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AN ENHANCED HUMAN DEVELOPMENT CAPABILITY APPROACH TO  
EDUCATION: IMPLICATIONS FOR TECHNICAL VOCATIONAL EDUCATION  
AND TRAINING POLICY IN UGANDA (207 pp.)

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There are essential elements within the enhanced human development capability approach (EHDCA) which are: aspirations, human capabilities, human capital and human rights relate at the conceptual level. This study used the literature available on the four essential elements and finally contextualized the study to Technical Vocational Education and Training (TVET) policy in Uganda using the EHDCA lens. The study explored and elaborated the normative conceptualization of EHDCA to education for human well-being. There has been a problem of not addressing the issue of an EHDCA in education systems. This is an urgent problem that needs attention.

This study argues that human capital and human rights constitute parts of human development capability approach (HDCA). There is also a strong notion of aspiration to make HDCA practical to solving problems of poverty, deprivation, unfreedoms and ignorance. Since the study was to see how the essential elements of the EHDCA interrelate, concepts used in EHDCA were defined to help readers understand the model suggested in this study. The final section is on the implications of the EHDCA to secondary education TVET policy in Uganda.

It is important to mobilize a person's resources, aspirations, capabilities, expressed in agency, that lead to the enhancement of capability and aspiration sets to enable a person to achieve valued freedoms, which is the goal of EHDCA model. Human

capital and human rights approaches are not distinct but form part of the HDCA. The understanding of the essential elements of EHDCA helps us to conceptualize education especially among the deprived populations. The study brings in the understanding of the evolution of the concepts of aspirations and capabilities in the academic field. Finally, the study provides conceptual materials for partners in education to conceptualize education.