



BTC

**BELGIAN
DEVELOPMENT AGENCY**

BASELINE REPORT

INTERVENTION CODE:

WESTERN UGANDA REGION (BELGIUM) UGA – 1402711

KARAMOJA REGION (IRISH AID) UGA – 160331T

WESTNILE REGION (EU) – 160321T

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1. Intervention Form

Intervention name	Support to the implementation of the Skilling Uganda Strategy	Annex to the Support to Skilling Uganda Intervention (SSU): Integration of the Karamoja Region	Support to skilling Uganda strategy (SSU) Livelihood and labour market relevant skills development for refugees and host communities
Intervention Code	UGA1402711	UGA 160331T	UGA 160321T
Location	Uganda: Albertine & Rwenzori	Uganda: Karamoja	Uganda: West Nile & Kiryandongo
Budget	16 million (Belgium Gov't)	6 million Euros (Irish Gov't)	2.4 million Euros (EU Trust Fund)
Partner Institution	Ministry of Education and Sports (MoES)	Ministry of Education and Sports (MoES)	OPM & (MoES)
Date intervention start /Opening steering committee	28 July 2015	July 2016	July 2016
End date specific agreement	27 July 2021	June 2020	June 2019
Target groups	The project supports the implementation of some of the key-reforms of the national BTVET strategy, both on a national/central level, and on the local level, in 4 districts in Western Uganda. In its operation, the project will support a restricted number of training providers in Kasese, Fort Portal, Hoima and Masindi. The project strives for a close collaboration with Business Membership Organisations and private sector companies on all levels of intervention.	The project supports the skilling Uganda strategy specifically for Karamoja Region. It will focus on supporting relevant skills development for Karamojong youth, women and girls. To ensure the relevance of the skilling Uganda strategy to Karamoja context, the intervention will focus more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments	The project contributes to the skilling Uganda strategy focusing on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities in three targeted districts of Arua, Adjumani and Kiryandongo. The intervention adheres to the Refugee and Host Population Empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance
Impact ¹	The employability of youth is increased	The employability of youth is increased through	Sustainably improve food security, nutrition and

¹ Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

Intervention name	Support to the implementation of the Skilling Uganda Strategy	Annex to the Support to Skilling Uganda Intervention (SSU): Integration of the Karamoja Region	Support to skilling Uganda strategy (SSU) Livelihood and labour market relevant skills development for refugees and host communities
	through better quality of instruction and learning in Skills Development	better quality of instruction and learning in Skills Development	livelihoods of the refugee population
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms	The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja Region in line with the Skilling Uganda reforms.	Enhance livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Adjumani, Kiryandongo and Arua through short and medium term vocational training and entrepreneurship support
Outputs ²	1. The BTVET and employment (sub)sector has a coordinated and formally agreed governance structure, vision and medium-term strategy	1. Provide institutional support to the national SD stakeholders and supporting the BTVET reform agenda	1. Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with specific focus on youth, women and girls) in three targeted areas
	2. The Pilot Skills Development Fund is established and operates in the Project Area and it serves as a model for the future National Skills Development Fund	2. Develop and support skills development instruments; pilot Skills Development Financing (SDF) mechanism	2. Skills development in the three districts is coordinated and aligned with the skilling Uganda strategy
	3. Quality of training and qualification processes is improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females	3. Improving training provision and upgrading of training providers	

² These are outputs as per the TFF.

2. Introduction

The Baseline Report is the final product of the Support to Skilling Uganda (SSU) Baseline process. The report arises out of a participatory process involving key stakeholders and policy makers as well as extensive desk review of relevant documents. See annex 1 for the Baseline Work plan (including its objectives and scope). Amongst the activities conducted is the development of a ToC workshop. The workshop outputs are included in annex 2.

As part of the Inception Phase, the Baseline was rolled out in conjunction with other preparatory activities for the project's main results areas. The parallel implementation of the inception phase was climaxed with the Theory of Change workshop, which forms a basis of this report.

The Theory of Change (ToC) workshop *held from October 11 to 14 2016* had participation of 35 stakeholders drawn from different BTVET institutions (MoES, DIT, NCD, NPA, BTVET, UMA, UGAPRIV) and representatives of development partners: Irish Aid, GIZ, AVSI. Plenary sessions explained the main steps of the ToC process, through which participants identified key issues and the most significant changes required based on project log frames and TFFs of the three components.

The advantage of this approach has been the development of a joint understanding of the similarities between the various projects, reflected in a common ToC and indicator framework that can be used for each of the projects. This will facilitate the comparison of results between the different projects.

The monitoring matrix and the risk management plan presented in the baseline report have been modified/changed based on the discussions held during the workshop and subsequent discussions within the project team.

Major changes? What elements influenced these changes?

The most important changes in the revised monitoring matrix are:

- The identification of indicators is more in line with the distinction between the spheres of control (outputs), influence (outcomes) and concern (impact). This has meant less indicators at the level of outputs, but more at the level of impact.
- The outcome indicators correspond better to the various components of the project, considering that each component has different, but complementary outcomes, contributing together to the foreseen impact at the national level, which is the implementation of the Skilling Uganda Strategy. In other words: Implementation of the Skilling Uganda Strategy equals "employability of youth is improved through better quality of instruction and learning in skills development" (which is the impact of the project). The ToC workshop helped improve the interconnectedness of the three different components.
- The above means that it becomes easier to distinguish between and measure the immediate effects of the project efforts in relation to the setting up of a governance structure, the establishment of a pilot skills development fund, and the direct support to specific BTVET centres.
- Indicators related to output level 1, the coordinated and formally agreed governance structure, vision and medium-term strategy, have been formulated in line with the concept of sphere of control, considering that the actual establishment of the SDA, SSCs and SDCs, is in the sphere of influence of the project (outcomes). The number of indicators in relation to policy and governance outcomes has been reduced (previously at output level).
- Indicators related to output level 2 focus on the actual functioning of the skills development fund. The use of the fund and the take-up of the fund policies by applicant organisations is considered at the level of the outcome (sphere of influence).
- Indicators related to output level 3 focus on the level to which the BTVET centres are on their way to becoming centres of excellence.
- There is quite a number of indicators at the level of impact. The impact indicators have been

included, as a kind of “joint horizon” for all local, regional and national partners involved in the various SSU project components, providing a sense of direction of “where we the project is heading”. Measuring these indicators will be important for supporting the implementation of the national Skilling Uganda Strategy. Indicators at this level will largely be provided by Ugandan organisations.

