

COMPLEXITIES AND CONTRADICTIONS IN TECHNICAL AND VOCATIONAL EDUCATION POLICY IN UGANDA

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ABSTRACT

The hope for better life after school is dashed into pieces when one comes out of an institution of higher learning and only to find out that actually he or she does not have job market requirements. Those individuals should be gotten hold of before they become alienated by teaching them basic vocational skills in secondary schools to carve their failure in the labor market. This survey presented the complexities and contradictions in vocational education in Uganda. Data for the study were gotten through the use of structured questionnaire and personal interview and analysed using simple percentage. Major finding which were drawn from data collected from 100 randomly sampled students of Kyambogo University, Uganda revealed that students join technical course because they have no school fees for secondary school education. As a result of the above, the study advocated that apprenticeships should be promoted so that people can get trained from the work places.

Keywords: *Complexities, contradictions, vocational education, Uganda*

INTRODUCTION

Complexity comes from the Latin word *complexus*, which signifies entwined, twisted together. Professor Mikulecky of Physiology at the Medical College of Virginia Commonwealth University (<http://views.vcu.edu/~mikuleck/>) defines complexity as the property of a real world system that is manifest in the inability of any one formalism being adequate to capture all its properties. It requires that we find distinctly different ways of interacting with systems. Distinctly different in the sense that when we make successful models, the formal systems needed to describe each distinct aspects are NOT derivable from each other. Venturi (1966) looks at complexity in relation to the complicatedness of the content of architecture. In fact to him complexity is the property of complication of the content of the system under review. Is the content of vocational education complicated in anyway? No evidence exists on this nature of our education system. We will have to adopt the definition of complexity being a mid point between order and disorder for this presentation and in this case complexity is a property of contradiction. The two terms are used interchangeably.

On the other hand, contradictions has similarity to the following terms; antagonism, antithesis (Marxist philosophy), contradistinction, contraposition,

contrariety, contrariness and polarity (<http://en.wikipedia.org>). Of all the above different words, antithesis brings in a clear definition to the term contradiction in the vocational education system. To every movement there is a contradiction, antithesis whose response is the synthesis. Synthesis is an agreement in the mid point between the thesis and antithesis.

Vocational education is a type of education that aims at imparting practical skills to learners. It is an education which aims at training the eyes, brains, hands and legs with the production skills. Vocational education can actually be defined as the productive education or education for job creators. The recently published book, *The Handbook of TVET (2009)* by UNEVOC-UNESCO, vocational education is referred to as occupation education (<http://www.unevoc.unesco.org/publication>). In Uganda Business, Technical Vocational Education and Training (BTVET) are put together as separate, but all of them can be conveniently called vocational education just like it was in U.S.A in 1990's (Castellano et al 2003).

General education is the literary type of education. It is not a skilled based education. It is an academic type of education as opposed to the vocational type which is skilled-based. This study is structured in order to assess the complexities and contradictions in vocational education in Uganda. Its specific objectives are to: enumerate the contradictions in the vocational education in Uganda; identify the dependent and independent variables whose interactions generate the contradictions and the complexity in the education system in Uganda; as well as describe the thesis, antithesis and the syntheses in Uganda educational system.

COMPLEXITY AND CONTRADICTIONS IN UGANDA VOCATIONAL EDUCATION SYSTEM

In the government white paper on education for National Development and Integration (1992), the Uganda government stated the importance of education in the following terms:

Education is a powerful tool for transformation of society. It plays a key role in achieving moral, intellectual, ideological, cultural and social development of the people in society, as well as the national goals of unity, democracy, economic progress and security for all its citizens.

The government in Uganda takes education as being of great importance to our nation and as such it is important that we look at the complexity and the contradictions that are there in the education system. Could there be a contradiction and complexity in the vocational education in Uganda? If the complexities and contradictions are there how are these manifested? According to a German philosopher who developed the dialectical principles, Hegel Wilhelm asserted that to every proposition, there is opposition. That is, to every thesis; there is an antithesis (<http://en.wikipedia.org/wiki/thesis.antithesis.synthesis>). What types of antithesis exist against the education system in Uganda? Mao Tse (1937), a renowned

Chinese philosopher in the twentieth century on the other hand also adds to the facts that contradiction (antithesis) exist in the process of development of all things. He said that in "the process of development of each thing a movement opposite exists from beginning to end", to him nothing does not contain antithesis. Somewhere else in the world antithesis to vocational education has occurred and the education systems altered as a synthesis to the antithesis. For example in the United States of America, Vocational education which prepared generations of young people for the work roles that awaited them in factories, farms and offices succeeded in that mission as long as there were enough jobs in those areas. However, globalization of the economy an independent variable became an antithesis to the traditional role of vocational education there. The antithesis impacted on the traditional work in the United States of America causing the decline in the employment in the United States between the periods of 1970-1993 to fall from 41% to 16%. This was so because of the change in the level of technology at the work places as a result of globalization.

