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MoES/TVET/CSI/01/2025/EPAR

26th May 2025

To: All Permanent Secretaries,
State House Comptroller,
The Executive Director, Kampala Capital City Authority (KCCA),
All Chief Administrative Officers,
The Executive Secretary, National Council for Higher Education (NCHE),
The Executive Director, Uganda National Examinations Board (UNEB),
The Executive Secretary, Uganda Vocational and Technical Assessment Board,
The Executive Secretary, Uganda Health Professions Assessment Board,
Director, National Curriculum Development Centre (NCDC),
All Vice Chancellors of Public and Private Universities,
All District Education Officers, District Inspectors of Schools & Education Institutions,
All City and Municipal Inspectors of Schools and Education Institutions,
All Principals of Uganda Technical Colleges,
All Principals of Uganda Colleges of Commerce,
All Principals of Uganda Cooperative Colleges,
The Principal, Uganda Hotel and Tourism Training College,
The Principal, Uganda Wildlife Research and Training College,
The Principal, Uganda Institute of Information and Communications Technology (UICT),
All Principals of Health Training Colleges,
All Principals of Health Training Institutes,
All Principals of Public and Private Tertiary Institutions,
All Head Teachers of Secondary Schools,
All Chief Head Trainers of Vocational Training Institutes,

All Head Trainers of Skills Development Centres,
All Heads of Community Polytechnics,
All Heads of Farm Institutes,
All Heads of Technical and Vocational Schools and Institutes, and
All Heads of Presidential Zonal Skilling Hubs.

CIRCULAR STANDING INSTRUCTION (CSI) NO. 1 OF 2025 RELATING TO THE COMMENCEMENT AND IMPLEMENTATION OF THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) ACT – ACT NO. 3 OF 2025

A. INTRODUCTION:

- (1) This Circular Standing Instruction (CSI)¹ is to inform and guide the listed addressees, providers of TVET services, and the public on the implementation of the TVET Act, 2025.

B. DEFINITIONS USED IN CSI NO. 1 OF 2025:

- (2) Unless specified otherwise, all definitions applicable in this CSI are in accordance with *Section 2* of Act No. 3 of 2025.
- (3) The Minister referred to in this CSI is, “means Minister responsible for TVET.”
- (4) Council means, “means the Technical and Vocational Education and Training Council established under *Section 4*.”

C. PURPOSE OF CSI NO. 1 OF 2025:

- (5) The CSI disseminates information on the implementation of some provisions of the TVET Act, 2025, outlines the gaps cured by the law, and the implications for some stakeholders following the commencement of Act No. 3 of 2025.
- (6) The CSI provides clear and concise instructions and guidance on how to implement some provisions of Act No. 3 of 2025 within the Education Service and Public Service, and
- (7) The CSI binds all addressees and actors concerned with TVET to ensure consistent and uniform implementation of Act No. 3 of 2025 and subsequent *Regulations* across:

¹ A "Circular Standing Instruction" (CSI) is an official document issued by a Government Authority, often the Permanent Secretary of a respective Ministry intended for wide distribution to relevant public officials. It provides guidance and direction on various aspects of public service operations, including the policies, directives, standards, guidelines and procedures on the one hand and laws, regulations, orders, rules and procedures on the other hand. It prescribes and clarifies: Directives; Standards; Guidelines; Instructions; Prescribed rules for the guidance and Procedure which endure through successive years until they are vacated or repealed. A CSI once issued remains in force permanently or until it is changed or canceled.

Government Ministries, Departments, and Agencies (MDAs); Cities, Municipalities, and Local Governments (LGs); and all TVET providers.

D. BACKGROUND OF CSI NO. 1 OF 2025:

- (8) According to the International Standard Classification of Education (ISCED) 2011, there are two education systems. The **General Education System** and **Vocational Education System**.
- (9) On the one hand, ISCED 2011 defines the **General education system** as education programs that are designed to develop learners' general knowledge, skills, and competencies, that include literacy and numeracy, often to prepare students for more advanced education.
- (a) The aim of the programs in the General Education System is to lay the foundation for lifelong learning with emphasis on the development of broad skills and knowledge rather than specific vocational skills. These programs act as a steppingstone for more advanced education at the same or higher ISCED levels.
 - (b) The programs in the General Education System may also prepare learners for entry into vocational education but are not designed to lead to specific vocational qualifications or employment in a particular vocational occupation.
- (10) On the other hand, ISCED 2011 defines **Vocational Education System** as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.
- (a) Vocational education may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-specific vocational qualifications as defined by the relevant national authorities.
 - (b) **For Uganda, the mandate to define TVET qualifications has been vested in the TVET Council as provided for under Section 28 of the TVET Act, No.3 of 2025.**
 - (c) A vocational occupation is a career that usually requires specialized training and focuses on practical skills, hands-on work, and often a specific trade or industry. Vocational training can be obtained through vocational schools, technical schools, or even on-the-job experience.
 - (d) Relatedly, Technical occupations, involve applying technical knowledge and often require a more theoretical or problem-solving approach, sometimes with more

advanced coursework or education attained in technical colleges, polytechnic institutions, and technical university as may be applicable.

- (11) **The TVET Policy 2019 establishes and defines the TVET System as consisting of the three arms namely - regulation, delivery, and assessment of TVET.**
- (12) Under the National Objectives and Directive Principles of State Policy *XVIII* on **Educational Objectives** in Constitution of the Republic of Uganda, 1995:
 - (i) The State shall promote free and compulsory basic education.
 - (ii) The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible.
- (13) The 1992 Government White Paper on Education on pages 113 -135 provided for Technical and Vocational Education with clear Recommendations **R.109 – R.132.**
- (14) In **2008**, Parliament enacted the Business Technical Vocational Education and Training (BTVET) Act, Cap. 244 to:
 - (a) Provide for the promotion and coordination of business, technical, vocational education and training,
 - (b) Provide for the principles governing BTVET,
 - (c) Establish the institutional framework for the promotion and coordination of BTVET,
 - (d) Establish the **Uganda Vocational Qualifications Framework (UVQF)**, and
 - (e) Provide for the financing of BTVET and for other related matters.
- (15) In **2011**, the Government launched the Universal Post Primary Education and Training (UPPET) and the Universal Post 'O' Level Education and Training (UPOLET) programmes to increase access to post-secondary education and vocational training for O-Level graduates and to consolidate the gains made under UPE and USE programmes, with emphasis on increasing the access to secondary education and BTVET.
- (16) However, **the direction of the Government White Paper on Education of 1992 and the Provisions of the BTVET Act were never fully operationalized.** This was in part due to several challenges including but not limited to lack of distinction between the general education system and vocational education system in Uganda, overlapping institutional and legal mandates on matters of TVET delivery such as establishment of training institutions

and admission of learners/trainees, inadequate financing of TVET delivery, fragmented and uncoordinated TVET delivery across sectors.

