

TECHNICAL & FINANCIAL FILE

SUPPORT TO BENEFICIARY INSTITUTES TO THE SKILLS DEVELOPMENT OF THEIR HUMAN RESOURCES

UGANDA

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THE BELGIAN
DEVELOPMENT COOPERATION **.be**

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ABBREVIATIONS

ASRH	Adolescent Sexual and Reproductive Health
BI	Beneficiary Institute
BTC	Belgian Development Agency
BTVET	Business, Technical and Vocational Education and Training
CEDAT	College of Engineering, Design, Art and Technology
CCU	Climate Change Unit
CD	Capacity Development
CDM	Clean Development Mechanism
CO	Clinical Officer
CME	Continuing Medical Education
CSCU	Civil Service College Uganda
CPD	Continuing Professional Development
CSOs	Civil Society Organisations
DES	Directorate of Educational Standards
DIT	Department Industrial Training
DPs	Development Partners
DGD	Directorate General of Development Cooperation and Humanitarian Aid
DWD	Directorate of Water Development
EDP	Education Development Partners
EmOC	Emergency Obstetric Care
EMTC	Elimination of Mother to Child Transmission
ESC	Education Service Commission
ESSP	Education & Sports Strategic Plan
FB-PNFP	Facility-Based Private-Not-For-Profit
FENU	Forum for education NGO's in Uganda
FP	Family Planning
GAPR	Government Annual Performance Report
GBV	Gender-Based Violence
GER	Gross Enrolment Ratio
GHWA	Global Health Workforce Alliance
GoU	Government of Uganda
HAF	Human Resources for Health Action Framework
HAPEB	Health and Allied Professional Examinations Board
HC	Health Centre
HCIV	Health Centres Level Four
HMDC	Human Manpower Development Centre
HR	Human Resource
HRD	Human Resource Development

HRDD	Human Resources Development Division
HRH	Human Resources for Health
HRH T&DP	Human Resources for Health Training and Development Policy
HRM	Human Resource Management
HSSIP	Health Sector Strategic and Investment Plan
IDCP	Indicative Development Cooperation Program
IST	In-Service Training
JICA	Japan International Cooperation Agency
JPP	Joint Position Paper
JWESSP	Joint Water and Environment Sector Support Program
KAPB	Knowledge, Attitudes, Practices and Behaviour
KCCA	Kampala Capital City Authority
MDGs	Millennium Development Goals
M&E	Monitoring & Evaluation
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
MoPS	Ministry of Public Service
MoWE	Ministry of Water and Environment
NEMA	National Environmental Management Authority
NCDC	National Curriculum Development Centre
NGO	Non-Governmental Organization
NCHE	National Council for Higher Education
NDP	National Development Plan
NFA	National Forestry Authority
NFB-NNFP	Non-Facility-Based Private-Not-For-Profit
NHP	National Health Policy
NTC	National Teacher College
PCT	Project Coordination Team
PHP	Private Health Practitioners
PNFP	Private-Not-For-Profit
PSC	Project Steering Committee
OOP	Out-of-pocket
SESEMAT	Secondary Science and Mathematics Teachers'
SMC	School Management Committee
STC	Sectorial Technical Committee
SRH	Sexual and Reproductive Health
SOE	State of the Environment
THE	Total Health Expenditure

TIET	Teachers, Tutors and Instructors Education and Training department of MoES
TTE	Teacher Training and Education Project
TWG	Technical Working Group
UBTEB	Uganda Business and Technical Examinations Board
UCMB	Uganda Catholic Medical Bureau
UDHS	Uganda Demographic and Health Survey
UGAPRIVI	Uganda Association of Private Vocational Institutions
UMMB	Uganda Muslim Medical Bureau
UNEB	Uganda National Examinations Board
UNMEB	Uganda Nurses and Midwives Examinations Board
UNICEF	United Nations International Children Fund
UNMHCP	Uganda National Minimum Health Care Package
UOMB	Uganda Orthodox Medical Bureau
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training
UPMB	Uganda Protestant Medical Bureau
VLIR-UOS	Vlaamse Universitaire Raad – Universitaire Ontwikkelingssamenwerking

EXECUTIVE SUMMARY

So far the scholarship programmes used to focus on individual training with paying less attention to strengthening the capacity of the organization where the beneficiaries work for. It made assessment of impact on organizational level rather difficult. In response to the recommendations of a general evaluation done in 2007, a reflection on the way to redefine the scholarship programs strategy was carried out. A new strategic note was approved on 29th January 2012.

Within this project, the system of granting scholarships on an individual and isolated basis will evolve towards an integrated capacity development project that will target selected institutes mainly in the two concentration sectors of the Indicative Development Cooperation Program 2013/2016: health and education. However, as a major intervention is supported in the environment sector, this sector is also considered as one of the priority sectors, but to a lesser extent. The intervention aims '*to contribute to a better service delivery of Ugandan institutes and organizations (general objective)*' by *increasing the human resource skills of selected Beneficiary Institutes in the health, education and environment sectors*' (*specific objective*). It will do so by

- (1) Strengthen the Sectorial Technical Committees for each sector to perform effectively their tasks.
- (2) strengthen the capacities of selected Beneficiary Institutes to develop and implement their human resource development plan based on a human resource needs assessment.
- (3) reinforcing effectively the human resource capacity of Beneficiary Institutes
- (4) and by managing individual scholarships.

Acknowledging the changes in approach, an adapted selection process is developed, where

- sector ministries will be closer involved through the establishment of 3 Sectorial Technical Committees (one for each sector);
- the selection of Beneficiary Institutes and training activities will focus more on quality
- and organizational aspects; and the range of training activities is broadened covering short and long term skills development programs, scholarships in-/outside the country, mentoring and coaching, study tours, distance learning, in-service training, partnerships and conferences.

The selection will take place in 2 different selection rounds and will be based on templates and guidelines jointly developed. In this way, the Sectorial Technical Committees will ensure the technical and operation follow-up of this intervention for their respective sector.

The joint responsibility of Government of Uganda and Belgium, will further be formalized by a Project Steering Committee, composed by representatives of the 3 ministries and a representative of BTC which will be responsible for the administrative and technical follow-up of the intervention... The daily implementation will be ensured by a Project Coordination Team, composed of an international technical assistant with expertise in capacity development, a national project officer and some support staff.

The intervention disposes of a budget of 6.4 million Euros and a timeframe of 5 years for execution. A gender balance of trainees of 50 % is targeted and positive discrimination will be applied where needed.

ANALYTICAL RECORD OF THE INTERVENTION

Title of the intervention	Support to Beneficiary Institutes to the skills development of their human resources
Intervention number	NN 3014034
Navision Code BTC	UGA 11 888 11
Ugandan Institution	Minister of Finance, Planning and Economic Development (MoFPED)
Length of the intervention	60 months of execution (84 for the CS)
Date of the intervention	2014
Ugandan contribution	In kind.
Belgian Contribution	6 482 598 euros
Sector (CAD codes)	43081 – Multisector training
Brief description of the intervention	The system of granting scholarships on an individual and isolated basis will evolve into an integrated capacity development project. It will target selected institutes in the health, education and environment sector by providing support to the human resource capacity development process of their staff. In order to ensure a common approach, the ministries of the 3 priority sectors and Ministry of Public Service will be supported in the development of policies, set of procedures and practical tools regarding human resource development.
Global Objective	Improved service delivery of Ugandan institutes and organizations.
Specific Objective	Increased skills of human resources of selected beneficiary institutes in the health, education and environment sectors'
Results	<p>(1) The Sectorial Technical Committees for each sector are strengthened to perform effectively their tasks.</p> <p>(2) Selected Beneficiary Institutes are strengthened to develop and implement their human resource development plan based on a human resource needs assessment.</p> <p>(3) The human resource capacity of Beneficiary Institutes is effectively reinforced.</p> <p>(4) Individual scholarships are managed.</p>

1 SITUATION ANALYSIS

1.1 National framework

1.1.1 Vision 2040 and National Development Plan

In 2010, the Government of Uganda (GoU) adopted a Comprehensive National Development Planning Framework for the next 30 years, called Vision 2040. It will be implemented through three 10-year plans and six 5-year National Development Plans (NDPs). Guided by the orientations of Vision 2040, GoU aims to ‘transform Ugandan society from a peasant to a modern and prosperous country’ by accelerating growth and sustainable development whereby natural resources management is being placed at its core.

The first NDP was launched by Government on 19th April 2010 and puts eight national development objectives forward together with the intention to unlock the most binding constraints that are hindering faster growth and socio-economic transformation. During the Plan period, investment priorities include: physical infrastructure development mainly in energy, ICT, railways, waterways and air transport; human resources development in areas of education, skills development, health, water and sanitation; facilitating availability and access to critical production inputs especially in agriculture and industry; and promotion of science, technology and innovation.

1.1.2 National strategy for capacity building

The NDP objective 3 under Public Sector Management, stresses strengthening human resource capacity of public servants by the (i) implementation of targeted capacity building in areas that support the transformation of the Public Service, (ii) undertaking performance improvement training programs, (iii) strengthening the Public Service Value system, (iv) supporting innovations, and (v) establishing a Civil Servants College.

This Civil Service College Uganda (CSCU), established in 2010, has a central role in developing the capacities of Public Servants for improved performance and service delivery by developing standardised curricula and training manuals for public servants training; designing and delivery of needs-based in-service training and tailor-made training solutions to Public Service institutes; and by spearheading monitoring and evaluation of implementation, outcomes and impact of training and development measures across the Public Service.

In this framework, the Uganda Public Service Training Policy has been developed providing guidelines for three core roles of capacity development:

- (i) Management of institutional reforms: They are coordinated by the sector liaison function, whereas relevant operational departments implement the reform;
- (ii) Human resources development: The Policy and Planning department is indicated to undertake overall management and coordination of human resources development, whereas the operational department, district or other agency undertakes detailed implementation of capacity development
- (iii) Human resources management is the responsibility of the personnel division in the Finance and Administration department.

Furthermore a Capacity Development Committee for each ministry will be established and will be composed of senior staff from the different sub-sectors of the ministry. According to the policy, each department or operational office will need to develop a simple Capacity Development Plan and integrate it in their quarterly and annual reporting ensuring that capacity development programs are focused, demand driven, address the priorities and needs to make good use of the resources available. The Policy and Planning Department of each ministry will monitor and report on the capacity

development for the sector as a whole. In accordance with the Provisions of the Public Service Training Policy (2006) Section 14, all Public Officers are required to sign a bonding agreement to work for Government for a specific period upon completion of training.

Besides these overall guidelines regarding the institutional framework, some general principles for capacity development are put forward, such as i) professionalism, ii) equal opportunity, iii) affirmative action, iv) demand driven approach and the importance of v) value for money; and a general bonding system for long term training is described. However these parts are formulated in a very general way, leaving each sector the flexibility to interpret them in a proper way. As the Uganda Public Service is very general and focus mainly on procedures, each sector developed his own strategy, putting forward their particular vision and approach regarding human resource development.

In the **Health Sector** the Human Resources Development (HRD) Division developed the Human resources for Health Training and Development Policy¹, the approval of which is expected by the end of 2013. The HRH T&DP aims at: (i) re-orienting training to production of properly skilled health workers on a demand-driven and competency-based basis; (ii) enabling the HRH to keep up-to-date with the right professional knowledge, skills and attitudes for best performance; (iii) anchoring mechanisms for coordination of the several stakeholders; (iv) establishing procedures and practices for transparent management of training and human resource development; (v) promoting efficient and effective utilization of resources for training and the use of the most appropriate methods to improve skills and knowledge, and (vi) promoting complementary use of the skills of relevant cadres in other sectors. The policy documents do not only pay attention to pre-service training but equally highlight the importance of both formal and informal in-service training (IST) as well as continuing professional development (CPD), including continuing medical education (CME).

In the **Education sector**, all required committees are established according to the Public Service Training Policy, and guidelines for appraisal of individuals operating in a department and procedures and conditions to be followed for upgrading of teachers are developed. However capacity development plans are limited to a human resources training plan, listing only the needs for particular staff members.

In the **Environment sector** a comprehensive, well-designed strategy on capacity development has been elaborated with support of GIZ and Danida. It happened in a widely participative process involving institutes, academia, civil society and private sector. The final report was issued in October 2012. An action plan is in under development. The objective of the Capacity Development Strategy is that: 'the sector has the capacity to increasingly meet its targets and undertake its mandate benefitting from: a better understanding of its capacity demands; more effective means of delivering capacity in response to the needs and, an increasing ability to positively influence the enabling environment'. Core strategies aim at: (i) improving the enabling environment; (ii) better understanding the demands and, (iii) more effectively addressing the needs through efficient delivery of capacity development. The strategy follows the Uganda Public Service Training Policy and is implemented by operational departments and coordinated by the capacity development committee supported at their turn by the Policy and Planning Department. Efforts with development partners are coordinated through normal Joint Partnership Funds and sector working group meetings where annual work plans & budgets are presented and approved.

1.2 Health sector

1.2.1 The Health Sector Policy Priorities

The Uganda health policy framework consists of the following main reference documents:

¹ HRH T&DP, April 2012 – Final Draft

- The National Development Plan 2010/2011-2014/15 (NDP)
- The Second National Health Policy II 2011-2020 (NHP)
- The Health Sector Strategic and Investment Plan 2010/2011-2014/2015 (HSSIP).

The NDP emphasises the importance of the full implementation of the Uganda National Minimum Health Care Package (UNMHCP) as a key priority in the social, human and economic development of the country. The UNMHCP consists of the following clusters:

- health promotion, disease prevention and community health initiatives, including epidemic and disaster preparedness and response;
- maternal and child health; prevention, management and control of communicable diseases
- prevention, management and control of non-communicable diseases.

Moreover the UNMCP is strongly related to the achievement of the health specific Millennium Development Goals (MDG 4: child health; MDG 5: maternal health; MDG6: HIV/AIDS, tuberculosis and malaria). In view of the achievement of the health MDGs HSSIP identifies four key service deliveries that should be prioritised above other investments by both the Government and the health development partners. These priorities are:

- **sexual and reproductive health:** in recognition of the slow progress being made towards attaining good health outcomes relating to this area of services
- **child health:** in recognition of the need to accelerate implementation of cost effective interventions to improve child health
- **health education** as a strategy to stem the role health risk factors play in attaining the overall health goals
- **control and prevention of communicable diseases** (HIV/AIDS, Malaria and Tuberculosis) in recognition of the major contribution they provide to the overall disease burden.

Investments made during the HSSIP period should be aimed at enabling the system to deliver, at a minimum, the above interventions. In its Annual Health Sector Performance Report Financial Year 2011/2012 the MoH reemphasises the need to focus on interventions that will accelerate the achievement of the MDG targets during the remaining years of the HSSIP 2010/11-2014/15.

1.2.2 Human Resources for Health

Shortage of human resources for health has been identified as a major constraint for rolling out the national health policy and ensuring quality service delivery, particularly in rural and hard to reach areas. Currently the health worker to population ratio stands at 1 worker per 1,236 people (as compared to the WHO recommended minimum standard of 1 worker to 439 people). The estimated health workforce in the country is about 46,000 of whom 57% are in the Public sector, 22% in the Private- Not-For-Profit (PNFP) sector and 21% in the Private Health Practitioners' (PHP) sector. In the public sector only 56% of the positions are filled by trained workers.

The poor workforce situation is aggravated by the extreme degree of misdistribution of the already scarce health workforce. More than 60% of the health workers are concentrated in urban areas serving less than 20% of the population. Over 80% of the population is living in rural areas and served by less than 40% of the available health workers. Graduates often lack practical competences. Soft skills such as communication, entrepreneurship, computer literacy, customer care, problem solving, work attitudes and ethics are also underdeveloped. Few institutes have fully fledged programs for inculcating discipline and ethics among the students.

1.2.3 Human Resources for Health Training and Development

Poor Implementation of HRH Training and Development Policies

Uganda disposes of a comprehensive HRH policy that addresses the priority HRH constraints. The implementation of these policies, however, remains poor. The HRH Training and Development Policy Needs Assessment (2011) found that this is mainly due to a lack of dissemination of and communication about existing policies as well as poor awareness and understanding among stakeholders at all levels of the health system.

HRH training and development is moreover complicated by the high number of stakeholders – over twenty categories - involved. At the central level the key stakeholders are six Ministries: Education and Sports, Health, Local Government; Finance, Planning and Economic Development, Public Service and Foreign Affairs. Apart from the national ministries a number of statutory bodies in both the health and the education sector are also involved. In the health sector these include the Health Service Commission, the District Service Commissions and four Health Professionals Councils (i.e. the Medical and Dental Practitioners, the Nurses and Midwives, the Allied Health Professionals and the Pharmacy Council. In the education sector, the major statutory bodies include the Education Service Commission (ESC), the National Council for Higher Education (NCHE), the Uganda National Examinations Board (UNEB), the Uganda Nurses and Midwives Examination Board (UNMEB), the National Curriculum Development Centre (NCDC) and the Health and Allied Professional Examination Board (HAPEB). Other stakeholders involved in HRM for health are national and regional referral hospitals, health research institutes, private training/tertiary institutes, local governments, civil society organizations and communities, the facilitators/trainers and individual trainees/learners.

In order to support the development of policies and guidelines for Human Resource Management (HRM) in the health sector several structures were created: the Joint Review Mission (JRM), the National Health Assembly, the Health Policy Advisory Committee (HPAC), the Technical Working Group on HRH, the MoH Training Steering Committee and the Inter-ministerial MoES-MoH Standing Coordination Committee.

The complexity of the HRMH structure poses a major challenge for the co-ordination and harmonization of HRH training and development approaches. There is an obvious need for a more effective and efficient institutional framework, for operational coordination mechanisms and for a clear definition of the specific roles and responsibilities of the respective stakeholders.

A Specific Need to Upgrade the Skills and Competences of the Comprehensive Nurses

Over the past two decades Uganda has invested a lot in the production of a multi-purpose nursing cadre that should perform both nursing and midwifery tasks. Traditionally, training of midwives and nurses was done separately until the early 1990s when changes were recommended with a view to achieving the Alma Ata declaration of “Health for all by the year 2000”. The MoH started two new programmes for the training of registered comprehensive nurses (RCN) and of enrolled comprehensive nurse (ECN) in 1994 and in 2003 respectively. The purpose of the change from the traditional program was to create a multi-purpose nurse with competencies in general nursing, midwifery, public health, psychiatry paediatrics and management. The idea was to deploy them to primary health care posts where they would provide basic health services to meet the majority of the health needs of rural communities.

Today the traditional enrolled nursing and enrolled midwifery training programs in Uganda have been replaced by the ECN program in all government owned Health Training Institutions. Many PNFP Health Training Institutions have also phased out their enrolled midwifery training programs replacing it by the ECN program. However, the adequacy of the ECN curriculum has been at the core of a fierce debate among the health stakeholders. Some stakeholders are questioning whether ECN graduates should be considered skilled attendants, purporting that their practical exposure to midwifery practice does not meet the WHO standards to qualify as such. In the job market, the public service regulations are not clear about the status of the ECN in the staffing norms of health facilities and hence many

districts have declined to recruit ECN and RCN graduates. Many health facility managers have expressed dissatisfaction with the level of competence and skills of the ECN graduate regarding, particularly, midwifery care.

An evaluation of the comprehensive nurse training programme (2010) revealed that complementary and more specialised training is required for the comprehensive nurses to be able to perform up to national quality standards. The MoH is particularly concerned about providing a six month complementary midwifery training for in-service comprehensive nurses. So far more than 10.000 comprehensive nurses have graduated.

1.2.4 Role of the PNFP in Health

The Private-Not-For-Profit health sector comprises both facility-based and non-facility based organizations. The facility-based PNFP (FB-PNFP) provide both curative and preventive services; while the non-facility based PNFP (NFB-PNFP) mainly provide preventive, palliative and rehabilitative services.

