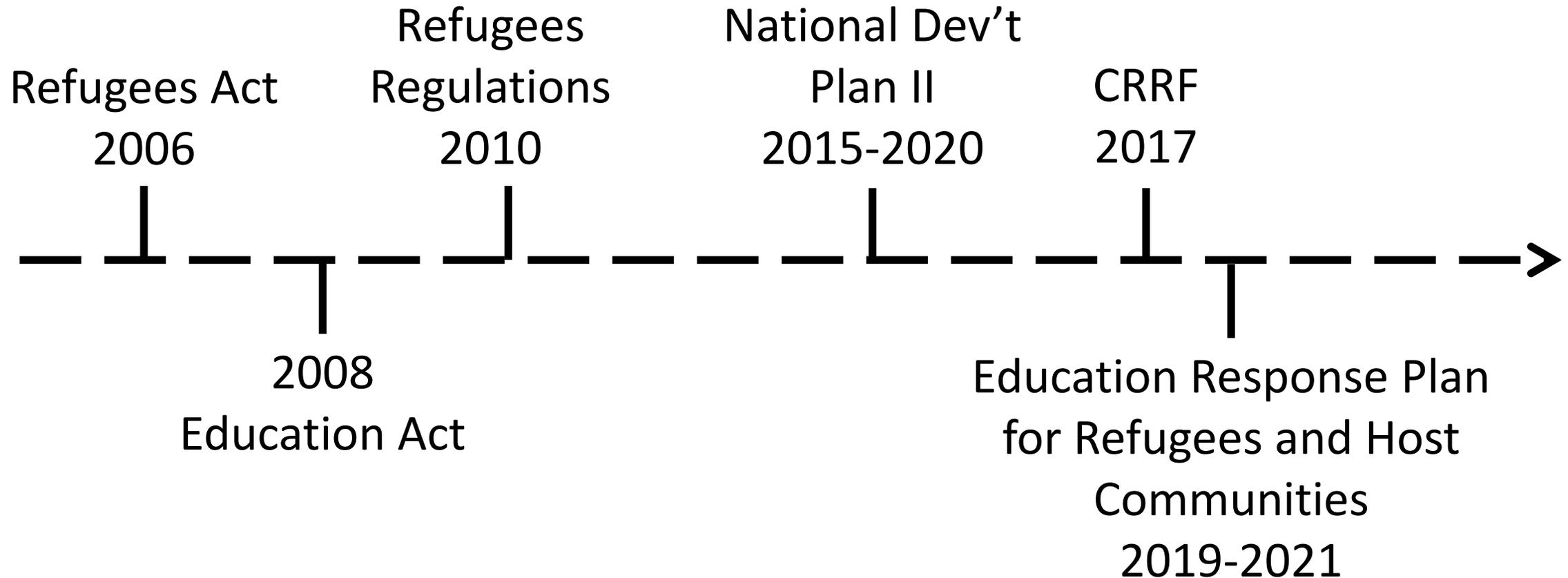


# Policy Environment for VET and Skills Development for Refugees and Host Communities

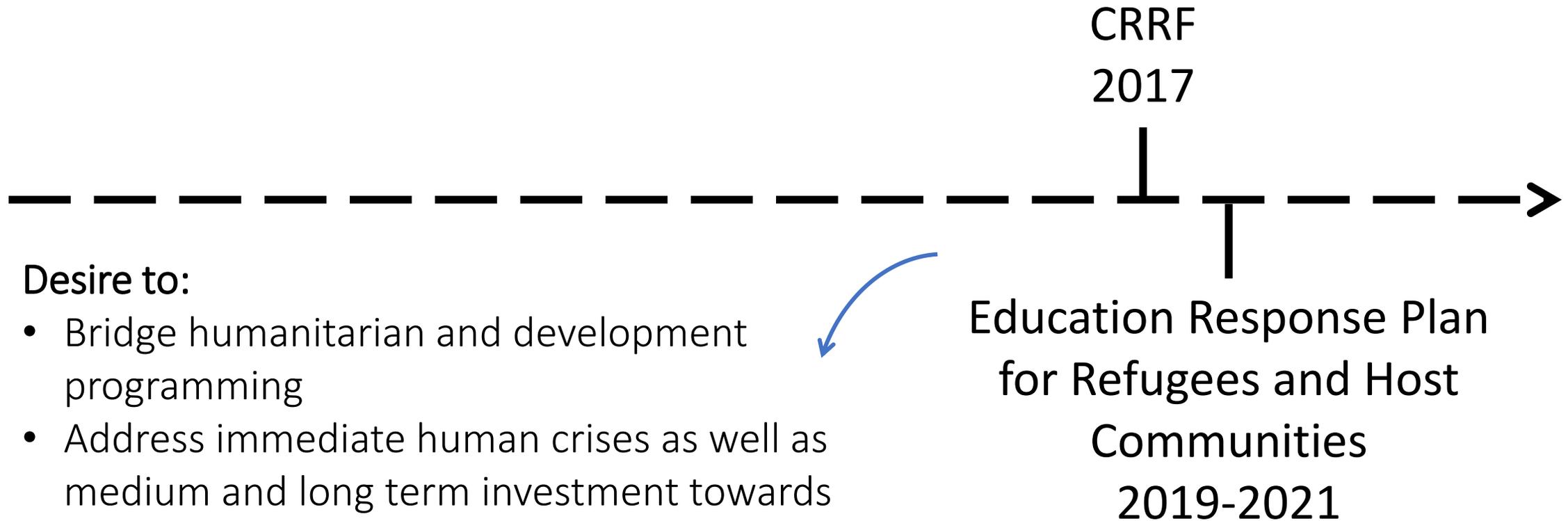


Aggrey Kibenge, Under-Secretary, Ministry of Education and Sports, Uganda

# Long-standing policy commitment to education for refugees



# Long-standing policy commitment to education for refugees



## Desire to:

- Bridge humanitarian and development programming
- Address immediate human crises as well as medium and long term investment towards recovery and development
- Achieve inclusive quality education which is central to achievement of all other SDGs

# Priority next steps for MoES

- Disseminate and implement 2019 TVET Policy → Ensure alignment with ERP
- Establish effective and accountable coordination, monitoring and evaluation systems



# Why did Uganda include VET and skills development?

- Reaching the most vulnerable
- Pathway to self-reliance

*“Uganda is widely regarded as having one of the most progressive refugee policies in the world. Despite currently hosting more refugees than any country in Africa, it allows refugees the right to work and significant freedom of movement. This self-reliance model contrasts with many other refugee-hosting countries in the region, which often require refugees to live in camps, and deny them access to labour markets.”*

Refugee Studies Centre, Oxford University, [2019](#)



# Policy principles to guide implementation

- Make sure that **both refugees and host communities benefit**
- Provide a **suitable type** of VET and skills development : Formal VET may not be the best option
- Organise the system in a **flexible** way :
  - Transferability of skills between formal and non-formal education / VET
  - Accelerated learning programmes to facilitate (re-)entry in formal education / VET
  - Continuous training possibilities for lifelong learning
- Foresee **multiple pathways to economic opportunity**:
  - Variety of supply focused on marketable skills
  - Portability of skills across countries thanks to Workers Pass

