



**BUILDING CAPACITY OF VET PROVIDERS
IN WEST - NILE AND NORTHERN UGANDA**

Work Package 2: State of Art of VET System in Agriculture sector in Uganda, gap analysis with VET systems in EU and Uganda's Labour Market Needs

Research and Labor market analysis Final Report



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Document description	This report presents the consolidated findings of Work Package 2 of the B-VET: Building Capacity of VET Providers in West-Nile and Northern Uganda project. It combines the results of desk research conducted in four partner countries, Uganda, Spain, Greece, and Cyprus, with field research carried out exclusively in Uganda. The desk research maps the policies, governance structures, curricula, and labour market alignment of agricultural VET systems, while identifying transferable best practices from EU programme countries. The field research in Uganda gathered insights from online survey responses, a stakeholder focus group, and targeted interviews, providing a comprehensive view of the sector's strengths, challenges, and gaps. The report offers a comparative analysis, highlights best practices, and formulates evidence-based recommendations to inform curriculum development (WP3) and policy proposals (WP5), ultimately aiming to enhance the relevance, quality, and impact of agricultural VET in Uganda.		

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1. Introduction

1.1 Background of the B-VET Project

The Building Capacity of VET Providers in West-Nile and Northern Uganda (B-VET) project is a 36-month initiative co-funded by the European Commission under the ERASMUS-LS programme. It aims to strengthen the Technical and Vocational Education and Training (TVET) system in Uganda's agricultural sector by improving its quality, relevance, and responsiveness to labour market needs.

The project brings together partners from Uganda and EU programme countries Spain, Greece, and Cyprus, promoting mutual learning and transfer of best practices. The overarching objective is to align Uganda's VET system with international standards while ensuring adaptability to local socio-economic realities.

1.2 Objectives of the Research

Work Package 2 - State of the Art of the VET System in the Agricultural Sector in Uganda serves as the evidence-building phase of the project. Its main objectives are to:

- Map the current structure, policies, and practices of Uganda's agricultural VET system.
- Compare Uganda's VET system with those in EU programme countries.
- Identify gaps in governance, curriculum, technology integration, and labour market alignment.
- Gather stakeholder perspectives through desk and field research to inform curriculum adaptation and policy improvement.

1.3 Scope of the Study

The research focuses on both formal and non-formal agricultural VET pathways in Uganda, examining governance structures, policy frameworks, curriculum content, delivery methods, participation rates, and systemic challenges.

Comparative desk research was conducted in Spain, Greece, Cyprus, and Uganda, while field research was carried out exclusively in Uganda. Field activities included an online survey with 351 responses, one multi-stakeholder focus group, and targeted interviews.

1.4 Target Groups

The research engaged and is relevant to a broad range of stakeholders, including:

- TVET institutions: administrators, educators, and students from agricultural training centres.
- Government ministries and agencies: representatives from education, agriculture, labour, and related sectors.
- Civil society organisations (CSOs): NGOs and community groups supporting agricultural training and rural development.
- Private sector actors: agribusinesses, cooperatives, and employers of VET graduates.
- Community members: farmers, rural youth, and beneficiaries of agricultural training programmes.

These groups were both sources of data and intended beneficiaries of future curriculum and policy improvements.

1.5 Methodology and Approach

A mixed-methods approach was applied, combining:

- Desk Research: Review of recent literature, policy documents, institutional reports, and case studies from all four partner countries.
- Field Research in Uganda: Primary data collection through an online survey, focus group discussion, and interviews with diverse stakeholder groups.
- Validation Process: A multi-stakeholder review meeting to ensure the accuracy, relevance, and applicability of findings.

Data were collected using harmonised tools designed by CSI with input from Ugandan partners, enabling both qualitative and quantitative analysis.

2. Desk Research Findings

2.1 Uganda

(The content here is a summary of the original desk research, keeping its original structure. While the full research will be included in the final report)

WHAT IS THE CURRENT STRUCTURE AND GOVERNANCE OF VOCATIONAL EDUCATION AND TRAINING (VET) SYSTEMS IN THE AGRICULTURAL SECTOR?

Uganda's agricultural VET system is overseen mainly by the Ministry of Education and Sports, supported by the Directorate of Industrial Training and the Ministry of Agriculture. It includes formal institutions offering diplomas, competency-based modular training, apprenticeships, and Recognition of Prior Learning (RPL) pathways. Private sector partnerships and development agencies enhance practical skills and curriculum relevance. Despite challenges like staffing gaps and limited outreach, reforms emphasize competency-based education, digital skills, and stronger industry links to boost youth employment and align training with market needs for sustainable agricultural growth.

WHAT ARE THE KEY POLICIES AND REGULATIONS GOVERNING AGRICULTURAL VET AT THE NATIONAL LEVEL?

Uganda's agricultural VET is guided by key policies like the TVET Policy (2019), BTVET Act (2008), and the Uganda Vocational Qualifications Framework (UVQF), focusing on competency-based education, quality standards, and industry alignment. The National Agricultural Policy (2020) and National Development Plans emphasize skills development, digital integration, and public-private partnerships. Challenges include limited funding, weak industry links, and infrastructure gaps. Strengthening collaboration, modernizing curricula, and increasing investments are crucial to fully leverage agricultural VET for economic growth, food security, and rural development by 2040.

HOW IS AGRICULTURAL VET INTEGRATED INTO NATIONAL EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES?

Uganda integrates agricultural VET within national plans like the National Development Plan III and Uganda Vision 2040, focusing on competency-based training, digital skills, and agribusiness development. Governance involves ministries of Education, Agriculture, and regulatory bodies coordinating curricula, certification, and extension services. Workforce integration includes internships, apprenticeships, and innovation hubs fostering entrepreneurship. Despite policy progress, challenges such as funding shortages, weak industry links, and vocational stigma persist. Future priorities emphasize digitalisation, stronger public-private partnerships, entrepreneurship, and the establishment of a unified TVET Council to boost agricultural productivity and youth employment sustainably.

WHAT ARE THE ELIGIBILITY CRITERIA FOR ENROLLMENT IN AGRICULTURAL VET PROGRAMS?

In Uganda, enrollment in agricultural VET programs requires completion of at least Primary Leaving Examinations (PLE) or Uganda Certificate of Education (UCE), with flexible entry via Recognition of Prior Learning (RPL) for those without formal qualifications. The Uganda Vocational Qualifications Framework (UVQF) structures academic levels from entry to diploma, allowing modular progression. Candidates typically must be 15 years or older, with adult learners supported through specialized

programs. Governance involves multiple agencies ensuring quality and alignment with labor market needs. Challenges include limited rural access, high costs, and societal stigma, with future focus on financial aid, infrastructure expansion, digitalisation, and stronger public-private partnerships.

WHAT IS THE LEVEL OF PARTICIPATION IN AGRICULTURAL VET AMONG DIFFERENT DEMOGRAPHIC GROUPS (E.G., YOUTH, WOMEN, RURAL POPULATIONS)?

Participation in Uganda's agricultural Vocational Education and Training (VET) shows significant disparities. Youth comprise 78% of VET enrolments but only 42% in agricultural programs, with lower rates in Northern regions due to conflict and infrastructure gaps. Women, who make up 76% of the agricultural workforce, account for just 29% of agricultural VET enrolments, limited by cultural norms and financial barriers. Rural populations face challenges from distance, poor infrastructure, and lower literacy, while persons with disabilities experience very low inclusion due to inaccessible facilities. Addressing financial, social, and regional barriers is key to equitable participation.

WHAT ARE THE MAIN BARRIERS PREVENTING INDIVIDUALS FROM ACCESSING AGRICULTURAL VET (E.G., FINANCIAL, GEOGRAPHICAL, CULTURAL, TECHNOLOGICAL)?

Access to Agricultural Vocational Education and Training (VET) in Uganda faces significant barriers. Financial constraints, including high tuition fees and opportunity costs from lost farming income, limit participation, especially for rural youth and women. Geographically, many rural learners travel long distances to poorly equipped training centers, with inadequate infrastructure worsening access. Cultural norms, such as gender roles and the low social status of agriculture, deter especially women from enrolling. Technological barriers, like limited internet access and low digital literacy, further restrict access to modern training methods. Overcoming these requires targeted financial aid, infrastructure investment, gender-sensitive policies, and improved digital inclusion.

WHAT ARE THE KEY SUBJECTS AND SKILLS COVERED IN AGRICULTURAL VET CURRICULA?

Uganda's agricultural VET curricula focus on core technical subjects including crop production (land preparation, irrigation, pest control, climate-smart practices), livestock management (breeding, disease prevention, One Health), and agro-processing (post-harvest techniques, food safety, value addition). Agribusiness skills cover marketing, financial literacy, farm management, and cooperative development to enhance market access and income. Sustainable agriculture topics include climate-smart agriculture, organic farming, and sustainable water and soil management. Cross-cutting skills emphasize ICT use in agriculture and practical training through demonstration farms and industrial placements, boosting employability and entrepreneurship in rural communities.

HOW DOES AGRICULTURAL VET INCORPORATE PRACTICAL, HANDS-ON LEARNING EXPERIENCES (E.G., APPRENTICESHIPS, INTERNSHIPS, WORK-BASED LEARNING)?

Agricultural VET in Uganda strongly integrates practical learning through apprenticeships, internships, work-based learning, and farm-based demonstrations. At least 60% of training is practical, exposing students to real agricultural settings to build technical skills and entrepreneurial

mindsets. Apprenticeships provide on-the-job training with experienced farmers, while internships in agro-enterprises improve employability. Demonstration farms offer hands-on experience in sustainable farming. Digital tools also support blended learning. However, challenges like limited private sector partnerships, underfunding, and curriculum-industry mismatch affect the quality and reach of practical training.

TO WHAT EXTENT DO AGRICULTURAL VET PROGRAMS INTEGRATE MODERN TECHNOLOGY AND DIGITAL TOOLS INTO TRAINING?