The majority of the FB-PNFP is faith-based health care providers existing under four umbrella organizations: the Uganda Catholic Medical Bureau (UCMB), the Uganda Protestant Medical Bureau (UPMB), the Uganda Muslim Medical Bureau (UMMB), and the Uganda Orthodox Medical Bureau (UOMB). Together these Bureaus represent 75% of the 659 PNFP health units. The remainder fall under other humanitarian organizations and community-based health care organizations.

The NFB-PNFP includes Non-Governmental Organizations (NGOs) and Civil Society Organizations (CBOs) mainly provide preventive health services such as health education, counselling, health promotion and support to community health workers. They use to support or undertake health development activities in partnership with central and local government, with facility-based and other PNFP health providers, with private practitioners, and with communities.

The FB-PNFP currently employs approximately 34% of the facility based health workers in the country. It operates 40% of all hospitals and 20% of all lower level health centres. In spite of employing less staff than the public sector, attrition of qualified staff from PNFPs to public facilities and private practice continues to be a problem. The PNFP facilities are largely found in rural areas (86%). Both non-facility-based and facility-based PNFP have historically provided the majority of training and support for community health workers, community mobilization and health education. They also play a major role in providing social support for communities (e.g. support for PLWA, OVC).

PNFP investments in training of human resources for health are substantial. 20 out of 32 nurses/midwives training schools belong to the PNFP. The staff trained in the facility-based PNFP institutes is deployed in the public as well as in the private sector. Non-facility-based PNFP organizations provide substantial support to human resource development in terms of personnel, financial and material contribution to public and private training institutes. They also provide significant levels of support for capacity building through training of national and district trainers, and in-service training of health providers in essential clinical and health service management skills. Updated national pre- and in-service clinical training curricula and clinical guidelines have been developed, tested and disseminated to districts with support from non-facility-based PNFP implemented program.

1.3 Education Sector

The GoU considers education key to national development and is strongly committed to providing appropriate levels of investment in it. Since the mid '90s, the Government has initiated important education reforms. Since then, primary and, to a lesser extent, secondary education have recorded impressive growth.

1.3.1 The Education Sector Strategic Plan

The education section of the National Development Plan (NDP) is operationalized through the Education Sector Strategic Plan (ESSP), initially conceived for the period 2003-2015, but subsequently been reviewed and adapted to cover the period 2010-2015. The plan focuses on consolidating enrolment gains as a result of Universal Primary Education (UPE), continuing expansion beyond primary, improving equity and quality, relevance and efficiency of education service delivery. As a result, the following priorities have been pointed out in the plan:

- ensuring universal access to primary and secondary education with an emphasis on reducing repetition and drop-out;
- improving the quality of education by enhancing the capacity of the Directorate of Education Standards (DES), National Council for Higher Education (NCHE), Uganda National Examinations Board (UNEB) and Nurses Examinations Board, together with local government and schools;
- enhancing effective and efficient management of education service delivery through institutional capacity building and performance management;
- strengthening public-private partnership in service delivery;
- accelerating the education sector response to the HIV/AIDS at all levels;
- improving the delivery of education services in disadvantaged areas and to vulnerable groups including the disabled.

Besides the sector plan, the Ministry of Education and Sports (MoES) has developed sound strategies for the sub-sectors of post-primary² education and the BTVET subsector.

1.3.2 Skilling Uganda

For many years, BTVET suffered from a lack of adequate attention. Perceptions of BTVET in society are not positive due to its poor quality. Enrolment was very low with striking gender imbalances. However on 2 October 2012, a new Strategic Plan under the name “Skilling Uganda” was launched. The 10 year strategic plan for BTVET is developed in close cooperation with the Ministry of Education and Sports (MoES), with financial and technical support from Belgium and World Bank.

Skilling Uganda aims at overhauling the current system of BTVET by emerging from an educational sub-sector into a comprehensive and open system of skills development for employment, enhanced productivity and growth by improving linkages with the world of work, raising standards and expanding coverage. This is translated into five main objectives:

- make BTVET relevant to productivity development and economic growth;
- increase the quality of skills provision;
- increase equitable access to skills development;
- improve the effectiveness in BTVET management and organisation;
- increase internal efficiency and resources available to BTVET.

Implementation of the Strategic Plan will start in a few selected sectors, professions or regions where a clear commitment of the private sector exists (champion sectors). At a later stage a gradually expansion to other sectors and/or regions is foreseen. Following priority and champion economic

² which covers all the different training institutes above primary education including tertiary education, while secondary education only focuses on the 6 years given in the secondary training institutes.

sectors or trades are identified:

- basic technical skills for the economy like construction, welding, mechanics, electricity, carpentry ...;
- skills needed for the oil extraction and processing industry (specialist and supporting trades);
- agriculture & agribusiness being the biggest sector in terms of employment; but also the least productive economic sector in Uganda;
- modern occupations like transport, services, IT and financial systems, considered being important for economic growth.

1.3.3 Performance of the Education sector and main challenges

The performance of the education sector improved successfully over the past 15 years. A substantial increase in resources to education, new & ambitious policies and reform processes, a strong leadership from MoES, and a well-functioning education SWAp have contributed to this success. However some recurrent problems still exists: (i) low learning outcomes, (ii) high pupil teacher ratios in government schools due to lack of qualified teachers, (iii) low survival to end of primary, (iv) insufficient school inspection and supervision, (v) teacher and pupil absenteeism, (vi) inadequate text books and instructional materials (vii) limited relevance of education and training offered and (viii) Teacher centred approach instead of learner centred teaching approaches.

Those related to the interventions of the Belgian cooperation and in particular with the scope of this intervention, are :

Quality of education, quality enhancement and supervision

At secondary level, the quality of education is under pressure with very low learning achievements in Science, Mathematics and English, which are still decreasing. Identified strategies to improve the quality of secondary include adequate training of science and mathematics teachers, enhancing science teaching through ICT, increasing student participation, providing supportive learning environments which will also enhance the interest of pupils.

District inspectors, together with inspectors from the Directorate of Educational Standards (DES) monitor performance of the sector at school level, using a common inspection framework and instruments. However quality assurance through inspection is inadequate in terms of frequency, methodology, and content, leading to a need to establish a functional system including feedback loop, formative aspects and informing policy decisions.

Some promising initiatives start running in the past years to address quality issues, the training of mathematics and science teachers in secondary by SESEMAT, the recruitment of thousands of new teachers, improving pre-service teacher education, however their impact needs to be followed-up closely.

Need for innovation and a paradigm shift in teaching and assessment methods

The education system in Uganda is certificate and exam driven³. Poor classical teaching methodologies leading to theoretical teaching and rote learning are current practice, with little focus on actual learning and development of competencies. Active teaching and learning, and learner-centred approaches are generally lacking and can be promoted by critically looking / reviewing the assessment system and the curriculum. Till so far, the sector is not able to implement successfully such a system

³ 90% written examinations is applied for student assessment

overhaul and paradigm shift, especially not in the short term. ICT for education for both teachers and learners is almost not existent and a change of the mind set of both educational managers and teachers at all levels will therefore be needed.

Teacher & head teacher absenteeism & qualification

High absenteeism in education undermines all efforts to improve the quality of education, and is probably the main source of wastage in the education sector. Despite a broad consensus on the scope and magnitude of this problem, initiatives deployed in 'the war on absenteeism' seem inadequate, or do not yet yield visible results to date and need to be addressed jointly with ministries of Public Service, Finance, and local governments.

Teachers, have inadequate teaching' competencies due to poor pre-service training and absence of in-service opportunities. Entry requirements are low, not necessarily attracting the most suitable aspirant-teachers who are in most cases inspired by a negative choice, when university studies are no longer an option.

Business, technical and vocational education & training – skills development

The training offered in the BTVET sub-sector has very low internal and external relevance and there is little or no understanding on market employment needs and trends. Besides a general shortage of competent instructors, particularly in critical skills exists; and there are concerns with their practical/technical qualifications as theory and pedagogy was emphasised in the past at the expense of practical skills.

Accountability & community participation

Poor learning outcomes are partly explained by weak accountability mechanisms (between school administrators, teachers, and communities and ways of strengthening the accountability mechanism are identified. In 2011, School Management Committee's (SMCs) were oriented in their roles and responsibilities, but in order to achieve results in these areas, MoES will have to reach out and work together with local governments and civil society organizations.

Monitoring and evaluation

The existing M&E frameworks are very comprehensive. They complement each other, and are becoming increasingly aligned. But there are still considerable coherence challenges, and managing all these frameworks together is labor-intensive. Besides, there are concerns about the accuracy and quality of the EMIS data, where the education M&E system is mainly built on. Currently, M&E findings reveal key challenges; however they are not used up to their full potential in terms of learning by decision makers as they do not always result in adequate policy responses.

1.4 Environment sector

1.4.1 Policies in the environment sector

Several sectorial policies have been developed with the goal of supporting the NDP. Some of them provide a good basis for implementation of environment related projects, such as climate change related mechanisms. The main ones are:

- Renewable Energy Policy, 2008
- National Forestry Policy, 2001 + National Forestry and Tree-planting Act, 2003
- National Environment Regulations, 2001
- National Water Act, 1995
- Energy Policy for Uganda, 2002
- The National Trade Policy, 2006

Still, the most relevant strategy document for this intervention is the **Uganda National Climate**

Change Policy which is developed with the support of the Belgo-Ugandan study & consultancy fund in 2012. This exhaustive document is designed as a **coordinated policy response to climate change** in Uganda. To achieve this goal, the policy builds on a number of more *specific objectives*:

- identify and promote common policy priorities to address climate change in Uganda including adaptation and mitigation policies;
- identify and promote monitoring, detection, attribution and prediction policy responses for Uganda;
- support the integration of climate change issues into planning, decision making and investments through appropriate institutional arrangements;
- facilitate the mobilisation of financial resources to address climate change in Uganda.

1.4.2 The State of the Environment

The main conclusions of the report “State of the Environment” 2010 prepared by the National Environmental Management Authority (NEMA), provides a good overview of the current environmental situation. The main challenges in the sector, related to the scope on this intervention, are:

Environment and Development

Uganda’s current development pathway has not adequately integrated or balanced the environment, social and economic pillars of sustainable development. The country faces severe environmental problems including soil erosion and declining soil fertility, deforestation, pollution of land, water and air resources, loss of biodiversity and over-harvesting of forests, fisheries and water resources. To spur the contribution of environmental resources to national economic development, the NDP emphasizes the need to improve environmental governance with specific focus on information provision, the need of accurate data and of sound analysis to develop sectorial strategies.

Environmental Vulnerability & Atmospheric Resources

Uganda’s atmospheric resources refer to the state and interactions between the main elements of the climate system and its component parts, such as the state of air, sunshine, atmospheric gases including ozone and climatic extremes. The biggest challenge to the state of atmospheric resources is climate change, which impact is already being felt in sectors that are critical to the economy and people’s livelihoods. As Uganda will face more and more climate related events, it is important that Uganda disposes of trained technicians and experts in the field of meteorology and climate studies. In addition, specialized institutes and organizations should have the capacities to forecast weather and climate events, to reflect on strategies to minimize negative impacts and to implement alternative strategies.

Land Resources

Rapid population growth and environmental degradation pose a growing challenge to the continued productivity of the land resource. Therefore there is a need to develop and implement policies which promote soil and water management and ensure the sustainable management of critical ecosystems, in particular wetlands. Land surveying, using all kinds of traditional and more sophisticated methods and tools such as satellite cartography, geographic information systems (GIS)...will be important for future development and will need sufficient capacities, both at technician and university level.

Energy Resources

Uganda is an energy poor country where less than 5 % of the population has access to electricity. While it is critical to further invest in the modern energy sector, new and renewable energy should be focused on. In order to face energy demand while addressing climate and environmental issues, Uganda will have to develop proactive solutions including energy efficient policies aiming at reducing the use and demand of energy and the development of renewable energy sources, both for urban and rural uses. However, expertise to conceive, implement and operate new strategies and devices is

limited.

The sustainable development pathway

Uganda’s overarching policy goal is to transform the country into an industrialized middle income nation by year 2040. This means that a long-term environmental perspective will have to be promoted and that environmental considerations will have to be identified and implemented at sectorial level. In turn this calls for sufficient capacities, not only in those institutes in charge of the environment but also in all ministries such as, Education and Health. Developing capacities on environmental matters will therefore be needed in all departments to ensure the implementation of a sustainable economy.

1.5 Results and recommendations of the needs and impact assessment

In order to prepare the formulation of this intervention, a particular study covering a needs and impact assessment was commissioned by the Belgo-Ugandan study fund. The study can be considered as a preliminary study and revealed :

- that the actual scholarship program has shown a good progress and is very well appreciated by the scholars;
- that the need exists to fulfil training gaps through an array of long and short type methods, particularly exchange visits, graduate training, peer education, conferences and seminars, mentoring, sensitisation, ...;
- the need for a proper coordination of training activities and peer-learning across the sectors and for a focused and need-based training support;
- the need to incorporate evaluation, follow-up and sufficient attention for the enabling environment in the training and human resource development strategy;
- the need to equitable allocation and distribution of training support;
- the need to combine individual, organisation and institutional development;
- and the need to develop technical skills in addition to leadership and management.

1.6 Other Belgian initiatives

Several interventions of the Belgian cooperation have a capacity development component included in their activities. They are :

Interventions	Objective	Administered by
Multi sectorial		
Study, consultancy and expertise fund	Aims to enhance the institutes capacity in Uganda of the prioritized sectors	Belgian cooperation
Vlir-UOS	Supports partnerships between universities and university colleges in Flanders and the South.	Vlir-UOS
Health Sector		
Sector Budget Support for the Implementation of the Health Sector Strategic and	Support the implementation of the sector plan	BTC

Investment Plan (HSSIP)		
Institutional Capacity Building in Planning, Leadership and Management in the Uganda Health Sector	Support to Health Manpower Development Centre (HMDC) in Mbale with the aim to turn it into a training centre of excellence.	BTC
Institutional Support for the Private-Non-For Profit (PNFP)	In formulation	BTC
Education Sector		
Sector budget support (SBS)	Supports the implementation of the Education Sector Strategic Plan and the Strategic Plan for Universal Secondary Education (USE)	BTC
Improving the training of BTVET Technical Instructors and Health Tutors and Secondary Teachers in Uganda' (TTE)	Aims to contribute to an increase of quality of teaching in post-primary education, as part of the UPPET strategy by supporting the National Teacher Colleges of Kaliro and Muni, the Community Polytechnics Instructors College Abilonino and the Health Tutors Training College Mulago	BTC
Environment sector		
CDM capacity building and projects support project	Aims to support the efforts of the GoU in integrating the Clean Development mechanism of the Kyoto Protocol by enhancing capacity development of the Climate Change Unit (CCU) of the Ministry of Water and Environment (MoWE)	BTC

1.7 Other donors

Besides the GoU scholarship program, there exists several ongoing initiatives in Uganda supporting training and scholarship programs in the different sectors, which all have their specific thematic and geographical focus. The most important ones, are:

Donor/Fund	Focus
Health sector	
MoH Development Partners Training Services Fund supported by <i>DANIDA and UNFPA</i>	Has an exclusive focus on supporting the PNFP
Uganda Health System Strengthening Project supported by the <i>World Bank</i> :	Focus on hard to reach areas and diploma courses for midwives, nurses and laboratory technicians
Fellowship for Governance, Leadership and Management supported by <i>USAID</i>	Has a broader coverage than just HRH

Memorandum of Understanding between MoH and Uganda Martyrs University	Development of advanced program in Health Service Management, Master in Hospital Management, Health Insurance
Education sector	
Irish Embassy	Support partner institutes involved in the implementation of Irish Aid funded interventions in gender, education, finance, HIV&AIDS, civil society and Local Government
JICA	Supporting the in-service management training for SESEMAT ⁴ⁱ centers
Multi-sector	
East African Development Bank, Swedish International Development Cooperation (SIDA),	Support trainings in the health, education and environment sector directly
British Council, Forum for African Women Educationalists (FAWE), Association on Higher Education and Disability (AHEAD)	Administrate scholarships programs for others in the sector of health, education and environment
International Leaders in Education program (ILEP)	Provides secondary school teachers the possibility to study abroad on teaching, learning and evaluation.
Environment sector	
GIZ RUWASS Program for development of strategies	Support to the Directorate of Water Development (DWD), the Directorate of Water Resources Management (DWRM) and the Climate Change Unit (CCU)
KFW/GIZ and Austrian Development Agency programs	Long-term technical assistance in relation to the regulatory and other sector reforms

⁴ The goal of Secondary Science and Mathematics Teachers' (SESEMAT) is to improve teaching ability of Mathematics and Science teachers. This is achieved by promoting better teaching and learning methods (Pedagogical Improvement), creating favourable environment for teaching/learning and ensuring sustainable profession growth among teachers

2 STRATEGIC ORIENTATIONS

2.1 Human resources capacity development in relation with organizational capacity

In many cases, capacities are being developed without being effective or they do not have the expected impact. The fact that capacity development is considered only at individual and not at organizational level is hereby an important cause.

It is often observed that individual capacities do not match the needs of the organization in which they are employed due to incomplete and/or ambiguous definitions of roles, objectives and responsibilities of sub-units and of the institute as a whole. To avoid this gap, it is important that the individual capacity needs are identified through the process of organizational capacity assessment. In this way, one can identify pertinent capacity gaps at individual level that will reinforce organizational capacity.

Consequently, in the project's strategy the concept of 'consummative training' is abandoned in favour of mechanism where organizational needs, interest and motivation of the trainee and transfer of gained skills are put forward. Therefore, the chosen organizations will be supported to reflect on their performance, the outputs achieved in practice and, the necessary conditions and pre-requisites for developing HR capacity to reach their expected outputs.

2.2 Human resource capacity development in line with national policy on capacity development

As indicated in chapter 1, a general Public Service Training Policy has been developed. It indicates the institutional set-up regarding capacity development in each ministry and orients the sector with some general principles.

In order to align the intervention to a maximum extent :

- the intervention will work closely with the different actors in charge of human resource development and will include representatives of the Training and Human Resource Development Committee (THRDC), the Human Resource Management Division, and the with Ministry of Public Service, Ministry of Finance, Planning and Economic Development, and Education Development Partners in the main consultative platforms of the project;
- will develop its selections criteria, tools, guidelines and templates in line with the overall principles of the policy;
- will support the Beneficiary Institutes (BI) to develop an effective bonding system based on the existing public service policies and guidelines.

2.3 Accents of the scholarships approach

Since 2008, the Belgian scholarship program has evolved to a system where the focus is on "organizational strengthening" and on long-term investments within the identified priority sectors. Putting this into practice, the program is characterized by:

- putting emphasis on the Beneficiary Institutes (BI) and on qualitative needs assessment at organizational level in order to promote 'organizational strengthening';
- giving more attention to the post-training period where the geared know-how and

competences of the individual will be transferred to his/her organization;

- putting a stronger emphasis on gender and equality of women and men by targeting a balance of 50 %;⁵
- considering a variety of types of training such as traditional education (in classes or academic training), on-the-job training, distance learning, workshops, group training, internal training, peer learning, internships, conferences and seminars, study tours, partnerships, ... Besides the short-term training (priority within the organizational approach) also long-term training (such as master degrees) and PhDs are still possible (as part of a capacity development plan of a BI);
- a possibility of providing training on various sites: local, regional training (prioritized in the new approach) or training in Belgium (Europe);
- and by a stronger emphasis on quality by assessing the availability of training, evaluations of training by students, BI and training institutes.

2.4 Definitions of key concepts

2.4.1 Beneficiary Institutes

Beneficiary Institutes (BI) are defined as the organizations which will benefit from capacity development activities for their staff. They can be chosen amongst central administrations, decentralized administrations, operational institutes and organizations recognized by the administration. Besides public administrations, private non for profit sector organizations and those of civil society can benefit from the program.

