/System with common principles, standards, procedures and guidelines are applied which is only attained with national assessments. As such the national assessments and examinations follow certain key standard procedures and guidelines in all the processes and worth noting include a common curriculum that ensures that the syllabus must be completed; a rigorous process of setting questions for assessment where item writers undergo training; the questions set are scenario-based/problem solving and or are applicable in nature and generally many other assurance measures are employed.

The innovation of Real Life projects by the Board are important in transferring real life skills to the TVET trainees aimed at solving community problems as trainees come out with products that have a market value.

Thus any assessment by institutions

more so at technician diploma and at artisan Certificate levels without following such rigorous procedures of assessment will lead to distortion in the world of work and the market/employers will continue blaming TVET graduates when the problem is created by those violating the law and continue to offer their own examinations. Such graduates however, stand to lose credibility in terms of vertical academic progression and accessibility to world of work. Their certificates will become hard in terms of classification of qualifications according to a set of criteria for levels of learning and skills achieved by a learner. This will undermine efforts to integrate education and training into a unified structure of recognized qualifications. It will undermine efforts to ensure effective comparability of qualifications and credit across the national or regional education training systems so as to facilitate the recognition of those qualifications within and outside the country's or regional's borders.

The recent emphasis of Modularization of assessment a technique that the curriculum is clustered into modules that are independent/stand alone and should be delivered as such was long overdue. The modules have different times of coverage dependent on the skills and competences (content) to be achieved.

The main focus of modular assessment is to gather evidence that trainees can apply the acquired knowledge and skills to perform to the expected standards of the world of work. This implies that application of knowledge must be strongly emphasized in building the trainees' competences. The trainers and instructors must therefore integrate knowledge and skills during the training not forgetting the attitudes that build

the work ethics. To bring out this evidence, the trainers must design appropriate tasks, steps to be undertaken and document the processes involved and products made. The assessment can be timed to match the point of learning within the course, making it easier for trainees to show what they know, understand and can do and it provides quick feedback that enables trainees to „remedy weaknesses“ before the final examination. It makes it easier for trainees to stay on track with their studies and manage their time effectively where assessment load is spread more evenly over two years and the pressure of an „all or nothing“ assessment is removed. Most important is that this is within the framework of the National Development Plan (NDP III), the NRM Manifesto and the TVET Policy 2019. Modular assessment is therefore the most flexible form of teaching delivery and assessment and henceforth provides quick gain to the employment work by the graduates.

National assessments of all trainees will result into market-oriented skills that can close supply side bottlenecks and increase productivity and or employability of the TVET graduates. This will then be in line with assessments in other countries for instance in Germany, the starting point of TVET programs assessment involves establishing a training directive which is always a qualification need signaled by the labor market. The country has a dual system of training involving the company-based training and the school-based training that encompasses problem solving incorporating the knowledge and skill and ends with a certification unified and nationally acknowledged and examination offered by specialized body. Similar situations happen in China where the examination centers all over the country are controlled centrally and the evaluation criteria for each profession are

issued centrally by government and the ministry of labor.

The CBET approach emphasizes competencies that are required of graduates in the World of Work with the focus being shifted to the trainee with hands-on training intended to develop a competent workforce, escape poverty and marginalization for self-reliance and sustained economic growth in the global economy. The fundamental skills then imparted involve communication, managing information and problem solving. This can best be delivered through a modularized curriculum and assessment syllabus.

Thus harmonization of the accreditation of programs and assessment of all diploma and certificate TTVET programs will remove confusion among employers on the quality of graduates. Wide variation in the standards is worrying as this may lead to the continuity of poor perception of TVET graduates among the public. The national examinations boards like UBTEB have now a comparative advantage in assessing all areas in the different trades at all levels of certificate and diploma. There is therefore need to expedite the Uganda National TVET Qualification Framework for a streamlined qualification system that ensures that a minimum standard is met and strengthen the confidence of the employers. The public and parents must be made aware therefore studying diploma and certificate courses without sitting for national examinations is a risky venture for job acquisition and vertical academic progression. The clustering of curriculum into flexible modules for ease of delivery at teaching and assessment levels will even make it cheaper for parents and ease the employment acquisition.

THE UBTEB ACCREDITATION JOURNEY FROM 2011 UP TO DATE



**BY ABEL MUWUMBA
MUKAKANYA**
PRINCIPAL OFFICER
RESEARCH AND QUALITY
ASSURANCE

Uganda Business and Technical Examinations (UBTEB) took over from Uganda National Examinations Board (UNEB) and conducted the first set of examinations in technical certificates, technical, business and other specialized diploma fields in November 2011. Ideally there was nothing in place. There was only one Staff, Eng. John Ntamuhira Twesigye (now Honourable Member of Parliament representing Bunyaruguru Constituency appointed by the Board who solely relied on a handful of Part-time Staff to carry-out the day to day duties. In 2011 there was NO designated section/unit to handle accreditation matters, hence the Executive Secretary delegated the duties to part-staff to manage the issues. However, prior to the start of the 2011 examinations, UBTEB with the assistance of the part-time staff carried out a massive inspection exercise in September of all the then UNEB centres to establish their readiness to host examinations. The inspection report was compiled and presented to the Board for approval. However before approval of the report, there was one challenge that is to

differentiate the UBTEB centres from the old UNEB nomenclature. The then part-time staff namely; Sam Patrick Ogwang (now Manager Research Quality Assurance and Awards); Abel Mukakanya Muwumba (now Principal Officer Research and Quality Assurance); and Kumwiza Martha (now Principal Nawanyago Technical Institute) were tasked by the Executive Secretary to innovate and propose nomenclature. They proposed that UB.... and UT... series for technical and Business centres respectively be replaced with UBB.... and UBT... series for the respective categories while maintaining the figure digits that had been assigned by UNEB. The table below shows some of the former UNEB and the then proposed UBTEB nomenclature. They further suggested that for the categories of institutions that were offering specialized training like fisheries, lands and surveys, wildlife and agriculture UBV... series be adopted save for Meteorology which was given UBM....series.

The accreditation journey came with coinage of new terminologies that would distinguish UBTEB from UNEB way of doing things. Although the terminologies such as Competence Based Assessment and Training, Real-life projects had long existed their actual practice starting of emphasis started in 2011. The other challenge that was predicted was that during the conduct of examinations how would the UBTEB examination managers be differentiated from those of UNEB.

According to the inspection report, in 2011 most of the centres especially the Government of Uganda aided technical colleges and institutions had dilapidated infrastructure buildings, outdated and ill-equipped workshops. The buildings were old and not well maintained hence Technical Vocational Education and Training (TVET) was not attractive in the face of prospective candidates. From around 2015 to date, with support of funds from Development partners and GoU the Uganda Technical

Colleges of Kichwamba, Elgon, Bushenyi, Kyema and Lira have witnessed boom in construction of modern classroom blocks, libraries, workshops and laboratories plus other infrastructure. These colleges are now referred to as centres of excellence in manufacturing, oil and gas; roads and buildings. With support of funds from Development partners and GoU in 2016, sixteen newly constructed modern technical institutes become operational and were accredited as UBTEB centres. On the list are: 1. Nawanyago Technical Institute; 2. Basoga Nsadhu Memorial Technical Institute; 3. Bukedea Technical Institute; 4. Namataba Technical Institute; 5. Lwengo Technical Institute; 6. Lyatonde Technical Institute; 7. Buhimba Technical Institute; 8. Kisomoro Technical Institute; 9. Nyamango Technical Institute; 10. Colonel. Nassur Inzikuru Memorial Technical Institute; 11. Lokopio Hills Technical Institute; 12. Amelo Technical Institute; 13. Bukomero Technical Institute; 14. Nakaseke Technical Institute. 15. Kilak Corner Technical Institute; and 16. Sasiira Technical Institute. The newly constructed institutions have workshops with light and heavy equipment for use to provide trainees with hands on practical training. In 2016, furthermore, the development partners supported the construction of workshops, laboratories and other infrastructure to the following UBTEB examination centres namely; Iganga Technical Institute; Nyakatare Technical Institute; St. Peters' Technical Institute, Mubende; Arua Technical Institute; Kiryandongo Technical Institute; and Madera Technical Institute. In the most recent past, other new technical institutions like Ntinda Vocational Training Institute and Kotido Technical Institute have become operational. These institutes were constructed with fully functional workshops. The number of examination centres has grown from 191 in 2011 to 575 in 2022.

Wish you warm celebrations.

HOW TO MAKE TVET SYSTEMS MORE RESILIENT



LILLIAN NAKAWALA
SENIOR RESEARCH OFFICER

TVET institutions have been particularly affected by the lockdown. General education subjects and theoretical learning can be delivered remotely, but practical training that depends on equipment available only in training centres is more challenging. Like schools, formal and non-formal TVET providers have had to close their locations and shift to distance learning, for which many were unprepared.

In addition, the digital gap remains a challenge: 50% of the world population has no access to computer and internet and students from disadvantaged socio-economic backgrounds who tend to be overrepresented in TVET programmes are least likely to have access.

Workers participating in skills development programmes – such as apprentices, interns and adults in continuous development training – have been affected by these disruptions, with the loss of several months of learning and training likely to affect the outcomes, futures and motivation of TVET students.

The impact is not on the Ugandan TVET systems only, the CEO of the Council of Registered Builders of Nigeria (CORBON), noted that the pandemic has exposed the shortcomings of public

investment and personal development opportunities in the current education infrastructure.