The expectation that a young person could get well-paid job in the plant where his or her father worked became far from reality because of the antithesis. In fact, many fathers were unable to keep such jobs themselves (Castellano et al 2003). The syntheses (results) of the thesis (US education system) and the antithesis (globalization) were the enrollment decline in the vocational institutions and the laws put in place to avert the hiccup in the system. During the enrollment decline period the vocational educationists felt pressure to adjust to the synthesis least they risk becoming irrelevant. Most of the traditional areas needed to be infused with new technologies-computerized diagnostics in auto repair, numerically controlled machines in machine shops and sophisticated medical equipment in health occupations classes.

For those changes to occur, staff needed professional development in the new technologies as well..." high schools needed to provide a more expensive academic and vocational curriculum premised in broad career clusters rather than on preparation for particular jobs..." to reflect this change in philosophy and the kinds of programs offered the Professional Vocational Association in 1998 urged its members to begin to use the term career and technical education (a new proposition) in place of vocational education(Castellano et al 2003). Globalization has generated a contradiction between the training curriculum and the job market requirements to which contradiction a convulsion of reactions has to take place in turn creating synthesis resulting to the new proposition or thesis through laws and adjustment of the name that hitherto existed. Laws put in place were; Carl D. Perkins Vocational and Applied Technology Education act 1996 (called Perkins II Act) and the 1998 Perkins III Act. Perkins II mandated the integration of vocational and academic curricula, promotion of work related experience and accountability as a required element of funding. Even in the general secondary education, the vocational subjects had to be integrated so that those on the

academic lines have some doses of vocational education (Castellano et al 2003).

Similarly in all the European Union countries there is an advocacy for the adoption of the European vocational qualification frameworks which will bring in harmony and standardization of all the vocational education system to rid themselves of the complexity and contradictions in their countries (www.unevoc.unesco.org). The vocational framework is a synthesis of the thesis and the antithesis in their vocational education systems. Even the countries within the Mediterranean region are also coming up with the qualification frameworks to correct the contradictions in their education systems (http://www.meda-ete.net/meda-ete-web.nsf/pages/National_Qualification_and_Recognition_Frameworks_EN?OpenDocument).

Right now the country has put in place a law called the Business Act BTVET act 2008 which has also advocated for the use of Uganda vocational framework. The law also aims at correcting the antitheses that have been prominent in the education system. If that is the case, what contradictions are present in the vocational education in Uganda? The education white paper (1992) has outlined the aims of education in Uganda. In this study the complexities and contradictions as in vocational education are classified into: **System contradictions:** To every thesis, there is an antithesis and to this end the thesis are the intellectual propositions that can be clearly seen in the aim of education in Uganda, the antithesis, which in our defined term is the contradiction opposing the forward movement in the development of the education system. As outlined above we have several types of contradictions and complexities which are embedded in the education system (internal contradictions and complexities), malaise the education system from without (external contradictions and complexities), retarded the education system (systems contradictions) and thrown the vocation education system out of balance (reliability contradictions and complexities).

The contradictions in the Uganda education system had made it to be archaic and depressing. In 1990's the educationists being tired of the education system were calling for its restructuring. For example Kajubi (1991) frustrated by the contradictions in the education system that had afflicted the vocational and technical education wrote in disgust in that:

There is a low regard for technical and commercial studies, physical work is not necessarily considered as essential part of education. The general practice is for the "brighter" pupils to go on and on with the theoretical studies and for the less talented to branch off into technical or vocational courses. Cleverness is still judged only on the basis of ability to memorize and regurgitate theoretical information and practical people are automatically regarded as less bright...

