



## 2020 Results Report

Support to Skilling Uganda (SSU)

**DGD CODE : NN 3016426**

**NAVISION CODE : (BELGIUM) UGA 14 027 11**

**NAVISION CODE : (EU) UGA 16 032 1T**

**NAVISION CODE : (IRISH AID) UGA 16 033 1T**

**NAVISION CODE :(GIZ) UGA180381T**



Ambasáid na hÉireann  
Embassy of Ireland



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# 1 Abbreviations

ACTED	Agency for Technical Cooperation and Development
ACW	Africa Coding Week
AEP	Accelerated Education Programme
AR	Albertine-Rwenzori
ATPs	Assessment Training Packages
BMO	Business Membership Organizations
BTVET	Business Technical Vocational Education and Training
CBET	Competence-based Education and Training
CBT	Community Based Training
CCIs	Cross Cutting Issues
CEFORD	Community Empowerment for Rural Development
CoE	Centres of Excellence
CMU	Construction Management Unit
CRRF	Comprehensive Refugee Response Framework
CRS	Catholic Relief Services
DGA	Direct Grant Agreement
DIT	Directorate of Industrial Training
DRC	Danish Refugee Council
D4D	Digitalization for Development
EDP	Education Development Partners
ERP	Education Response Plan
ESSA	Education and Sports Sector Analysis
ESSP	Education and Sports? Sector Strategic Plan
EU	European Union
EUTF	European Union Trust Fund
FCC	Finance and Contracting Coordinator
FGD	Focus Group Discussion
FUE	Federation of Uganda Employers
GIZ	Gesellschaft für Internationale Zusammenarbeit
GBV	Gender-based Violence
HTSCC	Hotel and Tourism Sector Skills Council
IFI	International Financial Institution
IGA	Income Generating Activity
ILO	International Labour Organisation
IRE	Irish Aid
ISP	Insieme Si Puo in Africa
ISSB	Interlocking Soil Stabilised Blocks
ITC-ILO	International Training Centre of the International Labour Organisation
KJA	Karamoja
KRSU	Karamoja Resilience Support Unit
LED	Local Economic Development

LMIS	Labour Market Information System
LMS	Labour Market Scan
MBS	Millennium Business School
MCPS	Master Crafts Persons
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labour and Social Development
MoU	Memorandum of Understanding
MSMF	My Skills My Future
M&E	Monitoring and Evaluation
N/A	Not Applicable
NCDC	National Curriculum Development Centre
NEET	Not in Employment, Education or Training
NFM	National Field Manager
NPA	National Planning Authority
NRC	Norwegian Refugee Council
OTC	Outreach Training Centre
NTC	National Technical College
PAS	Practically Acquired Skills
PMT/U	Programme Management Team/Unit
PPP	Public-Private Partnerships
PS	Permanent Secretary
pSDF	Pilot Skills Development Fund
PSFU	Private Sector Foundation Uganda
PWDs	Persons with Disabilities
ReHOPE	Refugees and Host Population Empowerment
RISE	Response to increased demand on Government Service and creation of economic opportunities
RPFJ	Rwenzori Forum for Peace and Justice
RTF	Reform Task Force
SC	Steering Committee
SDA	Skills Development Authority
SDCPN	St. Daniel Comboni Polytechnic Naoi
SDE	Skills Development Expert
SDC	Skills Development Centre
SDF	Skills Development Fund
SDHR	Skills Development for Human Resource Project
SDP	Skills Development Platform
SPRS-NU	Support Programmes for Refugee Settlements and Host Communities in Northern Uganda
SSC	Sector Skills Council
SSPVTCTC	St. Simon Peter Vocational Technical College
SSU	Support to Implementation of the Skilling Uganda Strategy
SYNTRA	Centra Voor Middenstandsopleiding
TFF	Technical and Financial File

TIET	Teacher Instructor Education and Training
TNAs	Training Needs Assessment
TWG-S	Technical Working Group Skilling
TPIWG	TVET Policy Implementation Working Group
TSSC	Tourism Sector Skills Council
TTE	Teacher Training and Education
TVET	Technical Vocational Education and Training
UBTEB	Uganda Business Technical Examination Board
UGAPRIVI	Uganda Private Vocational Institutes Association
UMA	Uganda Manufacturers Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
USSIA	Uganda Small Scale Industries Association
VDAB	Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
VET	Vocational Education and Training
VTI	Vocational Training Institute
WBL	Work-Based Learning
WSI	WorldSkills International
WSU	WorldSkills Uganda
YAWE	Youth and Women Empowerment Organisation

## 2 Summary of the intervention

### 2.1 Intervention forms

#### Intervention form BE & IRE

Title of the intervention	Support to the implementation of the Skilling Uganda Strategy ( <i>Skilling</i> )	Annex to the Support to Skilling Uganda Intervention: Integration of the Karamoja Region
<b>Code of the intervention</b>	UGA1402711	UGA 160331T
<b>Location</b>	Uganda: Albertine & Rwenzori	Uganda: Karamoja
<b>Total budget</b>	16 million (Belgium)	6 million Euros Ireland
<b>Partner institution</b>	Ministry of Education and Sports (MoES)	Ministry of Education and Sports (MoES)
<b>Start date of the Specific Agreement</b>	28 <sup>th</sup> July 2015	1 <sup>st</sup> July 2016
<b>Start date of the intervention/ Opening steering committee</b>	27 <sup>th</sup> July 2015	1 <sup>st</sup> July 2016
<b>Expected end date of execution</b>	31 <sup>st</sup> March 2021	30 December 2020 Extended till 31 <sup>st</sup> May 2021
<b>End date of the Specific Agreement</b>	27 <sup>th</sup> July 2021 Rem.: extended till 27 <sup>th</sup> July 2023	30 <sup>th</sup> November 2020
<b>Target groups</b>	<p>The SSU intervention supports the implementation of some of the key reforms of the national BTNET Strategy, both on a national/central level, and on the local level in 4 districts in Western Uganda.</p> <p>In its operation, the SSU intervention support training providers in Kasese, Kabarole, Hoima and Masindi. The SSU intervention strives for a close collaboration with business membership organizations and private sector companies on all levels of intervention.</p>	<p>The SSU intervention supports the skilling Uganda strategy specifically for the Karamoja region. It will focus on supporting relevant skills development for Karamojong youth, women, and girls.</p> <p>To ensure the relevance of the Skilling Uganda Strategy to Karamoja context, the SSU intervention focus more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments.</p>
<b>Impact</b>	The employability of youth is increased through better quality of instruction and learning in Skills Development	The employability of youth is increased through better quality of instruction and learning in Skills Development
<b>Outcome</b>	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms	The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja region in line with the skilling Uganda reforms.
<b>Outputs</b>	<ol style="list-style-type: none"> <li>The BTNET and employment (sub)sector has a coordinated and formally agreed governance structure, vision, and medium-term strategy</li> <li>The pilot Skills Development Fund is established and operates in the intervention area and it serves as a model for the future National Skills Development Fund</li> <li>Quality of training and qualification processes is improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females</li> </ol>	<ol style="list-style-type: none"> <li>Provide institutional support to the national stakeholders and supporting the BTNET reform agenda</li> <li>Develop and support skills development instruments; pilot Skills Development Financing mechanism</li> <li>Improving training provision and upgrading of training providers</li> </ol>
<b>Year covered by the report</b>	2020	2020

## Intervention form EUTF & GIZ

<b>Title of the intervention</b>	<b>Support to Skilling Uganda strategy (SSU) livelihood and labour market relevant skills development for refugees and host communities</b>	<b>RISE – Response to increased demand on government service and creation of economic opportunities in Uganda; Support to Skilling Uganda in Arua, Adjumani and Mojo – as part of the RISE project (SSU GIZ)</b>
<b>Code of the intervention</b>	UGA 160321T	UGA 180381T
<b>Location</b>	Uganda: West Nile & Kiryandongo	Arua, Moyo and Adjumani
<b>Total budget</b>	4.90 million Euros (EU Trust Fund)	€ 2.5 million Euros
<b>Partner institution</b>	OPM & (MoES)	
<b>Start date of the Specific Agreement</b>	1 <sup>st</sup> July 2016*	1 <sup>st</sup> May 2019
<b>Start date of the intervention / Opening steering committee</b>	1 <sup>st</sup> July 2016	1 <sup>st</sup> May 2019
<b>Expected end date of execution</b>	31 <sup>st</sup> March 2021	28 <sup>th</sup> February 2021
<b>End date of the Specific Agreement</b>	31 <sup>st</sup> March 2021 Rem.: extended till	28 <sup>th</sup> February 2021 Rem.: extended till 27 <sup>th</sup> July 2023
<b>Target groups</b>	<p>The SSU intervention contributes to the Skilling Uganda Strategy focusing on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities in three targeted districts of Arua, Adjumani and Kiryandongo.</p> <p>The SSU intervention adheres to the refugee and host population empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance.</p>	<p>The general objective of the action implemented by Enabel is “to contribute to increased economic self-reliance of refugees and host populations”. The specific objective is “to increase access to coordinated qualitative and labour market relevant skills development”.</p> <p>Key beneficiaries are 3000 people (50% refugees – 50% host communities; approx. 70% female and 30% male)</p>
<b>Impact</b>	Sustainably improve food security, nutrition, and livelihoods of the refugee population	To contribute to increased economic self-reliance of refugees and host populations
<b>Outcome</b>	Enhance livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Adjumani, Kiryandongo and Arua through short- and medium-term vocational training and entrepreneurship support	To increase access to coordinated qualitative and labour market relevant skills development
<b>Outputs</b>	1. Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with specific focus on youth, women and girls) in three targeted areas	1. 3000 people (indicatively 50% refugees and 50% host communities) are trained in labour market relevant vocational skills
	2. Skills development in the three districts is coordinated and aligned with the Skilling Uganda Strategy	
	N/A	N/A
<b>Year covered by the report</b>	2020	2020



## 2.2 Self-evaluation of performance

### 2.1.1. Relevance

	Performance
Relevance	A

The Support to Skilling Uganda (SSU) programme is truly relevant and is hinged on Uganda's national strategies and policies. The SSU programme is anchored on Uganda's BTVET Strategic Plan (2011/12 – 2021/2022) and its priority interventions are aligned with the GoU's Vision 2040 and its progressive National Development Plans (NDP II and III). SSU corresponds with the various sectors' priorities envisaged in the policies and plans such as the Education and Sports Sector Strategic Plan (ESSP 2020-2025). In support of these policy priorities, the SSU programme has continued to coordinate and collaborate with key actors in skilling and education in Uganda.

Through provision of labour market responsive trainings, the Skills Development Fund (SDF) continues to support joint ventures of training providers and the private sector to train youth, especially girls and women in an innovative way to help them build skills that are in demand on the labour market. These partnerships with the private sector for qualitative hands-on trainings through "work-based learning" (WBL) has increased employability of graduates with over 65 % of beneficiaries finding employment (16% in wage employment and 49% in self-employment); 78% have realised increase in incomes after the training and 73% reported improvement in their living conditions after graduation.

The SSU programme continues to increase access to equitable access to relevant and quality education and training for youth, women, and girls through the provision of flexible trainings. This has reached different vulnerable groups such as the poor, refugees and marginalised groups and given them the opportunity for entry into the labour market as employees or as entrepreneurs.

To ensure delivery of relevant and quality education and training, the SSU programme continues to build capacity of training institutions to provide labour market responsive trainings through infrastructural development, the provision of modern tools and equipment, training of trainers and managers; system strengthening to respond to the needs of the communities and employers through establishment of relevant linkages.

### 2.1.2. Effectiveness

	Performance
Effectiveness	A

In 2020 the SSU intervention performance was outstanding in all the three result areas – almost all targets have been met, despite the vast challenge of the COVID-19 pandemic.

On the Policy front, following approval of the TVET Policy in 2019, a private sector led TVET Policy Implementation Working Group (TPIWG) was appointed by the government to oversee the implementation of the policy until a legal framework is established. In the last quarter of 2020, an independent interim TVET Policy/Council Secretariat was appointed to implement the key policy reforms pending the establishment of a legal framework. There is steady progress on enacting the TVET law and currently, the Principles of the Law have been drafted and submitted to cabinet for approval to develop a TVET Bill which is to be forwarded to parliament in 2021.

To allow private sector participation in the TVET system, SSU in partnership with other donors, supported the operationalization of the Sector Skills Councils (SSCs). By end of 2020, five sector skills councils had been established and operational with medium term action plans. While Enabel is supporting Tourism and Hospitality Sector Skills Council, World Bank is supporting 4 SSCs for Agriculture, Construction, Manufacturing and Oil & Gas. This provides a framework for employers to dictate the skills needs and suggest relevant remedies, though challenges with operationality still exist. Councils have supported curriculum development process, provided technical input in generating labour market information and creating linkages between training providers and employers. At a district level, the SSU intervention has established Skills Development Platforms (SDPs) that generate discussions on pertinent skills development issues. Similarly, to improve the public perception of TVET, increase the enrolment and raise the standards of TVET, SSU intervention supported establishment of World Skills Uganda, an organization created to promote TVET through skills competitions. These structures provide an institutional framework to ensure that skills development initiatives are responsive to private sector and labour market needs.

At the field level, the implementation of the SDF grants was very successful in increasing access to quality skills and aiding entry into the labour market with 65-68% of the graduates entering into the labour market. The success of the pilot SDF motivated other Development Partners – IRE, EUTF and GIZ to contribute to the basket fund for skills development and the lessons learnt are providing input to the set-up of the national Skills Development Financing mechanism.

SSU intervention has upgraded 7 partner Training Providers (5 in Albertine and Rwenzori and 2 in Karamoja) to become Centres of Excellence (CoE). The support included infrastructural development, provision of modern tools and equipment, training of trainers and managers; system strengthening to respond to the needs of the communities and employers. This is complemented by the partnerships between training providers and employers and sealed with Memorandum of Understanding (MoUs). This has facilitated Work Based Learning making trainings responsive to the labour market.

### 2.1.3. Efficiency

	<b>Performance</b>
<b>Efficiency</b>	<b>B</b>

The SSU intervention operations and financial executions are on target with sufficient human resources supporting the implementation. All activities and outputs have been cost efficient and outputs show value for money albeit with some delays due to COVID-19. Components were affected differently but overall; the outputs were delivered in good quality and contribute to the planned outcomes though within adjusted timing. Furthermore, the pandemic ushered in new modes of work especially the use of digitalization and more of tele-working.

#### *Belgian Cooperation*

The component was well executed with a high execution rate of the direct grants and handover of infrastructure at VTI level. The SDF grants achieved their outputs of training and 65-68% of the graduates are employed. The administrative closure of the grants has not been timely. The final batch of grants initially meant to end in May 2020, but implementation was affected by Covid-19 lockdown and eventual school closure were extended to December.

Construction and equipping of the VTIs was concluded though with some delays especially the Brussels Capital project components. The direct grants were implemented well except in the final year where they suffered delays due the lockdown. The outputs are all achieved although within an adjusted time frame.

#### *EU Trust Fund*

This component delivered all the outputs on time and in good quality, all grants were implemented and closed on time, conducted capacity assessments, and strengthened the training providers. However, an extension was requested to the EU as a considerable amount of the budget was still available. Rather than returning the amount, an extension would allow the intervention team to execute additional activities. The relevant staffing is in place to ensure the execution of these activities during the no-cost extension.

#### *Irish Aid*

Innovative work modalities due to Covid-19 were designed including e-monitoring of trainees to ensure tracing of all students. There were delays in grant implementation at St. Daniel Comboni, and VSO. Meanwhile the grant to Karamoja private sector was terminated due to poor quality and the SSU intervention took over via direct implementation. Furthermore, the SSU intervention completed capacity building of VTIs instructors in technical, pedagogical and management skills.

#### *GIZ*

The grants implementation was affected by the national lockdown and this circumstance has impact on the delivery and quality of outputs. Implementation started in October 2019 after contracts were signed with the grantees, but 6 months later Covid-19 disrupted the activities. GIZ has committed itself to extend the project until 30/10/2021.

#### 2.1.4. Potential sustainability

	<b>Performance</b>
<b>Potential sustainability</b>	<b>B</b>

The reforms in the skilling arena enshrined in the TVET policy give leadership and coordination to public private partnership arrangement. The establishment of private sector led TVET Policy Implementation Working Group (TPIWG) and an independent interim TVET Council Secretariat flashes greenlight to the future TVET Coordination structures at a national level. The revival of the five different Sector Skills Councils expands the mandate of TVET delivery to major stakeholders – the private sector making skills development initiatives more sustainable. Whereas these Councils are currently supported by donors, instituting coordination desk in BTNET and the continuous coaching aimed at helping them to lean more against the private sector led structures provide hope that they will advance in generating resources and implementing their mandate.