The Education ministry needs to put in place ICT systems and review curricula to enhance entrepreneurship, while also better connecting with the banking industry for business development and investment.

While the COVID-19 pandemic highlights some already existing structural weaknesses of TVET systems including financing, it also brings an opportunity to rethink their readiness to face similar crises in the future with more agility.

There is need to mobilize the industries to increase the manufacturing of protective equipment, masks and alcohol gel in companies affirming that TVET is key for the future. Implications of the COVID-19 crisis on TVET communities include the need to making responsive adjustments and building preparedness, resilience and opportunities.

To mitigate the immediate actions and reduce the impact of COVID-19, it is important to find alternative pathways, including reinforcing online and digital solutions.

Remote and Distance learning as a solution

A mix of high-, low- and no-tech solutions should be taken into account as continuous learning solutions. Whether on-line or off-line, distance training requires adequate ICT infrastructure, adapted curricula and trainer training – an experience which most trainers and students do not have.

The importance of establishing the possibility for remote learning and the need to support youth to adapt to the new normal in TVET should be emphasized. Transition into remote learning is not easy for TVET learners, but it will provide motivation and even hope to young people.

There should be more interest in finding solutions for remote and online learning to make TVET systems more resilient.

In Finland, TVET students have enjoyed flexibility during lockdown as distance

learning is not new to the education system. As a result, continuous assessment of apprenticeships in the tourism and hotel industry has been possible, and because there are no final exams, graduations have not been delayed even though schools have been closed since 16 March. Only competency-based exams have been rescheduled to after the pandemic.

Investing in the training of trainers to use digital solutions is important if distance learning is to become a core part of teaching today and in the future. A skills digital platform can provide the opportunity for continuous learning. To address the COVID-19 crisis, specific programs targeting digital skills as well as new items should be added to address distance learning. Technical and Vocational Education and Training (TVET) programs are well-placed to play an important role in the COVID-19 pandemic.

The hallmark of TVET is the focus on practical skills and work-readiness makes remote learning particularly challenging. Practical skills are often acquired through learning-by-doing, which occurs in school-based workshops and laboratories or through hands-on experience at the workplace.

Remote learning approaches are a weak substitute for practical exercises when they require the use of equipment or materials not usually found inside the home. In some contexts, and for some occupations, practical training can be simulated remotely via, for example, virtual or augmented reality experiences.

In general, however, TVET programs that struggle most with adjustment to distance learning are those that depend heavily on learning-by-doing. In contrast, programs that can switch to remote learning more easily are those with a stronger emphasis on academic subjects or on work-specific skills that do not require manual activities. For example, a program on accountancy, computer-security will be relatively easy to move online compared to a program on automobile mechanics as the latter requires substantial hands-on practice.

SPECIAL NEEDS EDUCATION



AYEBAZIBWE ALLEN
ASSESSMENT OFFICER SNE

The government of Uganda ratified the Salamanca statement and framework for action on special needs Education 1994, the United Nations convention on the rights of persons with disabilities (2008) in consonance with the constitution of the Republic of Uganda, 1995 established the Persons With Disability Act, 2006. The instruments demand for access, equity and quality as regards educational services for persons with special learning needs. The instruments emphasize;

1. The Right of all children, including those with temporary and permanent needs for educational adjustments to attend school.
2. The Right of all children to attend school in their home communities in inclusive classes.
3. The Right of all children to participate in a child-centered education meeting individual needs.
4. The Right of all children to participate in quality education that is meaningful for each individual.

UBTEB pursuant to the PWD'S

Act 2006, established (SPECIAL NEEDS EDUCATION) SNE unit that offers specialized assistance to special needs candidates for education adjustments in 2017. The first two candidates were registered from Buganda Royal Institute of Business and Technical Education and (YOUNG MEN CHRISTIAN ASSOCIATION) YMCA College of Business Studies, Jinja. This was a parent initiative as they were challenged with children that were dyslexic and could not write on their own. As more candidates were reported with special needs for education adjustments, special Needs Education officer was recruited in charge of special Needs Education.

Since the establishment of the special needs education unit and recruitment of an Assessment officer Special Needs Education, Ayebazibwe Allen, candidates' enrolment in institutions increased as such an increment in the number of candidates registered and accorded specialized arrangement for educational adjustments from 2 to 537 candidates.

Key Achievements

1. Establishment of SNE framework
2. Increased awareness about SNE education students rights in the institutions through various communication platforms i.e the Principals WhatsApp forum, Academic Registrars' forum, Universities forum, and UBTEB website.
3. Increased number of students registered and supported during examinations sitting through online registration and on spot identification from institutions
4. Contributed to the formula-

tion of Inclusive Education Policy that is before cabinet for approval

5. Contributed to development of the Refugee integrated Jobs Livelihoods Response Plan in Uganda
6. Mapping of refugees students assessed by UBTEB
7. Placement of special Needs candidates for industrial training
8. With support provided to special needs candidates, there is increased vertical progression of SNE candidates from Uganda Community Polytechnic Certificate to National Certificate then Diploma and Degree.

Pursuant to the legal framework, mandate and zeal, UBTEB is committed to implementing its mandate leaving no one behind. Its agenda 2030 aims at ensuring that all candidates with special needs are not left behind in the education system. UBTEB adapted the slogan "We can't do it alone". Premised on this matter allow me extend my sincere gratitude to Special needs Education Department Ministry of Education and Sports, Uganda National examinations Board and SNE technical working group for the continuous guidance and support and developing the Inclusive Education policy that is before cabinet for approval.

Special thanks to the UBTEB Management for the Financial, Technical and Moral Support to the SNE Unit and to all staff for the team spirit.

I congratulate UBTEB upon this milestone as a centre of excellence in competence based assessment and awards.

Positioning UBTEB and Key milestones for UBTEB since the commissioning



WANDA HERBERT

PRINCIPAL PLANNING, BUDGETING,
AND INVESTMENT OFFICER

Positioning UBTEB

Well aware, TVET is the game changer in improving productivity of labour for increased competitiveness and better quality of life for all. In the effort to achieving proportion of labour force transiting into decent employment from 34.5% to 55%, there is need for the Government to enhance enrolment in TVET programs by directly funding TVET institutions to increase enrolment to more than 4% per annum. Improve on the adequacy and quality of instructional materials and tools in TVET institutions including Test items for Assessment Board. These will indeed see the government and TVET in particular achieve a well equipment and skilled labour force and also the reversal of the current inverted skills triangle.

UBTEB developed five year strategic plan 2020/21-2024/25 well aligned to NDP III interventions contributing to the overall national goal: To contribute to a productive, self-reliant, competitive and employable workforce for improved quality of life in Uganda and beyond. (Targeting 55% Proportion of TVET graduates assessed by UBTEB transiting into gainful employment).

The target of 55% will strategically be achieved with the alignment to four interventions from the Human Capital Development (HCD) Programme Implementation Action Plan (PIAP) and Public sector Transformation which are

linked to UBTEB strategies.

- Human capital development;
- 1. Assess and certify the competencies acquired by trainee beneficiaries during apprenticeship, traineeship, indenture training, and further training and or upgrading in order to foster promote the relevancy of skills training and lifelong learning.
- 2. Equip and support all lagging primary, secondary schools and higher education institutions to meet Basic Requirements and Minimum Standards (BRMS).
- 3. Roll out the modularised TVET curricula for all formal TVET programmes as to attain a flexible demand driven TVET system in Uganda.
- 4. Establish a functional labour market by conducting tracer study on TVET graduates assessed by UBTEB.

- Public sector Transportation; Ensuring construction and equipping the Assessment centre is completed.

Key milestones for UBTEB since the commissioning of full operationalization in 2011

- After harmonising and streamlining of Assessment, all institutions (Government and private) are all on board for UBTEB assessment.
- Increase in UPPET and UPOLET candidatures assessed in 2019 to 77,951 (Source: Education and Sports Sector Analysis – Sept 2019) compared to 19,800 in 2011.
- Association for Educational Assessment in Africa (AEAA) has promoted recognition and equating Ugandan TVET qualifications around Africa. This led to development of equating guidelines for EAC TVET students interested to study in Uganda.
- Acquisition of land for assessment centre and commencement of construction works.
- Vote status 165 amended 2022/23, currently undoing changes with alignment to NDP III. This has enhanced efficiency and effectiveness hence timely accountabilities in line with PFMA 2015 amended, and other government laws and regulations on

FEATURED ARTICLES FROM STAFF

accountability are at work.

- Increase in resource envelop. Government of Uganda has steadily enhanced UBTEB budget from 375million in 2011 to the current 28Bn in 2021. This is unlimited commitment exhibited by the Government through Ministry of Education and Sports.
- Implement the Recognition of Prior Learning (RPL) as a tool for lifelong learning, access to higher education and credit towards a qualification. This will lead to improved productivity, employability, mobility, and socio-economic inclusivity.

Message to Stakeholders on UBTEB and TVET Assessment

To give support UBTEB on its drive to improved productivity of labour for increased competitiveness and better quality of life for all, and to achieve proportion of labour force transiting into decent employment from 34.5% to 55%. And recommend to immediately embark on the following;

- Launch a campaign drive to increase TVET enrolment of not less than 4% in the UPPET and UPOLET joining Community Polytechnic (CPCE), National Certificates and Diploma programs.
- Fast track the modularization of assessment to ensure flexible learning, innovation and employability of TVET graduates.
- Mobilize resources and ensure construction of the assessment centre is complete.
- Strengthen planning, monitoring and Evaluation functions which aid the compliance and result tracking on progress and performance during the execution of her mandate, among other statutory requirements.
- Vigorously conduct sensitization of communities at parish level on TVET programmes and mind-set change to improve productivity in communities. This will may be delivered effectively under community mobilization, utilizing Parish Development Model (PDM).
- Strengthen ICT especially e-learning technologies, learning equipment facilitate learning by utilize of online systems.