He further showed his disappointment towards the colonial education that has continued in the Ugandan education system thus:

Despite repeated criticisms of the inherited colonial system of education as anachronistic and irrelevant and the efforts of successive governments to change it, no fundamental transformation has occurred over the years

of independence in relating education to the social and cultural realities of Uganda

There were efforts to correct the foundation of the present day contradictions and complexity in the education report of 1989 and the government white paper on education for reform 1992. Was there reform as proposed in the white paper and the education report of Kajubi? Have all these sentiments raised by Kajubi (1991) changed? Fundamentally no but even the worst thing have occurred weakening the status quo of the education system in Uganda, drafting it further into complexity and contradictions; the non practical scientific education, let alone the presence of theoretical examination oriented system that remain the major characteristics of the general education in the country (internal contradictions). The colonial education system was a contradiction to the vocational education system. Note must be taken to the fact that the colonial government in Uganda tried its best to give the vocational education to the people in Uganda but it was not a success story unlike the general education system.

Contradiction Borne in the System: Christian missionaries introduced the western type of education in Uganda as an essential part of the process of conversion to Christianity. Inevitably therefore, the first schools were Christian schools and were for the sons of the chiefs. The curriculum designed was mainly academic, although vocational schools were also opened (Wandira 1972). Training of vocational people hitherto had no place in their holy writs. Several reasons were responsible for this scenario. The colonial government was not in a haste to involve itself in the Education of the indigenous Ugandans until 1925, when they issued a policy after a scorching criticism of the missionary form of education by the Phelps-stoke Commission. Otherwise education was not their business. Lansdowne, the secretary to foreign office in London stated in 1901 regarding the role of the colonial government in education thus:

....Education is certainly our business in the last resort, but if the missionaries will do the work for us, it would be better to give them facilities in the form of tax rebate (Ssekamwa 1997:4).

What followed the lack of finances of the missionaries in promoting vocational education was to pre-empt any effort to follow up the development of vocational education in Uganda. For instance in 1882, when Dr Watson taught Agriculture to the native Africans at Mengo with the idea of imparting these skills to the Africans, Reverend Haltersley opposed to it. He contended that the curriculum should only consist of the academic subjects. The reason for this was the costs involved if the teaching of agriculture. Agriculture did not develop in Uganda completely and by 1963 no body would want to take up agriculture willingly. It was reserved for academic failures. Even parents began to look at education as a means to escape from a manual work, such as agriculture, degrading vocational education more. Castle (1963) observes in the education report correctly thus, "Indeed it is no exaggeration to say that

formal education is commonly regarded as a means of escape from the drudgery and hazards of the hand hoe agriculture practices by the parents and the grandparents."

He further points out the implication of this observed attitude on the development of technical and vocational education;

Here lies the core of the problem for those concerned with agricultural education; no useful purpose can be served by training boys and girls technical skills of farming, if agriculture in Uganda fails to offer prospect of livelihood at least as good as that offered by the other forms of employments (Castle 1963:33)

The high cost of vocational education therefore made the missionaries to think more of general education, an irony which has not changed at all in our education system. The only thing the missionaries desired to achieve was to train interpreters, evangelists and later on the administrators who would help in the manning of the mission centers. This formed the basis of complexity and a contradiction as far as the vocational education in Uganda is concerned. The colonial education produced people with general education devoid of technical or vocational skills and these products; the educated workers were to serve as clerks, chiefs and administrators. Such jobs as that of the clerks, interpreters, chiefs and administrators attracted heftier benefits in monetary terms than the vocational jobs.

Right from the foundation of formal education in Uganda, the general type of education was therefore seen as a type of education that lifted one from a poor peasantry social class to that of the middle class atuned to the white-collar job mentality whose payments were translated into hefty monetary terms. Disparity in the monetary benefits in the two education systems formed a contradiction which dogged our education system until recently in the history of education in Uganda. From the start of vocational education in Uganda, a negative attitude was built against it by the colonial policies in Uganda which never favored the development of this type of education (Okinyal 2006). The negative attitude towards technical vocational education was aggravated by the British popular notion in Uganda that "the rulership of the world was not in the hands of technicians but those who studied humanities" (Ssekamwa 1997). This was a false impression indeed, for the white men came to Uganda, introduced formal education, putting much emphasis on general literary education devoid of technical skills, while the education that trains hands, brains and body was ignored. Indeed vocational and or technical education was said to be meant for academic failures. This was a despicable event in the history of our vocational education for one reason that when the notion of the "rulership of the world" was said to be vested in the hands of those who studied humanities being upheld in Uganda, the European technicians who had gone through vocational education system in Europe were busy in their workshops and factories creating and advancing in the new technology let alone making guns and gun powder with which the world was being subdued and brought under the rulership of their home countries. What a contradiction!