The definition of the Centre of Excellence (CoE) framework for vocational training institutions which has been adopted by the Ministry of Education will improve the quality of training delivery and collaborative networks within the skills development ecosystem. The criteria on CoE will be used to upgrade the standards of institutions, mobilize resources, promote public private partnerships and advocate for efficient methods of financing – e.g. Results Based Financing, which are key in both improving the quality of TVET delivery and increasing revenue streams for self-reliance.

##### *Initiatives that will last*

SSU's support to the development of the TVET section of ESSP (2020-2025) not only provided an opportunity to incorporate major reforms in the plan but also provide TVET strategic direction for the next five years. The aspirations of setting up an employer led TVET system and strategic actions for realizing that are well spelt out. This will guide interventions by all partners – public, private, EDPs etc with a focus on creating a lasting impact.

At the local level, the Skills Development Platforms (SDPs) continued to influence skilling systems in local settings. The sectoral approach in Karamoja with two pilot SDPs in Tourism and Construction proved instrumental in defining skills needs and providing necessary solutions. Such structures, already operational in SSU intervention areas including Albertine and Rwenzori and Northern Uganda, will continue to provide local skills solutions and also inform the setup of the skills development decentralized. Uganda became a member of WorldSkills International and an affiliate WorldSkills Uganda, a tripartite body of government, private sector and vocational training institutions was formed and will continue to promote TVET and Skills Development in the country. The eco-sustainable buildings established and equipped with state of art tools and equipment will improve instruction at the VTI level and in the community through networking of VTIs within the same vicinity.

Learning from the work-based learning experiences generated through SDF, has informed input into the Work Based Learning Policy by Ministry of Gender, Labour and Social Development and the TVET Policy under the Ministry of Education and Sports. This will guide future on-the-job trainings as a TVET delivery model.

##### *Financial sustainability*

The TVET Policy reforms foresee the establishment of a national Skills Development Fund and the pilot SDF continues to provide experiences and lessons necessary for a strong foundation of the national fund.

There are many initiatives of skills development that are supported by the government including Emyooga, skilling the girl child, but also many development partners are active in this field. This includes Belgium, Ireland, the Netherlands, Germany, Norway, the US, Korea, Japan as well as the multilateral European Union, the World Bank and IFI's have included skills development programmes into their country strategies. To improve the quality of labour and increase productivity, many private sector companies have engaged in workplace skills development initiatives for their employees. This has been enhanced by the civil society organizations who promote flexible trainings through joint ventures between training providers and industry.

#### *More is needed*

There is still need for more strategic partnership, effective institutional coordination, and quality training service provision from accredited training programmes and public and private service providers.



It also necessitates continued public awareness and outreach activities to raise the image of TVET and enhance participation in skills training programmes. More purposeful linkages with employers and public-private partnerships are critical in ensuring quality and relevance of training to increase employment.

#### *2.1.5. Conclusions*

In 2020, SSU intervention execution rate was at 82% (on average from the 4 component –BE-IRE-EU-GIZ). BE had the highest execution rate at 97% and GIZ the lowest execution rate at 66% respectively. All activities and outputs have been cost efficient and outputs show value for money albeit with some delays due to Covid-19.

In 2020 the SSU programme performance was exceptional in all the three result areas; almost all SSU programme targets have been met, despite the vast challenge of the Covid-19 pandemic. On the policy front, following approval of the TVET policy in 2019, an independent interim TVET Policy/Council Secretariat was appointed to implement the key policy reforms pending the establishment of a legal framework. The relevance rated high with implementation activities in line with the main national policies and strategies (current Uganda's BTVET Strategic Plan, GoU's Vision 2040, ESSP 2020-2025, NDP-III). SDF contributes to reducing the unemployment rates among youths especially girls and women through labour market responsive trainings. At the field level, implementation of the SDF grants has successfully increased access to quality skills training.

SSU intervention performance in 2020 has been satisfactory as per self-evaluation ratings; with relevance at A; effectiveness at A; efficiency at B and potential for sustainability at B respectively. This positive performance outcome suggest that skilling should need to be further embedded in the strong upward socio-economic development of Uganda.

<p align="center"><b>Project Coordinator</b> <b>Elliot Arinaitwe</b></p>	<p align="center"><b>Intervention Manager</b> <b>Lothar Duelberg (BE)</b></p>
	
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## 3 Monitoring of results

### 3.1 Evolution of the context

#### 3.1.1 General and institutional context

The Technical and Vocational Education and Training (TVET) policy was approved by the Cabinet in 2019. The TVET policy supports the paradigm shift as highlighted in the Skilling Uganda Strategy. It aspires to transform the Business, Technical and Vocational Education and Training (BTVET) sub-sector to focus on:

- (i) From BTVET as a mere sub-sector of education towards a comprehensive system of skills development for inclusive employment, enhanced productivity and growth,
- (ii) Targeting all Ugandans in need of skills instead of targeting only low achieving school leavers,
- (iii) In a delivery context based on flexible and workplace-oriented environment and not necessarily in the formal school system,
- (iv) and part of a management system focusing on public-private partnerships.

The government has now set up an independent interim TVET Policy/Council Secretariat to implement key policy reforms. Principles of the TVET Act have been drafted and submitted to the Cabinet for approval. The Skilling Uganda strategy which the SSU programme is aligned too, promotes the following five key objectives through which the reforms in the sub-sector will be achieved:

- (i) Raise the economic relevance of BTVET,
- (ii) Increase the quality of skills provision,
- (iii) Provide equitable access to skills development,
- (iv) Achieve greater organization and management effectiveness in BTVET,
- (v) Increase internal efficiency and resources available for skilling.

More in general, the SSU programme supports the implementation of the BTVET Strategic Plan Uganda through an active policy dialogue. Enabel supported the establishment of the TVET Policy implementation working group (TPIWG) and of guidelines; is active in the TVET Council and the Technical Working Group on Skilling (TWG-S); provided key support towards the establishment of a Ugandan chapter of the WorldSkills programme, etc.

To build an employer led TVET system, Enabel, in collaboration with the World Bank, has supported the MoES to operationalise the five pilot Sector Skills Councils. Whereas the World Bank funded projects supports four councils (for Construction, Agriculture, Manufacturing and Oil & Gas), SSU intervention supports the Tourism and Hospitality Sector Skills Council (THSSC). The Council has developed a clear and more aligned Action Plan, conducted a Capacity Needs Assessment and Plan (with support from the VET toolbox), and provided technical support in sector curriculum development and review process.

#### 3.1.2 Management context

Enabel implements the SSU programme in partnership with the Ministry of Education and Sports' Department of Planning. In addition, the Ministry's appointed focal points in its departments and directorates including Business, Technical and Vocational Education and Training (BTVET) Department, Directorate of Industrial Training (DIT), Construction Management Unit (CMU), Information Unit, National Curriculum Development Centre (NCDC), Monitoring and Evaluation

Unit, and Procurement Unit, continue to support the implementation process. It is important to note that the members of the SSU programme Steering Committee (SC) are representatives from the TVET sector and Enabel Representation who hold strategic discussions. Since the 2019 audit of the Belgian Court of Auditors on the SSU Albertine/Rwenzori component, no new audits have been finalised. The audit of the GIZ component started in 2020 and is at the end of the reporting period still ongoing. A new audit for the SSU Albertine/Rwenzori component is planned in the first quarter of 2021 and for the SSU Karamoja component for second quarter of 2021.

The management of the SSU programme continued to strengthen internal coordination via monthly management meetings, weekly office team meetings as well as field staff visits. In view of the bridging programme, a new and highly experienced intervention manager was appointed. During 2020, Enabel provided funding to grantees in Northern Uganda, Karamoja and Albertine to conduct skills development trainings. In partnership with GIZ, under the RISE project, additional funding was received to support skills development for 3,000 refugees and host communities in Arua, Adjumani and Moyo. Given the impact of the Covid-19 pandemic, no-cost extensions were signed with the GIZ, EUTF and Irish Aid components (with reporting periods ending in the fall of 2021).

The communication unit supported technical documentation of activities, media engagement and dissemination of information through social media platforms thus creating awareness and visibility. For the EUTF component, the SSU intervention is leading on the communication of all SPRS-NU implementers. The Monitoring and Evaluation team spearheaded the review of the project M&E matrix based on the Mid-term Review recommendations. In addition, the team conducted support missions to build capacity and track progress towards results. It also embarked on coordinating the development of several capitalisation products and an online knowledge bank (<https://skillinguganda.padlet.org/enabel/repository>). The final reports of action research and tracer studies of SDF indicated tangible new income generation outcomes for the graduates. The studies also confirmed the training provision (SDF) as a flexible modality that promotes private sector engagement in skills development, increases access to training and provides quality labour market relevant trainings.

### **3.1.3 Covid-19 Response**

In view of the Covid-19 pandemic, the SSU programme has supported its partners to confront the challenges posed by the closure of schools and the lockdown. Given that it was unclear whether the lockdown would remain in place, and that schools/institutions were to remain closed, there was a need to think of an alternative plan. All the grantees were requested to draw up plans for alternative training modalities, and students engaged in work-based learning when lockdown measures were reduced, but effectively, no trainings took place between mid-March and mid-October. Where possible, grantees and partner institutions showed good efforts to remain in touch with their students through social media and direct phone calls.

Following the presidential announcement to reopen schools for candidates and finalists, the SDF vocational students were considered under the ‘finalist category’, and the vocational training institutes (VTIs) could reopen and resume training on 15th October 2020. Within the different regions, training institutes were assessed whether they were implementing the governmental recommendations regarding the reopening of schools. The assessment focused on the level of Standard Operating Procedures (SOPs) and guidelines issued by the WHO and the Ministry of Health. The SSU programme also provided funds under direct grants to procure materials and equipment as recommended by the MoH standard operating procedures (e.g., Handwashing



facilities and accessories, sanitisers, temperature guns, spraying classrooms and other places of common use, developing signages around the VTIs' compound for sensitization and awareness). This allowed VTIs and trainings institutions under the SDF to quickly reopen.

No-cost extensions were signed with the SDF donors to ensure that all students were able to complete trainings (even though for the GIZ call, it is recognised that it might be difficult to reach the target number of students trained). At the financial level, this implies increased costs (on staff, missions).

At policy level, the SSU programme worked together with its national and regional partners to focus on awareness creation on Covid-19 (symptoms, spread, safety and prevention). Examples of these include:

- VTIs staff and students were sensitised and supported with liaising with the respective district Covid-19 task forces for further support.
- In Northern Uganda, radio spots on Covid-19 prevention measures were funded.
- Within the Karamoja region, the project secured and distributed two tents to health departments in Moroto and Nakapiripirit. 24 pedal hand washing tanks and liquid soaps were distributed to: (i) 8 VTI institutions (SDCN, Nakapiripirit, Moroto, Koblin, Abim, Achangali, Kotido and Kaabong), (ii) Core Primary Teachers Training College in Kotido; (iii) Two health centers (Pokora and Lokobo) and (iv) selected primary schools withing the VTI catchment areas, in solidarity with training institutions across the region.

#### **3.1.3.1 Partnership modalities**

In 2020, no new grant agreements were signed under SDF. The initial goal was to finalise all grants, but the impact of the Covid-19 pandemic caused delays in training students. Some of the agreements are ongoing and others have been concluded. All trainings are now envisaged to be finalised by mid-2021.

There was continued support to the seven partner institutions to transform them into centres of excellence. This was achieved through continuous capacity strengthening initiatives for instructors and administrators as well as infrastructure development. It is important to note that the SSU intervention continues to chair the Technical Working Group of the Education Development Partners on skills with the World Bank as the Co-chair.

In partnership with GIZ under the RISE project, the SSU programme is strengthening skills development for 3,000 refugees and host communities in Northern Uganda. This good partnership supplements the previous collaborations with EU-TF and Irish Aid.

In addition, SSU programme is co-chairing with the GoU the Steering Committee of the Education Response Plan for Refugees and Host Communities thus steering and contributing towards education in emergency environment situations.

#### **3.1.3.2 Operational modalities**

The Steering Committee is in place to coordinate and oversee the SSU programme across the regions.

To ensure local anchorage, the district local governments were invited to the Steering Committee (SC). The involvement of national and district stakeholders has facilitated community involvement in skills development activities and remains relevant in following up with policy issues and

supporting grantees. The Steering Committee has approved the mid Term Review Report and the reviewed Monitoring & Evaluation matrix.

MoES's BTVET Working Group approved the SSU programme study on the definition of the Centre of Excellence Framework, hence the partners in the sub-sector will all apply the definition in their ongoing and future interventions.

## 3.2. Performance of Outcome

*Indicators are reported in Appendix 10.2.*

### **Performance of Result 1**

#### **Result 1: Governance structure ensures responsiveness of skills development activities to private sector and labour market needs**

Following the approval of the TVET Policy in 2019, a TVET Policy Implementation Working Group (TPIWG) was formed to oversee the implementation of the TVET reforms including establishing of coordination structures including the TVET Council. TPIWG has facilitated the development of TVET Policy Implementation Standards and TVET Policy Implementation Guidelines which has provided guidance to the various stakeholders. To provide a legal framework, the TPIWG and the Ministry of Education and Sports are currently enacting a TVET law to streamline the sector. Principles of the Law have been drafted and submitted to the Cabinet for approval before a TVET bill is discussed by Parliament in 2021. For effective implementation of the TVET Policy, the SSU programme is supporting the independent interim TVET Policy/Council Secretariat to track progress and follow up on decisions of the TPIWG. The interim TVET Secretariat was instituted in 2020 to provide anchorage and implementation mandate of the Tourism and Hospitality Sector Skills Council activities.

To create an enabling environment for implementing the TVET reforms, the SSU programme continued to support the process for developing the Education and Sports Sector Strategic Plan (ESSP 2020-2025) particularly developing the TVET section in the report. This was finalized mid-2020 and working with other donors and government, quality checks are almost complete. The Plan enumerates critical areas of attention in tandem with the TVET Policy and other considerations for a contemporary TVET system including establishing an employer led TVET system; setting up a national skills development fund; implementing reforms at TVET institution level and providing flexible modes of TVET training. With expertise in the implementation of on-the-job training initiatives, the SSU programme provided input to the draft Work Based Learning (WBL) policy developed by the Ministry of Labour.

In 2020, Enabel continued to Chair the Education Development Partners' Technical Working Group on Skilling (TWG-S). This has been instrumental in strengthening harmonization and synergies of different interventions by partners in skilling. The SSU programme finalized the mapping exercise for all TVET Institutions supported by donors. This will be used by members of the TWG in complementarity and guide the design of future interventions. Monthly meetings were held with focus on: providing technical support to the TVET Policy Implementation; giving input in the various strategic documents; strengthening relations between the Ministry of Education and Sports and the ministry responsible for labour thus increasing advocacy through engagement of relevant government agencies. The TWG-S developed and presented policy briefs to MoES on TVET Coordination and Financing as well as Reforms at the TVET Provider level. These have facilitated the policy dialogue with the ministry.

Following the finalization of the criteria and the framework for a TVET Centre of Excellence, the SSU programme presented the concept to the Ministry of Education and Sports. This was approved and will be used by stakeholders – government, development partner, training providers etc. in upgrading the standards of TVET institutions in Uganda. Sector Skills Councils including the THSSC will use the criteria in setting and evaluating standards of training providers for the purposes of promoting quality and standards.

Since 2019 the SSU programme is currently part of the coordination mechanism of the Education Response Plan for refugees and host communities (ERP) as co-chair of the Steering Committee. As such, the SSU programme made tangible contribution to some of the key achievements of the ERP in the year 2020. Some of these include the formulation of the ERP II (although not yet complete) and ensuring full alignment with the Education and Sports Sector Strategic Plan (ESSP) 2020/21-2024/25, the Financial Tracking Exercise for ERP Year 2 whose revelation also was that EUTF component of SSU contributes largely to the activities of the ERP. The programme works in sync with the ERP to achieve its main objective which is to ensure that there is improved learning outcomes for refugees and host communities. The training component of the SSU programme that is delivered through SDF grants in West Nile ensured inclusion of refugee youths in the refugee hosting districts of Adjumani, Arua, and Yumbe. Through instant trainings, 3,750 people were reached in the target areas with 58% in Northern Uganda of whom 54% are refugees.