Consolidating The Gains In Securing The Future Of The Youths



KARUHANGA INNOCENT
RESEARCH OFFICER

According to the National Development Plan III, 78 % (31.2 million people) of Uganda's Population are youth of age 30 years and below. This forms a huge portion of the Country's economically productive labor force that has immense potential of transforming Uganda's Economy by reducing the number of Ugandans (68%) that are currently outside the money economy.

The urgent need to secure the livelihoods, wellbeing and economic productivity of the young people prompted government and other development partners to identify Technical Vocational Education and Training (TVET) as a special purpose vehicle that would help in accelerating the skills acquisition and development agenda in Uganda. Consequently, BTNET Act of 2008, the revised 2019 TVET Policy and other guidelines were put in place to give strategic direction to TVET operations in Uganda.

For the last 10 years, UBTEB has consistently advocated for Competence Based Education and Training (CBET) model among Technical Colleges, Vocational schools and Training institutes and also consistently carried out Competence Based Assessment (CBA) model, to ensure that TVET

graduates acquire the requisite skills and competencies required in the World of work, consequently addressing the mismatch between skills required in the labour market and the knowledge/competencies produced by training institutions.

The Board has achieved this by;

- Periodically training assessors/instructors, whereby during the training, the instructors/assessors blend with professionals and experts from the world of work/Industries, so that they can appreciate the skills required in the industry and thus produce competent TVET graduates that can easily be absorbed in the labor market. Upon completion of training, the instructors are certified as skills assessors and verifiers of the Board's assessment processes.
- Regularly inspecting and assessing trainees' Real-Life Projects for the various Technical, Vocational and Business Programmes.
- Regularly carrying out Industrial training monitoring and inspection, whereby trainees are assessed at the respective industries they are training from.
- Deploying practical examiners to carryout onsite assessment during the conduct of practical examinations.

The implementation of CBET & CBA models by TVET institutions and UBTEB respectively has been greatly enabled by the support from government whereby for instance, government has facilitated the refurbishment and establishment of technical and vocational institutions, especially at the district level. According to NDPIII, 42% of all districts have at least one government aided technical and vocational institution providing varying levels of skills development. Additionally, government has also supported the establishment of four centers of excellence at UTC Elgon for civil works and building technology; UTC Lira for highways construction and drainage, bridges and road construction; UTC

Bushenyi for food manufacturing and food processing; and Bukalasa Agricultural College for crop and animal husbandry. Consequently, the number of graduates passed out by the Board has increased from 4,641 in 2011 to a total of 171,835 graduates of UBTEB in 2011.

To consolidate the above efforts, UBTEB has in accordance with the 2019 TVET policy, NDPIII and the NRM Manifesto rolled out the modularization of assessment model which involves splitting the course in different units or modules with an exam at the end of each module. On completing each module under a given course, a trainee shall be awarded a Certificate of competence to enable him/ her to either join the world of work or proceed with other modules for more skills and competences until he/she completes the course. The modular assessment syllabi is already being implemented in the 2022 academic year beginning with skills Development Centre Programmes (UCPCs) and later to National Certificate Programmes (NCs). The main objectives of this model is to promote flexibility in the skills acquisition processes, make TVET more attractive, reduce early school dropouts, meet changing labour market needs and combat the high youth unemployment in the Country.

In a bid to foster compliance with the new TVET reforms which require skills and competencies that are demand driven and employer led, UBTEB has entered strategic partnerships and signed MOUs with key players in the world of work. Key to mention are National Water and Sewerage Corporation (NWSC) and Uganda Industrial Research Institute (UIRI). With all these interventions and more yet to be unfolded, the Board is strongly confident that the future of youths in our Country is secure and guaranteed, due to the fact that they can work in any sector of the economy with the vast skills and competencies they will be equipped with. I wish you Happy Celebrations!!

Policies

POLICY PAPER TO BTVET

On Major Challenges Impending Assessment and Examinations by UBTEB



Prepared by UBTEB

>>> INTRODUCTION <<<

The UBTEB is mandated to streamline, regulate, coordinate and conduct examinations and offer awards in business, technical, vocational and

specialised training in Uganda as per Statutory Instrument No. 9 of 2009. The UBTEB Regulations 2009, Statutory Instrument No. 9 operationalises the BTVET Act, 2008 that provides for the promotion and coordination of BTVET; the principles governing BTVET; the establishment of the Institutional framework for the promotion and coordination of BTVET; the establishment of the Uganda Vocational Qualifications framework and the financing of BTVET and for other related matters.

The UVQF in Uganda, is complemented by the principles of competence based education and training (CBET) and therefore promotes the skills development programmes in the BTVET sub sector. The Board recognizes that acquisition of knowledge, skills and appropriate attitudes as a process is realized at different stages of learning, and in different learning environments.

According to Hayton & Wagner (2008), Competency-based assessment is a system in which a number of assessment techniques can be used to determine the person's abilities. Therefore UBTEB offers wards commensurate to CBET by employing a Competence Based Assessment through; Coursework Assessment, Industrial Training, Real Life Projects, Practical and Theory assessment.

>>> UBTEB ASSESSMENT SYSTEM <<<

UBTEB conducts both continuous and summative assessment for the certificate and diploma programs in Business, Technical and Vocational education and training. The assessment system for the Board follows the Competence Based Assessment (CBA) approach Continuous that aims at monitoring, testing and evaluating the competence level of the learner as specified in the

curriculum. To this end, UBTEB assessment consists of coursework, industrial training and real life projects on one hand and on the hand summative assessment which consists of practical and theory examinations. These are elaborated below.

Continuous Assessment

• Course work Assessment

This is continuous assessment obtained from the various tasks given to the students in the sub modules during the training of a specified module. These should be indicated by a minimum of at least Ten (10) sub modules. The awards on these modules gradually accumulate and contribute to 30% or 40% depending on the given programme as set in the curriculum.

• Industrial Training

During the period of industrial training the students are provided with log books where they indicate the tasks they have covered at the work place. The supervisors from the training institutions and together with the supervisors at the workplace assess the students' performance. These results are compiled and submitted to the Board through the training institutions. Since Industrial training contact hours are equivalent to a normal training module, it is marked out of 100% and therefore regarded as whole training module.

• Real Life Projects

The students with the help of their instructors/ lecturers are supposed to identify a problem; they discuss a list of possible alternative solutions, and come up with the most appropriate solution to the problem. They translate the solution into a project with a tangible product to solve the problem. This product should enable the students apply the skills and knowledge studied during that period. They should

discuss the various stages of the project and document the lessons learned, challenges, new ideas and decisions made during the project and finally make presentation at the end of the project. During the assessment of real life project the Board focuses on the students' ability to; exercise team work, blend entrepreneurship, apply knowledge, demonstrate skills, and communicate. Real Life projects are also marked out of 100% since this runs through the entire academic year.

Practical and Theory assessment

This assessment is administered at the end of the year or semester depending on the programme. The test items are developed, moderated and proof read to ensure that entire curriculum is covered, and skill, knowledge and attitude are explored from a student. The practical assessment covers a number of skills which translates in to a tangible product. The theory assessment is scenario based meant to assess the students ability to translate the knowledge and competences acquired during the course of study into workable solutions.

This assessment accumulates and is awarded with 60% or 70% depending on the programme as set in the curriculum.

CBA is conducted by three key players namely; the Training Institutions, the Industry and the UBTEB secretariat. The industry assesses the students' ability to adapt to the work practices and environment as well as bring on board new ideas and innovations. The Training Institutions conduct and compile the course work assessment, the real life projects and assessments of the industrial training. The Board prepares and administers the theory and practical assessments conducted at the end the semester or year depending on the programme.

All the assessments conducted and compiled by the training are submitted to the Board where they are summarized into awards.

The Board participates in the inspection of coursework assessment, real life projects and monitoring of Industrial training to ensure that the training institutions comply with the set rules and regulations and quality assurance. The figure below illustrates the mode of CBA implementation at UBTEB.

Didactical relations in the assessment conducted at UBTEB

This conceptual perspective is drawn from the theory of Hiim and Hippe (1989) of the didactical relationship of the fundamental educational concepts.

To achieve quality assessment, the correlation of the following elements was analysed to show how these elements affect the quality of assessment. In this perspective therefore, Quality assessment can only be achieve if have sufficient learning resources, conducive pedagogical frame work conditions, Clearly stated goals and objectives, clearly outlined content, appropriate teaching and learning processes or methods. The different concepts of the didactical relationship of the fundamental educational concepts are explained below:

• Learning resources

These are things to do with learning materials, tools and equipment. For UBTEB to conduct assessment appropriately the learners should be supplied with enough materials that can support their assessment which is conducted a long side their learning. Therefore, limited resources affected the quality of assessment especially during course work and real life project assessment at the training institutions

- **Pedagogical framework conditions and scope**

These are the conditions under which the teaching and learning takes place. This includes issues such as the time, the ratio of available resources to learners, gender considerations in addition to the learning environment. In many cases these may not be the same for all students all over the country and yet these students are subject to a similar assessment. This affects the quality and fairness of assessment conducted by the board.