With the idea that vocational education was meant for academic failure engraved intellectually in the minds of Ugandans during the colonial era, when in 1911 Rev. Gill introduced agricultural education in Kamuli high school, his efforts were frustrated because of the negative attitude that was already in the hearts of students towards vocational work. The same effort was frustrated in Gayaza when Miss Allen tried to introduce agriculture in the school curriculum. The summation of the engraved illicit attitude by the colonial education system was expressed by the son of Sir Apolo Kagwa in the following words,

We send our boys to the high schools not to learn to drive bullock wagons and look after cows but to learn to be fitted for post of high standing [such as clerks, administrators, interpreters (Emphasis added)] (Ssekamwa J, C.1997).

We can see that right from its embryonic stage, the vocational education system was laid on the shifting sands of contradictions and complexity which continue to haunt the citizens to date. Unfortunately these contradictions continue to loom high in vocational education system of Uganda. Ssekamwa (1999) provides further information, which gives points to the foundational contradiction in the education system which devalued and continues to devalue and promoting negativism in the attitude of some Ugandans towards vocational education system. He asserts that Government through the selection system in the country promoted the inferior tendencies of technical education;

The selection system for academic schools and the technical schools played an adverse role towards the success of technical schools. It was the students who were scoring low marks at the end of the primary schools or secondary schools that were being channeled into technical schools. Students with the high marks were being selected for the academic secondary schools. As much as there is an upsurge in the demand for vocational education system, people's attitude towards it has not been corrected fully. The enrollment of technical and vocational institutions is still low, for example in 2007, there were only about 30,000 students in all the Technical Vocational Education and Training institutions. Why the low enrollment? The answer to this question lays in what Okinyal (2006), former BTVET commissioner states;

The stigma and negative attitude attached to BTVET courses hinders the sub sector from getting good learners. Whereas most BTVET subjects are science related, students who pass sciences do not easily opt for BTVET and so the sub-sector continues to admit low grade students into its institutions. As a result of the negative attitude, enrollment of students is still relatively very low. Because the enrolment is very low, most of these institutions are operating below capacity. Okinyal (2006) further states, most BTVET institutions are operating below capacity. The negative attitude towards BTVET has made it difficult for the institutions to attract the substantial number of students. On the other hand the selection policies of students to higher institutions of learning do not favor the vocational education system in Uganda. Okinyal (2006) laments further in the following discourse; "besides, policies on the students' selection are required. Currently BTVET institutions can only

admit students after the universities have selected the best students”. Why? The answer is simple, the contradiction generated within the education system disadvantages the vocational type of education and as such vocational education is a bag of contradiction itself.

In terms of selection at the national level, candidates for Uganda advanced certificate of education (UACE) are selected first and then technical vocational institutions grab the remnants. Even some principals of technical institutions fail to get one single candidate to admit from the selection exercise for entry in craft part I. The endemic contradictions present in the education system have persisted to date with many people not wishing to send their children to technical or vocational institutions yet this type of education is the basis of industrial development for any nation today.

Because of the contradictions in the education system, vocational education has not been popular in Uganda as the National council of higher education in Uganda (NCHE report. 2006) states:

For more than 50 years, every education report in Uganda has emphasized the importance of technical education and vocational training in national development. But at a practical level, this area of higher education has never received the attention it deserves. Unlike university education, it has not in the past enjoyed prestige in popular imagination

In summary the education system in Uganda has reserved this type of education for the academic failures, the white-collar job mentality has been part of the contradictions, the stigma against vocational education system is part of the contradictions, low payment of people with vocational skills etc are all antithesis against vocational education. Looking at the aim of education in Uganda, is the system not contradicting? One of the aims is to promote scientific, technical and cultural knowledge, skills and attitude needed to promote development; To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self development as well as national development, for better health, nutrition and family life, and the capability of continued learning", however, the status quo of vocational education is beginning to change now that the academic education system can take one nowhere in the job market.

