



Supplementary Technical and Financial File

to the intervention:

**Support to the Implementation of the Skilling Uganda
Strategy (SSU)**

UGA 14 027 11

UGANDA

Version 6 November 2020

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UGA1402711 : SSU-BE: New budget up to 2023

BL	Activity description	Mode	Current budget after budget change 29/10/2020	Additional Budget	Total Budget	Total Actuals 30/9/2020	Plan Q4 2020	Total plan 2021	Total Plan 2022
A	To enhance the quality of skills development and make them responsive to labour market needs in four districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda Reforms		12,577,200 €	4,877,000 €	17,454,200 €	11,244,830 €	1,155,143 €	1,838,299 €	3,215,922 €
A 01	The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy		1,655,000 €	470,000 €	2,125,000 €	1,561,013 €	46,070 €	292,917 €	225,000 €
A 01 01	RTF support	REGIE	310,000 €	70,000 €	380,000 €	290,489 €	10,288 €	39,223 €	40,000 €
A 01 02	ESTABLISH AN M&E SYSTEM	REGIE	90,000 €	0 €	90,000 €	85,227 €	4,500 €	274 €	
A 01 03	IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR ALL KEY AC	REGIE	135,000 €	0 €	135,000 €	125,120 €	6,500 €	3,380 €	
A 01 04	SUPPORT THE ESTABLISHMENT OF COORDINATION STRUCTURES A	REGIE	50,000 €	0 €	50,000 €	41,599 €	8,256 €	145 €	
A 01 05	UNDERTAKE ACTION RESEARCH	REGIE	80,000 €	0 €	80,000 €	57,872 €	10,000 €	12,128 €	
A 01 06	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	990,000 €	0 €	990,000 €	960,706 €	6,526 €	22,768 €	
A 01 07	Support to TVET Policy implementation Group	REGIE	0 €	100,000 €	100,000 €		- €	50,000 €	50,000 €
A 01 08	Capacity Building of TVET Stakeholders	REGIE	0 €	90,000 €	90,000 €		- €	55,000 €	35,000 €
A 01 09	Support to Sector Skills Council	REGIE	0 €	120,000 €	120,000 €		- €	70,000 €	50,000 €
A 01 10	Coordination with National Level Partners in Skilling	REGIE	0 €	90,000 €	90,000 €		- €	40,000 €	50,000 €
A 02	The pilot Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored		512,200 €	2,540,000 €	3,052,200 €	487,553 €	19,228 €	778,491 €	1,766,922 €
A 02 01	DESIGN THE Psdf	REGIE	40,000 €	0 €	40,000 €	40,942 €	0 €	942 €	
A 02 02	BUILD CAPACITY AND ELABORATE MANUAL OF OPERATIONS	REGIE	198,000 €	80,000 €	278,000 €	188,208 €	9,000 €	35,078 €	45,711 €
A 02 03	OPERATE THE Psdf	REGIE	244,200 €	0 €	244,200 €	242,166 €	- €	2,034 €	
A 02 04	TRANSFER EXPERIENCE TO NATIONAL SDF	REGIE	30,000 €	- €	30,000 €	16,237 €	10,228 €	3,536 €	
A 02 05	Support to the National Skills Financing Framework	REGIE	- €	20,000 €	20,000 €		0 €	9,500 €	10,500 €
A 02 06	Capacity building of pSDF procedures	REGIE	- €	80,000 €	80,000 €		0 €	75,000 €	5,000 €
A 02 07	Operationalizing the pSDF	REGIE	- €	2,000,000 €	2,000,000 €		0 €	500,000 €	1,500,000 €
A 02 08	Provide technical advice	REGIE	- €	360,000 €	360,000 €		0 €	154,286 €	205,714 €
A 03	The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women		10,410,000 €	1,867,000 €	12,277,000 €	9,196,265 €	1,089,845 €	766,890 €	1,224,000 €
A 03 01	UPGRADE FIRST GROUP OF SELECTED TRAINING PROVIDERS	COGEST	330,000 €	0 €	330,000 €	285,271 €	36,455 €	8,274 €	
A 03 02	UPGRADE MANAGEMENT CAPACITIES OF THE 5 TRAINING PROVIDERS	REGIE	152,000 €	0 €	152,000 €	151,384 €	0 €	616 €	
A 03 03	SUPERVISE DEVELOPMENT PLANS OF 5 INSTITUTIONS	REGIE	5,810,000 €	0 €	5,810,000 €	5,186,716 €	622,713 €	571 €	
A 03 04	ESTABLISH CONTINUOUS TRAINING WITH ABILONINO/NAKAWA	REGIE	260,000 €	0 €	260,000 €	269,257 €	0 €	9,257 €	
A 03 05	IMPROVE QUALITY OF INTERNSHIPS	REGIE	60,000 €	0 €	60,000 €	59,516 €	1,000 €	516 €	
A 03 06	INITIATE INITIATIVES FOR IMPROVED TRAINING PROVISION AND A	REGIE	1,860,000 €	0 €	1,860,000 €	1,652,432 €	209,179 €	1,611 €	
A 03 07	SET GENDER TARGETS (CCI)	REGIE	152,000 €	42,000 €	194,000 €	122,647 €	22,845 €	24,507 €	24,000 €
A 03 08	SET SOCIAL TARGETS	REGIE	0 €	0 €	0 €	944 €	0 €	944 €	
A 03 09	SET QUANTITATIVE TARGETS AND TRACE	REGIE	40,000 €	0 €	40,000 €	38,374 €	0 €	1,626 €	
A 03 10	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	1,436,000 €	525,000 €	1,961,000 €	1,294,273 €	95,199 €	271,528 €	300,000 €
A 03 11	DIRECT GRANTS	REGIE	310,000 €	0 €	310,000 €	135,450 €	102,454 €	72,096 €	
A 03 12	Roadmap development for VTIs towards CoVE	REGIE	0 €	250,000 €	250,000 €		0 €	65,000 €	185,000 €
A 03 13	Capacity building of VTIs towards CoVE	REGIE	0 €	500,000 €	500,000 €		0 €	135,000 €	365,000 €
A 03 14	Supporting the creation of Digital Hubs in the 5 VTIs	REGIE	0 €	250,000 €	250,000 €		0 €	105,000 €	145,000 €
A 03 15	Strengthening of the Private Sector Partnership with the VTIs	REGIE	0 €	300,000 €	300,000 €		0 €	95,000 €	205,000 €

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8.3 Logical Framework and indicators 30

Abbreviations

A/R Region	Albertine Rwenzori Region
BDS	Business Development Support
BMO	Business Members Organisation
(B)TVET	(Business) Technical and Vocational Education and Training
CBET	Competency Based Education and Training
CBO	Community Based Organisation
CSR	Corporate Social Responsibility

CoVE	Centres of Vocational Excellence
DIT	Department of Industrial Training
EDP	Education Development Partners
ESSP	Education and Sports Sector Strategic Plan
EUTF	European Union Trust Fund
GIZ	German Development Agency
GoU	Government of Uganda
HCD	Human Capital Development
HIV	Human Immunodeficiency Virus
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
LLL	Lifelong Learning
MoAAF	Ministry of Agriculture, Animal Industry and Fisheries
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance and Planning
MoGLSD	Ministry of Gender, Labour and Social Development
MOODLE	Massive Online Open Course
MoSTI	Ministry of Science, Technology and Innovation
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGO	Non-Governmental Organisation
NICA	National Instructors' College Abilonino
NTC	National Teachers' College
PSD	Private Sector Development
SDF	Skills Development Fund
PSFU	Private Sector Foundation Uganda
RTF	Reform Task Force
SDHR	Support to the Development of Human Resources
SDP	Skills Development Facility
SSU	Support to the Implementation of the Skilling Uganda Strategy
TFF	Technical and Financial File
THSSC	Tourism and Hospitality Sector Skills Council

TPIWG	TVET Policy Implementation Working Group
TVET	Technical and Vocational Education and Training
TWG S & HE	Technical Working Group Skilling and Higher Education
UBTEB	Uganda Business and Technical Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organisation.
VTI	Vocational Training Institution
VVOB	Education for Development
WBL	Work-based Learning

Analytical Record of the Intervention

Title of the intervention	Support to the Implementation of the Skilling Uganda Strategy
Code of the intervention DGD	NN 3016426
Intervention code	UGA 1402711
Intervention zone	Uganda / National level with specific focus on the Albertine Ruwenzori Region
Total budget	Initial budget according to original TFF: Belgian contribution: 16.000.000 EUR GoU contribution: 10% of budget (in kind) Additional budget: 6.000.000 EUR New budget: 22.000.000 EUR
Partner institution	Ministry of Education and Sports (MoES) <ul style="list-style-type: none"> • Department of Planning • Department of BTVET • Directorate of Industrial Training (DIT) • Uganda Business and Technical Examinations Board (UBTEB) • TVET Policy Implementation Working Group (TPIWG) • TVET Secretariat/Council • Tourism and Hospitality Sector Skills Council • Agriculture Sector Skills Council The Ministry of Gender, Labour and Social Development (MoGLSD) Line Ministries of relevant economic sectors
Start date of the Specific Agreement	28 July 2015
Initial end date of the Specific Agreement	27 July 2021
Start date of the execution	18 November 2016
Initial end date of the execution	31 December 2020
New end date of the Specific Agreement and the execution	Extension of the Specific Agreement until 27 July 2023 Extension of the execution period until 31 December 2022
Beneficiaries	Direct beneficiaries of the intervention: Trainees of TVET institutions supported by the intervention, including interns and apprentices in enterprises. Other beneficiaries are: <ul style="list-style-type: none"> • Clients' of TVET training institutions (graduates and employers) • Existing TVET training institutions. These can be public and private-not-for-profit establishments (faith-based, community) offering formal and non-formal training

	<ul style="list-style-type: none"> • Managers and instructors of training institutions, e.g. through continuous professional development • The members of the TVET Policy Implementation Working Group (TPIWG) and its Secretariat • The heads and staff members of directorates and departments at MoES, BTVET department, Planning and DIT • Human Resources officers and technical staff from enterprises, business organisations and trade unions
General Objective	<p>The global objective remains unchanged:</p> <p>The employability of youth is increased through better quality of instruction and learning in skills development.</p>
Specific Objective	<p>The specific objective remains unchanged:</p> <p>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*</p> <p>*special attention will be given in each result area to gender</p>
Results	<p>The results are slightly altered (in bold):</p> <p>Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision and medium-term strategy</p> <p>Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored</p> <p>Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women</p>

1 Executive Summary

The bridging programme is an extension to the current Support to the Implementation of the Skilling Uganda Strategy (SSU) intervention. Its core objective is to extend the current intervention with an explicit focus on specific result areas and activities such as digitalisation and e-learning, private sector collaboration, gender, climate change mitigation rather than defining new objectives. In so doing, it will increase the impact of the present result areas and the sustainability of the results achieved.