Uganda's agricultural VET increasingly incorporates digital tools like e-learning platforms, mobile apps (e.g., AgroMarketDay), GIS, drones, and precision agriculture technologies to enhance training relevance and productivity. About 35% of institutions use blended digital learning, mainly in urban areas. Mobile apps improve access to advisory services, though smartphone penetration and digital literacy remain low in rural regions. Mechanization and digital finance tools are also introduced, but high costs and limited infrastructure restrict adoption. Key challenges include poor ICT infrastructure, digital skills gaps among trainers and students, low uptake of advanced technologies, and inconsistent policy support, limiting full integration of modern tech in agricultural training.

HOW WELL DO AGRICULTURAL VET PROGRAMS ALIGN WITH THE NEEDS OF THE LABOR MARKET AND THE AGRICULTURAL INDUSTRY?

Uganda's agricultural VET programs increasingly align with labor market demands through competency-based curricula, practical training, and strong industry partnerships. Emphasis on agribusiness, mechanization, and entrepreneurship supports employability and rural economic growth. However, gaps remain in modern mechanization training, emerging digital technologies, and regional access disparities, especially in Northern Uganda. High tuition and limited infrastructure restrict rural youth participation. To improve alignment, enhanced public-private partnerships, integration of advanced technologies, regional training centers, scholarships, and continuous employer feedback are essential for preparing graduates to meet Uganda's evolving agricultural sector needs.

WHAT PARTNERSHIPS EXIST BETWEEN VET INSTITUTIONS AND THE AGRICULTURAL SECTOR (E.G., GOVERNMENT AGENCIES, PRIVATE AGRIBUSINESSES, COOPERATIVES)?

Agricultural VET in Uganda benefits from strong partnerships with government agencies (like MAAIF, MoES, and NARO), private agribusinesses (e.g., Pearl Dairy, Mukwano Group), and cooperatives (such as UNFFE). These collaborations support curriculum development, practical training, funding, and apprenticeships, linking education closely to industry needs. Despite progress, challenges include limited funding, weak coordination, and low adoption of modern technologies. Strengthening these partnerships through investment, policy support, and innovation is vital for producing job-ready graduates and promoting rural economic growth.

HOW DO AGRICULTURAL VET PROGRAMS ADDRESS EMERGING CHALLENGES SUCH AS CLIMATE CHANGE, SUSTAINABLE FARMING, AND DIGITAL TRANSFORMATION?

Uganda's agricultural VET integrates Climate-Smart Agriculture (CSA), sustainable farming, and digital tools to tackle climate change and promote innovation. Curricula include conservation tillage, agroforestry, drought-resistant crops, and water-efficient technologies. Digital literacy, GIS, mobile apps, and VR are used to enhance farm management and market access. Despite progress, challenges like limited infrastructure, funding, and digital skills among trainers persist. Addressing these gaps through investment, policy support, and partnerships is vital to prepare graduates for climate resilience, sustainable practices, and technology-driven agriculture, supporting Uganda's rural transformation and food security goals.

2.2 Spain

(The content here is a summary of the original desk research, keeping its original structure. While the full research will be included in the final report)

WHAT IS THE CURRENT STRUCTURE AND GOVERNANCE OF VOCATIONAL EDUCATION AND TRAINING (VET) SYSTEMS IN THE AGRICULTURAL SECTOR?

Spain's agricultural VET system features five progressive qualification levels, combining flexible learning with dual VET models that integrate classroom and workplace training. Governance follows a tripartite model involving public authorities, employers, and trade unions, supported by advisory and coordination bodies like the CGFP and Fundae. Specialized rural schools (EFA) play a key role in delivering practical agricultural education. Despite reforms, challenges remain, including low formal VET completion among farm owners (4%), emphasizing the need for greater professionalization and generational renewal in Spain's agricultural sector.

WHAT ARE THE KEY POLICIES AND REGULATIONS GOVERNING AGRICULTURAL VET AT THE NATIONAL LEVEL?

Spain's agricultural VET is guided by a strong policy framework including the Organic Law on Qualifications and Vocational Education and Training (LOCFP), the Spanish Qualifications Framework (MECU), the Vocational Training Modernization Plan, and the EU-aligned Common Agricultural Policy (CAP) Strategic Plan. Governance involves the Ministries of Education and Agriculture, regional authorities, and INCUAL for qualification standards. Key challenges include keeping VET aligned with industry changes, attracting youth, and securing resources. Opportunities lie in digitalization and expanding dual training models to ensure a skilled, adaptable agricultural workforce.

HOW IS AGRICULTURAL VET INTEGRATED INTO NATIONAL EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES?

Spain integrates agricultural VET within national education and workforce development through a coordinated policy framework aligned with occupational standards and labor market needs. Governance involves the Ministries of Education and Agriculture plus regional authorities, ensuring programs address both national quality and local agricultural contexts. Strong employer involvement helps align training with employment demands, supporting lifelong learning and career mobility. Challenges include keeping pace with sector innovations, attracting youth, and securing funding. Future focus is on flexible, digitalized training to prepare a skilled, adaptable workforce for a sustainable agricultural sector.

WHAT ARE THE ELIGIBILITY CRITERIA FOR ENROLLMENT IN AGRICULTURAL VET PROGRAMS?

Agricultural VET enrollment in Spain depends on academic qualifications and age: Basic VET requires completion of early secondary education (ages 15–17), Intermediate VET needs secondary education or Basic VET diploma (age 16+), and Higher VET demands a Bachillerato or related VET qualification (age 16+). Alternative access includes entrance exams and recognition of prior learning. Governance involves national and regional authorities plus schools managing admissions. Challenges include raising awareness, updating curricula, and funding. The system promotes inclusivity and lifelong learning to prepare a skilled agricultural workforce.

WHAT IS THE LEVEL OF PARTICIPATION IN AGRICULTURAL VET AMONG DIFFERENT DEMOGRAPHIC GROUPS (E.G., YOUTH, WOMEN, RURAL POPULATIONS)?

Participation in agricultural VET in Spain varies widely: youth enrollment is low at 36.6%, below the EU average, with employment rates also lagging. Women are underrepresented, managing only 19% of farms in some regions and receiving fewer CAP payments. Rural populations face accessibility barriers due to limited infrastructure, prompting targeted initiatives like digital literacy training. Persons with disabilities have low representation in intermediate and higher VET levels. Addressing these disparities through inclusive policies and investment is essential to develop a skilled, diverse agricultural workforce.

WHAT ARE THE MAIN BARRIERS PREVENTING INDIVIDUALS FROM ACCESSING AGRICULTURAL VET (E.G., FINANCIAL, GEOGRAPHICAL, CULTURAL, TECHNOLOGICAL)?

Access to agricultural VET in Spain is hindered by multiple barriers. Financial constraints include high training costs and limited credit access. Geographical challenges arise from rural-urban disparities and poor infrastructure limiting rural participation. Cultural barriers, especially gender inequality, reduce women's involvement. Technological issues like the digital divide restrict access to e-learning, particularly for rural and older learners. Institutional barriers include complex enrollment processes and rigid curricula. Overcoming these requires improved funding, decentralized training, digital inclusion, and gender-sensitive policies to ensure equitable access for all.

WHAT ARE THE KEY SUBJECTS AND SKILLS COVERED IN AGRICULTURAL VET CURRICULA?

Spain's agricultural VET curricula combine technical knowledge, agribusiness, sustainability, and cross-cutting skills. Core subjects include crop production, livestock management, and agro-processing. Agribusiness topics cover marketing, financial literacy, and cooperative management. Sustainable practices focus on climate-smart agriculture, organic farming, and water-soil conservation. Cross-cutting skills emphasize ICT use, teamwork, entrepreneurship, and occupational risk prevention. This comprehensive approach equips students with practical and managerial skills essential for a competitive, sustainable, and modern agricultural sector.

HOW DOES AGRICULTURAL VET INCORPORATE PRACTICAL, HANDS-ON LEARNING EXPERIENCES?

Spanish agricultural VET integrates practical learning through Dual VET apprenticeships, mandatory internships, and hands-on training at demonstration farms. Apprenticeships blend classroom and real-world work in farms and agribusinesses, while internships provide exposure to modern agricultural practices. Demonstration farms enable applied learning in sustainable farming and innovation. Digital tools like e-learning and precision farming software also enhance training. Challenges include rural partnership gaps, funding disparities, and the need to update curricula for new agricultural trends. These combined methods ensure learners gain essential practical skills for the evolving agri-food sector.

TO WHAT EXTENT DO AGRICULTURAL VET PROGRAMS INTEGRATE MODERN TECHNOLOGY AND DIGITAL TOOLS INTO TRAINING?

Spanish agricultural VET programs increasingly incorporate digital tools like e-learning platforms, mobile apps, GIS, drones, and precision agriculture technologies. Training covers smart farming, modern machinery operation, and digital agribusiness skills including e-commerce and farm management software. These integrations aim to enhance practical skills and align education with sector innovations. However, challenges remain, such as infrastructure gaps in rural areas, the need for digital skill development among students and teachers, high costs of advanced tech, and uneven regional implementation. Despite this, technology adoption in agricultural VET is steadily advancing.

HOW WELL DO AGRICULTURAL VET PROGRAMS ALIGN WITH THE NEEDS OF THE LABOR MARKET AND THE AGRICULTURAL INDUSTRY?

Spanish agricultural VET programs align increasingly with labor market needs via updated curricula, strong industry partnerships, and practical training, including digital agriculture tools. Entrepreneurship is well integrated, supporting rural business creation. However, gaps persist in training on advanced mechanization and emerging technologies like AI and blockchain. Regional disparities limit rural access, especially for women. Recommendations include expanding dual training, modernizing equipment, enhancing teacher skills, and improving rural access through scholarships and mobile solutions. Progress is evident, but full alignment requires addressing technology integration and regional inequalities.

WHAT PARTNERSHIPS EXIST BETWEEN VET INSTITUTIONS AND THE AGRICULTURAL SECTOR (E.G., GOVERNMENT AGENCIES, PRIVATE AGRIBUSINESSES, COOPERATIVES)?