- **Goals and objectives**

These are the intended achievements after the training has been conducted. These should be aligned with the needs of the world of work. In an event where these do not match, this will in return not match with the assessment conducted that aims reflecting the needs of the world

of work.

- **Educational content/ subject matter**

The National Curriculum Development Centre developed the content which is written in the modularised sense but in reality it does not reflect the modules as in the case of competence Base Education and Training. It requires the trainers to manipulate the content into the practice required by the world of work. In some instances some training institutions develop their own curricula through duplication of the content developed from the indigenous programmes. Assessment of such content is very complex as a result compromises the quality of assessment.

- **Learning process/ teaching and learning methods**

These refer to the teaching and learning methods and

the techniques applied in the learning environment to facilitate the learning process. These may include project/ problem based, learning stations, group work, simulations, presentations etc. In most cases trainers use the traditional teacher centred methods which cannot promote the skills development of the learners. The failure of the trainers not to appropriately implement the curriculum affect the assessment resulting into high failure rate in the BTNET programmes which should not be happening.

The relational didactics form a foundation on which the Board raises these issues to share and find solutions to enable provision and assessment of Business, Technical and Vocational programmes improve in the country.



KITAGATA FARM INSTITUTE



Vision

A self- sustaining and attractive institution that produces morally and spiritually upright practical graduates.

Mission

To be a centre of excellence in agriculture skills development and innovations.

Motto

We Learn by doing.

Kitagata Farm Institute
P.O Box 12,
Marembo- Sheema

Contact: 0772690918
Email: kitagatafarmi@gmail.com

UBTEB Staff in the Pictures

Celebrating 10 Years of Promoting Competence Based Assessment and Training



UBTEB Staff in the Pictures

Celebrating 10 Years of Promoting Competence Based Assessment and Training



LIST OF ACCREDITED UBTEB EXAMINATIONS CENTRES AS OF 2021

Name Of Institution	Centre No.				
Abia Technical Institute	UBT250	Amugo Agro Technical Institute	UBT066	Bishop Stuart University	UBV008
Abim Technical Institute	UBT207	Ankole Institute Of Business And Vocational Studies	UBB197	Blessed Daniel Comboni Vocational Training School, Padibe	UBT109
Acaba Technical School	UBT060	Ankole Institute Of Business And Vocational Studies	UBT296	Blessed Sacrament Kimaanya Business And Vocational Institute	UBB216
Achievers Professional College	UBT376	Ankole Western Institute Of Science And Technology	UBB126	Bobo Community Polytechnic	UBV003
Achievers Professional College	UBB210	Ankole Western Institute Of Science And Technology	UBV027	Bobo Community Polytechnic	UBT152
Adwoki Technical School	UBT120	Apac Technical School	UBT065	Bombo Technical Institute	BTV527
African International Christian Ministry Vocational Training College	UBT100	Isbat University	BTV522	Bon Institute Of Business And Technology	UBB255
African Ark College Of Management Sciences	BTV296	Arua Technical Institute-Ragem	UBT050	Bremar Business Institute	UBB155
African College Of Commerce (Old)	UBT238	Atiak Technical School	UBT037	Bridge Tutorial College	UBB065
African College Of Commerce And Technology	UBT300	Ave Maria Technical Training Centre	UBT182	Brother Konrad Technical / Vocational Training Centre	UBT191
African College Of Commerce And Technology	UBB193	Ave Maria Vocational Training And Youth Development Centre	UBT188	Bududa Vocational Academy	UBT312
African College Of Commerce (Old)	UBB062	Awach Vocational Skills Training Centre	UBT318	Buganda Royal Institute Of Business And Technical Education	UBT128
African Friends In Need Network. (Afnet) - Mityana	UBT371	Balma College Of Commerce, Technology And Vocational Studies	UBT221	Buganda Royal Institute Of Business And Technical Education-Mengo	UBB077
African International Christian Ministry Vocational Training College	UBB082	Balma College Of Commerce, Technology And Vocational Studies	UBB142	Bugema University Vocational School	UBT135
African International Christian Ministry Vocational Training College	UBV022	Barinyanga Technical School	UBT067	Bugema University Vocational School	UBB006
Agape Of Hope Vtc - Kasese	UBT373	Barlonyo Agro Technical Institute	UBT252	Buhimba Technical Institute	UBT254
Agiermach Technical School	UBT116	Barlonyo Technical And Vocational Institute	BTV535	Bukalasa Agricultural College	UBV032
Ahamed Seguya Memorial Technical Institute	UBT058	Basoga Nsadhu Memorial Technical Institute	UBT253	Bukedea Technical Institute	UBT255
Akalo Comprehensive Technical Institute	BTV517	Bbira Vocational Training Institute	UBT166	Bukomero Technical Institute	UBT256
Akalo Modern Technical Institute	UBT401	Bbira Vocational Training Institute	UBB626	Bukooli Technical Institute	UBT043
Akalo Progressive Technical School	UBT241	Bbowa Community Polytechnic	UBB102	Bukwo Technical Institute	BTV534
Alarm Technical And Peace Building Centre	UBT192	Bbowa Community Polytechnic	UBT146	Bulluge Technical School	UBT181
Albertine Business And Vocational Studies	UBB212	Benedictine Vocational Training And Production Centre.	UBT078	Buloba Business Technical And Vocational Institute	UBB180
Albertine Business Vocational College	UBT304	Bethel Training Institute	UBB203	Buloba Business Technical And Vocational Institute	UBT257
Albright Institute Of Electronic Technology And Management	UBB213	Billington Vocational Training Centre	UBT405	Bumangi Community Polytechnic	UBT237
Alliance Vocational School-Ibanda	UBT219	Birembo War Memorial Technical Institute	UBT174	Bumbire Technical Institute	UBT209
Alliance Vocational School-Ibanda	UBB140	Bishop Angello Negri Vocational Training School	UBT317	Bungokho Rural Development Centre	UBT236
Alpha Training School Kumi	UBT325	Bishop Barham University College	UBV002	Bunyaruguru Vocational College - Rubirizi	UBT232
Amelo Technical Institute	UBT251	Bishop Barham University College	UBB217	Bunyaruguru Vocational College-Rubirizi	UBB147
Amolator Technical Institute.	UBT322	Bishop Ntegyereize Foundation College Of Business And Technical Institute	UBT309	Burama Vocational School	BTV509
				Buramavocational School	BTV509
				Burora Technical Institute	UBT056
				Busega Literacy And Vocational Centre	UBT363
				Busega Literacy And Vocational Centre	UBB238

List Of Accredited UBTEB Examinations Centres As Of 2021

Bushenyi Vocational Dan Memorial Institute	UBT229	Destiny International Business Institute	UBB236	Gables Vocational Training Centre	UBT175
Bushenyi Vocational Dan Memorial Institute	UBB161	Development Studies Centre	UBB195	Gables Vocational Training Centre	UBB137
Busoda Nakyenya Vocational Training Centre.	UBT340	Diocese Of Lango Youth Vocational And Technical Institute	UBT388	Galaxy Institute Of Technology And Vocational Studies	UBT324
Butaleja Technical Institute	UBT018	Djra Comprehensive Vocational School	UBT196	Galaxy Institute Of Technology And Vocational Studies	UBB215
Bweyogerere Vocational Training Centre	UBT353	Dokolo Technical School	UBT034	Gayaza Technical And Skills Development Centre	UBT351
Can Institute Of Professional Studies And Excellence	UBB244	Don Bosco Vocational Training Centre-Bombo	UBT185	Global College Of Business Studies	UBT297
Career Development Institute	UBT364	Dovecote Vocational College -Rubaare	UBT295	Global College Of Business Studies	UBB183
Cavendish University Uganda	BTV051	Dovocote Vocational College-Rubaare.	UBB196	Global Institute Of Information Technology And Business	UBB025
Ccp Vocational Training Institute	UBT164	East Africa Institute Of Learning	UBB248	Global Institute Of Information Technology And Business	UBT314
Christian Children Project Vocational Training Institute-Mbale	UBB087	East African Institute Of Management Science	UBB243	Gombe Community Polytechnic	UBT143
Centenary Community College-Kayunga	UBV011	Eastern Polytechnic-Bugiri	UBB037	Gombe Community Polytechnic	UBB100
Centenary Community College- Kayunga	UBT074	Edith's Home Vocational School	UBT246	Good Choice Vocational And Technical Institute Lira	UBT409
Child Care Technical Institute	UBB151	Embassy Inst Of Business & Technical Studies	BTV504	Great Lakes Institute	UBB160
Childcare Technical Institute	UBT162	Embassy Institute Of Business And Technical Studies-Mbarara	BTV504	Great Lakes Institute	UBV020
Cimel Business And Vocational Institute	UBT349	Engineering Management And Innovation Institute	UBT248	Great Lakes Regional University	UBB234
Citi Community Polytechnic Kyengera	UBB181	Equatorial Institute Of Science And Technology	BTV518	Great Lakes Regional University	UBV006
Citi Polytechnic Kyengera	UBT258	Excel Vocational Training Centre	UBT402	Gulu Business Institute	UBB205
City College Of Business And Technical Studies	UBB207	Excel Vocational Training Centre	UBB257	Gulu Community Vocational School	UBT169
City College Of Business And Technical Studies	UBT308	Father Borghols Vocational Training Institute.	UBT330	Gulu Institute Of Agriculture	UBT319
Clarke International University	UBB275	Fisheries Training Institute	UBV004	Hakitengya Community Polytechnic	UBT154
Col. Nasur Izaruku Amini Memorial Technical Institute	UBT259	Flamino Vocational Training Centre	UBT415	High Learning Institute Of Business Professionals	UBB169
Comboni Technical School	UBT094	Flora Fashion School	UBT366	Hills Of Hope Training Institute	BTV515
Compassion Vocational Centre-Alwa	UBT171	Focagifo Hope Institute	BTV521	Hoima Vocational Skilling Centre	UBT370
Cowa Vocational Training Centre	UBT147	Fortportal Institute Of Commerce	UBB154	Holy Dove Voc S.s - Kinyamaseke	UBT341
Cowa Vocational Training	UBT285	Fountain Head Institute Of Management And Technology	UBT249	Holy Family Technical Institute	UBT355
Crane Media Institute	UBB013	Fountainhead Institute Of Management And Technology	UBV023	Hope Technical Institute	UBT299
Crane Polytechnic Luzira	UBT245	Fountainhead Institute Of Management And Technology.	UBB194	Human Technical Development Training Centre	UBT098
Crane Polytechnic Luzira	UBB015	Fram Vocational School	UBT235	Human Technical Development Training Centre	UBB020
Crane Vocational Institute-Ishaka	BTV408	Fram Vocational School	UBB177	Humanity First Institute Of Information And Technology	UBB011
Crane Vocational Institute Ishaka	UBB182	Friends Of Jesus Business And Technical College	BTV513	Humanity First Institute Of Information Technology	UBT393
Daniel Comboni Technical College	UBT417	Friends Of Jesus Business And Technical College	BTV513	Iace Makerere - Fortportal	UBB084
Daniel Comboni Vocational Institute	UBT099	Friends Of Orphans Vocational	UBT316	Iace, Makerere University	UBB067
Datamine Technical Business School	UBT379	Future Prospects Technical Institute	UBT190	Ibanda College Of Commerce	UBB049
Datamine Technical Business School	UBB240				
Delta Vocational Academy	UBT365				