The scope will be widened in areas of specific interest to the Belgian Development Cooperation (e.g. digitalisation, gender, private sector development, climate change, migration), in line with the priorities of the Ugandan National Development Plan (NDP) III.

As a result, the strategic focus will be maintained.

The Overall Objective will remain as ***“The employability of youth is increased through better quality of instruction and learning in skills development”***

The Specific Objective is ***“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”***.

Programme results will be at national and local levels:

Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision and medium-term strategy.

Interventions to achieve this result include support to the TVET Policy Implementation Working Group (TPIWG), capacity building of TVET Stakeholders, support to Sector Skills Councils (SSCs), and coordination with national level partners in skilling.

Result 2: The Skills Development Fund (SDF) is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored.

Among the key interventions will be the support to the national skills financing framework, capacity building to roll out SDF procedures, strengthening the SDF for sustainability, experience transfer of the SDF, and offering grants/tenders to support work-based learning (WBL) initiatives through third party actors.

Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women.

The main focus here will be to support the 5 partner VTIs to become Centres of Vocational Excellence (CoVE). Main activities include the development of a Roadmap for VTIs towards achieving the CoVE status, capacity building of VTIs towards becoming CoVE, supporting the creation of digital hubs in the 5 VTIs, and strengthening of private sector partnerships with the VTIs.

Beneficiaries of these interventions will include vulnerable youth that access vocational and technical trainings through the SDF, students who undertake training in various skilling trades in the selected partner VTIs, as well as the private sector players that are collaborating in the WBL approaches. At the institutional level, partner VTIs will also benefit in terms of capacity building and professional development towards becoming CoVE. The MoES will benefit in terms of support towards TVET policy roll-out and implementation, as well as from capacity enhancement of the key directorates and departments, including the BTNET and Planning Department, and the Directorate of Industrial Training (DIT).

The intervention is designed to benefit from synergies and complementarities with other Belgian-funded and other donor-funded projects and interventions. For instance, the Support to the Development of Human Resources (SDHR) in the areas of capacity building in digital technologies as well as the Teacher Training Education (TTE) in establishing digital hubs in the partner VTIs.

Further synergies will be developed with the support programme of the VVOB/Education for Development at the National Instructors' College Abilonino (NICA). SSU will also collaborate with Enabel's intervention on Support to the Development of Human Resources of Beneficiary Organisations (SDHR) which supports three sectors (Health, Education and Environment) with the aim of supporting the human resources capacity development process of their staff. In the education sector, it supports the key-partners of SSU namely the 5 partner VTIs.

In SSU, economies of scale have attracted other donors to invest in skills development. A continued programme approach will apply for the successor SSU intervention components funded by Irish Aid in Karamoja with end

date of 30 November 2020 and the interventions funded by the European Union Trust Fund with end date of 30 December 2020 and the German Development Cooperation Agency (GIZ) with end of execution date of 28 February 2021 in Northern Uganda, which aim to skill refugees and host communities. All these interventions will be extended until mid-2021, due to the COVID-19 pandemic, with the potential of an additional funding in the future.

SSU will further develop closer working relationships and synergies with the members of the Technical Working Group on Skilling and Higher Education (TWGSHE) that brings together most of the organisations active in TVET and skills development, including World Bank, GIZ, JAICA, KOICA, UNESCO, VVOB, WHH, etc.

Finally, special attention will be given to the World Bank-funded programme of the Private Sector Foundation Uganda (PSFU) with its twin Skills Development Facility applying a similar, although different, approach than the Skills Development Fund (SDF) of SSU. Enabel will implement jointly with PSFU the EU-funded Team Europe pilot project SG+ that will equip graduates entering the labour market with adequate skills and attitude by introducing an innovative work-readiness programme (WRP) and leading to further productivity of targeted companies engaged in the green economy.

The most salient risks to the programme implementation are: (i) if the rolling out and implementation of the TVET policy is not adopted among the high priorities in the MoES, the intervention of supporting the 5 partner VTIs towards becoming CoVE cannot be successfully implemented. (ii) if the COVID-19 pandemic continues to affect Uganda, stricter lockdown measures, including the full closure of schools should be taken into account. The risk level here is low and medium respectively. However, several mitigation measures can be taken to overcome these hurdles. These include (a) to have targeted capacity building and operational support to the key skilling departments in the MoES and the TVET subsector as a whole, e.g. support relevant Sector Skills Councils, the management of VTIs, and the policy dialogue overall, (b) To provide for the extension of contracts of the SDF (to bridge the school closure), and (c) moving to online ways of working, including the support of digital hubs.

2 Situational Analysis

2.1 Context

Uganda is a stable country with relatively well-functioning public institutions and a liberalised economy. President Museveni, who has been in power since 1986, remains a crucial regional player. Uganda's "Vision 2040" intends to transform Uganda into a modern and prosperous middle-income country by 2040, breaking down the period of 2010-2040 into six National Development Plans (NDPs). Within the current third National Development Plan, "Increased household incomes and improved quality of life" is to be achieved through "sustainable industrialisation for inclusive growth, employment and sustainable wealth creation."

Noticeably, Uganda is on its way to achieve these goals – even though the current COVID-19 pandemic will curb the present progress. In the last decade, Uganda's economy has grown steadily. In 2019, Uganda's economy grew by 6.5%, a trend which was mainly driven by increasing levels of Foreign Direct Investment (FDI), a sustained growth in construction and manufacturing, as well as through increased productivity in agriculture and an upshot in fishery. In the medium term, the Ugandan government has oriented herself, through its National Development Plan "on enhancing value addition in key growth opportunities (Agriculture, Tourism and Hospitality, Minerals, Oil & Gas and Construction)" and more recently digitalisation.

At first sight, these key sectors are indeed booming. Agriculture will remain the most important sector in Uganda's economy in terms of food security and nutrition, livelihood activities, income, agricultural input for the food industry and exports to regional and international markets. The sector contributes about 25 % to the GDP and employs 72 % of the total labour. The construction sector has also noted double-digit growth levels in the last year and will remain one of Uganda's growing sectors. Tourism and Hospitality, which relies primarily on the country's natural and cultural wealth, has a considerable job potential. In 2006, commercial quantity of oil in Uganda was discovered. Since then the government has set ever-shifting dates for the start of the sale. The latest development, according to the Energy minister, set 2022 as starting date.

The most important economic challenge remains providing (decent) jobs for the ever-growing body of working age adults. Over 600,000 youth enter the labour market on a yearly basis, but wage employment on average only grows with 75,000 per year. This implies that most Ugandan youth and adults seek jobs in the informal economy or become self-employed, leading to the endurance of high levels of unproductivity. This also implies that most of the Ugandan population is highly vulnerable to economic shocks, whereby only 3% of the population has access to some forms of social welfare. The World Bank estimates that a sustained growth rate of 8% of the GDP would be needed to obtain Uganda's goal of becoming a middle-income country by 2040.

This level of unproductivity is further increased by the low rate of schooling. Most Ugandans do not study beyond the primary level, and therefore leave the school benches with only limited competencies. This leads to important skills and knowledge gaps, and further hinders economic growth. The population and economic growth, the rising importance of the above-mentioned economic sectors, the fact that most working-age Ugandans are self-employed, imply that investments in high quality TVET are of utmost importance. To sustain the level of growth, to increase the productivity of firms, to promote job creation, and to provide Uganda's firms with the required skilled manpower; further investments in high quality and hands-on skills training are indispensable. This also includes youth and adults that are already working, and previously lacked education and training opportunities.

Lastly, it is important to take cognisance of the COVID-19 pandemic which has dramatically hit some of the most vital sectors of Uganda, including tourism, manufacturing, and export-oriented agriculture. These priority sectors for Uganda's economic growth, are likely to remain under duress until the pandemic is over or at least neutralised.

This impacts SSU, as the programme focuses on equipping youth with skills that are needed in the Ugandan labour market. In other words, SSU focused on skills that were needed in precisely these priority sectors. Such consequences include, but are not limited to:

- Potential for work-based learning opportunities: if businesses must lay off staff, or close altogether because of the economic slump that COVID-19 is generating, fewer opportunities remain to place trainees at local businesses;
- Potential for income-generating and employment opportunities after the training. The economic downturn will most likely negatively affect the labour market;

- On a more positive note, the need of finding employees with high-quality skills will only become more important to ensure a quick recovery after the pandemic. Supporting high-quality skilling in Uganda is therefore even more important than before, as a frontloading strategy;
- Many youths will miss out on school for most of 2020 and will potentially drop out of school altogether. The need to provide education for all Ugandans will therefore only become more urgent, also because the population of Uganda will continue to grow. Continued support to the education sector in general, and the TVET sector is a necessity;
- Special attention should be given to girls and young women, who are more vulnerable to the negative externalities of the COVID-19 crisis, this includes teenage pregnancies and gender-based violence.

Given the projected lower tax returns for the Ugandan government, it is unlikely that the Ugandan government will increase spending on education. It is also likely that parents will have more difficulties with paying for tuition fees. All of this will further hamper the goal of providing quality education and training for the increasing number of Ugandan children and youth.

2.2 Political and strategic framework of the education and training sector

The Education and Sports Sector Strategic Plan (ESSP 2020/21-2024/25) is hinged on three major strategic objectives aimed at improving equitable access to quality and relevant education in the country. These three strategic objectives are to: (i) achieve equitable access to relevant and quality education and training; (ii) ensure delivery of relevant and quality education and training; and (iii) enhance efficiency and effectiveness of education and sports service delivery at all levels. It prioritises investment in implementation of an employer-led TVET system and improving the perception of TVET among others.

Since the start of the Support to Skilling Uganda (SSU) intervention in 2015, there has been steady progress and important innovations in the field of TVET have been made. A milestone in this respect has been the approval of the Technical Vocational Education and Training (TVET) Policy in 2019. This Policy builds upon the 2011-2020 Skilling Uganda Strategy and articulates the key strategies and orientations of Uganda's TVET system for the following years.

The specific objectives of the TVET Policy are to:

- Promote economic relevance of TVET;
- Improve equitable access to TVET and employability of TVET graduates;
- Improve quality of TVET;
- Promote sustainable TVET financing;
- Ensure effectiveness in TVET management and organisation.