- There are around six impact indicators that will be measured by national government actors (NPA / NCDC, MoES, UBOS, CoE and the SSCs/SDCs - once established). The others will be collected by the directly involved project partners in order to support the implementation of the SUS.

The most important changes in the risk management plan are:

- A number of risks were identified in relation to the pathways of change discussion during the ToC workshop. After a comparison with the risk analysis as part of the TFF & MONOP, it was decided to focus only on a number of risks in the risk management plan, namely the ones that will require action at management level.
- The majority of risks coming up in the TOC workshop had already been foreseen in the design phase of the project and had been mentioned in the TFF. Some other risks have come up at this point in time, including: a) availability of other funding arrangements in skills development (other stakeholder organisations are working in similar arrangements and b) possible misuse of start-up kits by participants.

The most important changes in the operational plan are:

- the operational planning was not necessarily affected by the TOC discussions; even by the inclusion of the West-Nile and Karamoja components, the project operational framework remained relevant. This is mostly due to the fact that the two additional components targeting West Nile and Karamoja regions have been developed in conjunction with the original SSU intervention in Western Uganda.
- For execution purposes, it is suggested to keep the respective original planning of results, activities and budget as per the original Technical and Financial Files; while for M&E purposes, a common framework is set up referring to 3 common result areas.

State of affairs national systems & needs for capacity development related to M&E in the sector

The capacity of the existing M&E system in relation to the SSU is mostly limited by a fragmented BTVET system and by the lack of reliable and up-to-date information provided by BTVET institutions. The project gives due attention to the generation and provision of data by the participating BTVET institutions, thereby building capacity within the BTVET institutions as well as with the participating organisations, especially once the SSCs/SDCs and SDA have been established.

Lessons learned with the gathering of information in relation to policy development and implementation in the context of the project will be used in the replication of the model/experiences within the framework of the SSU.

It is worth mentioning that BTC Uganda in 2015 has provided support to the sub-sector to develop an integrated M&E framework for the Reform Task Force (RTF) (see annex). However, by lack of having a coordinated agency such as the Skills Development Authority (SDA), the strategic framework developed under this assignment has not been actioned upon.

Involvement of direct and/or indirect beneficiaries in the baseline process

During the ToC workshop representatives of the participating BTVET institutions and other project partners were present, and have contributed to the discussions and development of the ToCs, corresponding indicators and the identification of risks and assumptions. Relevant focal points from MoES and even National Planning Authority participated in the TOC workshop. As such, the wider stakeholder discussion around the project M&E system served as a micro analysis relevant for the entire BTVET sub-sector.

If studies were conducted, did the studies provide usable conclusions and recommendations.

- The self-assessment tools implemented to assess the organisational capacity of all the beneficiary Vocational Training Institutes (VTIs) under result area 3 were used. These self-assessments were developed through the Support to Human Resource Development (SDHR) programme of BTC Uganda and have resulted in concrete baseline figures for the original capacity of each of the participating BTVET organisations, as well as on their readiness to implement modern BTVET. Hereby providing a practical orientation for the various activities to be conducted in view of the establishment of centres of excellence. (see attached Inception workplan and Methodology in annex for more details)
- In addition, two assessment & baseline studies were undertaken for the West Nile and Karamoja to further understand the local livelihoods means, the capacity of existing BTVET training institutions and their challenges, but also identify the possible economic sectors or areas of intervention.
- In preparation of the roll out of the intervention in the Albertine and Rwenzori region, a Labour Market Scan was initiated in the West in 2015, which was useful in defining the preliminary needs of the western region.
- In support of the Reform Task Force a Monitoring and Evaluation strategy was developed to prepare the strategic monitoring and key indicators for the entire sector.

Any remarks about the baseline process (e.g. disagreements between stakeholders, about the restitution, ownership, etc.)

The lively ToCs workshop attended by a wide group of stakeholders has led to a common understanding and fine-tuning of where the project is heading, in terms of outcomes and impacts, and has resulted in a good basis for the further development of the monitoring framework and the risk management plan.

3. Final Monitoring Framework

3.1 The Intervention Logic

The intervention logic has somewhat changed during the baseline process, as a result of the ToC workshop. Underneath is a description of the intervention logic, including changes, wherever these have been included. At the end of the paragraph a scheme is presented of the intervention logic.

IMPACT: Employability of youth is improved through better quality of instruction and learning in skills development

Comments: The formulation of the impact is the same as in the SSU TTF. The indicators corresponding to the impact (in the monitoring matrix) focus on impact as the contribution of the projects to the implementation of the Skilling Uganda Strategy (Sphere of Interest), which would mean (if properly implemented) that implementation of the Skilling Uganda strategy equals the improvement of employability of youth through better quality of instruction and training.

OUTCOME: The quality of skills development is enhanced and responsive to labour market needs in line with the Skilling Uganda reforms

Comments: The formulation of the outcome has not changed however, it has been enlarged to accommodate a total of 3 different geographic regions: Western Uganda (Albertine_Rwenzori), West Nile and Karamoja. The three outcomes (Spheres of Influence) specific to the three result areas are:

Outcome 1: Governance structure ensures responsiveness of skills development activities to private sector and labor market needs (1. system change/paradigm shift);

Comments: The system change/paradigm shift is about the way the skills development sub-sector is improved, and about the governance structure in relation to the system that ensures responsiveness of skills development activities to labor market needs.

Outcome 2: SDF grant recipients provide quality skills development programs that are responsive to private sector and labor market needs (2. piloting SDF (Skills Development Fund))

Comments: Piloting SDF means the project provides funding to skills training through intermediary actors who provide quality skills training to BTVET (project) beneficiaries. These skills trainings should be responsive to the private sector and labour market needs.

Outcome 3: Centers of Excellence provide quality skills development programs, that are responsive to local private sector needs (3. establishment of Centres of Excellence).

Comments: Centers of Excellence. These are partner vocational training institutions that excel in the provision of particular trade/courses.

OUTPUTS:

Comments: Outputs have been streamlined in a common output for various components referring to three result areas, namely:

Output 1: Capacity of stakeholders is improved in relation to the skilling Uganda strategy

Comments: The change in this output as compared to the SSU project output, is a result of the application of the spheres of control / influence / interest in the Theory of Change.