In this intervention, BI are selected based on their key role in the sectors. They are limited to :

(a) Public institutes namely :

- Central departments of the ministries of the priority sectors: technical departments (e.g. Teacher/Tutor, Instructor Education and Training Department) and/or supporting units inside the ministries such as the procurement and construction unit;
- Decentralised departments of the ministries, districts authorities and city councils;
- Semi –autonomous institutes with a public character as the National Council for Higher Education, National Forestry Authority (NFA), Hospitals, District Health Centres, National Teacher Colleges, Reform Task Force Skilling Uganda, ...;
- Departments of public Universities which play an important role for their respective sector;

(b) Private non for profit institutes including civil society organisations :

- their networks;
- autonomous institutes.

(c) Private institutes active in the education sector which is limited to

- UGAPRIVI;
- and its autonomous institutes.

BI will receive support in order to enhance their overall performance.

⁵ In the previous program only 42 % of the scholars were female.

2.4.2 Training Institutes/providers

Training providers are institutes/organizations providing training to staff of other organisations. They can be part of professional associations, the public, private, civil society or the private non for profit sector.

The training providers can be found amongst universities, professional associations, specialized training organizations, consultancy firms, and international organizations. Priorities will hereby go to local training providers, but when local offer is limited or not up to standards, regional or international training can be considered. Training providers will be selected based on public tender procedures, whereby training providers for individual courses can be selected based on the quality of their training offer while training providers for group sessions will be selected by public tendering.

2.5 Selection process of BI and training activities

Acknowledging the changes in approach, an adapted selection process is developed, where

- the sector ministries will be closer involved through Sectorial Technical Committees;
- the selection of BI and training activities will focus more on quality and organizational aspects;
- the range of training activities is broadened.

2.5.1 Sectorial Technical Committees

For each sector a Sectorial Technical Committee (STC) will be installed. The STC will

- fine-tune the selection criteria of the BIs and align them with the priorities of their sector;
- select the BI among the preselected list presented in chapter 3⁶;
- select the training activities which will be financed by the intervention;
- and approve the training providers proposed by the BI.

During these selection processes, the STCs will ensure a sectorial approach through linking with national sector strategies, the prioritised sectorial needs⁷ and the strategies and initiatives related to capacity development. It will also ensure the link with the other initiatives, financed by the Belgian cooperation.

Furthermore, as the intervention is not anchored in one particular ministry, the STCs will ensure the link between the intervention and the ministries and will be closely involved in the management and follow-up of the intervention and take joint decisions on the implementation with the Project Coordination Team.

In line with the orientation of the Uganda Public Service Training Policy, each STC will be composed by :

- two representatives of the respective ministry;
- a representative of the private non for profit sector^{8,9};

⁶ This list is the result of a short examination of the pertinence of the organizations proposed by the ministries and listed in the identification file. The pertinence is judged based on their link with the sector objectives of the Belgian cooperation and the main needs of the sector.

⁷ Identified based on sector performance reports and strategies presented at the annual sector review

⁸ For the education sector, this will be UGAPRIVI, the network for private training institutes in the BTVET sector

⁹ For the health sector, it will be a representative of the Medical Bureaus.

- the BTC project coordinator.

Besides the members, presented above,

- a BTC representative of the respective sector;
- a representative of MoPS;
- a representative of the sector-specific civil society network, when available

will be invited as observer. The observer of BTC will ensure the synergy and coherence with the other interventions of the Belgian cooperation. Participation of MoPS, is promoted in order to strengthen their role of overall management and coordination of human resource development¹⁰ in the public sector. Where possible, a representative of the sector specific civil society network will be invited as observer, ensuring transparency for all actors of the sector. In order to streamline gender and HIV policies, members of the STC can also invite the gender and HIV focal point of their respective ministries to participate to the meetings as observer.

The STC will meet at least 3 times a year and decisions will be taken by consensus. The Project Coordination Team, will act as secretariat.¹¹

The training activities outside the priority sectors, for which a maximum budget of approximately 5 % of the implementation budget is foreseen, will be selected by

- a representative of MoFPED;
- a representative of MoPS;
- the project coordinator
- and a representative of the concerned ministry.

This (limited) Technical Committee will select the training activities and training providers in a similar way as those of the priority sectors¹².

2.5.2 Selection rounds and selection criteria

Two kinds of selection rounds will be organized by the STC, one related to the selection of BI, another one for the selection of trainings and training providers.

A. Selection round of BI and its criteria

The selection of BI will be organized through selection rounds which will take place every year. Guided by the criteria described further down, the BI will be selected based on their mandate, their needs assessment, their human resource development plan and implementation plan that are presented to the STC. When needed, BI can request the Project Coordination Team to provide them with formats and guidelines¹³ to present all the different elements to the STC.

BI will be selected based on

- their belonging to the priority sectors of Belgian cooperation;
- their character : in the course of the intervention a balance of 60 for the public sector, 35

¹⁰ See Uganda Public Service Training Policy

¹¹ For further information, see also chapter 5

¹² See 2.4.2

¹³ There were formats and guidelines exists, they can be used and should only be completed according to the criteria of the project.

% for the private not-for-profit and 5 % for the civil society will be aimed at;

- their mandate and the degree to which they are in line with the common objective put forward in each sector by the Belgian cooperation (see 2.6),
- their localization in the country : BI in remote and underserved areas will be favored in order to bring training closer to the less advantaged in society;
- their staff composition : a gender balance of trainees of 50 % is targeted and positive discrimination will be applied where needed.
- the quality of their human resource needs assessment and human resource development plan;
- their motivation to participate in the program.

The quality of the **human resource needs assessment** will be judged based on:

- the link with the overall performance of the organization according to their mandate in coherence with their annual performance reports;
- the appraisal of HR skills already available in the organization;
- the focus on particular opportunities in the sector and not just constraints;
- the identification of potential synergies with interventions of other donors;

Rather than detailed training needs assessments, a self-identification of performance gaps and factors that can trigger a readiness to learn will be taken into consideration. The identification of HR capacity development priorities at individual level will have to be based on annual performance appraisal, at least in those organizations where these are applied.

The **human resource development plan** will be examined on the basis of:

- the coherence with the needs expressed in the needs assessment;
- the priorities on HR skills development, set-out by the organization;
- the cost-efficiency balance of proposed training activities;
- the activities foreseen by the BI to ensure bonding and transfer of knowledge in the proper organization,
- the organization's own contribution to human resource development;
- considering training activities related to cross-cutting issues¹⁴;
- gender balance of trainees
- the cost of small equipment to facilitate implementation and transfer of knowledge
- a rough budget estimation of training needs

The **motivation of the organization** will be examined through self-assessment readiness tools. These tools (checklists) will enable to identify the organizations' readiness for implementation of a training program by examining if the necessary (human) resources, policies and finances are already in place. The results should help motivated organizations to develop an implementation plan for human resource development.

In order to ensure proper follow-up a selection of maximum 5 BI will be targeted for each call in the

¹⁴ The crosscutting issues that will be addressed by the programme are: environment, gender, sexual and reproductive health and rights, including HIV, and the rights of the child.

education and environment sector. The approach is different for the health sector, as there is no specific target projected for this sector.

The selected BI will receive support during 2 years. The BI that are not selected, can re-introduce their request for the next call. BI that are selected, can only introduce a new demand when the 2-years period for implementation has expired and on the condition that their implementation reports are presented on time to the PCT.

B. Selection rounds of training activities and its criteria

Once a BI is selected, it can then introduce its request for financing their training activities. Therefore it will further operationalize its human resource development plan by defining more in detail

- the training activities and their objectives;
- the trainees;
- the timing of the training activities
- the cost of the trainings¹⁵;
- the training's priorities,
- the list of possible training providers,
- and the list of trainings financed by others (development agencies, ministry, ...).

Based on this information, the STC will examine the quality of the **training proposals** in a second selection round by looking into detail to the

- cost/efficiency of the proposed activities¹⁶;
- feasibility of the planning;
- adequacy between the proposed training and the identified needs;
- eligibility of training activities according to the intervention principles and priorities of the sector¹⁷;
- ...

The STC will encourage collaboration among BIs with similar training needs by informing the BI of other human resource development plans with similar training needs and by stressing the importance of the cost/efficiency rate of the trainings. The possibility of collaboration between BIs will be considered as an additional criterion, in case of trainings with a regional or international character.

When regional or international support is requested, or the cost of the training activity is above an amount of 10.000 Euro, a final selection round by the STC will take place, as soon as the BI has identified the training provider. In a similar way, programs of exchange visits/study tours, partnerships and participation to conferences will be approved by the STC of their respective sector. In this round the quality of the training provider/training program will be judged, based on :

- The effectiveness of the training offer;
- The response to the identified need;
- The follow-up activities to guarantee transfer of knowledge to the organization;

¹⁵ These will be calculated based on criteria like per diems, type of hotel, meetings rooms, etc.

¹⁶ Including the proposition to group trainings of several BI.

¹⁷ See 2.4

- previous experiences¹⁸;
- the compliance with the guidelines of the tender procedure developed by the intervention¹⁹.

All the above criteria will be further developed and fine-tuned by the members of the Sectorial Technical Committees and will be communicated to all stakeholders involved.

C. Priorities for each sector

Although a general common approach exists, the set-up of the initiatives of the Belgian cooperation varies between the sectors due to the priorities and way of working of the different ministries and the set-up of the other programs financed by the Belgian Cooperation within each sector.

The **health component** of the intervention fully aligns with the Human Resources for Health Training and Development Policy developed by the Human Resource Department of the Ministry and will concentrate on the yearly updated priorities of the ministry and focus on the training needs of the staff at health facilities of out of reach and underserved health districts. The approach is based on the hypothesis that a systematic approach to training in-service health staff into multi-skilled health staff can lead to a significant improvement in the delivery of the UNMHCP as well as in the achievement of the health related. The identification of BIs in the health **sector** will focus on in-service training opportunities for staff at health facilities and health authorities as well as health training institutes. The program will particularly focus on the District Health Offices (DHO), health centres IV, general hospitals, regional referral hospitals. The District Health Office is responsible for the supervision of the district health system. This responsibility also includes the identification of the training needs of the lower health centres II and III, which can apply for scholarships under the current program through the DHO. The BI s will be selected from among the list of out of reach and underserved districts. These districts are basically located in Northern and Eastern Uganda (See Annex 2).

In the selection of the in-service training priorities by the STC for health, the achievement of the health related Millennium Development Goals will be taken into account, more particularly in the area of the key priorities set forward by HSSIP:

- primary health care;
- sexual and reproductive health, including hospital-based obstetric care;
- child health;
- health education;
- control and prevention of communicable diseases (HIV and AIDS, malaria and tuberculosis).

The program will furthermore support the BIs in their efforts to assure the provision of full services in the area of Emergency Obstetric Care, Elimination of Mother to Child Transmission and clinical management of survivors of rape and defilement.

In the **education sector** various semi-autonomous institutes have a specific mandate and they develop their proper HR capacity development plan. Most of them play a key role in the system. In order to enhance the performance of the sector in the education sector there is not opted for a selection of training needs of a specific group of staff or institutions but for a selection of institutes and specialized departments which have a particular mandate and address specific needs in the sector. Based on a general needs assessment of the education sector, a first general list of potential BI is

¹⁸ Only in case of selection of training provider

¹⁹ Only in case of selection of training provider.

proposed²⁰:

Priority will be given, to intermediate level of expertise²¹ in order to ensure a sufficient pool of civil servants and private sector or civil society staff being able to work as technicians for the actual implementation of strategies. Besides the conception of policy documents, BI need to be able to translate these policies into concrete actions in the field.

A similar approach as the one of the education sectors is adopted in the **environment sector**. The sector covers a wide label and includes a large set of disciplines and issues. In this regard, its scope is limited to a few sub-sectors where the Belgian cooperation is already active or where strong links can be found with the other 2 priority sectors of health and education. Besides the chosen priority sub-sectors, 4 other criteria oriented the selection of BI. Pre-selected BI :

- offer a combination of public organizations (such as ministries, national authorities...), research centres, and civil society;
- target specialized high level training as well as intermediate level training (technicians, undergraduate qualified workers);
- have links with on-going or past development projects supported by Belgian cooperation (CCU, KCCA..);
- are key organizations in their respective fields (CEDAT at Makerere University, specialized training institutes..°).

Also in the environment sector priority will be given, to intermediate level of expertise in order to enhance the capacities for actual implementation of strategies. BI need to be able to conceive policy documents but also to translate these policies into concrete actions in the field, including at Local Government level.

2.5.3 Training modalities

Human resource capacity gaps can be fulfilled through an array of long and short term methods, which can be combined with each other. In the framework of this intervention, the following modalities can be considered:

- **Short and long term skills development programs** conducted locally (Uganda), regionally (East and Southern Africa) or internationally (Belgium, Europe). Training programs can address a broad scope of skills gaps and can be developed in various ways addressing both theoretical and practical needs. Short term programs will be most promoted as they have a rather high efficiency rate.
- **Scholarships in-/ outside the country:** which have the advantage to confront the learner in an in-debt way with other approaches, in particular when they take place outside the country. Specific measures need to be developed to guarantee the link with the organizational needs and transfer of the gained skills towards the organization, often a weakness of this type of training.
- **Mentoring and coaching:** the introduction of modern methods and technics requires a lot of supervised follow-up. This type of training is not regularly applied in Uganda, while it is a qualitative way to improve skills. The intervention will limit its support to coaching and mentoring/technical back-up and will only provide finance as it is organized as a follow-up

²⁰ See 3.4.1 Activity 3

²¹ which corresponds with the level between top management and lower level staff (f.e. logistical and administrative staff)

activity of short and long term skills development program. This follow-up can also be organized at distance via internet or email.

- **Exchange visits/study tours** are useful learning strategies that enable the participants to get on ground experiences and to share experiences with other organizations. In order to reduce costs and enhance efficiency, this kind of training needs to be well considered and justified. When needed, specific criteria such as relevance, active participation of trainees and quota will be defined by the STC and will be coordinated with the study and expertise fund.
- **Distance learning** can be applied for short and long term courses and are very useful when trainees encounter difficulties to be physically in a training. Modules developed by local, regional and international organizations can be selected.
- **In-service training** which address knowledge and skills gaps of practicing service providers arising from service demands and new technologies. It also includes Continuous Professional Development (CPD) and Continuous Medical Education. The latter one is understood as *“a continuing process of training after formal undergraduate and postgraduate training that results in maintenance and improvement of standards of health care practices and outcomes.*
- **Partnerships** can be developed with local, regional and international organizations which have a similar mandate. These longer term commitments can be made at management and technical level and provide opportunities to explore alternative ways of working. Partnerships with Belgian institutes will be promoted and be facilitated by BTC headquarters. When needed, specific criteria such as relevance and quota will be defined by the STC.
- **Conferences** are useful for sharing experiences with others within the sector and other related sectors at least when they are relevant for the sector and when the obtained information is exposed broadly afterwards. Also for this kind of training, specific criteria will be developed in order to examine its relevance and guarantee an active participation of the trainees and the activities will be coordinated with the study and expertise fund. When needed quota per BI will be defined by the STC.

2.6 Follow-up of bonding and transfer of knowledge

To ensure that human resource development has an impact on organizational level and that trained staff continues working for a considerable period of time at the BI, the training policy will be supported by a comprehensive retention and **bonding system**. The bonding system will consider the duties and responsibilities of the trainees, but also of the BI that commit themselves²². In the organizations where no effective bonding system is in place, the intervention will support the BI to develop one based on existing public service policies and guidelines, in particular for long-term trainings or with a cost above 10.000 Euro.

Another accent of the new approach is the attention to the **post-training period**, where gained knowledge and competences will be transferred to his/her organization. This will be followed up in the first place by the BI itself which will propose particular activities in this sense in the application of the first selection round. These activities will be examined on their accuracy during the selection process

²² To ensure the availability of the budgets for the purchase of all equipment needed for the application of the newly gained skills and competences, as well as the payment of the potential salary raises that evolve from the scaling up of the competences and the skills of their staff.

of the BI²³, in particular for the training activities with a duration longer than a month or a cost above 10.000 Euro. The cost of small equipment linked to trainings longer than 6 months can be financed by this intervention when a demand is introduced by the BI during its selection of its training activities²⁴.

At the level of the intervention, a specific **M&E system** will be developed to measure the progress of human resource development of the BIs, with a particular focus on the bonding system and post-training period²⁵. Specific training assessments will be organized in selected BI at the beginning of the intervention and one year after the intervention stopped his support to measure the impact of the provided support. The system itself will be defined more in detail in the first months of implementation of the project, when a baseline will be established²⁶. The results of these assessments will improve current practices and guide further development of the scholarships strategy in particular for the context of Uganda. In case there is need for, additional external expertise and staff members of BTC HQ will support this process of continuous learning.

2.7 Synergies with other interventions

In Uganda, Belgian cooperation opted for a program approach in order to achieve a high degree of coherence and to facilitate complementarity between the different interventions. This program approach is characterized by a common objective, a high degree of policy alignment and a mix of modalities in support of a common goal for the sector – since various entry points are needed to achieve real and sustainable changes.

In the Belgian **education program** focus is on post-primary education and training (secondary education, technical and vocational education and training) with a major emphasis on the quality of education. In the **health sector**, Belgian development support is directed towards strengthening service delivery capacity at district level, for both MoH and PNFP facilities, to effectively implement PHC activities and deliver the UNMHCP to the target population. In the **environment sector** a major program named 'Capacity building and CDM projects support on Climate change', is being implemented where collaboration will be sought with.

Synergy and coordination within the bilateral cooperation will be enhanced by the participation of representatives of each sector in the STC and the regular participation of the PCT in the portfolio meetings of the sectors where there exists one. Furthermore, the intervention will encourage the other technical experts of the Belgian cooperation to promote this modality and make it public to possible BI in their sectors. At its turn the PCT will actively request for specific technical input related to the sector during the selection of BI, of training activities and of training providers. Some additional equipment can be purchased by the other projects of the sector, as long as the demands are linked to the scope of the interventions.

Besides the interventions of bilateral cooperation, complementarity will be sought with the inter-university VUir-UOS program and the Civil Society Organisations financed by Belgium and active in Uganda, in particular when the selected BI are partner organisations of them. This intervention will actively inform and consult these actors during the selection process of BI and their trainings programs.

Various **development partners (DP)**, active in the same field expressed the need for proper coordination of human resource capacity development activities across the sectors: A reflection into

²³ During the first selection round

²⁴ See also the general policies of the scholarship program.

²⁵ See also Activity 3 of Result 3

²⁶ As soon as the project coordination team is established

Uganda's past training and capacity building efforts shows that a lot has been done but that these initiatives were fragmented. In response to this need, complementarity with other development partners active in the sector and other ministries will be promoted by sharing documents, guidelines and templates, tools and minutes of the selection rounds. In case of need, additional coordination activities can be organized by the PCT.

3 INTERVENTION FRAMEWORK

3.1 General objective

The general objective is **‘improved service delivery of Ugandan institutes and organizations’**.

3.2 Specific objective

The specific objective is **‘increased skills of human resources of selected beneficiary institutes in the health, education and environment sectors’**.

3.3 Expected results

- (1) The Sectorial Technical Committees for each sector are strengthened to perform effectively their tasks.
- (2) Selected Beneficiary Institutes are strengthened to develop and implement their human resource development plan based on a human resource needs assessment.
- (3) The human resource capacity of Beneficiary Institutes is effectively reinforced.
- (4) Individual scholarships are managed.

3.4 Activities

3.4.1 Result 1: The Sectorial Technical Committees for each sector are strengthened to perform effectively their tasks

Activity 1: Establishment of Sectorial Technical Committees for each sector

During the first months of the intervention, Sectorial Technical Committees (STCs) for each sector will be established according to the guidelines presented in 2.4.1. The Project Coordination team (PCT) will send an official request to the different organizations and institutes. After a first general meeting where the role of the members will be clarified, several technical meetings (over the sectors and per sector) will be organized to ensure the technical follow-up of the intervention.