To respond to the local needs of the labour market, the SSU programme established Skills Development Platforms (SDPs) in the various programme areas. By end of 2020, 10 SDPs had been established and were functional, namely, Albertine and Rwenzori region (4), Northern Uganda (4) and Karamoja (2). SDPs are particularly important forums in which major stakeholders in skilling at the local level in this case district or region define the critical skills needs and propose solutions for closing the gaps. Over the years, the SDPs have cumulatively held a total of 66 meetings with 39 for EU-Northern Uganda: 8 IRE-Karamoja and 19 BE-Albertine and Rwenzori. For sustainability and upward forwarding, the SSU programme is strengthening national level structures through support to operationalize sector skills councils. These will provide technical expertise to the SDPs and link them to national level partners and replicate the structures beyond the original SSU programme scope.

The Tourism and Hospitality Sector Skills Council (THSSC) embarked on the implementation of various activities. The council had earlier launched a Labour Market Scan for the tourism and hospitality sector targeting Karamoja, Albertine-Rwenzori and Kampala. Arising out of this, a report detailing the key skills needs was validated early 2020. In addition, working with the industry and People 1st consultants, the council was able to generate occupational standards and job profiles for over 10 key sector occupations. In a bid to promote the quality of TVET delivery, the SSU programme also finalized the Assessment and Training Package (ATP) for the Tourist Guide. This was launched in October 2020 by the Minister of Tourism Wildlife and Antiquities accompanied by HE Ambassador of Belgium to Uganda and the Permanent Secretaries of ministries responsible for Tourism and TVET.

In collaboration with Uganda Safari Guides Association (USAGA), Uganda Tourism Board, Uganda Tourism Association and Directorate of Industrial Training (DIT), the THSSC also conducted a training of 20 Tourist Guides Assessors. These were drawn from industry and will be instrumental in kick-starting the assessment process for Tourist Guides planned for 2021.

To further define the spectrum of key jobs in the tourism sector, the SSU programme supported the THSSC defining the key occupations in the sector. With technical guidance of DIT and expertise from both tourism and hospitality subsector, over 200 occupations were identified in a workshop held in December 2020. These will thereafter be validated by the stakeholders and in the future will guide the skills development process.

During the reporting period, the SSU programme capacity building activities were directed towards the TVET Policy Implementation Working Group (TPIWG) through continuous coaching and technical assistance. The aim was to enhance the productivity of the group and enhancing the quality of documents necessary to create an efficient TVET system. In addition, three key members

of the TPIWG were facilitated by the SSU programme to attend a training on Social Partners Involvement in Skills Development conducted by ILO-ITC in Turin, Italy. Knowledge and skills acquired from the training will continue to empower the group in mobilizing partners in supporting TVET.

To help cope with Covid-19, the SSU programme worked closely with the Ministry of Education and Sports designing a BTVET Covid-19 Response Plan. The major focus of the plan was the safe reopening of schools and building a resilient subsector system for continuity of learning amidst pandemics or any other future calamities. The SSU programme shared learning materials on soft skills to the various stakeholders particularly the principals of TVET Institutions for forwarding to instructors and students.

To allow the Ministry of Education and Sports respond to the new demands due to Covid-19 situation, the SSU programme provided a number of laptops to key members of the Business Technical Vocational Education and Training (BTVET) unit thus facilitating with the needed tool to continuous coordinating with various stakeholders over the distance (e.g. homeworking; virtual meetings etc.) in compliance with the Government of Uganda Guidelines to combat Covid-19 pandemic.

Activities progress				
State of progress of the main activities for result 1	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>1</sup>	Seriously delayed <sup>2</sup>
1. Support to the Reform Task Force; analyses current functions and identify gaps, support the RTF in coordination function, conduct mapping and publish updates, support piloting and governance of BTVET	√			
2. Develop and establish and M&E system, conduct baseline study, collect and disseminate good practices	√			
3. Implement a capacity building programme for all key actors, build capacity of all key actors in government and administration build capacity of key actors of BMO and UGAPRIVI	√			
4. Support the establishment of coordination structures at district level, establish a district based BTVET and labour market council labour market observation system	√			
5. Undertake Action Research	√			

<sup>1</sup> The activities are delayed; corrective measures must be taken.

<sup>2</sup> The activities are more than 6 months behind schedule. Major corrective measures are required.

## Performance of Result 2

### Result 2: SDF grant recipients provide quality skills development programmes that are responsive to private sector and labour market needs

The Skills Development Fund (SDF) was established as a pilot financing model to generate best practices that will inform the national financing mechanism for Uganda. Overtime, the SSU programme has made improvements in the selection and implementation of the pilot SDF grant. Action research was conducted on the pilot SDF and several lessons learnt/good practices were identified to improve the national financing mechanism. All lessons learnt have been documented and it is hoped that these will form the design and roll out of the national skills development financing mechanism in the coming years. In the meantime, the ongoing feedback from the SDF will be periodically presented and shared with all relevant stakeholders in the skilling arena. Best practices from the pilot SDF implementation will be used to identify the most suitable design and anchorage of the financing mechanism for skills development in Uganda.

The SDF grant system was set-up, grant implementation tools/procedures developed and operational manual approved. A capacity building component for all relevant parties was included at the different stages, from grant application and assessment to grant implementation and reporting. The grant operation manual and funding guidelines provide details on selection process and follow-up system for the grants.

Grants worthy 6,266,326 Euros issued under ENABEL across the different regions and reaching out to 6,049 beneficiaries.

Region	No. of signed SDF agreement	Volume of Grants in euros	Details	Set targets per call	Completed Training	Trainees Certified
Rwenzori-Albertine region	29 *call 1 - 10 *call 2 - 13 * Call 3 - 6	1,754,185 €	call 1: 199,445€	477 (30% Female)	386 (189 F)	386 (189 F)
			call 2: 611, 134 €	1120 (30% Female)	1103 (440 F)	825 (326 F)
			call 3: 943, 606 €	858 (30% Female)	827 (438 F)	417 (285 F) *Certification on-going
Northern Uganda and Kiryandongo (EUTF and GIZ)	16 *Call 1 - 5 *Call 2 - 4	3,712,070 €	call 1: 1,000,000 €	1480 (30% Female)	1471 (799 F)	1226 (674 F)
			call 2: 880,000 €	1220 (30% Female)	1171 (603 F)	1053 (575 F)
			GIZ call 1: 1,832,070 €	3000 (30% Female)	Training completion delayed due to Covid-19 National lockdown	
Karamoja	8 *Call 1 - 5 *Call 2 - 3	800,071€	call 1: 395,801 €	675 (30% Female)  *70% Karamojags	674 (416 F)	633 (400 F)

			call 2: 404,270 €	650 (30% Female) *70% Karamojags	417 (218 F)	401 (209 F)
<b>Total</b>		<b>6,266,326€</b>			<b>6,049</b>	<b>4,990</b>

Table 1: Volume of SDF grants signed and Beneficiaries reached.

Apart from the GIZ funded SDF whose trainings were targeting 3000 trainees and were interrupted by the Covid-19 induced lockdown, the SSU programme mainly focused on conclusion of trainings, assessments, and certifications. In Northern Uganda (EUTF funded SDF) all grants were successfully closed. In Karamoja region (Irish funded SDF), four grants successful closed, and another grant is under review while one grant was terminated. In Albertine Rwenzori, 5 out of 6 grants of the 3rd call were extended to December 2020 thus enabling the grantee to complete their activities which were delayed during the Covid-19 lockdown. Three grants from the 2nd call are yet to be closed in Q1 2021. It is planned that all the grants will be closed in Q1 of 2021.

SDF grant implementation promoted joint venture partnerships between the private sector and grant recipients. The partnership provided learning opportunity for grantees to work with the private sector actors along the different value chain stages for skills demanded in the private sector. Grantees jointly developed with private sector actors suitable training modules, promoted practical training delivery modes, and ensured market absorption of trainees. This approach facilitated continued collaboration and partnership between grantees and private sector actors after grant execution. By 2020, 62% partnership between grantees and private sector actors continue after grant execution thus promoting the roll out of the good practices generated during the partnership.

Beyond the required skills, SDF grantees integrated cross cutting themes within their training modules for the additional learning benefit of trainees. All SDF grantees incorporated at least one cross-cutting issue in their training. Most grantees considered life skills (incorporated in 85% of all training) and entrepreneurship/business development (incorporated in 85% of all training) as critical skills for improved livelihood. As a result, SDF trainees graduated with extra skills of working with people and entrepreneurship abilities required in the labour market especially under conditions of self-employment. Inclusion of these aspects has enhanced the trainees' ability to make informed decisions, communicate effectively and strengthen their capacities to enter the labour market. However, the integration of ICT and digitalization is still low (at 15%) within different skills development training modules. Trainees need to be equipped with ICT skills and modern technological innovations; whose must be intensified with the Covid-19 situation. Other cross-cutting themes that need increased consideration included environmental awareness/green skills, reproductive health and HIV/AIDS prevention interventions, gender awareness and occupational health & safety.

To equip SDF trainees with relevant skills for the labour market, training modules have been developed and upgraded based on labour market needs. Since inception, the SSU programme has supported the review of 109 training modules (72 in Albertine Rwenzori, 26 in Northern Uganda and 11 in Karamoja). These were completed in collaboration with relevant private sector practitioners to improve the relevance of the trainings as well as the development of the required competences and skills respectively.

Furthermore, SDF beneficiaries received training and competence-based certification in different vocational and technical skills to enhance employment opportunities and improved livelihoods. By

end 2020, 82% of trainees (of whom 53% were female) from different SDF trainings in Rwenzori-Albertine Region were certified with Workers PAS or international certifications. Among certified trainees in the region, 33% (of whom 49% females) received international certification in welding and metal fabrication from the ‘American Welding Society (AWS)’ and certification in plumbing and electrical installation from ‘City and Guilds’. International certifications provided trainees with increased opportunity to find employment in companies, given the quality of skill set and certification level. In Northern Uganda, 48% of trainees (of whom 62% are refugees and 52% females) received ‘Workers PAS’ certification by DIT. The workers PAS is recognized in South Sudan and this provides opportunity for the refugees to find a job or even progress with further training should they return to their home country. In Karamoja Region, 20% of trainees (of whom 91% are Karamojongs and 59% females) received certification. In general, SDF certification levels reflecting positive attitudes towards training and this momentum needs to be upheld for increased quality access and supporting the further expansion of the opportunities for private sector development.

As part of SDF training, trainees receive start-up kits (basic equipment and materials) to promote self-employment and improved livelihood from the acquired skills trade. Analysis on utilization of start-up kits 6 months after distribution revealed a continued use of 69% in 2020. The positive progress highlights self-employment opportunities and post-training support in the labour market entry. As an important realization, the SDF Action Research identified the need to set-up ‘minimum criteria for quality and quantity of start-up kits and strengthen monitoring to be further addressed in 2021.’

Awareness and promotion campaigns were conducted to enhance participation of vulnerable groups (youth, girls, Karamojongs, refugees) in SDF trainings. In the previous years, direct efforts were made to physically reach out to vulnerable groups through awareness-raising meetings with different stakeholders. However, given the Covid-19 lockdown that characterized a better part of 2020, no major events could be staged. The SSU programme shared best practices with other stakeholders through online platforms. The tracer studies and Action Research findings were presented to the SDF selection committee and other development partners through online platforms respectively. Northern Uganda shared the findings with various district stakeholders in the region and Kiryandongo.

As part of SDF, the project implemented short competency enhancement vocational and technical skills trainings (Instant Training) in collaboration with livelihood actors in Karamoja, Northern Uganda and Rwenzori-Albertine region. The trainings aimed at strengthened skills for improved livelihood and employment opportunities among youths, women, and vulnerable populations respectively. Through instant training, 2750 people were reached in the target areas. In Rwenzori-Albertine region, 699 trainees (378 female and 321 male) were reached above the set target of 500 trainees. In Northern Uganda, 2185 trainees (1508 female and 677 male) were reached above the set target of 2400 trainees; among whom 1221 trainees (49%) were refugees. In Karamoja region, 866 trainees (689 female and 177 male) were reached compared to the set target of 1000 trainees; among whom 773 trainees (77%) were Karamojongs. However, due to the covid-19 induced lockdown, set target in Karamoja region were not reached, pending trainings are to be completed in 2021.

State of progress of the main activities for result 2	State of progress The activities are:
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	Ahead of time	Within deadline	Delayed	Seriously delayed
1.Design the pSDF , circulate draft and integrate experience	X			
2.Build capacity and elaborate manual of operation, define setup, define selection committee, train pSDF staff, validate manual of operations		X		
3.Transfer experience to national SDF, Consultancies and workshops		X		

### **Performance of Result 3**

#### **Result 3: Centers of Excellence provide quality skills development programmes that are responsive to local private sector needs**

Seven partner VTIs (5 in Albertine-Rwenzori and 2 in Karamoja) were supported to achieve Centres of Excellence (CoE) status in specific chosen priority sectors, to provide quality skills training responsive to labour market needs. Achievements were registered in areas of strategic and operational management, infrastructural rehabilitation and development; enhancement of relevant equipment for the practical students teaching and learning; instructors trained in pedagogy and technical skills; VTI capacity to collaborate with the private sector strengthened, VTI capacity building in ICT and eLearning capabilities as well as climate responsive interventions.

The partner VTIs were facilitated through a participatory approach to develop a 5-year strategic business plans. This formed the basis for management and infrastructural developments. Management capacities for the partner VTIs have been enhanced through a series of training and workshops in governance, leadership and administration, human resources planning and management, financial management, resource mobilization, quality assurance, M&E as well as performance management. Post-training support provided included trainee follow-up and mentoring, and coaching sessions organised on specific management aspects, respectively. Results from the organisational self-assessment conducted by the seven partner VTIs indicated overall improvement from the baseline value of 1.3 to an average of 3.5 in Albertine-Rwenzori while in Karamoja VTIs improved from the baseline of 1.4 to 3.2.

Direct Grant Award (DGA) provided to seven partner VTIs aimed at financing business plan priorities. Priority areas included strengthening collaboration with the private sector, enabling students' practical learning through life projects and industrial training. Each partner VTI established a private sector coordination desk to bring on board and coordinate all private sector members' participation in skills training. In all seven partner VTIs, direct grants were scheduled to expire on October 30th, 2020; however, the Steering Committee meeting held on 20<sup>th</sup> February 2020 approved contract extension on a case by case basis. In Rwenzori-Albertine Region, DGA for three partner VTIs (St. Simon Peter VTI; Millennium Business School and Kasese Youth Polytechnic) have been extended to 28th February 2021. In Karamoja region, DGA for one partner VTI (Nakapiripirit Technical institute) has been extended to 31st March 2021, the second partner VTI (San Daniel Comboni) is currently working on a no-cost extension request.

The seven partner VTIs have been upgraded with infrastructural developments, equipment, and schooling furniture. Infrastructure construction and rehabilitation works completed in all seven partner VTIs and all buildings were formally handed over to the VTIs. Improved and/or added infrastructure included ICT and resource centres, dormitories especially girls' dormitories to facilitate girls' a much-improved access to vocational training. Workshops in the trades of construction, motor vehicles mechanics, electrical installation, renewable energy, as well as hotel and catering skills. Constructed workshops were equipped with modern equipment and furniture. These have been procured, delivered, and installed to facilitate practical learning skills in different trades. Qualified instructors were trained in utilization and maintenance of these equipment. Through the Brussels Capital project support, the seven VTIs' could improve their training capacity with the construction and installation of energy saving cooking stoves, solar water heating systems, solar stand-alone lights, biogas plants, briquette plants, installation of gas cylinders, and bakery equipment.

The infrastructural developments have enhanced enrolment capacity of the VTIs, for instance the five VTIs in Albertine-Rwenzori have achieved an increase in their students' enrolment from the initial 1,900 in 2015 to over 2,500 in 2020. Furthermore, in Karamoja region the two partner VTIs enrolment has increased from 114 in year 2016 to 1,523 in year 2020. The increase is with specific focus on girls' accessing certificates in accordance with employer needs, through recognized technical and vocational certification bodies such as DIT Workers' PAS, City & Guilds, UBTEB, among others. Upgraded infrastructural development in the seven VTIs provided a much-improved skill development and learning environment resulting in labour market driven formal and non-formal short courses as a response to the private sector skills needs and competences gaps.

