

# TECHNICAL & FINANCIAL FILE

## SUPPORT TO THE IMPLEMENTATION OF THE SKILLING UGANDA STRATEGY

### UGANDA

DGD CODE : NN 3016426

NAVISON CODE : UGA 14 027 11



THE BELGIAN  
DEVELOPMENT COOPERATION **.be**

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## ABBREVIATIONS

ATP	Assessment and Training packages
BMO	Business Membership Organisations
BTC	Belgian Development Agency
(B)TVET	(Business) Technical and Vocational Education and Training
CBET	Competency-based Training
CCI	Cross cutting issues
CMU	Construction Management Unit of the MoESTS
CoPs	Calls for Proposals
DEO	District Education Office(r)
DES	Directorate of Educational Standards
DGD	Directorate General for Development Cooperation and Humanitarian Aid
DIT	Directorate of Industrial Training
EIU	Economist Intelligence Unit
ESSP	Education Sector Strategic Plan
FUE	Federation of Ugandan Employers
FY	Fiscal Year
GDP	Gross Domestic Product
GoVT	Government
IDB	Islamic Development Bank
ITA	International technical Assistant
ITC	Industrial Training Council
JV	Joint Venture
KCC	Kasese Copper and Cobalt Company
L(a)MIS	Labour Market Information System
MoESTS	Ministry of Education, Science, Technology and Sports
MoFPED	Ministry of Finance and Planning
MSME	Micro, Small, Medium enterprises
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGO	Non-governmental organisation
N(V)QF	National (Vocational) Qualification Framework
NTA	National technical assistant
NTC	National teacher College

OAG	Office of the Auditor General
PFM	Public Finance Management
PMU/T	Project Management Unit /team
PNFP	Private not for Profit
PS	Permanent Secretary
pSDF	Pilot Skills Development Fund
RTF	Reform task Force
SDA	Skills Development Authority
SWAP	Sector Wide Approach
TFF	Technical and Financial File
TIET	Teacher and Instructor education and training department
ToT	Training of Trainers
UBOS	Ugandan Bureau of Statistics
UBTEB	Uganda Business and Technical examination Board
UGAPRIVI	Uganda Private Vocational Institutes Association
UMA	Ugandan Manufacturers Association
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
UPPET	Universal Post Primary Education and Training
USE	Universal secondary Education
USSIA	Ugandan Small Scale Industries Association
UV(Q)F	Ugandan (Vocational) Qualification Framework
VTI	Vocational training Institute
WB	World Bank

# EXECUTIVE SUMMARY

## **1. Introduction – summary of strategic choices**

The new project “Support for the Implementation of the Skilling Uganda Strategic plan at the National Level and in Albertine and Rwenzori Regions” is another “building stone” in the series of support by the Government of Belgium to the Education Sector and to Post-Secondary Education and Training, in order to bolster Uganda’s economic and social development. Belgium and Uganda embarked on this way in 2005, when the partners decided that Belgium’s support should focus on the Education Sector.

The present project “Support for the Implementation of the Skilling Uganda Strategic Plan at the National Level and in Albertine and Rwenzori Regions” is a logical extension and continuation of the TTE project. It shows in its title clearly the ambition of helping that a wide and overarching sectorial analysis and plan leads to implementation. Given the limited means and the limited absorption capacity of many institutions, and taking into account both Ugandan and Belgian geostrategic priorities, the new project was conceived as an intervention supporting the Ugandan stakeholders from Government, Employers, Trade Unions and Civil Society, in implementing some of the strategic lines and proposals made in the Strategy, both on a national scale and in a specific part of the country.

Given that the Skills Development Authority has not been approved yet and that the date of its coming into life is not known, the focus of the project concept has been directed towards facilitating the open interaction of all stakeholders on the policy level, under the leadership of the planning department and in close collaboration with the Reform Task Force for the Skilling Uganda Strategy, which is administratively attached to the Ministry of Education, Science, Technology and Sports, but acts in an advisory role for the whole Government and the other key stakeholders.

The intervention will provide support to different actors and stakeholders in developing and testing a national Skills Development Fund and at the same time implement improvement of access and quality in Technical and Vocational Education and Training on the grassroots-level in two of the Western Regions of Uganda, the Rwenzori and Albertine Regions. The choice of these regions had been taken much earlier in Government-to-Government negotiations between the Ugandan and the Belgian side.

The idea circulated and was finally adopted to introduce the pilot Skills Development Fund, one of the core elements of the “Skilling Uganda” Strategy, in this grass-root level component, in order to “learn by doing” and adjust, before engaging into the adventure of building up the national Skills Development Fund.

A specific feature of the framework conditions for the project is, that it will “meet” several other interventions, which are focussing the same regions, given that the Government and international investors and donors expect a major economic impulse from the oil and gas exploration and the beginning of the production phase.

## **2. Summary of the logframe**

The specific Objective of the project is:

To enhance the quality of skills development and make it responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms

The economic sectors showing strong growth and employment potential are:

- 1) The Construction sector: roads and other infrastructure, buildings etc.
- 2) The Hospitality and Tourism sector: Hotels, Restaurants, Game and Natural Parks, Rwenzori Ridge
- 3) Mechanical and Electrical Engineering: maintenance of machinery and equipment
- 4) Agriculture will only be touched marginally, with Agroindustry and Agribusiness, as other actors have better access to this sector.

Opening the choice of sectors bears also the advantage of giving more opportunities of access for girls and women, as gender is generally a difficult issue in TVET.

The project has been conceived in a way that it includes three components, to which correspond the following Results:

### **Result 1: The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy**

Under Result 1, the project will support the Reform Task Force in playing its role of engaging the stakeholders and to structure M & E and Learning within the BTNET system, and it will help in establishing coordination structures at the regional and District level in the two Western regions.

### **Result 2: The Pilot Skills Development Fund is established and operates in the Project Area and it serves as a model for the future National Skills Development Fund**

Under Result 2, the project will help in designing and operating the Pilot Skills Development Fund, and it will ensure that experience gained will be translated to the national level, in order to shape and develop the national Skills Development Fund - and to win other donors to join a Basket Fund as a transitional stage, before a Training Levy comes into life. The Fund will be used for financing actions directly planned and managed by the project, but also for specific projects introduced by BTNET institutions and their partners through a call of proposals procedure. A large part of these actions will be specified under Result 3.

### **Result 3: Quality of training and qualification processes is improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females**

Under this Result, the project will strengthen a group of public and private not-for-profit BTNET providers in terms of management and training quality (e.g. instructor training), and help to connect them better and in a “sustainable way” with partners in the economy. The support includes upgrading of master-crafts persons, Business Organisations, apprenticeships and internships.

## **3. The project management set-up**

The supervising organ of the project's implementation will be the Project Steering Committee. It will be composed of the following parties: Ministry of Education Science, Technology and Sports, Ministry of Finance, Planning and Economic Development, Reform Task Force for the “Skilling Uganda” Strategy, representatives major Business Federations and Trade Unions, BTNET providers and UGAPRIVI, the

private BTVET providers' association, and the Resident Representative of BTC.

A Project Coordination Team will ensure daily management of the project. It will be based in Kampala, probably in office space used by the Ministry of Education, Science, Technology and Sports or in vicinity to it. The Project leadership consists of a National Project Coordinator, nominated by the Ministry, and an International Project Co-coordinator, who will act as a tandem.

The project will share administrative support staff: an architect, an Administrative and Financial Officer and a Procurement Officer with other BTC-managed interventions in Uganda.

The project will have a Field Office in Fort Portal, which manages the activities linked with the physical implementation of the project in the Rwenzori and Albertine regions. The Field Team will be composed of an International Technical Assistant who leads the Field Team, a National Technical Assistant, four National Field Coordinators and administrative support staff.

#### **4. The budget and modalities**

The project will be mainly managed in the mode of co-management, with the Permanent Secretary of the Ministry of Education, Science, Technology and Sports and Sports being the Project Director and Authorising Officer, while the BTC Resident Representative in Uganda will be the Co-Director and Co-authorising Officer of the project.

The Belgian contribution to the project will reach a maximum of EUR 16 million, while the Ugandan contribution is estimated at 10% of this amount, or EUR 1.6 million.

The main funding will go to result 3 (about 80% of the specific means), where about 6m€ will be dedicated to improving physical training conditions in 5 targeted public and PNFP training institutions.

The project duration will be 5 years.



## ANALYTICAL RECORD OF THE INTERVENTION

Title of the intervention	Support to the Implementation of the Skilling Uganda Strategy
Intervention number	NN 3016426
BTC Navision Code	UGA 14 027 11
Partner Institution	Ministry of Education, Science, Technology and Sports
Duration Specific Agreement	72 months (6 years)
Duration Execution	60 months (5 years)
Estimated start-up date	2015
Ugandan Contribution	The Ugandan contribution is estimated at 10%
Belgian Contribution	Sixteen (16) million Euros
Sector (DAC code)	11330 Technical and Vocational Education and Training
Brief description of the intervention	The project will support the implementation of some of the key-reforms of the national BTVET strategy, both on a national/central level, and on the local level, in 4 districts in Western Uganda. It will support and strengthen policy formulation and implementation, it will assist in developing financing instruments and new modalities for training delivery, and it will support a restricted number of training providers in Kasese, Fort Portal, Hoima and Masindi. The project will strive for a close collaboration with Business Membership Organisations and private sector companies on all levels of intervention.
Overall Objective	The employability of youth is increased through better quality of instruction and learning in Skills Development
Specific Objective	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms.
Results	<p><u>Result 1:</u> The BTVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy</p> <p><u>Result 2:</u> The Pilot Skills Development Fund is established and operates in the Project Area and it serves as a model for the future National Skills Development Fund</p> <p><u>Result 3:</u> Quality of training and qualification processes is improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females.</p>

# 1 SITUATION ANALYSIS

## 1.1 The socio-economic context

### 1.1.1 Demographic data

- Uganda has a population of 36.8 million (EIU estimate 2014). The population's growth rate per year is 3.27 %, one of the highest worldwide. Nearly half of all Ugandans are in the age range up to 14 years of age.<sup>1</sup>

The population data (2014) for the intervention are as follows:<sup>2</sup>

District	Capital	Population
Kasese	Kasese	695 500
Masindi	Masindi	602 100
Hoima	Hoima	499 100
Kabarole	Fort Portal	403 200

Given the high population growth, and the high number of youth, an increased pressure on the education and training system is immanent. The youth of Uganda desire to receive quality education and vocational training, in order to find or create decent jobs and to have a decent income.

### 1.1.2 The Ugandan Economy: a national perspective

- Uganda is, for the past five years, going through a period of sustained growth, induced by the prospection of oil reserves alongside Lake Albert and Lake Edward. However, commercial production is expected to take off only in 2018 at the earliest. Major road construction and extension of the electricity grid are under way.
- The growth rate of the economy increased from 5.7 % in 2013 to 7 % in year 2014. In 2015, Uganda's industry will grow by 7.1 %; services even 8 %, but agriculture only 2 %.<sup>3</sup>
- The economic sectors, which are driving growth, are construction, transport, telecommunications, financial services and the burgeoning oil industry.<sup>4</sup> Construction is accounted within the industry category and represents around half of the sector, with a 6.7 % increase over the previous year. Construction activity is mainly driven by donor-funded and privately financed building projects.

## Mining

- By far the sharpest increase in the industrial sector was mining, which expanded by 28.5 %. An airborne geographical survey covering more than 80 % of the country was completed in 2012. This improved the availability and quality of geological and mineral data, and has attracted interest from a range of international investors, most notable China.

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<sup>1</sup> Ugandan Bureau of Statistics (UBOS), Kampala 2007

<sup>2</sup> idem.

<sup>3</sup> Country Report Uganda 2014, Economist Intelligence Unit, London. p. 9 + 29

<sup>4</sup> In February, the Government signed an agreement with three international oil companies, including for a 60,000 barrel per day oil refinery and a pipeline to Kenya, paving the way for the start of commercial oil production in 2018. Oil production may reach 100,000 barrel / day in 2018, providing a large economic boost and lifting the real GDP rate into double figures. The growth rate is expected to accelerate to more than 15 % in 2018 as oil production starts.

## Agriculture

- The increase in agricultural production seems quite low, compared with the two other large sectors, but agriculture has the biggest share in GDP and occupies 80 % of the population (70% of these are women). Therefore, even an increase of 2 % is already an achievement. However, the overall increase in production can be spread quite unevenly among the producers, and it is difficult to estimate the incidence on individual farmer families' incomes.

## Infrastructure

- Large infrastructure projects, with a total value of 9 billion US \$, are at the planning stage and wait for implementation: e.g. the standard gauge railway line – in continuation of the new line linking Mombasa to Nairobi, three large dams for hydropower generation, an oil refinery, and two highways connecting Kampala with Jinja to the east and Entebbe to the south.
- However, according to the EIU, previous infrastructure projects have had long delays and inefficient spending.
- Nevertheless, these major investments in infrastructure need the proper skills and trained craftsmen.

## Hospitality and Tourism

- One of the sectors showing increase in employment is the hospitality sector:
- *“Uganda and Ethiopia are both expected to create between 8, 500 and 8, 800 hotel sector jobs in 2014, eclipsing the more traditional holiday hotspot of Kenya.”<sup>5</sup>*
- 182,000 tourists visited the 10 National Parks in 2012, with Queen Elizabeth Park, Murchison Falls and Lake Mburo being the most popular, accounting for 80 % of all National Park visitors. A total of 1.2 million tourists arrived in Uganda in the same year 2012, an increase of 48 % compared with 2009. Fortunately, the sector is quite labor intensive and absorbs large numbers of school leavers and unemployed. The common tourist visa for Kenya, Uganda and Rwanda will contribute to further rising tourist arrivals.<sup>6</sup>

## Conclusion

Economic growth in general, rising economic sectors, a growing number of local businesses and domestic and international investments in infrastructure, call for proper investment in (eco-friendly) TVET. Moreover, to sustain this level of growth, and to increase the level of quality employment and export, increased investment in education and training is definitely needed.