- (17) In view of the above background, the Cabinet approved the TVET Policy 2019 to guide the implementation of institutional, financing, regulatory, delivery, and legal reforms among others in TVET.

E. THE TVET POLICY REFORMS:

- (18) You may note that the Cabinet approved the TVET Policy on 14th January 2019, a copy of which is attached as **Annex 1**. The TVET Policy establishes an **employer-led TVET system**. The TVET Policy instrument, comprising of implementation Standards, Guidelines, and Procedures provides the strategic direction for TVET reforms to be translated into actionable interventions by relevant actors.
- (19) The TVET system established by the TVET Policy 2019 focuses on regulation, delivery, and assessment of TVET. The TVET system provides for a more technically orientated education and practical training to prepare the trainees for “**blue collar**”² occupations.
- (a) Blue-collar jobs are primarily **hands-on** and require different sets of **specialized skills, physical capabilities, and effort** often developed through **training or apprenticeships**.
- (b) You may note that blue-collar roles do not always require **formal higher education**. Some trainees enter TVET fields directly before and others after formal basic education and secondary. Furthermore, it is not uncommon for people who have completed higher levels of the General Education System to enter the TVET system for the purpose of acquiring technical and vocational skills that are responsive to a specific market-relevant vocational qualification.
- (c) Blue-collar jobs span a **variety of TVET fields**, each with **unique demands and work environments**. The examples of **blue-collar jobs** are stated in *Section 30 (2)* of Act No.3 of 2025 detailed examples attached as **Annex 2**.
- (20) In addition, the TVET Policy directed the establishment of the TVET Council by an Act of Parliament; the Development and implementation of standards for trainers; institutional leadership, and a national TVET Qualifications Framework that is harmonised with the

² Blue-collar work has its roots in the **Industrial Revolution**, which began in **late 18th century**. During this period, economies shifted from **agriculture-based to industry-based**, creating **new opportunities** for labourers. Factories started producing goods on a large scale, which increased the demand for workers skilled in **operating machinery and handling raw materials**. By the 19th century, blue-collar jobs were essential to **manufacturing, mining, construction, and transportation**. Blue-collar work became the **backbone** of industrialized nations, driving **economic growth and urbanization**.

regional, continental, and global frameworks. The Policy also mainstreams cross-cutting issues across all aspects of TVET; improvement of access and quality of TVET; Provision of adequate well trained TVET trainers and providers; Providing for adequate and sustainable TVET financing; and Promotion of positive public awareness and perception towards TVET.

(21) ***Licensing and Registration of Private TVET Institutions and Providers:***

- (a) This CSI supersedes Circular No. ME/ TVET O & M 01/23 entitled “*The procedure for licensing and Registration of Private Technical and Vocational Education and Training (TVET) Institutions and Providers*” dated 27th March 2023 attached as **Annex 3**. This Circular was issued by my Office under the TVET Policy as an interim administrative measure. Therefore, the Commencement of Act No. 3 of 2025 implies that the function of *licensing and Registration of Private TVET Institutions and Providers*” under the Ministry has ended and will immediately be transferred to the TVET Council.
- (b) The MoES has stopped licensing and Registration of Private TVET Institutions and Providers. The Ministry has prepared all the files of Private TVET institutions licensed and registered and those that have applied and paid but not yet inspected. This function will be transferred to the TVET Council in accordance with Act No.3 of 2025.

F. THE TVET LEGAL REFORMS:

- (22) You may note that in 2022, the Cabinet under Minute 247 (CT 2022) approved the principles for drafting the TVET Bill, 2022 in line with the TVET Policy of 2019. In 2024, the Cabinet under Minute 196 (CT 2024) approved the TVET Bill, 2024.
- (23) The Bill was presented to the 11th Parliament, and it was enacted into the TVET Act on 03rd December 2024. H.E. the President assented to the TVET Act on 27th January 2025. The TVET Act was published in the Gazette as Act No. 3 of 2025 attached as **Annex 4**. As such, the BTNET Act, Cap. 244, was effectively repealed and replaced. it is no longer applicable law to TVET.

G. TVET ACT, NO. 3 OF 2025, ITS COMMENCEMENT, AND IMPLICATIONS

- (24) The Minister responsible for TVET under *Section 1 of Act No. 3 of 2025* appointed the commencement date as **15th March 2025** under Statutory Instrument (S.I.) No. 25 of 2025 — *the Technical and Vocational Education and Training Act, 2025 (Commencement) Instrument, 2025* attached as **Annex 5** published in the Gazette on 14th March 2025.
- (25) **By Commencement of Act No. 3 of 2025 by Statutory Instrument No. 25 of 2025:**

- (a) **Act No. 3 of 2025 became operative/effective on 15th March 2025:** Commencement means the date when a law becomes effective. Therefore, from 15th March 2025, all aspects of the TVET system started operating under the provisions of the TVET Act.
- (b) **Act No. 3 of 2025 created an obligation for all the TVET actors to comply:** Therefore, from 15th March 2025, all TVET actors have an obligation to comply with Act No. 3 of 2025. Non-compliance with Act No. 3 of 2025 has legal penalties, which include fines and custodial sentences (imprisonment) as provided for under the specific provisions.
- (c) **Act No. 3 of 2025 is the basis of regulating present and future actions unless explicitly stated.** For instance, the TVET Act explicitly makes some exceptions under *Sections; 121, 122, 123, and 124* — on **savings** and *Sections; 125, 126, 127, and 128* — on **transitions**. Thus, other than the above Sections, any TVET activity executed after 15th March 2025 outside the TVET Act is deemed unlawful. Note that **the law does not apply retrospectively**.
- (d) **Act No. 3 of 2025 is the basis for determining all legal rights and obligations.** Thus, all people granted rights and obligations under Act No. 3 of 2025 have a duty to exercise them. Failure to exercise the TVET Act's requirements has legal penalties.
- (e) **Act No. 3 of 2025 is the basis for bridging the gap between the old and new legal regimes in TVET.** From 15th March 2025, the provisions on **savings** stated under *Sections 121, 122, 123, and 124* while the provisions on transition, under *Sections 125, 126, 127, and 128*, all became effective on the commencement date.