The ongoing capacity strengthening of the VTIs in 2020 aimed at enhancing the collaboration with the private sector players towards jointly designing technical trainings, practical training methodologies and work-based learning (WBL) that are responsive to the labour market needs. Key achievements in the partnerships included number of MoUs between the VTIs and private sector companies. Since inception, the VTIs have signed 185 partnership agreements with different companies (109 MoUs in Rwenzori-Albertine region and 76 in Karamoja region). In 2020, 3 partnership agreements were signed with companies in the Karamoja region. The partnership areas have also expanded from student's industrial training to instructors' exposure to industry and engagement of private sector players in designing and teaching modules of especially short-term courses at the partner VTIs. The areas of collaboration have been (i) placements for student in industrial training offered by the private sector companies, (ii) training of selected master craft persons (MCPs) who guide and coach the students during industrial training, (iii) technical skills training for instructors, (iv) improved student industrial training orientation and (v) use of customized tools, guidelines and manuals developed by the practitioners themselves.

Improving the quality of students' industrial placement and internships mainly focused on capacity building for selected master crafts persons (MCPs). Over 250 MCPs were selected according to the target skilling trades and trained in pedagogy and technical skills. Capacity building started with orientation workshops and reviewing and updating the existing ATPs. This was in view that the modern TVET approaches and practices that were piloted at the five partners VTIs need to match the environment where the students go for industrial training and placements i.e. at the private sector workshops, companies, industries and factories.

Thus, in collaboration with the relevant private sector companies, students Industrial Training (IT) and placement manual as well as tools were developed and are being implemented in the A/R and

Karamoja regions. They included the VTI and student preparation for IT, skill development plans, contracts between the parties involved; logbooks filled in weekly to prove work/activities that have been completed for the day with employer MCP/supervisor signature with the instructor/liaison officer checking at least once during and at the end of the student IT; and lastly assessment and evaluation tools. This is a considerable contribution to the WBL as it was previously missing and yet important for skills enhancement and exposure to the world of work.

The District Level Skills Development Platforms (SDPs) have been conducted on a quarterly basis to bring together several VTIs, District Authorities and the private sector members thus discussing skills development and training issues. 19 and 8 SDPs have been conducted in the Albertine Rwenzori and Karamoja Regions, respectively. Participation of the private sector in the quarterly SDPs has consistently increased with larger scale companies e.g. CNOOC, Victoria Motors in the A/R Region.

In collaboration with Nakawa Technical Institute, 79 instructors (12 females and 67 male) in Albertine-Rwenzori and Karamoja regions were trained in pedagogy. The modular training approach comprised of seven modules: Competency-Based Education and Training (CBET) Principles; Instructional Planning; Instructional Approaches using ATL/ITL Methodologies; Instructional Toolboxes in TVET; Training in Workshop Management; Instructional Leadership and Assessment and Evaluation. A peer-to-peer support and mentoring system was established at each VTI to scale-up pedagogy skills for other instructors. Technical training and up-skilling was conducted for 89 instructors and MCPs (10 females and 79 male). This interaction further strengthened the collaboration among VTIs and the private sector.

Private sector master craft persons were trained to support trainees during industrial training and as DIT assessors. The SSU programme has so far trained 323 master craft persons; 228 master craft persons from Rwenzori-Albertine region and 95 master craft persons from Karamoja Region; 65% of the set programme target. The project did not yet reach the estimated target of 500 master craft persons trained by end 2020 due to Covid-19 lockdown challenges. However, in 2020 alone the SSU programme trained 32 master craft persons (28 male and 4 female).

Assessment and Training Packages (ATPs) were adopted for training and assessment of non-formal training courses at VTIs. ATPs have been developed in different trades and validated in collaboration with Directorate of Industrial Training (DIT).

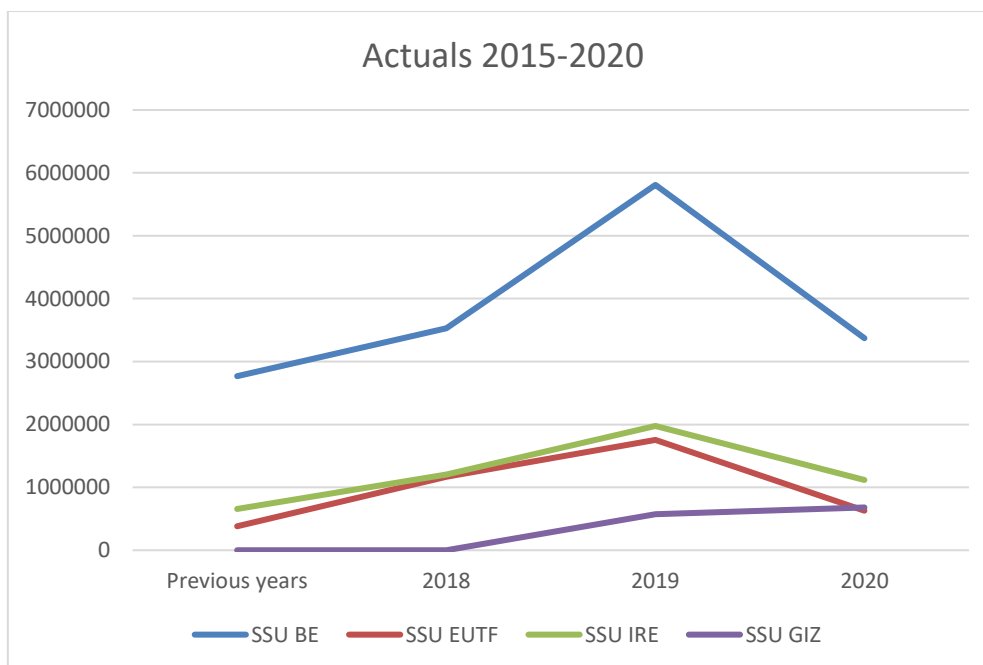
In Rwenzori-Albertine Region, 24 radio talk shows were conducted at district level. Discussion topics included but not limited to Public-Private Partnerships and why private sector should participate in BTVET; career guidance for vocational technical training and skills development; benefits of BTVET as a career path, self and formal employment, as well as improved livelihoods.

State of progress of the main activities for result 3	State of progress			
	The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1 upgrade first group of selected training providers, provide construction equipment and upgrade instructors	X			
2. upgrade management capacities of the 7 training providers, development of bottom-up business plans, identify gaps, organize training, equip administrations of schools	X			
3. supervise development plans of 7 institutions, develop operating means for follow up by field officers	X			
4. Establish continuous training with Abilonino/Nakawa conduct needs assessment, design courses, organize training, twinning with SYNTRA/VDAB		X		
5. improve quality of internships, design and run internship programme, improve existing traditional apprentices		X		
6. initiate initiatives for improved training provision and access to training pSDF funds through calls for proposals, funds for gender, funds for vulnerable groups	X			
7. set gender targets, define scope for each call for proposal, sensitization campaign, gender and vulnerable groups expert	X			
8. set social targets, define scope for each call for proposal	X			
9. set quantitative targets and tracer studies, initiate tracer studies	X			
10. Provide international and national expertise, district ATN, field component, and 4 national field officers		X		

## 4. Budget monitoring<sup>3</sup>

### 4.1 Evolution expenditure since the start of the project

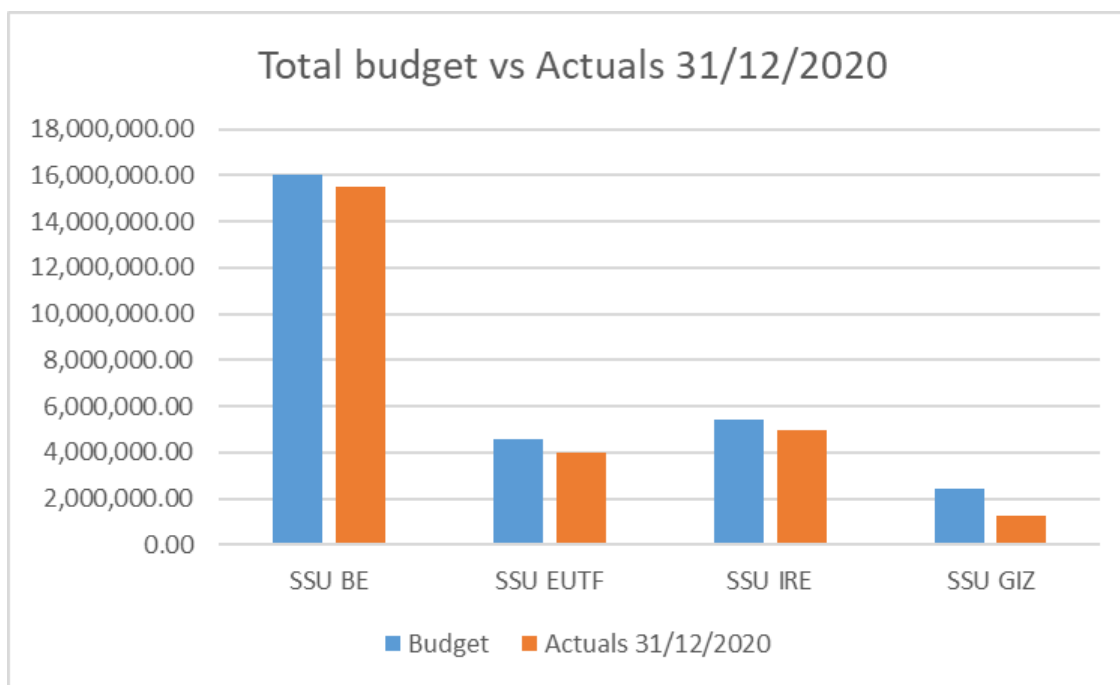
	Actuals 2015-2020				
EUR	Previous years	2018	2019	2020	Total
SSU BE	2,767,684.71	3,530,134.69	5,809,274.34	3,371,855.89	15,478,949.63
SSU EUTF	386,042.41	1,177,755.75	1,771,417.61	648,695.62	3,983,911.39
SSU IRE	657,360.63	1,201,573.95	1,986,368.25	1,126,865.14	4,972,167.97
SSU GIZ	0.00	0.00	574,844.44	688,187.92	1,263,032.36



### 4.2 Global budget vs actuals 31/12/2020

€	Budget	Actuals 31/12/2020	Execution rate
SSU BE	16,000,000.00	15,478,949.63	97%
SSU EUTF	4,579,500.00	3,983,911.39	87%
SSU IRE	5,398,111.00	4,972,167.97	92%
SSU GIZ	2,424,940.31	1,263,032.36	52%

<sup>3</sup> The figures in this chapter are the most recent (non-audited) figures available on 28/1/2020.  
2020 Support to Skilling Uganda (SSU) Results Report



### 4.3 SSU – BE UGA1402711

in € (source UBW)		Total Budget	Expenditure			Balance 31/12/2020	Execution rate
			Previous years	2020	Total		
<b>UGA1402711_A</b>	<b>Activities</b>	<b>12,577,200.00</b>	<b>9,321,347.61</b>	<b>2,815,093.07</b>	<b>12,136,440.68</b>	<b>440,759.32</b>	<b>96%</b>
UGA1402711_A01	The BTVET and Employment sector have a coordinated and formally agreed governance structure, vision and medium-term strategy	1,655,000.00	1,359,107.08	236,948.52	1,596,055.60	58,944.40	96%
UGA1402711_A02	The Competitive pilot skills development fund is established and operates in the project area and serves as a model for the future National Skills Development Fund	512,200.00	460,352.05	28,188.51	488,540.56	23,659.44	95%
UGA1402711_A03	Quality of training and qualification processes is improved and access to quality BTVET provision is enhanced	10,410,000.00	7,501,888.48	2,549,956.04	10,051,844.52	358,155.48	97%
<b>UGA1402711_X</b>	<b>Budget Reserve</b>	<b>4,300.00</b>	103.50	0.00	103.50	4,196.50	2%
<b>UGA1402711_Z</b>	<b>General Means</b>	<b>3,418,500.00</b>	2,785,642.63	556,762.82	3,342,405.45	76,094.55	98%
<b>Grand Total</b>		<b>16,000,000.00</b>	<b>12,107,093.74</b>	<b>3,371,855.89</b>	<b>15,478,949.63</b>	<b>521,050.37</b>	<b>97%</b>

#### *Analysis of performance*

Despite Covid-19, the total expenses within the Belgium funded component in 2020 were 3,371,855.89 EUR. the cumulative total amount spent since the start of the project is 15,478,949.63 EUR representing an execution rate of 97%. The remaining balance of 521,050.37 EUR (3%) is carried forward to Q1 2021 activity implementation and committed to final grants disbursements and staff salaries & benefits.

Noticeably, a bridging programme was signed in January 2021 with an extra budget of 6,000,000 EUR bringing the total budget on 22,000,000 EUR. The Specific Agreement of the SSU-BE intervention is extended until July 2023.

## 4.4 SSU – IRE UGA160331T

in € (source UBW)		Total Total Budget	Expenditure			Balance 31/12/2020	Execution rate
UGA160331T			Previous years	2020	Total		
UGA160331T_A	<b>Activities</b>	<b>4,671,440.00</b>	<b>3,234,205.74</b>	<b>1,025,433.23</b>	<b>4,259,638.97</b>	<b>411,801.03</b>	<b>91%</b>
UGA160331T_A01	The BTJET and Employment sector have a coordinated and formally agreed governance structure, vision and medium-term strategy	393,700.00	212,416.86	103,761.45	316,178.31	77,521.69	58%
UGA160331T_A02	The Competitive pilot skills development fund is established and operates in the project area and serves as a model for the future National Skills Development Fund	203,640.00	221,324.89	6,629.37	227,954.26	-24,314.26	112%
UGA160331T_A03	Quality of training and qualification processes is improved and access to quality BTJET provision is enhanced	4,074,100.00	2,800,463.99	915,042.41	3,715,506.40	358,593.60	91%
UGA160331T_X	<b>Budget Reserve</b>	<b>14,371.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>14,371.00</b>	<b>0%</b>
UGA160331T_Z	<b>General Means</b>	<b>712,300.00</b>	<b>611,097.09</b>	<b>101,431.91</b>	<b>712,529.00</b>	<b>-229.00</b>	<b>100%</b>
<b>Grand Total</b>		<b>5,398,111.00</b>	<b>3,845,302.83</b>	<b>1,126,865.14</b>	<b>4,972,167.97</b>	<b>425,943.03</b>	<b>92%</b>

### Analysis of performance

The SSU component in Karamoja spent 1,126,865.14 EUR (exclusive of management fee) in 2020. Cumulative total amount spent by end 2020 was 4,972,168.97 EUR resulting in an execution rate of 92%. The SSU intervention activities were supposed to end on 30/11/2020 but the donor agreed to continue executing during the reporting period (until 31/5/2021). This allowed the SSU intervention to carry the available balance of 425,943 EUR forward to Q1 and Q2 2021. This is committed to final grants disbursements, TVET equipment and staff salaries as well as staff benefits.

## 4.5 SSU – EU UGA160321T

in € (source UBW)		Total Budget	Expenditure			Balance 31/12/2020	Execution rate
UGA160321T			Previous years	2020	Total		
UGA160321T_A	<b>Activities</b>	<b>3,921,500.00</b>	<b>2,902,020.89</b>	<b>513,520.20</b>	<b>3,415,541.09</b>	<b>505,958.91</b>	<b>87%</b>
UGA160321T_A01	Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with a specific focus on youth, women and girls) in the three targeted areas	3,225,000.00	2,440,422.12	319,309.30	2,759,731.42	465,268.58	86%
UGA160321T_A02	Skills development in the three districts is coordinated and aligned with the Skilling Uganda strategy	696,500.00	461,598.77	194,210.90	655,809.67	40,690.33	94%
UGA160321T_Z	<b>General Means</b>	<b>658,000.00</b>	<b>433,194.88</b>	<b>135,175.42</b>	<b>568,370.30</b>	<b>89,629.70</b>	<b>86%</b>
<b>Grand Total</b>		<b>4,579,500.00</b>	<b>3,335,215.77</b>	<b>648,695.62</b>	<b>3,983,911.39</b>	<b>595,588.61</b>	<b>87%</b>

### Analysis of performance

Under the EUTF funded component, the total expenses for 2020 were 648,695.62 EUR (exclusive of management fee). Since the start, the cumulative expenses increased to 3,983,911.39 EUR. On 31/12/2020 the SSU intervention had an execution rate of 87%.