## 1.2 The economic development in the intervention area: a regional perspective

A rapid labour market scan<sup>7</sup> covered 5 selected districts in Western Uganda namely; Masindi, Hoima, Buliisa, Kabarole and Kasese.

It is noted that the urban informal sector and family agriculture are not or only marginally represented in the Study, given the direction of the Identification File towards other sectors.

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<sup>5</sup> Country Report Uganda 2014, Economist Intelligence Unit, London. p. 28

<sup>6</sup> idem

<sup>7</sup> Report on a Geographical Labour Market Analysis in Preparation of the “Support to Skilling Uganda” Project (UGA 1402701), by Sarah Rosalynn Nalumansi, Kampala, November 2014.

Secondary sources included desk review of relevant literature which covered Assessment Training Packages (ATPs) available at the DIT, UBOS Statistical reports, Skilling Uganda (BTVET Strategic Plan) and Vision 2040, among others.

### 1.2.1 Economic Sector composition in Western Uganda (% of formal businesses per sector)

Data obtained from the Business Associations (UMA, USSIA, and FUE) and through the (Ugandan Bureau of Statistics) UBOS show that their members in Western Uganda fall mainly under the business sectors reflected in Figure 1. The manufacturing sector had the biggest percentage of 38% of the total amount of formal businesses, while agriculture accounted for only close to a quarter (14%). Currently, the Oil and gas sector accounts for only 2% of the businesses in the area.

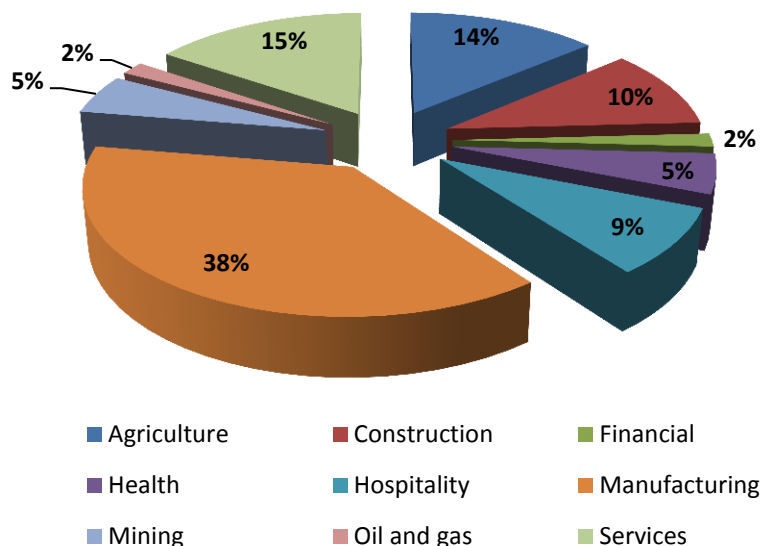


Figure 1: Sector Composition in % of formal businesses per sector in Western Uganda, UBOS (COBE), 2011

Categorisation of businesses in Western Uganda by Micro, Small, Medium and Large enterprises, (MSML)<sup>8</sup> indicates that Micro businesses accounted for 70 percent of the total number of businesses, while Small businesses accounted for 20 percent. Large businesses (tree plantations – sugar industry – mining) on the other hand accounted for less than 1 percent, and medium-sized 10 %. This is relevant information as micro and small businesses are likely to invest less in training of their staff, and are probably less equipped to host and fully train apprentices up to a relevant quality level. Moreover, they have no specialised/specific department for human resources, and are likely to have limited financial resources to invest in initial and continuous training. Medium and especially large businesses on the other hand are likely to more rapidly detect the skills and training needs, are likely to invest more means (financial and human) in upgrading, are better structured to host apprentices and provide quality apprenticeship training, have a more developed organisational structure etc. Moreover, some of them have their own training centre, and could eventually become champions or 'innovators' in TVET.

<sup>8</sup> Definition of MSME according to UBOS: Micro – Enterprise : <5 employees, Small enterprise : < 50 employees, Medium enterprises:<100 employees, Large enterprises: > 100 employees (source: [www.IFC.org](http://www.IFC.org))

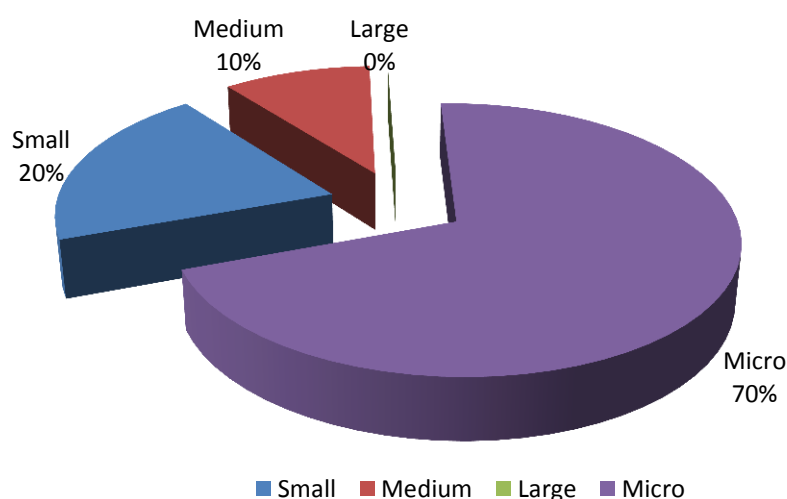


Figure 2: Categorisation of MSML Businesses in Western Uganda, UBOS (COBE), 2011

## 1.2.2 Economic Trends in Western Uganda

A comparison of business distribution and growth in Ugandan regions for the years 2001/2002 and 2010/2011 showed a steady growth of more than 180 percent in a period of ten years from 160,000 formal companies to over 450,000 companies. In Western Uganda, the number of formally registered businesses increased from 24.000 to over 80.000 businesses. The Western Region was rated second to Northern Uganda with a growth of over 240 percent.

This is a clear indication– given the low number of BTVET graduates (see 1.3.4.1) – of a significant quantitative gap between demand for (BTVET) skills and supply of (BTVET) skills, especially given the specific sector composition (most businesses are active in productive sectors, not in services).

## 1.2.3 Training Efforts by Companies

In table 2, it is clear that Skills Development (in company training) for employees is widespread in the region. Induction<sup>9</sup> is by far the most offered programme (23%). Most of the training efforts for employees by companies are focusing on soft skills (management, induction, ...). Technical training and specialised courses are rather rare.

The training provided by companies for non-employees (trainees / apprentices) is more technical, through Work Based Learning (WBL)<sup>10</sup>.

Nevertheless, further technical skills upgrading is needed, but most probably not offered because of the reasons/analysis provided in 1.2.1: micro and small enterprises are likely not able to invest in in-company training. Some actions of Business Member Associations (e.g. USSIA -Ugandan Small Scale Industries Association) already target skills upgrading of its members and their employees, but often still on a rather general technical level (no specialized trainings).

<sup>9</sup> Induction = the process whereby new employees are introduced and immersed in their new job or function.

<sup>10</sup> WBL= all types of training where at least a part or the training is conducted on the workplace (internship, apprenticeship, on the job training, ...).

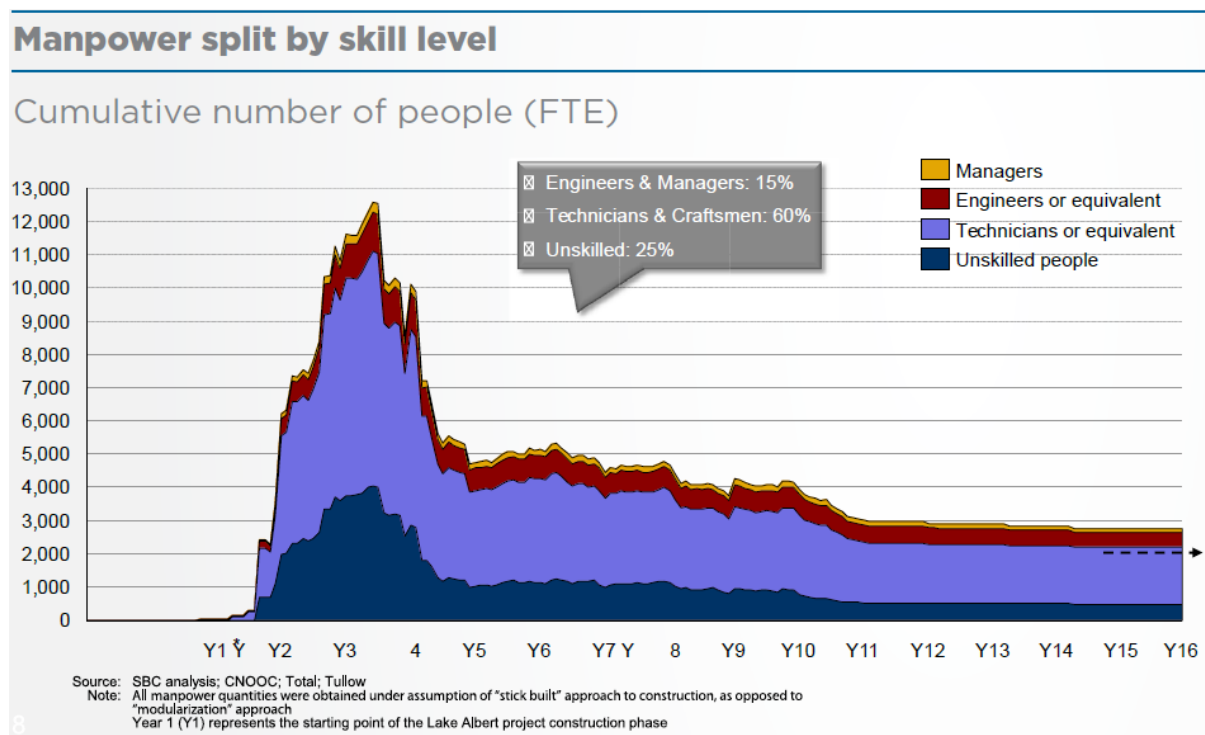
Course	Degree of engagement (% of sample)	Average Duration (Days)
<b>For employees</b>		
Induction and soft skills	89%	18
Technical (mainly initial training of employees)	11%	74.9
<b>For non-employees</b>		
Apprenticeship	6%	168.7
Internship	13%	68.0

• Table 2: Summary of a sample of 38 Enterprises' Engagement in Skills Development

### 1.2.4 Employment Prospects in the Oil & Gas Sector

The intervention area is the region where crude oil extraction and eventually the development of the oil refinery will take place. Three companies – in a joint venture - were selected by the Govt of Uganda for oil extraction: CNOOC Uganda Ltd., Total E&P Uganda and Tullow Uganda Operations Pty Ltd.

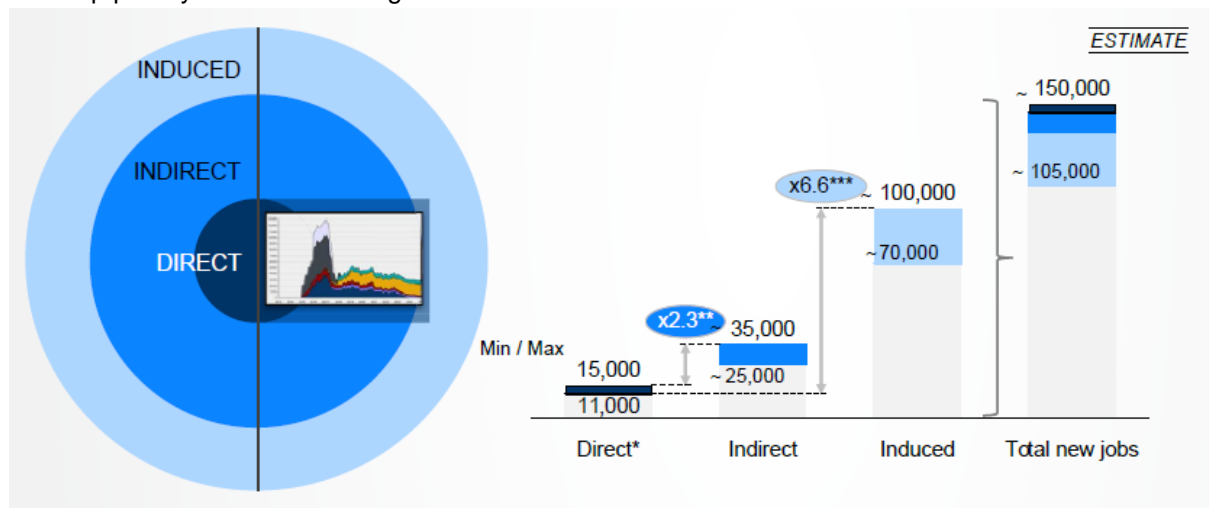
In their effort to plan for the future and promote National Content, they carried out a survey to foster opportunities for Ugandans in the Oil and Gas sector. **The Joint Venture (JV) study on manpower demand**, anticipates that the Lake Albert Basin Development projects will generate thousands of direct jobs in Uganda, with a peak of about 13,000 workers in the construction phase and a plateau of 3,000 people in the operation phase. Out of the total manpower required, 60% are technicians and 25% are people without any education background (unskilled). 15% are highly qualified profiles.