Activity 2: Support the STCs in the development of a set of tools to select the Beneficiary Institutes and their training activities

In the new scholarships approach instead of human resource (HR) development plans based on individual needs, emphasis is put on more embedded organizational HR capacity development plans, where the focus is on a better performance of the organization. A similar approach is promoted in the new training policy of MoPS and the strategies for human resource development in the health and environment sector.

Respecting the principles of organizational HR development, unifying concepts and strategies on human resource development will be developed among the different sectors. The concepts and strategy will be sufficiently flexible to be applicable within different public sectors and will respect existing policies and strategies of each sector. The concept and strategy will entail following components:

- definition of main concepts of HR capacity development (such as needs assessment, human resource development plan, different modalities of training, ..);
- definition and order of important steps in the establishment of HR capacity development plan.

The concept and approach will be developed in a participatory way through regular exchange workshops with the members of the STC. When interest exists, representatives of HR Departments and Training Committees, Policy and Planning Departments of the sector ministries, preselected BI and other experts in the field of HR capacity development can participate in the process.

During the process, the members of the STCs will :

- examine the differences, advantages and disadvantages of various concepts and strategies,
- include existing lessons learned of their sectors.

By means of this intervention, an international external expert in capacity development, who will also act as project coordinator of this intervention, will be put at disposal to support this process. When additional support is needed, the intervention can do appeal to an external consultant who will guide and support this process technically.

In a similar way – participative workshops supported by an international expert of capacity development and when needed supported by additional external expertise – the different tools needed to implement the approach will be developed. They include :

- hands-on guidelines and templates to make a HR capacity needs assessment, HR capacity development plans, readiness assessments and implementation plan at organizational level;
- more detailed guidelines and criteria for the selection of BIs, training activities and training providers;
- hands-on guidelines on transfer of gathered skills at individual level towards the organizations, including guidelines on bonding;
- guidelines for selection of training providers (including general templates for public tendering) ,
- more detailed guidelines and criteria for selection and approval of exchange visits/study tours, partnerships and conferences;
- and guidelines and tools for an M&E system which will monitor and evaluate the satisfaction at individual and organization level²⁷.

According to the timing of the different steps, these tools and guidelines will put at disposal of the pre-identified and selected BI where they will be tested in practice. A comprehensive guiding document will be developed and will include all tools, guidelines, (selection) procedures and criteria described in this document, completed with the results of the exchange workshops. Based on practices and lessons learned, guidelines, templates and tools will be adjusted and improved for the following selection round.

Particular attention will be given to the capitalisation of experiences and communication activities during the lifecycle of the project, particularly on experiences in human resource capacity development, gender mainstreaming and the program components that are related to the achievement of the MDGs.

Activity 3: STCs identify and select potential Beneficiary Institutes

Based on the intervention principles and defined priorities described in 2.4, sector ministries will be

²⁷ See also 3.4.3 activity 3

invited by official request to identify potential BIs of their sector. The list of preselected BI²⁸, presented here below, can orient this identification but is not restrictive. According to evolving needs and strategies, additional BI can be added to the list by members of the STC.

Based on the focus on in-service training opportunities for staff at **health** facilities and health authorities as well as health training institutes in out of reach and underserved districts²⁹, pre-identified beneficiary institutes are the following:

- District Health Offices, which are entitled to channel the training demands of the health centres II and III in their district;
- Health Centres IV, general hospitals, regional referral hospitals and national referral hospitals (public and PNFP);
- Accredited NGO training institutes for specific subjects such as HIV & AIDS, sexual and reproductive health, OVC, gender-based violence etc. (such as Mildmay and TASO);
- The (PNFP) health training institutions, medical bureaus, Diocesan health coordination;
- Mbale Continuous Professional Development (CPD centre).

In the **education sector**, priority is given to specific institutes and specialized departments which have a central place in the system. Based on particular needs of the education sector³⁰ and the priorities of the Belgian cooperation, following potential BI are identified according to their particular mandate³¹:

a) BI active in secondary education

- *Sciences and Mathematics*: Sesemat centres which are established at national and regional level³²;
- *Promotion of quality of teaching/Introducing active teaching methods*: National Teacher Colleges (NTC), Teacher/Tutor, Instructor Education and Training department (TIET) and Secondary Education of MoES, Kyambogo University³³, Forum for education NGO's in Uganda (FENU) and its organisations;
- *Visitation and supervision*: National Council for Higher Education (NCHE), MoES department of TIET, Kyambogo University³⁴;
- *Curriculum development* : National Curriculum Development Centre (NCDC) which has a central role in the major curriculum reform taking place at secondary level;

b) BI active in BTVET:

- *Coordination and implementation*: Reform Task Force Skilling Uganda and Skills Development Authority which have been created only recently and who will have a central role in the implementation of 'Skilling Uganda';

²⁸ Based on an examination of the BIs proposed by the sector ministries in the identification file.

²⁹ See also annex 2

³⁰ Identified based on sector performance reports

³¹ however their HR development needs can be very wide and can include other aspects besides their technical needs

³² Specific attention will be given to continuous training of their staff, as this receives only limited support of other development partners

³³ The teacher training project (TTE) of Belgian cooperation supports 2 NTC's and developed material will be distributed amongst all 5 NTC's. Promoting their support role, the TTE project foresees substantial support to capacity development activities of all these institutes, but additional (more technical) support will be needed and provided in complementarity.

³⁴ Also this aspect will be looked at by the TTE project but is limited to their tasks toward the NTC's, Abilonino Instructors College and Mulago Health Tutors College. In order to develop a functional system including feedback loop, formative aspects and informing policy decisions, NCHE, TIET are identified as potential BI.

- *Curriculum development, supervision and monitoring*: NCDC, Department of Industrial Training (DIT), Ugandan Business and Technical Examinations Board (UBTEB), Kyambogo University, Uganda Association of Private Vocational Institutions (UGAPRIVI);
 - *Quality of training* : Ugandan Technical Colleges, agriculture schools, Abilonino Instructors College, Petroleum Institute, Institute of Social Work (vocational component)³⁵; schools of the UGAPRIVI network
- c) BI part of the overhaul education sector and *related to the activities of the Belgian cooperation*:
- *Construction* : Construction Management unit of MoES
 - *Procurement* : Procurement and Disposal Unit of MoES
 - *E-learning* : Ugandan Communication Commission
 - *HR development* : HR department
 - *Gender* : Gender unit of MoES

Based on the criteria of the **environment sector**, BI will be selected among the following Ugandan institutes:

- a) *Sustainable urban development*:
- The Kampala Capital City Authority (KCCA), Public Health & Environment Department and other departments involved in environmental issues;
 - The Department of Biochemistry, College of Natural Sciences, Makerere University;
 - The Land Survey School of Entebbe;
- b) *Eco-construction/Environmental building science*:
- The College of Engineering, Design, Art and Technology (CEDAT) and the School of the Built Environment of Makerere University;
- c) *Environmental management*:
- The Meteorological Institute of Entebbe
 - The Environmental Management Department of Makerere University;
 - The Ministry of Water and Environment (MoWE) – Directorate of Environmental Affairs, its departments, agencies and units, including finance and administration.

3.4.2 Result 2: Selected BIs are strengthened to develop and implement their HR development plan based on a HR needs assessment.

Activity 1: Potential BIs are informed and prepared to submit their HR development plans and needs assessment

The BIs which are preselected by the STCs will be informed by the PCT about the selection procedure, selection criteria and the requested documents. Besides mailings and direct contacts, common training sessions will be organized by the PCT for all interested organizations.

³⁵ For Abilonino Instructors College and the Petroleum Institute, coordination will be sought with the TTE and Worldbank project respectively

During those specific training sessions, the templates and guidelines for the needs assessment, the human resource development plans, the readiness assessment and the implementation plan developed in close collaboration with the members of the STCs will be put at disposal of the preselected BIs and will be presented in detail. Those sessions, will be organized at latest 2 months before the first selection round of the BIs. Depending on the needs and the interest of BIs in remote areas, some of those training sessions will be organized outside Kampala

In order to give each BI an equal chance, during the preparation period the PCT will be only available to give additional information on these guidelines and templates. However no additional technical support will be provided to the BIs during this period.

The selection procedure for BI and its criteria are presented more in detail in 2.4.2. (A).

Activity 2: Potential BIs are requested to submit their HR development plans and needs assessment

BIs will be requested to submit their application accompanied with all the requested documents before a fixed date. The dates of the different sectors can vary, but will be planned in the same period to facilitate the support and follow-up of the selected BIs after the selection process. Based on the introduced submissions the STC's will select the BIs of their sector.

STCs can request additional information of the BIs or ask them to present their submission, according to the procedure and rules defined by the STCs which will be similar for the different sectors.

Activity 3: Support selected BIs to improve their HR development plans and needs assessment to submit their final training proposal

Once the BIs are selected, the PCT will provide support to the BIs who want to improve, adjust or develop more in detail :

- their needs assessment;
- their human resource development plan;
- their implementation plan;
- the preparation of their training activities (definition of objectives, choice of training modalities, ...);
- activities and policies related to bonding system and transfer of gained knowledge.

This support will be provided by the PCT in particular by the international expert 'capacity development'. In case the demand is extended, the PCT can orient the requests to other competent entities such as the ministries and other sector experts active in the sectors.

Where possible, the demands for support by the BIs will be grouped by sector and provided in common training session, to enable the PCT and BIs:

- to have an overview of the capacity needs per sector;
- to facilitate exchange between BIs;
- and to facilitate the organization of common trainings by several BIs.

The PCT will also prepare and follow- up the public tendering of training providers.

In case of high demand of support to the identification of training providers or to the tendering process, external support can be solicited in a similar way as it will be done for the needs assessment and the human resource development plan.

The selection procedure for training activities, training providers and its criteria are presented in 2.4.2 (B).

Activity 4: Submission of final training proposals by selected BIs

Once the final training proposals are prepared, the selected BIs will submit their training proposals for the second selection round. Also for this round a specific date will be proposed for each sector, which will be preferable in the same period for all the sectors.

3.4.3 Result 3 : The human resource capacity of Beneficiary Institutes is effectively reinforced.

Activity 1 : STCs select the training activities and training providers

In this second selection round the STCs will judge the *training activities* based on the criteria described in 2.4.2.(B). Guided by these criteria the STCs will select for their sector the training activities which will be financed by the intervention and will define a maximum budget for each training activity. Within the intervention a specific training budget is therefore foreseen for each sector which will be divided over the BIs according their training needs determined in their capacity development plan and the chosen training modalities. In case of individual trainings a financial package will be determined and paid in tranches according to the scholarship policy of BTC.

When the budget of training activities exceeds the amount of 10.000 Euro or will be supported by regional or international expertise, the STCs will approve the selected *training provider*. If the selection of the trainer provider is already known during the second selection round, the training provider will be approved in the same selection round. In case the selection procedure of the training provider demands more time (e.g. in case of public tendering), approval of the training provider by the STC will be done in a later stage during a specific meeting of the STC of the sector. In this case, approvals will be grouped as much as possible. Approval of training providers will be done based on the received tenders and the minutes of the tender procedure.

In a similar way, programs of exchange visits/study tours, partnerships and participation to conferences will be approved by the STC of their respective sector.

Activity 2 : Support the establishment and implementation of training contracts

Once the training activities and training providers are selected, the BIs will plan and organize the training activities. When needed technical advice for the organization of the training activities can be provided by the PCT. When there is a high demand of the BIs, the development of a training manual can be considered. Depending on the needs the manual will provide orientations regarding set up of and implementation of training activities : set-up of meeting rooms, order of activities, objectives, different teaching methods;

Training activities selected through tendering processes, will be financed by BTC according the modalities defined in the tender document, when it is drafted according the guidelines provided by the STCs. The financing of individual training will be done according the general guidelines of the scholarship program.

Activity 3: Support the selected BIs during the implementation of their M&E system

The PCT will provide the selected BIs with general templates and guidelines for a proper M&E system developed by the STCs. This M&E system will provide BIs with checklists to monitor and evaluate the training activity through input from

- the trainee : on the accordance between actual content and his/her expectations, the quality of training activity and self-assessment of proper change process;
- the supervisor of the trainee: level of relevancy of gained skills toward the organization;
- the HR staff of the BI : level of attainment with original objectives.

These evaluations will be developed in a way that enables BIs to identify lessons learned and to improve future training activities. The checklist and evaluation tools will vary amongst different types of training. The costs of and the efforts for data gathering will be balanced according the training modality.

Yearly execution reports will be part of the M&E system and need to be provided on time to the PCT in order to receive the funds for the trainings of the second year.

3.4.4 Result 4 : Individual scholarships are managed.

Activity 1 : Follow-up of individual scholarships in the Health sector

As we are dealing with a transition phase towards the implementation of the new approach of the scholarship program, the new program will ensure that the scholarships that started under the old program will be continued.

In line with the new scholarship approach, current scholarships will be closer followed-up by the PCT. Through checklist or small reports, the training will be evaluated on its content and its relevancy for the organization of the trainee. Organizations will be provided with the M&E tools developed for the BIs and can receive limited technical support to facilitate implementation in order to introduce their proper M&E system.

For the health sector most scholarships are directed towards health workers at various levels of health training facilities for undergraduate and master programmes in speciality areas. In the past year (2013), scholarships were concentrated on building capacity in leadership and management at masters level.

Activity 2: Follow-up of individual scholarships in the Education sector.

In the previous program priority was given to MoES headquarter staff, teachers of secondary, tutors, instructors and lecturers who are staff of the Directorate of Basic and Secondary Education, the Directorate of Higher, Technical, Vocational, Education and Training (BTVET), the Directorate of Education Standards and Directorate of Industrial Training.

In the past some scholarships where not related to the priority sectors and supported mainly other civil servants working outside the Education and Health sectors, such as employees from the Civil Society and the Private Sector.)

Activity 3 :Follow-up of individual scholarships in the Environment sector

Only until 2013, scholarships in the Environment sector were considered under the multi-sectorial scholarships. Hence there are only a few scholarships that are attributed to the environment sector. These are mainly in Environmental & Natural Resources Management

Activity 4 : Support the functioning and the recognition of the Alumni Network

Inaugurated in 2006, UgaBel is a platform which aims to bring together Ugandan and Belgian professionals who studied in Belgium and Uganda respectively. Its members are grouped in different professional clusters but their meeting frequency is for the moment very low.

The growing number of beneficiary scholars gives the Belgian program the potential to play a significant strategic role in academic research and international development. According to the recommendations of the impact and needs assessment, carried out in the framework of the actual program, membership of the Alumni Association should be shifted from a network limited to the scholars who studied in Belgium, toward a network including all Alumni who benefited from the Belgian Scholarship Program regardless the location of their training. This will make the initiative grow with more opportunities to exploit for the benefit of the individual members, Uganda and Belgium.

The future role of the Alumni Association will be defined in a more in-depth consultation with the executive board, their members and future members. When requested, the association will be supported by the PCT towards a formal network of expertise in the priority sectors by :

- provision of experts/consultants in debates/discussions organized by the association: Belgian cooperation appeals regularly external expertise for the implementation of its activities. Taking advantage of their presence, specific debates can be organized for alumni in the framework of their mission. ;
- link a functional website of the Alumni Network to those of Belgian cooperation to enhance the visibility and recognition of the network;
- including articles on/of scholars in local newsletters of Belgian cooperation;
- involving the association in consultations rounds on strategic planning in the priority sectors as a real 'think thank', in network meetings between Ugandan and Belgian entrepreneurs, ...
- the creation and provision of an updated contact database.

The support will be provided in such a way that the alumni association can act on its own, once the intervention has come to its end.

3.5 Indicators and means of verification :

3.5.1 Global objective:

3.5.1.1 Indicators

- Improved service delivery of selected BI measured by :
 - (a) % of clients reporting improved service delivery of BI;
 - (b) performance reports of BI.

3.5.1.2 Means of verification

- Statistics and sector performance reports of Health, Education and Environment
- Annual and performance reports of selected BI
- Exchanges with selected BI,
- Interviews and/or focus group with users of BI,

3.5.2 Specific Objective

3.5.2.1 Indicators

- Number of staff (sex-disaggregated) of BI in the priority sectors whose performance in their organization is improved
- Number of BI in the priority sectors which started with the effective rolling-out of their HR capacity development plan. (provisional target of at least 40 BI)

3.5.2.2 Means of verification

- Performance scores of staff in annual performance appraisals of BI.
- HR Capacity Development Plans and reports of training activities of selected BI
- Interviews and/or focus group discussions with staff of BIs.

3.5.3 Results:

3.5.3.1 Result 1

Indicators:

- STCs for each sector are established and assume their role
- Common concept, strategy and tools on HR development are developed, tested and regularly reviewed and adjusted.
- List of preselected BIs are reviewed and updated

Means of verification:

- Minutes of STC meetings
- Concept, strategy and tools on HR development provided to potential BIs
- Monitoring and evaluation reports of the intervention

3.5.3.2 Result 2

Indicators:

- Number of selected BI with a needs assessment, a HR capacity development plan, an implementation plan and M&E system up to the standards of the concept, strategy and tools developed by the STCs
- Level of understanding of the common concept, approach, and developed tools on HR development by the HR staff of selected BIs
- Number of needs assessments including cross-cutting issues.(HIV/AIDS, child health and ASRH)

Means of verification:

- Monitoring and evaluation reports of the intervention
- Exchange with HR staff of BIs
- Final training proposals of BIs

3.5.3.3 Result 3

Indicators:

Number and quality of training activities organized measured by

- (a) satisfaction of participants and HR staff of BI,
- (b) level of correspondence between objectives of training plans and the content of the training activities;
- (c) level of integration of skills reinforced in the framework of this intervention, in BI
- (d) number on cross-cutting issues (gender, SRH)

Means of verification:

- Attendees list, reports and evaluations of training activities made by BI and trainees;

- Interviews and/or focus group discussions with HR staff of selected BIs and satisfaction and KAPB³⁶ surveys
- Monitoring and evaluation reports of the intervention

3.5.3.4 Result 4

Indicators:

- Number of on-going scholarships finalised as programmed;
- Level of integration of skills reinforced in the framework of this intervention, in the BI of the scholars
- Recognition of Alumni Network measured by number of initiatives taken by the alumni network

Means of verification:

- Follow-up reports and evaluations made by BI and trainees
- Monitoring and evaluation reports of the intervention
- Annual reports of the Alumni Network

3.6 Description of beneficiaries

The new strategy focuses on Beneficiary Institutes, consequently the organizations and department and their personnel, will be the **direct beneficiaries**. The list of pre-identified BI of each sector is presented in the first result.

At the end of the intervention, MoH, MoES, MoWE and MoPS will dispose of general templates and guidelines regarding HR capacity development. In this regard they can be considered as a direct beneficiary.

The identification and selection process of beneficiary institutes will be based on the needs of the sector. As such the selected priority sectors and their beneficiaries will **benefit indirectly** from this intervention.