The remaining balance of 595,588.61 EUR was carried forward to Q1 2021 activity implementation since the SSU intervention was extended by an additional 3 months until 31/3/2021. However, only 269,813 EUR is committed for Q1 2021 implementation activities, including final grants disbursements, end of term evaluation, audit, procurement of start-up kits, learning event (SSU intervention closure event) and staff salaries as well as staff benefits. A balance of 327,003 EUR is not yet committed awaiting a discussion with the donor on its utilization and way forward respectively. A second extension proposal has been developed for discussion. At the same time discussions are ongoing for a new extension with additional funds.

## 4.6 SSU - GIZ UGA18381T

UGA180381T	in € (source UBW)	Total Budget	Expenditure			Balance 31/12/2020	Execution rate
UGA180381T_Z	2019		2020	Total			
UGA180381T_Z01	Staff	333,900.15	74,405.91	145,845.65	220,251.56	113,648.59	66%
UGA180381T_Z02	External experts / consultants	22,000.22	24,711.59	0.00	24,711.59	-2,711.37	112%
UGA180381T_Z03	Transportation / Travel cost	24,999.92	4,494.95	6,722.37	11,217.32	13,782.60	45%
UGA180381T_Z04	Training cost	2,019,999.96	462,146.76	527,514.99	989,661.75	1,030,338.21	49%
UGA180381T_Z05	Procurement of goods	13,000.02	3,942.82	2,240.56	6,183.38	6,816.64	48%
UGA180381T_Z06	Other cost	11,040.04	5,142.41	-1,925.78	3,216.63	7,823.41	29%
UGA180381T_Z99	Administration 7%	0.00	0.00	7,790.13	7,790.13	-7,790.13	
<b>Grand Total</b>		<b>2,424,940.31</b>	<b>574,844.44</b>	<b>688,187.92</b>	<b>1,263,032.36</b>	<b>1,161,907.95</b>	<b>52%</b>

### *Analysis of performance*

Under the GIZ funded component, total expenses for 2020 were 688,187,92 EUR (inclusive of management fee). The cumulative total amount spent from 2019 to 2020 was 1,263,032.36 EUR. Implementation for the GIZ component started in October 2019 after contracts were signed with the grantees but 6 months later Covid-19 severely disrupted the activities.

The low execution rate (66%) can be attributed to Covid-19 pandemic and national lockdown which affected especially implementation of UGA180381T\_Z04 activities: trainings by grantees.

GIZ has committed itself to extend the project until 30/10/2021. SSU management is now waiting for the addendum to formalize this commitment.



## 5. Risks and Issues

### 5.1 Identification of risks

Identification of risks			Risks analysis		
Risk description	Period of identification	Risk category	Likelihood	Potential impact	Total
<b><u>Risk 1- Delays in implementation due to the prolonged closure of institutions due to covid-19.</u></b> *Ireland may not accept continued implementation of activities during the reporting period	18/03/2020	Operations	Medium	Low	Medium
<b><u>Risk 2- EUTF inability to absorb the funds, yet another NCE may not be possible</u></b>	31/08/2020	Operations	Low	Low	Low
<b><u>Risk 3- Limited quality control during the warranty period for the buildings since infra team end in 2020</u></b> * Final delivery and installation of equipment and furniture without the infra team *Handover of the infrastructure without the technical team that managed the projects *quality control of Brussels capital projects	December 2020	Operations	Low	Low	Low

## 5.2 Risk mitigation

Risk mitigation			Follow-up of risks	
Action(s)	Resp.	Deadline	Progress	Status
<b>Actions Risk 1- Delays in implementation due to the prolonged closure of institutions due to covid-19</b> *Grants initially supposed to end in May and October were extended to December 2020 and February 2021 respectively *Detailed activity planning for the reporting period has been submitted to IRE	Intervention	Continued	Ongoing	Ongoing
<b>Actions Risk 2- EUTF inability to absorb the funds, yet another NCE may not be possible</b> * Different simulations have been submitted to EU regarding how the funds can be used.	Intervention	Continued	Ongoing	In-progress
<b>Actions Risk 3- Limited quality control during the warranty period for the buildings since infra team end in 2020</b> *Share technical resources (Infra) from sister project (TTE)	Intervention	Continued	Ongoing	In-progress

## 5.3 Issue Management

Issue mitigation			Follow-up of risks	
Action(s)	Resp.	Deadline	Progress	Status
<b>Repatriation of international staff</b> *Division of labour *More responsibility to national staff	Intervention and Higher management	2020	Ongoing	In-progress

<p><b>Lockdown due to covid-19</b> *Adaptation of work modalities</p>	<p>Intervention and Higher management</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>In-progress</p>
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## 6. Synergies and complementarities

### 6.1 With other interventions of the Portfolio

The Support to the Development of Human Resources (SDHR) project has been instrumental in building the capacity of the managers and instructors of our partner TVET Institutions. Whereas SSU concentrates on technical trainings, SDHR provides tailor made trainings in management skills. The complementarity accelerates the completeness of trainings making the beneficiaries more efficient in their service delivery. During the Spring of 2020, an online Moodle on Resource Mobilisation developed by SDHR was followed by VTI partners of SSU.

SSU collaborates with Teacher Training Education (TTE), a project which supports the Ministry of Education and Sports in enhancing the capacity of pre-service teachers and instructors through infrastructure development, equipping the partner institutions with equipment, facilities and tools and imparting contemporary teaching and learning methods. The joint infrastructure cell, shared with SSU, emphasizes better structural designs of buildings as well as excellent collaboration on climate sensitive and environmentally friendly practices in partner institutions and to inform policy at a national level.

Together with TTE, a joint study was conducted on gender-based violence (GBV) within the SSU supported VTIs and TTE supported National Training Colleges (NTCs) to appreciate the level of Gender Based Violence (GBV) in the target institutions and to design modalities for tackling challenges. A high-level conference was organized in December 2019 to discuss the findings and set the agenda for implementing corrective interventions.

Enabel organized a joint digitalization project during the Kampala Innovation Week. A Digital Skills Bootcamp was organised on the 28<sup>th</sup> of November. This underpins Enabel's wider digitalization for development strategy.

SSU and TTE with support of the City of Brussels through Brussels Capital Fund provided financing that established Renewable Energy facilities in partner institutions. For example, at Millennium Business School, the fund was used to equip the kitchen with energy saving stoves. In general, the fund was used to provide biogas, set up briquette plants, energy saving stoves, solar water heaters, solar lighting, solar water pumps, and solar panels in the 7 SSU supported institutions.

Finally, SSU took also actively part in the Belgian NGA's (Non-Governmental Actors) innovation platform and supported the Strategic Dialogue of the Belgian NGAs on the next country programme with Uganda.

### 6.2 With third-party assignments

#### **Integration of the Karamoja Region, supported by the Irish Government**

The SSU intervention funded by the Irish government supports the skilling Uganda Strategy, specifically for the Karamoja Region. It focuses on supporting relevant skills development for Karamojong youth, women, and girls. To ensure the relevance of the Skilling Uganda Strategy for the Karamoja context, the intervention focuses more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets, and possible future economic developments.

With the support from IrishAid, this SSU intervention trained 866 people through instant trainings and 1091 through (non-)formal trainings. In Karamoja, the SSU intervention already achieved the set target of 1000 youth which enhanced their skills through participation in non-formal and formal BTVET as well as entrepreneurship training (including at least 30% girls and women and 70% Karamojong).

This SSU intervention is also on target achieving the second benchmark regarding instant trainings: over 1000 youth have enhanced their skills through instant (10-100 hours) courses responding to identified skills gaps for green economy, livelihood and market development as well as service delivery (including at least 30% girls and women and 70% host communities).

### **Integration of Refugees and Host Communities, supported by EU-TF and by GiZ**

With funding from the EU Trust Fund, the SSU programme implemented the Northern Uganda component of the Support to the Skilling Uganda Strategy. This provides livelihood and labour market relevant skills for refugees and host communities in Northern Uganda including Kiryandongo.

This SSU intervention continued with focusing on increasing access to quality of skills development (training, entrepreneurial skills, and start-up kits) for refugees and host communities. The SSU intervention adheres to the Refugee and Host Population Empowerment (ReHoPE) Strategy that empowers refugees through livelihood initiatives for self-reliance. With the support from the EU, 2,642 beneficiaries were trained through the SDF, and 2,073 completed instant trainings.

The SSU intervention partnered with GIZ to implement skilling Uganda reforms in the refugee settlements in Northern Uganda (Arua, Adjumani and Moyo). The SSU intervention mainly targets equipping refugees and host communities with employability skills by providing funds for short-term flexible trainings relevant to the labour market needs of the target areas. Here a major focus rest on including women (target of 70% of the beneficiaries) and refugees. Thus far, 112 trainees completed instant trainings, and SDF beneficiaries are (re) embarking on trainings after the reopening of schools by the government.

### **6.3 Other synergies and complementarities**

As the Chair of the EDP Technical working Group – Skilling (TWG-S), the SSU programme worked closely together with the World Bank (as co-chair) to strengthen the joint advocacy in skilling. To avoid duplication, the platform developed an interactive visual map on google and created a database for tracking members' activities in their respective training institutions. The TWG-S also provided input in the Education and Sports Sector Strategic Plan (ESSP), particularly the TVET section incorporating the priorities of the Development Partners. The SSU programme was able to launch and define the term “Centre of Excellence” regarding vocational and technical education in Uganda. Other development partners are currently taking over this concept in their own programmes and projects.

Working closely with UNESCO, the SSU programme strengthened the capacity of the Ministry of Education and Sports to organize skills competitions. SSU supported the initial processes for establishing WorldSkills Uganda (WSU), its membership to WorldSkills International and the organization of Regional Skills Competitions. UNESCO on the other hand hosted the President Simon Bartley of WorldSkills International in Uganda and provided both technical and financial support to organizing agro-processing skills competitions.

With Funding from the World Bank, the Private Sector Foundation Uganda (PSFU) is implementing a Skills Development Facility (SDF). Like the pilot Skills Development Fund of SSU, PSFU/SDF facilitates short term skills trainings aimed at enhancing skills competences of young people and competitiveness of companies. The relationship between the two organizations was strengthened during the year.

The SSU programme partnered with the British Council and partners through the EU-funded VET Toolbox to support the Hospitality and Tourism Sector Skills Council in Uganda to conduct an institutional SWOT Analysis and develop an action plan. This defined the next steps of the council like the later development of training standards and the technical assistance in conducting the sector's capacity needs assessment in Albert/Rwenzori and Karamoja Regions.

Through engagement on skilling, the SSU programme developed good contacts with the private sector in Uganda, including PSFU, UMA, FUE, Roofings, MTN, etc. Together with private sector companies, the Ministry of Education and Sports was supported to establish WorldSkills Uganda, an affiliate of WorldSkills International which was used to promote TVET using skills competitions. Companies provided expertise, materials, and equipment.

## 7. Transversal themes

### 7.1 Environment and climate change

The Covid-19 lockdown coupled deliberate efforts to promote digital working modalities with efforts to reduce unnecessary printing and wastage of paper. Other environmental protection measures include recycling of personal plastic water bottles and re-usable cups aimed at reducing plastic litter. The SSU programme has participated since the start in the 'World Clean-Up Day' for environmental protection and clean-up. SSU intervention joined the world clean-up day on 22nd September 2020 that commemorated clean-up activities and tree planting in Fort Portal city.

In the partner VTIs, landscaping and tree planting took place around new construction facilities. Building and construction practice workshops at Kasese Youth Polytechnic, UTC Kyema and St. Josephs Virika were built with Interlocking Soil Stabilised Blocks (ISSB) blocks which are environmentally friendly as they do not need mortar or burn firewood as clay bricks. St. Josephs Virika VTI and St. Simon Peter VTC classrooms, workshops, and dormitories, as well as MBS demonstration hotel were built with the locally available, aesthetically pleasing butema blocks which are kiln burnt using coffee husks. The new buildings also emphasize the use of natural lighting, solar energy, thermal comfort, natural ventilation, among others.

In partnership with Brussels Capital funding, construction of renewable energy facilities i.e. energy saving cooking stoves, briquette plants and installation of biogas systems, solar water heaters, solar lights, and solar water pumps took place at St. Josephs Virika, UTC Kyema, Nakapiripirit T.I. and St. Simon Peter VTC. In this way, deforestation, air pollution and reliance on hydroelectricity will be minimized. Awareness creation in the institutes continued in the areas of waste management and recycling. The advancement of ISSB technology in life projects in the seven partner VTIs has also reduced the burden on the environment whereby the burnt bricks construction technology has been replaced by ISSB. This has reduced the rate of deforestation as ISSB does not require burning.

Proceedings from the Infrastructure Climate Forum resulted into development of a Manifesto booklet, a website, and a Moodle on climate responsive design. The manifesto has since been distributed to the MoES and other interested parties worldwide for future direction on designing environmentally friendly infrastructure. Additionally, booklets, power point presentation and posters highlighting sustainable design principles were developed as capitalization products. The posters will be put up in the VTIs and booklets/presentations disseminated to project stakeholders to further raise awareness on environmentally friendly design principles.

Nearly half of the SDF grantees (48%) in all regions integrated green activities in the training including agro-forestry and waste management. In Northern Uganda especially in Yumbe, BidiBidi refugee settlement camp zone 3, trainees were sensitized about environmental conservation, trained in nursery bed preparation and management, and planted fruit and shed trees. All trainees in various trades, waste management is integrated in the trainings and this has impacted attitudes and practices both in the institutions and at home.

The integration of SMART Agriculture approaches in training/curriculum especially in VTIs has improved sustainability in agriculture through use of less toxic substances for fertilizer, improved the air quality, and reduced greenhouse gas emissions. This has been supplemented by introduction of composting mechanisms as the main method of organic waste reduction especially food leftovers.

### *What needs to be done?*

- Maintenance of the new facilities and renewable energy interventions needs to be strengthened, especially around behavioural change. The VTIs could also be encouraged/ helped to develop maintenance plans, building maintenance log/ checks.
- Waste management has improved but needs to be continually emphasized in the programme VTIs but also in the institutions partnering in SDF trainings to ensure zero waste, especially in the area of reduction e.g. water management, re-use, recycling.

## **7.2 Gender**

The SSU programme participated in the development of the Gender Action Plan (GAP) at country level in which new approaches for supporting gender as a cross-cutting theme were developed.

In Karamoja and Rwenzori-Albertine regions, the SSU programme in partnership with the seven VTIs participated in the ‘16 Days of Activism against Gender Based Violence’. The SSU programme staff in Northern Uganda participated through raising awareness on girl child rights. The 2020 theme was “End Violence Against women and girls: #Orange the world”. Other activities included the development and distribution of banners to the seven partner VTIs with messages of ending violence against girls and women.

In a bid to ensure gender equity, tele-monitoring was conducted to assess and monitor how the most vulnerable young girls were faring with studies under the Covid-19 lockdown. In the Karamoja region, 89 female students were contacted with the aim of encouraging them to continue studying, and to create collaboration with students and their parents at home during the Covid-19 lockdown.

In 2020, a gender-based violence (GBV) study conducted in the seven partner VTIs was successfully completed and a report was distributed. Study findings and recommendations were shared to partner institutions and the general population through online platform discussions. Furthermore, communication materials included posters, banners, fact sheet and a GBV movie script were developed in partnership with the Teacher Training and Education (TTE) project and Mango Tree company to raise awareness among the five VTIs. As part of the recommendations, VTIs were supported to appoint gender focal persons to provide gender related counselling support. Following the conclusion and dissemination of the GBV study findings, increased awareness of GBV in learning institutions and increased enrolment of female students in all trades in the seven partner VTIs were noted.

In Northern Uganda, the focus lies on ensuring participation of women and girls in trades that are traditionally dominated by males. Under the GIZ intervention, the selection criteria emphasized purposeful prioritization to ensure the initiative reach at least 70% female, and 80% youth.

The SSU programme facilitated the participation of women and girls including those who are pregnant or nursing children in skills development. The following should be noted: gender-inclusive policies, processes reviewed and enriched to improve as well as contribute to increased access for female vocational education training; procurement of sanitary items: sanitary pads of “Always” were procured for the female trainees to boost their menstrual hygiene management and confidence for full participation. Every month, each female trainee received two packets until they finished their hands-on skills training at the VTI and WBL.

The increased focus on women and girls for skilling under the action increased their meaningful participation in the local economy so that their influence in decision making was strengthened, hence reducing their potential exposure to gender-based violence. The provision of a mother



friendly centre for baby caretakers to enable young mothers completing the training becoming self-employed or find permanent jobs. The gender strategy for the SSU programme was finalized though its application was disrupted by the outbreak of Covid-19 pandemic and the resulting nationwide lockdown. This important intervention will, however, be prioritized for implementation in the forthcoming bridging period.