• Figure 3: Manpower split by skill level, Oil & Gas Joint Venture (JV)2014

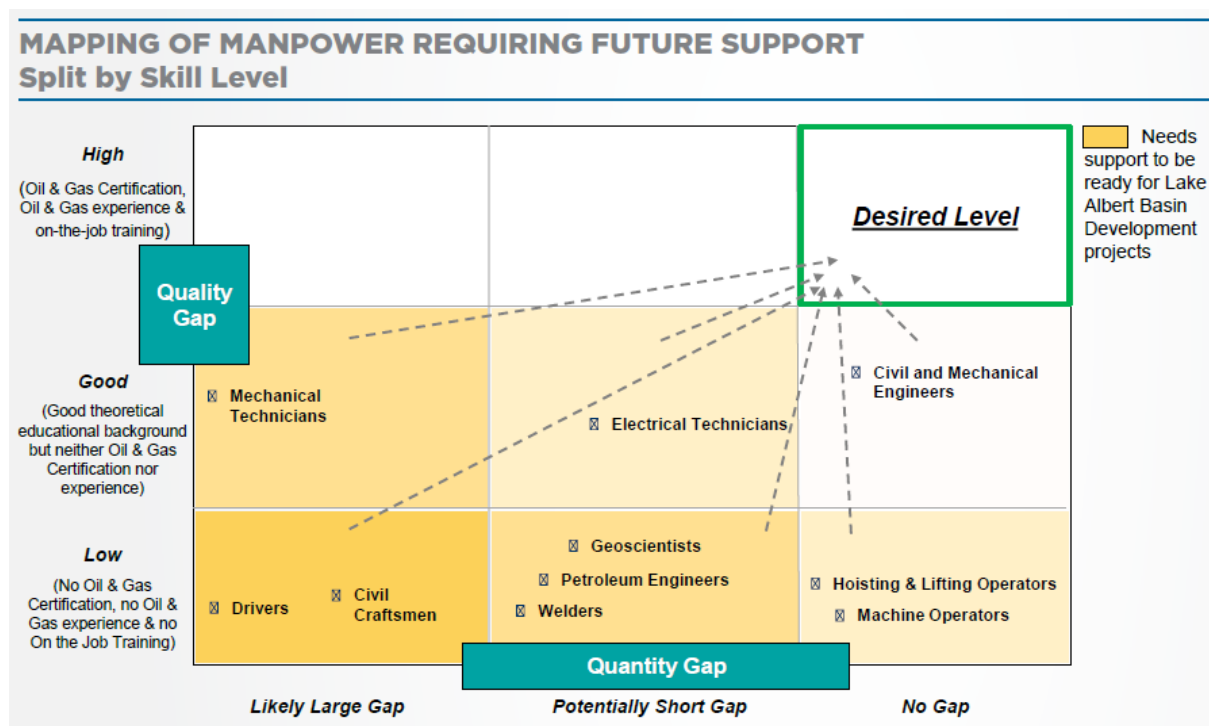
Direct and indirect jobs to be created on site by the Oil and Gas sector are shown Figure 4. It is expected that the oil and gas activity might generate an additional 100,000 to 150,000 indirect (related to the economic activity) and induced (a result of the economic growth of the oil and gas activity) jobs.

If these figures and projections are to become reality, it will definitely lead to a gigantic quantity and quality gap between skills demands and skills supply. Given the needed timespan to set up a quality training system that provides sufficient outputs (graduates), investment in BTJET in the region should be a top priority of the Govt of Uganda.



• Figure 4: Direct, Indirect and Induced Jobs Generated by the Oil & Gas Projects, Oil & Gas JV 2014

Figure 5 maps out manpower gaps for future support to run the Lake Albert Basin Development. The required manpower is split by Skill Level. Figure 5 clearly points out the quality and quantity gap of different trades and profiles needed for the development of the Oil and Gas Sector. It also clearly indicates that it is not only specific skills that will be needed, but a wide range of skills and trades, which are also relevant for other economic sectors.



• Figure 5: Quantitative and Qualitative Gaps, Oil & Gas JV 2014,

### 1.2.5 Recommendations resulting from the Labour Market Study and economic data analysis

The Labour market Study ends with a clearly phrased conclusion:

***“As the findings of the study, the intervention in “Skilling Uganda” in the Western Uganda should focus on linking skills upgrading with the labour market skills requirements and concentrate on the identified champion sectors recommended.”***

Given:

- the uncertain immediate employment opportunities in the oil and gas sector due to the current low crude oil prices on the international markets on one hand (direct, indirect and induced job opportunities),
- the multi-sector character of the qualification profiles required by the oil and gas sector on the other hand and
- the skills and human resources requirements in other economic sectors such as construction, manufacturing, tourism, etc

The focus of the intervention is on multi-skilling trades (requested in different sectors such as construction, public works, manufacturing, ....) as opposed to total reliance on Oil and Gas opportunities only.

The development and training of national expertise in all of these economic sectors with adequate local educational and training institutions is thus a priority.

However the range of occupations for which BTJET programs are currently offered is rather narrow, and does not address skills needs in modern and emerging productive sectors.

## 1.3 The education sector<sup>11</sup>

### 1.3.1 Overall policy context (ESSP) and educational vision and mission

The overall legislative basis governing education provision in Uganda is the Education Act 2008, which covers Pre- Primary, Primary and Post-Primary education. Tertiary education is guided by the Universities and Other Tertiary Institutions Act (UOTIA).

#### 1.3.1.1 National vision and mission

Uganda's education system comprises of: pre-primary school education; primary education, secondary education; teacher education; business, technical and vocational education and training (BTJET); tertiary education including university education; and non-formal education.

The national vision is to use education as a basic tool for the transformation of society, and for national integration and development. The vision of the Ministry of Education, Science, Technology and Sports' is "Quality Education and Sports for All" and its mission is to "provide technical support, guide, coordinate, regulate and promote quality education and training for all persons in Uganda for national integration, development and individual enhancement".

The education section of the National Development Plan (NDP) is operationalized through the Education Sector Strategic Plan (ESSP). The plan focuses on consolidating enrolment gains as a result of Universal Primary Education (UPE), continuing expansion beyond primary, improving equity, improving overall governance, driving up standards and reducing wastage. Next to the sector plan, the

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<sup>11</sup> The BTJET subsector will only be addressed briefly in this chapter. It will be fully presented in a chapter 1.3.



Ministry of Education, Science, Technology and Sports (MoESTS) has developed sound strategies for the sub-sectors.

### **1.3.1.2 Universal Primary and Secondary Education**

The inception of the Sector Wide Approach (SWAp) in 1997 provided the basis for the Universal Primary Education (UPE) policy that was introduced in the same year. The UPE policy saw total enrolments in primary education increase from just over 3 million pupils in 1998 to about 8.6 million pupils (government, community and private schools) by 2010.

To ensure sustainability of the gains realized from the UPE programme, in February 2007 GoU launched the Universal Post Primary Education and Training (UPPET) strategy. UPPET aims to provide quality options for the increasing numbers of pupils completing primary education. The introduction of Universal Secondary Education (USE) in 2007 led to an instant increase of 17.2% in enrolment figures in secondary education .

With increased enrolments, measures to improve efficiency are needed and significant additional resources are also required if the desired outcomes are to be achieved. The level of existing constraints has necessitated the introduction of a number of policy reforms in secondary education that the MoESTS is in the process of implementing in order to improve efficiency and quality.

A second pillar of the UPPET strategy relates to the development and expansion of Business, Technical and Vocational Education and Training (BTVET), the legal basis for which was established in 2008 by the BTVET Act. Starting around mid-2010, the MoESTS, supported by the World Bank and the Kingdom of Belgium, began a process to formulate a strategic plan for BTVET development for the coming 10 years.

The BTVET system is thus seen as an integral part of a flexible post primary education system. The BTVET system comprises public, private and firm based training. There are a total of more than 700 registered and licensed BTVET institutions, of which 600 are private training service providers.

## **1.3.2 Institutional setting**

Uganda has decentralized its service delivery to a large extent to local governments (districts are the highest level of local government in Uganda) that now have extensive service delivery responsibilities, including education. The Ministry of Education, Science, Technology and Sports (MoESTS) remains responsible for policy formulation and maintenance of standards through teacher training, curriculum development and examinations. The districts on the other hand are tasked with implementing basic education and some functions related to secondary education and BTVET. This enhances flexibility, transparency & accountability because of the subsidiarity and proximity principle. It allows local administrators in the districts to be creative in seeking solutions to problems that are unique to their own localities.

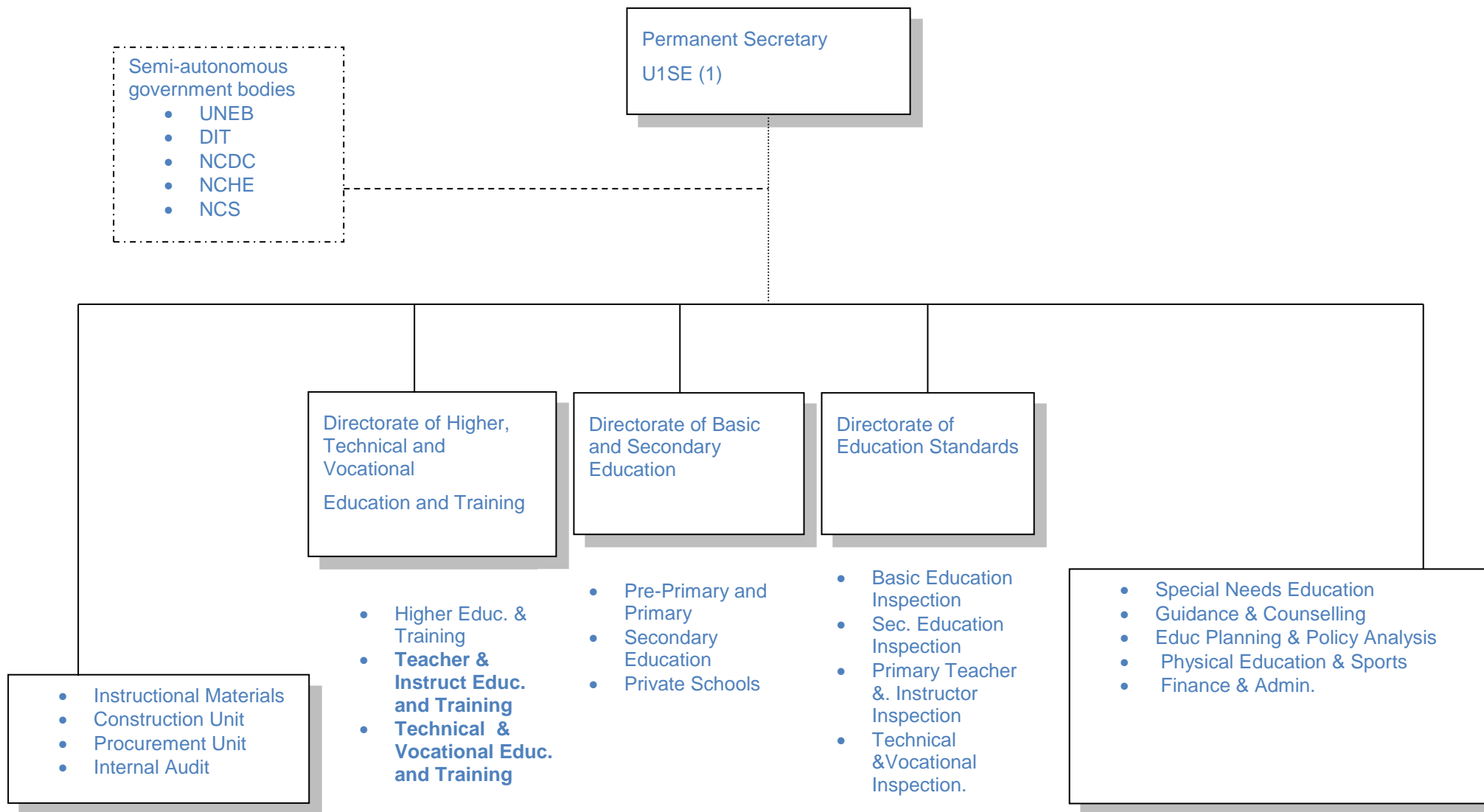
In terms of leadership, the Minister for Education and Sports is assisted by 3 State Ministers who are responsible for Primary, Higher and Physical Education and Sports.

The overall administration (see organogram in chart 1) of the day-to-day affairs of the sector lies in the hands of the Permanent Secretary (PS), who is the Chief Accounting Officer and overall supervisor of the education sector. The MoESTS has ten (10) technical departments headed by Commissioners. In addition, there are also semi-autonomous institutions under the Ministry like National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Directorate of Industrial Training (DIT), and public universities.

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.

Understaffing at the Ministry of Education, Science, Technology and Sports and the Districts is high. Even though MoESTS has filled in many vacant positions in 2011 and 2012, the MoESTS vacancy rate is still estimated at about 24 percent (OAG report FY 2011/12).

**Chart 1: MACRO STRUCTURE FOR THE MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS**



### 1.3.3 Education budget – major trends & sustainability

In 2012, an education sector budget analysis in Uganda allowed stakeholders to have a clear picture of public spending on education. The main findings are presented below.

#### 1.3.3.1 Share of education within the national budget (%)

Education has traditionally occupied a high place in Uganda's development strategy. However, the education share within the budget has been declining consistently since FY 2006/07 – from 16.6% of Govt Budget in FY 2006/07 to 13.1% of GoVT Budget in FY 2011/12, despite the rapid population growth. This downward trend indicates a gradual shift in Government priorities from social sectors towards other sectors (works, transport, security).

In FY 2012/13, education's share increased again to 14% of Govt budget, but this effort was not sustained since it is expected to further decrease to 12.3% in FY 2013/14. At the start of the budget dialogue for FY 2014/15, the MTEF budget allocation to education represents again an increase to 14% of the total budget.