Internal Contradictions: Are there contradictions in the vocational education system? Why has it not been attractive? Yes we have seen that the education system has developed a contradiction inside that does not favor the development of vocational education. Not many intellectuals would wish to have their children join vocational education. The question we may ask is why? Before we answer this it would be good to look at the aims of vocational education in Uganda. In the government white paper on education for national development and integration (1992), the followings are the aim;

- To stimulate intellectual and technical growth of students in order to make them productive members of the community
- To produce craftsmen, technicians and other skilled manpower to meet

the demand of industry, agriculture and commerce as well as teaching of technical and vocational subjects.

These aims were further interpreted in the BTVET act (2008) as:

- To provide relevant knowledge, values, skills for purposes of academic progression and employment in the labor market
- To enhance productivity capabilities of the individual for employment and self employment among others.

Have all these aims as put in the white paper been met? The answer is to some extent some of the aims have been met but most of the aims may yet be met.

The following are the contradictions in the vocational education in Uganda:

- Terminal ended system
- Theoretical contradiction
- Outdated curriculum

The above constitute the internal contradictions that continue to hinder the development of vocational education in Uganda. As the terminal ended nature of vocational education in Uganda, most of the vocational education courses used to end at a certificate level. Courses such as shoemaking, carpentry and joinery, tailoring and cutting, fitter machinist, motor vehicle technicians home economics and fashion designs terminated at a certificate level until recently that Kyambogo University introduced diploma and degree programs for them. Block-laying and concrete practice too remained as a certificate course until 1965 it was upgraded to a diploma level, and only reached a degree level in 1973 in Uganda when Makerere University started an engineering courses.

No one would wish to go to an education system which retards academic progress. it is not a surprise that a youth who has a degree in arts who is unemployed thinks himself to be better than a technician who has a certificate or a diploma but working, the reason being that a degree holder is superior. The degree mentality is still very strong in Uganda. During the colonial period; parents could not willingly take their children to vocational institution because of the terminal nature of this education system. Ssekamwa (1997) points out that some parents had developed a perception that technical education was retrogressive and made their children stagnant. Therefore they did not value technical vocational education at all. Whoever went through this type of education would be seen by society as an academic failure. To date most students are not wiling to join vocational institutions. But they do so as a last resort. When the presenter asked 100 students to give reasons whether they joined vocational courses in both Kyambogo University and other technical institutions in Uganda because they had no school fees, the responses are presented on table 1. The analysis shows that 50% of the respondents do agree that students join Technical course because they have no school fees for secondary school education, 45% of them disagree with the statement. This means that most people are still joining TVET courses because they do not have fees for secondary or university academic education. The good picture is

that at least 45% are now sure that some students join TVET willingly. The terminal nature of vocational education has been one of the internal contradictions in the vocational education system itself.

Table 1: Most students join technical course because they have no school fees for a secondary school education

response Mode	Frequency	%
Strongly agree	12	12
Agree	38	38
Strongly disagree	18	18
Disagree	27	27
Not sure	5	5
Total	100	100

Theoretical contradictions: The nature of Ugandan education system is that it is generally theoretical. Even the courses that should be practical are taught theoretically. What are the reasons for this?

Lack of technology, lack of practice among the teachers of vocational education and poor attitude to work among the highly educated people in the country hence the type of education given to the students is irrelevant in some instances to the job market requirements. We can therefore begin with the fifth century Chinese philosopher by the name of Lao-tse (also called Lao-tzu) whose views and the early study of the philosophy of education oscillated, forming a substructure upon which the superstructure of the modern vocational education was built. He had this philosophical assertion during his life time:

If you tell me, I will listen.

If you show me, I will see.

But if you let me experience, I will learn

(<http://www.unevoc.unesco.org/publication>).

This philosophy has been at the centre stage of vocational education development of the Chinese and other nations who have applied it and to it we shall turn. However, up to today, the Ugandan education system is producing the agriculturalists who do not know the combine harvesters, civil engineers who do not know how to drive a Bull dozer, we are training mechanical engineers who cannot make a mere needle for the sewing machines, neither can they make an engine of a motor vehicle, let alone telecommunication engineers who cannot produce a mere design of a television screen or make a transistor which is an old technology. The engineers, vocational graduates being produced by the Ugandan educational systems are not even copycats; they are repair technicians who look at the simplest technology from Europe and America or even India and China with amazement. They cannot think beyond being more than repairers of the imported technology. Why this scenario?