*What needs to be done?*

- Finalize and operationalized a Gender Action Plan (GAP) in which new approaches for supporting gender as a cross-cutting theme are developed.
- To sustain the increase in female enrolment into BTVET, completion and handing of post training, formal student especially vulnerable student to be supported with training kits.
- Establish childcare services in Karamoja region for child mothers undergoing training.
- Need to provide and personally visit the youths in the location after Covid-19.
- Continuous guidance and counselling of the youth is required.
- Continues support supervision and collaboration with the vulnerable families.
- Implementation of recommendation from GBV study conducted in the seven VTIs include:
  - Preventing violence by training Bystander, improve awareness about the levels and effects of violence through comprehensive institutional communication campaigns, attitudes and norms change, map unsafe places per institution and develop a plan to address them, strengthening legal and policy frameworks.
  - Develop institutional policies that promote gender equality such as: ensuring re-entry after GBV or its effects, stop mandatory pregnancy tests, allow female students who get pregnant to return with support systems for childcare.
  - Improving response services for survivors by reporting attitudes through creation of an enabling environment for speaking about and clear reporting, referral and follow up procedure.

### **7.3 Digitalization**

The SSU programme integrates digitalization aspects (D4D) within activity implementation. The Covid-19 restrictions and lockdown presented a unique opportunity for VTIs to rely more on digital platforms. Covid-19 has intensified the demand for connectivity and ultimately the need to close the digital divide to promote continuity in learning. The eLearning platform (Kolibri) provides offline access free educational content to complement the instruction in the different VTIs supported

In collaboration with the TTE project and private sector players, five partner VTIs in Albertine-Rwenzori Region and two partner VTIs in Karamoja Region participated in the Kampala Innovation Week (KIW), an event organized by multi-stakeholders for innovative digital solutions, through Zoom Meeting App. Instructors and students from different VTIs presented digital challenges and showcased how e-learning platforms facilitated learning during Covid-19 environment. The innovation week empowered participants with skills to solve several digital challenges, ability to organize online courses such as creating visual presentations, designing posters, making a podcast, creating a screencast, and making animated videos.

Online training in project proposal writing and resource mobilization using Microsoft Teams was conducted for 29 management staff within the five partner VTIs in Albertine-Rwenzori Region. The training promoted the use of digital learning platforms, digital skills in content search and development.

Furthermore, partner VTIs in Albertine-Rwenzori Region strengthened digitalization and computer usage. Training in computer packages incorporated into different courses offered at the institute, for instance Microsoft Word for students' business plans, Microsoft Excel for making bills of quantities for welding and electrical students.

Digital training in developing infographics was organized for students and instructors in the two partner VTIs in Karamoja. The training aimed at improving the learning culture for informative dissemination of data. The SSU programme organized a co-creation workshop that trained liaison officers (both VTIs), students (3 from each VTI), and the deputy principals and participants on how to design, use and access a wide range of infographics in disseminating data.

The establishment and operationalization of websites for the two partner VTIs of Karamoja ([www.nti.ac.ug](http://www.nti.ac.ug) and [www.sdcpn.ac.ug](http://www.sdcpn.ac.ug)) has enhanced accessibility and marketing of these institutions. The websites have been integrated with an E-learning platform which has improved accessibility to teaching and learning materials (TLMs), research, and increased resource sharing. Instructors and students have an opportunity to interact with digital learning platforms for research, teaching and access to learning materials.

Despite the successful initiatives to incorporate digitalization aspects (D4D), challenges have been faced including security of ICT equipment, expensive internet broadband, limited internet connectivity in some regions, unreliable electricity power supply, lack of power computer back-ups and computer maintenance challenges. However, some of these issues can be addressed through routine technical follow-up visits to support in ICT equipment repairs/ maintenance, install CCTV cameras & burglar doors/windows to improve security of ICT equipment and solving any other data related challenges.

*What needs to be done?*

- Capitalization of all D4D interventions
- Scale up the LMIS application to all VTIs
- Extend the VTI MIS to all other project VTIs in Albertine Rwenzori
- Create digital hubs at all VTIs as part of CoE strategies.

## **7.4 Decent Work**

The SSU project continued to incorporate safety measures for learners during the training at the VTIs and in the private sector companies while undertaking work-based learnings. Trainings on health and safety were delivered to the training providers (instructors and Master crafts persons). Awareness was created among the trainees regarding occupational health and safety. To ensure a safe environment, the project insured both regular SDF and instant training trainees against accidents and provided protective gears for safety.

While the project has strived to ensure that a safe environment is created during training, it is more important than ever before to extend these considerations to the workplaces of graduates. This will ensure that the graduates' places of work are compliant to decent work conditions in terms of

productive work, fair incomes, and security in the workplace as well as better prospects for personal development. Indicators will be developed to facilitate tracking of progress.

Finally, while SSU ensures that decent work conditions are present during the trainings, tracer studies do point out that most students who find employment after the trainings, do not work under a formal contract, and often work 6-7 days per week.

## 7.5 Vulnerable youth

To ensure that SSU programme actions targeted the vulnerable youths, several activities were considered and implemented in 2020. These included: SDF selection criteria emphasized purposeful prioritization ensuring the initiative reach at least 70% women, victims of early marriages and/or have children, child-headed households, working children, orphans, extremely poor youths, persons with disabilities. 80% youth and 50% refugees. The increased focus on women and girls for skilling increased their meaningful participation in the local economy.

Targeted awareness interventions were conducted thus ensuring grantees popularized the access by women and girls into traditionally male-dominated trades through community pre-selection training career guidance, market exposure, gender rights awareness raising, and role modelling.

An enabling physical and psychological environment was created at all VTIs and within SDF grantee trainings to enhance the participation of women, girls, and persons with special needs, lactating and pregnant mothers. Access for the most vulnerable persons was enhanced using outreach centres in the communities. Hence contributing towards fast-tracking the Skilling Uganda Strategy by increasing VET return on skilling investment and enhance inclusion of vulnerable and disadvantaged populations otherwise unable to attend training programmes that are distant.

The flexible training periods introduced, curtailed the potential disruption that skills training programmes cause upon other economic activities that typically preoccupy vulnerable and disadvantaged groups including farming.

In Northern Uganda, mother friendly centre environment was created for baby care takers at all training venues, for instance; 43 young mothers who were able to complete the training Finn Church Aid. CEFORD attracted 34 mothers with babies and provided mother friendly space during the training. CEFORD signed MoU with Moyo HC IV for health facility referral services and treatment of trainees with chronic ailment and persistent sickness. Additionally, procured 2 first aid kits for prepositioning in the two training institutes. Sanitary pads were procured for the female trainees to boost their menstrual hygiene management and confidence for full participation.

In Rwenzori-Albertine region, affirmative action targeting admission of vulnerable youth (30% female) was emphasized at all training. The SSU programme has also worked with organizations offering services to vulnerable persons such as RFPJ, YAWE and Yes. RFPJ provides services to former rebels, persons living with HIV/AIDS while the other organizations work with vulnerable youth like child mothers, school dropouts and children heading families. The direct grants to partner institutes focused on vulnerable youths who failed to enrol into the normal school programme. The SSU programme also developed infrastructure for partner institutes in this regard e.g. girl's hostels targeting such vulnerable youth.

## 8. Lessons learned

### 8.1 The Successes

The use of the BTVET institution business and human resources development plans has guided the institutional capacity building and aligned the training programme with the labour market demands.

The SSU programme has been able to define the strategic framework for the CoE, jointly with other actors such as WB and MoES. In implementing the SSU TVET paradigm shift, especially from supply-driven to demand-driven training provision, policy reforms should now address the legal framework and operationalize the concept of centres of excellences and re-orient training programmes.

The setup of Sectoral Skills Development Platforms at regional level marked a major step towards a decentralized approach. The SSU intervention in Karamoja established sectoral SDPs at the regional level for both the Tourism and Construction sectors, under the leadership of CAO Moroto, representing the seven Karamoja districts. Both sectoral SDPs were successful in terms of engagement of the private sector. For example, the construction sector actors initiated a WhatsApp group with VTIs and private sector to share jobs, labour market information and collaboration on the ground.

Adapting training modalities to the needs of the target group is essential in harnessing equity, child protection and retention of vulnerable persons to complete the training cycle. For instance, the project allows trainees child mothers to come with their infants at the training ground and outreach training centres. This enabled the trainees to complete their training programme as well as adequately attend to their babies. On the other hand, the use of a community-based training model in northern Uganda has substantially increased participation of refugees and host community in skills training due to proximity and better security.

Accreditation and certification of the private sector to assess non-formal training programmes is a major improvement. The SSU programme worked with DIT and certified 25 assessors. It has resulted in the adaptation of training programmes to market needs, and improved quality training delivery and monitoring learning outcomes provided by private sector actors. There is further need for the skills development sector to standardize the framework (MoU) on working with DIT to strengthen the capacity of the institution to be able to handle assessments and certifications, respectively. This could be training of assessors for certification and for updating training assessment training packages.

Use of LMIS: The Labour Market Information System (LMIS) is a tool to map labour market dynamics including skills supply and demand. The continuous updates of LMS and sharing of its reports to a multi-stakeholder's skills development platforms meetings, humanitarian coordination platforms, etc. has made it possible for other development partners and VTIs to align their training programme to market needs (CRS, Mercy Corps, etc.).

Community awareness campaigns using for example "My Skills My Future"-like tools is a tremendous approach in dealing with low perceptions of TVET. The number of applicants for skills development are overwhelming, in both VTIs, for SDF applicants and instant trainings.

Provision of social targeting bursary to disadvantaged social groups who were otherwise excluded from learning pathways through a complementary direct grant agreement with VTIs resulted into

improved equitable quality access of TVET training by marginalized poor youth, women, girls and refugees who were otherwise excluded from the training programme.

Field coordinators involvement in monitoring the quality of the training, led to a significant increase in completion rates, up to 90%. In addition, both the financial support and control functions of the SSU programme strengthened the quality of reporting and close monitoring of the accountabilities submitted by the grantees.

The monitoring and learning setup of the SSU programme, with several layers of M&E, has made the SSU programme a reliable source of learning and capitalization for internal learning and for external partners (Tracer Study, Action Research).

## **8.2 The Challenges**

Part of 2020 was covered with Covid-19 national lockdown with restricted movements and limited face-to-face interactions, which affected activity implementation, especially regarding GIZ funded grants. Activity implementation shifted to working with online platforms, but this could only be done to a limited extent, as skilling requires a hands-on approach and digital skills were limited. The program needs to equip staff with skills for online working.

Change in management slowed activity implementation and decision making. Staff took time to adjust to new management and this affected implementation.

There is space for better regulation of private sector's involvement in training provision (MCPs, BMO, and OTCs) to ensure quality standards. Most of the private sectors naturally focus on business gains (profits). They require financial and regular monitoring.

VTI and Districts should be supported to independently conduct LMS surveys on a regular base. It is still a complex tool for the supported VTI to collect and analyse the required LMS information (enterprise surveys, market surveys, tracer surveys, etc.).

## **8.3 Strategic learning questions**

Further questions need to be followed up on:

- Whereas there is considerable progress on coordination of key skills development stakeholders, there is need for better coordination and alignment of the Ministry of Education and other line ministries.
- Sustainability of skills development coordination mechanisms at national and local levels
- Securing decent work conditions for trainees during industrial training, internship and apprenticeship placement ensuring that the place of internship is of quality and promotes safety, security, and protection.
- Provision of digital solutions especially with online work modalities and digitalization of delivery of instruction at VTIs. Given the closure of institutions, while there were efforts for continued learning for learners in primary schools, secondary schools, universities, and other tertiary institutions, TVET learners were not able to continue learning.

## **8.4 Summary of lessons learned**

Skills development is now a major priority in Uganda due to its critical role in promoting human capital development to reap demographic dividends, sustain economic growth, and enhance inclusiveness for poverty alleviation.

This requires a proper implementation of the new TVET Policy, effective institutional coordination, and quality training service provision from accredited training programmes and public and private service providers. Linkages with employers and public-private partnerships are critical in ensuring quality and relevance of training to increase employment.

There is still a need to continue public awareness activities like skills fairs, regional competition, and platform meetings to raise the image of technical and vocational education and training (TVET) and enhance participation in skills training programme.

In the coming year 2021, SSU is investing in knowledge management products and capitalization on skill development which highlight approaches, good practices and lessons learned in Uganda. Thereafter it will share the products with stakeholders especially the public sector and private sector actors that are steering the TVET policy changes.

No.	Lessons learned	Target group
1	Strengthen institutional support to facilitate uptake/integration of field level initiatives	Intervention, Donors, Private sector, Government
2	Awareness creation accompanied by supply of flexible trainings with strong work-based element is key in ensuring increased access to skills development. Flexible trainings also foresee in needs of target trainee groups.	Intervention, Donors, Private Sector, Government
3	Financing modalities based on involvement of the private sector Employment Sector can contribute to needed investments in the skilling sector.	Intervention, Donors, Private Sector, Government
4	Capacity building for training providers facilitates the achievement of the paradigm shift aspirations of relevance, effectiveness, access, efficient and equity	Intervention, Donors, Private Sector, Government
5	<p><b>Project design</b></p> <ul style="list-style-type: none"> <li>• <i>Support to Skilling Uganda</i> has learnt that <b>skills development programs alone are not enough</b> to solve problems of institutional reforms, youth employability, citizen’s living conditions, poverty eradication and sustainable use of natural resources. There is need for embedding skills development in broader upward dynamics of education, health, natural resource management, governance and investments to accelerate desired equitable socio-economic transformation in Uganda.</li> <li>• SSU conducted a <b>Labour Market Scan on Green Skills</b> to document the environmentally friendly practices in the program areas. The study recommends: Energy efficient saving stove and renewable energy; agroforestry-tree nurseries, the use of Interlocking Soil Stabilized Blocks (ISSB) in construction industries; the skills to make eco-friendly houses to deal with carbon emission e.g. computer labs, workshops.</li> <li>• <b>Dedicated, experienced national staff and experts</b> of Enabel were paramount in pushing the project right from developing the operational guidelines, managing selection process, monitoring, and following the implementation process to ensure, quality, value for money, relevance, equity and access.</li> </ul>	Intervention, Donors, Private sector, Government

	<ul style="list-style-type: none"> <li>• The availability of tools and resources like <b>spot checks, support monitoring visits, coaching</b>, orientations geared towards building the capacity of the grantees greatly attributed to this achievement.</li> <li>• <b>Flexibility within the guidelines and grant agreements</b> which allow for adjustments based on field realities especially in terms of training modalities and budget re-allocations.</li> <li>• Sharing and adoption of <b>good practices</b> and lessons learnt during grant workshop for Enabel staff and capacity building workshops for grantees. The skills development platform meetings have continued to provide an opportunity for dialogue between the private sector, district leadership and implementing partners.</li> <li>• The goodwill and <b>strong engagement of the Ministry of Education and Sports</b> has been considered as a great force for the way forward. For example, the Ministry coordinated the Skills Development Fair (SDF), Skills Competitions, convened BTVET (sub-sector) Working Group and wider stakeholder meetings to discuss the concept of Centers of Excellence (CoE) among others. Involve the right national stakeholders and negotiate a higher involvement (of line ministries). If a national training policy exists, then the responsible ministry should be part of the project. Because ICT has been a very effective component of SDHR, and information technology is a key priority area in NDP III, the Ministry of ICT is suggested to have a role as well.</li> <li>• <b>Securing decent work conditions for trainees</b> during industrial training, internship and apprenticeship placement ensuring that the place of internship is of quality and promotes safety, security and protection is key, as well as specific needs of women and girls and persons with special needs.</li> <li>• <b>The short duration of the grant agreements</b> hinders sometimes adequate time to easily conduct capacity building while timely executing activities. The strong attention (due diligence) to financial and administrative follow up of grants, might sometimes come in competition with timely uptake of recommendations that relate to the results.</li> </ul>	
6	<p><b>Approach, tools, and techniques</b></p> <ul style="list-style-type: none"> <li>• The <b>Work-Based Learning (WBL) approach that includes internships and industrial training /attachment, as well as on-the-job training</b>, made learners acquire the necessary skills and transition into the world-of-work easier. Hence, they become familiar with the requirements of their respective jobs. This is enhanced by other key packages like <b>training in soft skills and entrepreneurship that increases the job-readiness of graduates</b>.</li> <li>• In <b>selecting beneficiary organizations</b>, assess their <b>readiness for change</b>. Without readiness you better not engage with an organization as it will imply a waste of time and money. Hence, invest in getting to know each other and negotiate beforehand.</li> <li>• Training provision needs a strong engagement of training providers. First, for a training project selecting these providers is a key task. The <b>volume of tender work and contract management cannot be underestimated</b> for training projects that have a significant budget to be spent on training multiple organizations in multiple sectors. Secondly, Enabel should reflect on the instruments to engage training providers: are there other instruments that need to be developed?</li> <li>• Ongoing research indicates that more than 2 out of 3 of the trainees are able to generate new income and change their employment status (from unemployed to economically active) thanks to the training. These studies</li> </ul>	Intervention, Donors, Private sector, Government