H. ESTABLISHMENT OF THE TVET SYSTEM:

- (26) **Act No. 3 of 2025 under Section 2**, establishes a TVET system. A TVET system implies the **regulatory, delivery, and assessment arms of TVET**. This implies that the TVET system has three arms: the **Regulatory** arm — to be under the TVET Council, the **Delivery** arm consisting of all TVET Providers³ to be under the Ministry and the **Assessment** arm — to be under the two Assessment Boards (i) Uganda Vocational and Technical Assessment Board (UVTAB), and Uganda Health Professions Assessment Board (UHPAB).
- (27) The TVET system combines formal training with real-world practical experience, often referred to as a dual-track educational system. Both TVET and General Education systems offer **pathways for career growth**, each with its own strengths. TVET provides *occupation-specific skills*.

³ "TVET provider" means a person offering TVET approved skill sets, or a TVET programme or course accredited by the Council and includes a public and licensed private TVET provider.

- (a) The **General Education System (GES)** includes education programmes that are designed to prepare students for entry into post-secondary non-tertiary and tertiary (or higher education) or vocational education. GES does not prepare learners for employment in a particular occupation nor lead directly to a labour market-specific qualification.
- (b) The **TVET system** includes programmes that are designed for learners to acquire knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades with work-based components (e.g. apprenticeships) where successful completion leads to labour market-specific vocational qualifications acknowledged as occupation-oriented by the relevant national authorities (in this case the TVET Council).

(28) An Employer-led TVET System:

- (a) *Section 2* of Act No. 3 of 2025 defines a TVET Employer as, “a person who is actively engaged in practice or production in the industry or sector that employs an artisan, a craftsman, a technician, a technologist, a nurse, a midwife or an allied health professional.”
- (b) The government’s responsibility through the TVET Council is to **regulate the TVET system** and all the TVET actors by determining **permissible** actions — what must be done and **responsibility centre** — by who, and **prohibitions** — what should not be done based on the TVET Act and **penalties** — the consequences of failure to act according to Act No. 3 of 2025.
- (c) A new and clear institutional framework and structure for **TVET delivery**, which includes the institutions, policies, funding, and standards, to equip individuals with the skills and knowledge needed for employment. This framework allows quality delivery of all forms and modalities of TVET; careers advice and recruitment; accreditation; assessment and certification; monitoring and evaluation of the system.
- (d) A new and better process of gathering and judging evidence of a person’s competence against defined standards in order to decide whether the person has achieved a the standard or objective — **TVET Assessment**. Also, it implies specific functions related to preparation, coordination, research and promotion of; syllabi, examination, assessment and certification of learners and TVET trainers, as per the agreed upon occupational standards according to career pathways, regional standards and practices.

I. GUIDANCE ON THE TVET REGULATOR – THE TVET COUNCIL:

- (29) The TVET Council is established as the regulatory arm of the TVET system. Regulation means the use of rules, incentives and penalties to change the behaviour of individuals or organisations. Regulation is the set of rules, standards and guidance — and, crucially, their enforcement — that Government or An Agency imposes to regulate TVET activities. Regulation involves not only setting rules, standards and guidance, but also monitoring performance against them and enforcing compliance.
- (30) The TVET Council has statutory powers to set standards, monitor compliance, or take enforcement action, under Act No. 3 of 2025.
- (31) At least two-thirds of the Council members will be selected from **Employers** [Section 4 of Act No. 3, 2025]. The composition of the TVET Council prescribed under Act No. 3 of 2025 implies that:
- (a) **Skills development is the shared responsibility of Government, employers, and individual workers.** Thus, the TVET conforms to International Labour Organisation (ILO) Human Resources Development Recommendation, 2004 (No. 195) policy on human resources development, education, training and lifelong learning.
 - (b) **Government** is primarily responsible for pre-employment training, while **Employers** are responsible for further training whereas the **Individual Workers** are responsible for making use of the opportunities for education and training.
 - (c) **Employers are considered as equal partners in a tripartite arrangement for skills policies and practices** and the TVET Act provides a framework for a range of actions within a skills system, including governance, delivery and assessment.
- (32) The establishment of the TVET Council as a Regulator implies:
- (a) The TVET Council is an Agency and body corporate with perpetual succession and capable of; acquiring and holding property; suing and being sued; and doing all acts and things that a body corporate may lawfully do or suffer, in its own name.
 - (b) The TVET Council shall inspect and oversee the TVET system and has enforcement powers over all the actors who violate the provisions of Act No. 3 of 2025.
 - (c) The TVET Council is empowered from the Commencement date — 15th March 2025 to perform all the functions in Act No. 3 of 2025.
 - (d) The TVET Council, with two thirds the majority (66%) selected from employers, must be constituted urgently in line with Act No. 3 of 2025.

- (e) The Ministry of Education and Sports and other Ministries involved in TVET delivery will devolve the regulatory and quality assurance roles to the TVET Council.
 - (f) The Ministry of Education and Sports will concentrate on the coordination of TVET delivery and implementation; and
 - (g) The TVET Council is empowered to establish Sector Skills Expert Committees to assist it in the exercise of its functions. However, the members of the TVET Council cannot be members of Sector Skills Expert Committees.
- (33) The TVET Council can regulate the TVET system using a variety of approaches, often in combination, depending on who and what is being regulated, the objectives of the regime and the nature of the risks it aims to address.
- (34) Standards can be set in a discretionary way – for example, through a voluntary code of practice – or can be mandatory, such as when licensing conditions are imposed or prices are capped. A ‘rules based’ approach to setting standards involves prescriptive requirements, while ‘principles based’ regulation aims to give regulated entities flexibility on how to meet more broadly stated expectations.⁴

J. GUIDANCE ON SECTOR SKILLS EXPERT COMMITTEES (SSECs):

- (35) The Sector Skills Expert Committees are necessary to provide information to the TVET Council on the labour market to inform the development of training packages and curricula in accordance with *Section 25* of Act No. 3 of 2025.

(36) Implications for the establishment of Sector Skills Expert Committees (SSECs):

- i. SSECs are independent, employer-led organisations focused on aligning skills and training with the industry’s needs. Their effectiveness implies enhanced productivity and competitiveness in the identification of skill gaps, setting of occupational standards, and the promotion of relevant training.
- ii. SSECs have a formal mandate under Act No. 3 of 2025 which defines their operational scope, responsibilities, and governance.
- iii. SSECs require funding, to support the occupational standards development, training programmes, and other activities and to ensure stability and capacity building.