List Of Accredited UBTEB Examinations Centres As Of 2021

Ibanda Technical School	UBT226	Kabalega College- Masindi	UBB125	Kasese Nursery Teacher's Institute	UBB220
Iganga Technical Institute	UBT013	Kabasanda Technical Institute	UBT021	Kasese Youth Polytechnic	UBT212
Iganga Vocational Training Institute	UBT301	Kaberaimaido Technical Institute	UBT027	Kasodo Technical Institute	UBT041
Iganga Vocational Training Institute	UBB265	Kabira Technical Institute	UBT049	Katakwi Technical School	UBT039
Ihunga Polytechnic Institute	UBT214	Kadogo Community Polytechnic	UBT153	Katonga Technical Institute	UBT210
Ihunga Polytechnic Institute	UBB179	Kadogo Community Polytechnic	UBB107	Kawami Vocational Secondary School	UBB098
Impact Institute Of Technology And Management	UBT403	Kagadi Business Institute	UBB191	Kent Foundation Training Institute	UBT201
Inde Technical School	UBT064	Kagunga Technical School	UBT381	Kent Foundation Training Institute	UBB130
Innovative Institute Of Agriculture, Business And Capacity Building (Iabc)-Arua	UBV021	Kajjansi Vocational Training Institute	UBT359	Kibatsi Technical Institute	UBT079
Institute Of Accountants And Commerce-Arua	UBB170	Kakiika Technical School	UBT061	Kigumba Business And Vocational Institute	UBB245
Institute Of Accountants And Vocational Scholl-Kyotera	BTV508	Kakira Community Technical Institute	UBB113	Kihanda Technical School Karuhinda	UBT110
Institute Of Advanced Leadership-Uganda	BTV536	Kakira Community Technical Institute	UBT165	Kihiihi Community Polytechnic	UBT156
Institute Of Agriculture, Business & Technology	UBV024	Kakoba College Of Computer And Vocational Studies	UBT294	Kihiihi Community Polytechnic Institute	UBT142
Institute Of Business And Vocational Studies -Kabwohe	UBB222	Kakoba College Of Computer And Vocational Studies	UBB120	Kikaaya Vocational School	UBT218
Institute Of Management Science And Technology	UBB254	Kakoba Institute Of Commercial And Technical Studies	UBB164	Kikaaya Vocational School	UBB144
Institute Of Professional Management	UBB223	Kakoba Institute Of Commercial And Technical Studies	UBT223	Kilak Corner Technical Institute	UBT260
Institute Of Professional Studies	UBT360	Kaliro Technical Institute	UBT026	Kimuna Technical Service	UBT354
Institute Of Professional Studies	UBB230	Kalongo Technical Institute	UBT024	Kinoni Technical Institute.	UBT344
Institute Of Social Work And Community Development	UBT313	Kamapala International College	UBB270	Kirigime Vocational Training Institute	UBT382
Institute Of Survey And Lands Management	UBV007	Kamdini Community Polytechnics	UBT337	Kiryandongo Technical Institute	UBT020
International College Of Agricultural Sciences	UBV026	Kammengo Technical Institute	UBT052	Kisakya Maria Vocational And Training Centre	UBT367
International Institute Of Business And Media Studies	UBB094	Kampala College Of Comprehensive Studies	UBT357	Kisomoro Technical Institute	UBT261
International Professions Academy	UBB167	Kampala College Of Comprehensive Studies	UBB228	Kisoro International Vocational Institute	UBT378
International University Of East Africa	UBT397	Kampala Institute Of Vocational Training And Business Studies	UBT262	Kisoro International Vocational Institute	UBB225
International University Of East Africa	UBB256	Kampala Institute Of Vocational Training And Business Studies	UBB208	Kisoro Technical Institute	UBT036
Iriata International Institute Of Management And Leadership	UBB260	Kampala International University	BTV115	Kitagata Farm Institute	UBV013
Ishongororo College Of Skills	UBT338	Kampala Polytechnic Mengo	UBT129	Kitagwenda Technical Institute	UBT231
Iyolwa Technical Institute	UBT042	Kampala Polytechnic Mengo	UBB145	Kitamba Technical And Vocational Institute	UBT284
Jimmy Sekasi Business Institute	UBB188	Kangai Technical Institute	UBT286	Kitara Institute Of Commerce Media And Vocational Studies	UBB018
Jinja Vocational Training Institute	UBT103	Kanyinya Vocational Training Institute	UBT199	Kiteredde Vocational Institute	UBB150
Jobetta Vocational Training Institute	UBT225	Kanyinya Vocational Training Institute	UBB165	Kiterrede Vocational Training Institute	UBT136
Kaabong Technical Institute	UBT205	Kapchorwa Technical Institute	UBT068	Kitgum Agriculture And Vocational Institute	UBV028
Kabale Technical Institute	UBT016	Karera Technical Institute	UBT055	Kitgum Business Institute	UBB128
		Kasawo College Of Business And Technical Institute	UBT358	Kitgum Global Institute Of Professionals	UBB235
		Kasawo College Of Business And Technical Institute	UBB229	Kitgum Technical Institute	UBT022
				Kitgum Unity Vocational School	UBT321
				Kizibawo Vocational Institute	UBT399