Output 2: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.

Comments: Same as in previous model but including additional areas such as West Nile and Karamoja.

Output 3: Accessible BTVET centers of excellence, with special attention to BTVET needs and potentials of women and girls.

Comments: The term “centers of excellence” has come up during the baseline period, as a result of discussions in the framework of the Skilling Uganda and following the self-assessments conducted by the participating BTVET institutions. The concept ‘centers of excellence’ has many connotations, that are further elaborated in the indicators.

IMPACT	Employability of youth is improved through better quality of instruction and learning in skills development		
OUTCOME	The quality of skills development is enhanced and responsive to labor market needs in four districts in western Uganda in line with the skilling Uganda reforms		
	Outcome 1. governance structure ensures responsiveness of skills development activities to labor market needs	Outcome 2. SDF grant recipients provide quality skills development programs that are responsive to labor market needs	Outcome 3. Centers of Excellence provide quality skills development programs, that are responsive to labor market needs
OUTPUT	Output 1. Capacity of stakeholders is improved in relation to the Skilling Uganda strategy	Output 2. SDF operational in the project area, serving as a model for the future national SDF	Output 3. Accessible BTVET centers of excellence, with special attention to BTVET needs and potentials of women and girls.
KEY ACTIVITIES	Capacity building of stakeholders (conditional to SDA)	SDF system developed & operational	Training VTI staff, incl. management & technical instructors (Technical and Pedagogical)
	Supporting coordination of skills development initiatives (at national, sector and regional level)	Mapping of actors	Development of modern, demand driven CBET based training program
	Piloting and SDA, incl. benchmarking to global experiences	Promotion and awareness of the fund	Strengthen Liaison with private sector (e.g. via Business Management Organisations)
	Initiating private sector engagements	Conduct LMS and TNA	Development & implementation of bottom up business and HR plans
	Data collection for Monitoring, Evaluation and Learning purposes	Monitoring of training (through 3 rd parties)	Upgrade to CoE in specific trades (incl. Infrastructure & equipment)

3.2 The Monitoring Matrix

This chapter describes, per level, how the intervention will monitor its results. It proposes a realistic and operational monitoring system³.

Impact level

³ Whether the indicator is qualitative or quantitative, the monitoring matrix should always be filled in as much as possible.

The Monitoring Matrix - IMPACT LEVEL

Result	Indicator/Progress Marker	Baseline Value (2015)	Final Target Value (2020)	Target Value Yr 1(2016)	Target Value Yr 2 (2017)	Target Value Yr 3 (2018)	Target Value Yr 4 (2019)	Target value Yr 5 (2020)	Unit of Measurement	Source of Verification	Frequency Data collection	Start - End Measurement	Responsible data collection	Responsible Consolidation	Other[1]	
IMPACT: Employability of youth is improved through better quality of instruction and learning in skills development:	Number and % of trained graduates in project area absorbed in labour market or self employed (male / female) 6 months after graduation	N/A	50%	10%	20%	30%	40%	50%	Number and %	Tracer studies in project area	Annual	Start - 0 End - 50%	Project	Project		
	% of employers satisfied with BTJET graduates (male / female)	N/A	66%	10%	20%	30%	40%	66%	%	Employer satisfaction survey			VTI, Field Coordinators	M&E		
	% of graduates (Gender, Vulnerable youths, refugees, region) that indicate that their socioeconomic situation (income/livelihood) has improved, 6 months after graduation?	Baseline value needed	50%		20%	30%	40%	50%	%	Tracer studies	Annual	Start ; End 50%	RTF / Project	MoES M&E dep.		
	Role of the private sector (PPP) in BTJET planning, decision making and implementation (qualitative description) at the sector level, regional and national level.	N/A	Systemic involvement of PS in SDA	Adhoc		Coordinated through SSCs and SDCs	Systemic through SDA			Qualitative measure	SSCs Reports, SDCs Reports			RTF / Project	SDA	
	Levels of implementation of the paradigm shift in SD (5 Skilling Uganda strategy indicators)	0/5	5 out of 5 SU Indicators	2 out of 5	2 out of 5	3 out of 5	4 out of 5	5 out of 5	Number	SDA Reports			SDA, MoES	SDA		
	Perceptions regarding BTJET in society	Negative Image	Positive Image	Moderate image		Moderate with good practices		Fairly positive image	Qualitative measure	Radio tracking (UN system), Opinion polls	Annual		Communications Unit	Communications Unit		
	Diversified & Sustainable funding to skills development (sources: PPP financing of BTJET) (NPA)		Increased financing of skills development	Joint ventures of training providers and private sector	Sustained joint ventures	Increased financial commitment by the private sector	Policy guidelines for PPPs			Qualitative measure	National reports, NSDF	Annual	2016-2020	NPA	NPA	
	Local Economic Growth in key sectors in project areas	Baseline	Improved standards of living	Increased level of IGAs	Diversified economic activities	Increased productivity	Increased income			Percentage	Income reports	Annual	2016-2020	UBOS	UBOS	
	Number of partner institutions that qualify as centre of excellence (level of achievement (criteria))	N/A	5 Institutions	0	0	1	3	5 COE	Number	CoE accreditation doc	End evaluation	Start: 0 End: 5	SDA (Project)	SDA		

Impact Level

Briefly describe:

1. Whether the intervention will monitor anything at this level.

The intervention will monitor change in a number of indicators at this level. It will be important to particularly look more closely into “what happens with BTVET centres of excellence graduates” and “the satisfaction of employers”, “importance attached to verifying labour market needs” and “society perceptions in relation to BTVET”. This information is considered crucial for gaining institutional support for the replication of the models tested and for making the best use of the experiences obtained with the implementation of the project activities. Information is also important in light of the implementation of the Skilling Uganda Strategy itself.

2. How it will be measured (alignment to partner systems).

There is a variety of tools that will be used, varying from tracer studies to satisfaction surveys with employers, opinion polls and making use of annual reports and sector review reports prepared by other organisations.

Regarding tracer surveys and satisfaction surveys with employers, it is trusted that the information gathering methodology and corresponding formats that will (need) to be developed by the project, will at a later stage be used by the BTVET institutions in the country in view of the operationalization of the emerging governance structure, and will therefore be adopted by the SDA as important tools in the implementation of the SUS. In other words, this will help build local M&E systems. In view of the close cooperation between BTC and other donors working in BTVET in the country, considerable harmonization efforts will be undertaken in order to make sure local M&E systems will benefit to the maximum.