The piloted Skills Development Fund operated by Enabel funded by Belgian government, the EU, Irish Aid and GIZ, as well as the Skills Development Facility operated by the PSFU with funding from the World Bank, provided, and will continue to provide key learnings on how to further implement these specific objectives. Particularly relevant for SSU is that the process for establishing a TVET Council are entering its final phases. A TVET Policy Implementation Working Group (TPIWG) and TVET Secretariat have been set up by the government of Uganda to oversee the transition process. It is expected that the TVET Council will be established by the end of 2021.

During the bridging programme, SSU can thus further continue with providing technical support to the Ugandan Government in building foundations for a well-coordinated and effective TVET system. Closely related to this are the advancements made under the Work Based Learning (WBL) Policy. The Ministry of Gender, Labour and Social Development (MoGLSD) has drafted a national WBL Policy to promote and strengthen work-based learning, guide stakeholders involved in the implementation of WBL programmes. It highlights the roles of different stakeholders in the implementation of the policy. Having championed implementation of WBL modalities under SSU, Enabel will provide technical support to the MoGLSD to ensure that government adopts a realistic policy.

The Ugandan authorities are prioritising increased private sector engagement in skills training, ensuring work-based learning (WBL), and creating decent learning environments. This also requires further increasing and maintaining the institutional linkages between the ministries responsible for MoES, Labour, and Finance, Planning and Economic Development. Given Enabel's experience with engaging the private sector and implementing work-based learning, SSU is in an ideal position to further support the Ugandan authorities with strengthening the engagement of the private sector in skills development.

With the third National Development Plan (NDP III), Uganda also intends to significantly increase access to and utilisation of education services, including increased enrolment for universal primary education as well as TVET. To advance this aim, two presidential initiatives have recently been adopted: the “Myooga” policy (literally meaning vocational skills) and the Presidential Initiative on Skilling the Girl Child, which will both be scaled up at the national level. The first aims to upskill and increase the income generation of adults (18-35 years) that are members of local Savings and Credit Cooperative Organisations (SACCO) of 18 designated trades, through a microcredit programme. The second focuses on giving girls a chance to get skilled, by giving them training and support in the form of start-up resources and the establishment of SACCO’s afterwards.

2.3 Belgian support strategy to the national COVID-19 response

The challenges presented by the coronavirus disease, and the closure of schools called for a new way of delivering education and training. In response to the crisis, SSU has undertaken the following actions at the intervention level:

- Support the 7 partner Vocational and Technical Institutes (VTIs) of the SSU intervention, located in Albertine-Ruwenzori and Karamoja (funded by Ireland) and other contracted training providers in developing “back to school/training” measures. In all partner VTIs water tanks have been installed and response plans are in preparation for when the schools will reopen. SSU also supported the MoES and partners to set up a sub-sector task force in the development of the TVET COVID-19 response plan.
- As chair of the Education Development Partners Technical Working Group on Skilling and Higher Education (TWGSHE), for harmonisation reasons, Enabel coordinated the interventions responding to the impact of COVID-19 from different donors and agencies.
- Grantees of the pilot Skills Development Fund received support in coping with the consequences of the pandemic for their ongoing training initiatives. This includes facilitating them in keeping contact with their beneficiaries, giving assistance with planning ahead to ensure the restart of trainings when schools can open again, etc.
- The Enabel Moodle learning platform has also been actively used by beneficiary organisations including the 7 VTIs to follow two online courses on Project Proposal Writing and Resource Mobilisation during the lockdown under the SDHR intervention.
- Now schools are reopening, Enabel will continue providing support to their partner institutions to restart learning and teaching in a COVID-19 proof way. At a national level, SSU will support the development and implementation of the e-learning and digitalisation strategy of MoES.

3 Strategic Orientations

3.1 Strategic axes

The SSU bridging period is aligned to the strategic axes of timeliness, the optimal balance between skilling youth (boys and girls), and the capacity building of VTI management, private sector development in tourism and hospitality, construction and agricultural high-value cash crop sector, environmental and gender awareness as well as value-for-money and inclusiveness. Furthermore, the SDF mechanism will be used to offer skills in the emerging sectors of environment and climate change adaptation thus providing skills for the green economy.

The continuous support to skills development will trigger increasing employability and generate effective self-employment of youth through better quality instruction and learning in skills development and by making Technical and Vocational Education and Training (TVET) more responsive to the needs of the labour market.

The intervention will also promote digital solutions for easy access to the TVET processes. Digital hubs will be established at the 5 partner VTIs to facilitate e-learning and thus reaching out to students beyond classrooms and distances barriers. This is one way of adaptation to the current COVID-19 situation which curtails physical student instructor contact. Digitalising libraries, training and learning materials and manuals will also facilitate this type of e-learning. VTIs income will also be enhanced through designing and conducting short term ICT curricula. This intervention will position the 5 partner VTIs as learning centres in the respective regions, thus cascading to a number of other VTIs and making this systemic change possible.

The current SSU is demonstrating excellent results in terms of (self)employment of the beneficiaries. The bridging programme will offer a unique opportunity to shift the focus of the intervention even more from employability to effective (self)employment of the youth by widening the scope of the SDF to include entrepreneurship training, business development support as well as improvement of the business environment aspects and job market.

3.2 Action principles

The intervention is based on the principles of technical assistance. Furthermore, the SSU bridging intervention is essentially hinged on the consolidation of gains from initial Skilling Uganda Strategy pillars of increasing efficiency, relevance, effectiveness, equitable access and quality of skills development. It is also planned that sustainability is mainstreamed in activities design and implementation; for instance, the TVET system strengthening at a national level, collaboration with other Development Partners, as well as skilling initiatives at the regional level that aim at enhancing local participation and support of the key stakeholders.

The intervention will also address emerging issues with particular focus on areas of establishing, e-learning systems and digitalisation, private sector development, environment/climate change adaptation, migration, gender as well as addressing crosscutting issues like HIV/AIDS.

3.3 Selection criteria

The proposed SSU intervention bridging period as expressed in this supplement to the TFF has been identified in close consultation with:

- The Ministry of Education and Sports (MoES);
- The school management of the 5 VTIs (as stated in Result 3);
- The Enabel senior technical staff deployed in the A/R region;
- The Embassy of the Kingdom of Belgium; and
- The Enabel Representative Office.

The proposal was approved by the Steering Committee of the SSU programme on 29 October 2020.

At operational level the main sectors of tourism-hospitality, construction and agriculture have been identified in reference to the national development priority strategies for the Albertine Rwenzori region. This is in terms of the regional potentials and the impact they would have on the local development process as well as on people's livelihoods. The SDF mechanism will be used to provide relevant skills to the (potential) labour force of these sectors.

Furthermore, the grants selection approach will be adapted to the priority sectors above. Also because of the limited programme implementation period, the grants selection will have a mix of open and restricted calls.

Lastly, the activities proposed in this document were selected on the basis of the following criteria:

- Require further support to be consolidated as they were identified as priority sectors
- They become essential as a response in the context of strengthening the regional economic sector/subsectors
- They contribute to the sustainability of the actions
- They allow the implementation of new innovative approaches which could be taken into account in the next country portfolio

All activities are aligned with the national and regional priority sectors by the government as well as the COVID-19 response plan of the BTVET department in the MoES.

4 Operational Planning

4.1 Objectives and anticipated results

The general and specific objective of the intervention remain unchanged.

General Objective:

The employability of youth is increased through better quality of instruction and learning in skills development.

Specific Objective:

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.

At the results level slight alterations (in bold) were made in concertation with the Belgian Embassy in Uganda:

Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision and medium-term strategy

Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. **Alternative mechanisms of financing are explored.**

Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of **girls and women.**

While the specific objective and results remain (largely) the same, the action will be adjusted to tackle the impacts of the COVID-19 pandemic on the TVET and employment (sub)sector and skills development in Uganda. Particular attention will also go to the 3 cross-cutting areas of Digitalisation, Gender (including gender-based violence) and Climate Change to create the necessary conditions for teaching and learning, either in the partner VTIs or financed under the Skills Development Fund.

4.2 Planned Results / Activities

4.2.1 Result 1 - The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy

While supporting the national institutional reform processes in the education and training sector, the overarching objective will be to continue supporting the implementation of new approaches to skills development and to Technical and Vocational Education and Training (TVET) as proposed in the new TVET Policy (2019). In doing so, key support activities will include without being limited to the following (for which new budget lines will be created):

Activity A0107 – Support to TVET Policy Implementation Working Group

Support the TVET Policy Implementation Working Group (TPIWG) and the TVET Council and Secretariat by providing technical support to the TPIWG and Secretariat as well as technical assistance to operationalise the TVET Council, Sector Skills Councils, and a national/sectoral Skills Development Fund(s), among others. In addition, SSU will support the TPIWG/TVET Council to set up an M&E system to track indicators and monitor implementation of the TVET Policy. SSU will also launch Labour Market Scans (LMS) and develop national Workforce Skills Development Strategies and Plans in priority areas.

Activity A0108 – Capacity Building of TVET Stakeholders

SSU will support the TVET council (TPIWG and TVET Secretariat) for policy implementation and the assessment bodies (e.g. DIT and UBTEB) for competency-based assessments, by working closely together with the respective Sector Skills Councils and industries. Emerging issues such as e-learning assessment and internationally recognised certification, will be considered.

Establish and support a private sector-led National Skills Forum to articulate skills issues for business and influence policy through Business Membership Organisations (BMOs), for example:

- The Private Sector Foundation Uganda (PSFU)
- The Uganda Small Scale Industries Association (USSIA)

- Uganda Manufacturers' Association (UMA)
- Uganda Women's Entrepreneurs' Association (UWEA)
- Federation of Uganda Employers (FUE)

SSU will also support youth and women umbrella organisations e.g. Uganda Youth Network (UYONET), National Youth Advocate Programme (NYAP) and Youth Advocacy and Development Network Uganda (YADNET), among others, to participate in the policy dialogue on skilling.

SSU will provide institutional support to departments (BTVET, Planning, etc.) of the Ministry of Education and Sports for efficient and effective planning, implementation and monitoring of the skills development reforms. For instance, through capacity building and training, diagnostic studies, supporting the designing and implementation process of a digitalisation strategy for the TVET subsector, promotion of TVET through skills competitions (e.g. WorldSkills Uganda), etc.