3.7 Analysis of Risks

3.7.1 Implementation risks

Risks	Risk Level	Alleviation measure
Staff members of MoH, MoES, MoEW and PNFP organizations designated to the intervention may not have sufficient time available for implementing the activities.	Medium	<ul style="list-style-type: none"> - Meetings will be organized in an efficient and effective way; - Meetings and STC are organized at sector level; - Input of staff of ministries and PNFP organizations will be requested at specific moments;
There is a risk of an overflow of donor money for the	Medium	The intervention will verify that the HR CD proposals are demand driven and not donor driven and that they

³⁶ Knowledge, Attitudes, Practices and Behaviour

Climate Change Unit as compared to the absorption capacity of the institute		fit in a HR CD plan.
The project coordinator has to prepare and judge the proposals of BI, trainings and training provider and can therefore be in a difficult position during the selection process.	Medium	Decisions of STC need to be validated by PSC. When needed another representative of BTC can take place in the STC
Inadequate understanding and experience with the HR capacity development approach	Low	<ul style="list-style-type: none"> - The intervention will provide frequent, close and timely support to HR staff of the priority sectors and BI where HR development activities will be implemented. - Arrangements will be made to ensure adequate field supervision and outreach.
Low interest of Uganda's partners for some components of the project	Low	<ul style="list-style-type: none"> - Design of the intervention in response to interest expressed by stakeholders met during the formulation mission - High level of flexibility of the intervention design allowing to adapt to evolving policies, needs and demands - Call for interest allowing to implement the intervention in a demand driven way, while still remaining within the proposed strategy - Alignment with existing HR development policies and support provided to facilitate their implementation
Using project funding for other purposes than previously indicated, as governmental BIs will be responsible for the preparation and implementation of training activities w	Low	<ul style="list-style-type: none"> - The intervention will recruit an accountant and administration officer to mitigate this risk - Tender processes will be regularly checked by the PCT and STC - Annual audits and running monitoring will be regularly organized.

3.7.2 Management risks

Risks	Risk Level	Alleviation measure
Coordination is complicated as new actors such as PNFP and CSO organizations will benefit of the project besides departments of ministries and governmental organizations	Medium	<ul style="list-style-type: none"> - STC are organized by sector and will ensure the coordination with the activities within their sector;

Lower performance of the trainings as the training capacity of local training providers is limited and they often use more traditional training methods	Medium	<ul style="list-style-type: none"> - The development and approval of guidelines for selection in the Framework Strategy; - Very careful selection of training providers by STC; - Developed M&E system.
Limited ownership of MoH, MoES, MoWE as the intervention is not anchored in a specific ministry	Medium	A specific STC will ensure close follow-up of the intervention and will guide the intervention and an inter-ministerial coordination will be created between the different ministries and BTC.

3.7.3 Effectiveness risks

Risks	Risk Level	Alleviation measure
BI (and their staff members) continue to prefer stand-alone trainings and are not interested in HR development approaches favouring organizational capacity	Medium	<ul style="list-style-type: none"> - Support for effective HR CD will be gradually built among the stakeholders who are involved in the process. - The intervention will provide frequent, close and timely support to HR staff of the priority sectors and BI where HR development activities will be implemented. - Continuous learning process with respect to effective HR CD with thorough M&E
The selected BI do not correspond with the priorities of the sector.	Medium	BI will be selected based on criteria, jointly developed by MoH, MoES, MoWE, MoPS and BTC based on previous experiences and lessons learned.
The needs put forward by BI have only limited impact on their performance.	Medium	HR development activities will be developed based on a proper needs assessment and assessed by the STCs
Overlap of training activities with activities of other DP	Medium	<p>The intervention will inform actively other DP involved in the sector and mechanisms for harmonization will be requested, where needed.</p> <p>HR departments of the ministries will be closely involved in the cross-check of activities.</p>
Overlap of training activities with activities of other interventions of Belgian cooperation	Low	The intervention will be in regular contact with other interventions via portfolio meetings and take an active role in informing and consulting the other interventions.

3.7.4 Sustainability risks

Risks	Risk Level	Alleviation measure
High staff turnover and brain drain prevents long-terms HR capacity development	Medium	Several HR capacity development activities will be developed at organizational level, covering several aspects;

		Implementation of the Ugandan bonding system;
Inadequate understanding and experience with the HR capacity development approach	Low	The intervention will provide frequent, close and timely support to HR staff of the priority sectors and BI where training activities will be implemented. Arrangements will be made to ensure adequate field supervision and outreach.
The results of training projects are difficult to measure and to prove results	Low	A baseline and proper M&E will be established in order to adequately assess the HR capacity development efforts.

3.7.5 Fiduciary risks

Fiduciary risk (the possibility of using program funds for other purposes than the intended) is existent due to the nature of the activities.

To mitigate those weaknesses, the program will:

- recruit a financial assistant able to perform ex-ante and ex-post controls and introduce when necessary internal control measures.
- keep payments and flow of funds centralised at the Program Management level.
- -develop a strong Program Implementation Manual, adequately detailing the training related expenditures (per-diem, accommodation, logistics, materials, etc.), the essential point of control and financial follow-up tools.

Internal and external audits of fund use will be carried out; one value for money audit will be coupled with the Mid-Term Review. There will be frequent monitoring and evaluation (M&E) of program activities. All these measures put together will bring the risks to an acceptable level.

4 RESOURCES

4.1 Financial resources

Belgian contribution: The detailed budget is provided at the end of this chapter..

It is foreseen that the **Ugandan contribution** will be mainly in kind, more specifically, Government of Uganda will contribute to the intervention, through mobilisation of their staff.

4.2 Human resources

Staff recruited and contracted by BTC (financed by the intervention)

Position	Nb of Months	Type
Project Coordinator	48 months	Coordination Team
Project Officer	48 months	
Scholarship officer	12 months	Support staff
Procurement officer	36 months	
Accountant and administration officer	60 months	
Secretary	60 months	
Driver/logistician	60 months	

The terms of reference (ToR) of the BTC Project Coordinator, and of the Project Officer and the Procurement officer are included in annex 7.3 of this document.

A junior assistant can also be recruited by BTC, without additional salary costs during the implementation of the project. The focus of his/her ToR will be on capacity strengthening or Monitoring & Evaluation. Ugandan Contribution

MoH, MoES and MoWE will ensure participation of their staff, and in particular the Human resources departments staff, to contribute to the intervention notably through their participation in the Sectorial Technical Committees (STC).

4.3 Material resources

The project coordination team will be installed at the BTC representation. A Service Level Agreement will be put in place..

Equipment needed for the Project Coordination Team will be procured by the project and financed through the budget lines in direct-management.

					CHRONOGRAM				
TOTAL BUDGET		Exec mod	TOTAL BUDGET	%	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
A			4.646.712	72%	202.000	1.171.122	1.225.490	1.243.100	805.000
A 01	<i>Result 1 : STCs are equipped to select BI</i>		102.000	2%	17.000	12.000	10.500	25.500	37.000
A 01 01	Establishment of STCs		5.000		5.000				
A 01 02	Development of policy, strategy and set of tools		85.000		9.000	9.000	7.500	22.500	37.000
A 01 03	STCs select potential Bis		12.000		3.000	3.000	3.000	3.000	
A 02	<i>Result 2 : Selected BIs have capacities to develop HR plan and assessment</i>		130.000	2%	40.000	35.000	25.000	25.000	5.000
A 02 01	Potential Bis are informed		40.000		10.000	10.000	10.000	10.000	
A 02 02	Potential BIs are requested to submit their plans								
A 02 03	Support to improve HR plans and needs assessments		90.000		30.000	25.000	15.000	15.000	5.000
A 02 04	Submission of final training proposals								
A 03	<i>Result 3 : A number of trainings is financed and monitored</i>		4.182.800	65%	143.000	929.100	1.161.600	1.189.100	760.000
A 03 01	Select training activities		45.000		2.500	17.500	5.000	17.500	2.500
A 03 02	Support implementation of training activities		4.117.800		138.000	906.600	1.151.600	1.166.600	755.000
		Cost of trainings Health	direct management	1.515.000	50.000	325.000	420.000	420.000	300.000
		Cost of trainings Education	direct management	1.515.000	50.000	325.000	420.000	420.000	300.000
		Cost of trainings Environment	direct management	728.000	18.000	150.000	210.000	225.000	125.000
		Cost of training multi sectors	direct management	245.000		65.000	70.000	80.000	30.000
		Development of training manuel	direct management	50.000	20.000	20.000	10.000		
		ATN public procurement management	direct management	64.800		21.600	21.600	21.600	
A 03 03	Support the implementation of M&E system		20.000		2.500	5.000	5.000	5.000	2.500
A 04	<i>Result 4 On-going scholarships are managed</i>		231.912	4%	2.000	195.022	28.390	3.500	3.000
A 04 01	Health sector		202.890			178.000	24.890		
		On-going scholarships in the health sector	direct management	202.890		178.000	24.890		
A 04 02	Education sector		12.022			12.022			
		On-going scholarships in the education sector	direct management	10.000		10.000			
		On-going scholarships other multi-sectors	direct management	2.022		2.022			
A 04 03	Environment sector								
		On-going scholarships in environment sector	direct management						
A 04 04	Alumni Network		17.000		2.000	5.000	3.500	3.500	3.000
		Representation costs and external communication	direct management	5.000	1.000	1.000	1.000	1.000	1.000
		Communication materials (website)	direct management	2.000		2.000			
		Specific events	direct management	10.000	1.000	2.000	2.500	2.500	2.000

X	Budget reserve		345.466	5%						345.466
	<i>Budget reserve</i>									
X 01			345.466	5%						
X 01 02	Budget reserve	direct management	345.466							
Z	General means		1.490.420	23%	403.300	345.280	279.280	293.780	168.780	
Z 01	<i>Human resources</i>		933.600	14%	220.800	223.200	223.200	223.200	43.200	
Z 01 01	National Project officer	direct management	81.600			20.400	20.400	20.400	20.400	20.400
Z 01 02	National Scholarship officer	direct management	18.000		18.000					
Z 01 03	Admin and accountant officer	direct management	54.000		10.800	10.800	10.800	10.800	10.800	10.800
Z 01 04	International expert capacity development	direct management	720.000		180.000	180.000	180.000	180.000	180.000	
Z 01 05	Support staff (driver, secretary, ..)	direct management	60.000		12.000	12.000	12.000	12.000	12.000	12.000
Z 02	<i>Investments</i>		91.420	1%	91.420					
Z 02 01	Vehicles	direct management	30.000		30.000					
Z 02 02	Office equipment	direct management	3.300		3.300					
Z 02 03	IT equipment	direct management	38.120		38.120					
Z 02 04	Office rehabilitation	direct management	20.000		20.000					
Z 03	<i>Operating costs</i>		187.900	3%	37.580	37.580	37.580	37.580	37.580	37.580
Z 03 01	Office rent	direct management	30.000		6.000	6.000	6.000	6.000	6.000	6.000
Z 03 02	Services and maintenance costs	direct management	9.000		1.800	1.800	1.800	1.800	1.800	1.800
Z 03 03	Vehicle running costs	direct management	48.000		9.600	9.600	9.600	9.600	9.600	9.600
Z 03 04	Communications incl. internet	direct management	42.000		8.400	8.400	8.400	8.400	8.400	8.400
Z 03 05	Office supplies	direct management	18.000		3.600	3.600	3.600	3.600	3.600	3.600
Z 03 06	Missions	direct management	30.000		6.000	6.000	6.000	6.000	6.000	6.000
Z 03 07	Training	direct management	10.000		2.000	2.000	2.000	2.000	2.000	2.000
Z 03 08	Bank costs	direct management	900		180	180	180	180	180	180
Z 04	<i>Audit and M&E</i>		277.500	4%	53.500	84.500	18.500	33.000	88.000	
Z 04 1	Baseline and follow-up	direct management	105.000		50.000	15.000	15.000	10.000	15.000	15.000
Z 04 02	M&E	direct management	100.000			50.000				50.000
Z 04 03	Audit	direct management	48.000			16.000		16.000	16.000	16.000
04 04	Backstopping	direct management	24.500		3.500	3.500	3.500	7.000	7.000	7.000
TOTAL			6.482.598,00		605.300,00	1.516.402,00	1.504.770,00	1.536.880,00	1.319.246,00	

5 IMPLEMENTATION MODALITIES

This chapter describes how the project will be managed, from start-up until closure, in all its management areas (strategic steering, technical content management (scope), procurement management, financial management, human resources management, quality management and audit).

5.1 Contractual framework and Administrative Responsibilities

The legal Framework of this intervention is governed by:

The General Agreement between the Belgian Government and the Ugandan Government was signed on the 23rd of March 1995.

The Indicative Cooperation Program (2013-2016) between the Government of Belgium and the Government of Uganda was signed 5th April 2012.

The present Technical and Financial File (TFF) is part of the Specific Agreement signed between the Government of Uganda and the Government of Belgium, determining the legal framework of the intervention.

There is a joint Belgian-Ugandan administrative responsibility for the execution of this intervention.

The government of Uganda has designated the Ministry of Finance, Planning and Economic Development (MoFPED) as the administrative entity responsible for executing the intervention.

The Belgian party designates the Directorate-General for Development (DGD) represented by the Attaché for International Cooperation in Kampala as the Belgian entity responsible for the Belgian contribution.

DGD delegates the fulfilment of its obligation to the Belgian Development Agency (BTC) represented by BTC Resident Representative in Uganda as the Belgian entity responsible for the execution and follow-up of the intervention.

5.2 Technical Responsibility

There is a joint Belgian-Ugandan technical operational responsibility for the execution of this intervention.

The mode “joint responsibility” applies at the level of the Project Steering Committee between the Belgian (BTC Resident Representative) and the Ugandan (MoFPED) partners (See point 5.6.1).

Technical and operational responsibility for the execution of the intervention activities and achievements of results to reach the specific objective is shared between the Project Coordination Team (BTC) and the members of the Sectorial Technical Committees (MoH, MoES, MoWE). Decisions on technical management (Selection criteria, selection of the Beneficiary Institutes, of training providers, ...) will be taken jointly. (See point 5.6.2).

5.3 Financial Responsibility

This intervention will be executed with the modality mode “BTC Direct-management³⁷”.

The public procurement rules applied will be the ones of the Belgian Government and financial

³⁷ Direct Management : BTC system and responsibility

systems are the ones of BTC.

The Finance Authorizing Officer is the BTC Resident Representative in Uganda.

5.4 Project Life Cycle

The Specific Agreement has a total duration of 84 months.

The project execution period is of 60 months

5.4.1 Preparatory phase

Validation of TFF – Implementation agreement notification (CMO)

Before the actual start of the project a series of tasks can already be done during a preparatory phase:

- Establishment of the Project Coordination Team
- Recruitment process of staff...

Except for those linked to recruitment and logistics, no other project expense will be made during that period.

Estimated costs during the preparatory phase:

HR costs	
Recruitment costs for the staff to be financed by the intervention	€ 5.000
Logistic costs	
Buying of cars	€ 30.000
Buying of ICT material	€ 38.120
Office rehabilitation	€ 20.000

5.4.2 Execution Phase

5.4.2.1 Project Start-up phase

Implementation agreement notification (CMO) – PSC1 (Validation of the Start-up report)

At the beginning of the project's implementation phase a starting phase of maximum 6 months will start during which starting activities will be carried out.

- 1st Project Steering committee
- Finalize the recruitment of staff
- First project operational planning (Year 1)
- Establishing baseline and monitoring system...
 - Start-up report (including work plan)

5.4.2.2 Operational phase

PSC 1 – PSC Closure programming (Operational closure planning is approved)

Operationalization of the intervention

At the end of this phase a planning of the operational closure is validated by the PSC.

5.4.2.3 Operational closure phase

PSC Closing programming – PSC Final report validation (Discharge of project team)

This operational closure period starts at the latest 6 months before the end of the Specific Agreement.

Final report:

- Administrative information
- Financial information
- Operational information
- Information on Results

After Discharge of the team the Representation and partner can still proceed to the liquidation of last commitments.

Six months before the end of the project a closing phase will start during which the Project Coordination Team will prepare a financial report and submit this to the Project Steering Committee.

Beyond the validity of the Specific Agreement, no expenditure will be accepted unless it relates to commitments entered into force before the expiry date of the Specific Agreement and has been approved by the last Project Steering Committee.

5.4.3 Administrative Closure phase

The final report is sent to DGD and the project is administratively closed.

5.5 Implementation and follow-up structures

5.5.1 Project Steering Committee (PSC)

A Project Steering Committee (PSC) will be created at the signature of the Specific Agreement. It represents the highest level of decision making with regard to the implementation of the project.

Roles and function:

- Ensure that the roles and responsibilities of the different entities involved in the project are clearly defined
- Put in place the Sectorial Technical Committees
- Supervise the execution of the engagements committed by the parties
- Take note of the project Baseline Report/Monitoring Plan (Quality) and approve the eventual necessary modifications of the TFF accordingly
- Validate the selection of Beneficiary Institutes
- Approve annual Work Plan and Budgets
- Appreciate the project progress and results achievement on the basis of reports and advice on corrective actions to ensure the achievement of the project's objectives
- Approve or disapprove recommendations made by the PCT in the annual result
- Manage strategic changes on overall and specific objectives, the duration and the total amount of the project.

- Solve problems that cannot be solved at the operational level and management level in the PCT
- Supervise the project closing and approve final report

Members:

Members:

- The Permanent Secretary of the Ministry of Finance, Planning and Economic development or his delegate (Chair)
- The BTC resident representative or his delegate (Co-Chair)
- A representative of the Ministry of Health
- A representative of the Ministry of Education and Sports
- A representative of Water and Environment

Observers:

- A Representative of the MoPS
- Any other person invited by the Chairperson

Operating Rules:

Within the limitations of the Specific Agreement, the PSC shall lay down its own internal rules and take its decision by consensus of its members.

The Project Coordination Team acts as the Secretariat for the Steering Committee and provides the necessary information to its members in advance of each meeting.

The PSC meets every six months by invitation of the chairperson and at any other time deemed necessary. The invitation must be received by the members at least 7 days before the meeting. The invitation includes an agenda, suggested decisions and supporting documents. A PSC meeting will be postponed if less than 2/3 of its members are present.

The members decide by consensus.

Decisions of each meeting of the PSC are recorded in minutes signed by the present voting members (Signing members to be confirmed during the first PSC meeting).

The PSC may invite external experts or stakeholders as resource people for a particular meeting.

5.5.2 The Sectorial Technical Committees (STC)

Three Sectorial Technical Committees (STC) will be created, one for each sector (health, education and environment) during the starting phase of the project.

The STC will ensure a sectorial participatory approach, make the link with National Strategies and other capacity development strategies and needs as well as make the direct link with other Belgian cooperation financed interventions so as preconized by the new scholarship strategy.

Roles and function:

- Fine-tune the selection criteria for selection of the Beneficiary Institutes and align them with the priorities of the sector
- Make the selection of the Beneficiary Institutes (through Selection rounds) and of the training activities Approve the training providers proposed by the BI

Members:

The STC will be tripartite and composed of representatives from sector Ministries (Chair), the Project Coordination Team and the Private sector. Observers will be invited and can be delegated from MoPS, BTC, the civil society and other (related) ministries.

	STC Health	STC Education	STC Environment
Members	<p>Representative of HR department (MoH) (Chair)</p> <p>Representative of HRM (MoH)</p> <p>BTC Coordinator</p> <p>Representative of the Medical Bureau</p>	<p>The undersecretary of Finance and Administration (MoES) (Chair)</p> <p>Representative of HR department (MoES)</p> <p>BTC Coordinator</p> <p>Representative of Skilling Uganda Task force</p> <p>Representative of UGAPRIVI</p>	<p>Representative of Directorate of Environmental Affairs (MoWE) (HR Department) (Chair)</p> <p>Representative of planning department (MoWE)</p> <p>BTC Coordinator</p>
Observers	<p>BTC Representative of the other Belgian financed bilateral projects in the Health, sector</p> <p>Representative of MoPS</p> <p>Representative of the Nursing profession</p> <p>Representative of sector-specific civil society network³⁸</p>	<p>BTC Representative of the other Belgian financed bilateral projects in the Education sector</p> <p>Representative of MoPS</p> <p>Representative of the Federation of Education NGOs in Uganda (FENU)</p>	<p>BTC Representative of the other Belgian financed bilateral projects in the Environment sector</p> <p>Representative of MoPS</p> <p>Representative of Environmental Act</p> <p>Representative of MoES³⁹</p>
	Any other relevant person invited by the Chair of the SFC can attend as non-voting member		

Operating Rules:

The STC will meet at least three times a year according to the needs.