⁴ Van den Brande Tania. ‘Rules-based versus principles-based regulation’, Ofcom, retrieved 13 April 2025, www.ofcom.org.uk/news-centre/2021/rules-versus-principles-based-regulation

- iv. **SSECs** will bridge the gap between the TVET providers and industry by ensuring that skills training by TVET providers are aligned with the labour market needs.
- v. **SSECs** will provide timely labour market analysis through research and understanding of the skills needs and the industry trends.
- vi. **SSECs** will strengthen the standards development through the creation of the National Occupational Standards that outline the required skills, knowledge, and behaviours for the specific TVET occupations or trades.
- vii. **SSECs** will strengthen the qualifications design by collaborating with TVET providers to develop the relevant TVET qualifications and training programmes.
- viii. **SSECs** will strengthen employer engagement through the dialogue between employers and training providers to ensure training meets industry needs.
- ix. **SSECs** will undertake advocacy through their representation of the different sector skills needs to the relevant policy makers and the funding bodies.

K. GUIDANCE ON THE TVET QUALIFICATIONS FRAMEWORK (TVQF):

- (37) A National Qualifications Framework (NQF) is a structured instrument that is used to classify and compare various qualifications based on pre-determined learning outcomes, skills, and knowledge to provide mobility and progression of learners/trainees through the different levels of education or training both within and across sectors, ultimately leading to recognized qualifications and employment. The NQF enables the recognition and transfer of qualifications across national jurisdictions, thereby facilitating international collaboration and mobility of talent.
- (38) The TVET Policy of 2019 highlights the urgent need to coordinate and clarify Uganda's TVET qualification system.
- (39) The establishment of the TVQF seeks to resolve the following in the TVET system:
 - (a) Establishing a common regulatory system for the development, assessment, award, and recognition of TVET qualifications in Uganda,
 - (b) Quality assurance of the TVET qualification system,
 - (c) Training outcomes, skills, and knowledge at various levels of TVET,
 - (d) Recognition of prior learning (RPL),

- (e) Credit Accumulations and Transfer (CATs) system that meets the requirements of the local and international employers as well as education/training systems,
 - (f) Recognition and equivalence of foreign TVET qualifications,
 - (g) Harmonization of TVET outcomes, skills, and knowledge at the different levels of training,
 - (h) Equivalence of qualifications for mobility into and out of the TVET system,
 - (i) Trainee admission criteria into the TVET system, and
 - (j) Harmonization with regional, continental, and global TVET qualification frameworks.
- (40) In view of the above, the TVET Council is directed to develop a TVQF⁵ with the approval of the Minister under *Section 28 (1)* of Act No. 3 of 2025. The TVQF is one of the three building blocks of a modern TVET system:
- (a) TVQF provides a structure for all TVET qualifications to be developed.
 - (b) The industry Sector Qualifications and Competency Standards Framework which ensures that TVET graduates have the required skills and knowledge that meet the needs of industry and
 - (c) The national TVET Quality Assurance System ensures all the TVET providers, meet the administrative and programme delivery standards.
- (41) The harmonization of the National TVQF with the Regional, Continental, and Global TVET qualifications frameworks is by way of ratification of the underlisted instruments:
- (a) The Convention on Technical and Vocational Education adopted on 10th November 1989 in Paris, France.
 - (b) The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, adopted on 12th December 2014 in Addis Ababa, Ethiopia.
 - (c) The East African Qualifications Framework for Higher Education (EAQFHE), of April 2015, and

⁵ An instrument for developing, classifying and issuing qualifications at international, national, regional or sectoral levels according to a set of criteria (such as descriptors) applicable to specified levels of learning outcomes.

(d) The UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, adopted on 25th November 2019 in Paris, France.

(42) The TVET Council will review the qualifications framework at least once every five years using the procedure prescribed by the Minister in regulations by Statutory Instrument.

L. GUIDANCE ON THE DELIVERY OF TVET:

(43) Under *Section 2* of Act No. 3 of 2025, a TVET Provider is defined as, “a person offering TVET approved skill sets, or a TVET programme or course accredited by the Council and includes a public and licensed private TVET provider.”

(44) TVET delivery under the TVET system is both formal and informal (*Section 29* of Act No. 3 of 2025).

(45) A person who acquires TVET training through **informal approaches** will not apply directly to the TVET Assessment Board for assessment and certification. Instead, he/she will apply to the **TVET Assessment Centre** for recognition of prior learning first. The **Assessment Centre** after undertaking RPL assessment shall present such a person to the TVET Assessment Board for assessment and Certification.

(46) It is unlawful and a punishable offence under **Section 29 (5) of Act No. 3 of 2025** for a person who obtains TVET training through informal delivery setting to seek employment in the world of work unless such person has been assessed and certified by the TVET Assessment Board in accordance with the provisions of this Act.

(47) All formal TVET providers (Public and Private) shall be accredited by the TVET Council to operate under the following categories as provided for in *Section 30(1)* of the TVET Act, No. 3 of 2025:

(i) Skills Development Centre (SDC),

(ii) Vocational Training Institute (VTI),

(iii) Technical College (TC),

(iv) National Polytechnic (NP),

(v) National Technical University (NTU), or

(vi) any other category as may be prescribed by the Minister in consultation with the Council. The Minister shall seek advice from the TVET Council before accepting or rejecting the application.

- (48) **Therefore, all Private (existing and new) TVET providers are required to apply and / or re-apply to obtain a license from the TVET Council to establish and operate as Private TVET providers.**
- (49) From the commencement of Act No. 3 of 2025, all formal TVET providers shall be categorized by the TVET Council in line with the above categorization. This function obligates the TVET Council to immediately develop institutional standards, objective criteria and other requirements to aid categorization process of all formal TVET providers.
- (50) However, if a University, Other Degree Awarding Institution or a Tertiary Institution regulated under the Universities and Other Tertiary Institutions Act, Cap. 262 is interested in offering any TVET programme or, it may apply to the TVET Council to be accredited to offer a TVET programme or course in accordance with the provisions of this Act.
- (51) Where a formal TVET provider, or a University, Other Degree Awarding Institution or a Tertiary Institution is accredited by the TVET Council in line with paragraph 56, a TVET Provider, a University, Other Degree Awarding Institution or a Tertiary Institution shall submit its trainees to the relevant TVET Assessment Board for assessment and certification in accordance with the provisions of this Act. Acting contrary to this guidance, is an offence punishable under *Section 30(7)* of Act No. 3 of 2025.
- (52) The TVET system provides for two levels of TVET— **Lower TVET** and **Upper TVET**. Lower level of TVET is **Vocational Education and Training**. **Lower TVET** shall be offered through institutions categorized and accredited by the **TVET Council** to operate as **Skills Development Centres** and **Vocational Training Institutes**.
- (53) The Upper TVET is **Technical Education and Training**. **Upper TVET** shall be offered only through institutions categorized and accredited by the **TVET Council** to operate as **Technical Colleges, National Polytechnic** and **National Technical University**.
- (54) Universities or Other Degree Awarding Institution and Tertiary Institutions regulated under Universities and Other Tertiary Institutions Act, Cap. 262 **are prohibited** from offering TVET programmes leading to the award of National Higher Diplomas, Degrees, or Post Graduate qualifications.
- (55) Concerning the Training of **TVET Trainers**, only public TVET providers at the level of Technical College and above, shall be accredited by the TVET Council to offer training of TVET trainers for health science and other TVET fields.
- (56) Concerning the Establishment of private TVET provider, a person who intends to establish and operate a private TVET provider shall make an application to the Council for a licence to establish and operate as a private TVET provider by meeting the requirements provided

under Act No. 3 of 2025. **However, private TVET providers shall not be permitted to establish a TVET institution at the level of a National Polytechnic or a National Technical University.** An application for a license is not automatic. An applicant may be granted a license or an applicant may be denied a licence. Even when a license is granted, the license granted may be revoked or cancelled in accordance with this law. **Under Section 37(2) and (3) of Act No. 3 of 2025, it is a punishable offence to operate without licence.**