The project aims to make active use of the UN radio tracking system and will conduct opinion polls. This does not imply alignment to local systems, but means that alternative (non-formal) sources of information will be used, providing information that will be useful in furthering the implementation of the project and the Skilling Uganda Strategy.

The annual reports and sector review reports will be prepared by parties external to the project (NPA, UBOS, CoE, MoES). The project will align to existing systems in this regard. However, it may be that the project can provide capacity building support (in case necessary and provided this is possible) in order to make sure that these reports of the desired quality.

3. Quality and reliability of data, (diss)aggregation.

Regarding quality of data at the impact level, it may be observed that many aspects of the project M&E system itself will need to be further developed, e.g. formats and data collection methods. The training of project partner staff (BTVET institutions) will be crucial in guaranteeing quality of information. Apart from that, special attention will be given to grant recipients of the Skills Development Fund in relation to M&E requirements, especially at the outcome and impact levels. Specific support in that regard may will be provided (in case necessary).

All indicators that focus on gathering information from graduates and employers will pay attention to disaggregation on the basis of gender, and (if considered necessary) on the basis of location / refugee status.

In relation to the indicators “role of private sector” and “curricula developed/upgraded & training programs/modules conducted”, as well as “perceptions regarding BTVET in society”, special attention will be given to gender.

4. Whether existing M&E systems need to be strengthened.

Risks in relation to the quality of the indicators – impact level:

- There are some risks in relation to the quality of the indicators provided by external SSU stakeholders. In order to improve the quality of data, the project may develop recommendations for data collection and use of information by these stakeholders. If later on issues arise in terms of quality of data, these will be discussed, and it may be seen what can or should be done in order to address these issues. However, it is basically the responsibility of these key external SSU stakeholders to address these issues.
- In order to ensure the quality of other impact indicators, some further detailing / specification of what actually will be measured and how. Basically what will need to be done, is : 1) the development of a methodology for the implementation of tracer studies, 2) the development of an online satisfaction questionnaire (including how this will be applied) to be used for determining employer satisfaction, and 3) develop a methodology for collecting perceptions regarding BTVET in society.

The Monitoring Matrix - OUTCOME LEVEL

Result	Indicator/Progress Marker	Baseline Value (2015)	Final Target Value (2020)	Target Value Yr 1 (2016)	Target Value Yr 2 (2017)	Target Value Yr 3 (2018)	Target Value Yr 4 (2019)	Target Value Yr 5 (2020)	Unit of Measurement	Source of Verification	Frequency Data collection	Start - End Measurement	Responsible data collect	Responsible Consolidation	Other[1]
OUTCOME: The quality of skills development is enhanced and responsive to labour market needs in line with the skilling Uganda reforms.	RESULT 1: System Change/Paradigm Shift: Governance structure ensures responsiveness of skills development activities to labor market needs														
	SDA formally established and operational	N/A	SDA	0	0	Process to establish SD agency near completion		SDA	Qualitative	NPA Report, SDA Report	Annual	Start 0 - End 1	NPA, RTF	RTF	NPA Indicator
	Number of SSCs and SDCs established and contributing to making SD relevant	5 SSCs, 0 SDCs	14 (9 SSCs, 5 SDCs)	5 SSCs	5 SSCs	9 SSCs, 5 SDCs	9 SSCs, 5 SDCs	14	No of SSCs/ SDCs	RTF reports, SDA Reports, NPA Monitoring reports	Quarterly	Start 5, End 14	RTF,SDA	RTF/Quality Assurance Directorate	
	RESULT 2: Piloting SDF: SDF grant recipients provide quality skills development programs that are responsive to labor market needs														
	Level of adoption/ handing over of SDF management system to national authorities	N/A	SDF handover to national authorities		Document and best practices	Sharing documented experiences	Refine SDF and handover	SDF handed over to national authorities	Qualitative	SDA/SDF	Annual	Start - 0: End - 1	RTF/SDA	SSU Project	Dependent on SDA Establishment
	Number and % of SDF grant recipients that continue with improved practices (e.g. partnerships / WBL) 6 months after project	N/A	60%	10%	30%	40%	50%	60%	Percentage	Tracer studies, followup reports	Annual	Start 0: End 60%	RTF/SDA	RTF/SDA	
	The level to which the following aspects have been integrated in the new short term training modules: integration of green skills, gender mainstreaming, life skills, HIV, entrepreneurship skills.	N/A	50% of grantees integrate cross cutting themes	10%	15%	30%	40%	50%	Reports/ Assessment criteria	SDA Reports, DIT Reports	Bi - Annual	2016 - 2020	SDF Unit	M&E	
	Number of SDF beneficiaries that have enhanced their skills through instant (10-100 hours) courses responding to identified skills gaps for green economy, livelihood & market development and service delivery (disaggregated by vulnerability / gender origin / refugee)	N/A (Studies of WN & Karamoja)	2,500 of whom 30% women (500-Albertine, 1,000 EUTF, 1,000 Karamoja)	0	60%	-	-	2500	Number	Tracer studies	Annual	Start- 0: End - 2,500	Implementing partners	M&E	Potential collaboration
	Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in non-formal & formal TVET and entrepreneurship training in order to enhance employable skills.		3500 of whom 30% women (Albertine 1500, Karamoja 1000, EU 1000)	450	2000	2500	3000	3500	Number	Reports, database, Tracer studies	Annual	2016-2019	Implementing partners	M &E, SDF Unit	Potential collaboration
	Utilization rate of start-up kits after 6 months after disbursement	0	40% utilisation	0	10%	15%	30%	40%	Percentage	Tracer studies, followup reports	bi-annual	Start 0: End 40%	Implementing partners	M&E	encouraged to build safe guard measures for
	RESULT 3: Support to Establish Centers of Excellence: Centers of Excellence provide quality skills development programs, that are responsive to labor market needs														
	No. and % of beneficiaries (men/women) that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas / City and Guilds, etc.) and in employment or self employed.	Baseline data needs collection from SSU 7 VTIs	70% completed course and certified compared to enrolled	20% completed and certified	30% completed and certified	40% completed and certified	50% completed and certified	70% completed and certified compared to enrolled	Percentage	Certification records	Annually	Start: 0; End: 70%	Field staff & VTI	Project	
	% Increase in number of trainees enrolled in priority sectors verses overall enrolment	Baseline information from VTI Business Plans	30% increase in enrolment in the priority sectors	10% increase	15% increase	20% increase	25% increase	30%	Number	Enrolment records from VTIs	Annually	After baseline data collected	VTIs&FCs	M&E	
	Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization	1.3 out 4.0	Average Self Assessment scores increase to 2.6 out of 4.0	1.5 out of 4.0	2.0 out of 4.0	2.4 out of 4.0	2.5 out of 4.0	2.6 out of 4.0	Scores	Follow up Self assessment reports for the partner VTIs (spider diagrams)	Annual	Start 1.3: End 2.6 out of 4.0	Field staff & VTI	M&E	Self assessment Workshops may be done after project implementation
	Percentage number of hours tainees spend engaged in WBL vis a vis number of hours trainees spend in TVET Institution	Needs collection from VTIs	25%	5%	10%	15%	20%	25%	Percentage	Training records from private companies, Training focal person	Annual	Start : End 40%	Field staff & VTI	M&E	