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Kizinga Technical School	UBT063	Luyanzi Institute Of Technology	UBB266	Marie Solome Leadership Vocational Training Centre	UBT362
Koboko Technical Institute	UBT145	Lwengo Technical Institute	UBT266	Masindi School Of Journalism	UBB034
Kotido Technical Institute	UBT263	Lyantonde Technical Institute	UBT269	Masulita Vocational Training Centre	UBT123
Kumi Technical School	UBT040	Macedonian Vocational Institute	BTV531	Mbale Municipality Community Polytechnic	UBT149
Kyadondo Business And Technical Institute	BTV529	Magale Institute Of Business Studies	UBB201	Mbale Municipality Community Polytechnic	UBB104
Kyadondo Technical Institute	UBT416	Maganjo Institute Of Career Education	UBB 009	Mbale Municipality Community Polytechnic	UBV017
Kyadondo Technical Institute	UBB272	Maganjo Institute Of Career Education	UBT243	Mbale Secondary And Vocational Institute For The Deaf.	BTV533
Kyamuhunga Technical Institute	UBT054	Majorine Vocational And Business Institute	BTV530	Mbarara Business Institute	UBB158
Kyamulibwa Vocational Training Centre	UBB152	Makerere Business School And Innovations Centre	UBT244	Mbarara Community Institute	UBT283
Kyamulibwa Vocational Training Centre	UBT163	Makerere Business Institute	UBB069	Mbarara Community Institute	UBB019
Kyangyenye Community Polytechnic School	BTV387	Makerere Business School And Innovations Centre	UBV 030	Mbarara Institute For Social Development	UBT220
Kyarusozi Vocational Training Institute	UBT396	Makerere Business School And Innovative Centre	UBB171	Mbarara Institute For Social Development	UBB133
Kyeizoba Technical Institute	UBT264	Makerere Business School And Innovative Centre	UBT244	Mbarara Millenium Business Institute	UBT384
Kyera Agricultural Training College	UBV018	Makerere Business Training Centre	UBB168	Mbarara Millenium Business Institute	UBB241
Kyotera College Of Business Studies	UBB117	Makerere College Of Business And Computer Studies-Rukungiri	UBB124	Mbarara Vocational College	UBT288
Labour College Of East Africa	BTV525	Makerere College Of Business And Computer Studies-Rukungiri	UBT247	Mbarara Vocational College	UBB192
Lady Valeria Vocational And Business College	UBT215	Makerere Institute Of Commerce	UBB251	Mbarara Ymca Clerical Training Institute	UBB135
Lady Valeria Vocational And Business College-Matugga	UBB134	Makerere School Of Commercial And Media Training	UBB021	Mbuye Farm School	UBV019
Lake Katwe Technical Institute	UBT044	Makerere School Of Commercial And Media Training	UBT302	Mengo Technical And Business Institute	UBB211
Liberty College Of Management And Journalism-Hoima	UBB148	Makerere Institute For Social Development	UBB187	Mengo Technical And Business Institute	UBT127
Liberty College Of Management And Journalism-Kasese	UBB178	Makerere Institute Of Professionals	UBB227	Meritorious Biz Technical College	UBB 008
Liberty Institute Of Business And Media Studies-Hoima	UBB163	Makerere University Business School	BTV090	Micah Farm Institute	UBT413
Light College Of Business Studies -Ibando	UBT178	Makerere University, Centre For Lifelong Learning	UBT193	Midland Progressive Technical And Vocational Institute.	UBT335
Light College Of Business Studies	UBB099	Makindye Institute For Social Development	UBT406	Migyera Uwesio Training Institute	UBT167
Light Vocational Institute	UBT230	Mamita Technical And Business Management Institute	UBT342	Millenium Nusiness School	UBB200
Lodonga Polytechnic School	UBT093	Mamita Technical And Business Management Institute	UBB233	Millenium Nusiness School	UBB200
Lokopio Hills Technical Institute	UBT265	Management Institute Of Science And Technology	UBB284	Minakulu Technical Institute	UBT019
Lokung Technical School	UBT216	Management Institute Of Science And Technology	UBV035	Ministry Encourager Comprehensive College	UBT270
Lubega School Of Health Professionals	UBB267	Management Training And Advisory Centre	UBB209	Miryante Vocational School - Kyegewa	UBT372
Lugogo Vocational Training Institute	UBT092	Margherita Training Institute	UBT347	Mityana Agrovet Institute	UBV012
Lumino Community Polytechnic	UBB103	Marie Solome Leadership Vocational Training Centre	UBT362	Mityana Business Institute	UBB078
Lumino Community Polytechnic	UBT148	Marie Solome Leadership Vocational Training Centre	UBB214	Modern Vocational Training Centre-Loro	UBT139
Lutunku Community Polytechnic	UBT150			Molly And Paul Farm School- Kamzinda.	UBT346
Luyanzi Institute Of Technology	UBT414			Monaco Institute Of Business And Computer Science	UBB273
				Morkiswa Community Skill-ing Institute.	UBT271
				Moroto Technical Institute	UBT211

List Of Accredited UBTEB Examinations Centres As Of 2021

Mother Annetta Vocational And Technical Institution	UBT320	Nelko Technical And Vocational Institute	UBT276	Osukuru Skills Development Institute, Tororo	UBB202
Mother Gerine Vocational Training Institute	UBT157	Ngugo Technical School	UBT062	Pacer Community Polytechnic	UBT144
Mountains Of The Moon University	UBB250	Nile Farm School	UBV025	Pag Technical School	UBT158
Moyo Technical Institute	UBT025	Nile Institute Of Management Studies - Arua	UBB089	Paicho Community Vocational School	UBT323
Mt. Heritage Voc College-Mubuku	UBB221	Nile Vocational Institute John Wilson Centre	UBT176	Pajule Technical School	UBT038
Mubende Community Polytechnic	UBB109	Nile Vocational Institute -Bishop Mukasa Centre	UBB149	Pallisa Polytechnic College	UBT383
Mubende Community Polytechnic	UBT155	Nile Vocational Institute Bishop Mukasa Centre	UBT172	Pallisa Skills Training Centre	UBT177
Muhabura Vocational Training Centre	UBT102	Nile Vocational Institute John Wilson Centre-Masaka	UBB176	Papa Keith Vocational Institute	UBB204
Mukono Technical Business Institute	UBT298	Nile Vocational Institute-Njeru	UBT088	Paradigm Institute Of Business And Media Studies	UBB172
Mukono Technical Business Institute	UBB199	Nile Vocational Institute-Njeru	UBB068	Penta- B Vocational Training Institute	UBT407
Mukono Ymca College	BTV086	Nkoko Memorial Technical Institute	UBT208	Penta- B Vocational Training Institute	UBB261
Mukono Ymca Teachers & Commercial College	UBB086	Nkokonjeru Institute Of Commerce	UBB039	Pioneer Technical Institute - Iganga	UBT125
Mulagi Vocational Training Institute	UBT138	Nkumba University	UBT398	Pioneer Technical Institute - Iganga	UBB093
Mulagi Vocational Training Institute	UBB095	Nkumba University	UBB007	Pope Paul Vi Institute Of Catering & Business Studies	UBB044
Multitech Business School	UBT408	Northern Institute Of Business Studies	UBB014	Pope Paul Vi Institute Of Catering And Business Studies	UBT410
Multitech Business School	UBB237	Northern Uganda Youth Development Centre	UBT222	Power Point Business Institute	UBB012
Mummy's Institute Of Beauty, Design & Commercial Studies	UBB136	Nsamizi Training Institute	UBB246	Pride Scholar Vocational Institute	BTV516
Mummy's Institute Of Beauty, Design And Commercial Studies	UBT272	Nserester Vocational School	UBT121	Prime Vocational Institute	UBT282
Munaka Vocational Institute	UBT368	Ntinda Vocational Training Institute	BTV524	Prime Vocational Institute	UBB184
Murole High School Academy	UBT380	Ntungamo Polytechnic Institute Of Applied Science.	UBT339	Professional Advancement Centre	UBB156
Nagwere Technical School	UBT081	Ntungamo Polytechnic Institute Of Applied Science.	UBB218	Rackoko Vocational & Community Resource School	UBT118
Nakapiripirit Technical Institute	UBT206	Nyakatare Technical Institute	UBT023	Raptech Institute Of Business And Technology	UBB016
Nakaseke Technical Institute	UBT273	Nyakibale Ladies Vocational School	UBB190	Redan Business And Vocational Institute	UBB271
Nakawa Institute Of Business Studies	UBB072	Nyamango Technical Institute	UBT277	Rehh Vocational Training Institute	BTV532
Nakawa Vocational Training Institute	UBT104	Nyamitanga Business And Secretarial College	UBB146	Rehh Vocational Training Institute	BTV532
Nakivale Vocational Training Centre	UBT395	Nyamitanga College Of Business Studies	UBB043	River Flow Vocational Training Centre Mukono	UBT356
Nalwire Technical Institute	UBT059	Nyamitanga Technical Institute	UBT031	Rosa Mystica Institute Of Business & Vocational Training	UBB074
Namasale Technical School	UBT080	Oasis Farm Institute	UBT331	Royal Institute Of Business & Technical Education	UBT197
Namasuba College Of Commerce	UBB122	Obette Memorial Technical School	UBT293	Royal Institute Of Business And Technical Education	UBB129
Namataba Technical Institute	UBT274	Obutava Community Vocational School	UBT292	Royal Vocational Training Institute	UBB232
Namisindwa Technical School	UBT057	Obyen Community Polytechnic	UBT161	Rubaga Youth Development Association	UBT170
Namulanda Technical Institute	UBT186	Ogolai Technical Institute	UBT278	Rubanda Technical Institute	UBT130
National Meteorological Training School	UBM008	Olio Community Polytechnic	UBT151	Rubindi Vocational Training Institute	UBT189
Nawanyago Technical Institute	UBT275	Omugo Technical School	UBT070	Rubindi Vocational Training Institute	UBB123
Ndejje University - Faculty Of Engineering	UBT290	Ora Technical Institute-Warr	UBT089		
		Osukuru Skills Development Institute, Tororo	UBT311		