#### 1.3.3.2 Sub-sector resource allocations within the education budget

Trends in allocations to sub-sectors show that the proportion of education expenditure going to primary education has been declining, and that shares allocated to BTNET and Tertiary education increased slightly. This is not as such a bad trend as the subsector allocation for BTNET was very low at 4% since 2006 (on average). This increased slightly to 6% in FY 2011/12. Whereas no budgetary allocations were provided for the Skilling Uganda reforms in the FY 2012/13 budget, there was provision in the FY 13/14 budget to complement support from Belgium and World Bank.

Interestingly, despite the rapid expansion in secondary education, its share of the total budget has remained relatively stable. This is partly explained by a significant increase in the privatization of education.

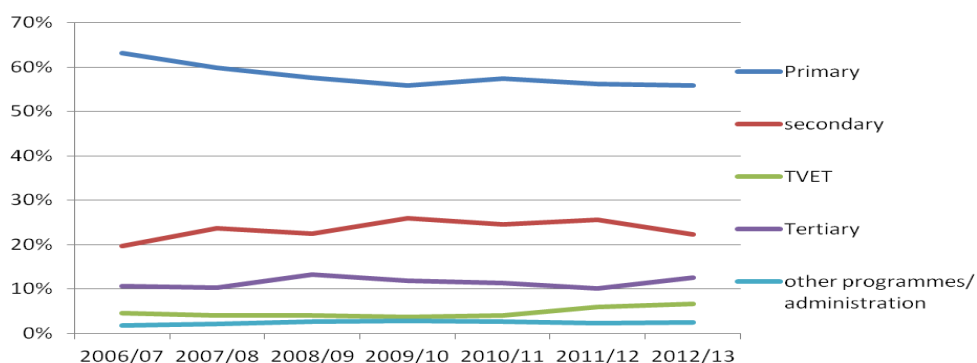
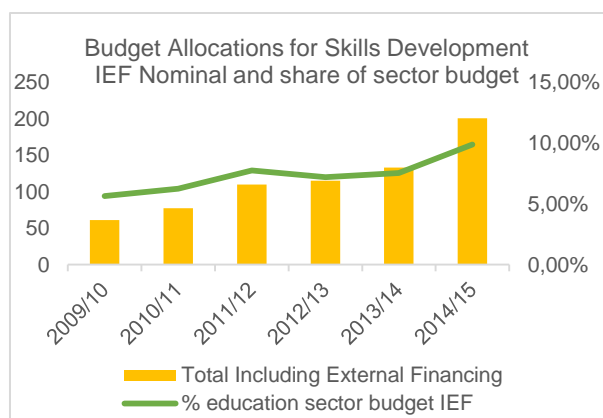


figure 7: Trends in subsector allocations within Education Source: Education Sector Budget Analysis, BTC Uganda – ESBS (conducted by I&D), December 2012



## Patterns in resource allocation by governance level

Most of education expenditure is channelled through local government which is responsible for the payment of salaries for primary teachers and more recently the teachers in USE schools. In FY 2011/12, over 70% of education expenditure was through local government, with MoESTS accounting for less than 20% and the universities accounting for around 10%.

### 1.3.3.3 Revenue channels

The education sector rests on five main sources of revenues:

- (1) Domestic budget includes national resources, budget support and any PFM-aligned project support. This domestic budget is fully “on-budget” and “on-accounts” (coded, classified and traced through the national Budget and expenditure information system). This source represents the main revenue channel.
- (2) On-budget donor projects that do not fully use national PFM systems, but are still “accounted for” in the education budget.
- (3) Other projects, which are not included in the budget. They are usually funded by NGOs, communities and other national/international donors.
- (4) Local government resources:
- (5) Household contributions.

According to the data reported in the first Budget Call Circular (BCC) for FY 2014/2015, external financing of the education sector amounts to 286.19 billion UGX, which represents 16.34% of the total education budget.

## 1.3.4 The Education Sector Performance

The performance of the education sector improved impressively over the past 15 years. A substantial increase in resources to education, new & ambitious policies and reform processes, and a strong leadership from MoESTS have contributed to this success.

### 1.3.4.1 Coverage

Uganda has made great progress in expanding access to education over the past decade. The introduction of Universal Primary Education (UPE) in 1997<sup>12</sup> and Universal Secondary Education (USE) in 2007 resulted in an impressive expansion of primary education, and to a lesser extent of secondary education.

In primary education, enrolments increased from about 3 million students in 1998 to 8.4 million in 2013 – achieving full gender parity.

There was an expansion of secondary education over the last 10 years with enrolments rising from 539,000 students in 2001/02 to 1.25 million in 2012/13. Nonetheless the net enrolment rate is still low at 24.7% in 2012/13. The share of girls in secondary was 53% in 2012/13. Given the low budget increase for secondary education, quality has clearly decreased.

Enrolment in Business, Technical, Vocational Education and Training (BTJET) programs is very low, reaching only 53,731 students in 2012/13. In 2011/12, the Net Enrollment Rate for BTJET was as low as 2.3%. Gender imbalances are striking in this subsector, with the share girls representing only 22% of the total.

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<sup>12</sup> Prior to the MDG's and as one of the first countries in Africa.

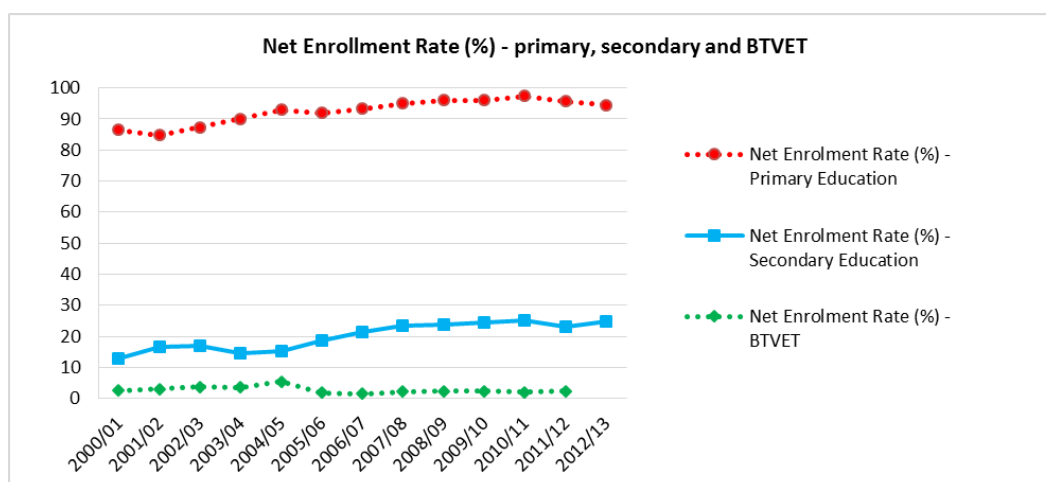


Figure 8: net enrollment rates: Source: Education and Sports Annual Performance Report (ESSAPR) – FY 2012/13, MoESTS

### 1.3.4.2 Quality

The major focus on coverage and access has been at the detriment of quality. There are serious quality concerns at all education levels. Literacy and numeracy proficiency in Primary 6 of government aided primary schools has reached very low levels in 2012/13 (40.8% and 45.2% respectively).

In secondary education, the quality of education is under pressure with declining learning outcomes in English, Biology and Mathematics. After a steep decline in 2011/12, the percentage of students reaching defined level of competence in Senior 2 is still very low in 2012/13 (English: 48%, Biology: 17%, Mathematics: 43.3%).

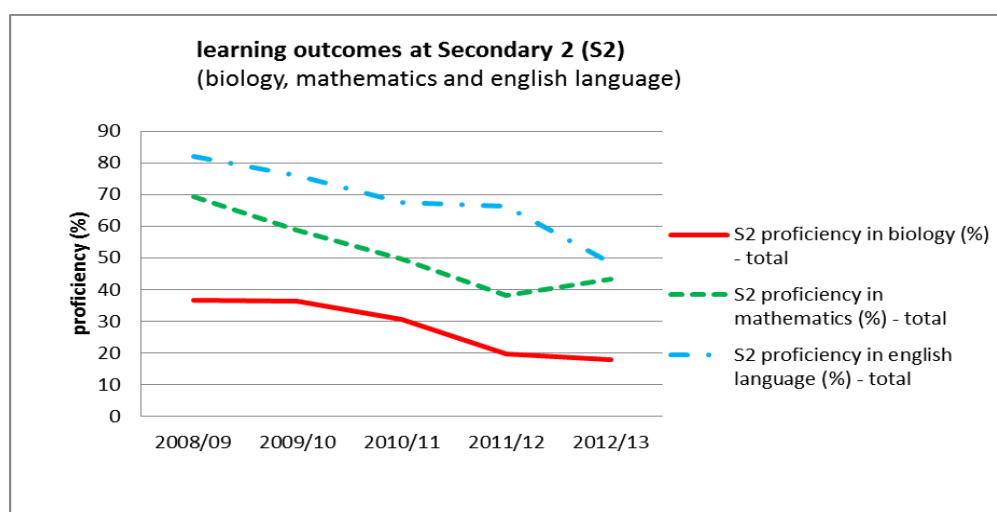


Figure 9: Learning outcomes. Source: UNEB. National Assessments of Progress in Education (NAPE), 2011 and 2012

The sector invested heavily in infrastructure development and equipment of secondary education, as most schools lacked functional libraries, laboratories and workshops. Nevertheless, there is a need to focus more on the 'soft' aspects of learning.

Central to any strategy for quality improvement are the teachers as key determinants of student achievement. The improvement of the quality of teaching in secondary education and skills development (BTVET) is another major area for the Belgo-Ugandan cooperation.

According to recent studies, poor classical teaching methodologies leading to theoretical teaching and rote learning with little meaningful teacher-student interaction are current practice (at all levels). Active teaching and learning, and learner-centred approaches are generally lacking and the teaching method is often memorisation from notes.

### 1.3.4.3 Efficiency

Besides the decline in quality (learning outcomes), the internal efficiency of the education system is low because of high repetition, low completion and worrying survival rates. The repetition rates in primary are high at about 10-12%. The survival rate<sup>13</sup> to Primary 7 is currently at an extremely low 30% in 2012/13. It is estimated that 57 percent of resources devoted to primary education are inefficiently spent on repetition and dropout. At secondary level, the picture is comparatively better.

In 2012, there was a major clean-up of the teachers' pay-roll with about 5000 ghost teachers being deleted from the pay-roll. Nevertheless, teacher and head teacher absenteeism remains a major concern. Absenteeism undermines the quality of education and is a big source of waste. At the same time, it is a systemic problem that needs joint efforts as it cannot be solved at sector level only.

### 1.3.4.4 Conclusion on sector performance

In conclusion, the education sector has achieved considerable success in terms of increasing coverage in education and gender parity. However, the quality of education in Uganda is declining and more efforts are needed to address declining learning outcomes at all levels. **The sector is aware of the challenges and is willing to tackle the causes.** The Ministry of Education, Science, Technology & Sports (MoESTS) shows commitment for improvement. However, with the existing human and financial resources it is a real challenge to run a rapidly expanding sector that is in the midst of major reforms and complex change processes. In a context of declining per student education expenditures in real terms, it will be a challenge for policy makers to find adequate and affordable responses.

## 1.4 The BTVET sector

### 1.4.1 An overview of the Ugandan Education, Training and Employment system

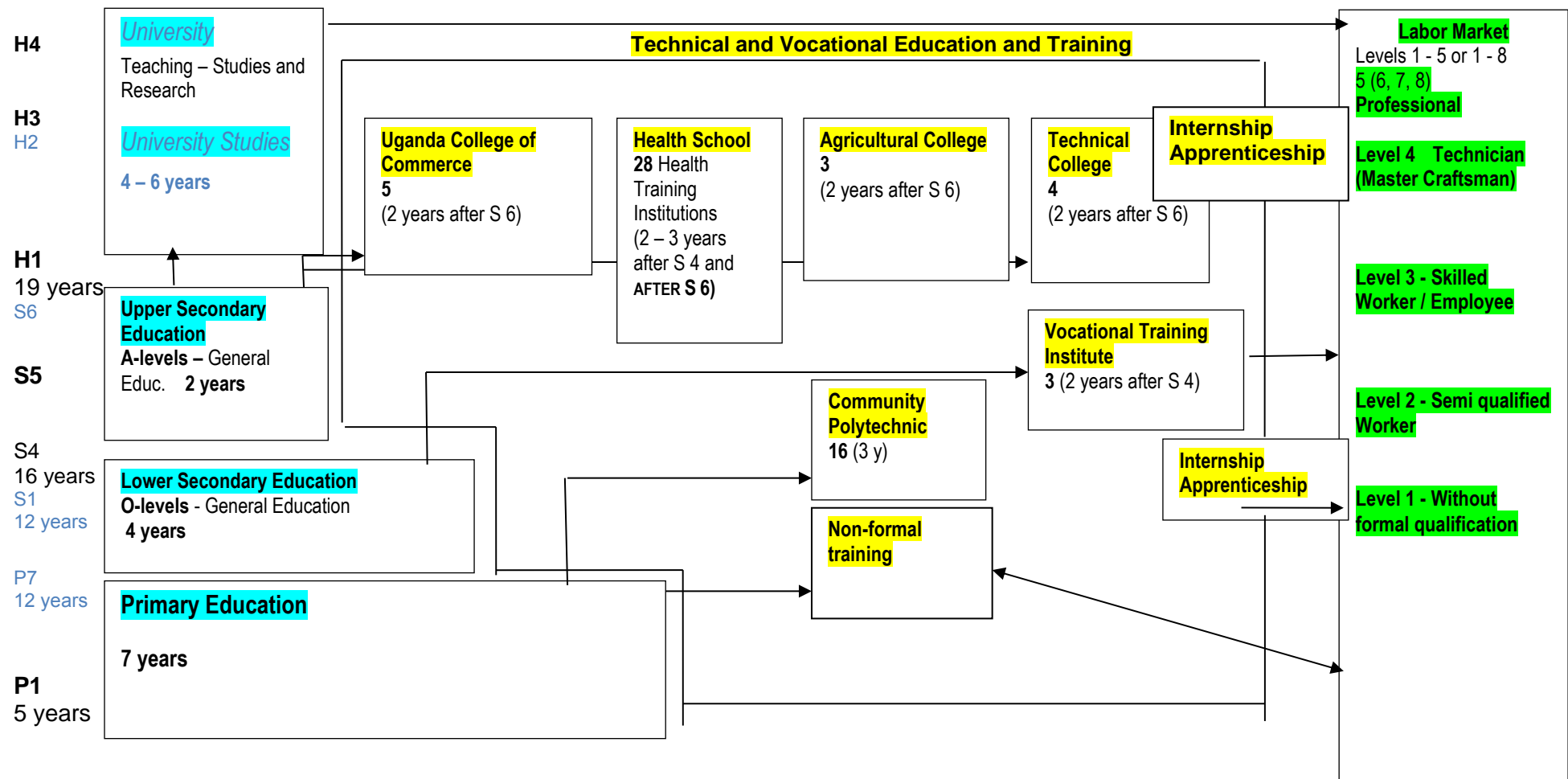
The overall structure of the Ugandan Education System can be divided in 6 levels:

