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## MEASURING THE IMPACT OF WORLDSKILLS GLOBAL IMPACT CHALLENGE 2023

Capacity Building Programme, Uganda



*“Be the multipliers of goodness.”*

JOHN NJUGUNA, DON BOSCO TECH AFRICA DEPUTY DIRECTOR.

## ALFRED'S STORY

*"I want to make the process of training fun and appealing to students."*

Alfred has always had a passion for construction, but his own training journey hasn't been easy. He started out doing casual jobs as a journalist and a janitor to fund his studies in civil engineering. He went on to earn a diploma at Kabale University and then was recruited as a construction assistant engineer working on large scale construction projects, like health centres and schools. He decided to devote himself to technical training when he realized he wanted to pass his knowledge on. He says,

*"I felt the call to go and serve other young people and prepare them for the world of work."*

His role as Head of Building Construction at Don Bosco TVET College Kamuli led him to the Global Impact Challenge. The programme has given him new techniques and methods to improve his own teaching, and he plans to use the WorldSkills Occupational Standards as a guide to redefine what a skilled person can do.

*"I am proud to have the opportunity to be a change maker in the industry. I have new goals and a renewed passion."*

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## SECTION ONE: OVERVIEW

*“Skills have the power to change lives and communities, as well as Uganda’s industries and economy. We need education, government, and industry to keep collaborating, to identify the skills needed, and to help more young people access high-quality training.”*

GRACE LUNG, SENIOR MANAGER OF PARTNERSHIP PROGRAMMES,  
WORLDSKILLS INTERNATIONAL.



## FOREWORD

*Our community is built on sharing.*

**“Programmes like the Global Impact Challenge are proven to be very powerful catalysts for change.”**

Amongst our Member countries and regions, our Experts, our Global Partners, and our people, there is so much incredible knowledge and experience. I hear about it from our young Competitors. I see it in our training. And I am surrounded by it when our communities come together for our global conferences and our WorldSkills Competitions.

It is by sharing this knowledge and experience with each other, that we raise the standard of skills and demonstrate what skills excellence looks like.

That’s why capacity building is such a critical part of our global skills movement. This important act of paying it forward means those who have benefitted from training, opportunities, or privilege in the past have a chance to pass on their expertise. It can quickly improve the quality of skills education. It helps ensure that skills training is rooted in the needs of our industries. Most importantly, it means that we can accelerate progress and allow more people to prosper.

Capacity building has become a keystone in our strategy for WorldSkills Africa. Across the continent, we aim to empower and inspire young people and educators to harness the power of skills and create a next-generation workforce who are personally fulfilled and professionally ready to take on the challenges of our world.

That’s why I urge more countries and regions to invest in skills. Programmes like the Global Impact Challenge are proven to be very powerful catalysts for change. You will see from this report how quickly capacity building has improved the way skills are taught and learned, how it instils educators with new confidence, and how it nurtures new ambitions in our students.

WorldSkills will continue to invest in capacity building, and we will continue to engage with exciting Partners like Stanley Black & Decker who believe in capacity building as much as we do. We hope by the time you have read this report you will also be ready to join our community and offer your expertise.

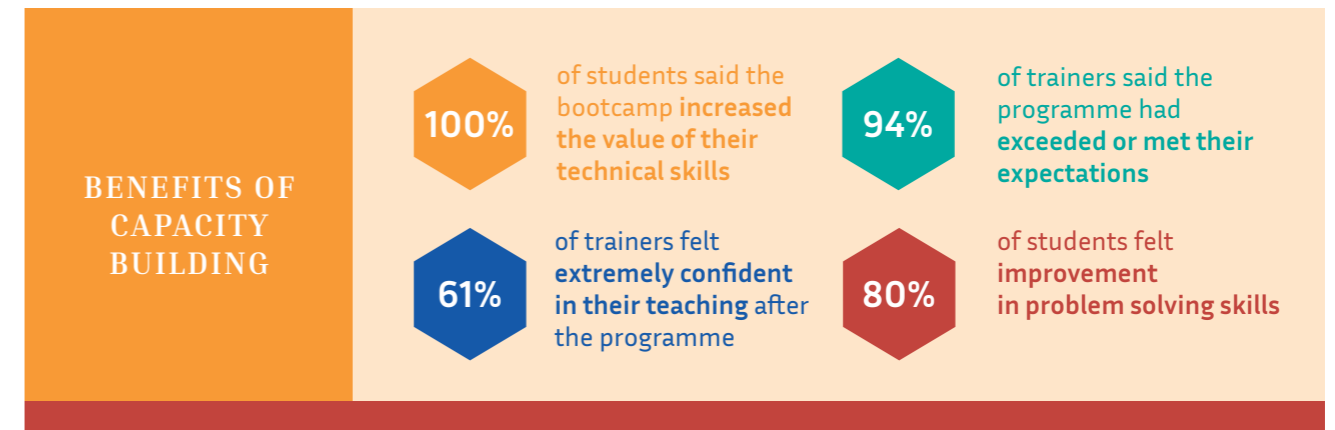
The more of us who can come together and share knowledge like this, the more we can help individuals, communities, and economies thrive.