- The education system is not practically oriented.
- Taught by the same people who went through the same system. (It is not a surprise to see engineers or agriculturalists who went through

our technical and vocational or university institutions in the necktie, fearing to get dirty with grease or mud).

The training has a problem of contradiction. The Chinese philosopher maintains that we tell the students as they listen to theories, we may show them pictures of machines and gesture to them but they cannot be given practical, they may see during industrial training but they cannot touch because there had been no industrial training policies in the country, no industrialist is committed to training them, so that they can experience it. That is how our education system is. Therefore students we produce cannot stand on their own and become manufacturers using their technical skills. We train them and call them engineers, and they go out thus yet in the actual sense they are not. Yes we teach them about business but we do not teach them business, we teach them about agriculture but we do not teach them agriculture. We teach them about engineering but we do not teach them engineering. They go out of the vocational institutions with some theories but not the practice. They go out without knowing the machines only to see those in the industries for the first time in the field with a marvel in their faces because what we have in the workshops in the institutions are of the 18th century and sometimes those of the 20th century. Practical are done in theory. This is the internal contradiction in the vocational education system. How vocational is the vocational education in Uganda? Lamenting on the state of the infrastructures in the TVET institutions, the commissioner in charge of TVET said,

BTJET institutions lack instructional material and infrastructure like lecture rooms, teacher's houses, workshops, tools, equipments, books and libraries. Yet BTJET is practically oriented and its success is dependent on the availability of teaching materials, tools, machines and equipments. If these are grossly lacking in the institutions, the products from them will not have the competencies directly required in the labour. (Okinyal 2006)

Lack of working instruments in the class room makes the teaching of practically related lessons not affordable, therefore teaching is theoretically oriented. At the end of it all, the products of the practical education system which indeed did not practice the practical aspect of that education system may not be able to meet the requirements for the labour market. Lack of equipment and good infrastructure in the TVET institutions has contributed in influencing student's attitude towards TVET education system negatively. Even in the famous Kyambogo University which inherited the former Uganda Polytechnic Kyambogo which was the apex of technical education have workshops with dilapidated machines which were installed in those workshops in 1954, the 19th century technology. Therefore can the kind of vocational graduates produced from this institution fulfill the aims of education in Uganda? Is this not a contradiction? Giving a poor quality vocational education started right from the colonial time and it has continued for long. The vocational education we have is anachronistic and needs total overhauling. The complaints students had in 1950's are still the same today. Technicians that were given technical

and vocational training during the colonial period were not given the quality education as seen from the complaint of the learners in Kampala technical institute echoed in their letter to Binns study group in 1951 thus;

The kind of education given to us does not make us fit to stand on our own feet. For instance, when a person leaves the Kampala technical school, he is regarded as a person who has attained the highest technical education in this country. We wonder whether the department of education realizes that in the work of the famous Kampala technical school no one can make a needle or a pen nib. We would like to have a kind of technical education, which will enable us to make machines (not to repair them), to make clothes (not to cut ready made cloth).

What about today? Nalumansi et al (2003) describe the technical vocational education in Uganda in a World Bank that:

The current BTVET system is not in a position to cater for the present and the future skills requirements of the economy. Most BTVET providers do not refine their students to the required current and future skills needs. The training contains too much theory and too little hands-on experience. Even practical skills are theoretically explained with gestures and pictures.

So the internal contradiction continues to haunt the vocational education system. Looking at the outdated curriculum as a contradiction to the development of the vocational education system, there has been no serious policy put in place to try to review the curriculum of the TVET institutions. Although some attempts to review the curriculum were made in 1998 by both the Curriculum Development Centre and the former Uganda Polytechnic Kyambogo, no changes were effected leaving the TVET institutions to continue with the outdated curriculum. The rate at which the TVET curricula get outdated is far fetched, for one reason that technology changes after a very short period of time. To match the job market requirements the training curricula must be up to date.

Effective curriculum planning and development in this area should be a dynamic process. It must respond both to the needs of the individual and to the technical requirement of the job, as well as to the changes in job patterns caused by scientific and technological development and socio-economic change. Lack of policy guide made the TVET institutions to run on outdated curricula. Most of the TVET curricula in Uganda are outdated and there has been need to review this to meet the industrial demands of the county (Okinyal 2006). Having looked at the internal contradictions in the vocational education system let us continue by examining the external contradictions and complexity. These are contradictions that are generated from outside the country's education system.