6	University Education, 3 to 8 years, with the three levels Bachelor, Master and Doctorate
5	Non-University Higher Education, 2 to 3 years, Diploma
4	Upper Secondary, 2 grades, grade 1 and grade 2 = A-Levels = Higher Education entry level
3	Lower Secondary, 4 grades, from grade 1 to grade 4 = O-Levels
2	Primary, 7 grades, from grade 1 to grade 7
1	Pre-school, Kindergarten

Chart 4 shows a scheme of the education sector, with a division between the different levels of education, and with a division between general education (blue color) and technical and vocational education (yellow color). For each education level, the corresponding Ugandan (Vocational) Qualification Framework (UVQF) – level has been indicated (green color). This UVQF is a labor-market oriented qualification scheme, which corresponds with the level of complexity for each (job) profile. This chart clearly shows the complexity of BTVET provision and how it is anchored within the overall education sector. On each level, there are public, private not for profit and private for profit training providers.

<sup>13</sup> The survival rate is an indicator used to track progress toward efficiency. It refers to the percentage of a cohort of pupils who enter the first grade of primary education and reach a certain grade, regardless of repetition. The low survival rate is in part explained by a high number of under-aged children entering the first year of primary. Since these children repeat the first year until they have reached the age to promote to year 2.

**Chart 3**  
**The Technical and Vocational Education and Training System in Uganda and the relation Education – Training - Employment**





## 1.4.2 The BTVET Policy: a new national BTVET Strategy “Skilling Uganda 2012/3 – 2021/2” – the new Strategic Plan for BTVET

In view of the importance of skills development for both economic and social progress, the Ugandan Government has started to place greater emphasis on improving the quality and efficiency of the BTVET system. On 2nd October 2012, the new Strategic Plan for BTVET under the name “Skilling Uganda” was launched; and three weeks later a Reform Task Force (RTF)<sup>14</sup> and its Executive Secretariat were established to spearhead the reforms.

“Skilling Uganda” is an ambitious reform programme, which aims at overhauling the current system of BTVET in Uganda. It outlines the framework for a modern, state of the art, open system for skills development.

The paradigm shift for skills development as outlined in the plan is essential. The new BTVET system should emerge from an educational sub-sector into a comprehensive and open system of skills development for employment, enhanced productivity and growth.

The main purpose is to create employable skills and competencies relevant to the labour market instead of providing educational certificates. It will embrace all Ugandans in need of skills.

The new system for skills development should be essentially labour market oriented; founded on a proper understanding of the dynamics and needs of the labour market; and with active private sector involvement and improved coordination and management.

There is a need to focus on the practical competencies of graduates rather than academic approaches as was the case in the past.

The Strategic Plan<sup>15</sup> has five objectives:

- 1) Increase the quality of skills provision
- 2) Raise the economic relevance of BTVET
- 3) Provide equitable access to skills development
- 4) Achieve greater organizational and management effectiveness in BTVET
- 5) Increase internal efficiency and resources available to BTVET.

“The Prime Minister, representing the President of the Republic of Uganda, launched the Strategic Plan on 2nd October 2012 at Jinja Vocational Training Institute. He concluded his speech with the words:

***“I would like to re-state my resolve to support the reforms being introduced under Skilling Uganda. You can count on me”.***

The BTVET Strategic Plan 2012/3-2021/2 recommends the establishment of a Reform Task Force (RTF) and its Secretariat to oversee and manage implementation of the Plan until a permanent integrated Skills Development Authority (SDA) is established.”

In spite of these positive developments, the challenge of the reforms is still ahead; in channelling adequate resources and making sure the reforms are implemented efficiently and effectively. But certainly, the development opportunity is real and must be optimally used.

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<sup>14</sup> Members of the Reform Task Force are drawn from the private sector, Ministry of Education and other key ministries, civil society and trade unions. This composition reflects the new enlarged vision for Skills Development from the outset.

<sup>15</sup> See Annex 2 to the executive summary of Skilling Uganda, the 10 year BTVET strategic plan

Overall public resource requirements to implement the Strategic Plan for the first ten years are estimated at 2,000 billion UGX, or about 600 million €. Over the plan period, recurrent costs account to 55%, and development costs to 45%, with an annual cost ranging between 170 and 181 billion UGX (51 and 54 million €) for the next four years.

In order to coordinate the new BTJET system, the Ugandan Government envisages by 2015/2016, the creation of a Skills Development Authority (SDA) to address the institutional fragmentation of BTJET today, and to ensure a strong and focused management controlled by all stakeholders. This will involve some bold institutional reforms.

Therefore, a Reform Task Force has been mandated to spearhead reform of the system of BTJET and to oversee and manage the Skilling Uganda reforms, until a permanent, integrated Skills Development Authority (SDA) is established. The Reform Task Force will function for 3-4 years and will lay the ground for, expedite and oversee the preliminary implementation of Skilling Uganda on behalf of the Ministry of Education, Science, Technology and Sports.

### **1.4.3 The Sub-sector current (as planned) institutional setting: BTJET Organization Structures and Mandates of various Departments**

#### **1.4.3.1 MoESTS: Business, Technical and Vocational Education and Training (BTJET) Department**

The Department is headed by a Commissioner assisted by two Assistant Commissioners each in charge of a division and a Principal Officer in charge of a Section.

The BTJET department has the primary mandate of the sub-sector; it is responsible for policy development, planning, coordination, management and administration, support supervision, quality assurance; Monitoring and Evaluation.

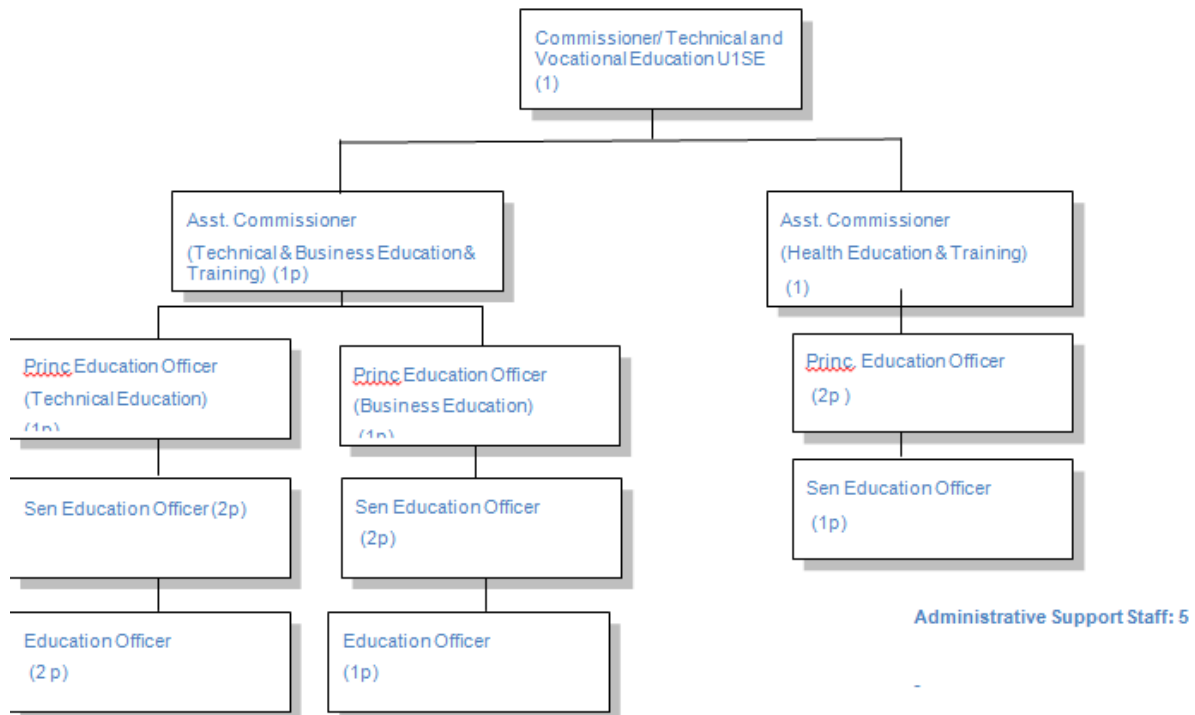
The department has oversight responsibility for the Directorate of Industrial Training (DIT), which in turn has a primary mandate for formal and non-formal vocational training and apprenticeship schemes. It also supervises vocational training and testing or assessment of vocational training institutions.

At local level, the District Education Officer (DEO) is the overseer of public and private formal BTJET. The district education staff operates under the control and supervision of the Chief Administrative Officer (CAO), who is the accounting officer, while the District Local Council is the main budgetary unit in the district. De facto, this mandate is not being implemented to its full scope, due to understaffing and priority given to UPE and USE.

Some Key Functions of the BTJET department:

- ✓ Develop, formulate and review policies, plans, programmes, strategies, standards and guidelines; monitor and evaluate implementation with relevant stakeholders.
- ✓ Initiate and mobilise resources for investment and development of BTJET.
- ✓ Identify and mobilise existing and potential partners in the delivery of BTJET.
- ✓ Coordinate and monitor all stakeholders and their activities.
- ✓ License and Register/Deregister all private BTJET institutions.
- ✓ Identify skills, capacity gaps and make recommendations
- ✓ Advice Government on all matters of BTJET.

**Chart 2: APPROVED STRUCTURE FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING DEPARTMENT**



#### 1.4.3.2 The Industrial Training Council (ITC):

The ITC consists of the private sector (both training providers and manufacturers in the formal and informal sectors), the relevant ministries, and representatives of employers and employees. The ITC is committed to advocate and lobby for TVET reforms, ensure their operationalization while improving the image of vocational training, achieving the required linkages and matching vocational training to the competences needed in the Ugandan Labour Market and bringing the Ugandan skills levels in line with the global skills development trends.

The DIT serves as a secretariat for the Industrial Training Council (ITC).

#### 1.4.3.3 Directorate of Industrial Training (DIT) (MoESTS)

The main roles of the Directorate are the design and development of training modules for Vocational courses (National Curriculum Development Centre is in charge of curriculum development). The Directorate also sets, conducts and assesses practical examinations/ trade testing. The Directorate of Industrial Training is headed by a Director and assisted by two Deputy Directors one in charge of Qualification Standards and the other in charge of Assessment and Certification.

In the process of reviewing the Sector Policies, laws and regulations, the Ministry will clearly delineate the roles of the DIT, NCDC, UNEB and the Directorate of Education Standards to streamline their operations.

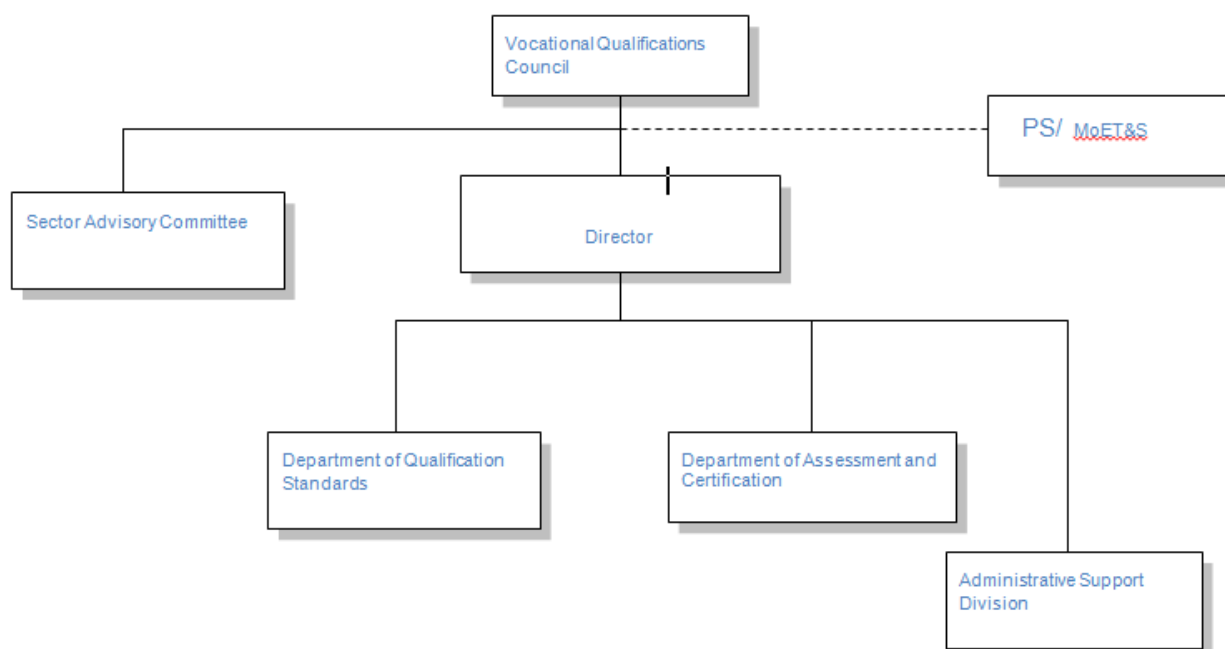
In line with the Industrial Training Law (Cp.130) and the BTVET Act (2008), DIT will operate as a semi-autonomous body reporting to the Vocational Qualifications Council.