**DAVID HOEY,**  
CEO of WorldSkills International



## EXECUTIVE SUMMARY

*Creating a cascade effect.*



Capacity building among trainers is proven to lift the level of skills education, and equip young people with a higher level of technical skills. It is why WorldSkills and its Partners, like Stanley Black & Decker, have been investing time and money into on-the-ground training for educators across the world. The Global Impact Challenge in Uganda is a stellar example of the short and longer term benefits that capacity building can have.

The aim of the programme has always been to demonstrate what skills excellence can and should look like, and then help trainers become better at teaching it. Back in May 2022, 30 trainers from Don Bosco Vocational Training Centres in Uganda and 12 trainers from WorldSkills Uganda began their training with WorldSkills Experts who all have global expertise in a number of construction and manufacturing skills. The support ranged from fortnightly coaching to WhatsApp check-ins and quarterly feedback surveys. It explored gaps in the curriculum, new innovations and technologies, and alternative teaching methods. It ended with a three-day bootcamp in Kamuli in May 2023, where the trainers could test their knowledge and improve their technical skills in a real world setting, working with both the WorldSkills Experts and 17 students.

The power of capacity building lies in the cascade effect. These trainers will now return to their technical colleges and share their new knowledge with the students they teach. The students in turn will benefit from more relevant, practical, and up-to-date training and go on to achieve better results. They will not only be better equipped for the next step of their career, but also the challenges that our uncertain future may hold. This was backed up by the 17 students

who attended the bootcamp, and who said that experiencing these new methods of Technical and Vocational Education and Training (TVET) made them feel more positive about their future.

So what’s next? The bootcamp has paved the way for more capacity building programmes in Uganda and across Africa. The needs for skills development are diverse and each region/country needs a bespoke development plan. Capacity building initiative as such is a model that can be built on elsewhere in the world. The learnings from the programme recommend that improved TVET systems will only come when there is greater investment in infrastructure, more skills leaders on the ground, and a greater connection between TVET curriculum and the real world skills that industries need to grow, and that economies need to thrive.

The bootcamp enabled representatives from other TVET institutions and government to identify the gaps between WorldSkills Occupational Standards and the local TVET systems and brainstormed ideas for resolving the current challenges, with Don Bosco Tech Africa leading the way to replicate the model in Africa. Grace Lung, Senior Manager of Partnership Programmes, WorldSkills International, summed the future up when she addressed the bootcamp and said, “It remains important for countries to commit to investing in globally recognized skills programmes like this. Skills have the power to change lives and communities, as well as industries and the economy. So we encourage those of you from education, government, and industry to keep collaborating, to identify the skills you need, and to help more young people access high-quality training.”



**SECTION TWO:**  
*INTRODUCTION TO GLOBAL IMPACT  
CHALLENGE 2023*

*“Skilling is about changing lives. To achieve this, one has to become a master at their skill. It takes total effort of the heart, the soul, and the mind working together in tandem. Skilling in Uganda should focus on the overall change of those involved for creating a lasting impact.”*

DIANA TUMUHIMBISE, PROGRAMMES MANAGER, WORLDSKILLS UGANDA.

## WHY UGANDA AND WHY THE GLOBAL IMPACT CHALLENGE?

*Uganda is committed to developing skills.*

Young people want to improve their skills. In 2022, Onesmus Oyesigye, Executive Secretary of the Uganda Business and Technical Examinations Board (UBTEB), stated that examination enrollments increased to 87,846 across more than 600 centres – more than double the candidates in previous years.

# 87,846

VOCATIONAL EXAMINATION  
ENROLMENTS IN 2022.

This is mirrored by the Ugandan government's commitment to invest in skills which saw spending on Technical and Vocational Education and Training (TVET) as a percentage of its education budget rise from 16% in 2013 to a massive 45% in 2018 as part of its "Skilling Uganda" strategic plan. Skills also feature highly in the government's 2040 Vision document, which makes a commitment to ensure "tertiary education will be devoted to skills development". The country proposes providing labour market-relevant skills to all Ugandans, shifting TVET from "an education sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth."

This renewed focus on skills is paramount for a country that is experiencing the same skills gap seen across the continent. As UNESCO states, "In Africa, the skills gap between higher education preparedness and fast-evolving labour market demands is identified as one of the main challenges for youth employment."