Spain's agricultural VET partnerships involve government agencies (MEFP, MAPA, INIA-CSIC), private agribusinesses (John Deere, Florette, Bayer), and cooperatives (Cooperativas Agro-alimentarias). Collaboration includes dual VET programs, curriculum development, internships, and technology donations. Initiatives like Agroinnpulso and Escuelas Agrarias Digitales enhance digital skills and sustainability training. Challenges remain in rural access to high-tech resources, coordination gaps, and low SME and women's participation. Strengthening equity, SME involvement, and digital access can further improve partnerships.

HOW DO AGRICULTURAL VET PROGRAMS ADDRESS EMERGING CHALLENGES SUCH AS CLIMATE CHANGE, SUSTAINABLE FARMING, AND DIGITAL TRANSFORMATION?

Spanish agricultural VET integrates climate-smart agriculture, sustainable farming, and digital tools to tackle environmental and technological challenges. Over 120 centers teach water-saving irrigation, agroforestry, and carbon management, while 43% of programs focus on circular economy and renewable energy. Digital upgrades include drone use, GIS, AI, and VR training. Despite progress, rural infrastructure gaps and limited teacher training hinder implementation. Greater private sector engagement and expanded digital resources are essential to prepare future farmers for climate resilience and technological innovation.

2.3 Greece

(The content here is a summary of the original desk research, keeping its original structure. While the full research will be included in the final report)

HOW DO AGRICULTURAL VET PROGRAMS ADDRESS EMERGING CHALLENGES SUCH AS CLIMATE CHANGE, SUSTAINABLE FARMING, AND DIGITAL TRANSFORMATION?

Spain's agricultural VET integrates climate-smart practices, sustainable farming, and digital innovation. Over 120 centers train students in water-efficient irrigation, agroforestry, and carbon management. Nearly half of programs teach circular economy principles and renewable energy use. Digital initiatives provide drones, GIS, IoT sensors, AI, and VR simulations to thousands of learners. Despite advancements, rural infrastructure gaps, limited teacher training, and low private sector involvement remain challenges. Expanding digital resources, improving instructor skills, and strengthening partnerships are key to equipping future farmers for environmental and technological demands.

WHAT ARE THE KEY POLICIES AND REGULATIONS GOVERNING AGRICULTURAL VET AT THE NATIONAL LEVEL?

Spain's agricultural VET framework is shaped by national and EU strategies prioritizing skills matching, sustainable agriculture, and digital transformation. Core policies include the Strategy for Labour Force Upskilling (Law 4921/2022), the Common Agricultural Policy 2023–2027, and the Farm

to Fork Strategy, all aligning with Green Deal targets. Measures focus on eco-schemes, organic farming expansion, pesticide and antimicrobial reduction, and digital innovation. Funding supports rural revitalization, young farmers, and gender equality. Additional frameworks—Biodiversity, Bioeconomy, and Greece 2.0—promote environmental resilience, innovation, and modernization through education, advisory services, and targeted investments.

HOW IS AGRICULTURAL VET INTEGRATED INTO NATIONAL EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES?

Through the Strategy for labour force Upskilling and connection to the labour market of the Greek Public Employment Service (DYPA) and the National Labour Force Skills Development System

WHAT ARE THE ELIGIBILITY CRITERIA FOR ENROLLMENT IN AGRICULTURAL VET PROGRAMS?

In Greece, Agricultural VET is state-regulated and available at upper secondary, post-secondary, and tertiary levels, combining school- and work-based learning. Entry typically requires completion of lower secondary education (Gymnasio, age 15+). Upper secondary VET (EPAL) is open to graduates of general education, adults, and employees under 18. Post-secondary apprenticeships and IEK programmes require an EQF level 4 certificate or upper secondary graduation. Higher professional schools admit learners via national or specific exams. Continuing vocational training is open to adults without strict entry barriers, with pathways ensuring flexibility and progression across levels.

WHAT IS THE LEVEL OF PARTICIPATION IN AGRICULTURAL VET AMONG DIFFERENT DEMOGRAPHIC GROUPS (E.G., YOUTH, WOMEN, RURAL POPULATIONS)?

Greek agriculture is dominated by older workers (56% over 55, only 7% under 40) and men (68%), though female participation has risen by 34% since 2010. Most farmers (94%) rely on practical experience, with very low formal training rates. Younger farm managers are more likely to have training. Holdings are mostly small-scale, limiting modernization. Participation in lifelong learning is low (3.5% in 2022), below EU averages. VET graduates are younger than the EU average but represent only 22% of first-time graduates, indicating limited engagement by youth in agricultural VET.

WHAT ARE THE MAIN BARRIERS PREVENTING INDIVIDUALS FROM ACCESSING AGRICULTURAL VET (E.G., FINANCIAL, GEOGRAPHICAL, CULTURAL, TECHNOLOGICAL)?

In Greece, access to Agricultural VET is hindered by outdated infrastructure, insufficient technical support, and limited teacher training in digital tools. Rural areas face connectivity gaps, reducing accessibility. High youth unemployment and weak school-to-work transitions lower VET's attractiveness. Age disparities persist, with younger farmers more likely to have training than older ones. Low alignment with labour market needs, limited social partner involvement, and below-EU-average automation further restrict opportunities. Despite efforts like Model EPALs, digital transformation plans, and upgraded labs, technological and structural barriers continue to limit widespread participation in Agricultural VET.

WHAT ARE THE KEY SUBJECTS AND SKILLS COVERED IN AGRICULTURAL VET CURRICULA?

In Greece, Agricultural VET spans secondary, post-secondary, and higher education, offering qualifications in food processing, crop and livestock production, horticulture, agronomy, and forestry. Key subjects include food technology, dairy and beverage processing, animal husbandry, irrigation, organic farming, and agribusiness management. Higher education expands into oenology, agroecology, sustainable crop production, greenhouse technologies, and agricultural economics. Skills developed cover technical expertise, sustainable practices, entrepreneurship, and product value addition. Practical training, apprenticeships, and research opportunities ensure graduates combine theoretical knowledge with hands-on experience, addressing both traditional agriculture and modern agrifood industry needs.

HOW DOES AGRICULTURAL VET INCORPORATE PRACTICAL, HANDS-ON LEARNING EXPERIENCES (E.G., APPRENTICESHIPS, INTERNSHIPS, WORK-BASED LEARNING)?

In Greece, Agricultural VET integrates practical training through apprenticeships, internships, and workplace learning. EPAL graduates can complete a one-year apprenticeship (EQF level 5) combining weekly lab sessions with four days of paid work in companies. EPAS and VTS/ESK offer two-year programmes blending school-based learning with workplace practice. IEK programmes include a mandatory six-month internship. Apprentices receive nearly full minimum wage and insurance, gaining real-world skills, familiarity with labour rights, and industry experience, while employers benefit from trained future workers. This dual approach bridges education and employment, enhancing employability and aligning skills with labour market needs.

TO WHAT EXTENT DO AGRICULTURAL VET PROGRAMS INTEGRATE MODERN TECHNOLOGY AND DIGITAL TOOLS INTO TRAINING?

Greek Agricultural VET integrates modern technology through precision farming, smart greenhouses, soil and water management innovations, and integrated pest management, promoting sustainability and efficiency. Practices include GPS, drones, IoT systems, and automated controls. High Nature Value farming supports biodiversity, while cooperatives, clusters, and contract farming enhance collaboration, innovation, and market access. Training also covers certification schemes, biotechnology, and agri-food processing, supported by EU projects and specialized MSc programs. These initiatives equip learners with advanced technical skills, foster innovation, and align agricultural practices with environmental, economic, and technological advancements.

HOW WELL DO AGRICULTURAL VET PROGRAMS ALIGN WITH THE NEEDS OF THE LABOR MARKET AND THE AGRICULTURAL INDUSTRY?

Greece's Agricultural VET aligns with labor market needs through the National Labour Force Skills Development System, guided by Law 4921/2022. Key bodies—Governmental Committee, National Labour Force Skills Council, Scientific Committee, DYPA, and Social Partners—collaborate to forecast skills demand, update curricula, and support re-skilling and upskilling. Data-driven policies are

informed by the Labour Market Diagnosis Mechanism and Skills Forecasting Mechanism. Annual reports and cooperation with KSEK ensure adaptation to market trends. Partnerships with public/private stakeholders and EU networks strengthen alignment, promote innovation, and address emerging agricultural and digital skill needs.

WHAT PARTNERSHIPS EXIST BETWEEN VET INSTITUTIONS AND THE AGRICULTURAL SECTOR (E.G., GOVERNMENT AGENCIES, PRIVATE AGRIBUSINESSES, COOPERATIVES)?

Greece's Agri-Food VET partnerships involve ministries (Labour, Education, Rural Development, Economy), public bodies (DYPA, EOPPEP, ELGO-DIMITRA), higher education institutes, and innovation hubs like DigiAgriFood. Collaboration extends to private VET institutions, certification bodies (e.g., TÜV HELLAS), agritech firms (e.g., AGENSO), non-profits (New Agriculture New Generation), and educational pioneers like the American Farm School. Initiatives such as Regenerative Farming Greece promote sustainable practices. These partnerships align training with labour market needs, foster innovation, and enhance digital and green transitions in the agricultural sector.

HOW DO AGRICULTURAL VET PROGRAMS ADDRESS EMERGING CHALLENGES SUCH AS CLIMATE CHANGE, SUSTAINABLE FARMING, AND DIGITAL TRANSFORMATION?

Through the implementation of the following strategy:



Figure 1: Aims and Axes of the National Strategy for Labour force Upskilling and Connection to the Labour Market, Source: Strategy for labour force Upskilling and Connection to the labour market Update 2023, DYPA.

2.4 Cyprus

(The content here is a summary of the original desk research, keeping its original structure. While the full research will be included in the final report)

WHAT IS THE CURRENT STRUCTURE AND GOVERNANCE OF VOCATIONAL EDUCATION AND TRAINING (VET) SYSTEMS IN THE AGRICULTURAL SECTOR?