Outcome level

Briefly describe:

1. *What information needs have led to the choice for these indicators (if new in comparison with TFF).*

One information need that has led to the identification of different indicators is the distinction between “graduates / beneficiaries” from participating BTVET institutions and from SDF grant recipients at the level of outcome 2.

An important information need in relation to the governance structure for the identification of indicators, identified during the baseline period, focuses on the level of articulation of sector needs (labour market demands) and the level of participation of the private sector (sphere of influence of the project – working towards the establishment of a governance structure).

It is Important to note here that many output results of the SDF are dealt with at this level because its implementation is not directly with the project but rather with intermediary actors (service providers).

Information needs in relation to the response of the SDF grant recipients (sphere of influence of the project – establishment of a SDF fund) that have given rise to the identification of indicators, are the following:

- Level of response by national authorities in relation to the results achieved, and the experiences obtained
- The level to which the grant recipients respond to the grant conditions and objectives in terms of: types of courses, incorporation of aspects such as: gender / HIV), identified skills gaps, and of course the target beneficiaries of the various grant schemes.
- The level to which the skills development fund contributes to the establishment of sustainable partnerships between grant recipients and private sector parties and WBL practices
- The level to which targeted beneficiaries actually participate in the various training programmes financed by the SDF, and if or not they are able to continue using their skills and received materials (e.g. start-up kits) after their training, within the context they live/work.

Important information needs in relation to the response of the participating BTVET centres on their road to excellence (sphere of influence of the project – support to BTVET centres), providing quality skills development programmes, that are responsive to labour market needs at outcome 3 level:

- % of trainees (by specific target group) who successfully conclude their training programme (in line with labour market needs).
- The level to which the centres are on their way to being considered centres of excellence / the level to which the business plans have been successfully implemented.
- The level to which students actually engage in Work Based Learning.

2. *Do you have indicators that monitor the change process?*

All indicators reflect change levels in the various stakeholders that are involved in the execution of the grants provided by the SDF.

3. *Remarks related to baseline and/or target values and remarks related to any ‘rolling’ aspects of the baseline (what elements will be developed during implementation).*

Regarding the governance structure, it will need to be closely monitored how the interest / commitment of the various key government organisation is developing. The indicator is an end-indicator (yes/no established).

Regarding the SDF component (outcome 2), the change that is being measured is “to what extent the various partners are capable of actually “living up to” / “bringing into practice” the key concepts of the project” (type of training / sectors / target groups / curricula based on labour market needs / establishment of effective partnership relations with the private sector, etc. In the initial phases of the project the targeted number of trainees will be disaggregated by gender, region, youth, status.

Regarding the “centres of excellence” (outcome 3), the focus is either on increasing numbers of beneficiaries (%) and the advancement on scoring making use of the self-assessment tool as utilised during the inception phase. The tool measures the understanding and application of the Skilling Uganda reform within the BTVET partner institution. The self-assessment tool may need to be complemented with an external “check” (peer-review) in order to validate the information gathered by the concerned BTVET institution.

4. Alignment to partner systems.

Most of the information will need to be collected by the participating partners. Systems will still need to be developed.

5. Quality and reliability of data, aggregation, and whether existing M&E systems need to be strengthened.

Most data will be collected by the organisations that participate in the project, either as partner organisations (BTVET institutions) or as grant recipients. There is definitely a need for the BTVET partner institutions to upgrade/strengthen their M&E systems. This is part of the business plans, and will therefore be part of the regular monitoring conducted by the project.

6. Mention any risks/points of attention (e.g. related to resources required to monitor these indicators, quality assurance).

The major concerns regarding quality and reliability lie with the SDF grant recipients (outcome 2). Therefore, conditions regarding M&E systems will be included in grant conditions and guidelines for reporting will be part of the grant recipient guidelines. The implementation of the projects (grant execution) by the grant recipients will need to be monitored by the project however, in order to check quality of information and take the necessary steps, if so required, further guidance/support will need to be provided to the grant recipients.