(57) There shall be Government Grant Aiding of Private TVET providers in accordance with the TVET Act, No. 3 2025. A private TVET provider licensed under this Act may apply to the Minister to be Grant Aided by Government in accordance with the regulations prescribed under this Act. ***Note that all TVET providers that were Government Grant Aided at the commencement of this Act ceased to be Grant Aided. Therefore, all Private TVET providers that were Government Grant Aided before the commencement of this Act may apply to the Minister for Government Grant Aiding in accordance with Regulations developed under this Act.***

(58) With regard to **the development of the TVET Programme or Course:**

- (a) The law requires that the TVET Assessment Board, in consultation with the Sector Skills Expert Committee and TVET providers and with the approval of the Council, to develop TVET programmes or courses to be offered by TVET providers leading to a National Diploma or below.
- (b) This implies that all TVET programmes or courses offered by all TVET providers shall be re accredited following the procedure prescribed by this Act. **This implies that all the current TVET programmes offered by TVET providers (Skills Development Centres; Vocational Training Institutes; Technical Colleges) are not legally valid and shall be re-accreditation in accordance with the TVET Act 2025.**
- (c) **All TVET providers should apply for accreditation of all their programmes or courses in accordance with the Act.** An application for accreditation of a programme or course is not automatic. An applicant may be **granted or denied** accreditation of a programme or course; even when accreditation of a programme or course is granted; it may be **suspended, revoked or cancelled by the Council** in accordance with this law.
- (d) A TVET provider dissatisfied with the decision of the Council may, within sixty days from the date of receipt of the decision of the Council, appeal to the Minister
- (e) **Under Section 44 of Act No. 3 of 2025, it is a punishable offence to offer a TVET programme or course without accreditation.**

- (59) Conversely, a public TVET provider at the level of National Polytechnic; National Technical University shall, in consultation with the Sector Skills Expert Committee and with the approval of the Council, develop a TVET programme leading to an award of a National Higher Diploma, Degree or postgraduate. Under *Section 44* of Act No. 3 of 2025, it is a punishable offence to offer a **TVET programme or course** without accreditation.

M. THE MANAGEMENT AND GOVERNANCE OF TECHNICAL EDUCATION TRAINING (TET) PROVIDERS:

- (60) A TVET provider at a level of **Public Technical College** shall be headed by a **Principal** and deputized by a **Deputy Principal**. The Principal and the Deputy Principal of a Public Technical College shall be appointed by the **Public Service Commission** on terms and conditions determined by the Commission.
- (61) A TVET provider at a level of **Private Technical College** shall be headed by a **Principal** and deputized by a **Deputy Principal**. The **Principal** and **Deputy Principal** of a Private Technical College shall appoint people to work as **Principal** and **Deputy Principal** to head Private Technical Colleges only if such persons have the **qualifications** and **experience equivalent** to that **determined by the Public Service Commission**.
- (62) A Public TVET provider at a level of National Polytechnic shall be headed by a **Chief Principal** and deputized by a **Deputy Chief Principal**. Because all National Polytechnics shall be publicly owned, all Chief Principals and Deputy Chief Principals shall be appointed by the **Public Service Commission** on similar terms and conditions.
- (63) The TVET Act, 2025 prohibits individuals other than the Government from establishing a National Polytechnic. Therefore, all National Polytechnics shall be publicly owned.
- (64) A Public TVET provider at a level of National Technical University shall be headed by a **Vice Chancellor** and deputized by a **Deputy Vice Chancellor**.
- (65) The **Vice Chancellor** and **Deputy Vice Chancellor** of the National Technical University shall be appointed by the Minister on the recommendation of the Governing Council on terms and conditions that the Minister may determine.
- (66) The TVET Act, 2025 provides for **ONE** National Technical University to be established by Government as a public institution.
- (67) A TVET provider at a level of Technical College, National Polytechnic or National Technical University shall have a Registrar.
- (68) For a public TVET provider, the **Registrar** shall be **appointed by the Public Service Commission** on the **recommendation of the Governing Council**.

- (69) For a **private TVET provider** at a level of **Technical College**, the person to be appointed as a **Registrar** shall have the qualifications and experience equivalent to the qualifications and experience set by the Public Service Commission.
- (70) The governance of TVET providers at a level of Technical College, National Polytechnic or National Technical University shall be by the **Governing Council composed of seven members** approved by the Minister or foundation body in the case of a private TVET provider and constituted in accordance with *Section 52* of Act No. 3 of 2025 for a period of three years and eligible for reappointment for one term upon satisfactory performance.
- (71) **Appointment of Trainers and Other Staff of TVET Provider:** The trainers and other staff of a TVET provider at a level of Technical College, National Polytechnic or National Technical University shall be appointed by the Governing Council in accordance with the human resource management standards for the recruitment, selection and appointment of TVET trainers and other staff of a TVET provider developed by the Council. Acting contrary to this guidance is a punishable offence under *Section 50 (2)* of Act No. 3 of 2025.

N. THE MANAGEMENT AND GOVERNANCE OF VOCATION EDUCATION TRAINING (VET) PROVIDERS:

- (72) A TVET provider at a level of **Skills Development Centre (SDC)** shall be headed by a **Head Trainer** and deputized by **Deputy Head Trainer**. The Head Trainer and Deputy Head Trainer of a Public Skills Development Centre shall be appointed by the **Public Service Commission** on terms and conditions determined by the Commission.
- (73) A TVET provider at the level of **Private SDC** shall be headed by a **Head Trainer** and deputized by **Deputy Head Trainer**. A Private **SDC** shall appoint persons to work as Head Trainer and Deputy Head Trainer **ONLY IF** such persons have the **qualifications and experience equivalent** to that **determined by the Public Service Commission**.
- (74) A Public TVET provider at the level of a **Vocational Training Institute (VTI)** shall be headed by a **Chief Head Trainer** and deputized by a **Deputy Chief Head Trainer**. The Chief Head Trainer and Deputy Chief Head Trainer of Public **VTI** shall be appointed by **Public Service Commission** on terms and conditions determined by the Commission.
- (75) A TVET provider at a level of **Private VTI** shall be headed by **Chief Head Trainer** and deputized by **Deputy Chief Head Trainer**. A Private **VTI** shall appoint persons to work as Chief Head Trainer and Deputy Chief Head Trainer **only if** such persons have the **qualifications and experience equivalent** to those determined by the Public Service Commission.