Yes, it's true that Uganda is among the continent's strongest economic growth stories, showing an average yearly growth rate of 5.4% between 2010 and 2019. But its population is growing faster than new jobs can be created. And where new jobs are being created in tourism and the service industry, young Ugandans aren't filling them and instead are working in low-value trades such as food vending or "traditional" agriculture.

Uganda is also a country where young people are in the majority.

# 45%

INCREASED  
SPENDING ON TVET  
AS A PERCENTAGE  
OF UGANDA'S  
EDUCATION  
BUDGET.



Under 25 year olds make up 77% of Uganda's population, yet 68% of younger workers are in low-quality or vulnerable employment because they don't have the skills or education to secure higher-quality jobs in emerging industries.

Uganda's leaders know that change is urgently needed for the country to continue to prosper and for Uganda's youth to feel fulfilled and valued. It is also imperative that the change is sustainable and inclusive to all.

**That's where the Global Impact Challenge comes in.**

The Global Impact Challenge is funded by WorldSkills Global Partner, Stanley Black & Decker, as part of its "Makers Grant" programme that nurtures skills in the construction and manufacturing sectors. These are both growth sectors in Uganda, but equally struggle to find skilled workers because of the limited technical training and equipment available in colleges.

The Global Impact Challenge was designed to empower educators by equipping them with new techniques and knowledge to improve the way they train their students in: Bricklaying, Carpentry, Electrical Installations, Automobile Technology, Plumbing, and Welding. Through close collaboration between WorldSkills Experts and selected trainers from Don Bosco Tech Africa and WorldSkills Uganda, the Global Impact Challenge aimed to:

- Demonstrate what skills excellence looks like in construction and manufacturing
- Create space to exchange knowledge and build technical ability
- Inspire educators to think differently about the way they teach
- Connect training to the needs of the local and regional labour markets
- Support the skills development of more young people and close the skills gap

*"There is optimism that, at long last, more Ugandans are beginning to value TVET."*

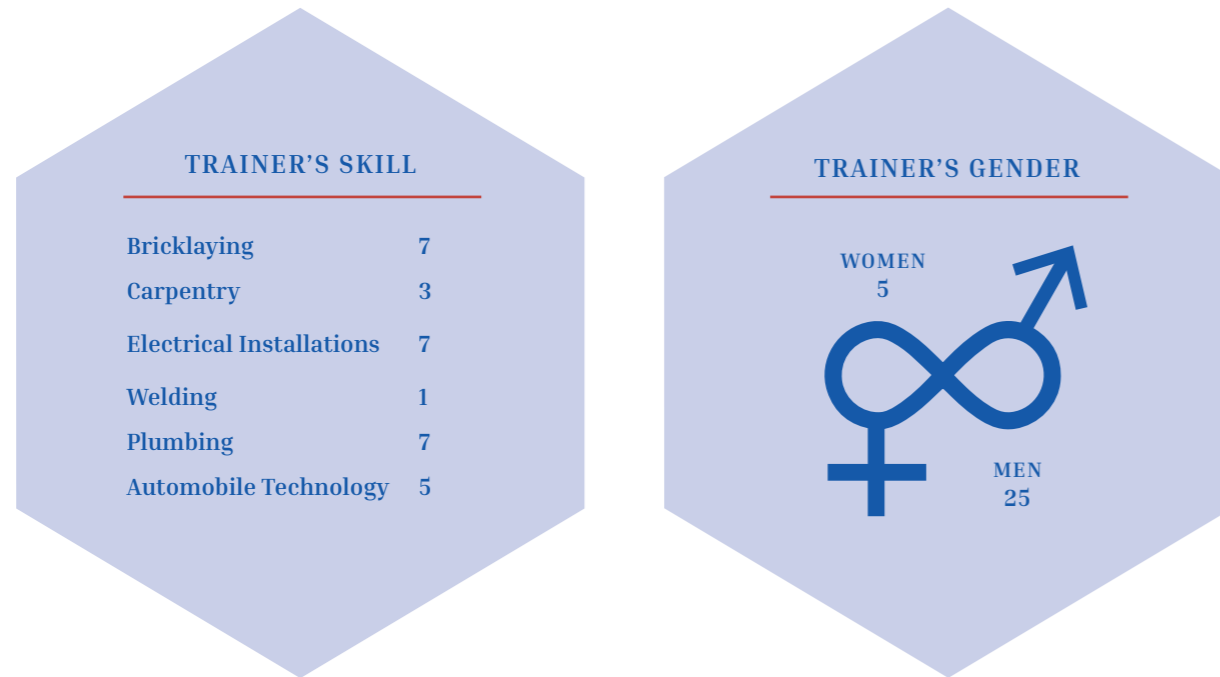
WorldSkills partnered with Don Bosco Tech Africa to design and implement the programme because it has one of the most extensive networks of TVET centres in Africa, with 113 centres in over 34 African countries. Over 40,000 young people from vulnerable backgrounds enrol each year to learn through mentorship and training. Importantly, it is aligned with the vision and goals of WorldSkills as well as Stanley Black & Decker.