Decisions are taken by consensus. Observers have no voting power.

³⁸ For the health sector it could be a representative of umbrella organizations of health specific NGO's, such as the Uganda National Health Customers Association (UNHCA) or the Uganda Network of AIDS Service Organisations (UNASO)

³⁹ As they are responsible for the Meteorological Institute and the Land Survey School of Entebbe

The Project Coordination Team acts as the Secretariat for the STC and provides the necessary information to its members in advance of each meeting. All decisions are taken in consensus and the minutes, drafted by the secretariat and signed by all ordinary members of the STC.

Representatives of the other Belgian financed bilateral projects in the concerned sectors participate as observers to make sure that coherence and complementarity with other belgo-ugandan interventions is respected.

Within the limitations of the Specific Agreement, the committees shall lay down their own internal rules.

5.5.3 The Project Coordination Team (PCT)

The Project Coordination Team (PCT) will be based in Kampala in the BTC Representation premises.

It will be headed by a BTC international technical assistant, expert in capacity development, the Project Coordinator with possibility of delegating coordination to the Project Officer for the last year of the project implementation phase.

Composition of the PCT:

Technical Team

- The Project Coordinator, Responsible of the PCT (4 years)
- The Scholarship Officer (1 year), Responsible for the continuation of the on-going scholarships and ensuring a proper hand-over between the previous and the current intervention
- The Project Officer, Responsible for assisting the Project Coordinator with the management of the day-to-day activities and overall monitoring of project progress according agreed plan and procedures (4 years)
- The national Procurement Officer (3 years) for assisting the Project with the public procurements processes (i.e. contracting of training providers etc)

Support staff:

- An Accountant and administration officer (5 years)
- A Secretary (5 years)
- A Driver (5 years)

The procedures of the PCT functioning will be described in detail the Project Operation Procedures Manual, in conformity with BTC procedures and manuals.

Role:

The PCT is in charge of the operational implementation and coordination of the project. It manages project activities on a day to day basis in order to fully implement the project strategy, in time and within budget, as approved by the PSC. It prepares for decision taking at the level of the Project Steering Committee on the basis of the conclusions of the Sectorial Technical Committees (STC).

In addition to the activities described in chapter 3 the PCT is responsible for:

The project coordination and management

- Ensure the implementation of project activities in accordance with the TFF and the approved project work plans
- Ensure good project operational and financial planning and reporting (quarterly operational report and annual results reports)

- Ensure that all activities outputs are linked to the results and specific objective through a close monitoring based on pre-defined indicators
- Conduct the Project Monitoring (Including the Baseline) and coordinate the evaluations (Reviews) activities.
- Act as the secretariat of the Steering Committee and to the Sectorial Technical Committees, ensuring timely and accurate dissemination of reports and other documents/processes, proposal of agenda, drafting of minutes of the meetings etc.
- Preparing an end-of- project consolidated report to be presented to the PSC no later than one month before the end of the project.

Technical support

- Support the ministries in the development of a common approach, a human resource capacity development framework strategy, set of procedures and different tools including these for proper monitoring and evaluation based on the principles of reflective action
- Support the Beneficiary Institutes in designing, implementing, monitor and evaluate their HR development plans
- Provide high level technical guidance on project methodology and strategy
- Promote capitalization

Administrative and financial management of the intervention

The PCT is responsible of the financial management of the project.

- Prepare the project operation procedure and financial manual - at the start of the intervention – and submit to the PSC for validation and prepare the implementation which includes:
- Ensure the good management of the project financial resources, accounting, treasury and budget management,
- Tender (where envisaged as an action for the PCT) for the procurement of works, goods and services in conformity with applicable regulations
- Manage contracts

5.6 Operational Management of the intervention

5.6.1 Human Resources Management

BTC Representation in Uganda will select and contract the Project Coordinator, the Project Officer and other support staff through BTC procedures with the non-objection of MoFPED and manage their contract and salary.

	Project Coordinator		Project Officer		Other project Staff	
FUNDED BY	Project funds		Project funds		Project funds	
PROCESS	System	Resp	System	Resp	Syst	Resp
ToR	Joint (in the TFF)		Joint (in the TFF)		BTC	
Publication	BTC	BTC	BTC	BTC	BTC	BTC
Candidates	BTC	BTC	BTC	BTC	BTC	BTC

pre selection						
Selection of candidates	BTC	BTC	BTC	BTC	BTC	BTC
ANO	ANO from MoFPED		ANO from MoFPED		NA	
Signature of the contract	BTC	BTC	Ugandan legislation	BTC	Ugandan legislation	BTC
Individual evaluations	BTC	BTC	BTC	BTC	BTC	BTC
Manage missions	UGA	BTC	UGA	BTC	UGA	BTC

Additional remarks:

All positions are open for men and women. Female candidates will be encouraged to apply.

If the ToR defined in this TFF must be revised before advertisement, the revised ToR need to be approved by the PSC.

5.6.2 Financial Management

5.6.2.1 Introduction

The management of the Belgian contribution is done according to BTC-Direct-management and the funds will be made available according to BTC system.

In accordance with the partnership principles between the Belgian and Ugandan parties, the planning of the financial commitments will be done with mutual agreement. The public procurement will be done according to Belgian regulations.

5.6.2.2 Bank Accounts

Main and operational accounts under direct- management

From the signature of the Specific Agreement the existing UNI (scholarship) EUR accounts (one main DB and one local account) and the local currency account will be maintained.

In terms of signature, the double BTC-signature is compulsory.

5.6.2.3 Funds transfer

First transfer

From the notification of implementation agreement between **the Belgian State and BTC**, a **first** cash call can be submitted by the PCT to BTC Representation. The requested amount must be in line with the financial needs of the first three months and will follow the BTC internal procedures.

Subsequent transfers

To receive subsequent transfers, the project PCT must request a cash call to the RR following BTC procedures. .

Subsequent requests for transfers must be based on action and financial plans approved by the PSC.

Each transfer should equate to the estimated funding requirements of the project as prepared by the PCT for the succeeding three months, plus a small margin for contingency, possibly paid in several

tranches. The transfer of funds by BTC to the scholarship bank account will be made at the beginning of each quarter provided that:

The financial accounts for the project are up to date and have been submitted to the BTC Representative;

The financial plan for the quarter to be financed has been submitted to the BTC Representative;

The amount of the transfer request does not exceed the remaining budget balance;

Any recommendations proposed by external audits have been followed up or implemented and reported to the BTC Representation

In addition, intermittent urgent cash transfers may be requested; but such urgent cash calls are only acceptable if they are fully justified in relation to extraordinary events.

The final payment of the project will follow the same conditions as described above.

5.6.2.4 Financial planning

Preparation of annual and multiannual budgets

Each year, the project team must develop a budget proposal for the next year following BTC procedures. In this budget proposal, an indicative budget for the following years should also be included. This budget proposal must be approved by the SC.

The annual budget is part of the annual plan and provides the basis for the monitoring of budget execution of the next year.

Monitoring and budgetary commitments

Each quarter, the project must report on the budget execution and the forecast of expenditure, compared to the total budget and annual budget approved. The reporting is done according to the format provided by BTC and is part of the quarterly reporting.

The project must ensure proper control and regular budget monitoring of commitments.

5.6.2.5 Accounting

Accounting is done on a monthly basis according to BTC rules and regulations and its own financial system.

The accounting documents must be signed for approval by the Project Coordinator. The accounting documents that must be forwarded to the BTC Representation include an electronic file, the supporting documents as well as the bank statements and petty cash statements

The accounting documents must be up to date, accurate and reliable and conform accounting standards and rules in place.

5.6.3 Budget Management

Budget constraints: The budget of the project sets out the budgetary limits within which the project must be executed. The total budget and the budget per execution mode may not be exceeded.

Budget change:

Overshooting of a general means section or a result less than 10% of the amount budgeted for on this section or result in the latest version of the budget is authorized.

At budget line level, budget overshooting is allowed if the overshooting is less than 10% of the amount of the latest approved budget for this line or if it is less than 50.000 €

At the level of the annual budget, there are no constraints, except for the general means section for which the annual budget overshooting can be no more than 5%.

In case a budget increase is needed, a written request for the increase must be submitted by the national party to the Belgian state after agreement of the steering committee. If Belgium accepts the request an exchange of letters is signed by both parties.

For all other budget changes, a written agreement of the authorizing officer and co- authorizing officer is sufficient.

For each request for budget change, the project team must elaborate a budget change proposition according to BTC's procedures.

The contingencies budget can only be used for project activities and after approval of the Resident representative.

5.6.4 Public Procurement

Tendering shall be managed in accordance with the Belgian Procurement Rules and Procedures. However as much as possible the Ugandan partner will be as much as possible involved in the process (ToRs, evaluation and selection of the offers).

Process	System	Responsibility
Planning of tendering	BTC	Joint
Elaboration of ToR	BTC	Joint
Quality assurance	BTC	Joint
Publication	BTC	BTC
Evaluation and selection	BTC	Joint
Non-objection RR (25.000€ up to 200.000€)	BTC	BTC
Visa BTC Brussels (beginning at 200.000€ at the moment of finalizing the tender)	BTC	BTC
Attribute the tendering	BTC	BTC
Signature and notification of the tendering	BTC	BTC

5.6.5 Monitoring & Evaluation

5.6.5.1 Monitoring

	Report Title	Responsibility	System	Frequency	Users
Baseline	Baseline Report	Project Team	BTC	Unique	Project, PSC, BTC
Operational Monitoring	MONOP	Project Team	BTC	Quarterly	Project, BTC Rep office
Results Monitoring	Results report	Project Team	BTC	Annually	Project team, partner, PSC, BTC rep

					office, BE embassy
Final Monitoring	Final Report	Project Team	BTC	Unique	PSC, Partner, BTC rep office, BE embassy, donor

Baseline

Establishing the baseline in the beginning of the project is a BTC system requirement. The project M&E framework will be aligned with existing frameworks and methodologies already used by the partner.

The Baseline Report needs to be established by the PCT at the beginning of the project (ideally within the 9 months after the first project steering committee (start-up PSC)).

The Baseline Report will be presented to the Project Steering Committee (PSC). The PSC takes note of the Baseline Report and validates the way the intervention will be monitored. The main goal of the JLCB should be to assure that the Baseline Report is good enough to guarantee sound monitoring.

Operational Monitoring

Operational monitoring refers to both planning and follow-up of the intervention's management information (inputs, activities, outputs) and its purpose is to ensure good project management. It is an **internal** management process of the intervention team. Every quarter the Operational Monitoring update is sent to and discussed with BTC representation. BTC Resident Representative has the overall responsibility of ensuring that all projects conduct Operational Monitoring in a correct and timely manner.

Results Monitoring

Results Monitoring refers to an annual participatory reflection process in which intervention team reflects about the achievements, challenges, etc. of the past year, and looks for ways forward in the year(s) to come. The PSC approves or disapproves recommendations made by the intervention team in the annual result Report.

Final Monitoring

The purpose of final monitoring is to ensure that the key elements on the intervention's performance and on the development process are transferred to the partner organisation, the donor and BTC and captured in their "institutional memory". This enables the closure of the intervention (legal obligation for back-donor of BTC), the hand-over to the partner organisation and the capitalisation of lessons learned. It can be considered as a summary of what different stakeholders might want to know at closure or some years after closure of the intervention.

5.6.5.2 Evaluation : Mid-Term Review and End-Term Review

	Responsibility	System	Frequency	Users
Mid-term Review	BTC HQ	BTC	Unique at mid term	PSC, partner, project, BTC, donor
End-term review	BTC HQ	BTC	Unique at end term (6 months before)	PSC, partner, project, BTC, donor

			operational closure)	
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Reviews are organised twice in a lifetime of an intervention: at mid and end of term. BTC-HQ is responsible for organising the reviews. The ToR of the reviews and their implementation are managed by BTC Brussels, with strong involvement of all stakeholders. The role of the PSC is to approve or disapprove the recommendations made in the reviews.

5.6.6 Financial and procurement audit

Project audit

The project must be audited at least once during the implementation (two audits will be budgeted) following BTC procedures, BTC will deploy an independent qualified audit firm (International Accounting Standards) to audit the dedicated project accounts annually. BTC will write the terms of references of the audits. These audits will be carried out by the auditors according to the BTC framework contract in force

BTC and the Steering Committee may request additional audits if necessary.

The auditor's reports must be presented to the SC.

The audit reports will include recommendations and proposal of corrective actions.

The PCT will prepare an action plan to improve the procedures and justify that corrective measures were taken.

BTC Audit

The College of Commissioners will yearly audit BTC accounts. They also audit the projects at that moment. BTC Audit Committee can also request that BTC internal auditors audit a project

5.7 Taxes and Duties

No part of the Belgian contribution should be used to pay any taxes, customs and import duties or other tax-related fees on supplies, equipment, works and services. If duties and taxes are due according to the national legislation, they will be covered by the Ugandan party.

5.8 Modification of the TFF

The project described in this Technical and Financial File (TFF) may be modified by the SC with the exception of the overall and specific objectives, the overall budget and the project duration which must be approved by the Uganda Ministries and DGD and which must be confirmed by Exchange of Letters between the parties.

The following changes need to be approved by the Steering Committee:

- The financial modalities: results and their budgets
 - indicators of results and specific & global objective
 - ; competences, attributions, composition and tasks of the SC
- The mechanism for approving changes to the TFF.

BTC and the Uganda partner inform the Belgian state in case of such changes

5.9 Closure of the intervention

Financial Statement

Six months before the end of the specific agreement, the project officer with the BTC coordinator must prepare a financial statement with the Representation according to BTC procedures, presented to the closing SC

Six months before the end of the Specific Agreement, no expenditure will be authorized without the approval of the Authorization Officer of the project and under condition that the expenditure is linked to commitments taken before the end of the Specific Agreement and detailed in the Minutes of the SC

Balances

Unused funds on bank accounts will be transferred to BTC.

The unused budget amounts at the end of the project will be affected on the ICP as specified in the specific agreement.

Expenses after the end of the Specific Agreement

After the end of the Specific Agreement, no expenditure will be authorized. Exceptionally, expenditure will be authorized after the end of the Specific Agreement date, only when linked to commitments taken before this date.

6 CROSS-CUTTING ISSUES

6.1 Environment

In addition to the fact that Environment is one of the 3 priority issues for this project, environment is also considered as a cross-cutting theme in relation with the education and health sectors. This will be particularly true for aspects related to building construction, equipment and for waste management, including waste management issues, which represent an important part of the Belgian cooperation support to these sectors. In all these aspects, capacity building will be a priority, the objective being to convey environmental management principles to partner institutes of the education and health sectors through adequate sensitization and training.

More precisely, environment will be integrated at the following levels:

Eco-design & construction

Ecological criteria are considered in rehabilitating, constructing and equipping all new facilities financed through Belgian funds, environmentally friendly technologies are favoured whenever possible. Passive building design is encouraged including attention to the orientation of the facilities with regard to sun and wind direction, the maximal use of daylight, rainwater harvesting, natural ventilation and greening of premises. Due attention is also given to ensuring the selection of materials for construction that have the minimum negative environmental impact, and likewise when selecting furniture and equipment. Partner institutes are encouraged to use these fundamental guiding principles when designing action plans, terms of references or tender documents and for recruitment purposes. There were capacity development needs are identified; specific activities can be carried out in the framework of this intervention.

Use of renewable energy

Photovoltaic and other energy systems using renewable energy sources are promoted in order to decrease the fossil-based electricity consumption and contribute to more eco-friendly buildings.

Waste management

Proper attention is given to wastewater and solid waste collection and treatment in buildings and facilities financed through Belgian funds. In particular in the health sector, due attention is given to the management of biomedical waste.

In all these areas, there where capacity development needs are identified; specific activities can be provided within the framework of this intervention.

Mobility

Providing grants and scholarship may lead to a number of long distance trips in the Region or worldwide. Considering that air travel is a high emitter of greenhouse gases, and considered BTC policy regarding environment, mobility aspects will be taken into consideration while selecting training locations. Priority will be given to local and regional courses and whenever possible and relevant preference goes to invitation of on trainer from abroad to Uganda instead of sending abroad a larger number of trainees.

Awareness raising

The implementation of these principles is also considered as a form of awareness raising action directed to all partners and beneficiaries of this intervention. Awareness raising should be followed by adapted training in environmental management in order to support decision making and implementation processes.

6.2 Gender

The Ministry of Gender, Labour and Social Affairs is responsible for the mainstreaming of gender in the policies, plans and activities of all sectors, including health and education. All Ministries also have a gender focal point, but they are not really operational due to a lack of resources as result of a poor understanding of the added value of integrating a gender sensitive approach to health. It will therefore be important to take a “bottom-up approach” whereby practical initiatives aimed at increasing the attention for gender will be properly documented and capitalized.

The program will invest in the creation of a women friendly capacity building environment (such as special announcements that encourage women to apply, the organization of capacity building activities on locations that require little displacement, to provide facilities for mothers of small children, etc.). Gender will also be mainstreamed in the curricula whereby the focus will be on questioning harmful attitudes, behaviour and practices that affect women’s rights and on explaining how a gender sensitive approach can improve the access of women to health and education services and valorise their role in the protection of the environment. Particularly in the trainings on community health, the issue of male involvement in SRH and the prevention of GBV should be highlighted.

6.2.1 Gender in the previous program

In the past, the percentage of male scholars has always been higher even when the target was a balance of 50%. This was mainly due to i) the age bracket for a masters which was set at 35 years, when most women have young families to take care and ii) to the focus on upcountry applicants which favours male applicants as they encounter less difficulties to leave their homes for 2-3 years. As the new strategy focus on short term trainings, preferably in the region, and as the program will no longer put a maximum age forward, more female applicants are expected.

6.2.2 Gender and Health

Gender is an important determinant in health seeking behaviour and decision making. The Uganda Demographic and Health Survey (UDHS) 2011 reveals that husbands are still the most important decision makers on women’s health and that only 23 per cent of married women independently decide on their own health care. The survey also points out that poor health seeking behaviour at personal/family/women/community level – including the lack of partner support - is the second commonest avoidable cause of maternal mortality.

Maternal mortality in Uganda has been stagnating at for several years at an unacceptably high level (438/100.000 live births in 2011).The commonest group of avoidable factors are health personnel issues (lack of skilled staff, staff non action and staff oversight).

Maternal mortality and morbidity is also closely related to poor access to family planning services, including information, education and supply of modern contraceptives. The contraceptive prevalence rate in Uganda increased from 24% in 2006 to 30% in 2011, but is still far below the HSSIP target of 40%. Uganda has a national fertility rate of 6.2 children per woman. Rural women have almost twice as many children as urban women. The public sector is the main provider of contraceptives. Particularly among the catholic PNFP resistance against the promotion of modern contraceptives remains high. The National Development Plan 2010/11-2014/15 acknowledges that limited access to family planning services hinders overall development of the society and of women in particular.

HSSIP also recognizes that the high prevalence of gender-based violence (GBV) is a major public health concern that impacts on maternal morbidity and mortality. As reported in the 2006 UDHS, 39% of women (15-49 years) versus 11% of men of the same age group have ever experienced sexual violence. Building the capacity of health workers to manage cases of GBV and strengthening the role of the health sector in the management and referral of GBV are two of the strategies put forward to

prevent morbidity and mortality due to GBV. Creating awareness about GBV among health workers, teachers and village health teams, providing in-service training to health workers on the management of GBV and training appropriate cadres of staff to review and streamline the management of GBV and referral are among the key interventions that have been identified as to implement these strategies.