External Contradictions and Complexity: What are these? From the example we saw on the United States education system, one factor was made plain, globalization. In most basic terms, the globalization of the world economy is the integration of economies throughout the world through trade, financial

flows, the exchange of technology and information, and the movement of people. The extent of the trend toward integration is clearly reflected in the rising importance of world trade and capital flows in the world economy. In addition, the revolution in communication and transportation technology and the much improved availability of information have allowed individuals and firms to base their economic choices more on the quality of the economic environment in different countries. This does not affect the economic system alone but even our education system. That challenge is with us. Gone are the days when individual nation could run a successful economic policy at home while ignoring international trends. Gone are the days when vocational education training was meant to satisfying the needs for labor of the nation states only. As the world turns into the global village with the free movement of labor and capital across national borders, a new need has arisen that calls for the immediate review of the education system especially in the area of technical and vocational education.

Are the vocational students we are training in the developing countries globally compliant? As we grapple with the challenges of globalization in the education sector, in some circles the proponents of globalization are already advocating for the global training curriculum. How ready is Uganda in embracing the global curriculum? What technology is in place to facilitate this process? Can Uganda benefit from globalization? Education has in modern times been situated within the nation-state. It has been shaped by the demands within the state to prepare labor for participation in its economy and to prepare citizens to participate in its polity. This approximate congruence of nation state and formalized education becomes problematic as globalization blurs national sovereignty and puts limits on state autonomy (Torres .C ,2002) .

If our contemporary discussion of education is to have any meaning, it must move beyond assumptions about national boundaries and goals internal to national agendas. It must address the questions raised by globalization of the two traditional bases of formalized educational systems. While containing a universal dynamic, the impact of globalization has been uneven and responses to it varied, and this has exacerbated the complexity of its conceptual challenge. The conceptual challenge notwithstanding, globalization is a contradiction to the present day vocational education not only in Uganda but all over the world. As globalization lifts the state boundaries and promote the capital transfers, new technology are coming into the job market. This calls for a total overhaul of the training curriculum, it calls for the integration of new technology in our training, it calls for retraining of teachers, redesigning of our workshops and lecture rooms.

The globalization is a serious contradiction to the type of education we have because, we are still training on people as workers of the last century but not the 21st century. Whereas we are training labour force the use of the manual wheel alignment machines, the world has moved to the computerized

system, we still train on old technology when the world has gone to technologies-computerized diagnostics in auto repair, numerically controlled machines in machine shops and sophisticated medical equipments in health occupations classes, operation of robots in industries. With the foreign investments, our graduates risk having no jobs in the job market under globalization. Globalization is an external independent variable responsible for a contradiction on our vocational education. If the United States has suffered from its effects on vocational education in the 1990s' then we are bound to get into this same mess unless something is done to preempt its adverse effects on the vocational education system. This applies as well to the general education system. There are other emerging issues like sustainable development in the vocational education system.

The global warming, conflicts and economic development sustainability are all hot issues in the global world of today. But our vocational education system has not as yet arisen to this reality. Finally our educational system is financed from outside the country especially the vocational education. Our education policies have to depend on the donor policies. This has hindered the development of this type of education. At the terminal of every stage of education, that is, p. 7, Senior 4, Senior 6, and University, there is serious need to have them come out with a skill. But our education system has not taken into accounts the needs to instill in them the vocational skills. Even those ones who come with some little skills find themselves on the street.

It is becoming the politician's nightmare, unemployed youths hanging out in the streets with little chance of finding a job or going to university. The hope for better lives after schools are dashed into pieces when one comes out of an institution of higher learning and only to find out that actually he or she does not have job market requirements. We should get hold of those individuals before they become alienated by teaching them vocational skills in secondary school to carve their failure in the labor market. Of course, reality is never so simple, which partly explains why vocational education does not achieve acceptance in the education system of a nation like Uganda. Heavy expenses are required to develop curricula, train staff and equip classrooms for these specialized subjects, which generally cost three times more than academic courses(UNEVOC 2009, <http://www.unevoc.unesco.org/publication>)

CONCLUSION

Contradictions and complexity are a reality in the vocational education system. There is need to adjust the training system, taking into consideration the international trends of education. Apprenticeships should be promoted so the people can get trained from the work places. There is need for a vocational university to encourage research in the vocational education system so that our people are made aware of the current state of vocational education elsewhere in the world.

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