- (76) The governance of TVET providers at the level of **Skills Development Centre**, and **Vocational Training Institute** shall have a **Board of Governors composed of seven members** approved by the Minister or the foundation body in the case of a private TVET provider and constituted in accordance with *Section 58* of Act No. 3 of 2025 for a period of three years and eligible for reappointment for one term upon satisfactory performance.
- (77) **Appointment of Trainers and Other Staff of TVET Provider:** The Trainers and Other Staff of a TVET provider at a level of SDC or VTI shall be appointed by the Board of Governors in accordance with **the human resource management standards** for the recruitment, selection and appointment of TVET trainers and other staff of a TVET provider developed by the Council. Acting contrary to this guidance is a punishable offence under *Section 57 (2)* of Act No. 3 of 2025.

O. GUIDANCE ON MANAGEMENT AND GOVERNANCE IMPLICATIONS:

- (78) **The TVET Act, 2025 has disappplied the following enactments.** Therefore, the provisions of these enactments do not apply to a TVET provider under the TVET system established under the TVET Policy 2019 and Act No. 3 of 2025:
- (a) The Universities and Other Tertiary Institutions Act, Cap. 262,
 - (b) The National Curriculum Development Centre Act, Cap. 135,
 - (c) The Education (Pre-Primary, Primary and Post-Primary) Act, Cap. 247,
 - (d) The Uganda National Examinations Board Act, Act No. 1 of 2021.
- (79) **Implication of Disapplying the Above Enactments:**
- (a) The Governing Councils for Technical Colleges constituted under the Universities and Other Tertiary Institutions Act, Cap. 262 **ceased to exist** on 15th March 2025 upon the commencement of Act No. 3 of 2025. The Governing Councils of such Technical Colleges **should be urgently re-constituted in accordance with this Act.**
 - (b) The Boards of Governors for SDCs and VTIs constituted under the Education (Pre-Primary, Primary and Post-Primary) Act, Cap. 247 **ceased to exist** on 15th March 2025 — the commencement of Act No. 3 of 2025. Boards of Governors for Skills Development Centres and Vocational Training Institutes **should be re-constituted in accordance with this Act.** Where members of the defunct Boards of Governors were signatories to the Bank Accounts of SDCs and VTIs, **heads of such institutions should immediately cause the change of signatories.**

- (c) Curricula developed for SDCs and VTIs by the NCDC under the National Curriculum Development Centre Act, Cap. 135 ceased to be applicable with effect from 15th March 2025 upon the commencement of Act No. 3 of 2025. **Therefore, the SDCs and VTIs should approach the relevant TVET Assessment Board to have their curricula developed in accordance with Act No. 3 of 2025.**

P. TVET TRAINERS APPOINTED BY THE EDUCATION SERVICE COMMISSION (ESC) OR ANY OTHER COMMISSION BEFORE COMMENCEMENT OF ACT NO.3 OF 2025:

- (80) A TVET trainer appointed by the Education Service Commission or any other commission at the commencement of this Act remains an employee of the TVET provider until he or she retires or his or her contract is terminated or retrenched as the Minister may determine.
- (81) However, a TVET trainer shall be required to apply to the TVET Council for registration and be issued a TVET training licence by the Council under Act No. 3 of 2025 within two years from the date of commencement of this Act. **This implies:**
- (a) The files of Principals and Deputy Principals of Public Technical Colleges appointed by **Education Service Commission** shall be transferred to the **Public Service Commission**. The Public Service Commission shall review their terms and conditions and re-designate them accordingly. The wages of the officers shall be transferred to the respective TVET providers for payroll management.
- (b) The records and wages of the TVET trainer appointed by the Education Service Commission or any other commission at the commencement of this Act shall be transferred to the respective TVET providers.

Q. TRAINING WITH PRODUCTION BY TVET PROVIDERS:

- (82) Act No. 3 of 2025 under *Section 61* permits all TVET providers to engage in training with production as a way of generating revenue.
- (83) Relatedly, all TVET Providers are also permitted to offer gainful services or products for economic interest of a public TVET provider to generate revenue.
- (84) Furthermore, all TVET Providers are also permitted to sale manufactured goods or services from their workshops.
- (85) Enforcement and implementation of training with production and related matters shall be in accordance with the regulations on the governance, management, and administration of the public and private TVET provider issued by the Minister.

R. GUIDANCE ON REGISTRATION AND LICENSING OF TVET TRAINERS:

- (86) All TVET trainers shall undertake a continuous professional development (CPD) programme as prescribed by the Council. Failure to undertake the continuous professional development may lead to deregistration or cancellation of the certificate of registration and license of a TVET trainer under *Section 67* of Act No. 3 of 2025.
- (87) All TVET trainers shall be registered and issued a renewable license for a period of three years by the TVET Council apart from those exempted under *Section 74* of Act No. 3 of 2025. To be registered the trainers will meet the standards prescribed by law. All TVET trainers shall abide by the Code of Conduct of TVET trainers developed by the Council.
- (88) The registration and licensing of all TVET trainers implies it shall be unlawful for a TVET provider to employ unregistered and unlicensed TVET trainers.
- (89) It shall be unlawful and a punishable offence for any TVET trainer to engage in TVET training contrary to *Section 75* of Act No. 3 of 2025.