6.2.3 Gender and Education

In its Ministerial Policy Statement 2012/2013 the MoES points at the importance of gender mainstreaming in the education sector. The focus is not only on increasing girls' access to primary and post-primary education but also on increasing the retention rates for girls. Only 42% of girls complete primary school against 53% of boys. Only one third of the girls who enrolled in primary are still at school at the age of 18, compared to half of boys (UDHS 2006). Key causes of drop-out and absenteeism amongst girls are early pregnancy, sexual harassment, female genital mutilation and lack of sanitation facilities.

The Gender Unit at the MoES is embedded in the Directorate of Basic and Secondary Education. The Unit's officers are providing technical expertise to the sector in a bid to overcome gender related challenges with support of international donors. Partnerships with national and international NGOs and development agencies also enable the MoES to address issues of gender-based violence in and around the school environment. The mainstreaming of gender in the capacity development activities developed by the program should contribute to strengthening the efforts of the MoES to improve gender-mainstreaming in the sector, particularly where secondary education and BTVET are concerned. A first but important step will be to disseminate existing policies and tools and to train school management in how to implement these. Raising gender awareness, particularly among senior teachers and career teachers, through in-service training in gender responsive methodologies and practices is the strategy put forward in the NDP to enhance gender mainstreaming in the education sector.

6.3 Children's rights

6.3.1 Reduction of under-five mortality rate

Over the past two decades modest progress in child survival has been made but the GoU is still far from achieving MDG 4 on the reduction of child mortality. The infant mortality rate has decreased from 101 infant deaths per 1000 live births in 1990 to 54 infant deaths per 1000 live births in 2011 (reduction with 49%; HSSIP 2015 target: 41). The under-five mortality rate has decreased from 180 under-five deaths in 1990 to 90 under-five deaths in 2011 (reduction with 50%; HSSIP 2015 target: 56). Progress made in neonatal mortality has been much slower and remains at 27 neonatal deaths per 1000 live births (HSSIP 2015 target: 23). Understaffing of health facilities is one of the factors affecting perinatal death, but there are also other factors such as absence of critical human resources, lack of expertise, misguided action, non-action and staff oversight.

The GoU has developed a Child Survival Strategy to address the main bottlenecks in improving child health. The Strategy focuses on the effective coverage of a priority package of cost-effective child survival interventions - such as immunization - as well as on increasing the capacity of health workers at all levels of care both through in-service and pre-service training.

6.3.2 Adolescent Sexual and Reproductive Health

Uganda has one of the highest adolescent pregnancy rates in the world and the highest in Sub-Saharan Africa. Twenty four percent of women aged 15-19 are mothers or pregnant with their first child. Early pregnancy – and early marriage - is one of the main causes of school drop-out of girls as well as of the country's high maternal mortality ratio and high fertility rate. One of the strategies developed in HSSIP with the aim to improve sexual and reproductive health and rights is the

strengthening of adolescent sexual and reproductive health (ASRH) services. These include the integration of ASRH in school health programs as well as increasing the number of health facilities providing adolescent friendly sexual and reproductive health services through proper training of health staff with the aim to improve their understanding of ASRH and develop their skills to properly address adolescents' health needs.

6.4 HIV & AIDS

HIV prevention is one of the key-priorities of the National Development Plan (2010-15). Although the national HIV prevalence rate has been stable (6-7 percent) for several years, Uganda continues to experience an increasing number of new HIV infections every year (estimated 128.000 in 2010). The number of new infections outstrips annual enrolment into Anti-Retroviral Therapy (ART) by two-fold. If the *status quo* continues, the HIV burden is projected to increase by 700,000 new infections over the next five years.

The National HIV Prevention Strategy (2011-2015) is aligned with the National Development Plan, National Strategic Plan for HIV/AIDS, Second National Health Policy, and Health Sector Strategic and Investment Plan (2010-15). The National HIV Prevention Strategy identifies minimum HIV prevention packages for the general population, key populations, People Living with HIV and other population groups. The Key interventions that should be scaled up to critical levels of 80-90 percent coverage are: Evidence-informed Behaviour Change , Prevention of Mother to Child Transmission, Safe Male Circumcision, Anti-Retroviral Therapy and condom promotion.

The NDP also points at the importance of addressing HIV & AIDS in the education sector and of training staff on HIV & AIDS competences such as life skills, care and support. The MoES developed the HIV and AIDS Strategic Plan II (2011-2015) as well as the Education Sector HIV and AIDS Workplace Policy.

7 ANNEXES

7.1 Logical framework

	Logical of the intervention	Indicators	Sources of verification	
	Logical of the intervention	Indicators	Sources of verification	
GO	Global objective: Improved service delivery of Ugandan institutes and organizations.	- Improved service delivery of selected BI measured by : (a) % of clients reporting improved service delivery of BI; (b) performance reports of BI.	- Statistics and sector performance reports of Health, Education and Environment - Annual and performance reports of selected BI - Exchanges with selected BI, - Interviews and/or focus group with users of BI,	
SO	Specific objective: Increased skills of human resources of selected beneficiary institutes in the health, education and environment sectors.	- Number of staff (sex-disaggregated) of BI in the priority sectors whose performance in their organization is improved - Number of BI in the priority sectors which started with the effective rolling-out of their HR capacity development plan. (provisional target of at least 40 BI)	- Performance scores of staff in annual performance appraisals of BI. - HR Capacity Development Plans and reports of training activities of selected BI - Interviews and/or focus group discussions with staff of BIs.	-

R 1	Result 1: The STC's for each sector are strengthened to perform effectively their task	<ul style="list-style-type: none"> - STCs for each sector are established and assume their role - Common concept, strategy and tools on HR development are developed, tested and regularly reviewed and adjusted. - List of preselected BIs are reviewed and updated 	<ul style="list-style-type: none"> - Minutes of STC meetings - Concept, strategy and tools on HR development provided to potential BIs - Monitoring and evaluation reports of the intervention 	
R 2	Result 2: Selected BI are strengthened to develop and implement their HR development plan based on a HR needs assessment.	<ul style="list-style-type: none"> - Number of selected BI with a needs assessment, a HR capacity development plan, an implementation plan and M&E system up to the standards of the concept, strategy and tools developed by the STCs - Level of understanding of the common concept, approach, and developed tools on HR development by the HR staff of selected BIs - Number of needs assessments including cross-cutting issues.(HIV/AIDS, child health and ASRH) 	<ul style="list-style-type: none"> - Monitoring and evaluation reports of the intervention - Exchange with HR staff of BIs - Final training proposals of BIs 	
R 3	R 3 : The human resource capacity of BI is effectively reinforced	<ul style="list-style-type: none"> - Number and quality of training activities organized measured by <ul style="list-style-type: none"> (a) satisfaction of participants and HR staff of BI, (b) level of correspondence between objectives of training plans and the 	<ul style="list-style-type: none"> - Attendees list, reports and evaluations of training activities made by BI and trainees; - Interviews and/or focus group discussions with HR staff of selected BIs, satisfaction and KAPB surveys; - Monitoring and evaluation reports of 	

		<p>content of the training activities;</p> <p>(c) level of integration of skills reinforced in the framework of this in intervention, in BI</p> <p>(d) number on cross-cutting issues (gender, SRH)</p>	the intervention	
R 4	Result 4 : Individual scholarships are managed.	<ul style="list-style-type: none"> - Number of individual scholarships finalised as programmed; - Level of integration of skills reinforced in the framework of this in intervention, in the BI of the scholars - Recognition of Alumni Network measured by number of initiatives taken by the alumni network. 	<ul style="list-style-type: none"> - Follow-up reports and evaluations made by BI and trainees - Monitoring and evaluation reports of the intervention - Annual reports of the Alumni Network 	

R 1	Result 1: The STC's for each sector are strengthened to perform effectively their tasks.
A 1.1	A 1.1. Establishment of STCs for each sector
A.1.2	A.1.2. Support the STCs in the development of a set of tools to select the BIs and their training activities
A.1.3	A.1.3. STCs identify and select potential BIs
R 2	Result 2: Selected BI are strengthened to develop and implement their HR development plan based on a HR needs assessment.
A 2.1	A 2.1 Potential BI are informed and prepared to submit their HR development plans and needs assessment
A.2.2	A.2.2 Potential BI are requested to submit their HR development plans and needs assessment
A 2.3	A 2.3. Support selected BI to improve their HR development plans and needs assessment to submit their final training proposal
A 2.4	A 2.4 Submission of final training proposals by selected BIs
R 3	Result 3 : The human resource capacity of BI is effectively reinforced

A 3.1	A 3.1 STCs select the training activities and training providers
A 3.2	A 3.2 Support the establishment and implementation of training contracts
A 3.3	A.3.3 Support the selected BI during the implementation of their M&E system
R 4	Result 4 : Individual scholarships are managed.
A 4.1	A 4.1 Follow-up of individual scholarships in the Health sector
A 4.2	A 4.2. Follow-up of individual scholarships in the Education sector.
A 4.3	A 4.3 Follow-up of individual scholarships in the Environment sector
A.4.4	A.4.4 Support the functioning and the recognition of the Alumni Network

7.2 Implementation calendar

Budget Code	Results/activities	Year 1				Year 2	Year 3	Year 4	Year 5
		Q1	Q2	Q3	Q4				
A_01	The STC for each sector are strengthened to perform effectively their tasks								
A_01_01	Establishment of STCs	X							
A_01_02	Support the STC in development of set of tools to select BI	X	X	X	X	X	X	X	X
A_01_03	STCs identify and select potential Bis			X		X	X	X	
A_02	Selected BI are strengthened to develop and implement their HR development plan								
A_02_01	Potential BI are informed and prepared to submit their plan			X		X	X	X	
A_02_02	Potential Bis are requested to submit their HR development plan			X		X	X	X	
A_02_03	Support selected Bis to improve their development plans				X	X	X	X	
A_02_04	Submission of final training proposals by selected Bis				X	X	X	X	
etc									
A_03	The HR capacity of BI is effectively reinforced								
A_03_01	STCs select the training activities and training providers				X	X	X	X	X
A_03_02	Support the establishment of training contracts					X	X	X	X
A_03_03	support the Bis during the implementation of their M&E system					X	X	X	X
A_04	Individual scholarships are managed								
A_04_01	Follow-up of individual scholarships in health sector	X	X	X	X	X	X		
A_04_02	Follow-up of individual scholarships in education sector	X	X	X	X	X	X		
A_04_03	Follow-up of individual scholarships in environment sector	X	X	X	X	X	X		

7.3 ToR long-term personnel

Team composition:

- 1 -International expert specialized in Capacity Development (48 month) –project coordinator
- 1 National Scholarship officer (12 month)
- 1 National Project officer (48 months)
- 1 National Procurement officer (36 months)
- 1 Accountant and Administration Officer (60 month)

7.3.1 International expert in capacity development (expert), Project Coordinator

The International Expert in capacity development shall be selected by BTC and presented to MoFPED. He will work under the supervision of the Resident Representative to whom he/she is accountable, He/she will be assisted by a national scholarship officer, a national project officer and by an accountant and administration officer recruited by BTC. S/he will be one of the members of the PCT.

7.3.1.1 Tasks

The expert will provide to the intervention his expertise in capacity development applied to the sectors of Education, Health and Environment. He/she will play an important role in the first phase of the intervention for the implementation of the new approach aiming at supporting a limited number of Beneficiary Institutes in their capacity development efforts.

The CD expert will refer to the Project Steering Committee (PSC) and ensure that the members are well informed of project progress and are adequately supplied with sufficient information to carry out their decision-making responsibilities. The CD Expert will provide feedback to the MoH, MoES and MoWE and other important actors on any changes in policy or direction that the PSC may wish to carry out within the Project framework.

S/he:

Technical tasks

- Makes sure that guiding principles and strategy of the project are shared, understood and respected, and are developed based on existing documents/plans/strategies; if needed contributes to the fine-tuning of those principles and strategy;
- Oversees the planning and preparation phase of the intervention;
- Ensures that short term expertise is recruited timely and adequately and that all necessary studies and missions are planned and implemented so as to provide the expected support to the project;
- Supervises the baseline study preparation and implementation and pays special attention to the indicators selected (reflective action concept);
- Contributes to the final selection of Beneficiary Institutes (BI);
- Makes sure that the BI capacity development strategies are developed and assessed prior to the start of planned training activities;
- Provides advice on the best suited CD modalities according to the objectives and plans of any BI;

- Provides advice and helps on the selection process of the best training institutes to be used, for each sector, giving priority to national and regional centres;
- Participates in the selection and follow-up committees for the different sectors;
- Promotes use of coherent approaches in different sectors;
- Participates in portfolio meetings of each sector and promotes synergies with the other interventions in the priority sectors of Belgian cooperation;
- Informs actively other development partners of developed approach and results of the selection process;
- Pays special attention to capitalization and communication on the results obtained and on lessons learned;
- Prepares a monitoring system to be used throughout the intervention in order to prepare for the final evaluation and final report of the project and for possible other tools or documents to be used for this effect.

Coordination tasks,:

- Has to ensure, in close consultation and collaboration with respective officers of MoH, MoES and MoWE, the coordination between different stakeholders;
- Organises, coordinates and supervises implementation of project activities in accordance with approved project work plans;
- Presents to the Project Steering Committee the state of progress of project activities;
- Participates, without voting right, in the Project Steering Committee meetings and ensures its secretariat.
- Supervises financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Analyses and consolidates monitoring reports and prepare recommendations to the PSC;
- Organises bi-annual PSC meetings;
- Prepare contents and agenda of PSC meetings;
- Is responsible for regular communication with BTC on management and supervision of Project implementation;
- Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;
- Is authorised account-holders for the accounts.

7.3.1.2 Academic and professional Profile

S/he has:

- A university degree (minimum Master level) in Education/Social-Sciences/Human resource management,
- At least 8 years experiences in project management and at least 3 years in international development project coordination dealing with national institutes;
- Has solid expertise in the field of capacity development/institutional strengthening;
- Has solid expertise in human resources development;

- Has proven relevant experience in leading a team of professionals, in supervising staff and in coaching collaborators;
- Has proven experience in at least one of the 3 priority sectors of the intervention (Education, Health & Environment) and demonstrates the capacities of managing the other sectors' activities;
- Writes clear and concise reports and other administrative and technical documents;
- Has good communication, presentation and facilitation skills; Fluent in English;
- Good training and coaching ability
- Able to work under stressful conditions and not objecting to overtime and field missions;
- Knowledge of local context will be an asset.

7.3.2 National Scholarships Officer

The national scholarship officer manages, under the supervision of the Project Coordinator, the program locally on a day-to day basis, provides optimal support for beneficiary institutes and applicants and complies with the intervention's objectives of quality and effectiveness;

The national scholarship officer will work in close coordination with the accountant and administration officer recruited by BTC for this intervention. After 12 months, the national project officer will take over his tasks.

7.3.2.1 Tasks

Technical tasks

The national scholarship officer will be responsible for the following tasks:

- Assist the project coordinator with the daily organisation and management of the intervention;
- Support implementation of project activities in accordance with approved project work plans;
- Develop and manage the database;
- Contribute to the reporting of the project at the different levels;
- Review and provide feedback on all reports in order to assess quality and improve overall quality;
- Contributes to the development of terms of reference and contracts of third parties;
- Serve as the contact person for beneficiary institutes, partner ministries, grantees, consulates, BTC headquarter and other concerned parties;
- Participate in field visits to beneficiary institutes and training centres;
- Contribute to the reflection on the CD modalities to be used in the different sectors;
- Contribute to the selection process of the training institutes;
- Participate in the selection and follow-up committees for the different sectors;

7.3.2.2 Profile

The national scholarship officer has the following profile and expertise:

- Holds a diploma of undergraduate level;
- Experience in scholarships management at local level is an asset;

- Good language skills and capacities to write reports in a synthetic and accurate manner;
- Good organisational and filing skills;
- Pro-active attitude, dynamism;
- Good communication skills;
- Capacities to work in a team;
- Interest for the 3 priority sectors of the intervention (Education, health, environment)
- Good knowledge of software (MS Word Excel), aptitude to learn computer programs/tools specific to BTC (Damino);
- Experience using search engines and internet.

7.3.3 National Project Officer

The national project officer manages, under the supervision of the Project Coordinator, the program locally on a day-to day basis, provides optimal support for beneficiary institutes and applicants and complies with the intervention's objectives of quality and effectiveness;

The national project officer will work in close coordination with the accountant and administration officer recruited by BTC for this intervention. After 48 months s/he will be the project director of this intervention.

7.3.4 Tasks

Technical tasks

The national project officer will be responsible for the following tasks:

- Assist the project coordinator with the daily organisation and management of the intervention;
- Support implementation of project activities in accordance with approved project work plans;
- Develop and manage the database;
- Contribute to the reporting of the project at the different levels;
- Review and provide feedback on all reports in order to assess quality and improve overall quality;
- Contributes to the development of terms of reference and contracts of third parties;
- Serve as the contact person for beneficiary institutes, partner ministries, grantees, consulates, BTC headquarter and other concerned parties;
- Participate in field visits to beneficiary institutes and training centres;
- Contribute to the reflection on the CD modalities to be used in the different sectors;
- Contribute to the selection process of the training institutes;
- Participate in the selection and follow-up committees for the different sectors;

Coordination tasks,:

- Participate, without voting right, in the Project Steering Committee meetings;
- Ensure all coordination tasks of the project co-coordinator, when the international expert is no longer in place.

7.3.4.1 Profile

The national project officer has the following profile and expertise:

- Holds a degree of undergraduate level in pedagogy, economics, sociology or other related fields;
- Has experience in HR management and HR development,
- Expertise in project management is an asset;
- Being familiar with the scholarship approach of the Belgian cooperation would be an asset;
- Experience in scholarships management at local or regional level is an asset;
- Good language skills and capacities to write reports in a synthetic and accurate manner;
- Good organisational and filing skills;
- Pro-active attitude, dynamism;
- Good communication skills;
- Capacities to work in a team;
- Interest for the 3 priority sectors of the intervention (Education, health, environment)
- Good knowledge of software (MS Word Excel), aptitude to learn computer programs/tools specific to BTC (Damino);
- Experience using search engines and internet.

7.3.5 Accountant and Administration Officer

The accountant and administration officer ensures, under the supervision of the Project Coordinator, the daily administration and the finance of the intervention. He/she is responsible for the implementation of an administrative and financial system that allows for a smooth and timely management of the intervention. In particular, all aspects related to travelling (visa, air tickets, mission orders..) and contracting (consultants, experts, ad hoc missions..) should be given due attention.

The accountant and administration officer will work in close coordination with the national scholarship officer, the project officer recruited by BTC for this intervention.

7.3.5.1 Tasks

Banking, cheque and cash management

- Ensures all invoices from external parties (contractors, suppliers,...) are paid in due time, by bank transfer, cheque or cash and arrange those documents by date: her/his task of preparing bank transfer and cheque documents. And manage pipe line payment to external parties.
- Attend and record all bank transactions, maintain bank accounts, ensure monthly bank statements and account overviews;
- Final responsibility for the cash management;
- Prepare, register and keep cheques;
- Updates fixed asset register, follow up consultancies and contractor contracts;

Financial activity reporting

- Record all project expenses properly in FIT, following guidelines and within the deadlines the

latest 15th of the following month.

- Produce FIT statements for control by Project Coordination Team, make all necessary corrections and make all preparations for the monthly closing of the accounting.
- Supervise daily entry of expenses in the cashbook by cashier.
- Check and control to ensure quality and completeness of justification and supporting accounting documents of all expenses following guidelines
- Ensure accounting coding and budgeting lines are corrects: this includes verification of financial reports, expenses and supporting documents.
- Ensure monthly balance of FIT/Cashbooks/Cashboxes and bank statements are the same, and responsible for completion and approval of reconciliation statements if any;
- Responsible for transparent and consistent filing of all accounting, banking and cash management documents (that arranged by cashier).
- Organize that copy of all supporting Bank documents and check cash document copy by cashier, before sent to LAF on a monthly basis.