This pilot programme invited 30 trainers from Don Bosco Tech Africa and 12 trainers from WorldSkills Uganda to take part in the programme and receive technical mentorship, along with 17 students on whom they could test their new knowledge during the in-person bootcamp. What follows is an overview of the participants, their learning outcomes, and the impact the programme has had on them, now and in the future.



## OUR BOOTCAMP

*We were looking for pioneers for change.*



Of all the trainers who went through the programme, 27 went on to attend the bootcamp in Kumali in May 2023. These figures above reflect the demographics and experience of the bootcamp attendees:

**The Global Impact Challenge programme was to be a springboard to more capacity building projects like it, so it was important we found the right people to take part.**

WorldSkills worked with Don Bosco Tech Africa to reach out to Bombo, Kamuli, and Palabek vocational training centres and source those trainers who could benefit most across six specific skill areas: Bricklaying, Carpentry, Electrical Installations, Welding, Plumbing, and Automobile Technology.

The 30 trainers who took part had all undergone different professional training over previous years through their technical institutions or by working directly within industry. They were keen to join the programme to update their skills, learn about new global ideas and innovations, use new technology, improve their teaching methods, and find new ways to inspire their students.

The selected trainers were assigned a WorldSkills Expert as a mentor. They began the programme in May 2022 with a series of fortnightly one-hour videoconference sessions where the trainer and their skills mentor could discuss the current qualification programmes in Uganda, understand the gaps, and explore possible solutions or share best practices. Outside of these sessions, trainers could keep in touch with their mentor through WhatsApp, and every three months

they were asked to submit a feedback survey to capture and assess their progress, ask any questions, or share their experience of the programme.

One of the sessions was attended by an industry representative to ensure the skills coaching was attuned to Uganda's labour markets and ambitions. Don Bosco Tech Africa, Uganda's Business and Technical Examinations Board (UBTEB), as well as the Directorate of Industrial Training (DIT) were also closely involved to ensure the programme was sustainable and that it built on current national certificates and diplomas.

The programme culminated in a bootcamp at the TVET centre in Kamuli in May 2023 where 27 attended to boost their learning with hands-on training, on site, and exchange knowledge with the WorldSkills Experts in person. Seventeen students were also invited to the bootcamp so our trainers could test out their new skills and teaching techniques in a real world setting. These students were recruited from the same three TVET vocational training centres in Bombo, Kamuli, and Palabek.

## OUR WORLDSKILLS EXPERTS

*Capacity building comes from collaboration.*



**Our overall goal for the Global Impact Challenge is to help the trainers lift the quality of their training so they can, in turn, help their students strive towards skills excellence.**

We recruited six WorldSkills Experts so, as mentors, they could share their global knowledge, techniques, and expertise. Our Experts all have deep sector experience having worked in industry in their respective field. They also have years' worth of experience as WorldSkills Experts for WorldSkills Competitions.

Our Experts worked closely and frequently with the trainers for over a year. The fortnightly videoconference check-ins allowed them to assess the trainers' needs. Part of the discussions were to understand the gap between their current training and WorldSkills Occupational Standards, which acted as a guide to explore potential opportunities and solutions rather than criteria the trainers had to meet.

When surveyed about the programme, the WorldSkills Experts agreed that the strength of the Global Impact Challenge is the sustained and varied way they, as mentors, were able to work with the trainers to build their capabilities. Over the course of the year, they had multiple opportunities to offer advice, discuss techniques, and allow sufficient practice. They shared best practice over video calls, WhatsApp, short films, informative documents, printed materials as well as face to face at the bootcamp.

Much of the work of our WorldSkills Experts is about coaching, encouraging, and sharing. The bootcamp was therefore an important part of the programme so the mentors could see the result of their work. The Experts collectively reflected that it gave them a chance to see the new practical skills they had gained. They also agreed that the programme helped trainers learn about differing international work and gave them an appreciation of how much training can vary from country to country and even region to region. Crucially, the Global Impact Challenge underpinned how important skills are for economic development.

In the same survey, the Experts were keen to talk about the sense of mutual respect and the strong rapport they had with the trainers, who in turn became more interactive and inquisitive. Many of the Experts were pleased to notice that the trainers' ambitions had shifted by the end of the programme and they became more aware of global standards and keen to keep up with training delivery in other countries.

But has the Global Impact Challenge delivered against the expectations of the trainers and students who took part? Read on to find out how they felt about the experience and the impact it has had.