Cyprus's agricultural VET system aligns with EU and national labor needs through a five-level framework from preparatory to tertiary education, including practical and theoretical training in agriculture. Governance involves the Ministry of Education, Ministry of Agriculture, the Human Resource Development Authority, and Post-Secondary VET Institutes. Programs like the New Modern Apprenticeship and organic horticulture diplomas combine hands-on learning with theory. Lifelong learning and sustainability projects enhance skills and innovation. Despite challenges in perception and alignment with market needs, government investments and EU support aim to modernize and improve agricultural VET.

WHAT ARE THE KEY POLICIES AND REGULATIONS GOVERNING AGRICULTURAL VET AT THE NATIONAL LEVEL?

Cyprus's agricultural VET is governed by national policies aligned with EU standards, focusing on labor market needs, sustainability, and quality education. The Ministry of Education and HRDA lead VET strategy, integrating the National Qualifications Framework (CyQF) with the European Qualifications Framework (EQF) for standardization. Quality assurance is ensured by CYQAA. Lifelong learning, sustainable farming practices, and strong collaboration between VET institutions and the agricultural industry underpin the system. These coordinated efforts promote relevant, high-quality training responsive to evolving agricultural and environmental challenges.

HOW IS AGRICULTURAL VET INTEGRATED INTO NATIONAL EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES?

Agricultural VET in Cyprus is integrated into national education and workforce plans through coordinated efforts led by the HRDA, which aligns training with labor market needs and promotes lifelong learning. The CAP Strategic Plan 2023–2027 supports VET via training, young farmer initiatives, and innovation. Lifelong learning emphasizes digital and green skills for agricultural workers. Collaborative governance among ministries, educational institutions, and industry ensures relevant curricula and responsive training. This integration equips the agricultural workforce to adapt to evolving challenges and supports sustainable rural development.

WHAT ARE THE ELIGIBILITY CRITERIA FOR ENROLLMENT IN AGRICULTURAL VET PROGRAMS?

Agricultural VET in Cyprus offers multiple entry points based on education level and age. Preparatory Apprenticeship (EQF Level 2) targets 14–16-year-olds who left school early. Core Apprenticeship (EQF Level 3) requires completion of lower secondary education or preparatory apprenticeship, for

those under 18. Upper secondary STVE programs need lower secondary completion. Post-Secondary Institutes (PSIVET) require a secondary diploma and possible entrance exams. Continuing VET serves adults 18+ with flexible criteria. Veterinary medicine demands strong science backgrounds and language proficiency. This tiered approach ensures accessible pathways aligned with labor market needs.

WHAT IS THE LEVEL OF PARTICIPATION IN AGRICULTURAL VET AMONG DIFFERENT DEMOGRAPHIC GROUPS (E.G., YOUTH, WOMEN, RURAL POPULATIONS)?

Participation in agricultural VET in Cyprus is low among youth, with only 15.6% enrolled in vocational programs due to perceptions of agriculture and urban migration. Women represent about 23% of vocational students but face traditional role barriers and limited decision-making involvement. Rural populations, closely tied to agriculture, have limited formal VET participation because of accessibility, financial constraints, and education levels. Initiatives like targeted training, flexible courses, and mobile learning aim to improve inclusion and engagement across these demographic groups.

WHAT ARE THE MAIN BARRIERS PREVENTING INDIVIDUALS FROM ACCESSING AGRICULTURAL VET (E.G., FINANCIAL, GEOGRAPHICAL, CULTURAL, TECHNOLOGICAL)?

Access to agricultural VET in Cyprus is hindered by financial costs, limited access in rural areas, cultural stigmas about agriculture, and technological gaps like poor internet connectivity. Women and youth face additional challenges due to traditional gender roles and social perceptions. Institutional weaknesses and policy gaps also limit inclusivity. Addressing these barriers requires financial aid, decentralized education, cultural awareness campaigns, improved digital infrastructure, and inclusive policies to make agricultural VET accessible and attractive for all demographic groups.

WHAT ARE THE KEY SUBJECTS AND SKILLS COVERED IN AGRICULTURAL VET CURRICULA?

Agricultural VET in Cyprus covers core subjects such as crop and plant sciences, animal husbandry, agricultural engineering, sustainable agriculture, business management, and IT in farming. The curricula develop essential skills like technical proficiency, problem-solving, communication, adaptability, and ethical awareness. Practical experience through internships and fieldwork is integral, linking theory with real-world agricultural challenges. This comprehensive approach ensures graduates are prepared for modern, sustainable, and technologically advanced agriculture, supporting the sector's growth and environmental stewardship.

HOW DOES AGRICULTURAL VET INCORPORATE PRACTICAL, HANDS-ON LEARNING EXPERIENCES (E.G., APPRENTICESHIPS, INTERNSHIPS, WORK-BASED LEARNING)?

Agricultural VET in Cyprus integrates practical learning through apprenticeships, internships, and work-based learning. The modern apprenticeship system combines on-the-job training with classroom instruction, while internships—often supported by international programs like

Erasmus+—provide real-world experience. Work-based learning aims to link education with industry needs, although challenges remain in business participation. Continuous cooperation between schools and employers is key to ensuring quality practical training. These hands-on experiences are vital for developing the skills necessary for employment and advancement in the agricultural sector.

TO WHAT EXTENT DO AGRICULTURAL VET PROGRAMS INTEGRATE MODERN TECHNOLOGY AND DIGITAL TOOLS INTO TRAINING?

Agricultural VET in Cyprus increasingly integrates modern technology such as precision agriculture, data analysis, and farm management software into curricula. Online and blended learning methods, along with simulation and virtual reality tools, enhance practical skills training. Challenges include infrastructure gaps, the need for ongoing teacher training, and ensuring equal access to digital resources. Despite these hurdles, the adoption of digital tools improves education quality and better prepares students for a technology-driven agricultural sector.

HOW WELL DO AGRICULTURAL VET PROGRAMS ALIGN WITH THE NEEDS OF THE LABOR MARKET AND THE AGRICULTURAL INDUSTRY?

Agricultural VET programs in Cyprus align closely with labor market needs through curricula developed with input from industry and government stakeholders. They cover modern practices and technologies like precision agriculture, ensuring graduates are employable. Practical training via internships and apprenticeships strengthens industry connections and skill application. However, challenges remain, including limited employer involvement in program design and the need for ongoing curriculum updates to match evolving agricultural trends. Enhancing collaboration and regularly revising curricula will improve the alignment and relevance of VET programs to industry demands.

WHAT PARTNERSHIPS EXIST BETWEEN VET INSTITUTIONS AND THE AGRICULTURAL SECTOR (E.G., GOVERNMENT AGENCIES, PRIVATE AGRIBUSINESSES, COOPERATIVES)?

Agricultural VET in Cyprus relies on strong partnerships among government agencies, private agribusinesses, cooperatives, and educational institutions. The Ministry of Agriculture and bodies like the Agricultural Research Institute guide curriculum and offer research support. Private companies provide practical training and innovative products, while cooperatives facilitate knowledge sharing and support EU-funded projects. International initiatives, such as Erasmus+ projects, further strengthen collaboration by promoting sustainability and innovation. These partnerships ensure VET programs remain industry-relevant, support sustainable agriculture, and improve graduate employability through combined expertise and resources.

HOW DO AGRICULTURAL VET PROGRAMS ADDRESS EMERGING CHALLENGES SUCH AS CLIMATE CHANGE, SUSTAINABLE FARMING, AND DIGITAL TRANSFORMATION?

Agricultural VET in Cyprus integrates climate-smart agriculture and sustainability into curricula to tackle climate change impacts like water scarcity and soil degradation. Projects like TAKEOFF provide training on environmentally friendly farming and environmental footprint calculation. Digital transformation is embraced through smart farming tools (IoT), updated infrastructure, and educator resources such as the “Digital VET Trainer” manual. Collaboration between educational institutions, government, and international partners supports these efforts. These combined initiatives prepare learners with the skills needed for sustainable, technology-driven agriculture, addressing current and future sector challenges effectively.

2.5 Comparative analysis

This report provides a comparative analysis of the agricultural Vocational Education and Training (VET) systems in Uganda, Spain, Greece and Cyprus. It aims to identify common strengths, challenges, and opportunities to inform policy-making, program design, and collaboration for enhanced agricultural education and workforce development.

Structure and Governance

Uganda:

- Centralized under the Ministry of Education and Sports and Ministry of Agriculture.
- Mix of formal institutions, competency-based modular training, apprenticeships, and RPL pathways.
- Heavy involvement of development agencies and private sector partnerships.

Greece:

- VET under Ministry of Education with collaboration from the Ministry of Rural Development and Food.
- Dual system integrating classroom and on-the-job training.
- Strong regional governance with national coordination bodies.

Cyprus:

- Managed by the Department of Technical and Vocational Education (DTVE) under Ministry of Education.
- Vocational schools combined with apprenticeships and workplace learning.
- Smaller scale, centralized approach with regional adaptations.

Spain:

- Tripartite governance model involving public authorities, employers, and trade unions.
- Includes dual VET with classroom and workplace training, plus specialized rural schools (EFA).
- Strong regional authorities’ role in governance and delivery.

Policies and National Frameworks

Uganda:

- TVET Policy (2019), BTVET Act, Uganda Vocational Qualifications Framework (UVQF).

- Emphasis on competency-based education, quality standards, digital skills, and public-private partnerships.

Greece:

- Governed by national education laws and EU frameworks.
- Emphasis on apprenticeship reform and integration with labor market needs.

Cyprus:

- Follows national vocational education policies aligned with EU priorities.
- Focus on technical skills, entrepreneurship, and lifelong learning.

Spain:

- Organic Law on Qualifications and Vocational Education (LOCFP), Spanish Qualifications Framework (MECU), and CAP Strategic Plan.
- Strong focus on modernization and digitalization within a European context.

Enrollment Criteria and Participation**Uganda:**

- Entry after Primary Leaving Exam or Uganda Certificate of Education, with flexible RPL options.
- Youth dominate VET but lower agricultural enrollment; women underrepresented.

Greece:

- Secondary education completion needed; apprenticeships attract youth.
- Challenges with attracting young people to agriculture and gender balance.

Cyprus:

- Similar secondary education requirements; structured vocational schools and apprenticeships.
- Smaller rural population, limited scale participation.