List Of Accredited UBTEB Examinations Centres As Of 2021

Ru-Disciplined Community Polytechnic	UBT217	Soroti School Of Business	UBB269	St. John Bosco Technical Training School	UBT115
Ru-Disciplined Community Polytechnic	UBB143	Spear Motors Apprenticeship Training Centre	UBT087	St. John Paul II Technical Institute	UBT303
Rugando Technical Institute	UBT033	Spice Institute	UBT352	St. Joseph Technical Institute- Kisubi	UBT 004
Ruhaama Trinity Technical Institute	UBT198	Spice Institute	UBB224	St. Joseph Technical Institute, Virika	UBT075
Ruhaama Trinity Technical Institute	UBB268	Ssanje Community Polytechnic	UBT184	St. Joseph Technical School -Kyarubingo	UBT077
Ruharo Vocational Training School	UBT035	Ssesse Farm Institute	UBV016	St. Josephs Mayo Vocational Training Institute	UBT374
Ruharo Vocational Training School	UBB091	Ssinga Vocational Training Institute	BTV511	St. Joseph's Technical School , Gulu	UBT132
Rukore Community Polytechnic	UBT160	St Agnes Biikira Vocational School	UBB119	St. Kizito Technical Institute- Madera	UBT007
Rukungiri Institute Of Management	UBB116	St Joseph Vocational Training Centre-Kamuli	UBT159	St. Kizito Vocational Institute.	UBT334
Rukungiri Technical Institute	UBT069	St Joseph Vocational Training Centre-Kamuli	UBB115	St. Kizito's Technical Institute- Kitovu	UBT029
Rutenga Vocational Training Institute	UBT386	St Ponsiano Technical Centre	UBT202	St. Kizito's Technical School- Mabonwa	UBT086
Rutooma Vocational Training Centre	UBT183	St. Maria Goretti Girls Vocational Training Institute	UBT310	St. Konrad Integrated Vocational School	UBT234
Rwampara Farm Institute	UBV014	St. Agnes Bikira Vocational School	UBT306	St. Lawrence Technical School Anyivu	UBT315
Rwashamaire Vocational Institute	UBT287	St. Andrea Kaahwa Vocational Training Institute	UBB174	St. Lawrence University, Entrepreneurship And Vocational Centre	UBT391
Rwashamaire Vocational Institute	UBB162	St. Andrea Kaahwa Vocational Training Institute	UBT239	St. Lawrence University, Entrepreneurship And Vocational Centre	UBB247
Rweiziringiro Technical School	UBT073	St. Anne Masaka Vocational Training School	UBT289	St. Lwanga Technical Institute Malongwe	UBT072
Rwentaga Farm Institute	UBV015	St. Anne Masaka Vocational Training School	UBB189	St. Maria Goretti Girls Vocational Training Centre	UBB054
Rwenzori Angels Training College (Ratco)	UBT369	St. Anthony Technical And Business Institute Katende	UBT389	St. Maria Technical Institute- Kyengera	UBT111
Rwenzori College Of Commerce	UBB048	St. Anthony's Technical College, Budaka	UBT180	St. Martins Vocational Training Centre	UBT131
Ryakasinga Centre For Higher Education	UBB040	St. Bakhita Vocational Training Centre	UBT203	St. Mary's Technical Institute-Kyamuhunga	UBT124
Sacred Heart Of Jesus- Butebo Vocational Institute	UBT329	St. Bakhita Vocational Training Centre	UBB131	St. Mathias Institute Of Technology And Business	UBT385
Sai Pali Institute Of Technology And Management	UBB239	St. Benedict Technical College Kisubi	UBT194	St. Matia Mulumba Vocational, Jinja	UBT137
Salaama Vocational Education Centre	UBT268	St. Benedict's technical School Kakindo	UBT048	St. Monica Girl's Tailoring Centre	UBT108
Samaria Vocational Training Institute	UBT326	St. Boniface Technical School	UBT404	St. Monica Girls Tailoring School	UBB010
Sasiira Technical Institute Nakasongola	UBT279	St. Bruno Vocational Training School	UBT291	St. Mugagga Narozari Farm School	UBT112
Shalom Vocational Training Institute	UBT348	St. Cecilia Transitory Home.	UBT343	St. Noe's Technical School Kyeziimbire	UBT046
Sheema Training Institute O Profesionals	UBB198	St. Charles Lwanga Technical Institute- Butende	UBT045	St. Peters Bukalagi Technical Institute	UBT076
Shoa Institute Of Hotel Management, Catering , Tailoring & Business Studies	UBB157	St. Claret Vocational Training Institute	UBT227	St. Peters Technical Institute Mubende	UBT030
Shoa Institute Of Hotel Managment, Catering & Business	UBT224	St. Daniel Comboni Polytechnic Naoi	UBT168	St. Victor's Technical & Vocational Institute	UBT140
Shoreline Technical Institute	UBT280	St. Francis Vocational Training School	UBT200	St.dennis Vocational Training Centre	UBT350
Shoreline Technical Institute	UBB186	St. Gabrel's Vocational Institution Wera	UBT327	St.joseph Technical Institute-Butiru	UBT113
Sml School Of Media And Business	UBB264	St. Gerald's Vocational Secondary School.	UBT345		
Soroti Garments Vocational Institute-Kumi	UBT281	St. Gertrude's Girls Vocational School	UBB070		
		St. Jean Marie Muzeeyi Vocational Training Centre	UBT117		

List Of Accredited UBTEB Examinations Centres As Of 2021

St.joseph Vocational Training Institute	UBT400
St.simon Peter Vocational Training Centre	UBT084
St.thereza Vocational Training Centre- Zigoti	UBT101
Standard College Of Business Studies-Kabwohe	UBB073
Stanmore Vocational & Business Institute	UBB166
Star College Of Business And Vocational Studies	BTV432
Star Vocational Polytechnic	BTV505
Taremwa College	UBT242
Taremwa College	UBB121
Tem School Of Beauty And Comprehensive Studies	UBB226
The College Of Business Studies	UBB003
The Uganda Pentecostal University	UBB253
Tororo Technical Institute	UBT082
Tourism And Hotel Training Institute-Kabale	UBB132
Trinity College Of Business And Technical Studies	UBT307
Trinity College Of Business And Technical Studies	UBB206
Trinity Vocational College-Ntungamo	UBB139
Trinity Vocational College-Ntungamo	UBT424
Tripple Star Catering & Hotel Management	UBB231
Truth Vocational And Technical Institute- Lira	UBT332
Twins Wing College - Kilembe - Kasese	UBT377
Ucc Vocational Training Institute	UBB185
Uganda Catholic Management And Training Institute	BTV057
Uganda Childrens Centre Vocational Training Institute	UBT240
Uganda College Commerce - Aduku	UBB030
Uganda College Commerce - Kabale	UBB031
Uganda College Commerce - Pakwach	UBB035
Uganda College Commerce - Soroti	UBB032
Uganda College Commerce - Tororo	UBB058
Uganda Cooperative College Tororo	UBB017
Uganda Cooperative College-Kigumba	UBV005
Uganda Cooperative College-Tororo	UBV010
Uganda Cristian Institute Of Professional Devt	BTV119

Uganda Home Economics Institute	UBT361
Uganda Home Economics Institute	UBB175
Uganda Institute Of Business And Media Studies	UBB080
Uganda Institute Of Information And Communications Technology	BTV143
Uganda Martyr's Technical Institute -Nyarushanje	UBT015
Uganda Martyrs University	UBB252
Uganda Martyrs University	UBT422
Uganda Martyrs Vocational Institution	UBT106
Uganda Martyrs Vocational Institution	UBB022
Uganda Military Engineering College	UBT195
Uganda Rural Development Training Centre	BTV514
Uganda Technical College - Bushenyi	UBT014
Uganda Technical College - Kichwamba	UBT006
Uganda Technical College-Elgon	UBT 002
Uganda Technical College-Kyema	UBT204
Uganda Technical College-Lira	UBT005
Uganda Wildlife Research And Training Institute	UBV029
Umcatt School Of Journalism & Mass Communication	UBB118
United College Of Business Studies-Rukungiri	UBB127
Unity Technical Institute	UBT305
Urlika Institute Of Home Economics	UBT228
Urlika Institute Of Home Economics	UBB159
Van Merode College Of Applied Science And Technology	UBT375
Victoria Business And Secretarial College	UBB055
Victory International College	BTV507
Village Of Hope Vocational School	UBT336
Vision For Africa International Christian College	UBB138
Vision For Africa Vocational Training Institute	UBT213
Vision Institute For Social Development	UBB219
Vocational Training Institute -Soroti	UBB083
Vocational Training Institute-Soroti	UBT105
Vottessa Institute Of Technical Studies	UBT095

Walanga Vocatuional School	UBT328
Wera Technical School	UBT126
Wobulenzi Institute Of Vocational Studies- Luweero.	UBT333
Ymca Comprehensive Institute	UBB024
Ymca Coleege Of Business Studies	UBT390
Ymca College Of Business Studies	UBB042
Ymca Comprehensive Institute	UBT173
Yole Polytechnic Institute-Arua	UBT119
Yole Polytechnic Institute-Arua	UBB028
Ywca Vocational Training Centre	UBT394
Ywca Vocational Training Centre	UBB026
Ywca Vocational Training Institute - Kampala	BTV394
Zollikon Vocational Training Centre Mukono	UBT179
Luwero Diocese Vocational Institute	UBT418
Massio Hill Vocational School	UBT419
Jj Excel College	UBB276
Jj Excel College	UBT420
Makerere Institute Of Commerce And Vocational Studies	UBT421
House Of Mary Hope Of Hope Vocational Training Institute	UBT423
Mbarara Discovery College Of Engineering And Teachers' Education	UBB277
A- One Institute Of Media And Business School	UBB278
Web Info-Net Institute Of Technology	UBB279
Al-Mustafa Islamic College-Uganda	UBB280
Africa Renewal University	UBB281
St. Cecilia Kisubi Domestic Science Institute	UBT425
Kayiwa International University	UBB282
Amstrong Institute Of Business And Information Technology	UBB283
Amstrong Institute Of Business And Information Technology	UBT426
Adolf Kolping Vocational Training Institute	UBT427
Science Institute Of Technology- Gulu	UBB285

PROGRAMMES EXAMINED BY UBTEB

Technical/Vocational Education Programmes

Higher Diploma Programmes

- Higher Diploma in Mechanical Engineering
- Higher National Diploma in Electrical Engineering
- Higher Diploma in Construction (Building & Civil Engineering)
- National Diploma in Refrigeration & Air Conditioning
- National Diploma in Mechanical Engineering
- National Diploma in Electrical Engineering
- National Diploma in Civil Engineering
- National Diploma in Architecture
- National Diploma in Water Engineering
- National Diploma in Ceramics Engineering
- National Diploma in Information & Communication Technology
- Diploma in Telecommunication Engineering
- Diploma in Fashion and Garment design