	<p>also confirm the <b>importance of the work-based component in the training</b>, as well as the importance of all forms of post training support, such as provision of start-ups, mentorship, and linkages to start-up capital.</p> <ul style="list-style-type: none"> <li>• All partners in training provision include <b>cross-cutting issues</b> into their programs, as Life skills (85%), entrepreneurship/numeracy/fin literacy/business development skills (85%) and green skills (48%) being among the most popular ones.</li> <li>• <b>Several new training packages (ATP's) have been developed.</b> This exercise is critical to align training to labour market needs, and to ensure the effectiveness of training (transition to employment).</li> <li>• “Improved practices” include public private partnerships, work-based learning approaches, integration of entrepreneurship, social targeting/equitable access, integration of cross cutting themes (green skills, life skills, etc.) and post-training support.</li> <li>• The <b>Labour Market Information System (LMIS)</b> is a tool to map labour market dynamics including skills supply and demand. The continuous updates of LMIS and sharing of its reports to a multi stakeholders in skills development platforms meetings, humanitarian coordination platforms, etc. has proven to be of added value.</li> <li>• The <b>setup of a detailed database is crucial</b> for a large training program. Project implementation benefitted considerably from the elaborated training database. This M&amp;E tool was designed rather late in the project so at the end it was still under development. It would have been better if this tool was part of outputs 1 and 2 activities. The database is a good example to be used by other similar projects.</li> <li>• In general, the following <b>factors</b> have led to <b>increased enrolment of beneficiaries</b>: awareness campaigns, social targeting via bursaries awarded to vulnerable groups through direct grant agreements, providing conducive environment for girls' mothers, flexible training programs and organization of short-term training programs in the VTIs.</li> <li>• An <b>organizational self-assessment of all partner VTIs</b> is carried out every year to establish their status according to the 5 pillars of the Skilling Uganda Strategy. The self-assessment tool focuses on <b>7 thematic areas</b> that include financial management, PPP, equity, relevance of training, client approach, quality assurance of technical staff &amp; training, and environment.</li> </ul>	
7	<p><b>Assessment and certification</b></p> <ul style="list-style-type: none"> <li>• <b>Certification of skills is crucial</b> to enhance the chances of job acquisition and mobility for the youth.</li> <li>• Certification with DIT's <i>Workers PAS</i> is backed by a competence-based assessment and is recognized within the whole of East Africa. The <i>Workers PAS</i> assures that trainees have acquired the documented competencies, it allows for future progression and enhances labour mobility.</li> <li>• <b>Accreditation and Certification of private sectors to assess non-formal training program</b> is a major improvement. The project worked with DIT and certified 25 assessors. It has resulted in express <b>adaptation of training programs to market needs</b>, and improved quality training delivery and monitoring learning outcomes provided by private sector actors.</li> </ul>	Intervention, Donors, Private sector, Government
8	<p><b>Communication and Visibility</b></p>	Intervention, Donors, Private



	<ul style="list-style-type: none"> <li>The project created awareness about skills development through <b>different activities</b> including information sessions, radio talk shows, material development and distribution, conferences and workshops.</li> <li>Community awareness campaigns using for example “<b>My Skills My Future</b>”-like tools is a tremendous approach.</li> <li>There is still a <b>need to continue public awareness activities like skills fairs, regional competition, plat form meetings, etc.</b> to raise the image of technical and vocational education and training (TVET) and enhance participation in skills training programs.</li> <li>Sensitization and awareness raising campaigns for beneficiary communities on girls training and education and women’s economic empowerment benefits for families and communities.</li> </ul>	sector, Government
9	<p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Research indicates that the training providers receiving grants under SSU (called “<b>grantees</b>”) <b>continue with the good practices initiated</b> and facilitated by the fund. Most of the former grant recipients report continuing with good practices, that include collaborative Public Private partnerships between training providers and private sector actors, integration of work-based learning in training programs, social targeting and equitable access, integration of cross-cutting themes, and integration of post training support in training programs.</li> </ul>	Intervention, Donors, Private sector, Government

## 9. Steering

### 9.1 Changes made to the programme

The SSU programme strengthened the two-anchored approach of boots on the ground and national level support. Given the departure of the International Architect of the Project in the last quarter of the year when the construction works were at the tail end, consultancy support procured to ensure proper finishing and handover of the infrastructural has been put in place. In general, personnel gaps have been remediated by a mixture of new recruitments, complementary consultancies, and stronger involvement of experienced national staff.

The Steering Committee has been especially valuable in following up on difficult issues, as filling up staff gaps in the VTIs, land titling issues, connection to the power grid, etc. Where possible, this support has been scaled up to regional or national level. Also, the concept of Centre of Excellence (CoE) is being clarified on request of the Steering Committee.

## 9.2 Decisions taken by the Steering and Monitoring Committee

Decisions to take		
Decisions to take	Period of identification	Source:
Nakapiripirit district has a balance on the wage bill which is sufficient for additional instructors in areas of need.	29/10/2020	
Present the defined Centre of Excellence (CoE) Framework to MoES	20/2/2020	
Mapping of TVET providers prepared by the TWG Skilling of the EDPs should be shared with the Ministry of Education and Sports	29/10/2020	
Extension of direct grants to the VTIs given that COVID-19 led to delays in implementation due to the lockdown and school closure	29/10/2020	
Approval of the bridging period activities	29/10/2020	

Action			Follow-up	
Action(s)	Resp.	Time limit	Progress	Status
CAO to check with the human resource department to get the instructors quickly and not through the lengthy recruitment process  The M&E working Group of the Ministry of Education approved the	CAO Intervention Manager	Q1, 2021  2021	To be done	

CoE for adoption. To be operationalized, SSU bridging to implement it				
Present the mapping tool to the BTVET working Group for discussion	NTA-Policy	Q1 2021	To be done	
Extension of direct grants to partner VTIs on a case-by-case basis	Intervention Managers ( BE, IRE)	Q4,2020	To be done	
Enabel to finalize and share the technical and financial file with MoES	Intervention Manager	Q4. 2020	To be done	

### 9.3 Considered strategic reorientations

Given that the project is now reorienting itself towards the bridging programme, the entire structure of SSU and modus operandi will be reevaluated in the coming months.

First, of course, the intervention will concentrate on follow up of ongoing initiatives to ensure quality and meaningful closure (especially in view of the delays caused by the COVID-19 pandemic).

Second, having successfully piloted several initiatives including financing, flexible trainings, PPPs, WBL practices among others the project will concentrate on documentation/capitalization and dissemination of the good practices. The bridging programme can in this light serve to really reap the benefits of all the lessons learnt.

Third, whereas in the last years we mainly focused on project implementation, the focus should now be on sustainability: e.g., anchoring the SDF in the national structures, developing maintenance plans of the infrastructures built, etc.

Fourth, more attention will be given to “innovative” skilling topics, such as digitalisation and online ways of learning, as well as green skills.

Fifth, we will continue with building key partnerships to strengthen to ensure strong advocacy on the good practices that the skilling intervention has yielded. For instance, working with the Ministry of Gender, Labour and Social Development to develop the work-based learning policy they are drafting.

Finally, it could be interesting to focus on create linkages from self-employment towards wage employment, and to further strengthen the decent work component of SSU.

### 9.4 Recommendations

<b>Recommendations</b>	<b>Actor</b>	<b>Deadline</b>
Pillars for national anchorage: Fast track design of the national Skills Financing Framework	Management	Q3
Design and implement strategies for addressing safety needs and mitigating effects of Covid-19 among project beneficiaries	Management	Q2
Strengthen collaborations with Ministry responsible for labor particularly in the design of Work Based Learning system and responding to emerging skills development needs e.g., green skills	Management	Q3
Strengthen participation of the private Sector and youth organizations in the set up and advocacy for a responsive skills development system.	Management	Q3
Decent work conditions in places of work-based learning as well as employment	Management	Q4
Focus on supporting digitalisation	Management	Q4

# 10. Annexes

## 10.1 Quality criteria

For each of the criteria (Relevance, Efficiency, Effectivity and Potential sustainability) several sub-criteria and statements regarding the latter have been formulated. By choosing the formulation that best corresponds to your intervention (add an 'X' to select a formulation) you can calculate the total score applicable to that specific criterion (see infra for calculation instructions).

<b>1. RELEVANCE: The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.</b>					
<i>Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>					
Appraisal of RELEVANCE: Total score		A	B	C	D
		X			
<b>1.1 1.1. What is the current degree of relevance of the intervention?</b>					
X	A	Clearly still anchored in national policies and the Belgian strategy, meets the commitments on aid effectiveness, extremely relevant for the needs of the target group.			
...	B	Still embedded in national policies and the Belgian strategy (even though not always explicitly so), relatively compatible with the commitments on aid effectiveness, relevant for the needs of the target group.			
...	C	A few questions on consistency with national policies and the Belgian strategy, aid effectiveness or relevance.			
...	D	Contradictions with national policies and the Belgian strategy, the commitments on aid effectiveness; doubts arise as to the relevance vis-à-vis the needs. Major changes are required.			
<b>1.2 Is the intervention logic as currently designed still the good one?</b>					
X	A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses clearly identified and managed; intervention exit strategy in place (if applicable).			
	B	Appropriate intervention logic even though it could need certain improvement in terms of hierarchy of objectives, indicators, risks and hypotheses.			
	C	Problems pertaining to the intervention logic could affect performance of an intervention and its capacity to control and evaluate progress; improvements required.			
	D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.			

<b>2. EFFICIENCY OF IMPLEMENTATION TO DATE: A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.</b>					
<i>Do as follows to calculate the total score for this quality criterion: At least two 'A's', no 'C' or 'D' = A; two 'B's' = B, no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>					
Appraisal of the EFFICIENCY: Total score		A	B	C	D
			X		
<b>2.1 To what extent have the inputs (finances, HR, goods &amp; equipment) been managed correctly?</b>					
	A	All inputs are available in time and within budget limits.			

X	<b>B</b>	Most inputs are available within reasonable time and do not require considerable budgetary adjustments. Yet, there is still a certain margin for improvement possible.
	<b>C</b>	The availability and use of inputs pose problems that must be resolved, otherwise the results could be at risk.
	<b>D</b>	The availability and management of the inputs is seriously lacking and threaten the achievement of the results. Considerable changes are required.
<b>2.2 To what extent has the implementation of activities been managed correctly?</b>		
	<b>A</b>	Activities are implemented within timeframe.
X	<b>B</b>	Most activities are on schedule. Certain activities are delayed, but this has no impact on the delivery of outputs.
	<b>C</b>	The activities are delayed. Corrective measures are required to allow delivery with not too much delay.
	<b>D</b>	The activities are seriously behind schedule. Outputs can only be delivered if major changes are made to planning.
<b>2.3 To what extent are the outputs correctly achieved?</b>		
X	<b>A</b>	All outputs have been and will most likely be delivered on time and in good quality, which will contribute to the planned outcomes.
	<b>B</b>	The outputs are and will most likely be delivered on time, but a certain margin for improvement is possible in terms of quality, coverage and timing.
	<b>C</b>	Certain outputs will not be delivered on time or in good quality. Adjustments are required.
	<b>D</b>	The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.

<b>3. EFFECTIVENESS TO DATE: Extent to which the outcome (specific objective) is achieved as planned at the end of year N</b>					
<i>Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>					
<b>Appraisal of EFFECTIVENESS: Total score</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
		X			
<b>3.1 At the current stage of implementation, how likely is the outcome to be realised?</b>					
X	<b>A</b>	It is very likely that the outcome will be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.			
	<b>B</b>	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have not had much of an impact.			
	<b>C</b>	The outcome will be achieved only partially, among other things due to the negative effects to which the management was not able to fully adapt. Corrective measures should be taken to improve the likelihood of achieving the outcome.			
	<b>D</b>	The intervention will not achieve its outcome, unless significant fundamental measures are taken.			
<b>3.2 Are the activities and outputs adapted (where applicable) in view of achieving the outcome?</b>					
X	<b>A</b>	The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.			
	<b>B</b>	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances in view of achieving the outcome. Risk management is rather passive.			

<b>C</b>	The project has not fully succeeded to adapt its strategies in function of the evolving external circumstances in an appropriate way or on time. Risk management is rather static. A major change to the strategies seems necessary to guarantee the intervention can achieve its outcome.
<b>D</b>	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.

<b>4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).</b>				
<i>Do as follows to calculate the total score for this quality criterion: At least three 'A's, no 'C' or 'D' = A; maximum two 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D</i>				
Appraisal of POTENTIAL SUSTAINABILITY: Total score	A	B	C	D
		X		
<b>4.1 Financial/economic sustainability?</b>				
	<b>A</b>	Financial/economic sustainability is potentially very good: Costs related to services and maintenance are covered or reasonable; external factors will have no incidence whatsoever on it.		
	<b>B</b>	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.		
X	<b>C</b>	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or in relation to the target groups, or else in terms of the evolution of the economic context.		
	<b>D</b>	Financial/economic sustainability is very questionable, unless major changes are made.		
<b>4.2 What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?</b>				
X	<b>A</b>	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continue to produce and use the results.		
	<b>B</b>	Implementation is strongly based on the Steering Committee and other relevant local instances, which are also, to a certain extent, involved in the decision-making process. The likelihood that sustainability is achieved is good, but a certain margin for improvement is possible.		
	<b>C</b>	The intervention mainly relies on punctual arrangements and on the Steering Committee and other relevant local instances to guarantee sustainability. The continuity of results is not guaranteed. Corrective measures are required.		
	<b>D</b>	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.		
<b>4.3 What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?</b>				
	<b>A</b>	The intervention receives full policy and institutional support and this support will continue.		
X	<b>B</b>	The intervention has, in general, received policy and institutional support for implementation, or at least has not been hindered in the matter and this support is most likely to be continued.		
	<b>C</b>	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.		
	<b>D</b>	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee sustainability of the intervention.		
<b>4.4 To what degree does the intervention contribute to institutional and management capacity?</b>				
	<b>A</b>	The intervention is integrated in the institutions and has contributed to improved institutional and management capacity (even though it is not an explicit objective).		

X	<b>B</b>	The management of the intervention is well integrated in the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required. Improvement is possible in view of guaranteeing sustainability.
	<b>C</b>	The intervention relies too much on punctual instances rather than on institutions; capacity development has failed to fully guarantee sustainability. Corrective measures are required.
	<b>D</b>	The intervention relies on punctual instances and a transfer of competencies to existing institutions, which is to guarantee sustainability, is not likely unless fundamental changes are made.



## 10.2 Updated Logical framework and/or Theory of Change

Include the updated Logical framework and/or the Theory of Change if it has been profoundly changed over the past 12 months. Profound changes must be understood as: Changes to the formulation of results, new indicators, adapted or dropped indicators.

### Progress of indicators for result 1

Outcome: Governance structure ensures responsiveness of skills development activities to labor market needs					
Outcome Progress indicators/markers for result 1	Base value 2015	Value preceding year 2018	Value by 2019	Value by 2020	Final target
Skills Development Platforms established and operational (meeting minimum 2x per year)	No governing structure at local level	10	10	10 (Functional SDPs)	10
Tourism Sector Skills council (HTSCC) established and operational	No HTSSC in place	1	1	1	Hospitality Council operational
Output: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda strategy					
Output Indicators for Result 1	Base value	Value preceding year (2018)	Value by 2019	Value by 2020	Final target
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies conducted in the project areas <sup>4</sup>	LMS for Albertine Region/W B	7	9	9	11
Level of integration of CCIs (gender/ HIV/environment, green skills) in the LMS	NA	100%	100%	100%	100%
Number of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC)	NA	6	9	10	11

<sup>4</sup> excluding 4 baseline studies between 2015 and 2016.