TROY EVERETT, AUSTRALIA  
WorldSkills Expert, Bricklaying



JOAO DA COSTA, NAMIBIA  
WorldSkills Expert, Welding



GRANT PETCH, AUSTRALIA  
WorldSkills Expert,  
Automobile Technology



NICK DU PLESSIS, SOUTH AFRICA  
WorldSkills Expert,  
Electrical Installations



CHINTAN DAIYA, INDIA  
WorldSkills Expert, Plumbing



PAT PHILIPS, UNITED KINGDOM  
WorldSkills Expert, Carpentry





### SECTION THREE: *CHANGES WE SEE NOW*

*“I am proud to have the opportunity to be a change maker in the industry, to be a knowledgeable and highly skilled trainer, and an innovator of new materials and tools.”*

ALFRED NTAGUNGIRA, TRAINER OF BRICKLAYING, DON BOSCO TECH AFRICA.

## BENEFITS FOR TRAINERS

*A valuable, empowering, and joyful experience.*

The Global Impact Challenge has been a resounding success. Each of the trainers felt more motivated and took away lasting skills and memories - from what it felt like to use new tools to having more belief in themselves. Here we explore the five key benefits of the programme.

The data and quotes are taken from pre- and post-bootcamp surveys completed by 18 of the trainers.

### 1 BUILDING ON STRONG FOUNDATIONS

Our trainers share a strong passion for their skills, but their journeys have all been varied. Some qualified through formal education. Some had worked in specific sector areas before transitioning to teaching, while others had been apprentices or interns. They all hoped the programme would improve their skills and knowledge, allow them to meet different individuals,

give them a chance to improve their methods of teaching, and lift their own expertise.

94%

TRAINERS SAID THE BOOTCAMP MET OR EXCEEDED EXPECTATIONS.

Most trainers had specific goals around technical skills. Jesse Ajala, trainer in Plumbing, said the bootcamp allowed him to “learn new technologies on how to solder copper pipes and [understand] how to deal with the

installation of the composite pipes.” But the trainers also valued the broader opportunities that came with the programme. Daisy Kisa, a trainer in Automobile Technology said she valued “friendship and doing things better.”

### 2 FINDING NEW MOTIVATIONS

Our trainers had different motivations for teaching. Some said they were driven by a love of practical, creative work, or a profound passion for their trade. Others wanted to pass on skills and help Uganda’s youth be more resilient. Alfred Ntagungira, a trainer in Bricklaying, shared, “When I was unskilled, life was really hard. Meeting basic needs was a far-fetched dream. I want to transform lives, to enable everyone to be properly skilled and live a decent life.”



*“Skills will never disappoint. Today the job might not be there, but you still have the skill for tomorrow.”*

Yet the Global Impact Challenge still managed to inspire these already-motivated educators. One hundred per cent of trainers said the programme made them feel more motivated in their role. They said they benefited from using new tools and technologies, harnessing current industry knowledge, getting a new certification, being exposed to international standards in their field of skills, and having an opportunity to engage with international experts. They also had the chance to see the students grow in confidence and witness the precision of the WorldSkills Experts. They wanted to strive for the same levels of excellence.

### 3 ENHANCING TECHNICAL KNOW-HOW

By the end of the bootcamp, 9 out of 10 trainers said they felt high levels of technical confidence. By the end of the bootcamp, 59% of trainers scored their technical confidence at the highest level (6) compared to just 17% at the start. They most valued using new tools, having the chance to work to new standards, learning about new technologies, and understanding new methods of assessment around accuracy, safety, and speed of work. They also valued the time spent identifying gaps in the curriculum with their mentors.

Trainers learned to set new goals for themselves - something they said they would value more help with. They also asked for more virtual training, greater exposure to WorldSkills Competitions, and opportunities to build their education abroad. As Jess Ajala, trainer in Plumbing said, “[After] doing practically the installation of composite pipes and CPVC pipes and soldering of copper pipes, [I want to] attend the WorldSkills Competition live to see how things are done.”