Spain:

- Multiple levels from basic to higher VET with flexible access routes.
- Low youth participation and women's enrollment in agriculture; rural access issues.

Curriculum and Skills Development**Uganda:**

- Focus on crop and livestock production, agro-processing, agribusiness, and climate-smart agriculture.
- Emphasizes ICT and entrepreneurship skills.

Greece:

- Covers modern agricultural techniques, environmental management, and mechanization.
- Strong practical component with work-based learning.

Cyprus:

- Balanced technical knowledge and practical skills, with entrepreneurship and ICT.
- Limited focus on advanced technologies due to scale.

Spain:

- Comprehensive curriculum covering technical, agribusiness, sustainability, and digital skills.
- Includes precision farming and climate-smart agriculture.

Practical Learning and Apprenticeships**Uganda:**

- 60% practical training via apprenticeships, internships, farm demonstrations.
- Challenges with private sector linkages and infrastructure.

Greece:

- Strong dual system combining classroom and workplace training.
- Apprenticeships coordinated regionally, but funding and partnerships sometimes weak.

Cyprus:

- Apprenticeships and school-based practical training combined.
- Smaller scale but focused on hands-on learning.

Spain:

- Extensive dual VET apprenticeships, internships, and demonstration farms.
- Use of digital tools to enhance practical skills.

Integration of Technology and Digital Tools

Uganda: Growing use of e-learning, mobile apps, GIS, drones; still limited by infrastructure and skills gaps.

Greece: Use of modern agricultural machinery, some digital farming tech; slow but progressing.

Cyprus: Limited but increasing adoption of ICT in agriculture education.

Spain:

- Advanced integration of digital platforms, precision agriculture, AI, and e-learning tools.
- Regional disparities in tech access.

Alignment with Labor Market Needs

Uganda: Increasing alignment through competency-based curricula and entrepreneurship focus. Gaps in mechanization and advanced tech training.

Greece: Moderate alignment with industry needs; struggles with youth engagement and tech adaptation.

Cyprus: Adequate alignment given smaller scale; entrepreneurship emphasized.

Spain: Strong industry partnerships, dual training, but regional inequalities and tech gaps persist.

Challenges and Barriers

Aspect	Uganda	Greece	Cyprus	Spain
Financial	High costs, limited funding	Funding constraints	Moderate funding challenges	Training costs, funding gaps
Geographical	Rural access, poor infrastructure	Regional disparities	Small island challenges	Rural-urban divide
Cultural	Gender norms limit women	Youth disinterest, gender gaps	Limited scale, youth interest	Gender inequality, low youth
Technological	Poor digital infrastructure	Slow tech adoption	Emerging ICT use	Uneven digital infrastructure

Partnerships

Uganda: Strong collaboration with government, private agribusinesses (e.g., Pearl Dairy), and cooperatives (UNFFE).

Greece: Partnerships with ministries, local businesses, and farming cooperatives.

Cyprus: Cooperation with government and few private sector players; smaller scale.

Spain: Extensive partnerships involving government bodies, multinational agribusiness firms, cooperatives, and innovation programs.

Addressing Emerging Challenges

Uganda:

- Curriculum includes climate-smart agriculture, drought resilience, digital literacy.
- Infrastructure and training gaps remain.

Greece: Focus on sustainable farming and environmental protection integrated in training.

Cyprus: Sustainable agriculture and entrepreneurship embedded in programs.

Spain: Advanced integration of climate-smart practices, circular economy, digital transformation.

Summary

Country	Strengths	Weaknesses	Opportunities
Uganda	Strong policy framework, competency-based training, growing digital adoption	Infrastructure, gender gaps, funding, rural access	Digital expansion, PPPs, entrepreneurship growth
Greece	Dual system, regional governance, apprenticeship model	Youth engagement, funding, tech adoption	Modernization, better industry links
Cyprus	Focused, practical training, ICT emerging	Small scale, limited advanced tech	Scale-up, stronger partnerships

Country	Strengths	Weaknesses	Opportunities
Spain	Comprehensive, advanced digital & sustainability focus, tripartite governance	Regional inequalities, youth and women participation, tech gaps	Digitalization, expanded dual training, gender inclusion

3. Best Practices in Agricultural VET

The table below presents best practices in Agricultural VET from Spain and Greece, including case studies and successful models for potential replication in Uganda.

Best Practice	Description	Key Features	Relevance to Uganda
Dual VET Model in Agricultural Training (General and Advanced) – Spain https://www.eavicar.com/	Integration of theoretical learning with practical training in agricultural companies. Strengthens the link between education and the labor market. Example: Escuela Agraria VÍcar in Almería offers Agricultural Production and Landscape and Rural Environment programs with internships in local agribusinesses. Many graduates, like Mari Luz Pérez Granados, are employed by host companies.	-Combined training at educational institutions and on-the-job internships. -Active involvement of private sector actors. -Competency-based and hands-on learning. - Enhances employability of graduates.	Uganda can adapt this model to improve rural youth employability by engaging local cooperatives and agribusinesses in training to bridge the gap between education and agricultural labor demands.
Escuelas Familiares Agrarias (EFA – Rural Family Schools) – Spain https://www.efaguadaljucen.org/historia/?utm_source=chatgpt.com	A network of rural schools offering technical education in agriculture, livestock, agro-industry, and environmental management, blending classroom learning with	-Located in rural areas to support local development. - Context-specific curricula.	Uganda could adopt similar rural schools to strengthen agricultural education in remote areas, promote innovation, support

Best Practice	Description	Key Features	Relevance to Uganda
https://digitalsevilla.com/2025/02/24/las-escuelas-familiares-agrarias-de-aragon-renuevan-la-certificacion-iso-9001/	practical experience. Example: EFA Guadaljucén in Mérida has trained over 3,000 students; EFAs in Aragón maintain ISO 9001 certification.	- Holistic training (technical, human, entrepreneurial). - Family and community involvement in education.	sustainable rural development, and ensure generational renewal in farming.
Precision Agriculture Services – Greece https://tractorgps.gr/en/about-us/	Provision of GPS-guided machinery, automated systems, and data analytics for crop management. Example: TractorGPS offers consultation, installation, and training to help farmers adopt precision agriculture technology.	-GPS and sensor-based technologies. - Real-time data for decision-making. - Reduced resource waste. - Training and technical support.	Uganda could use low-cost GPS and mobile-based advisory services to help smallholder farmers improve yields and reduce production costs.
Collaboration Network in Agricultural Sector – Greece https://www.c-gaia.gr/network/	GAIA Epicheirein connects farmers, cooperatives, agronomists, research institutions, and tech providers to share knowledge, promote innovation, and support sustainable practices. Offers digital platforms, consultancy, and project opportunities.	-Multi-stakeholder partnerships. - Access to research, innovation, and technology. - Digital farm management tools. - Policy advocacy support.	Uganda could build a national agricultural network to improve knowledge transfer, foster innovation, and create stronger market linkages.
Collaboration Structures in the Agricultural Sector – Greece	Successful cooperatives and producer associations (e.g., Giannotiko Gala Dairy, Pindos Poultry) pool resources, share	-Cooperative business model. - Joint marketing and branding.	Uganda could strengthen farmer cooperatives to access larger markets, improve

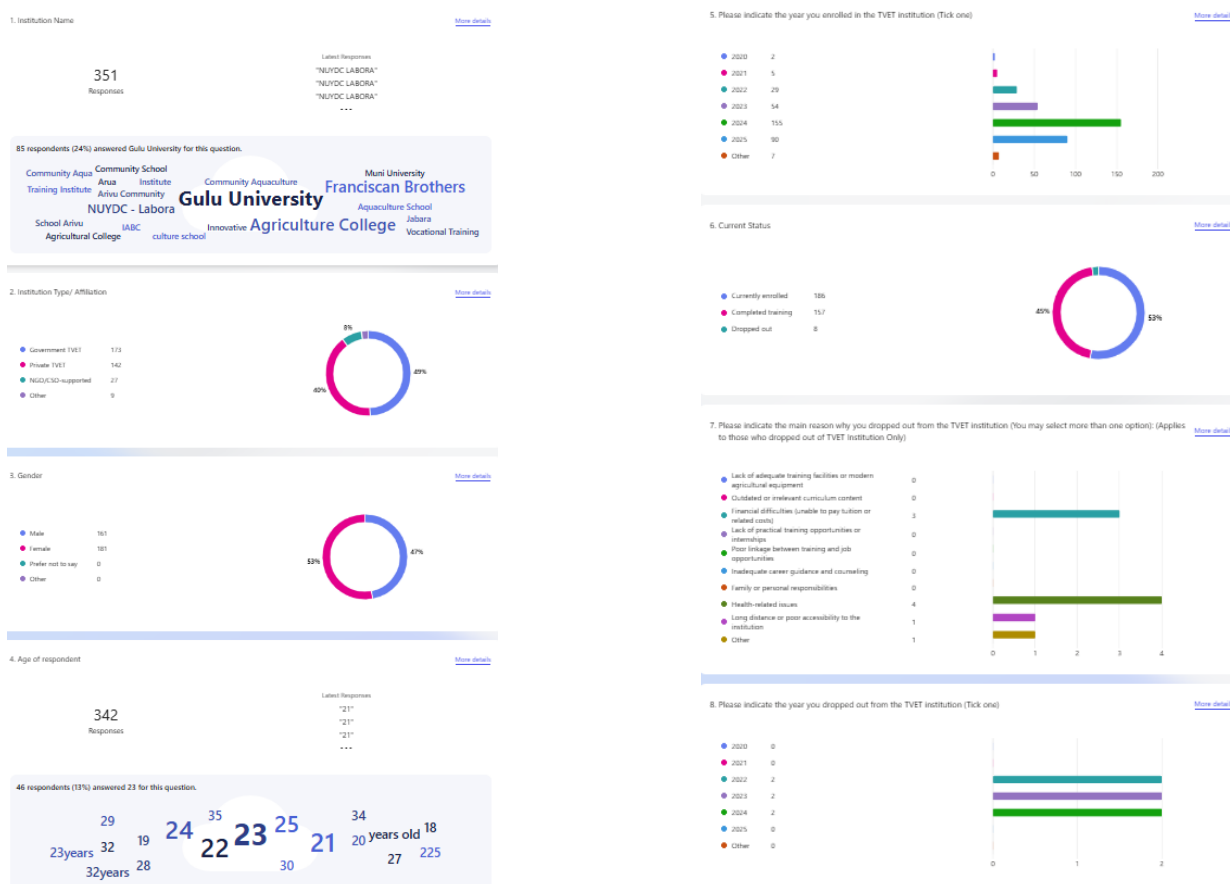
Best Practice	Description	Key Features	Relevance to Uganda
https://omparagongasi.gr/ https://www.gianniotikogala.gr/ https://www.pindosapsi.gr/	infrastructure, and coordinate marketing to improve bargaining power and profitability.	- Quality control systems. - Member training and capacity building.	quality standards, and negotiate better prices collectively.
Innovative Education in Agriculture – Greece https://afs.edu.gr/	The American Farm School combines academic programs with hands-on training, research, and agribusiness incubation. Operates demonstration farms and offers high school, vocational, and adult education.	- Classroom + practical farm work. - Research and demonstration farms. - Entrepreneurship and agribusiness incubation. - Industry partnerships for internships and jobs.	Uganda could establish agricultural schools with integrated farms and incubators to train youth in modern, market-oriented agriculture and entrepreneurship.