## Progress of indicators for result 2

Outcome : SDF grant recipients provide quality skills development programmes that are responsive to private sector and labour market needs				
Outcome Progress indicators/markers for result 2	Base value	Value reporting year	Target reporting year 2020	Final target
An operational model of the SDF based on lessons learnt presented to the relevant stakeholders implementing the TVET policy	N/A	First activity report of action research on the SDF instrument validated by Quality Committee meeting on October 3rd, 2019. Second data collection phase is finalised. Second Report to be expected in February.	2	2 (Work is finalised. Final report, policy notes and infographic are developed. Documents will be shared with partners along coming policy dialogue events)
Percentage of SDF grant recipients that continue with improved practices (e.g. partnerships / WBL) 6 months after grant execution period	N/A	82% of former grant recipients reported continuing with improved practices, because of a study we conducted with former grantees	69%	60%
% of grantees that integrate cross cutting themes (Gender, HIV/Aids, Environment, ICT) in their training modules.	N/A	100% integrate at least one of the CCIs Life skills: 85% Entrepreneurship/numeracy/financial literacy/business dev: 85% Environmental awareness/green skills: 48% HIV/Aids/reproductive health: 39% Gender awareness: 33% Occupational health & safety: 33% ICT: 15%	100% integrate at least one of the CCIs (Life skills: 85% Entrepreneurship/numeracy/financial literacy/business dev: 85% Environmental awareness/green skills: 48% HIV/Aids/reproductive health: 39%. Gender awareness: 33% Occupational health & safety: 33% ICT: 15% )	50%

<p>Number of SDF beneficiaries/trainees that have enhanced their skills through instant (10-100 hours) courses responding to identified skills gaps for green economy, livelihood &amp; market development, and service delivery (disaggregated by vulnerability / gender origin / refugee)</p>	N/A	<p>2965</p> <table border="1"> <tr><td>TOTAL</td><td>2965</td></tr> <tr><td>EU</td><td>1814</td></tr> <tr><td>Refugee Female</td><td>758</td></tr> <tr><td>Refugee Male</td><td>259</td></tr> <tr><td>Host Female</td><td>415</td></tr> <tr><td>Host Male</td><td>382</td></tr> <tr><td>IRE</td><td>512</td></tr> <tr><td>Karamojong Female</td><td>356</td></tr> <tr><td>Karamojong Male</td><td>98</td></tr> <tr><td>Non-Karamojong Female</td><td>49</td></tr> <tr><td>Non-Karamojong Male</td><td>9</td></tr> <tr><td>BE</td><td>639</td></tr> <tr><td>Female</td><td>347</td></tr> <tr><td>Male</td><td>292</td></tr> <tr><td>GIZ</td><td>0</td></tr> <tr><td>Female</td><td>0</td></tr> <tr><td>Male</td><td>0</td></tr> </table>	TOTAL	2965	EU	1814	Refugee Female	758	Refugee Male	259	Host Female	415	Host Male	382	IRE	512	Karamojong Female	356	Karamojong Male	98	Non-Karamojong Female	49	Non-Karamojong Male	9	BE	639	Female	347	Male	292	GIZ	0	Female	0	Male	0	<p>3750</p> <table border="1"> <tr><td>TOTAL</td><td>3750</td></tr> <tr><td>EU</td><td>2073</td></tr> <tr><td>Refugee Female</td><td>829</td></tr> <tr><td>Refugee Male</td><td>264</td></tr> <tr><td>Host Female</td><td>600</td></tr> <tr><td>Host Male</td><td>380</td></tr> <tr><td>IRE</td><td>866</td></tr> <tr><td>Karamojong Female</td><td>611</td></tr> <tr><td>Karamojong Male</td><td>162</td></tr> <tr><td>Non-Karamojong Female</td><td>78</td></tr> <tr><td>Non-Karamojong Male</td><td>15</td></tr> <tr><td>BE</td><td>699</td></tr> <tr><td>Female</td><td>378</td></tr> <tr><td>Male</td><td>321</td></tr> <tr><td>GIZ</td><td>112</td></tr> <tr><td>Refugee Female</td><td>71</td></tr> <tr><td>Refugee Male</td><td>28</td></tr> <tr><td>Host Female</td><td>8</td></tr> <tr><td>Host Male</td><td>5</td></tr> </table>	TOTAL	3750	EU	2073	Refugee Female	829	Refugee Male	264	Host Female	600	Host Male	380	IRE	866	Karamojong Female	611	Karamojong Male	162	Non-Karamojong Female	78	Non-Karamojong Male	15	BE	699	Female	378	Male	321	GIZ	112	Refugee Female	71	Refugee Male	28	Host Female	8	Host Male	5	3700
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<p>Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) certified/successfully completed training in non-formal and formal BTVET and entrepreneurship training to enhance employable skills</p>	N/A	<table border="1"> <tr><td>TOTAL (vs total trained)</td><td>61%<sup>5</sup></td></tr> <tr><td>EU (vs EU trained)</td><td>45%</td></tr> <tr><td>Female</td><td>60%</td></tr> <tr><td>Refugee</td><td>62%</td></tr> <tr><td>IRE (vs IRE trained)</td><td>82%</td></tr> <tr><td>Female</td><td>59%</td></tr> <tr><td>Karamojong</td><td>40%</td></tr> <tr><td>BE (vs BE trained)</td><td>72%</td></tr> </table>	TOTAL (vs total trained)	61% <sup>5</sup>	EU (vs EU trained)	45%	Female	60%	Refugee	62%	IRE (vs IRE trained)	82%	Female	59%	Karamojong	40%	BE (vs BE trained)	72%	<p>82%</p> <table border="1"> <tr><td>TOTAL (vs total trained)</td><td>82%</td></tr> <tr><td>EU</td><td>86%</td></tr> <tr><td>Female</td><td>89%</td></tr> <tr><td>Refugee</td><td>87%</td></tr> <tr><td>IRE</td><td>88%</td></tr> <tr><td>Female</td><td>90%</td></tr> <tr><td>Karamojong</td><td>88%</td></tr> <tr><td>BE</td><td>70%</td></tr> </table>	TOTAL (vs total trained)	82%	EU	86%	Female	89%	Refugee	87%	IRE	88%	Female	90%	Karamojong	88%	BE	70%	80%																																								
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<sup>5</sup> 61% of the trained SDF beneficiaries are only those that have completed the training vis à vis the ongoing trainings, ongoing enrolments and the dropouts which explains the variance of 39%  
2020 Support to Skilling Uganda (SSU) Results Report

		Female 42%	Female 75%	
		61%		
Utilization rate of start-up kits 6 months after disbursement	0	First SDF tracer study covering pilot SDF call in Albertine Rwenzori Regular SDF training (SDF calls): 61% Instant training: 36.5%	69% (SDF regular trainees) 70% (instant trainees)	40% utilization

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

Output Indicator for result 2	Baseline Value (2015)	Actual 2019	Target reporting year 2020	End target (2020)																				
No. of short-term training modules developed / upgraded and formalized, based on local livelihood and labour market needs	0	<p>109</p> <p>Instant Trainings</p> <p>Unique modules developed:8</p> <p>EU 26</p> <p>IRE 11</p> <p>BE 72</p> <p>GIZ 0</p>	<p>109</p> <table border="1"> <tr> <td>Total</td> <td>109</td> </tr> <tr> <td>EU</td> <td>26</td> </tr> <tr> <td>IRA</td> <td>11</td> </tr> <tr> <td>BE</td> <td>72</td> </tr> </table>	Total	109	EU	26	IRA	11	BE	72	<p>20</p> <p>(EU: 12; BE: 4; IRE: 4)</p>												
Total	109																							
EU	26																							
IRA	11																							
BE	72																							
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	N/A	<p>1</p> <p>Grant system set up and operational</p>	<p>1</p> <p>(Grant system operational)</p>	<p>1</p> <p>(Grant system ready for handover)</p>																				
Volume of grant agreements signed through SDF	N/A	<p>6,266,328€</p> <table border="1"> <tr> <td>Total</td> <td>6,266,328€</td> </tr> <tr> <td>EU</td> <td>1,880,000 €</td> </tr> <tr> <td>IRA</td> <td>800,071 €</td> </tr> <tr> <td>BE</td> <td>1,754,185 €</td> </tr> <tr> <td>GIZ</td> <td>1,832,072€</td> </tr> </table>	Total	6,266,328€	EU	1,880,000 €	IRA	800,071 €	BE	1,754,185 €	GIZ	1,832,072€	<p>6,266,328€</p> <table border="1"> <tr> <td>Total</td> <td>6,266,328€</td> </tr> <tr> <td>EU</td> <td>1,880,000 €</td> </tr> <tr> <td>IRA</td> <td>800,071 €</td> </tr> <tr> <td>BE</td> <td>1,754,185 €</td> </tr> <tr> <td>GIZ</td> <td>1,832,072€</td> </tr> </table>	Total	6,266,328€	EU	1,880,000 €	IRA	800,071 €	BE	1,754,185 €	GIZ	1,832,072€	<p>TOT=5.8 M€:</p> <p>4.7 M€ for grant agreements /</p> <p>1.1 M€ for instant trainings</p>
Total	6,266,328€																							
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<p>Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, Karamojongs, refugees)</p>	<p>N/A</p>	<p>200</p>	<p>200</p> <p>32 Enabel, 168 grantees</p> <p>EU: 12 Enabel, 51 grantees</p> <p>KJA: 3 Enabel, 35 grantees</p> <p>AR: 17 Enabel, 82 grantees</p>	<p>45</p>																																																														
<p>Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in non-formal and formal BTVET and entrepreneurships training in order to enhance employable skills.</p>		<p>4949</p> <table border="1" data-bbox="549 1070 842 1630"> <tr><td>TOTAL</td><td>4949</td></tr> <tr><td>EU</td><td>2695</td></tr> <tr><td>Refugee Female</td><td>1007</td></tr> <tr><td>Refugee Male</td><td>761</td></tr> <tr><td>Host Female</td><td>431</td></tr> <tr><td>Host Male</td><td>496</td></tr> <tr><td>IRE</td><td>674</td></tr> <tr><td>Karamojong Female</td><td>391</td></tr> <tr><td>Karamojong Male</td><td>246</td></tr> <tr><td>Non-Karamojong Female</td><td>23</td></tr> <tr><td>Non-Karamojong Male</td><td>14</td></tr> <tr><td>BE</td><td>1580</td></tr> <tr><td>Female</td><td>667</td></tr> <tr><td>Male</td><td>913</td></tr> </table>	TOTAL	4949	EU	2695	Refugee Female	1007	Refugee Male	761	Host Female	431	Host Male	496	IRE	674	Karamojong Female	391	Karamojong Male	246	Non-Karamojong Female	23	Non-Karamojong Male	14	BE	1580	Female	667	Male	913	<p>7729</p> <table border="1" data-bbox="868 1048 1203 1980"> <tr><td>TOTAL</td><td>7729</td></tr> <tr><td>EU</td><td>2642</td></tr> <tr><td>Refugee Female</td><td>960</td></tr> <tr><td>Refugee Male</td><td>735</td></tr> <tr><td>Host Female</td><td>442</td></tr> <tr><td>Host Male</td><td>505</td></tr> <tr><td>IRE</td><td>1091</td></tr> <tr><td>Karamojong Female</td><td>582</td></tr> <tr><td>Karamojong Male</td><td>416</td></tr> <tr><td>Non-Karamojong Female</td><td>52</td></tr> <tr><td>Non-Karamojong Male</td><td>41</td></tr> <tr><td>BE</td><td>2316</td></tr> <tr><td>Female</td><td>1067</td></tr> <tr><td>Male</td><td>1249</td></tr> <tr><td>GIZ</td><td>1680</td></tr> <tr><td>Female</td><td>983</td></tr> <tr><td>Male</td><td>697</td></tr> </table>	TOTAL	7729	EU	2642	Refugee Female	960	Refugee Male	735	Host Female	442	Host Male	505	IRE	1091	Karamojong Female	582	Karamojong Male	416	Non-Karamojong Female	52	Non-Karamojong Male	41	BE	2316	Female	1067	Male	1249	GIZ	1680	Female	983	Male	697	<p>4700</p>
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## Activity progress

### Progress of indicators for result 3

Outcome: Centers of Excellence provide quality skills development programme that are responsive to local private sector needs					
Outcome indicators for result 3	Base value	Value by 2018	Value by 2019	Value by 2020	Final target
Percentage of trainees that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas, City & Guilds, UBTEB, etc.)	Overall: 56%	Overall: 77.4% BE: 76.3% IRE; 78.5%	Overall: 54.6% BE: 26.66% IRE; 82.6%	Overall: 75% BE: 70% IRE; 79%	90%
Percentage increase in number of trainees (men/women) enrolled in priority sectors in the 7 VTIs	Overall Enrolment: 1697: Priority sector 575 i.e. Females 78 & Males 497 (6VTIs)	Overall:21% BE: 3% IRE; 39%	Overall: 31% BE: 25% IRE; 36.9%	Overall: 47%	30% increase in enrolment in the priority sectors
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization. (Level of excellence)	Overall: 1.3 out 4.0	Overall:2.51/4.0 BE: 2.64 IRE; 2.38	Overall: 2.9 out of 4.0 BE: 3.1 IRE; 2.6	Overall Score 3.27 BE = 3.30 IRE = 3.20	3.0
Percentage of hours trainees spend within a training programme engaged in WBL vis a vis number of hours trainees spend in BTVET Institution	Overall: 29%	Overall: 39% BE: 55% IRE; 23%	Overall: 32% BE: 29% IRE; 35%	Overall, 27% BE: 27% IRE; 0% (No trainings conducted)	45%

<sup>6</sup> High enrolment levels dwarfed certification levels. High certification expected to surpass enrolment in 2020

<sup>7</sup> Modification of the indicators in 2019 as per recommendation from the MTR changed the calculation of the indicator. Initially practical lessons in the VTIs was included however, now only industrial attachments and real-life projects in included in the calculation of WBL

Output : Support to Establishment of Centres of Excellence : Accessible BTVET centers of excellence, with special attention to BTVET needs and potentials of women and girls					
Output indicators for Result 3	Base value (2015)	Value preceding year (2018)	Value reporting year (2019)	Value reporting year (2020)	Final target (2020)
Number of formal agreements signed with the private sector (PPPs) by the partner VTIs	N/A	Overall: 53 BE: 38 IRE; 15	Overall: 95 BE: 37 IRE; 58	Overall: 185 BE: 109 IRE; 76	14
Number of instructors trained in pedagogy and technical trainings	N/A	Overall: 149 BE: 70 IRE; 79	Overall: 209 BE: 115 IRE; 94	Overall: 426 BE:209 IRE;217	70
Number of Private Sector Mastercraft persons trained in pedagogy and technical trainings	N/A	Overall: 206 BE:172 IRE; 34	Overall: 138 BE: 110 IRE; 28	Overall: 323 BE: 228 IRE; 95	500
Number of CBET curricula developed/upgraded and integrated with crosscutting issues and based on labour market needs (NPA)	N/A	Overall: 18 Long-term courses: 10, Short term courses: 8	Overall: 11 BE: 11 IRE; 0	Overall: 40 Long-term courses: 10, Short term courses: 30	Long term courses: 12 Short Term: 20 Total courses: 32
% completion of rehabilitation, expansion and equipment for the 7 partner VTIs	N/A	Overall: 60%	Overall: 77.5% BE: 75% IRE; 80%	100%	100%
Number of trainees (men/women) that participate in non-formal & formal BTVET training (with entrepreneurship component) to enhance employable skills (for only the VTIs)	N/A	Overall: 4176 BE: 3599 IRE; 577	Overall: 9634 BE: 9025 IRE; 609	Total: 11748 BE: 10227(1982) IRE: 1521 (468F) -(KJ-771)	Total:6,140 BE: 5000 IRE: 1,140 At least 30% female & 70% Karamojong





### 10.3 Summary of MoRe Results

Results or indicators of the logical framework changed during the last 12 months?	Indicators stayed identical; most end targets have been achieved
Report of the Baseline registered in PIT?	Yes
MTR Planning (registered report)	End 2018 (BE and IRE) 2020 (EU)
ETR Planning (registered report)	Beginning 2021 for IRE To be planned BE / EU
Backstopping missions since 01/01/2012	Every year

### 10.4 'Budget versus Actuals (y-m)' Report

Please see Chapter 4 for this overview.