Activity A0109 – Support to Sector Skills Councils

Operationalise the Tourism-Hospitality and Agriculture Sector Skills Councils to prioritise and implement their action plans, support linkages with national and decentralised TVET providers/stakeholders, facilitate curriculum development and review reforms, and initiate resource mobilising strategies for instance sector training funds.

Support the establishment of coordination structures at district levels to facilitate strategic linkages between the national Sector Skills Councils and local level skills development platforms.

Activity A0110 – Coordination with National Level Partners in Skilling

Strengthen coordination and synergies at the national level for improved coordination. Within the framework of the Education Development Partners (EDP) and the Technical Working Group on Skilling and Higher Education (TWGSHE), SSU will pilot: (i) field testing of the concept of a TVET Centre of Vocational Excellence (CoVE), (ii) facilitate private sector participation in skills financing, (iii) work with the MoES to implement policy standards and guidelines on VTIs governance (the target is to have 2/3 private sector members on governing councils and boards in the VTIs), (iv) designing a framework for setting up production and innovation centres at the VTIs with a focus on digitalisation.

Furthermore, SSU will support the design and implementation of the new Work-Based Learning (WBL) Policy of the MoGLSD and MoES.

4.2.2 Result 2 - The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored

The provision of flexible non-formal trainings through the SDF will continue to be the major focus while building on the instruments and tools already developed e.g. work-based formulas of training, entrepreneurship training and post-training support (mainly start-ups, coaching, linkages), financing modalities for gender equality and integration of green skills. SDF sustainability will be mainstreamed.

The SDF was a test-case (pilot) where a number of tools were developed and tested. The current focus will be to consolidate the developed instruments and tools as well as exploring more innovations in the areas of post-training support, strengthening of entrepreneurial skills, sectoral value-chain development, and to collect evidences for future interventions. The geographical focus of the intervention will remain the Albertine Rwenzori region for reasons of sustainability and division of labour. The implementation of the SDF will consist of an intelligent mix of medium and larger grants between 40,000 and 150,000 EUR. This approach will result into having 15 to 20 grantees spread over the Albertine Rwenzori region targeting about 3,000 trainees with a 50% women target.

Thus, the overall objective is to support short-term non-formal trainings of 1-3 months (instant trainings), as well as trainings that will last between 3-6 and 9 months and include a work-based learning component. As a lesson learnt from the previous SDF implementation, entrepreneurship, career guidance and post-training support will be integrated in terms of start-up kits as well as support in job search.

The implementation will be divided into two key areas, i.e. the operations and management of the fund activities, and grants/tenders to support third party actors. Also important to note are a series of workshops where key stakeholders will be discussing and coming up with feasible sustainability strategies for the SDF.

Activity A0205 – Support to the National Skills Financing Framework

In a bid to contribute to the overall design of the National Skills Financing Framework, the intervention will work with national partners in refining the designed tools and instruments to come up with an overall “architecture” of the national financing framework. The partners will include employers, line ministries and departments, Sector Skills Councils, trade unions and Business Membership Organisations (BMOs) among others. Lessons learnt of the SDF will be shared.

Activity A0206 – Capacity building of SDF procedures

The proposed SDF approach is to work mainly with the existing SDF partners whose capacity was built and to consolidate the good practices in skills development. Through calls for proposals, guidelines will be published online and in printed media. Communication and awareness creation will be conducted to ensure the inclusion of market-relevant sectors and trades, such as ICT, gender, green skills, soft skills, and entrepreneurship training. Communication materials will be produced, and information sessions will be conducted in the targeted regions to further explain the procedures and motivate the development of innovative ideas in the targeted sectors. The membership of the Selection Committee will be reviewed to ensure inclusion of strategic members from the public and private sectors.

Activity A0207 – Operationalising the SDF

The operationalisation of the SDF will include conducting selection activities such as capacity building of applicants, selection committee meetings, and an assessment of the work-based learning initiatives and the capacity of partners to implement the initiatives. The selection approach will be a mix of an open call and restricted call. As part of the lessons learnt from the pilot SDF was that grantee performance varied a lot i.e. having very good grantees and also having some with glaring challenges. As a result, the good performers will be considered for the restricted call on condition that the proposed interventions fit into the target sectors while the open call approach, will majorly be for the innovative and emerging areas of environment and climate change adaptation, digital solutions, agriculture high value crops, among others.

The intervention will deploy quality assurance activities as well as award grant agreements/tenders for work-based modes of learning. This will include the processing of the funding applications, i.e., selecting, administering, and funding proposals submitted by public and private not-for-profit TVET institutions and other skills development brokers, for example NGOs, CBOs, BMOs etc., in response to the call for proposal guidelines that will be issued by the intervention. In addition, refugees and host communities in the Albertine Rwenzori are among the prospective beneficiaries. Service providers for technical appraisals and organisational assessments will be procured to ensure the quality of the selection of initiatives as well as the capacity of the implementing partners. Capacity enhancement of the implementing partners for provision of skills development will be also at the centre of the SDF.

The proposed actions will be funded through the mechanism of the SDF executed following Belgian rules. Eligible actors, actions and costs will be specified in the call for proposal/ tenders, but the actors will include public and private not-for-profit training providers and local and international NGO's, in collaboration with private sector organisations.

SSU will focus on grant agreements/tenders for work-based modes of learning, entrepreneurship training and post-training support, adopted modalities of training provision for gender equality, integration of green skills. These will target market-relevant interventions in sectors including tourism, climate agriculture in high value crops, aquaculture, construction, ICT, renewable energy, etc.

The target will be to support short-term trainings of 1-3 months, (including instant trainings) as well as trainings that will last between 3-6 or 9 months of training (the focus is non-formal trainings). The call for proposals or ToR will highlight which training trades and modes will be supported. Results-oriented transfer mechanisms will be test-run.

Activity A0208 – Provide technical advice

This activity caters for the technical advice by the experts of overall programme management and the expert in digitalisation. This is in a bid of exploring alternative mechanisms of financing and the most appropriate SDF products as well as advising on applicable SDF sustainable mechanisms.

4.2.3 Result 3 - The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women

The consolidation of the support to the 5 partner VTIs towards becoming Centres of Vocational Excellence will be the focus of this activity. It will include capacity strengthening within the following major areas: strategic leadership and management, teaching and learning environment, relevance of trainings to labour market needs, financial and resource mobilisation, client-centred approaches, student-centred learning, life skills, student assessments, career guidance, tracer studies, relevant infrastructure and equipment, ICT, public/private partnerships (i.e., employer engagement in the institutions), quality assurance, equity–approach to gender inclusivity, disadvantaged groups, and the digital transformation of the VTIs (digital registration, digital financial system, digital academic management system, etc.).

These interventions will turn these partner VTIs into regional learning centres, with as aim to stir peer VTIs benchmarking and replication of good practices, which include the quality management of technical trainings, e-learning in VTIs, as well as demonstrations of bringing the private sector closer to participate in and support the training processes. The successes of this approach will be taken over by the government as well as other development partners with the aim to scale up such good practices to other regions.

Centres of Vocational Excellence bring together a wide range of local partners, such as providers of vocational education and training, employers, research centres, development agencies, and employment services (among others), to develop "skills ecosystems" that contribute to regional, economic and social development, innovation, and smart specialisation strategies. The following activities will be the key support areas (implementation pillars and activities) to the 5 partner VTIs on their journey towards becoming CoVE.

Activity A0312 – Roadmap Development for VTIs towards CoVE

Support in developing a roadmap towards becoming CoVE, which will include strategies for: formal and non-formal training programmes, utilisation and maintenance of infrastructure and equipment, partnerships & linkages with other skilling actors (local, regional & international), the development of income-generating activities for the 5 VTIs and quality assurance.

Activity A0313 – Capacity Building of VTIs towards CoVE

Governance and management capacity building for (a) improved understanding of the CoVE concept, (b) stronger connections with the private sector, (c) improved facilities and assets management, and (d) installing e-learning approaches. It also includes supporting the creation of a Safe Learning Environment which will include implementation of the COVID-19 prevention measures and health & safety. Furthermore, the intervention will work together on sensitisation initiatives around HIV/AIDS, Gender Equality & GBV, the inclusion of Persons with Special Needs, environment awareness and waste management.

Activity A0314 – Supporting the creation of Digital Hubs in the 5 VTIs

The goal is to promote and use the application of ICT and digital transformation, leading to the establishment of digital hubs at the 5 partner VTIs. This will enable e-learning systems, e-learning modules/materials content design, creating digital libraries, digitalisation of training materials and manuals, as well as designing short-term ICT curricula for income generation.

Activity A0315 – Strengthening of the Private Sector Partnership with the VTIs

Strengthening of VTIs capacity in private sector engagement and partnerships development. This will be achieved through strengthening the Private Sector Coordination Desk (PSCD) in the 5 VTIs (with as goal to facilitate the Work-Readiness Programme), organising sector-related employers' fora to strengthen labour market intelligence, WBL partnerships, entrepreneurship training sensitisation, Business Support Services for students, career guidance/mentorship initiatives and school fairs where private sector members will be invited to the VTIs, training job search skills, etc. This will also provide avenues for linkages with the respective Sector Skills Councils.

4.3 Synergies / Complementarities

There are a number of important synergies and complementarities with other Belgian-funded and other donor-funded projects and interventions worth indicating:

Support to the Development of Human Resources of beneficiary Organisations (SDHR)

This multi-sector intervention implemented by Enabel ended in June 2020 but will be currently reactivated and funded under the bridging period. SDHR is supporting three sectors (Health, Education & Training and Environment) in several institutions with the aim to support the human resource capacity development process of their staff. In the education sector, it will support the key-partners of SSU and TTE in digitalisation.

Skilling Uganda and the BTVET Strategic plan

The Belgian development cooperation has continued to support the (B)TVET sub sector since 2011. Belgium has provided support to the development of the BTVET Strategic Plan (2012/3 to 2021/2) in close cooperation with the World Bank. It also co-financed the implementation of the BTVET Strategy through the Reform Task Force (RTF) of Skilling Uganda (redefined by the TVET Policy of 2019 as the TVET Policy Implementation Working Group) and the launch of the Support to the Implementation of the Skilling Uganda Strategy or SSU intervention.

Support from other Development Partners

SSU is being implemented jointly by Enabel, and the MoES with financial support from not only the Belgian government but also Irish Aid, the European Union Trust Fund (EUTF), and the German Development Cooperation Agency (GIZ).