The Monitoring Matrix - OUTPUT LEVEL

Result/Indicator/Progress Marker	Baseline Value (2015)	Final Target Value (2020)	Target Value Yr 1 (2016)	Target Value Yr 2 (2017)	Target Value Yr 3 (2018)	Target Value Yr 4 (2019)	Target Value Yr 5 (2020)	Unit of Measurement	Source of Verification	Frequency Data collection	Start - End Measurement	Responsible data collection	Responsible Consolidation	Other[1]
OUTPUT 1: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda strategy														
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies in the project areas conducted, and utilized by partner institutions for skills development training.	World Bank (Oil & Gas); RTF Western Region	6 Comprehensive LMS studies	0	West Nile 1; Karamoja 1	Albertine 1	West Nile 1; Karamoja 1	1	No. of LMS, No. of livelihood studies	Field Monitoring Reports, Training Curriculum Monop, MoRE report, LMS, livelihood studies, SDF report, training curriculum	Annually	Start - 2 End - 11	SSU PMT	M&E, Field Team	Potential collaboration with other actors
Level of integration of cross-cutting issues (gender / HIV / environment) in the conducted studies above (scoring on a number of criteria TBD).	N/A	80% consideration of Cross cutting issues in 9 studies	50% in	50% integration in 9 studies	80% integration in 9 studies	80% integration in 9 studies	80% integration in 9 studies	% level of integration of CCI	LMS, Livelihood studies, ToRs for the studies	Annually	Start - 0 end - 80%	SSU PMT	Gender & Vulnerable Youth Officer	To base on agreed CCI criteria
No. of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC)	3	11 (5 for SDA, 3 for SSC & 3 for SDCs)	3 ie Italy, India	3	4	4	11	No. of capacity building	SDA, DIT, Training reports	Annually	Start -5 End - 11	SSU PMT	M&E	Italy, Kigali, Mauritius, Belgium, India
No. of people possessing and practising modern BTVET skills as a result of training.	N/A	250	100	50	50	50	250	SDA proposal	SDA, RTF		Start - 0 End 45	SSU PMT	M&E	Stakeholders trained in modern BTVET practices and practicing.
OUTPUT 2: Piloting SDF: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.														
No. of short term training modules developed/upgraded and formalized, based on local livelihood and labour market needs.	0	Atleast 20 trainings/niches for which new or adapted programmes are developed.	5	10	15	20	20	Number	DIT Records; SDF Reports	Annual	Start - 0: End - 20	Implementing partners	M &E, SDF Unit	Potential collaboration with other actors
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	N/A	SDF system hand over	Grant system set up	Grant system set up	Grant system operational	Grant system operational	System handover at national level	System	SDA reports, Grant system,	Annual	Start - 0: End - System Handover	SDF Unit	M&E	System setup will be a gradual process
Volume of grant agreements signed through SDF	N/A	4.5 million Euros	0	50	40	30	4.5 million Euros	Euros	Grant agreements signed	Annual	Start - 0: End - 4.5 m	SDF Unit	M&E	To be analysed per window
Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, Karamojongs, refugees)	N/A	45	3	25	35	45	Overall 45	Number	Tracking list of SDF info sessions	Quarterly	Start - 0: End 45	SDF Unit	M&E	Radio talk shows, Print media and Stakeholder forums
OUTPUT 3: Support to Establishment of Centres of Excellence : Accessible BTVET centers of excellence, with special attention to BTVET needs and potentials of women and girls.														
No. of formal agreements signed with the private sector (PPPs)	N/A	14	3	4	3	2	2	Number	Copies of agreements signed	Annually	Start: 0 End: 14	SSU	M&E	2 agreements per institution
Number of instructors trained in priority sectors in relation to WBL programs, and using the skills	VTI self assessments	70	10	20	40	50	70	Number	Training reports of instructors, list of instructors trained	Annually	Start: 0 End: 100%	Field staff	M&E	
Number of Private Sector mastercrafts persons trained in priority sectors and in relation to WBL programs	1266 trained in all sectors at mastercraft level	500 master craft persons trained in priority sectors vis avis other sectors		120	100	150	500 master craft persons trained in priority sectors vis avis other sectors	Number	Training reports of mastercrafts, list of trained mastercrafts	Annually	Start -	Field staff	M&E	
No. of CBT curricula developed/upgraded and integrated with crosscutting issues and training programs conducted based on labour market needs (NPA/SU)	VTIs use national curricula	Long term courses: 12 Short Term courses: 20	Long term courses: 2 Short Term courses: 4	Long term courses: 3 Short Term courses: 4	Long term courses: 2 Short Term courses: 4	Long term courses: 3 Short Term courses: 4	Long term courses: 2 Short Term courses: 4	No. of curricula	NCDC, DIT Reports, VTI Reports	Annually	Start: 0 End: Long term courses: 12 Short Term courses: 20	NPA, (Project)	Project	Check with NPA, Liase with NCDC
No. of BTVET institutions and facilities rehabilitated, expanded and equipped (NPA)	N/A	7 Institutions	0	0	60% completed	80% completed	100% completed	No. of institutions rehabilitated, expanded and equiped	Progress reports, Grant Agreements	Monthly during construction phase	Start-0: End-7	PMT	PMT & MoES	Specific details of the work will only be determined after each institution has prioritised and budget allocated
% increase and Number of enrolled target beneficiaries (disaggregated: vulnerability/gender/origin/ refugee) that attain CBET qualifications	To be collected from the VTIs database	30% increase of Vulnerable Youth and 30% increase of females	5%	10%	15%	20%	30%	% increase, number	Enrollement data	Annually	Start: End 30%	Field team, VTIs	M&E	Establish numbers from project field team
Number and % of beneficiaries (men/women) that participate in training in non-formal & formal BTVET (with entrepreneurship component) in order to enhance employable skills	To be collected from the VTIs database	At least 30% girls and women and (70% Karamojong in Karamoja program) 800 West; 200 Karamoja	5% women; 10% Karimojong	10% women; 30% Karimojong	15%	20%	30% Girls/women, 70% Karimojongs	Number, % increase	Enrolement data	Annually	Start: End 30%	VTI, Field team	M&E	

Output level

Briefly describe:

1. *What information needs have led to the choice for these indicators (if new in comparison with TFF).*

The main information needs that have been identified in relation to the achievement of the project **output 1** "Capacity of stakeholders is improved in relation to the Skilling Uganda strategy " are the following:

- The level to which studies / labour market scans respond to the key concepts of the project (private sector involvement / labour market needs / gender / HIV / etc.
- The level of participation of key stakeholders in the development of the governance structure in relation to the SD coordination at national level (e.g. establishment of SDA), regional level (RSDCs) and sectoral level (SSCs)
- The level to which key stakeholder capacities have actually been built

The main information needs that have been identified in relation to the achievement of the project **output 2** "SDF operational in the project area, serving as a model for the future national SDF" are the following:

- The extent to which the SDF system has been set-up and its operation
- The extent to which grant agreements have been signed (meaning: to what extent is there sufficient interest from potential grant recipients who meet grant eligibility criteria, team up with potential private sector parties and who can write good proposal).
- Extent to which grant beneficiaries actually promote the participation of the target groups as specified in the grant scheme.

The main information needs that have been identified in relation to the achievement of the project **output 3** "Accessible BTVET centres of excellence, with special attention to BTVET needs and potentials of women and girls" are the following:

- The level to which Public Private Partnerships are established and functioning in relation to the upgrading of curricula and the implementation BTVET programmes.
- The level to which curricula are developed and training programs are implemented that are in line with labour market needs and that incorporate cross-cutting issues such as: gender, HIV, etc.
- The level to which the BTVET master plans (infrastructure) have been implemented
- The accessibility of the training programs for different groups of target beneficiaries as demonstrated by levels of enrolment per specific target group.