4. Field Research Findings (Uganda)

4.1 Survey results

The survey analysis of the B-VET Field Research is based on a comprehensive study that aimed to assess the current state of the Vocational Education and Training (VET) system in Uganda's agricultural sector, identify gaps and challenges in vocational training related to policy, curriculum, accessibility, and alignment with labor market needs, and gather insights from key stakeholders, including TVET institutions, government agencies, the private sector, civil society, and learners. (The online questionnaire: <https://forms.office.com/e/8jdW5Ukn2z>). Also you may find included screenshots of the answers from the online survey.

A total of 351 responses were collected, with 24% coming from Gulu University and others from various institutions, representing 49% government TVET providers, 40% private TVET providers, and 8% NGO/CSO-supported institutions. Female respondents accounted for 53% of participants, while males made up 46%. Most respondents were young adults, with 45% enrolling in 2024 and 26% in 2025. Regarding status, 53% were currently enrolled, 45% had completed their training, and only 2% had dropped out, primarily due to financial difficulties (33% of dropouts) or health-related issues (50% of dropouts).



The most common level of training pursued was the two-year certificate under formal TVET (57%), followed by short informal courses (33%), with specializations dominated by General Agriculture (67%), Animal Husbandry (13%), and Horticulture (7%). Training durations typically ranged from one to two years (58%), and courses were largely aligned with current agricultural practices, scoring an average rating of 3.95/5. Hands-on training was frequent, with 44% receiving daily sessions and 49% weekly. Facilities such as demonstration farms (83%), laboratories (36%), tractors and mechanized tools (48%), and greenhouses (46%) were available to varying extents, though the condition of infrastructure received a moderate average rating of 3.61/5.

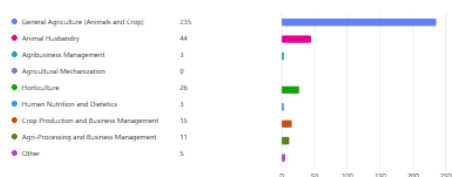
9. Year of Completion (Applies to those who have completed pursuing their courses from TVET Institution only)

[More details](#)

10. Level of Training Pursued or Being pursued

[More details](#)

11. Course Specialization (select one)

[More details](#)

12. Duration of Training

[More details](#)

13. To what extent does your course align with current agricultural practices (Mixed Farming, Intercropping, Manual and Low-Mechanized Cultivation, Use of Organic and Indigenous Inputs etc) in Uganda?

[More details](#)

3.95
Average Rating

★ ★ ★ ★ ☆



14. Frequency of hands on/practical training

[More details](#)

15. What facilities/tools were available during your training? (Check all that apply)

[More details](#)

16. Rate the condition of your institution's training infrastructure (labs, farms, equipment)

[More details](#)

3.61
Average Rating

★ ★ ★ ★ ☆



17. Did your training involve digital tools or smart agriculture technologies such as Mobile-based Advisory Platforms, Geographic Information Systems (GIS) and Remote Sensing, Digital Financial Services (Agri-Fintech), Internet of Things (IoT) in Agriculture etc?

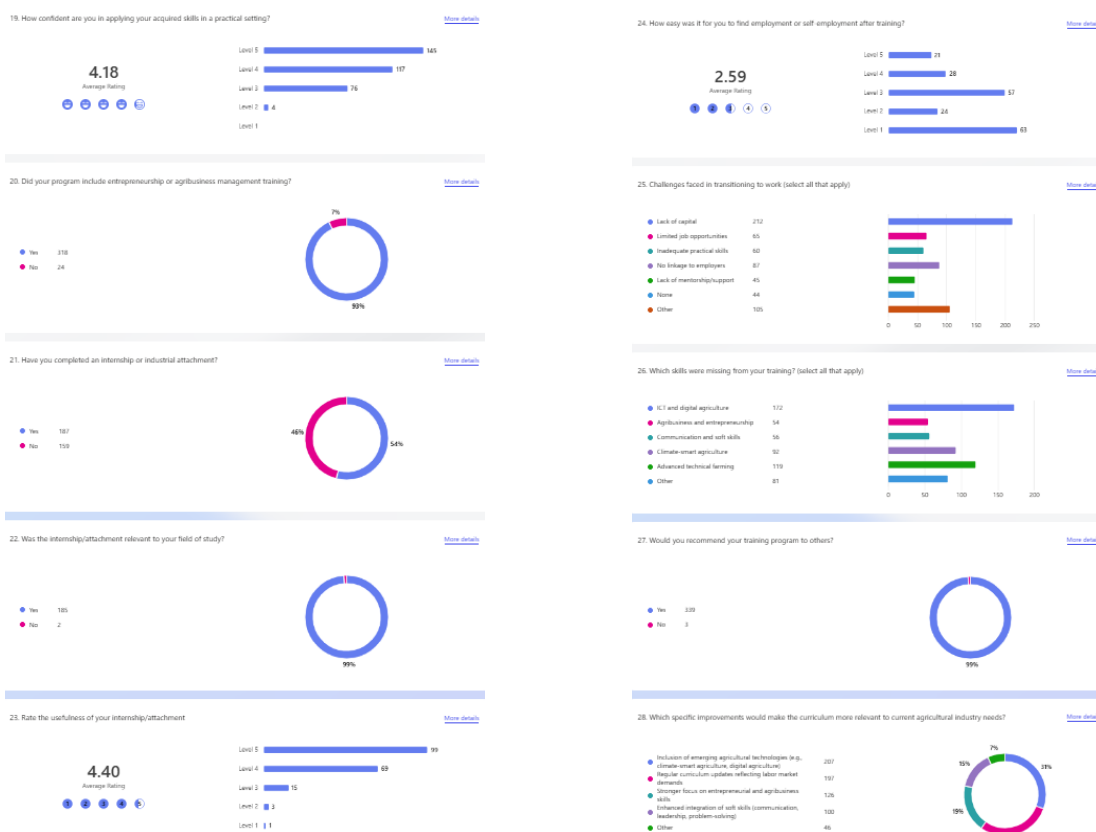
[More details](#)

18. Did the curriculum include components of digital agriculture or ICT integration?

[More details](#)

Digital agriculture tools were included in 47% of programs, and ICT integration in the curriculum was reported by 76% of respondents. Most participants (average confidence rating of 4.18/5) felt confident applying their skills. Entrepreneurship and agribusiness training were present in 93% of courses. Internships or industrial attachments were completed by 53% of respondents, with 99% of these being relevant to their field and an average usefulness rating of 4.40/5.

However, the ease of finding employment after training was low, averaging 2.59/5. The main challenges cited were lack of capital (60%), limited job opportunities (19%), no linkage to employers (25%), and inadequate practical skills (17%). Skills gaps were most frequently identified in ICT and digital agriculture (49%), climate-smart agriculture (26%), and advanced technical farming (34%).



An overwhelming 97% of respondents would recommend their training programs, but they emphasized the need for updates reflecting labor market demands (56%), greater focus on emerging agricultural technologies (59%), enhanced soft skills integration (28%), and improved access to modern laboratory facilities (64%), mechanized tools (41%), and ICT resources (42%). Many suggested expanding internships (60%), industry partnerships (43%), mentorship programs (45%), and career guidance (46%) to better prepare graduates for employment or self-employment.

Post-training engagement varied: 13% were employed in agriculture, 31% self-employed in the sector, 8% pursuing further education, and 9% unemployed and seeking work. Diversification into non-agricultural sectors was low, with only 19% engaged outside agriculture. Since completing their training, just 10% had undertaken additional qualifications. Overall, the findings highlight a strong foundation in Uganda's agricultural VET system, but also underline the urgent need for curriculum modernization, infrastructure upgrades, industry linkages, and targeted support for graduates to transition successfully into the workforce.

29. What aspects of the training infrastructure require the most urgent improvement?

[More details](#)

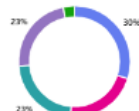
Availability of modern laboratory facilities	223
Access to fully equipped demonstration farms	195
Provision of modern agricultural machinery and mechanization tools	143
Availability of ICT resources and e-learning platforms	146
Other	32



30. What enhancements would best improve your readiness for employment or self-employment after training?

[More details](#)

Increased number of internships or industrial attachments	211
Stronger partnerships with industry for job placements	150
Mentorship programs involving industry professionals	159
Structured career guidance and job search support	162
Other	23



31. Current Engagement After Graduation. What are you currently doing after completing your agricultural TVET training? (Select all that apply)

[More details](#)

Employed in agriculture (farming, agribusiness, extension, etc.)	46
Self-employed in agriculture (own farm, agribusiness venture)	109
Employed outside agriculture (non-agricultural job)	12
Pursuing further education	28
Unemployed and seeking work	31
Other	140



32. Diversification into Non-Agricultural Sectors: Are you currently engaged in any work or business that is not related to agriculture?