The component of Irish Aid based in Karamoja since July 2016 contributes to the employability of Karamojong youth, women and girls through the provision of relevant Technical Vocational Education and Training (TVET). Through the intervention, skills trainings have gained strong recognition among the community in Karamoja. Graduates from both partner VTIs and the SDF record strong employability rates and income levels in comparison with the general employment trends in this region.

Regarding EU and GIZ components, both interventions share the same objective of improving economic self-reliance of refugees and host populations in Northern Uganda through skills trainings packages. The EUTF project started in July 2016 and then GIZ followed in May 2019. Both projects reached thousands of trainees which were able to set up new income-generating activities and hence increase their income after the training.

Private Sector Foundation Uganda (PSFU) and Skills and Attitude (SG+)

Enabel has been working closely together with the sister programme of the Skills Development Facility (SDF) of the Private Sector Foundation Uganda (PSFU). Both organisations will implement jointly the EU-funded Team Europe pilot project SG+ that will equip graduates entering the labour market with adequate skills and attitude by introducing an innovative work-readiness programme and leading to further productivity of targeted companies engaged in the green economy.

Technical Working Group Skilling and Higher Education

SSU will develop close working relationships and synergies with the members of the Technical Working Group on Skilling and Higher Education (TWGSHE) that brings together most of the organisations active in TVET and skills development, including World Bank, GIZ, JICA, KOICA, UNESCO, VVOB etc. These have enhanced joint policy dialogue with government on policy reforms and have piloted various Skills Development initiatives e.g. Skills Development Facility/Fund (WB); promoting TVET through skills competitions (KOICA and UNESCO); capacity building of instructors (VVOB) and enhancing quality of TVET delivery in VTIs.

Finally, further synergies will be developed with the VVOB-Education for Development support programme of the National Instructors' College Abilonino (NICA).

4.4 Logical Framework, indicators, and verification sources

The Logical Framework is presented in Annex 8.2. The specific activities will be reviewed in cooperation with the MoES after the start of the bridging period to reflect Result Areas 1-3 and the allocation of funds, approved by the Steering Committee. The original indicators will be reviewed based on its applicability and further relevance. The indicators will be disaggregated and gender specific (e.g. number of women benefitting from skills training).

4.5 Intervention area

The SSU intervention bridging period will be implemented at the level of MoES as well as to other suitable partners / beneficiaries, and in the Albertine Rwenzori region located in Western Uganda.

4.6 Beneficiaries

4.6.1 Direct beneficiaries

The direct beneficiaries of the intervention are (i) youth and women who have gone through training in TVET institutions and trainees under SDF, including relevant internships and apprenticeships (ii) Enterprises and other partners whose capacity shall be built. Other institutional beneficiaries include the MoES in particular the Department of Planning, the Department of BTVET, DIT, the MoGLSD and other line ministries.

4.6.1.1 The rights holders

All individuals are entitled to equality, education, decent work and adequate living standard as enshrined in the Universal Declaration of Human rights and the constitution of the Republic of Uganda. Rights-holders must have the capacity to: (i) exercise rights; (ii) formulate claims and hold duty-bearers accountable; and (iii) seek redress.

The intervention will therefore build the capacity of the following rights holders to ensure that they are able to exercise their right to education, equality etc. and contribute to the improvement of skills development:

- Clients of TVET training institutions (trainees, graduates and employers)
- Youth aged 15 to 30 years of age for formal and non-formal trainings
- Socially marginalised groups: e.g. girls and women, people with disabilities, refugees
- Workers in the informal sector
- HR officers and technical staff engaged in enterprises, business organisations and trade unions
- Employers (public and private)

4.6.1.2 Duty bearers

These are legal duty-bearers, primarily state actors, which will have their capacity built for better service delivery as well as improved coordination in order to be able to fulfil their obligations. The following will be targeted:

- Existing public and private-not-for-profit (faith-based, community) TVET training institutions offering formal and non-formal training
- Managers and instructors of training institutions, e.g. through continuous professional development
- The members of the TVET Policy Implementation Group, TVET Secretariat, and at a later stage the TVET-Council
- The heads and staff members of directorates and departments at MoES, BTVET department, Planning development, Sector Skills Councils, and assessment bodies e.g. DIT, UBTEB
- Other line ministries and departments for example Ministry of Gender, labour and Social Development
- Skills development brokers like NGOs, CBOs, BMOs etc.

4.6.2 Indirect beneficiaries

These will include state and non-state actors that are not directly connected with the intervention but will still benefit from it. For example, other individuals, family members of the participants, enterprises in the Albertine Rwenzori region, other government ministries and departments, etc.

4.7 Duration

The duration will be from the date of signing of the Addendum to the Specific Agreement until the end date of the agreement. The implementation will start from January 2021. The expected end date of the implementation is 31 December 2022. The closing phase will be from January to July 2023.

5 Resources

5.1 Human Resources

The composition of the implementing team necessary for the recommended activities are disclosed hereafter:

Function Description	Roles	Quantity	Full time equivalents	Duration
Technical and coordination team				
International Intervention Manager	General management of the intervention and Contribution to all results	1	100%	18 months
International Sector Expert	Technical advice for result areas 2 – 3	1	100%	18 months
International Sector Expert Digitalisation / D4D	Technical advice for result areas 1 – 3	1	30%	18 months
International Junior Expert <i>(Financed under Junior Programme)</i>	Technical advice for result areas 1 – 3	1	100%	18 months
National Sector Expert Policy (level 6)	Technical advice for result area 1	1	100%	18 months
National Sector Expert Skills Development (level 6)	Technical advice for result area 2	1	100%	18 months
National Sector Expert Skills Development and PSD (level 6)	Technical advice for result area 3	1	100%	18 months
National Training Manager (level 5)	Technical advice for result area 2	1	100%	18 months
National Digitalisation Officer (level 5)	D4D development for result areas 1 – 3	1	75%	18 months
Communication Officer (Level 5)	Communication on result areas 1 – 3	1	50%	18 months
M&E + KM Officer (level 5)	M&E and KM on result areas 1 – 3	1	50%	18 months
National Gender Expert (level 5)	Gender development on result areas 1 – 3	1	50%	18 months
Field Officers for Fort Portal, Kasese, Hoima & Kasese – experts in TVET + PSD (level 4)	Technical support for result areas 1 – 3 in the field	4	100%	18 months
Administrative and financial team				
International Finance and Contracting Coordinator	Financial management across the intervention	1	60% (+25% during closing)	18 months (+6 months closing)
International ECA	Contract support across the SSU intervention	1	20%	18 months
Financial Controller (level 5)	Finance support for result areas 1 – 3	1	100%	18 months
Accountants – one expert in SDF & the other in Direct Grant management – Kampala (level 4)	Finance support for result areas 1 – 3	2	100%	18 months
Accountants – one expert in SDF & the other in Direct Grant management – Fort Portal (level 4)	Finance support for result areas 1 – 3	2	100%	18 months
Administrative Assistants in Kampala and in Fort Portal (level 3)	Administrative assistance for result areas 1 – 3	2	100%	18 months
Drivers - 2 for Fort Portal and 2 for Kampala (level 1B)	Logistical support	4	100%	18 months

5.2 Financial Resources

A detailed budget of the SSU intervention bridging period of 6,000,000 EUR can be found in Annex 8.1.

6 Implementation Modalities

6.1 Governance

The SSU intervention bridging period will remain anchored in the MoES and will be governed by the existing Steering Committee.

6.2 Monitoring of results and reporting

The current technical and financial monitoring of the implementation remains unchanged. Monitoring of results will be based on the Logical Framework indicators. Narrative and financial reports will be produced in the PILOT and UBW accounting system on a quarterly base. The final Result Report will be produced in March 2023.

6.3 Evaluation and audit

The end-term review and audit of the intervention is foreseen to take place in November 2022.

6.4 Skills development grants

This mechanism will include awarding grants to support joint ventures for skills development and training of the youth especially women and girls and support them to build competencies and skills that are on demand in the labour market. Selection will follow a mix of an open and restricted call approach. The open call will follow the competitive proposal seeking and awarding. The restricted call implies that in order to save time, we restrict via clear selection criteria, for instance: "only applicants who did already receive a grant from Enabel are eligible" / "only applicant that when through an organisational assessment with Enabel are eligible." This way, the Call for Proposals (Cfp) would respect transparency, competition et equal treatment between all current/past grantees. In the past more than 50 organisations were screened and received grants in the SSU Programme. This should allow a sufficiently large sample to avoid competition distortion.

As mentioned under Result 2, the SDF will consist of a mix of medium and larger grants between 40,000 and 150,000 EUR. The target is 15 to 20 grantees benefiting over 3,000 trainees with a 50% women target. Focus of the training will be short-term formal and non-formal trainings of 1-3 months (including instant trainings) as well as trainings that will last between 3-6 or 9 months and include a work-based learning component. Priority sectors will among others include Climate Smart / Added Value Agriculture (High Value Crops); Aquaculture; Environment (e.g. Renewable Energy); Tourism; Gender; Construction; ICT.

There will also be skills development funding through direct grants. This will be accessed by the 5 partner VTIs with the overall objective of strengthening their capacity to becoming CoVE. Beneficiaries here will be about 2,500 and 3,000 students and VTIs' staff respectively. The grants volume will vary from one VTI to another depending on the individual VTI's capacity needs. The range will be between 100,000 to 250,000 EUR. Nakawa Vocational Technical Institute has been included among the directs grant beneficiaries to provide the technical capacity building of VTI instructors in technical skills of construction, motor vehicle mechanics and electrical installation and renewable energy trades. These skills and competencies are needed to enable the instructors effectively utilise the new equipment for practical teaching.

The table below comprises of the 5 partner VTIs and Nakawa for the direct grants and 15 prospective organisations for the SDF restricted call approach:

S/N	SDF prospective organisations	Direct grants
1	Mountains of the Moon University	St. Joseph Technical Institute, Virika
2	Rwenzori Forum for Peace and Justice	Kasese Youth Polytechnic
3	Iles de Paix	St. Simon Peter's Vocational Training Centre
4	Youth Encouragement Services (YES), Amani	Millennium Business School
5	Holy Dove Vocational School	Uganda Technical College Kyema
6	Conservation & Development Agency (CODEA)	Nakawa Vocational Technical Institute
7	Lake Albert Children Women Advocacy & Development Organisation (LACWADO)	
8	Masindi District Farmers' Association (MADFA)	
9	Finn Church Aid	
10	Rosa Mystica Institute of Business and Vocational Training	
11	Margarita Technical Institute	
12	African Evangelistic Enterprise	
13	Alliance for Children and Youth	
14	Karambi Action for life	
15	BRAC	

7 Risk Analysis

The SSU intervention bridging period is ambitious, especially regarding the implementation of the TVET Policy, which depends greatly on the political will of the government and a stronger participation of the private sector.