2. *What are risks related to the quality of indicators? Time investment needed?*

Regarding time to be invested in performing monitoring and evaluation activities for the project, a lot of time will be required in 2017. As per the assessment of the consultant (see backstopping report) more than 100 hours both for project M&E and consultants will be required to focus on

M&E.

3. Risks in relation to the quality of the indicators at outcome and output levels:

There are still some methodological concerns regarding the following indicators:

- How to measure levels of articulation of sector needs in relation to the establishment and functioning of a Skilling Uganda governance structure (output 1)
- How to measure levels of integration of cross-cutting needs in labour market scans in relation to the establishment and functioning of a Skilling Uganda governance structure (output 1)
- How to measure the level up to which SDF grant recipients conduct their activities and achieve results in line with the SDF fund conditions and objectives). This will receive further attention during the process of establishing the SDF fund mechanisms (output 2).

Regarding BTVET partner institutions (output 3), the quality of indicators may be improved if (jointly) a M&E system is developed for the project or for the sector that will pay attention to : 1) the establishment and functioning of public private partnerships, the 2) availability and quality of training staff, and 3) the quality of the training programmes, 4) the participation and graduation of specific target groups, and 5) the level of implementation of business plans.

3.3 Risk Management Plan

This chapter describes, per level, how the intervention will manage its risks. It proposes a realistic and operational risk management plan.

The key risks and assumptions listed below were generated during the discussion of the ToC workshop, related to the pathways of change, identified for the 3 result areas. They are listed below as per the result area.

1. Key risks and assumptions in relation to the establishment and functioning of the SDA
 - Political support and political consensus regarding the establishment of the SDA
 - Private Sector support for the establishment of the SDA
 - Budget will be made available for the functioning of the SDA
2. Key risks/assumptions in relation to the establishment and functioning of the SDF
 - Enough applications of sufficient quality will reach the SDF
 - Joint ventures will be established for accessing SDF funds.
 - Relationships between partners in the implementation of the grant will be constructive towards achieving the grant objectives.
 - Grantees will adhere to the grant guidelines and implement the grants in line with technical and administrative requirements (compliance)
 - The level to which the grantees actively promotes the participation of the targeted beneficiaries
 - Targeted beneficiary groups (e.g. women/girls and refugees) respond well to the possibilities of participating in the scholarships
 - The fund procedures will allow timely disbursement of funds
 - Fund management will be in line with the guidelines

- Possible other funding/financing arrangements for skills development will not compete with the SDF
3. Key risks and assumptions in relation to the development of centres of excellence:
- BTVET Staff whose competences have been enhanced will be motivated to continue working in the BTVET centres
 - BTVET centres will be able to develop themselves into centres of excellence without undue local political interference
 - Coordination amongst donors in relation to the implementation of the programme is in line with the SU strategy
 - Key Private sector parties will see the benefits of the programme and will participate together with the BTVET centres in line with their foreseen role (e.g. establishment of PPPs / signing of MoUs)
 - Students will be able to find jobs in line with their newly acquired skills
 - BTVET institutes will be able to develop sufficient alternative sources of income in order to develop into centres of excellence
 - BTVET institutions will respond positively to opportunities of cooperation with private sector parties
 - BTVET institutions will adopt programmes in line with new technologies
 - The management of BTVET institutions will respond to the challenges of developing into centres of excellence.
 - Families and communities will respond positively to the participation of young girls / women in BTVET training programmes
 - Enough economically/financially interesting opportunities for trainees (girls / boys) to get a job in companies / engage in self-employment activities

After a comparison with the risk analysis as part of the regular monitoring of the different project components (through the MONOP), it was decided to focus only on the main risks in the final risk management plan, namely the ones that will require action at management level. The table below shows the risk management matrix integrated with the MONOP:

RISK MANAGEMENT

Risk Identification			Risk Analysis			Risk Treatment			Follow-up of risk or issue	
Risk description	Period of Identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Lack of consensus on establishment of the SDA, although the SU Strategy has been formally approved by government	Inception stage	Developmental	High	Medium	High Risk	Document and disseminate the statements by the President, the Prime Minister and sector Ministers, and of international and national investors who stress the importance of skills for development & work out alternative strategy focussing on fund & field components of the project	PMT + RFT	Continuous	Wide stakeholder consultation in the run up to the SDA has been facilitated by the intervention, including consultations with OPM.	In progress
Other funding/Financing arrangements for skills development may compete with SDF	ToC Workshop	Developmental	Medium	Medium	Medium Risk	Work closely with other actors engaged in skills development funding to avoid duplication and unnecessary competition	PMT	Continuous	Partnership and working together with PSFU is already ongoing	In progress
Poor/lack of funding towards National SDF once its set up and handed over to government	TFF design phase	Developmental	Low	Medium	Low Risk	Lobby RTF/SDA and other stakeholders to advocate for the creation of a sustainable nationally owned SDF with multi-source funding mechanism.	PMT + RFT	Continuous		In progress
Private sector participation in the project	TFF design phase	Developmental	Low	Medium	Low Risk	Set up and coach Sector Skills Councils, proactively seek PPP alliances	PMT + RFT	Continuous	Limited progress due to insufficient access to SSC's via the RTF	In progress
Low management capacity of relevant MoES departments to implement SU strategy reforms	TFF design phase	Developmental	Low	High	Medium Risk	Targeted capacity building measures addressing MoES technical staff (in relationship to set up of SDA)	PMT + RFT	Continuous		In progress
Bureaucracy and rigidity of SDF procedures impede its implementation and scaling up	TFF design phase	Operational	Medium	Medium	Medium Risk	Develop manual of operations while test running the pilot fund	PMT + RFT	Continuous	Manual developed	In progress
Procurement rules and lengthy procedures for construction and equipment tenders may constitute stumbling blocks on the way of implementation and could demotivate project stakeholders	TFF Design phase	Operational	Medium	Medium	Medium Risk	Careful planning is ongoing for construction capitalising on the experiences of the TTE project	PMT	2016	Close monitoring ongoing & reporting updates to SC	In progress