S. GUIDANCE ON ASSESSMENT IN THE TVET AND THE TVET ASSESSMENT BOARDS:

- (90) The TVET Assessment Boards — the Uganda Vocational and Technical Assessment Board (UVTAB) and the Uganda Health Professions Assessment Board (UHPAB) shall be responsible for the assessment and certification of programmes and courses leading to an award of a National Diploma, and below offered at the level of Skills Development Centres, Vocational Training Institutes and Technical Colleges.
- (91) The TVET Assessment Boards are not responsible for TVET providers at the level of the National Polytechnic and National Technical University accredited by the Council to offer a TVET programme leading to an award of a National Higher Diploma, Degree, or postgraduate qualification.
- (92) The National Polytechnic and National Technical University shall have the power to carry on assessment of trainees and award qualifications in respect to a TVET programme leading to an award of a National Higher Diploma, Degree, or postgraduate.
- (93) The National Polytechnic and National Technical University shall develop and manage the TVET training packages and curricula in consultation with the SSECs and approval of the Council in respect to a TVET programme leading to an award of a National Higher Diploma, Degree, or postgraduate.
- (94) Act No. 3 of 2025 under *Sections 101 — 108* provides eight penal clauses — with offences and penalties related to assessment and Certification. These include:

- (a) *Section 101* — Unauthorized possession of assessment tool, material or information,
 - (b) *Section 102* — Assessment malpractice,
 - (c) *Section 103* — Loss or misuse of assessment tool, material or information,
 - (d) *Section 104* — Damage or destruction of assessment tool, material or information,
 - (e) *Section 105* — Impersonation,
 - (f) *Section 106* — Possession of offensive material and disturbance at assessment centre,
 - (g) *Section 107* — Misappropriation of assessment fees, and
 - (h) *Section 108* — Charging fees not prescribed by a TVET Assessment Board.
- (95) The penalty clauses under *Sections 101 — 108* of Act No. 3 of 2025 are discretionary and impose disproportionate financial penalty or custodial sentences or imprisonment on a party or parties on conviction.
- (96) The intention of the penalties is to act as both punishment and a deterrent rather than to compensate for the actual losses suffered by the innocent party, imposed by the court in accordance with the law.

T. GUIDANCE ON THE SKILLS DEVELOPMENT FUND:

- (97) The TVET Act, No. 3 of 2025 has established a fund to be known as the Skills Development Fund (**SDF**) under *Sections 109 — 113* of Act No. 3 of 2025.
- (98) The Council shall, in consultation with the Minister, be responsible for the overall management of the SDF.
- (99) The Council shall oversee the transfer into and the disbursements of funds from the SDF.
- (100) *Section 113(3)* of Act. No. 3 of 2025 provides that, “The Skills Development Fund **shall not form part of the Consolidated Fund** and the receipts, earning and accruals of the Fund at the end of the financial year shall not be repaid to the Consolidated Fund, but shall be retained by the Skills Development Fund for the purpose for which the Fund is established.”
- (101) The procedure of collecting disbursement and management of funds in the SDF shall be provided for under regulations issued by the Minister responsible for TVET.

(102) The fund shall explore the several types of schemes that use payroll taxes to raise resources for funding skills development including:

- (a) **Revenue-generating schemes** that base their funding on a fixed-rate levy per employee. The revenue shall be earmarked for sectoral training programmes. The scheme is most reliable in generating funding for training where there is a persistent shortage of funding available to promote skills development. It will also greatly reduce the cost to governments of training provision.
- (b) **Levy-subsidy schemes** (also called levy-grant and reimbursement schemes) use payroll contributions that are centrally collected from enterprises and distributed in the form of grants to set against the cost of training. One benefit of implementing a levy-subsidy scheme is that the allocations of grants do not have to provide more benefit to those who have contributed more to the fund, thus this system can be far more redistributive than levy-exemption schemes.
- (c) **Levy-exemption schemes** allow companies to offset the cost of the training they provide or purchase against their tax liabilities. In levy-disbursement schemes, payroll tax revenues, rather than being spent directly on building up a national training system, are allocated to firms in the form of grants, exemptions and reimbursements in direct relation to the amount of training they provide. This category includes both the levy-subsidy schemes and levy-exemption schemes described above, as well as straight cost reimbursement schemes.⁶

U. REGULATION OF ARTISAN, CRAFTSMAN, TECHNICIAN, OR TECHNOLOGIST:

(103) The Council shall register and issue practicing permits to any person qualified to practice as an artisan, craftsman, technician or technologist.

(104) A person **Shall Not** practice as an artisan, craftsman, technician or technologist, or seek for gainful employment in the world of work as an artisan, craftsman, technician or technologist unless the person is registered and is in possession of a practicing permit issued by the Council in accordance with the regulations made by the Minister. Acting contrary to this guidance is a punishable offence under *Section 114 (3)* of Act No. 3 of 2025.

(105) **This Section shall not apply to** an artisan, craftsman, technician or technologist who is required to register and obtain a permit or any other authorization under the Electricity Act, Allied Health Professionals Act, Nurses and Midwives Act or any other Act of Parliament

⁶ Cost reimbursement schemes are those where an employer is reimbursed the cost of training from a fund sourced by the levy.

in force that provides for the regulation of the practice of an artisan, craftsman, technician or technologist in a specific occupation or trade.

V. GUIDANCE ON THE REPEAL AND SAVINGS OF CERTAIN ENACTMENTS:

(106) **The Management Training and Advisory Centre Act, Cap. 253**, has been **repealed**. However:

- (a) The TVET programmes or courses undertaken under the repealed Act immediately before the commencement of this Act shall continue in force and be **transferred to Nakawa Vocational Training College**.
- (b) Any appointment or contract, assets and liabilities made or accrued under the repealed Act, at the commencement date of this Act shall continue in force and be transferred to **Nakawa Vocational Training College** subject to the availability of vacancies in the case of employees of the Management Training and Advisory Centre.
- (c) The management training programmes or courses undertaken under the repealed Act, immediately before the commencement of this Act, shall continue in force until the admitted students or trainees complete their training or studies.
- (d) The Management Training and Advisory Centre **shall not admit any new student** or trainee from the date this Act is published in the Gazette; and
- (e) The Management Training and Advisory Centre established under the **repealed** Act shall be **dissolved** within **two years** from the date this Act is published in the Gazette.
- (f) MTAC should plan and budget for the continuing students to complete their courses under **Nakawa Vocational Training College in the transition period**.

(107) **The Business, Technical, Vocational Education and Training Act, Cap. 244** is **repealed**. However, every contract of apprenticeship and training scheme undertaken under the repealed Act, certificates, diplomas or awards issued under the repealed Act or provision existing immediately before the commencement of this Act, shall continue in force and be vested in the Uganda Vocational and Technical Assessment Board (UVTAB) established under this **Section 77** of Act No. 3 of 2025.

(108) **The Hotel and Tourism Training Institute Act, Cap. 249** is **repealed**. However:

- (a) The Hotel and Tourism Training Institute (HTTI), established under *Section 2* of the repealed Act, shall immediately after the commencement of this Act, be **transformed into a public TVET provider known as the Hotel and Tourism Training College (HTTC)** in accordance with the provisions of this Act.