The on-going project on the Uganda Vocational Qualifications Framework is integrated into the Directorate.

Some Key Functions of the DIT:

- ✓ Advice on policy matters related to vocational training and qualifications in the context of the Act.
- ✓ Set, develop and approve appropriate regulations and guidelines for issuance of Vocational Qualifications by the Ministry.
- ✓ Appoint Sector Committees on Vocational Qualifications.
- ✓ Mobilise and lobby for funds and other resources for Technical and Vocational Education Training;
- ✓ Approve occupational, assessment and training standards for vocational qualifications;
- ✓ Act as sector exam committees;
- ✓ Conduct assessments for vocational qualifications;
- ✓ Certify and issue vocational qualifications;

**Chart 3: APPROVED MACRO STRUCTURE FOR THE DIRECTORATE OF INDUSTRIAL TRAINING**



#### 1.4.3.4 Uganda Business Technical Examination Board (UBTEB) (MoESTS)

The UBTEB is mandated to streamline, regulate and coordinate examinations and awards in the Business and Technical profession in Uganda by Statutory Instrument No. 9 of 2009. The UBTEB Regulations 2009, Statutory Instrument No. 9 operationalises the BTVET Act, 2008 that provides for the promotion and coordination of BTVET; the principles governing BTVET; the establishment of the Institutional framework for the promotion and coordination of BTVET; the establishment of the Uganda Qualifications framework and the financing of BTVET and for other related matters.

#### 1.4.3.5 TIET (MoESTS)

Teacher education and training is a cross-cutting function that serves the needs of all technical departments of the Ministry of Education, Science, Technology and Sports and is situated in the Teacher

and Instructor Education and Training Department (TIET). The department is responsible for the training of: teachers for primary schools and secondary schools; tutors for primary teachers colleges; tutors for health training institutions; technical teachers/ instructors for technical training institutions; and lecturers for the specialized training institutions including the National Teachers Colleges, College of Commerce, Technical Colleges, Agriculture Colleges etc.

The department has three divisions, namely: Pre-primary and Primary Teacher Education Division; Secondary Teacher Education Division; and Instructor and Tutor Education Division.

### **Training of technical teachers/instructors (BTVET)**

In recent years, qualifications for BTVET technical teachers/ instructors have been developed at Certificate and Diploma levels.

The minimum entry requirement for the Diploma in Technical Teacher Education (DTTE) is an Advanced Craft Certificate (Craft II). The programme focuses on 'how to teach' and is not intended to provide technical up-skilling per se.

The principal provider of the DTTE is Abilonino College. The programme is accredited by Kyambogo University, which also delivers this programme at its own campus in Kampala. A private provider in Kampala, Kaliotte Institute of Technical Teacher Education, has also been offering the DTTE programme with accreditation from Kyambogo. Jinja VTI is also one of the providers for pre-service instructor training in 4 trades<sup>16</sup>.

Nakawa VTI is providing in service instructor training.

It is estimated that there are around 4,000 BTVET teachers/instructors in the system at the moment. The future needs have not been subject to systematic research and forecast, but it is estimated that at least 400 to 500 new entrants to the profession will be needed each year for the foreseeable future.

#### **1.4.3.6 RTF**

The Cabinet authorized the Ministry of Education, Science, Technology and Sports to implement Skilling Uganda (2012-2022), and on 23 October 2012 the Minister of Education and Sports established the Reform Task Force (RTF) for Skilling Uganda and appointed its Executive Secretary. To reflect the new enlarged vision for Skills Development from the outset, the RTF is composed of 26 members drawn from the private sector, Ministry of Education and other key ministries, civil society and trade unions. The renewed mandate of the RTF was given by the office of the Prime Minister, where the chair of the RTF Board is accountable to him, the board of the RTF to the Minister of MoESTS, and the executive secretary to the PS of the MoESTS.

The purpose of the Reform Task Force (RTF) is to spearhead reform of the system of BTVET and to oversee and manage the Skilling Uganda reforms until a permanent, integrated Skills Development Organisation (SDO) is established. The Reform Task Force will function for 3-4 years (first mandate ran until the 22<sup>nd</sup> of October 2014) and should lay the ground for, expedite and oversee the preliminary implementation of Skilling Uganda, on behalf of the Ministry of Education, Science, Technology and Sports.

The objectives of the RTF are to oversee the design, establishment and implementation of the new integrated Skills Development Organization (SDO); the training levy and the skills development fund; and other reforms as specified in the Strategic Plan. In addition, the job of the RTF is to monitor and report progress or challenges to the Minister of Education in the implementation of the Strategic Plans.

The RTF is supported by a full-time Executive Secretariat (RTF/ES). The purpose of the Secretariat is to

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<sup>16</sup> Fitter mechanics, motor vehicle technology, electronics and electrical installation.

facilitate implementation of the BTVET Strategic Plan by enabling the RTF to carry out its work effectively and efficiently.

Making the strategic plan operational is the main responsibility for the RTF and the Executive Secretariat but external technical and financial support has been provided (by Belgium) to kick start the first phase of the Skilling Uganda reforms. Development partners have indicated they are willing to support the reform process (mainly World Bank and Belgium).

#### 1.4.3.7 BTVET providers

At the level of the BTVET institutions, public BTVET institutions have Governing Councils that are charged with the responsibilities of managing the institutions under their charge. Each institution has a principal. For private institutions, management structures differ from institution according to the wishes of the owner. However, new regulations require all private BTVET institutions to have regularly appointed Governing Councils. Private providers are operating without public funding, but are (in principle) accredited by the BTVET department.

To enhance coordination, monitoring and supervision of the commonly agreed standards with a very expansive private BTVET, the ministry works closely with an umbrella body called Uganda Private Vocational Institutions (UGAPRIVI), which brings together all private institutions. Non-formal BTVET however doesn't have streamlined management structures.

### 1.4.4 The proposed new institutional set-up of the BTVET (sub)sector: the Skills Development Authority<sup>17</sup>

The BTVET Strategic Plan, as already approved by Cabinet justifies the establishment of the SDA. It states that: "A main justification for the establishment of a semi-autonomous body (SDA) is to involve stakeholders, especially employers, in the direction and evaluation of the training system..."<sup>18</sup>

The Strategic Plan<sup>19</sup> further details the rationale for the establishment of SDA in Uganda as follows:

**Involvement of the employers:** The main reason to establish an independent training authority is to involve stakeholders, especially employers, in directing and evaluating the training system. This cannot be done easily while TVET is the sole responsibility of government.

**Responsiveness:** By being outside the normal government bureaucracy, training authorities can respond more quickly to changing conditions in the labour market.

**Consolidation and coherence**—A single training authority can consolidate fragmented units and achieve economies of scale in performing the various functions. It can combine relevant government agencies into one body at the central level for more coherent policymaking and allocation of public funds. In addition, it could better address cross-sectorial issues and requirements. If located outside Ministry of Education, Science, Technology and Sports it could avoid vested interests of sectorial training infrastructure.

**Comprehensiveness.** Another reason for a consolidated training agency would be to broaden the scope of attention to all forms of skills development and all types of providers, i.e. not just pre-employment training in public institutions, but enterprise-based training in the modern sector and in the informal sector.

**Professionalism.** Being outside the civil service a training authority could potentially offer higher

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<sup>17</sup> As drafted in the RTF proposal of the 24<sup>th</sup> of October on the establishment of the SDA

<sup>18</sup> The BTVET Strategic Plan Pg. 30

<sup>19</sup> The BTVET Strategic Plan 2012/3 to 2021/2 , Pages 81-82

salaries and thereby attract, retain and motivate high quality staff. It could build the professional capacity and incentives necessary to manage the TVET system properly. It could establish more efficient and accountable procedures. Thus, a training authority could become a force for revitalization and expansion of skills provision in the country and the region overall.

**Training markets.** A training authority could become an intermediary to help stimulate a training market. Promotion of private (non-government) training – can be done more readily/easily by an independent organisation with private participation.

**Status.** Independent status could help raise the image of skills development counter the prevailing negative social attitude towards technical-vocational training.

#### 1.4.4.1 Scope and Proposed Functions of the SDA

The SDA shall focus on TRAINING to satisfy the needs of the labour market and will cover all economic sectors; formal, informal and non-formal training in both public and private sectors; inclusive of youth, adults, persons with disabilities and other disadvantaged groups. It shall involve itself in BTNET qualifications up to the Level of Diploma (*equivalent*) and based on the occupational standards of UVQF (NQF)<sup>20</sup>, and have a mandate for the functions outlined below.

##### Proposed Functions of SDA.

The SDA shall spearhead implementation of reforms featured in Skilling Uganda, facilitate the linkage of skills demand and supply; promote research, policies and planning for skills development; monitor and evaluate system performance; regulate and assure quality in skills provision; finance skills development; and support programme development and delivery by providers. The table below summarises the proposed functions of the SDA.

*Proposed Functions of the SDA*

Main functions	Specific functions
Coordination of demand and supply of skills	<ul style="list-style-type: none"> <li>Facilitate employers to articulate their skills requirements</li> <li>Facilitate adjustment of training provision to demand</li> <li>Raise awareness of skills gaps and opportunities</li> </ul>
Policy, planning, research, monitoring and evaluation	<ul style="list-style-type: none"> <li>Coordinate and prepare national, multi-sector policies and plans for skills development</li> <li>Collaborate with stakeholders in collecting, analysing, and disseminating information about skills supply and demand</li> <li>Collaborate with other organisations in commissioning or carrying out studies on skills supply and demand</li> <li>Monitor skills programmes</li> <li>Evaluate progress in skills development</li> <li>Facilitate project development</li> </ul>
Regulation and quality assurance	<ul style="list-style-type: none"> <li>Set standards for training providers and instructors</li> </ul>

<sup>20</sup>NQF also accredits diploma programmes. This needs to be streamlined.

	<ul style="list-style-type: none"> <li>• Register and accredit training providers, courses and instructors</li> <li>• Set occupational profiles and standards</li> <li>• Following enterprise and employer demands and consistent with international standard classifications.</li> <li>• Manage and revise the UVQF system</li> <li>• Regulate student and trainee assessment</li> <li>• Accredit examination boards</li> <li>• Certify examination and assessment results; award qualifications</li> <li>• Ensure international standard of certified occupations</li> <li>• Set standards for Assessment and Training Packages (ATPs)</li> </ul>
Targeted financing of skills development	<ul style="list-style-type: none"> <li>• Mobilise resources for skills development from private sector, government, donors and service fees.</li> <li>• Target the allocation of funds for priority skills development to bridge skills gaps</li> <li>• Ensure such funds are properly utilised.</li> </ul>
Support for training development and delivery	<ul style="list-style-type: none"> <li>• The SDA will not develop curricula, deliver training programmes or train teachers, but would set standards and guidelines to assist training organisations in carrying out these activities.</li> <li>• Assist in curriculum and programme development</li> <li>• Assist in materials development</li> <li>• Assistance in manager, teacher and instructor development</li> <li>• Limited assistance in facilities development on a competitive basis</li> <li>•</li> </ul>

#### 1.4.4.2 Proposed Organisational Structure of SDA

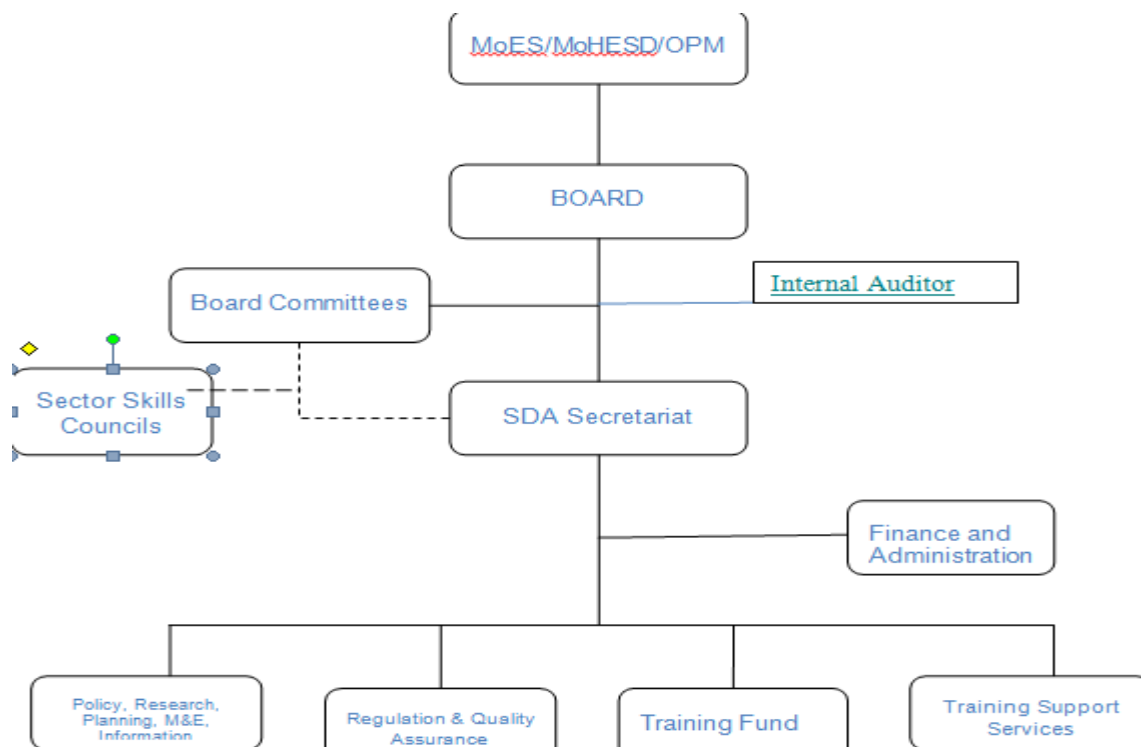
The SDA will be semi-autonomous<sup>21</sup> and governed by a tri-partite board, and shall have training funds financed by payroll levies.<sup>22</sup>

The structure of the SDA will comprise of three levels: oversight, governance, and secretariat. The proposed organisational structure

<sup>21</sup>The BTJET Strategic Plan 2012/3 to 2021/2 page 15 & 98

<sup>22</sup> The BTJET Strategic Plan 2012/3 to 2021/2, Page 81





#### 1.4.5 BTVET subsector performance and data

**Business, Technical and Vocational Education and Training (BTVET)** in Uganda has been lacking adequate attention. As in many other countries in the region, Skills Development in Uganda suffered from severe underfunding over the past decades. The subsector allocation for BTVET within the education sector was at a very low 4% since 2006 (on average) and has increased slightly to 6% in 2011/12.