[More details](#)

Yes	67
No	275



33. If yes, please briefly describe the type of work or business:

[More details](#)

68
Responses

Latest Responses
...

9 respondents (13%) answered business for this question.

work business shop
retail shop Hair dressing shop items
Mobile money Selling shoes
Piggery money business Cosmetic shop
Selling electronics Market vendor hand bags
brother's shop shop keeper
Selling clothes
Selling charcoal
Construction work
Shop owner

34. Further Education and Qualification Upgrading: Since completing your agricultural TVET training, have you pursued any further education or qualifications? (Does not apply to those currently enrolled and dropped out)

[More details](#)

Yes	34
No	308



35. If yes, what level of additional education have you completed or are currently pursuing?

[More details](#)

Short courses / certificate programs- Informal	5
Diploma (advanced or new specialization)- formal	7
Bachelor's degree- formal	14
Postgraduate studies (Master's or PhD)- formal	2
Professional certifications- formal	1
Other	7



36. Final Comments and Suggestions

[More details](#)

342
Responses

Latest Responses
"Not applicable"
"Training programme is not bad"
"Modern demonstration farm for practical lessons"
...

51 respondents (15%) answered training for this question.

practical lessons practical than theory practical skills institution request for further training
Focus much on practical support job training student agriculture industrial training
appreciated the program need program practical work TVET curriculum practical training
Training was good practical work training programs

4.2 Focus groups insights

The summary of the Focus Group Discussion (FGD) insights with current students of NUYDC Agricultural TVET, held on 14th July 2025:

FGD Insights: Current Agricultural TVET Students (NUYDC)

Curriculum Relevance and Training Effectiveness

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- Curriculum is practical and hands-on, focusing on “learning by doing,” which builds confidence and prepares students for self-employment.
- Training includes modern techniques like mechanized farming (tractors) and limited climate-smart agriculture (mulching).
- Students feel the curriculum improves their ability to handle real-life agricultural work and business.

Challenges Faced

- Limited equipment and resources (e.g., only 2 sprayers and pangas for the whole class).
- Short duration for practical sessions and small land plots for hands-on training.
- Facilities are inadequate, with no laboratories and limited access to computers and internet for research.
- Livestock training focuses mostly on poultry.
- Limited seats and resources constrain learning.

Access and Inclusion

- Students report equal access to TVET education, including for rural students, women, and some with disabilities (e.g., visually impaired students).
- However, infrastructure and resource constraints may indirectly affect accessibility.

Employability and Industry Linkages

- Most students, especially in year two, are confident about employment or self-employment after graduation.
- Internship programs last about 6 weeks; opinions vary on whether this is sufficient.
- Schools provide introductory letters for internships, but students are responsible for finding placements.
- Industry linkages exist but are mostly available to motivated, hardworking students.

Suggestions for Improvement

- Increase availability of internet facilities, libraries, and textbooks.
- Build laboratories and increase practical training time.
- More field trips and exposure to specialized farms.

- Better industry involvement, including more trainers on farms and introducing videography.
- More recruitment of teachers and improved coordination between instructors and students.
- Promote mechanization and provide access to finance post-training.
- Organize trade shows and workshops to enhance practical skills.
- Currently, students are not consulted for feedback on curriculum improvements.

Comparison with International Standards

- Students perceive their training as less advanced than EU programs, which use AI and other modern technologies.
- The new curriculum has been introduced late and requires time to fully implement.

Graduate Outcomes

- Some graduates have created their own jobs, others have found employment but often lack communication skills.
- A few graduates remain unemployed.
- There is limited evidence of graduates securing formal positions in agriculture.

Collaboration for Better Training

- Need for better cooperation between schools, government, and employers.
- More investment in equipment, teacher recruitment, and employer linkages is essential.

4.3 Interview highlights

Interview highlights from the Key Informant Interview (KII) at NUYDC on 14th July 2025 with the Principal and Head of Department:

Key Informant Interview Highlights: Principal and Head of Department, NUYDC Agricultural TVET

Question	Principal's Response	Head of Department's Response
1. Curriculum relevance to agricultural labor market needs	Competency-based curriculum using modules (e.g., vegetable production) that prepare learners to produce and market crops.	Relevant to market needs; students often employed before finishing; placements include farm

Question	Principal's Response	Head of Department's Response
		management and animal drug shops.
2. Modern agriculture aspects in courses	Urban farming on small spaces; water conservation through mulching.	Use of raised beds, temporary irrigation; digital farming not covered; limited value chain approach.
3. Major challenges limiting curriculum delivery	Lack of tools and equipment; limited land; trainers not always up-to-date but undergoing industry attachments during holidays.	Animal section limited to poultry; students taken to community for training; high community demand.
4. Adequacy of physical facilities	Facilities inadequate: no laboratory; farm lacks water and fencing; animal husbandry units need rehabilitation; poor ICT infrastructure; no mobile app training.	No laboratory; recommend soil science and livestock labs; limited computers (30–40 for 600 students); no computer lab; need for farm record keeping, marketing, research support.
5. Accessibility for rural, female, marginalized students	Limited consideration for vulnerable groups; females get slight preferential points but competitive entry favors those from good schools.	Female students currently outnumber males.
6. Employability of graduates	Some interns retained by farms/agro-businesses; others start own businesses.	Alumni forum exists to support job opportunities.
7. Formal partnerships or placement programs	Employers approach institution; MoUs with Ribo Coffee, Country Dairy, Homa, Delight in Nwoya.	Apprenticeship training for 6 weeks after year 2 before graduation.
8. Private sector involvement in curriculum and internships	Industry experts involved in curriculum development and assessment.	Field feedback incorporated into curriculum; students provide feedback from field; policy

Question	Principal's Response	Head of Department's Response
		mandates industry representation on boards.
9. Collaborations with industry to align training with labor market	Continuous feedback from industries used to improve training.	Organize field days where students showcase innovations and compare with peers.
10. Needed reforms to improve curriculum quality and delivery by 2025	Regular retraining of trainers to keep up with innovations (modern practices).	Training should be more competency-based with adequate materials provided.
11. Comparison to EU institutions — strengths and weaknesses	Strengths: good trainers, land, multiple partners; Weaknesses: limited tools and equipment.	Excels in crop production; lags in livestock, perennial crops, and ICT.
12. Feedback on job preparedness from graduates and employers	Students' early schedules (5am start) mismatch farm practices; need better alignment.	Students are generally getting jobs, but some revert to non-agricultural activities.
13. Mechanisms to improve collaboration between institution, government, private sector	Establish sector skills committees with multiple stakeholders to identify and address gaps (not yet established for agriculture).	Organize field days and workshops involving government, community, alumni.
14. Specific interventions to improve Uganda's agricultural TVET sector	Mechanization, irrigation, livestock production (especially poultry), entrepreneurship, equipment for postharvest handling and value addition.	Improved market linkages locally and internationally; value addition for crops and livestock.

The interview highlights from the Key Informant Interview (KII) with Directors of Agriculture Private Sector Companies/Employers, based on the provided guide:

Key Informant Interview Highlights: Directors of Agriculture Private Sector Companies / Employers (Uganda)

Question	Response Summary
1. Relevance of TVET training to industry workforce needs	Training is very relevant; skills are technical and practical. Employers haven't encountered issues with knowledge or adaptability. Currently employing 3 TVET graduates.
2. Graduates' practical knowledge in modern farming, precision agriculture, agri-business management	Graduates can initiate and implement farming practices and show good agribusiness management. They relate well with the community and handle land and crops effectively.
3. Main skill gaps in graduates	Weakness in writing proper feedback and reports on their work.
4. Familiarity with modern farm equipment, ICT, agri-business tools	Majority have limited skills in technology: basic computer use but lack professional email communication, research skills. Many learned to operate tractors on the job rather than at school. High student-to-computer ratios contribute to this gap.
5. Accessibility of TVET-trained workers from rural/marginalized backgrounds	Moderately accessible. Ribo Coffee advertises directly to TVET institutions and has an MoU with NUYDC for internships, retaining top interns. Accessibility is limited for those commuting from distant villages; community-based agents could improve this.
6. Satisfaction with overall job readiness of graduates	Generally satisfied (4/5 rating). Needs improvement in computer skills, communication (both official and interpersonal), report writing, attendance tracking, and budgeting (e.g., Excel).
7. Involvement in internship or apprenticeship programs	Yes, ongoing MoU with TVET institutions to offer internships and retain outstanding trainees.
8. Preferred role in curriculum development/industry certifications	Interested in quality assurance and contributing to long-term projects (15-year outlook).

Question	Response Summary
9. Engagement with TVET institutions for recruitment and advisory	Close engagement through existing MoUs, including 3-month traineeships with retention of best performers.
10. Government/institutional policies for better alignment with private sector	Unclear about current policies. Suggests allowing students post-P7 (primary 7) direct access to TVET and inclusion of TVET exchange programs.
11. Comparison of Uganda's TVET graduates with international/EU models	No direct interaction or comparison with EU-trained graduates.
12. Supervisor feedback on new graduates' preparedness	Recommends alternatives to internships as students struggle; highlights computer and communication skill gaps; suggests treating students as adults and encouraging practical work and ongoing professional development.
13. Improving industry-government-TVET coordination	Recommends surveying job roles during curriculum development; holding stakeholder workshops for feedback; creating facilities at institutions that simulate real job environments to supplement internships.
14. Recommended practical reforms to strengthen workforce pipeline	Allow P7 graduates direct entry into TVET; promote student-centered practical projects linked to internships; encourage regional exchange programs for TVET students.