Budgeting and financial planning

- Provides all necessary accounting data and information to the project coordinator for him/her to be able to follow up on budget and planning.
- Assist the project co-director in the elaboration of reports, budgets or plans.

7.3.5.2 Profile:

- Holds a degree of undergraduate level in admin and accounting;
- Minimum 5 years experiences accounting and project administration;
- Experience with an international organization or NGO;
- Very good hands-on knowledge of excel and word is a must. Other programs (Database, accounting programs) a strong advantage;
- Proficient in English;
- Mature, good communicator and team player;
- Able to work under stressful conditions and not objecting to overtime and field mission

7.3.6 National procurement officer

The national procurement officer ensures, under the supervision of the Project Coordinator, the daily administration of the procurements of the intervention. In particular, all aspects related procurement and contracting (services, consultancies, supplies, works, ...) should be given due attention.

The national procurement officer will work in close coordination with the national scholarship officer, the project officer and the accountant and administrative officer recruited by BTC for this intervention.

7.3.6.1 Tasks

Procurement

- Draft the procurement plan

- Manage the procurement process (from tendering to follow-up of contracts)
- Ensure compliance with the Belgian and Ugandan procurement rules
- Ensures all invoices from external parties (contractors, suppliers,...) are paid in due time, by bank transfer, cheque or cash and arrange those documents by date: her/his task of preparing bank transfer and cheque documents. And manage pipe line payment to external parties.
- Attend and record all bank transactions, maintain bank accounts, ensure monthly bank statements and account overviews;
- Prepare and register cheques;
- Updates fixed asset register, follow up consultancies, suppliers and contractor contracts;

Financial activity reporting

- Record all project expenses properly in FIT, following guidelines and within the deadlines the latest 15th of the following month.
- Produce FIT statements for control by Project Coordination Team, make all necessary corrections and make all preparations for the monthly closing of the accounting.
- Supervise daily entry of expenses in the cashbook by cashier.
- Check and control to ensure quality and completeness of justification and supporting accounting documents of all expenses following guidelines
- Ensure accounting coding and budgeting lines are corrects: this includes verification of financial reports, expenses and supporting documents.
- Ensure monthly balance of FIT/Cashbooks/Cashboxes and bank statements are the same, and responsible for completion and approval of reconciliation statements if any;
- Responsible for transparent and consistent filing of all accounting, banking and cash management documents (that arranged by cashier).
- Organize that copy of all supporting Bank documents and check cash document copy by cashier, before sent to LAF on a monthly basis.

Budgeting and financial planning

- Provides all necessary accounting data and information to the project coordinator for him/her to be able to follow up on budget and planning.
- Assist the project co-director in the elaboration of reports, budgets or plans.

7.3.6.2 Profile:

- Holds a degree at undergraduate level of admin and accounting;
- Minimum 3 years experiences procurement and tendering;
- Experience with an international organization or NGO is an asset;
- Very good hands-on knowledge of excel and word is a must. Other programs (Database, accounting programs) a strong advantage;
- Proficient in English;
- Mature, good communicator and team player;
- Able to work under stressful conditions and not objecting to overtime and field mission

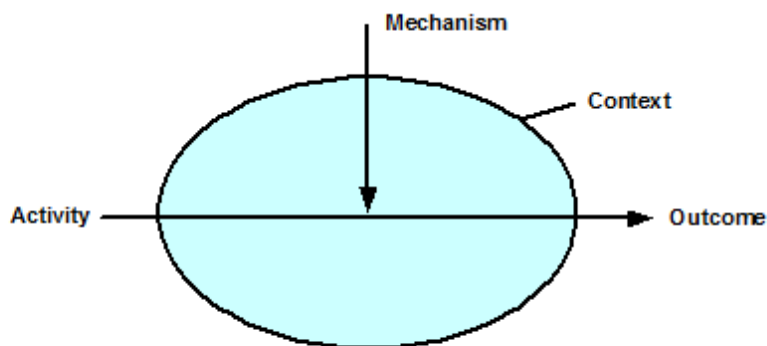
7.4 Definition and principles of reflective action

Reflective action promotes a reflection process for learning from change in complex situations. It makes use of explicit working hypotheses, modelling and specific monitoring and evaluation. Reflective action looks at any change from 2 angles:

- did the introduced measures, based on an explicit working hypothesis, produce the expected results?
- what were the environmental conditions that allowed or inhibited positive results?

The central attitude is one of learning: why did something work or why did it work (see also Figure 2), questioning the causal mechanisms but also the environmental conditions in which action takes place. Negative experiences are at least as interesting as positive ones for understanding the reason. Less emphasis is put on universal scientific truth and sound scientific documentation but on lessons learned and capitalization.

The proposed change process is based upon underlying theories and how and why an intervention would 'work.' Development activities are packed with implicit beliefs, assumptions, hypothetical theories on how change is likely to happen.



The outcome of an activity is causal if triggered by a mechanism acting in context

(**Figure 1** : The relation between action in a specific determining context, and its outcome –extract from Pawson 'Realistic Evaluation')

7.5 List of Out of reach and Underserved Health districts

NUMBER	DISTRICT	ISSUES AFFECTING THE DISTRICT
A. MOST UNDERSERVED DISTRICTS		
1.	Kotido	Poor infrastructure
2.	Abim	" "
3.	Kaabong	" "
4.	Moroto	" "
5.	Napak	
6.	Nakapiripit	" "
7.	Pader	Insecurity
8.	Lamwo	
9.	Kitgum	" "
10.	Amuru	" "
11.	Nwoya	
12.	Gulu	" "
13.	Adjumani	Difficult Access due to Regional Insecurity
14.	Kalangala	Difficult Access
15.	Mukono including Koome Islands	" "
16.	Buvuma	
17.	Bundibugyo	" "
18.	Ntoroko	
19.	Kisoro	" "
20.	Kanungu	" "
21.	Mayuge including Islands of Malongwe Sub-County	" "
22.	Bukwo	" "
23.	Bugiri	" "
24.	Namayingo including Sigulu islands	
B. UNDERSERVED DISTRICTS		
1.	Arua	
2.	Maracha / Terego	
3.	Nebbi including the new districts	
4.	Amolator	
5.	Amurai	
6.	Koboko	
7.	Katakwi	
8.	Kaberaido	
9.	Yumbe	
10.	Moyo	
11.	Lira including the new districts	
12.	Apac including the new districts	
13.	Rakai	
14.	Sembabule	
15.	Kabale	

7.6 Standards of scholarship

BSL : Bourse de stage local pour les <u>boursiers étrangers</u> / Local short training for <u>foreign scholarship holders</u> [BSL]			
Normes maximales applicables à la convention UNI2011/01 : € en euro € in euro : Applicable norms to UNI2011/01 agreement			
COUNTRY OF TRAINING :		UGANDA	
TYPE DE/OF PRESTATION	NORM(E)	FREQUENCE	DESCRIPTION
607101: Avance récupérable Refundable advances	non applicable	non applicable	
607102: Prime accueil/retour Fees for reception/departure	non applicable	non applicable	Not applicable since there is a fee (100 Euros) provided to take a taxi.
607103: Déplacement interne hors formation Intern travelling expenses out of training	non applicable	non applicable	Expenses covered by the monthly subsistence allowance.
607104: Allocation de subsistance Subsistence allowance	25	daily	Fee is paid if training is not organised on a full board basis. An out of pocket allowance and a transport refund are provided using the representation rates if training is full board.
607105: Assurances/ prime médicale Insurances / medical capitation fee	non applicable	non applicable	Covered by travel insurance
607106: Allocation familiale Family allowance	non applicable	non applicable	
607107: Matériel didactique School materials allowance	Varies	unique	Fee included in the contract with the training institution.
607108: Envoi bagages Luggages transportation cost	non applicable	non applicable	
607109: Participation congrès, séminaires Participation in conferences, seminars	non applicable	non applicable	
607110: Frais d'inscription, de formation Registration, tuition fees	Variable	unique	All fees related to the training
607111: Prime d'installation Installation allowance	non applicable	non applicable	
607112: Logement Accommodation	non applicable	non applicable	Covered in the subsistence allowance
607113: Transport international International air travel	Variable	unique	Prévoir également pour frais liés aux transports entre son domicile et l'aéroport, que se soit pour l'aller ou le retour, une prime forfaitaire unique de 100 € est payée au boursier à sa première arrivée au pays de formation.
607114: Thèse, mémoire, rapport de stage Thesis, end of training report	non applicable	non applicable	
607116: Equipement exceptionnel Exceptional equipment	non applicable	non applicable	Ligne utilisée uniquement pour les BMX : non applicable
607118: Divers et imprévus Miscellaneous	non applicable	non applicable	
BEL : Bourse d'études locales pour étrangers étudiant dans votre pays / Local scholarship for foreigners studying in your country			
BSL : Bourse de stage local pour étrangers suivant un stage dans votre pays / Local short training for foreigners in training in your country			
Fréquence/frequency :			
quotidien / mensuel / annuel / unique / non applicable daily/monthly/annual/unique/not applicable			

BEL : Bourse d'études locales pour <u>boursiers étrangers</u> / Local scholarship for <u>foreign scholarship holders</u>			
Normes maximales applicables à la convention UNI2011/01 : € en euro € in euro : Applicable norms to UNI2011/01 agreement			
COUNTRY OF TRAINING :		UGANDA	
TYPE DE/OF PRESTATION	NORM(E)	FREQUENCE	DESCRIPTION
607101: Avance récupérable Refundable advances	non applicable	non applicable	
607102: Prime accueil/retour Fees for reception/departure	50	daily	Maximum allowed. Paid for the first 3 nights in case scholar arrives on a Friday or at night. Payment to be done preferably against receipts if prior arrangements for accomodation have not been made.
607103: Déplacement interne hors formation Intern travelling expenses out of training	non applicable	non applicable	Coverd by the monthly subsistance allowance
607104: Allocation de subsistance Subsistence allowance	144	monthly	Includes Accomodation, meals and transport
607105: Assurances/ prime médicale Insurances / medical capitation fee	122	annual	Paid to the medical insurance company
607106: Allocation familiale Family allowance	non applicable	non applicable	
607107: Matériel didactique School materials allowance	200	annual	Paid at the beginning of each academic year after presentation of the certifiante of registration.
607108: Envoi bagages Luggages transportation cost	800	unique	Includes a fee to prepare the dissertation.
607109: Participation congrès, séminaires Participation in conferences, seminars	100	annual	Maximun allowed and only granted if it is already foreseen in the training programme of the schollar. Budget to be included in the contract. Payment to be made directly to the institution of training.
607110: Frais d'inscription, de formation Registration, tuition fees	Varies	annual	All fees related to the training
607111: Prime d'installation Installation allowance	200	unique	Paid once upon arrival of the scholarship recipe.
607112: Logement Accomodation	non applicable	non applicable	Covered by the monthly subsistance allowance.
607113: Transport international International air travel	Variable	annuel	
607114: Thèse, mémoire, rapport de stage Thesis, end of training report	non applicable	non applicable	
607116: Equipement exceptionnel Exceptional equipment	non applicable	non applicable	only for BMX: non applicable
607118: Divers et imprévus Miscellaneous	non applicable	non applicable	
BEL : Bourse d'études locales pour étrangers étudiant dans votre pays / Local scholarship for foreigners studying in your country			
BSL : Bourse de stage local pour étrangers suivant un stage dans votre pays / Local short training for foreigners in training in your country			
Fréquence/frequency :			
quotidien / mensuel / annuel / unique / non applicable daily/monthly/annual/unique/not applicable			

**BEL : Bourse d'études locales pour étudiants nationaux /
Local scholarship for national students**

Normes maximales applicables à la convention UNI2011/01 : € en euro
€ in euro : Applicable norms to UNI2011/01 agreement

COUNTRY OF TRAINING :		UGANDA	
TYPE DE/OF PRESTATION	NORM(E)	FREQUENCE	DESCRIPTION
607101: Avance récupérable Refundable advances	non applicable	non applicable	
607102: Prime accueil/retour Fees for reception/departure	50	daily	Maximum allowed. Paid for the first 3 nights in case scholar arrives on a Friday or at night. Payment to be done preferably against receipts if prior arrangements for accomodation have not been made.
607103: Déplacement interne hors formation Intern travelling expenses out of training	non applicable	non applicable	Coverd by the monthly subsistance allowance.
607104: Allocation de subsistance Subsistence allowance	144	monthly	Includes Accomodation, meals and transport.
607105: Assurances/ prime médicale Insurances / medical capitation fee	non applicable	non applicable	Only covers foreign scholars.
607106: Allocation familiale Family allowance	non applicable	non applicable	
607107: Matériel didactique School materials allowance	200	annual	Paid at the beginning of each academic year after presentation of the certifiante of registration.
607108: Envoi bagages Luggages transportation cost	800	unique	Volet A + volet B (At the end of the training) Paid once. It includes a fee to prepare the dissertation for costs such as Photocopying and printing,transport, communication,research assistants etc
607109: Participation congrès, séminaires Participation in conferences, seminars	100	annual	Maximun allowed and only granted if it is already foreseen in the training programme of the schollar. Budget to be included in the contarct. Payment to be made directly to the institution of training.
607110: Frais d'inscription, de formation Registration, tuition fees	Variable	annual	includes all fees related to the training.
607111: Prime d'installation Installation allowance	non applicable	non applicable	
607112: Logement Accomodation	non applicable	non applicable	Covered by the monthly subsistance allowance.
607113: Transport international International air travel	non applicable	non applicable	
607114: Thèse, mémoire, rapport de stage Thesis, end of training report	non applicable	non applicable	
607116: Equipement exceptionnel Exceptional equipment	non applicable	non applicable	Ligne utilisée uniquement pour les BMX : non applicable
607118: Divers et imprévu Miscellaneous	non applicable	non applicable	
BEL : Bourse d'études locales pour nationaux étudiant dans leur pays / Local scholarship for national scholarship holders studying in their country			
BSL : Bourse de stage local pour nationaux se formant dans leur pays / Local short training for national scholarship holders in training in their country			
Fréquence/frequency :			
quotidien / mensuel / annuel / unique / non applicable daily/monthly/annual/unique/not applicable			

**BSL : Bourse de stage local pour nationaux/
Local short training for national scholarship holders [BSL]**

Normes maximales applicables à la convention UNI2011/01 : € en euro
€ in euro : Applicable norms to UNI2011/01 agreement

COUNTRY OF TRAINING : UGANDA			
TYPE DE/OF PRESTATION	NORM(E)	FREQUENCE	DESCRIPTION
607101: Avance récupérable Refundable advances	non applicable	non applicable	
607102: Prime accueil/retour Fees for reception/departure	non applicable	non applicable	Not applicable since there is a fee (100 Euros) provided to take a taxi.
607103: Déplacement interne hors formation Intern travelling expenses out of training	non applicable	non applicable	Expenses covered by the monthly subsistence allowance.
607104: Allocation de subsistance Subsistence allowance	25	daily	Fee is paid if training is not organised on a full board basis. An out of pocket allowance and a transport refund are provided using the representation rates if training is full board.
607105: Assurances/ prime médicale Insurances/ medical capitation fee	non applicable	non applicable	
607106: Allocation familiale Family allowance	non applicable	non applicable	
607107: Matériel didactique School materials allowance	non applicable	non applicable	Fee included in the contract with the training institution.
607108: Envoi bagages Luggages transportation cost	non applicable	non applicable	
607109: Participation congrès, séminaires Participation in conferences, seminars	non applicable	non applicable	
607110: Frais d'inscription, de formation Registration, tuition fees	Variable	unique	All fees related to the training. Paid once at the beginning of the course/training.
607111: Prime d'installation Installation allowance	non applicable	non applicable	
607112: Logement Accommodation	non applicable	non applicable	Covered in the subsistence allowance.
607113: Transport international International air travel	non applicable	non applicable	Prévoir également pour frais liés aux transports entre son domicile et l'aéroport, que se soit pour l'aller ou le retour, une prime forfaitaire unique de 100 € est payée au boursier à sa première arrivée au pays de formation.
607114: Thèse, mémoire, rapport de stage Thesis, end of training report	non applicable	non applicable	
607116: Equipement exceptionnel Exceptional equipment	non applicable	non applicable	Ligne utilisée uniquement pour les BMX : non applicable
607118: Divers et imprévus Miscellaneous	non applicable	non applicable	
BEL : Bourse d'études locales pour nationaux étudiant dans leur pays / Local scholarship for national scholarship holders studying in their			
BSL : Bourse de stage local pour nationaux se formant dans leur pays / Local short training for national scholarship holders in training in their			
Fréquence/frequency :			
quotidien / mensuel / annuel / unique / non applicable			
daily/monthly/annual/unique/not applicable			

Normes maximales applicables à la convention UNI2011/01 : € en euro € in euro : Applicable norms to UNI2011/01 agreement			
BEB : Belgian scholarship / Bourse d'études en Belgique			
COUNTRY OF TRAINING :		BELGIUM / BELGIQUE / BELGIE	
TYPE DE/OF PRESTATION	NORM(E)	FREQUENCE	DESCRIPTION
607101: Avance récupérable Refundable advances			Ce poste ne doit pas être considéré pour l'élaboration du budget. Il ne sert que pour des avances et doit être égal à zéro en fin de bourse.
607102: Prime accueil/retour Fees for reception/departure	variable		Coût moyen de 279€ appliqué en début de bourse pour les frais d'accueil à l'aéroport et frais de transit si arrivée tardive
607103: Déplacement interne hors formation Intern travelling expenses out of training	variable		Transport interuniversitaire prévu dans le programme de formation/ remboursement sur base des frais réel
607104: Allocation de subsistance Subsistence allowance	1000	mensuel	Indemnité destinée à couvrir les frais de subsistance, de logement et de déplacement du boursier.
607105: Assurances/ prime médicale Insurances / medical capitation fee	60	mensuel	Montant payé à la compagnie d'assurance pour un assurance responsabilité civile, une assurance assistance et une assurance soins de santé
607106: Allocation familiale Family allowance	62	mensuel	Indemnité forfaitaire pour le conjoint du boursier et ses enfants de moins de 18 ans
607107: Matériel didactique School materials allowance	500	annuel	Prime forfaitaire destinée à couvrir l'achat de matériel didactique : livres, cours, petit matériel, ordinateur...)
607108: Envoi bagages Luggages transportation cost	250	unique	Prime forfaitaire payée lors du retour définitif, intervention pour l'expédition du matériel acquis pendant la formation et les frais de mémoire.
607109: Participation congrès, séminaires Participation in conferences, seminars	non applicable	non applicable	XX Inclus dans le poste 607110 : Frais de formation
607110: Frais d'inscription, de formation Registration, tuition fees	variable		Frais directement liés à la formation : frais d'inscription annuels aux cours principaux et aux sessions d'examens, aux formations annexes , cours de langue et voyages d'études prévus dans le programme
607111: Prime d'installation Installation allowance	550	unique	Prime forfaitaire payée à l'arrivée et destinée à couvrir les frais d'installation
607112: Logement Accomodation	100	mensuel	Prime forfaitaire destinée à couvrir les frais supplémentaires pour l'hébergement
607113: Transport international International air travel	variable		Billet d'avion, taxes d'aéroport et frais de prepaid et envoi des billet localement. Forfait pour l'obtenion du visa : légalisation de document, examens médicaux, frais de déplacement et transport aller retour vers l'aéroport
607114: Thèse, mémoire, rapport de stage Thesis, end of training report	non applicable	non applicable	XX Inclus et réparti dans 2 postes : 607107 : matériel didactique et 6071008 : Envoi bagage
607116: Equipement exceptionnel Exceptional equipment	non applicable	non applicable	XX Poste uniquement utilisé pour les BMX (doctorat mixte)
607118: Divers et imprévus Miscellaneous	variable		poste laissé à l'appréciation de la CTB, peut servir à couvrir des frais de modification de programme, d'assurance professionnelle complémentaire et intervention à caractère social