RISK MANAGEMENT

Risk Identification			Risk Analysis			Risk Treatment			Follow-up of risk or issue	
Risk description	Period of Identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Unwillingness of BVET providers and other beneficiary institutions and partner companies to procure training materials. As a consequence, there may not be sustained practical training - a core condition for quality training and qualification process	TFF Design phase	Operational	Low	Medium	Low Risk	Include special clauses regarding financial management and procurement of equipment and training materials in the service contracts. Ensure strict monitoring of the service providers	PMT	2016 onwards	Careful planning for procurement including maintenance clauses	Open
Corruption for construction and equipment	TFF Design phase	Financial	Medium	Medium	Medium Risk	Special attention will be given to anti-corruption measures during tendering processes	PMT	Continuous	Ongoing monitoring of procurement	In progress
Low female participation due to negative community attitudes	TFF design phase	Operational	Medium	Medium	Medium Risk	Implement career guidance and counselling & equity targeting through SDF	VTIs and Project	Continuous	Foreseen in SDF	In progress
Inability of targeted groups to participate in the training program e.g. Karamojong, refugees, etc.	TFF Design phase	Operational	Low	Medium	Low Risk	Career guidance and appropriate training programmes customised to the needs of vulnerable groups	Implementing partners, SDF unit	Continuous	Foreseen in SDF	In progress
Misuse of start-up kits	ToC Workshop	Developmental	Medium	Low	Low Risk	Sensitisation of beneficiaries	Field staff, SDF unit	Continuous		Open

Describe the Rationale behind the choices made. Only discuss the most important elements / strategic decisions.

Risk analysis was done on the basis of the available data, the discussion with stakeholders at the Theory of Change workshop, original project documents (e.g. TFF) and experiences from other projects.

The majority of risks coming up in the TOC workshop had already been foreseen in the design phase of the project and had been mentioned in the TFF. Some other risks have come up at this point in time, including: a) availability of other funding arrangements in skills development (other stakeholder organisations are working in similar arrangements and b) possible misuse of start-up kits by participants.

From the discussion, the main risk areas that require close monitoring include:

- Lack of consensus on establishment of the Skills Development Authority. Although the Skilling Uganda Strategy has been formally approved by government, the realisation of the authority is under threat due to competing interest from other players within the TVET sector
- Other funding/Financing arrangements for skills development may compete with SDF. The pilot Skills Development Fund was set up by the project to fund the skills training of beneficiaries through intermediary actors and partner vocational skills institutions however, due to the existence of other actors engaged in skills development funding, this may face unnecessary competition and duplication of services.

3.4 Operational Planning

Though the TOC process has reviewed all three SSU components through a common approach and the M&E is integrated in one joint M&E framework/matrix, the operational planning as such is not affected. The two additional components targeting West Nile and Karamoja regions had already been developed in conjunction with the original SSU intervention in Western Uganda.

For execution purposes, it is suggested to keep the original planning of results, activities and budget as per the original Technical and Financial Files. For monitoring & evaluation purposes it is suggested that this joint common M&E Matrix is used as an overarching framework referring to the 3 common result areas..

3.5 Follow-up mechanisms

In this chapter, the intervention can add some more general elements that refer to the M&E of the intervention:

- a. Role of each of the actors:

Intervention actors include the policy level of the Ministry of Education & Sports and private sector representatives as well as TVET providers, VTI partner colleges and employers.

Main actors that so far have taken part in the steering committee include MoES, Private sector representatives, PMT, TVET providers, other development partners, etc. However,

- With the upgrading to an Education Steering Committee, it is suggested that the wide variety of actors of both the private sector and the MoES officials are kept involved in the project by actively getting them engaged in monitoring the progress through regular quarterly or annual meetings and other activities conducted by the PMT
- At the implementation level and local level, it is advised to work with regional skills development committees, sector skills councils, partner VTI colleges and other TVET providers as well as the private sector.
- The Project Management Team (PMT) is the core implementing body of the project. It is mandated to implement and coordinate activities, and with support of consultants to conduct and or facilitate various processes like developing strategies, systems, surveys, monitoring, etc

b. Backstopping, Monitoring and Evaluation:

Several backstopping missions should be performed by the BTC during the course of the program. These missions may contribute to the steering committee and their TORs should be prepared by the PMT in collaboration with BTC head office. It's also recommended that the backstopping missions should follow an external mid-term (MTR). The MTR will assess the project progress, evaluate the performance of the PMT and propose the adaptation of the project results and monitoring matrix if necessary. The MTR will provide recommendations to strengthen the implementation of the project for the remaining years. The MTR final report will be submitted to the SC that will take timely and appropriate decisions on the proposed recommendations.

At the end of the project, an external final evaluation of the project will take place. This evaluation mission will perform a check of compliance with the expected results listed in the Technical and Financial Files of the three project components and will capitalise the projects' lessons learned. The final evaluation will also assess whether the specific objective has been reached and will further compare the indicators at the time of the final evaluation to the baseline indicators as gathered during the baseline study.

c. Role of the Monitoring framework in accountability, learning and steering.

Monitoring framework can play an important role in accountability as its indicators reflect the success of the project intervention in regular periods and allow additional interventions or changes as needed. This also provides reliable information for steering the project and forms the basis for evidence based decisions during and after project implementation. Learning and capitalization is not in the least important for the piloting on the SDF (result area 2), feeding into a future national fund and for the piloting of the implementation of the SU at institute level (result area 3). Necessary structure will need to be set up for learning, e.g. through most significant change story collection.

d. Means needed for M&E

A Gender and Vulnerable Youth Expert is also involved in M&E activities 30% of her time. In addition, number of experts will be needed to carry out ToC and help in establishing monitoring framework and matrix for the project. Various experts have already been involved in carrying out Labour Market Surveys (LMS), Baseline survey, training needs assessments (TNAs), etc. Training in Results

Monitoring Framework for the M&E focal person can be provided, tools for information gathering will be developed to enable smooth gathering of regular monitoring data from actors and implementers. Also, various surveys such as employer's satisfaction surveys are planned and will be outsourced to consultants.

4. Annexes

Backstopping report of TOC workshop

Baseline Workplan

Methodology for development of organisational assessments

List of actors that have been involved in the baseline process

Bibliography

List of complementary studies (if any)

List of Participants in the ToC/M&E Workshop held in Miika Eco Resort Hotel, Hoima from 11th – 14th October 2016

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