Implementation risks	Risk level	Mitigation measure
National level:		
The implementation of the TVET policy is not adopted among the high priorities in the MoES, the intervention of supporting the 5 partner VTIs towards becoming CoVE cannot be successfully implemented	Low	Targeted capacity building and operational support to the key skilling organs in the MoES e.g. relevant Sector Skills Councils
The COVID-19 pandemic continues to affect Uganda leading to stricter lockdown measures, including the full closure of schools	Medium	Continue supporting the management of VTIs and policy dialogue, providing for the extension of contracts of the SDF to bridge the school closure, and moving to online ways of working, including support for digitalisation hubs, are among the key strategies to counter the externalities of the COVID-19 pandemic
The experiences of implementing the SDF framework do not attract more development partners in which case the government will not be able to sustain its comprehensive take over and implementation	Low	Continue demonstrating to the government and development partners that the SDF is a strategic mechanism to not only provide skilling to vulnerable youth, but also to ensure a match of the supply of skills trainings with the skills demands of the local labour markets Actively engaging in the ongoing policy dialogue to strengthen Uganda's TVET system through SDF's experiences
Regional-Local level:		
The partner VTIs managers and instructors see the interventions towards becoming CoVE as extra workload and the capacity building initiatives will have a low impact	Low	Capacity building (trainings, exposures and peer to peer learning) as well as other motivation mechanisms should be priorities of the programme
The private sector players do not see the interest in cooperating with the VTIs and will not be eager to collaborate and articulate their skills needs as well as participate in the skills training processes	Medium	Facilitate employers' fora as well as sector skills committees at regional and district levels with as goal to gain practical inputs from the private sector and create synergies for effective skilling
There is low engagement of the private sector players, which will and cannot take the lead in applying for SDF grants	Low	Continuously engage private sector through selected partnerships, work-based learning, labour market scans, and other initiatives to ensure full commitment of local and national private sector partners
The capacity of private sector enterprises to offer quality training under the SDF is limited due to the impact of COVID-19	Low	Design and support strategies for enhancing resilience of private sector enterprises
Sustainability risks		
The interventions involve very heavy investment in equipment, staff and time that go beyond the current VTIs capacities	Medium	The support interventions will emphasise sustainability frameworks and will start in the bridging period where all learning will be incorporated in the fully-fledged 5-10 year programme
The SDF funding mechanism is being implemented on a pilot basis with the major aim of integrating it into the National Skills Development Financing Framework	High	Continue engaging government and demonstrating SDF impact on the target groups' employability, incomes and ultimately improving peoples livelihoods

8 Annexes

8.1 Total estimated budget

UGA1402711 : SSU-BE: New budget up to 2023

BL	Activity description	Mode	Current budget after budget change 29/10/2020	Additional Budget	Total Budget
A	To enhance the quality of skills development and make them responsive to labour market needs in four districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda Reforms		12,577,200 €	4,877,000 €	17,454,200 €
A 01	The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy		1,655,000 €	470,000 €	2,125,000 €
A 01 01	RTF support	REGIE	310,000 €	70,000 €	380,000 €
A 01 02	ESTABLISH AN M&E SYSTEM	REGIE	90,000 €	0 €	90,000 €
A 01 03	IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR ALL KEY AC	REGIE	135,000 €	0 €	135,000 €
A 01 04	SUPPORT THE ESTABLISHMENT OF COORDINATION STRUCTURES A	REGIE	50,000 €	0 €	50,000 €
A 01 05	UNDERTAKE ACTION RESEARCH	REGIE	80,000 €	0 €	80,000 €
A 01 06	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	990,000 €	0 €	990,000 €
A 01 07	Support to TVET Policy implementation Group	REGIE	0 €	100,000 €	100,000 €
A 01 08	Capacity Building of TVET Stakeholders	REGIE	0 €	90,000 €	90,000 €
A 01 09	Support to Sector Skills Council	REGIE	0 €	120,000 €	120,000 €
A 01 10	Coordination with National Level Partners in Skilling	REGIE	0 €	90,000 €	90,000 €
A 02	The pilot Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored		512,200 €	2,540,000 €	3,052,200 €
A 02 01	DESIGN THE Psdf	REGIE	40,000 €	0 €	40,000 €
A 02 02	BUILD CAPACITY AND ELABORATE MANUAL OF OPERATIONS	REGIE	198,000 €	80,000 €	278,000 €
A 02 03	OPERATE THE Psdf	REGIE	244,200 €	0 €	244,200 €
A 02 04	TRANSFER EXPERIENCE TO NATIONAL SDF	REGIE	30,000 €	- €	30,000 €
A 02 05	Support to the National Skills Financing Framework	REGIE	- €	20,000 €	20,000 €
A 02 06	Capacity building of pSDF procedures	REGIE	- €	80,000 €	80,000 €
A 02 07	Operationalizing the pSDF	REGIE	- €	2,000,000 €	2,000,000 €
A 02 08	Provide technical advice	REGIE	- €	360,000 €	360,000 €
A 03	The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women		10,410,000 €	1,867,000 €	12,277,000 €
A 03 01	UPGRADE FIRST GROUP OF SELECTED TRAINING PROVIDERS	COGEST	330,000 €	0 €	330,000 €
A 03 02	UPGRADE MANAGEMENT CAPACITIES OF THE 5 TRAINING PROVIDERS	REGIE	152,000 €	0 €	152,000 €
A 03 03	SUPERVISE DEVELOPMENT PLANS OF 5 INSTITUTIONS	REGIE	5,810,000 €	0 €	5,810,000 €
A 03 04	ESTABLISH CONTINUOUS TRAINING WITH ABILONINO/NAKAWA	REGIE	260,000 €	0 €	260,000 €
A 03 05	IMPROVE QUALITY OF INTERNSHIPS	REGIE	60,000 €	0 €	60,000 €
A 03 06	INITIATE INITIATIVES FOR IMPROVED TRAINING PROVISION AND A	REGIE	1,860,000 €	0 €	1,860,000 €
A 03 07	SET GENDER TARGETS (CCI)	REGIE	152,000 €	42,000 €	194,000 €
A 03 08	SET SOCIAL TARGETS	REGIE	0 €	0 €	0 €
A 03 09	SET QUANTITATIVE TARGETS AND TRACE	REGIE	40,000 €	0 €	40,000 €
A 03 10	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	1,436,000 €	525,000 €	1,961,000 €
A 03 11	DIRECT GRANTS	REGIE	310,000 €	0 €	310,000 €
A 03 12	Roadmap development for VTIs towards CoVE	REGIE	0 €	250,000 €	250,000 €
A 03 13	Capacity building of VTIs towards CoVE	REGIE	0 €	500,000 €	500,000 €
A 03 14	Supporting the creation of Digital Hubs in the 5 VTIs	REGIE	0 €	250,000 €	250,000 €
A 03 15	Strengthening of the Private Sector Partnership with the VTIs	REGIE	0 €	300,000 €	300,000 €

X 01		BUDGET RESERVE		4,300 €	150,000 €	154,300 €
X 01	01	Reserve Co-Management	COGEST	300 €	- €	300 €
X 01	02	Budget reserve Own-Management	REGIE	4,000 €	150,000 €	154,000 €
Z		GENERAL MEANS		3,418,500 €	973,000 €	4,391,500 €
Z 01		Staff		2,405,000 €	605,000 €	3,010,000 €
Z 01	01	International programme coordination technical assistance	REGIE	346,000 €	150,000 €	496,000 €
Z 01	02	Finance , administrative, technical and support staff	REGIE	2,059,000 €	455,000 €	2,514,000 €
Z 02		Investments		320,000 €	65,000 €	385,000 €
Z 02	01	Vehicles	REGIE	141,000 €	- €	141,000 €
Z 02	02	Office equipment	REGIE	45,000 €	29,000 €	74,000 €
Z 02	03	IT Equipment	REGIE	114,000 €	34,000 €	148,000 €
Z 02	04	Office rehabilitation	REGIE	20,000 €	2,000 €	22,000 €
Z 03		Running costs		485,500 €	247,000 €	732,500 €
Z 03	01	Office rent districts	REGIE	70,000 €	37,000 €	107,000 €
Z 03	02	Maintenance	REGIE	25,000 €	28,000 €	53,000 €
Z 03	03	Vehicles	REGIE	151,000 €	58,000 €	209,000 €
Z 03	04	Telecommunications	REGIE	57,000 €	32,000 €	89,000 €
Z 03	05	Office consumables	REGIE	67,000 €	24,000 €	91,000 €
Z 03	06	Missions	REGIE	52,500 €	40,000 €	92,500 €
Z 03	07	External communication	REGIE	6,000 €	3,000 €	9,000 €
Z 03	08	Training	REGIE	40,000 €	20,000 €	60,000 €
Z 03	09	financial costs	REGIE	- €	- €	- €
Z 03	10	VAT re-imbursement	REGIE	- €	- €	- €
Z 03	11	Other	REGIE	17,000 €	5,000 €	22,000 €
Z 04		Audit, monitoring and evaluation and support		208,000 €	56,000 €	264,000 €
Z 04	01	Monitoring and evaluation (MTR & ETR)	REGIE	50,000 €	24,000 €	74,000 €
Z 04	02	Audit	REGIE	20,000 €	19,000 €	39,000 €
Z 04	03	Backstopping	REGIE	53,000 €	3,000 €	56,000 €
Z 04	04	Program Management Unit	REGIE	85,000 €	10,000 €	95,000 €
Z 99		Conversion rate adjustment		- €	- €	- €
Z 99	98	exchange /conversion rate_REGIE	REGIE	- €		- €
Z 99	99	exchange /conversion rate_COG	COGEST	- €	- €	- €
L		TOTAL BUDGET		16,000,000 €	6,000,000 €	22,000,000 €