Advanced Craft Programmes

- Motor Vehicle Technician Course Part II
- Carpentry & Joinery Craft Part II
- Block Laying & Concrete Practice Part II
- Plumbing in East African Countries Craft Part II
- Tailoring & Cutting Garments Craft Part II
- Electrical Installation Craft Course Part III
- Radio, Television & Electronics Technician Course Part II
- Painters & Decorators Craft Course Part II

National Certificates Programmes -Technical

- National Certificate in Woodwork Technology
- National Certificate in Welding

- And Fabrication
- National Certificate in Plumbing
- National Certificate in Automotive Mechanics
- National Certificate in Building Construction
- National Certificate in Electronics Technology
- National Certificate in Electrical Installation Systems And Maintenance
- National Certificate in Machining and Fitting
- National Certificate in Painting and Decorating.
- National Certificate in Fashion and Garment Design.
- National Certificate in Refrigeration And Air Conditioning
- National Certificate In Hotel Management And Institutional Catering
- National Certificate in Cosmetology & Body therapy
- Leather Tanning & Shoe Making Craft Part I
- Pottery & Ceramics Craft Part I
- Agricultural Engineering Mechanics II
- National Certificate in Agriculture
- Certificate in Electrical and Electronics

Uganda Community Polytechnic Certificate Programmes

- Welding and Metal Fabrication
- Motor Vehicle Mechanics
- Block laying and Concrete Practice
- Electrical Installation Practice
- Plumbing and Pipe fitting
- Carpentry and Joinery
- Community Polytechnic Certificate in Agriculture
- Garment Design and Construction
- Fabric and Interior Design
- Food preparation and Processing
- Leather Work & Shoe making
- Business studies (Accounting)
- Business studies (Computer studies)

- Business studies (Secretarial studies)
- Business studies (Store keeping)
- Community Polytechnic Certificate in Agriculture (CPCA)

Business Education And Other Specialised Programmes

- National Diploma in Business Studies
- National Diploma in Purchasing and Supplies Management
- National Diploma in Marketing
- National Diploma in Secretarial Studies
- National Diploma in Accountancy
- National Diploma in Business Management
- National Diploma In Journalism
- National Diploma in Cosmetology
- Uganda Diploma in Business Studies
- Uganda Diploma in Secretarial Studies and Information Management
- Uganda Diploma in Hotel and Institutional Catering
- Diploma in Procurement and Logistics and Management
- National Diploma in Business Studies
- National Diploma in Purchasing and Supplies Management
- Diploma in Records and Information Management
- Commonwealth Diploma in Youths in Development Work
- Diploma in Project Planning and Management
- National Certificate in Business Studies
- National Certificate in Purchasing and Supplies Management
- National Certificate in Marketing
- National Certificate in Secretarial Studies
- National Certificate in Accounting and Finance

PROGRAMMES EXAMINED BY UBTEB

- National Certificate in Business Management
- National Certificate in Cosmetology
- National Certificate in Records and Information Management
- National Certificate in Hotel and Institutional Catering
- National Certificate in Secretarial and Information Management
- National Certificate in Procurement and Supplies Management
- National Certificate in Clearing and Forwarding
- National Certificate in Public Administration and Management
- National Certificate in Social Work Social Administration
- National Certificate in Business Administration and Management
- National Certificate in Secretarial and Office Management
- National Certificate in Records and Archives Management
- National Certificate in Records and Information Management
- National Certificate in Library and Information Science
- National Certificate in Hotel and Institutional Catering
- National Certificate in Computer Engineering and Repair
- National Certificate in Accounting and Finance
- National Certificate in Human Resource Management
- National Certificate in Clearing Forwarding & Shipping Management
- National Certificate in Public Administration and Management
- National Certificate in Entrepreneurship and Business Management
- National Certificate in Social work and social Administration
- National Certificate in Tourism and Hospitality Management
- National Certificate in

- Computing and Information Systems
- National Certificate in Computer Science and Technology
- National Certificate in Computer Engineering
- National Certificate in Journalism and Media Studies
- Certificate in Food science and Nutrition
- Certificate in Petroleum Logistics Management
- National Certificate in Guidance and Counselling
- National Certificate in Information and Communication Technology

Meteorology –Diploma

- Diploma in Agro-meteorology (DAM)
- Diploma in Meteorology (DM)
- Certificate in Meteorology

Wild Life-Diploma

- Diploma in Wildlife & Natural Resource Management (DWM)
- Diploma in Wildlife Tourism Management (DWT)
- Certificate in Wildlife & Natural Resource Management (CWM)
- Certificate in Wildlife Tourism Management (CWT)

Cooperatives

- Diploma in Cooperatives and Business Management
- Certificate in Cooperatives and business management

Fisheries

- Diploma in Fisheries Management and Technologies
- Diploma in Boat Building Technology & Marine Mechanics
- Certificate in Boat Building Technology & Marine Mechanics
- Certificate in Fisheries Management & Technologies

Agriculture

- Diploma in Crop Production

and Management

- Diploma in Animal Production and Management

Physical Sciences

- Certificate in Meteorology
- Diploma in Meteorology
- Diploma in Land Management & Valuation
- Diploma in Cartography
- Diploma in Land Surveying
- Diploma in Physical Planning

All programmes at Certificate and Diploma level take a duration of two years effective Academic year 2018/2019. Programmes examined by UBTEB keep increasing as and when accredited/approved by the nationally mandated Departments and Agencies.

For more information on these programmes and accredited Examination Centres, visit our website; www.ubteb.go.ug

Contact Us

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National Diploma Programs on Semester Basis

Diploma programs	Duration	Tuition
National Diploma in Journalism	2 years	450,000
Diploma in Art and Design	2 years	450,000
National Diploma in ICT (NDICT)	2 years	450,000
National Dip in Secretarial Studies	2 years	430,000
National Dip in Hotels & Catering	2 years	450,000
National Diploma in Tourism Mgt	2 years	450,000
National Dip in Business Admin	2 years	430,000
National Dip in Accountancy	2 years	430,000
National Dip in Fashion Design	2 years	450,000
National Dip in Cosmetology	2 years	450,000
Diploma in Interior Design	2 years	450,000
National Dip in Civil Engineering	2 years	450,000
National Dip in Mechanical Engineering	2 years	450,000
National Dip in Electrical Engineering	2 years	450,000
National Dip in Water & Sanitation Eng	2 years	450,000
National Dip in Architecture	2 years	450,000

Non Formal Training Programs

Cert in Hairdressing	2 years	350,000
Cert in Motor Vehicle Mechanics	2 years	350,000
Specialized Cert in Food Production	2 years	350,000

National Certificates on Semester Basis Programs

Certificate programs	Duration	Tuition
Cert in Child Care & Home Mgt	1 year	350,000
National Certificate in Accountancy/Mgt	2 years	350,000
Cert in Kindergarten & Infant Studies	2 years	350,000
National Certificate in Tourism & Hotel Mgt	2 years	350,000
National Certificate in Catering & Hotels Mgt	2 years	350,000
National Certificate in ICT	2 years	350,000
National Certificate in Journalism	2 years	350,000

National Certificates on Term Basis Programs

National Cert in Electrical Installn & Systems	2 years	300,000
National Cert in Building Construction	2 years	300,000
National Cert in Tailoring & Garment cons	2 years	300,000
National Cert in Hairdressing	2 years	300,000
National in Certificate in Plumbing	2 years	300,000
National Cert in Cosmetology	2 years	300,000
National Cert in Automotive Mechanics	2 years	300,000
Certificate in Art & Design	2 years	300,000
Cert in Kinder & Infant Studies (in-service)	2 years	300,000

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AFRICA RENEWAL UNIVERSITY



SCHOOL OF VOCATIONAL STUDIES

CERTIFICATES

- Plumbing
- Machining & Fitting
- Building Construction
- Electrical Installation & Maintenance
- Automotive Mechanics
- Welding & Metal Fabrication
- Electronics Technology
- Wood Work/Carpentry & Joinery
- Fashion & Garment Design
- Hotel & Institutional Catering
- Painting & Decorating
- Agriculture
- Refrigeration & Air Conditioning
- Information & Communication Technology
- Journalism & Media Studies
- Records & Information Management
- Secretarial Studies
- Accounting & Finance
- Business Administration
- Cosmetology, & Body Therapy (Hair Dressing)
- Computing Maintenance & Repair
- Social Work & Social Administration
- Tourism & Hospitality Management
- Human Resource Management
- Public Administration & Management
- Library & Information Science
- Procurement & Logistics
- Hotel & Institutional Catering
- Guidance & Counseling
- Petroleum Logistics Management
- Science & Technology
- Early Childhood Education

DIPLOMAS (BUSINESS)

- Cosmetology & Body Therapy (Hair Dressing)
- Secretarial & Information Management
- Accountancy
- Hotel & Institutional Catering
- Project Planning & Management
- Secretarial & Office Administration
- Records & Information Management
- Marketing
- Counseling & Guidance
- Accounting & Finance
- Tourism Management
- Public Administration & Management
- Computing & Information System
- Human Resource & Management
- Library & Information Science
- Social Work & Social Administration
- Development Studies
- Children, Youth & Development
- Business Administration
- Procurement & Logistics Mgmt
- Journalism



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