### 4 BECOMING CONFIDENT, INSPIRATIONAL TEACHERS

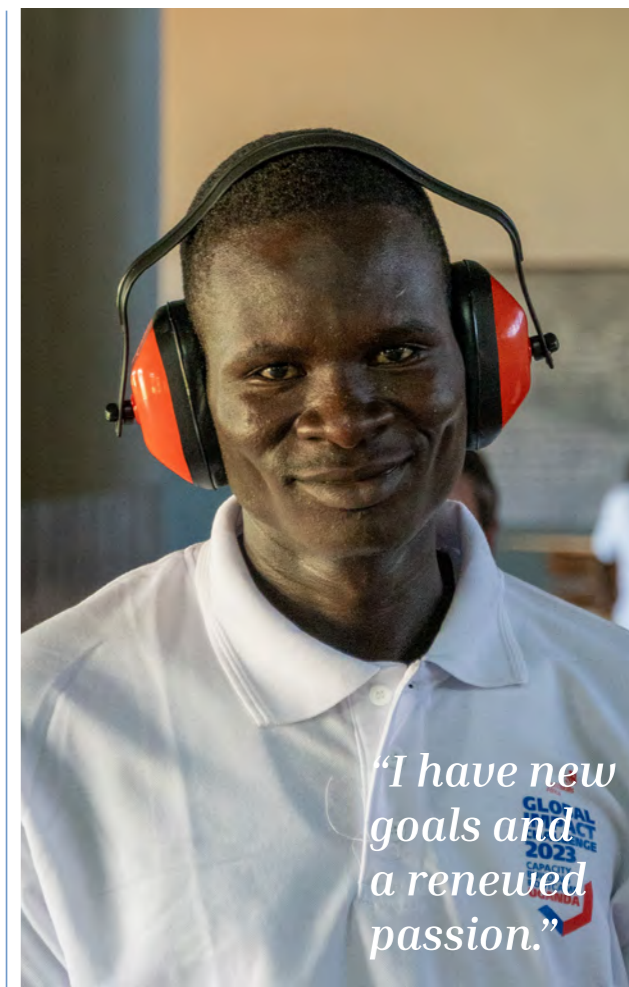
The trainers were already standout individuals in their vocational training centres, so it wasn’t surprising that 72% rated themselves as having good or high levels of personal confidence. But even these went up. By the end of the bootcamp, 41% scored themselves as having the highest levels of personal confidence (6) compared to 28% at the start of the bootcamp.

### 5 LIFTING INDIVIDUAL AND NATIONAL AMBITIONS

Trainers are optimistic about TVET in Uganda and are happy to see a greater emphasis on practical learning in the curriculum and competence certificates being issued regardless of formal education levels. Alfred Ntagungira, a trainer in Bricklaying, said, “Someone who has been practising a skill without stepping in school, and is good at it, is able to apply to be assessed for a Modular certificate or a PAS document. This is what skilling should be about.” But they feel

61%

TRAINERS FELT EXTREMELY CONFIDENT IN THEIR TEACHING AFTER THE PROGRAMME.



there is still room for improvement. They want to see more internships in industry, greater promotion of a diversity of skills in vocational schools, and more government partnerships with vocational schools. But top of the list was the provision of adequate tools and infrastructure.

On a personal level, the trainers hope their new skills will promote independence and self-employment among young people. Sixty one per cent of trainers left feeling extremely confident in their teaching and plan to start by improving the classroom experience for their students. They intend to do more learning through practice, to test their students’ time management, to offer more clear and concise explanations, and to make training fun.

Severino Atwom, a trainer in Automobile Technology shared, “[My teaching will be] learner-centred and students should feel free to share.” They all agreed that the WorldSkills Occupational Standards will be critical in helping them improve their teaching. Alfred Ntagungira, a trainer in Bricklaying, said, “The level of accuracy and excellency from the WorldSkills Experts redefines what a skilled person can do. I intend to train my students in accordance with WorldSkills Occupational Standards and not merely industrial standards.”

## BENEFITS FOR STUDENTS

*A growing sense of value and ambition.*

The 17 students were invited to join the bootcamp to help create a more realistic learning experience for the trainers, as well as having a chance to benefit from the international expertise of our WorldSkills Experts. As Grace Lung, Senior Manager of Partnership Programmes, WorldSkills International, reflects, “Having a different perspective other than their own trainer is something inspiring. The students get to see what’s out there and that aspiration of global standards for their skill is something that we hope they can take away with them.”

Ninety three per cent of students said it met or exceeded their expectations. But what did they learn and what will they take forward for the future? Our survey before and after the bootcamp has revealed three key impact areas:

### 1 VALUING TECHNICAL SKILLS

**100%**  
STUDENTS SAID THE  
BOOTCAMP INCREASED THE VALUE  
OF THEIR TECHNICAL SKILLS.

Many students found their skills through childhood passions or hobbies, while others followed the guidance of teachers or mentors. Friends and families had been a big influence for most, either through the financial support or through their encouragement. A few saw skills as a way to improve their earning potential in industry. Most students said they want to use skills to boost their communities. Ashraph Talemkia, a student in Carpentry, said, “I wanted to solve the problem of shortage of furniture works in Bombo and surrounding areas.” For all students though, the chance to join the Global Impact Challenge and learn more about international skills training was too good to refuse. As Sandra Nagami, a student in Plumbing, reflected, “I was longing to upgrade my course and try new technology from other countries.”

Confidence was high before the bootcamp but this increased. By the end of the week, two-thirds of students (67%) felt extremely confident. The students enjoyed the ability to use new tools, learning to apply their skills to new areas, and learning about

machinery and technology they had never seen before. Importantly, 100% of students said their skills felt more valuable. Derek Nyero, a student in Carpentry, said, “My skills are more valuable to my community because they are mine now to share with others.”