8.2 Financial planning

UGA1402711 : SSU-BE: New budget up to 2023

BL	Activity description	Mode	Current budget after budget change 29/10/2020	Additional Budget	Total Budget	Total Actuals 30/9/2020	Plan Q4 2020	Total plan 2021	Total Plan 2022	Total Plan 2023	Total Estimated Expenditures	Estimated Balance
A	To enhance the quality of skills development and make them responsive to labour market needs in four districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda Reforms		12,577,200 €	4,877,000 €	17,454,200 €	11,244,830 €	1,155,143 €	1,838,299 €	3,215,929 €	- €	17,454,201 €	0 €
A 01	The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy		1,655,000 €	470,000 €	2,125,000 €	1,561,013 €	46,070 €	292,917 €	225,000 €	- €	2,125,000 €	0 €
A 01 01	RTF support	REGIE	310,000 €	70,000 €	380,000 €	290,489 €	10,288 €	39,223 €	40,000 €		380,000 €	0
A 01 02	ESTABLISH AN M&E SYSTEM	REGIE	90,000 €	0 €	90,000 €	85,227 €	4,500 €	274 €			90,000 €	0
A 01 03	IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR ALL KEY AC	REGIE	135,000 €	0 €	135,000 €	125,120 €	6,500 €	3,380 €			135,000 €	0
A 01 04	SUPPORT THE ESTABLISHMENT OF COORDINATION STRUCTURES A	REGIE	50,000 €	0 €	50,000 €	41,599 €	8,256 €	145 €			50,000 €	0
A 01 05	UNDERTAKE ACTION RESEARCH	REGIE	80,000 €	0 €	80,000 €	57,872 €	10,000 €	12,128 €			80,000 €	0
A 01 06	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	990,000 €	0 €	990,000 €	960,706 €	6,526 €	22,768 €			990,000 €	0
A 01 07	Support to TVET Policy Implementation Group	REGIE	0 €	100,000 €	100,000 €	- €	- €	50,000 €	50,000 €		100,000 €	0
A 01 08	Capacity Building of TVET Stakeholders	REGIE	0 €	90,000 €	90,000 €	- €	- €	55,000 €	35,000 €		90,000 €	0
A 01 09	Support to Sector Skills Council	REGIE	0 €	120,000 €	120,000 €	- €	- €	70,000 €	50,000 €		120,000 €	0
A 01 10	Coordination with National Level Partners in Skilling	REGIE	0 €	90,000 €	90,000 €	- €	- €	40,000 €	50,000 €		90,000 €	0
A 02	The pilot Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored		512,200 €	2,540,000 €	3,052,200 €	487,553 €	19,228 €	778,491 €	1,766,929 €	- €	3,052,201 €	- €
A 02 01	DESIGN THE Psdf	REGIE	40,000 €	0 €	40,000 €	40,942 €	0 €	- 942 €			40,000 €	0
A 02 02	BUILD CAPACITY AND ELABORATE MANUAL OF OPERATIONS	REGIE	198,000 €	80,000 €	278,000 €	188,208 €	9,000 €	35,078 €	45,714 €		278,000 €	-0
A 02 03	OPERATE THE Psdf	REGIE	244,200 €	0 €	244,200 €	242,166 €	- €	2,034 €			244,200 €	-0
A 02 04	TRANSFER EXPERIENCE TO NATIONAL SDF	REGIE	30,000 €	- €	30,000 €	16,237 €	10,228 €	3,536 €			30,000 €	-0
A 02 05	Support to the National Skills Financing Framework	REGIE	- €	20,000 €	20,000 €	- €	0 €	9,500 €	10,500 €		20,000 €	0
A 02 06	Capacity building of pSDF procedures	REGIE	- €	80,000 €	80,000 €	- €	0 €	75,000 €	5,000 €		80,000 €	0
A 02 07	Operationalizing the pSDF	REGIE	- €	2,000,000 €	2,000,000 €	- €	0 €	500,000 €	1,500,000 €		2,000,000 €	0
A 02 08	Provide technical advice	REGIE	- €	360,000 €	360,000 €	- €	0 €	154,286 €	205,714 €		360,000 €	0
A 03	The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women		10,410,000 €	1,867,000 €	12,277,000 €	9,196,265 €	1,089,845 €	766,890 €	1,224,000 €	- €	12,277,000 €	0 €
A 03 01	UPGRADE FIRST GROUP OF SELECTED TRAINING PROVIDERS	COGEST	330,000 €	0 €	330,000 €	285,271 €	36,455 €	8,274 €			330,000 €	0
A 03 02	UPGRADE MANAGEMENT CAPACITIES OF THE 5 TRAINING PROVIDERS	REGIE	152,000 €	0 €	152,000 €	151,384 €	0 €	616 €			152,000 €	0
A 03 03	SUPERVISE DEVELOPMENT PLANS OF 5 INSTITUTIONS	REGIE	5,810,000 €	0 €	5,810,000 €	5,186,716 €	622,713 €	571 €			5,810,000 €	-0
A 03 04	ESTABLISH CONTINUOUS TRAINING WITH ABILONINO/NAKAWA	REGIE	260,000 €	0 €	260,000 €	269,257 €	0 €	- 9,257 €			260,000 €	0
A 03 05	IMPROVE QUALITY OF INTERNSHIPS	REGIE	60,000 €	0 €	60,000 €	59,516 €	1,000 €	- 516 €			60,000 €	0
A 03 06	INITIATE INITIATIVES FOR IMPROVED TRAINING PROVISION AND A	REGIE	1,860,000 €	0 €	1,860,000 €	1,652,432 €	209,179 €	- 1,611 €			1,860,000 €	-0
A 03 07	SET GENDER TARGETS (CCI)	REGIE	152,000 €	42,000 €	194,000 €	122,647 €	22,845 €	24,507 €	24,000 €		194,000 €	-0
A 03 08	SET SOCIAL TARGETS	REGIE	0 €	0 €	0 €	944 €	0 €	- 944 €			- €	0
A 03 09	SET QUANTITATIVE TARGETS AND TRACE	REGIE	40,000 €	0 €	40,000 €	38,374 €	0 €	1,626 €			40,000 €	0
A 03 10	PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE	REGIE	1,436,000 €	525,000 €	1,961,000 €	1,294,273 €	95,199 €	271,528 €	300,000 €		1,961,000 €	-0
A 03 11	DIRECT GRANTS	REGIE	310,000 €	0 €	310,000 €	135,450 €	102,454 €	72,096 €			310,000 €	-0
A 03 12	Roadmap development for VTIs towards CoVE	REGIE	0 €	250,000 €	250,000 €	- €	0 €	65,000 €	185,000 €		250,000 €	0
A 03 13	Capacity building of VTIs towards CoVE	REGIE	0 €	500,000 €	500,000 €	- €	0 €	135,000 €	365,000 €		500,000 €	0
A 03 14	Supporting the creation of Digital Hubs in the 5 VTIs	REGIE	0 €	250,000 €	250,000 €	- €	0 €	105,000 €	145,000 €		250,000 €	0
A 03 15	Strengthening of the Private Sector Partnership with the VTIs	REGIE	0 €	300,000 €	300,000 €	- €	0 €	95,000 €	205,000 €		300,000 €	0

X		budget reserve		4,300 €	150,000 €	154,300 €	104 €	0 €	60,447 €	75,000 €	18,750 €	154,301 €	-	0 €
X 01		BUDGET RESERVE		4,300 €	150,000 €	154,300 €	104 €	- €	60,447 €	75,000 €	18,750 €	154,301 €	-	0 €
X 01 01		Reserve Co-Management	COGEST	300 €	- €	300 €	36 €	0 €	264 €			300 €	-	0 €
X 01 02		Budget reserve Own-Management	REGIE	4,000 €	150,000 €	154,000 €	67 €	0 €	60,183 €	75,000 €	18,750 €	154,000 €	-	0 €
Z		GENERAL MEANS		3,418,500 €	973,000 €	4,391,500 €	3,176,175 €	112,724 €	565,079 €	507,522 €	30,000 €	4,391,499 €	-	0 €
Z 01		Staff		2,405,000 €	605,000 €	3,010,000 €	2,209,647 €	106,241 €	335,540 €	328,571 €	30,000 €	3,009,999 €	-	€
Z 01 01		International programme coordination technical assistance	REGIE	346,000 €	150,000 €	496,000 €	335,440 €	0 €	74,846 €	85,714 €		496,000 €	-	0 €
Z 01 02		Finance , administrative, technical and support staff	REGIE	2,059,000 €	455,000 €	2,514,000 €	1,874,207 €	106,241 €	260,694 €	242,857 €	30,000 €	2,514,000 €	-	0 €
Z 02		Investments		320,000 €	65,000 €	385,000 €	314,389 €	1,384 €	68,227 €	1,000 €	- €	385,000 €	-	0 €
Z 02 01		Vehicles	REGIE	141,000 €	- €	141,000 €	139,784 €	-60 €	1,276 €	- €		141,000 €	-	0 €
Z 02 02		Office equipment	REGIE	45,000 €	29,000 €	74,000 €	44,402 €	1,019 €	28,579 €			74,000 €	-	0 €
Z 02 03		IT Equipment	REGIE	114,000 €	34,000 €	148,000 €	111,757 €	822 €	35,421 €			148,000 €	-	€
Z 02 04		Office rehabilitation	REGIE	20,000 €	2,000 €	22,000 €	18,446 €	-397 €	2,951 €	1,000 €		22,000 €	-	0 €
Z 03		Running costs		485,500 €	247,000 €	732,500 €	456,899 €	22,763 €	115,601 €	137,236 €	- €	732,499 €	-	€
Z 03 01		Office rent districts	REGIE	70,000 €	37,000 €	107,000 €	54,700 €	4,748 €	30,315 €	17,236 €		107,000 €	-	0 €
Z 03 02		Maintenance	REGIE	25,000 €	28,000 €	53,000 €	25,107 €	-3,944 €	15,838 €	16,000 €		53,000 €	-	0 €
Z 03 03		Vehicles	REGIE	151,000 €	58,000 €	209,000 €	128,598 €	14,247 €	33,012 €	33,143 €		209,000 €	-	0 €
Z 03 04		Telecommunications	REGIE	57,000 €	32,000 €	89,000 €	53,444 €	-1,436 €	18,706 €	18,286 €		89,000 €	-	0 €
Z 03 05		Office consumables	REGIE	67,000 €	24,000 €	91,000 €	57,166 €	4,557 €	15,563 €	13,714 €		91,000 €	-	0 €
Z 03 06		Missions	REGIE	52,500 €	40,000 €	92,500 €	48,427 €	3,097 €	18,119 €	22,857 €		92,500 €	-	0 €
Z 03 07		External communication	REGIE	6,000 €	3,000 €	9,000 €	1,028 €	800 €	5,458 €	1,714 €		9,000 €	-	0 €
Z 03 08		Training	REGIE	40,000 €	20,000 €	60,000 €	36,387 €	1,639 €	10,545 €	11,429 €		60,000 €	-	0 €
Z 03 09		financial costs	REGIE	- €	- €	- €	13,439 €	-1,271 €	14,710 €	- €		-	-	0 €
Z 03 10		VAT re-imburement	REGIE	- €	- €	- €	48,884 €	0 €	- 48,884 €	- €		-	-	0 €
Z 03 11		Other	REGIE	17,000 €	5,000 €	22,000 €	16,598 €	326 €	2,219 €	2,857 €		22,000 €	-	0 €
Z 04		Audit, monitoring and evaluation and support		208,000 €	56,000 €	264,000 €	195,240 €	- 17,664 €	45,711 €	40,714 €	- €	264,001 €	-	€
Z 04 01		Monitoring and evaluation (MTR & ETR)	REGIE	50,000 €	24,000 €	74,000 €	34,864 €	0 €	15,136 €	24,000 €		74,000 €	-	0 €
Z 04 02		Audit	REGIE	20,000 €	19,000 €	39,000 €	9,692 €	0 €	19,808 €	9,500 €		39,000 €	-	0 €
Z 04 03		Backstopping	REGIE	53,000 €	3,000 €	56,000 €	48,913 €	2,700 €	2,887 €	1,500 €		56,000 €	-	0 €
Z 04 04		Program Management Unit	REGIE	85,000 €	10,000 €	95,000 €	101,770 €	-20,364 €	7,880 €	5,714 €		95,000 €	-	0 €
Z 99		Conversion rate adjustment		- €	- €	- €	55,021 €	- €	- 55,021 €	- €	- €	-	-	0 €
Z 99 98		exchange /conversion rate_REGIE	REGIE	- €		- €	39,269 €	0 €	- 39,269 €	- €		-	-	0 €
Z 99 99		exchange /conversion rate_COG	COGEST	- €	- €	- €	15,752 €	0 €	- 15,752 €	- €		-	-	€
L		TOTAL BUDGET		16,000,000 €	6,000,000 €	22,000,000 €	14,476,130 €	1,267,866 €	2,408,804 €	3,798,450 €	48,750 €	22,000,000 €	-	0 €