As documented in the subsector analysis and Skilling Uganda (the BTVET strategic plan) that was funded by Belgium and the World Bank in 2010, the Ugandan system for Skills Development faces **major challenges** in improving linkages with the world of work, raising standards and expanding coverage. This was also confirmed by the SABER Workforce Development Assessment (WB 2012) stating “that while the country’s political leaders are committed to work force development, the system’s capacity to deliver the results is lamentably weak.”

**The analysis conducted in the BTVET strategy, states the following:**

- 1) **Enrolment** in Business, Technical, Vocational Education and Training (BTVET) programmes is very low, reaching only 53,731 students in 2012/13 (ESSAPR 2012/13). The introduction in 2010 of non-formal courses in formal secondary BTVET institutions has led to increased enrolment.
- 2) **Management** of the BTVET system today is fragmented and uncoordinated:
  - **There is a lack of coordination between Ministries overseeing training colleges/institutions:** Within specific sectors, the administration of certain colleges has been transferred back from the Ministry of Education, Science, Technology and Sports (MoESTS) to the respective sector Ministry<sup>23</sup>.

<sup>23</sup> For example, the agricultural colleges are managed the Ministry of Agriculture, Animal Industry and Fishery (MAAHF). However, the agriculture institutes and schools still fall under the ambit of the MoES

- **Parallel Curricula and assessment:** Currently, two curricula run in parallel in the BTVET institutions, the technical education stream and the vocational training stream.<sup>24</sup> Also, two different systems of the BTVET assessments are being used.
- 3) **Private sector (employers, industry) involvement is inadequate.** There is limited multi-stakeholder engagement in skills development.
  - 4) **The current BTVET system is non-responsive to the technological requirements and to important community needs.** Little emphasis is put on the needs of the self-employed and the training is generally not clearly linked with the socio-economic realities.

The range of occupations for which BTVET programmes are offered is rather narrow.

- 5) **Instruction in the BTVET institutions is theory-dominated and based on outdated curricula.** Practical training is constrained by the lack of appropriate training equipment and the inadequate professional and pedagogical skills of the instructors in critical skills.

A major challenge across the BTVET system is the **lack of practical competencies** of graduates. According to employer surveys, this is especially pronounced at higher qualification levels indicating the need for considerably more practically-oriented education and training at technician level.

**Soft skills** necessary to perform well in modern work environments are underdeveloped among the Ugandan workforce, and they are not appropriately taken into account in training programmes. These soft skills include communication, computer literacy, customer care, problem solving, work attitudes and ethics.

- 6) **There are far less girls enrolled in institutes/colleges overall.** According to the analysis conducted in the Skilling Uganda strategy, only 1 out of 4 learners in public BTVET are girls. According to the MoESTS “Girls in Education strategy 2015-2019”, Girls’ access to BTVET is “compounded by, among others, inadequate funding, poorly equipped institutions, gender biases in BTVET courses and low levels of staffing particularly of female instructors in this field. Business, Technical vocational Education training remains unpopular particularly for girls because of the subjects that are offered. There also, appears to be an in-built assumption that practical subjects for girls should relate to their future roles as mothers and home makers while more boys are more likely to need preparation for entry into the world of formal employment. Ultimately, this leads girls into a few and less lucrative BTVET professions such as tailoring, catering and secretarial studies. In tertiary institutions, despite the increased enrolment to attain university education, girls’ enrolment in science education in private and public universities lags at less than 27%”.
- 7) **There is no permanent labor market information system (LMIS)** which can generate information and statistics on employment and labor market characteristics, employment activities, and employment levels disaggregated by sector, age group and gender.

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<sup>24</sup> One curriculum has been developed by Directorate of Industrial training (DIT) to establish the required trades and occupational profiles within specific sectors, which informed the development of respective assessment training packages (ATPs). Another curriculum has been developed by The National Curriculum Development Centre (NCDC), the institution in charge of the national curriculum, which is still operational in the training institutions.

## 1.5 BTVET in a regional perspective: “skills provision” in the intervention area

An assessment<sup>25</sup> of training providers in the intervention area focused on 10 BTVET institutions, selected on the basis of the organized trades and number of students. The ambition of this study was to identify potential beneficiary institutions and to provide a concise analysis of their performance (and needs).

	<b>Institution</b>	<b>Town / District</b>	<b>Status</b>	<b>Owner Status</b>
<b>1</b>	Uganda Technical College Kyemba	Kyemba, Hoima	Public	Ministry of Education, Science, Technology & Sports
<b>2</b>	St. Simon-Peter	Hoima, Hoima	Private not-for-profit Catholic	Episcopate
<b>3</b>	Millennium Business Training Centre	Hoima, Hoima	Private not-for-profit Catholic	Bishop
<b>4</b>	Nile (Bishop Mukasa) Vocational Training Institute	Hoima, Hoima	Private not-for-profit Evangelic	African Evangelic Enterprise
<b>5</b>	Kitara Business and Vocational Institute	Hoima, Hoima	Private for profit	
<b>6</b>	St. Joseph's Vocational Training Institute Munte	Hoima, Hoima	Private not-for-profit Catholic	
<b>7</b>	St. Joseph's Vocational Training Institute Virika	Fort Portal, Kabarole	Private not-for-profit Catholic	
<b>8</b>	Uganda Technical College Kichwamba	Kichwamba, Kabarole	Public	Ministry of Education, Science, Technology & Sports
<b>9</b>	Kasese Youth Polytechnic	Kasese, Kasese	Public	Ministry of Education, Science, Technology & Sports
<b>10</b>	Lake Katwe Technical Institute	Katwe, Kasese	Public	Ministry of Education, Science, Technology & Sports

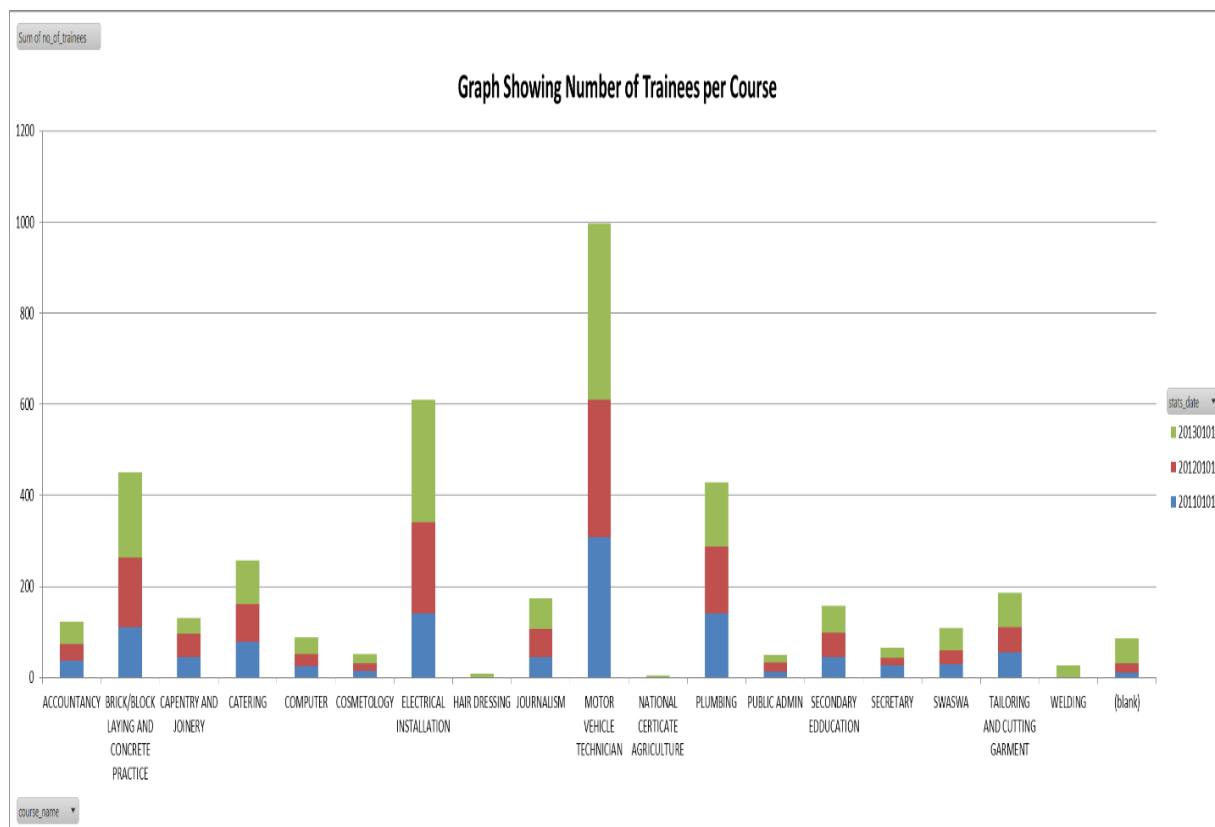
The analysis of the institutions focused on the following elements:

- 1) Student enrolment and performance per trade for the last three years
- 2) Number of Instructors per trade and establish capacity gaps
- 3) Infrastructure and equipment to facilitate skills development and transfer; Availability of land for future expansion
- 4) Level of employment of graduates

### 1.5.1 Students enrolment and key trades

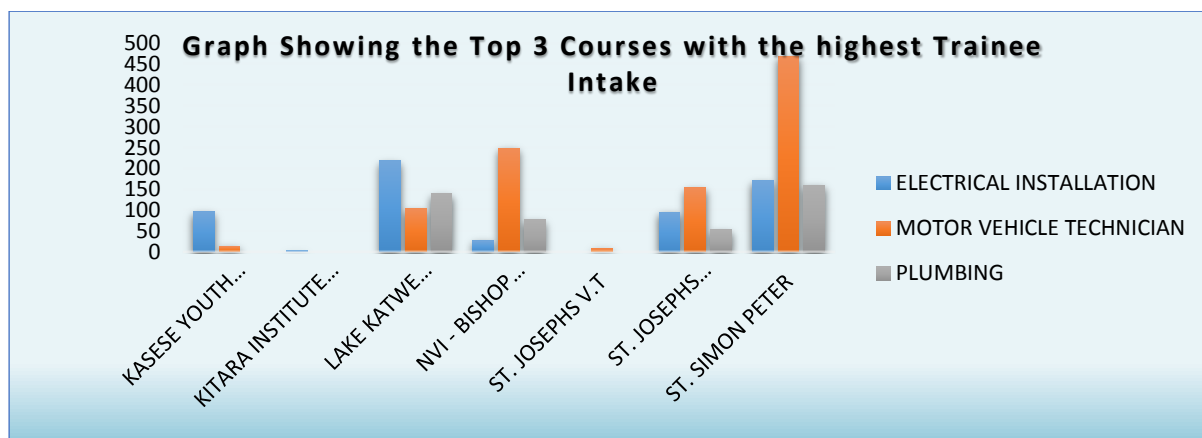
In all the Institutions visited, enrolment was relatively low as compared to the reported intake capacity. See the graph below showing aggregated number of trainees per course per year for the last 3 years

<sup>25</sup> Assessment of Training Supply in Kasese and Hoima Districts, Bachu Mubarak and Dr. Willy Nkamuhebwa, Kampala.



The trades with the smallest numbers of trainees were Hairdressing, National Certificate in Agriculture, Welding, and Carpentry and Joinery.

The trades with the highest numbers of trainees were Electrical Installations, Motor Vehicle Technician and Plumbing.



Non-formal training programmes are quite popular, for four reasons:

- There are no entry requirements;
- Non formal training is in most cases free and sponsored by NGOs, sometimes it goes with start-up kits, which is not the case in formal training. This is also an opportunity for vulnerable groups to participate in training;

- Formal training is (too) long (minimum 2 years) and keeps learners away from their homes; parents have to pay tuition, didactic material etc.;
- The graduates are able to compete for the same work places as those having completed formal training;

**There is a trend that BTVET institutions offer training at two or even three different levels:**

- 1) Non-formal training – several months
- 2) Certificate-level training (linked with DIT or not) – 2 years or more
- 3) Diploma-level training – 2 to 3 years

For the BTVET institutions, it is certainly economically safer to target different groups of potential learners and trainees, from Primary Education completion level up to A-Levels or even higher. All the BTVET institutions visited have their own policies, even the public Technical Colleges, a fact which sheds a light on their management capacity. It shows that the BTVET providers have the flexibility, insight and capacity to respond to both training demand from youth and to training demand by employers.