5. Validation Workshop/Meeting

A Validation Meeting was organized on 7 August 2025 (12:00–13:00 CET), with the participation of 16 stakeholders representing partner institutions and key actors in the field of agriculture, VET, and social innovation. The purpose of the workshop was to present, validate, and refine the results of the labour market needs research and the comparative analysis of VET systems. The participants represented a diverse set of institutions and expertise:

- ✓ TECHLAB was represented by Mr. Theodoros Patsoules (EU programme and waste management expert) and Ms. Glykeria Pietri (senior project manager with expertise in EU programmes and R&D projects).
- ✓ FyG Consultores (Spain) contributed with five experts, including senior project directors and managers with long-standing experience in Erasmus+, Horizon, VET innovation, sustainability, and entrepreneurship.
- ✓ GWED-G (Uganda) was represented by three professionals: a Technical Advisor and Erasmus Project Coordinator (William Oloya), a Monitoring & Evaluation Specialist (Ezra Anyala), and a Finance & Administrative Manager (Patrick Jacamunga), bringing expertise in rural development, evaluation, and financial management.
- ✓ Muni University (Uganda) delegated three academic experts in agricultural sciences, water engineering, agroforestry, and climate resilience: Prof. Robert Kajobe, Dr. Philip Isaac Omwene, and Dr. Clement A. Okia.
- ✓ Gulu University (Uganda) was represented by two Assistant Lecturers (Patrick Okot and Abandu Jackson), both engaged in ICT, applied research, and innovation in higher education.
- ✓ Center for Social Innovation (CSI, Cyprus) was represented by Ms. Maria Evgeniou, an EU project manager and head of the Entrepreneurship Unit, with expertise in social innovation and inclusive training methodologies.

Participants critically reviewed the WP2 findings, validated the identified professional profiles and skill sets, and highlighted areas requiring refinement, particularly around climate resilience, digital innovation, and entrepreneurial skills in VET. Their feedback ensured that the outcomes were not only evidence-based but also aligned with real labour market and community needs. The workshop also served as a quality assurance step, improving data accuracy, strengthening the practical value of results, and directly linking them with the upcoming B-VET training programme.

The validation meeting included an evaluation session, confirming the effectiveness and relevance of the process. Beyond the meeting itself, the validated results will be systematically disseminated to national stakeholders in Uganda, Greece, Spain, and Cyprus through:

- targeted briefings and reports shared with ministries, VET providers, and professional associations,
- institutional newsletters and academic networks of Muni and Gulu Universities,
- dissemination channels of consortium partners (websites, social media, newsletters),
- follow-up meetings with key local authorities and sector representatives to ensure results inform both policy dialogue and curriculum development.

This approach ensures that the validation outcomes are not confined to the consortium but are actively shared, discussed, and applied at the national level, reinforcing the project's impact and sustainability.

6. Gap Analysis

The analysis of the Ugandan vocational education and training (VET) system compared with EU counterparts (Spain, Greece, and Cyprus) highlights persistent gaps in several areas that limit the system's responsiveness to labour market needs.

6.1 Policies and Governance

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
Policy focus on agriculture VET	Strong focus on food security and youth skilling, but fragmented implementation	Integrated national VET framework with strong policy backing	Policies aligned with EU standards, but limited funding	Strong alignment with EU priorities, smaller scale implementation	Uganda lacks coordinated national VET strategy compared to EU partners
Gender and vulnerable groups in policies	Gender equality mentioned, weak enforcement	Mainstreamed in VET policy	Present, but implementation varies	Present with targeted EU projects	Uganda policies less inclusive in practice
Recognition of Prior Learning (RPL)	Emerging discussions, no structured framework	Established and widely applied	Recognised in VET law, limited uptake	Recognised and promoted	Uganda behind on RPL recognition

6.2 Curriculum and Skills Development

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
Curriculum orientation	Predominantly theoretical, limited linkage to labour market	Competency-based, aligned with industry needs	Mix of traditional and modern modules	Competency-based with strong EU influence	Uganda curricula lack labour-market orientation

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
Digital modules in agriculture	Very limited	Integrated digital skills	Emerging digital VET reforms	Strong EU-driven emphasis	Uganda behind in digital skills integration
Flexibility and modularisation	Low flexibility, centralised approach	Modular and flexible	Some modularisation	Modular, competency-based	Uganda lacks modular structure

6.3 Practices and Institutional Capacity

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
Work-based learning (WBL)	Small-scale pilot projects, not systematic	Strong WBL tradition	Expanding, aligned with EU policy	Integrated WBL	Uganda needs stronger private sector linkages
Teacher training and upskilling	Limited CPD opportunities	Continuous teacher training	Structured training, but underfunded	CPD integrated into national VET	Uganda lacks structured teacher development
Inclusivity in practice	Limited support for vulnerable learners	Mainstreamed inclusion	Growing focus, especially for migrants	Inclusion policies linked to EU projects	Uganda inclusion mechanisms weak

6.4 Digitalisation

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
ICT integration in VET	Low infrastructure, high regional disparities	Strong ICT integration	Increasing, but uneven	Widespread ICT use	Uganda far behind on ICT infrastructure
E-learning platforms	Emerging, mostly donor-driven	Widely used	Expanded post-COVID	Widely used	Uganda limited in digital platforms

Dimension	Uganda	Spain	Greece	Cyprus	Gap Analysis
Digital literacy among trainers	Low	High	Moderate	High	Uganda trainers need digital capacity building

Key gaps include weak governance and fragmented policies, outdated and theory-heavy curricula, inadequate institutional practices, and severe digital divides. These issues limit Uganda's ability to meet the needs of a modern labour market, particularly in agriculture and related sectors.

7. Recommendations

Based on the analysis, the following recommendations are proposed to improve the relevance, quality, and inclusiveness of VET in Uganda:

6.1 Strengthen policy coherence and coordination

Establish a unified national framework for TVET, supported by adequate resources and stakeholder participation, to ensure consistent implementation and alignment with national development priorities.

6.2 Modernise and update curricula

Introduce competency-based, labour market-oriented curricula that integrate climate-smart agriculture, entrepreneurship, and innovation. This will enhance employability and foster adaptability to evolving market needs.

6.3 Enhance industry linkages and practical training

Expand partnerships with private sector actors to increase opportunities for apprenticeships, internships, and dual-learning arrangements. Stronger collaboration will make training more demand-driven and practical.

6.4 Build the capacity of trainers and institutions

Provide systematic professional development for instructors in learner-centred pedagogy, ICT integration, and applied practices. Investments in infrastructure and equipment are also essential to improve the quality of delivery.

6.5 Advance digital transformation

Invest in ICT infrastructure and digital literacy for trainers and learners. Integrating e-learning platforms and digital agriculture tools into training will improve access and relevance.

6.6 Promote inclusive approaches

Ensure that VET opportunities are accessible to youth, women, and vulnerable groups through targeted outreach and adapted training programmes..

8. Conclusion

The research conducted under Work Package 2 (WP2) of the B-VET project has provided a comprehensive analysis of labour market needs, vocational education and training (VET) structures, and the role of digitalisation in Uganda, benchmarked against the European partners (Spain, Greece, Cyprus). The findings highlight systemic challenges in policy coordination, curriculum responsiveness, teacher development, gender inclusivity, and digital integration, while also identifying strong opportunities for capacity building, international cooperation, and innovation in agricultural VET.

The desk research successfully mapped national and European frameworks, uncovering both commonalities and divergences. This was complemented by the field research, which gathered insights directly from 351 survey respondents, 1 focus group, and 6 in-depth interviews with key stakeholders. Together, these methods provided a solid evidence base, validated by the triangulation of data across multiple instruments.

The validation workshop held on 7 August 2025 with 16 participants representing universities, NGOs, policymakers, and the private sector confirmed the relevance of the findings. Stakeholders highlighted the urgency of embedding digital skills in agricultural VET curricula, improving the recognition of prior learning, and addressing the barriers faced by women, youth, refugees, and persons with disabilities.

The gap analysis and comparative tables between Uganda and European partners provided clarity on the strengths and weaknesses across four dimensions - policies, curricula, practices, and digitalization, offering a roadmap for targeted reforms. The recommendations developed set the foundation for the upcoming work in WP3 (Curriculum development) and WP5 (Policy proposals), ensuring that the project moves forward with concrete, evidence-based actions.

Achievement of KPIs (WP2):

- Identification of at least 6 best practices
- Implementation of a survey → 351 responses
- Organisation of at least 1 focus group
- Completion of 6 stakeholder interviews
- Organisation of a validation workshop with 16 participants.

The completion of WP2 confirms that the B-VET project has not only met but, in several cases, exceeded its planned research objectives and indicators. The knowledge generated forms a strong foundation for the next stages of the project, particularly in developing innovative curricula (WP3) and supporting evidence-based policy reforms (WP5). By addressing identified gaps especially in digitalisation, gender inclusivity, and curriculum responsiveness. The project

contributes to a more inclusive, resilient, and future-oriented VET ecosystem in Uganda, with lessons and practices relevant across Europe and beyond.

9. Technical Annexes

The following technical annexes accompany this report and provide the methodological backbone of the research. They include the general guidelines used to design and conduct the desk and field research, the specific templates applied, the instruments employed in the fieldwork, and the supporting materials from the validation workshop. These annexes ensure transparency, reproducibility, and credibility of the findings. (The complete annexes will be part of the final report, here are only the titles)

8.1 General Research Guidelines

This annex presents the overall methodological framework used in the project, including the guiding principles for both desk and field research. It describes the research design, sampling considerations, ethical protocols, and analytical approaches applied across all partner countries.

Annex I – General Guidelines for Desk and Field Research

8.2 Desk Research Templates

This annex contains the tools used for systematic review and comparison of existing policies, curricula, labour market studies, and institutional practices. It provided the structure for capturing, coding, and analysing secondary data in a consistent manner across all countries.

Annex II – Desk Research Template

8.3 Field Research Instruments

This annex provides the full set of tools used for primary data collection during the field research phase. These instruments ensured the gathering of both quantitative and qualitative evidence from students, trainers, employers, and stakeholders.

Annex III – Online Questionnaire Survey

Annex IV – Focus Group Discussion Template

Annex V – Interview Template

Annex VI – Consent Form Template

8.4 Validation Workshop Materials

This annex includes the supporting documentation from the validation process carried out on 7 August 2025. It demonstrates how the findings were shared with stakeholders and validated through participatory discussion.

Annex VII – Validation Workshop/Meeting Materials (Presentation of Findings)

Annex VIII – Proofs (Photos, Attendance Records)