8.3 Logical Framework and indicators

The Logical Framework indicators and sources of verification will be reviewed in cooperation with the MoES to reflect the activities and allocation of funds, approved by the Steering Committee. The Logical Framework indicators and verification sources are presented hereafter:

	Logical of the intervention	Indicators	Targets	Sources of verification
GO	<p>General Objective:</p> <p>The employability of youth is increased through better quality of instruction and learning in skills development.</p>	<p>GO1 Percentage of employers satisfied with skills level of TVET graduates</p>	70%	GO1 Tracer studies and employers satisfaction surveys
SO	<p>Specific Objective:</p> <p>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.</p>	<p>SO1 Percentage of trained graduates absorbed in the labour market or self-employed (Man/women) 6 months after graduation</p>	60%	SO1 Tracer studies
R1	<p>Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy</p> <p>Activity: A0101 Support to TVET Policy Implementation Working Group</p> <p>Activity: A0102 Capacity Building of TVET Stakeholders</p> <p>Activity: A0103 Support to Sector Skills Councils</p>	<p>R111. A national private sector-led TVET coordination structure, including the TVET Policy Implementation Working Group, TVET Council and TVET Secretariat is operational (<i>impact</i>)</p> <p>R121. Relevant MoES departments management capacity enhanced to monitor and implement TVET reforms (<i>output</i>)</p> <p>R122. The capacity of assessment bodies is enhanced to offer competency-based assessments and offer recognised certificates (<i>output</i>)</p> <p>R131. 2 Sector Skills Councils (Tourism & Hospitality, and Agriculture) are operational and fully functional (<i>outcome</i>)</p>	<p>TVET Council and Secretariat established</p> <p>Capacity development plan developed and rolled out</p> <p>Capacity development plan developed and rolled out</p> <p>2 Functioning SSCs</p>	<p>R111. TVET policy framework TVET Council documentation on set-up, membership, mandates, decisions</p> <p>R121. Capacity development plan, training and meeting reports, etc.</p> <p>R122. Capacity development plan, training and meeting reports, etc.</p> <p>R131. Action Plans, annual reports and budgets, sector skills meetings, documentation, etc.</p> <p>R132. Reports of private sector</p>

	<p>Activity: A0104</p> <p>Coordination with National Level Partners in Skilling</p>	<p>R132. Skills development coordination mechanisms are established, and operational in the intervention's districts/regions of operation and are linked to the national level Sector Skills Councils (<i>outcome</i>)</p> <p>R133. Number of priority sector labour-market scans (LMS) (including Technology Needs Assessments) and livelihood studies conducted in the intervention areas by partner institutions for skills development training (<i>output</i>)</p> <p>R141. Harmonised working relationships, including coordination mechanisms, between MoES and MoGLSD on WBL schemes (<i>impact</i>)</p>	<p>1 Coordination platform per district established and operational in each district</p> <p>2 LMS per VTI</p> <p>Coordination mechanisms in place and operational</p>	<p>organisations and trade unions, action plans of skills development coordination mechanisms, annual reports, meeting reports, etc.</p> <p>R133. Labour market scans, Technology Needs Assessments, and livelihood studies, grantee reports, quarterly monitoring missions</p> <p>R141. Perception survey and key informant interviews, meeting reports, etc.</p>
R2	<p>Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored.</p> <p>Activity: A0201</p> <p>Support to the National Skills Financing Framework</p> <p>Activity: A0202</p> <p>Capacity building of SDF procedures</p> <p>Activity: A0203</p> <p>Operationalising the SDF</p> <p>Activity: A0204</p> <p>Experience transfer of the SDF</p>	<p>R211. A financing skills framework is adopted by national stakeholders (<i>impact</i>)</p> <p>R212. Tools and instruments of the SDF grant system adopted by national stakeholders (<i>impact</i>)</p> <p>R221. Number of awareness raising and promotion campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, etc.) (<i>output</i>)</p> <p>R231. Number of grant agreements signed through SDF (<i>output</i>)</p> <p>R232. Number of students trained in non-formal trainings (disaggregated: vulnerability / gender / origin) (<i>output</i>)</p> <p>R233. Number of trainees of instant trainings (disaggregated: vulnerability / gender / origin) (<i>output</i>)</p> <p>R234. The number of SDF beneficiaries who have received start-up kits (<i>output</i>)</p> <p>R235. Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / PWDs) certified/successfully completed training in non-formal TVET and entrepreneurship to enhance employable skills (<i>outcome</i>)</p>	<p>Financing frameworks adopted and operational</p> <p>National stakeholders working with tools and instruments</p> <p>40 campaigns organised in the 4 districts</p> <p>20 grants</p> <p>3,000 of which at least 50% are women</p> <p>1,000 of which at least 50% are women</p> <p>2,400 of the SDF grantees</p> <p>80%</p>	<p>R211 & R212. Sector Reports, TVET policy framework, progress reports, TVET Council/Secretariat documentation on set-up, membership, mandates, decisions (<i>for both indicators</i>)</p> <p>R221. meetings & campaigns documentation, monitoring visits</p> <p>R231. Grant Selection Records and grant reports (<i>first indicator</i>)</p> <p>R232 & R233. KoBo registration data, IPTTs, grantees' training lists, monitoring visits, training records (<i>for all indicators on student numbers and start-up kits</i>)</p> <p>R234. IPTTs, grantee reporting, DIT or CBET results, on spot monitoring visits</p> <p>R235 & R241. Tracer studies</p>

		R241. Utilisation rate of start-up kits 6 months after disbursement (<i>outcome</i>)	60%	
R3	<p>Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women</p> <p>Activity: A0301 Roadmap Development for VTIs towards CoVE</p> <p>Activity: A0302 Capacity Building of VTIs towards CoVE</p> <p>Activity: A0303 Supporting the creation of Digital Hubs in the 5 VTIs</p> <p>Activity: A0304 Strengthening of the Private Sector Partnership with the VTIs</p>	<p>R311. Roadmap towards CoVE available in the 5 target VTIs (<i>output</i>)</p> <p>R312. Score on self-assessment tool developed under the new Ugandan CoVE framework (<i>outcome</i>)</p> <p>R313. Number of beneficiaries (men/women) of (non)formal TVET training offered by the 5 partner VTIs (with entrepreneurship component) in order to enhance employable skills (<i>output</i>)</p> <p>R314. Percentage of trainees that have received a certificate in accordance with employer needs, through a recognised technical and vocational certification body (e.g. Workers' pass, UBTEB etc.) (<i>outcome</i>)</p> <p>R315. Percentage of trained graduates absorbed in the labour market or self-employed (Man/women; part-time/fulltime; wage-employed, self-employed) 6 months after graduation (<i>impact</i>)</p> <p>R321. The management and academic staff of 5 target VTIs are trained on the key elements of a CoVE (<i>output</i>)</p> <p>R331. Number of VTIs successfully establishing and utilising digital hubs (<i>output</i>)</p> <p>R332. Number of VTI staff trained in digitalisation and utilisation of the digital labs, and applying e-learning in their courses (<i>outcome</i>)</p> <p>R333. Number of trainees enrolled for ICT courses (<i>outcome</i>)</p> <p>R341. Number of roundtables/employers fora organised within the 5 supported VTIs (<i>outcome</i>)</p> <p>R342. Number of formal work-based learning agreements between VTI trainees and private sector (<i>output</i>)</p>	<p>5 roadmap documents developed and updated</p> <p>5 VTIs scoring at least 3.5 out of 5</p> <p>3,000 of which at least 40% women</p> <p>80%</p> <p>60%</p> <p>100 (20 per VTI)</p> <p>3 out of the 5 VTIs</p> <p>50 (10 per VTI)</p> <p>250 (50 students per VTI)</p> <p>20 (2 per VTI annually)</p> <p>25 (5 per VTI)</p>	<p>R311. Roadmap document</p> <p>R312. Self-assessment measures performance VTIs on CoVE objectives</p> <p>R313. VTI registration database</p> <p>R314. Enrolment: VTI registration database and VTI Certification records</p> <p>R315. Employers surveys & Tracer Surveys</p> <p>R321. Training Records, monitoring visits</p> <p>R331. Implementation Plan, monitoring visits</p> <p>R332. Training records, staff survey, IPTTs</p> <p>R333. VTI registration database, IPTTs</p> <p>R341. Progress Reports, monitoring visits, IPTTs</p> <p>R342. VTI registration database, copies of agreements</p>