### 2 NURTURING BELIEF IN THEMSELVES

At the beginning of the bootcamp, 60% of students felt extremely confident and this went up to 67% by the end. It was particularly good to see that those who scored themselves as “not at all confident” at the start had increased in some personal confidence by the end. They all gave examples of life skills that they had learned. Eighty per cent felt better at problem solving, 73% felt more creative, and two-thirds (67%) felt more innovative.

**80%**  
STUDENTS WHO  
FELT THEIR  
PROBLEM SOLVING  
SKILLS HAD  
IMPROVED.

The students were clearly energized by the WorldSkills Experts and took inspiration from their behaviour. Sandra Ngami, a student in Plumbing, recalls, “I will remember the concept, love, and endurance rendered to me by my instructor without any expectations in return.” The support from Experts and trainers also gave the students a lot of self-belief in what they too could achieve. Peter Clauer Katwalo, a student in Plumbing, said that he discovered a new “creativity in making things” as well as “new friends”.



### 3 SHIFTING GOALS AND INCREASING ASPIRATIONS

Not only was the bootcamp a game-changer for these students, it was also a goal-changer. Two-thirds (64%) said their goals had shifted as a result of the bootcamp. Gloria Ikirori Bahati, a student in Electrical Installations, said, “I have learned a lot in this bootcamp and my ambition is to become a super diagnostic engineer.” For others, it was about reigniting interest in their studies. Maritah Naigaga, a student in Plumbing, said, “My main goal after coming here [is] I want to upgrade to the diploma level in water engineering. I think the bootcamp has again increased my interest in my course which I am pursuing now.” Some students were inspired to be trainers themselves, while others were simply empowered by the experience. Sandra Ngami, a student in Plumbing, said, “My main ambition is to implement the concept into reality and change my life on my own.” The students agreed they would take their new skills and knowledge and share lessons with their peers. Many of them talked about technical tips and best practices they would pass on. A few had broader advice. Sharif Kaniriri, a student in Electrical Installations, reflected that “I learned that I should plan before tampering with anything” while Peter Clauer Katwalo, a student in Plumbing, said he would encourage his friends “that when doing work, you have to do it neatly and give it enough time.”





## SECTION FOUR: *FUTURE IMPACT*

*“The success of this bootcamp will [...] quickly improve the skills of our technical trainers and enhance their approach to teaching.*

*It will enable the mobility of our trainers to exchange skills and expertise with trainers from other centres.”*

BROTHER JOHN NJUGUNA, DEPUTY DIRECTOR, DON BOSCO TECH AFRICA.

# LESSONS AND RECOMMENDATIONS

## *A springboard to skills excellence.*

**The impact for trainers and students is clear. They are more confident in their skills, have greater self-belief, and a renewed sense of ambition. Trainers are already applying new methods in the classroom and students have started using their knowledge to improve their lives and their local communities. But what of the broader impacts?**

**The Global Impact Challenge is an example of what can happen when you invest in skills. We have put forward recommendations that will make sure this programme becomes a springboard to develop more skills excellence.**

### LESSON 1:

Educators need to be better connected to the needs of industry. For a country's TVET system to respond quickly to the changing needs of the labour market, it needs people who can close the gap between what industry needs and what education delivers. Teachers and trainers, like students, have the potential to flourish if they have the right resources. The OECD states teachers and trainers should have real world sector so they are best placed to create effective capacity building programmes and prepare young people and adults for the labour market.

### RECOMMENDATION 1:

A number of Ugandan trainers could be developed as "skill leaders". These educators would be given the practical skills and knowledge to represent their skill area regionally, and possibly nationally. Within a supportive framework, they would be responsible for identifying critical skills gaps between education and industry and encouraged to nurture those skills that are best placed to accelerate economic and social development. For example, in Uganda, construction accounts for 1.6% of the workforce, or approximately 250,000 people. The Global Impact Challenge review identified two construction skills that were most important for the region — Bricklaying and Plumbing — and made them priority skill areas for the capacity building programme. These new "skill leaders" could undertake a similar skills audit with regional industry representatives to understand current and future needs.

Once the "skill leaders" are identified, they could be supported with regular face to face or online networking events with local industry practitioners

## FUTURE SKILL LEADERS NEEDED

### RESPONSIBILITIES:

- Identify critical skills gaps between education and industry
- Nurture skills that are best placed to accelerate economic and social development

### SKILL LEADERS WILL:

- Gain leading edge practical skills and build deeper industry partnerships through customized work placements
- Be supported with regular face to face or online networking events with local industry practitioners to keep them up to date on skill needs
- Work with WorldSkills and their respective ministries to establish practical skills competitions, workshops, and capacity building programmes.



to keep them up to date on skill needs. As a priority, the "skill leaders" could have customized work placements to gain leading edge practical skills with advanced facilities and techniques, and to build deeper partnerships. They could be connected to international experts through WorldSkills so they learn industry trends and developments. With the support of external funders they could even access practical skills training with international skill experts.