- (b) Any appointment or contract, assets and liabilities made or accruing under the repealed Act, at the commencement date of this Act shall continue in force and be transferred to the Hotel and Tourism Training College (HTTC) established under paragraph (a).
- (c) For avoidance of doubt, the Hotel and Tourism Training College established under *sub-Section (2)*, shall comply with the provisions of this Act.
- (d) HTTC should plan and budget for their training function as TVET provider at the level of a Technical College under the Ministry of Education and Sports.

(109) The Uganda Wildlife Research and Training Institute (UWRTI) Act is **repealed**. However:

- (a) The Uganda Wildlife Research and Training Institute (UWRTI) established under *Section 2* of the repealed Act, shall immediately after the commencement of this Act, be transformed into a public TVET provider known as the Uganda Wildlife Research and Training College (UWRTC) in accordance with the provisions of this Act.
- (b) Any appointment or contract, assets and liabilities made or accruing under the repealed Act, at the commencement date of this Act shall continue in force and be transferred to the Uganda Wildlife Research and Training College (UWRTC) established under paragraph (a).
- (c) The Uganda Wildlife Research and Training College (UWRTC) established under *sub-Section (2)* shall comply with the provisions of this Act.
- (d) UWRTC should plan and budget for their training function as TVET provider at the level of a Technical College under the Ministry of Education and Sports.

W. GUIDANCE ON TRANSITIONS:

(110) A TVET provider or Institutions operating before commencement of this Act shall:

- (a) Continue to operate as a TVET provider where it was established under an Act of Parliament or as a tertiary institution under the Universities and Other Tertiary Institutions Act but comply with the provisions of Act No. 3 of 2025.
- (b) Continue to operate **under that licence** where it was operating under a valid provisional licence issued under the Universities and Other Tertiary Institutions Act but **shall** apply for a licence within **twelve** months from the commencement of under Act No. 3 of 2025.
- (c) Continue to operate where it was **operating without** a valid licence or any other valid authorization, but shall comply with the provisions of this Act within **six months from the date of commencement** of Act No. 3 of 2025, by applying for a licence, in case of a

private TVET provider or by the Minister making a Statutory Instrument in case of a public TVET provider.

- (d) Where, at the commencement of this Act, a TVET provider had a valid provisional licence, but had not started operating, **the licence shall expire immediately** and the TVET provider shall be required to apply for a licence under this Act.

(111) Transition applicable to the TVET Assessment Boards:

- (a) The Industrial Training Council in existence at the commencement of Act No. 3 of 2025 shall **be dissolved**.
- (b) The members of the Board of the Uganda Business, Technical and Examinations Board in existence at the commencement of this Act, shall, at the commencement of this Act, **cease to be members of the Board**.
- (c) The members of the Board of the Uganda Allied Health Examinations Board and Uganda Nurses and Midwives Examinations Board in existence at the commencement of this Act shall, at the commencement of this Act, **cease to be members of the Board**.
- (d) The **Executive Secretary of Uganda Business, Technical and Examinations Board** in existence immediately before the commencement of this Act shall in the interim be the Executive Secretary for the Uganda Vocational and Technical Assessment Board.
- (e) The **Executive Secretary of the Uganda Nurses and Midwives Examination Board** in existence immediately before the commencement of this Act shall in the interim be the Executive Secretary for the Uganda Health Professions Assessment Board.
- (f) The **staff of the Uganda Business, Technical and Examinations Board**, shall at the commencement of this Act, be employees of the Uganda Vocational and Technical Assessment Board established under this Act.
- (g) The **staff in the employment of Uganda Allied Health Examinations Board and Uganda Nurses and Midwives Examination Board** in existence immediately before the commencement of this Act, other than the Board members, shall be merged and continue in the employment of the Uganda Health Professions Assessment Board **as the Minister may determine and subject to the availability of vacancies**.
- (h) The property, movable and immovable, held by or on behalf of Uganda Business, Technical and Examination Board and the Directorate of Industrial Training shall, from the commencement of this Act, be vested in the Uganda Vocational and Technical Assessment Board established under this Act.

- (i) The property, movable and immovable, held by or on behalf of Uganda Business, Technical and Examination Board and the Directorate of Industrial Training shall, from the commencement of this Act, be vested in the Uganda Vocational and Technical Assessment Board established under this Act.
- (j) The property, movable and immovable, held by or on behalf of Uganda Allied Health Examinations Board and Uganda Nurses and Midwives Examination Board in existence immediately before the commencement of this Act, be vested in the Uganda Health Professions Assessment Board.
- (k) The employees of the Uganda Business, Technical and Examinations Board, Uganda Allied Health Examinations Board, Uganda Nurses and Midwives Examination Board **who shall not be retained in service** in accordance with this Section **shall be paid their terminal benefits in accordance with the terms and conditions of their service.**
- (l) The above transition provisions are subject to:
 - i. Appointment of Members of the Assessment Boards,
 - ii. The approved structure and Job descriptions of the Assessment Boards,
 - iii. Availability of the Wage to cater for their pay,
 - iv. Staff validation in accordance with the functions assessment Boards, and
 - v. Approval of the Minister.

(112) Transition applicable to TVET trainers

- (a) A TVET trainer who was appointed by the Education Service Commission or any other commission at the commencement of Act No. 3 of 2025, shall remain an employee of the TVET provider until he or she retires or his or her contract is terminated or retrenched as the Minister may determine.
- (b) A TVET trainer required to register with the Council and obtain a TVET training licence under this Act shall within two years from the date of commencement of this Act, apply to the Council for registration and be issued a licence.
- (c) **The transition and management of the TVET Trainers should be handled in line with Paragraph 85 (a) and (b) respectively on page 18 of 24.**

(113) Former employees of Directorate of Industrial Training on permanent and pensionable terms:

- (a) The pension rights of former staff in employment of the DIT under permanent and pensionable terms under the Pension Act are protected.
- (b) UVTAB **may**, on the effective date of its operations, accept into its employment a person who immediately before the commencement of this Act was an employee of DIT on permanent and pensionable terms.
- (c) Former staff in employment of the DIT under permanent and pensionable terms have an option of choosing to serve under the UVTAB subject to the availability of vacancies.
- (d) Where an employee of DIT on permanent and pensionable terms is appointed as a staff of UVTAB, he or she shall first retire from the education service or public service in accordance with the enabling law before they can be appointed to serve UVTAB.

For additional information on this Circular Standing Instruction, please check at the Ministry's website. <http://www.education.go.ug>.



Dr Janc Egau Okou

FOR: PERMANENT SECRETARY

Copy : The First Lady and Minister of Education and Sports

- The Minister of State (Higher Education), Ministry of Education and Sports
- The Minister of State (Primary Education), Ministry of Education and Sports
- The Minister of State (Sports), Ministry of Education and Sports
- All Heads of Department, Ministry of Education and Sports