These "skill leaders" could also be well placed to work with WorldSkills and their respective ministries to establish practical skills competitions, workshops, and capacity building programmes. The hope for the future is that the knowledge and practices from capacity building programmes can be passed down and replicated by the trainers in vocational training centres. It is also hoped that this training would have a domino effect on future generations, not only improving the skills of the participants but also igniting a passion for continuous learning and improvement in their respective fields.

### LESSON 2:

**TVET standards may exist but they are not necessarily being followed and don't include the life skills that young people need in employment. It can mean that national curricula and qualifications fall short of the need, often missing assessments around practical tasks or training around broader employability skills.**

### RECOMMENDATION 2:

National curricula and qualifications should be reviewed regularly against industry needs and transversal skills. Ideally this should be done by leading sector experts, relevant ministries, and the relevant national curriculum and assessment bodies. For Uganda this is the Construction Sector Skills Council, the Ministry of Education and Sports, Uganda's Business and Technical Examinations Board (UBTEB) and the Directorate of Industrial Training (DIT). WorldSkills has advised that all these parties are represented on a project action team which will undertake or commission a review of the key national programmes and qualifications, starting with two occupational areas.

**77%**  
UNDER 25 YEAR OLDS  
AS A PERCENTAGE OF UGANDA'S  
POPULATION.

This approach offers a couple of key benefits. It allows a country to check the currency of the content and ensure it meets future needs, and it ensures transversal skills are embedded within the programmes so young people have the broader skills to enter and thrive in their chosen profession. The WorldSkills Occupational Standards can be a valuable starting point as they represent global skills excellence and are aligned to industry's needs. Once standards are integrated in curricula and qualifications, the action team should also review how assessments are made, and put a strong focus on practical assessments alongside knowledge assessments. International TVET assessment specialists can also offer support here.

### LESSON 3:

**Inadequate infrastructure and resources are a barrier to skills excellence. Not having the right tools or the right space to carry out practical skill demonstrations can be restrictive for trainers and students. In the case of Uganda, the Global Impact Challenge identified that the country currently depends on resources better suited to academic or theoretical learning. This can deliver content knowledge about jobs and occupations, but not actual skilled performance.**

### RECOMMENDATION 3:

A successful TVET system depends on quality infrastructure that meets the need for knowledge, skills, and competences. More practical equipment and materials are necessary, along with more research on local training and workplace practices. An audit of facilities, equipment, and tools available in regional training centres or colleges can help identify strengths and gaps, including resource sharing opportunities. International skills can be valuable here as they can provide an infrastructure inventory to support the audit.









The audit may reveal that a region or country needs to strengthen its infrastructure, potentially by reviewing where and how skills may be taught and learned across colleges and workplaces. Building a quality infrastructure will require fresh thinking as well as additional funding.

The audit and investment should be between what industry needs and what education delivers. Teachers and trainers, like students, have the potential to flourish if they have the right resources. The OECD states teachers and trainers should have real world sector capacity building programmes to ensure trainers are confident in using new equipment and tools. Trainers should be advised to continuously hone their skills and competencies, and keep themselves updated with the latest tools and technologies. Once again the WorldSkills Occupational Standards can support this.

## ACKNOWLEDGEMENTS

*We are stronger, together.*

Skills excellence is only something we can achieve when we work as a team, and a very special team came together to create our first Global Impact Challenge. Our thanks must go to:

-  All our Global Impact Challenge trainers and students, for coming with us on this journey and giving your all to the programme.
-  The six WorldSkills Experts, who volunteered their time and shared your expertise with professionalism, passion, and energy. Your spirit of collaboration and sense of fun was vital to the success of the programme.
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## MARITHA'S STORY

Maritha knows the value of skills and she has sought our knowledge throughout her young life. As a teenager, she was involved in Namawendwa Youth Champions Club, where she learned how to make shoes and soap. Her excellent grades and determination in her studies earned her a scholarship to Nalongo Secondary School Kamuli. But it was a chance conversation with students of the technical college in Kamuli that made her dream of becoming a water engineer. She says,

**“They described how skills had improved their life and earning potential.”** Being accepted on the course led her to the Global Impact Challenge bootcamp which she says has helped her **“learn how to interpret a plan from an idea into a reality.”** In fact, Maritha has already been able to use her skills in her community. She shares, **“Just recently, our borehole was not working. They were looking for an engineer who could repair it. I was able to go and repair it, and now it is working.”** The experience has made Maritha even more determined to pursue her diploma studies in water engineering and realize her dream.

**“My ambition is to fit into this competitive world. Each and every day the technology is changing.”**



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