### 1.5.2 Examinations

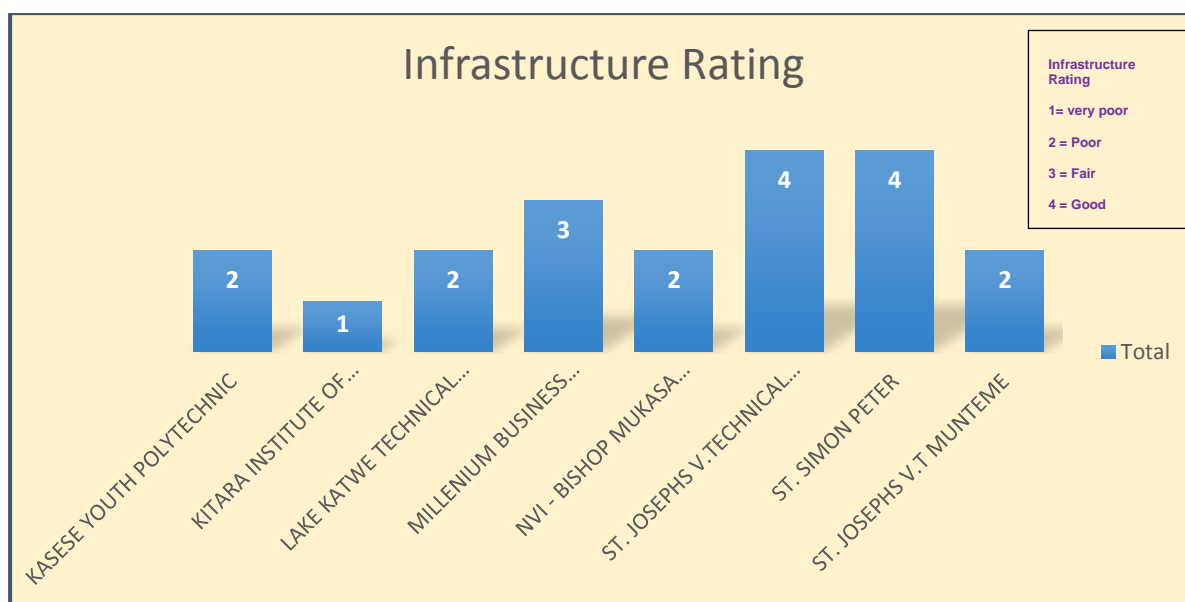
Most of the BTVET institutions prepare for UBTEB examinations, but it is current practice that trainees sit for two or three different examinations: UBTEB, DIT and UNEB (UNEB is phased out by now), which is a heavy financial burden for parents (examination costs).

### 1.5.3 Qualification levels of instructors

- Out of the total of 144 instructors reported by the BTVET institutions, only 62 were qualified as Instructors. Only 19.6% of them held a diploma and 24% a certificate, in their respective trade.
- The qualified instructors are those who are in possession of a trade qualifications (such as Carpentry certificate, Electrician diploma etc.) and, in addition, an instructor training qualification from a recognized instructor training college such as Kyambogo University, Nakawa Vocational Training Institute or Abilonino Technical Teacher Training Institute.
- The study identified a current practice at private training institutions, that they engage their former students as Instructors. As a result, there are very few instructors who have undergone instructor training. There are several hurdles for an interested person to become an instructor, and the monetary value is often not worth the hassle. In terms of professional upgrading, the majority of instructors prefer skills upgrading courses or further studies in their trade areas including ICT and management courses. This shows that they are aware of their technical limitations, of the changing technical environment. For the intervention, it also shows a net interest of the instructors in specific skills (and more short term) upgrading.

### 1.5.4 Assessment of Infrastructure (Buildings, Equipment and Tools)

The existing infrastructure / equipment in public and private BTVET institutions is dilapidated, inadequate and requires renovation and modernizing if they are to produce high quality graduates. The study team designed an assessment tool, which served for self-evaluation by the visited BTVET institutions' management and technical staff.



St. Simon-Peter VTI in Hoima and St. Joseph Virika VTI in Fort Portal are the only two institutions that are fairly equipped, although with old equipment that is either in need of service or has to be replaced. The rest of the institutions need a close to complete overhaul.

In terms of workshops, classrooms, and accommodation for trainees, again St. Simon Peter and St. Joseph Virika are fairly good, as they received support from KfW / PPP / TP Project. However more structures may be required and renovations of workshops will be mandatory. The rest of the institutions will require a major investment in both equipment and infrastructures.

### 1.5.5 Insertion to the market

None of the institutions visited had data on their graduates, who are in formal or self-employment. Tracer studies and having functional alumni organizations might help institutions to estimate how many carpenters / builders / motor vehicle mechanics are needed in the region for the next three years, and also, which trade would have to be phased out.

### 1.5.6 Management capacity of the visited BTVET institutions

#### Defining the management components

It is a standing experience from a number of similar Technical Cooperation Projects in the area of TVET-Employment that the management capacity of Training Providers is crucial. The term Management Capacity includes:

- 1) Positioning of the institutions and clarity about its market niche. This is mainly expressed in the “Mission” and “Vision” statements, but there has also to be a precise and budgeted Development Plan of the institution for the coming three to five years.
- 2) Financial management, including all sources of funding:
  - Government allocations per capita, for operational cost, investment etc.
  - Student’s contributions normally paid by the parents, including training fees, contributions to working materials and tools etc.

- Revenue from production and services produced in the different trade sections,, by students-trainees, teachers and instructors, and contracted workers
  - Other sources such as donations, foreign cooperations etc.
- 3) Academic management, including
- The rational use of facilities, workshops etc., through double or triple shift operations morning-afternoon-evening-week-end
  - Flexible integration of theoretical and practical training phases, group learning corners in workshops, practice sites in classrooms
- 4) Workshop management, including
- Production workshops
  - Training-cum-production
  - Services for external clients: “social services” at added-cost level, own cost including real staff cost per hour, revenue raising by calculating a profit margin
- 5) Procurement management: buying, tenders, contract management, installation, test-running and approval
- 6) Facility management, including
- Regular maintenance of buildings, infrastructure (water, electricity, sewerage)
  - Environmental and waste management

The management group of a Training Provider includes the following:

- The Principal or Director
- The Registrar, Financial Manager o Financial Officer
- The Academic Director
- The staff member in charge of procurement
- The Heads of Department
- The staff members in charge of workshop management
- The President of the Supervisory Board
- The Cashier of the Supervisory Board

### 1.5.7 Conclusion of the assessment study

According to the assessment, the following institutions seem to have a minimum standard of quality:<sup>26</sup>

- 1) St. Joseph’s Virika VTI, now Polytechnic and a Department of the Martyrs’ University Fort Portal, PNFP
- 2) St. Simon-Peters VTI, Hoima, PNFP
- 3) Millennium Business School, Hoima

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<sup>26</sup> The project will launch regular institutional audits in the start-up phase. They are voluntary for the potential beneficiary institution. The project will not invest in hardware without having done the institutional audit. However, staff members may take part in capacity building measures.

- 4) Kinyara Sugar Works Vocational Training Centre, private
- 5) Uganda Technical College Kichwamba, Kabarole District, Public
- 6) Uganda Technical College Kyema, Masindi District, Public
- 7) Kasese Youth Polytechnic, Public

The management capacity seems to vary widely from one department to another. Even in the same institution, one can find one or two well organized workshops, whereas others are in complete disorder, even when the workshop supervisor is present.

According to the assessment, in those cases in which departments deliver services on demand of companies and other users, at least one Technical Teacher / Workshop Supervisor / Instructor has been trained and has worked abroad for at least two years. So these persons have internalized strong notions of organisation, quality and autonomy.

At least four institutions have one or two workshops which are delivering services for the public, mainly motor vehicle mechanics, machine tool, carpentry and refrigeration & air conditioning workshops.

Out of the seven institutes, 5<sup>27</sup> were selected to become beneficiary institutes (Kinyara training centre dropped out given its status as a private for profit centre, and Kichwamba given the support they will receive from WB).

### 1.5.8 Recommendations resulting from the Training Offer study and conclusions

“It will be critical to work with Training Providers that have good and ambitious management; it is not only about Training Providers’ current infrastructure. What is important is that the Training Providers to be selected must have decent concepts for the future, so the project needs a broad concept on capacity building for Training Providers Management, Training of Trainers (TOT) and Training Programme designs that should respond development of Apprenticeship, Internships/Job Placements, Master-craftsmanship and enterprise to Enterprise Learning “

It is obvious that working with ‘champion’ training institutions will allow the intervention to pilot and test some crucial reforms. Even these champion training providers are in need of hard and soft support, to be able to implement reforms and move from a supply driven approach to a demand driven (by private sector) training concept and delivery.

Therefor, 5 institutions are selected to provide a solid basis for testing and piloting certain reforms of the Skilling Uganda Strategy.

## 1.6 Conclusion

### 1.6.1 Summary of strengths and weaknesses of the current BTVET System

The analysis and the strategy for “Skilling Uganda” (“Skilling Uganda” – BTVET Strategic Plan 2012/3 – 2021/2, 8 July 2011) have highlighted and updated the perceptions of strengths and weaknesses of the current BTVET system.

Many conferences, workshops etc. have taken place, and the draft documents on SDA and the SDF have been circulated and discussed widely. The interpretations of what the Reform is about and where to go, are widespread and there is still a gap between the perceptions on the side of employers and the business community on one side, and the other side with the officials in the concerned Ministry of

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<sup>27</sup> See chapter 2.1 for further information on the reasons why these institutions were selected. See also the preparatory study on skills supply conducted by Bachu Mubarak.



Education, Science, Technology and Sports departments, such as the BTVET Department within the Ministry of Education, Science, Technology and Sports and the Directorate of Industrial Training as the leading entities. The perception is that Training Providers, companies and local authorities on the ground have had little voice in the process.

If the two BTVET systems, the existing one and the new system laid out as a blue-print in the “Skilling Uganda” Strategic Plan 2012/3 – 2021/2 (July 2011), are compared, the key differences are as follows:

**Characteristics of the old model:**

- 1) It is supply-driven
- 2) There is limited partnership between BTVET providers and private enterprises
- 3) Policy and implementation are concentrated in the same hands and Ministry departments, but mandates are scattered and overlap of mandates exists
- 4) The financing of the system and the training delivery is a pure public (through the MoESTS/MoF) combined with household contributions. Certain training providers are also capable of gaining some income through income generating activities (products/services). The funding of BTVET institutions is a pure ‘input based’ financing.

**Characteristics of the new model:**

- 1) It is demand-driven
- 2) It builds on Public-Private Partnership
- 3) Policy and implementation are separated.
- 4) Financing of the sector through different sources: Govt, private sector contributions (training levy) and household contributions. The funding of training delivery should at least be somewhat output based.

	<b>Characteristics of the old model</b>	<b>Characteristics of the new model</b>
<b>1</b>	Supply-driven	Demand-driven
<b>2</b>	No Public-Private Partnership	Public-Private Partnership
<b>3</b>	Policy and implementation are concentrated in the same hands / departments.	Policy and implementation are separated.
<b>4</b>	The voice of the Private Sector, Employers and Trade Unions, is not systematically heard.	The Private Sector participates on all levels: <ol style="list-style-type: none"> <li>1) Policy formulation</li> <li>2) Development of instruments and tools (programme development, training of trainers, certification, quality improvement, innovation)</li> <li>3) Governance of public and private training providers</li> </ol>
<b>5</b>	Govt funding, input financing	Govt and private sector funding, output based financing

Furthermore, it has to be called back into memory, that:

- 1) The BTVET system is scattered in separated sub-sectors, and there are no pathways for learners to move from one to another sub-sectors;

- 2) There are several levels (entry level without certification, Certificate level, more or less corresponding with secondary education, Diploma level, corresponding with post-secondary or non-university tertiary education), which do not correspond with the common differentiation of skills levels in established companies (un-skilled, semi-skilled, fully skilled, technician and master-craftsman, full engineer and other professional);
- 3) BTVET training provision in Uganda is differentiated in the three categories: public, private not-for-profit and private for profit;
- 4) The numbers of learners are relatively small, if compared with post- primary education, mainly due to poor perception of training institutions and career paths;
- 5) Per-capita funding for one place in BTVET does not exceed per-capita funding in General Education and is even lower than that for university studies;
- 6) The productive sector – private enterprises and Business Associations - recognise one or two public BTVET institutions such as Nakawa Vocational Training Institute, Nile Vocational Training Institute, Kyambogo University for middle level skills training and for engineering studies, but keeps “hands off” from most of the others;
- 7) The capacity of innovation is minimal and limited to available resources;
- 8) Donor support has succeeded in improving the material basis and human resources of some BTVET providers without reaching any “systemic” effect, with the exception of having created and consolidated the advocacy capacity of the private for profit and not-for-profit training providers through establishment of UGAPRIVI and a systemic effort in the area of Training of Instructors and, to a lesser extent, training and coaching of BTVET institution managers (the programme attached to Nakawa VTI in Kampala).
- 9) However, the picture is not that bleak, as:
  - There is a minimum of management capacity in quite a number of BTVET institutions
  - A large number of teachers and trainers like their profession and are willing to update and upgrade their knowledge and competences
  - A number of business leaders and professionals in companies (e.g. Kasese Copper and Cobalt mining company and Kinyara Sugar Factory in the intervention region) and business associations (f.i. the continuous training that USSIA provides for its members) are ready to engage in meaningful quality improvement of BTVET, under the condition that they are not left alone with the burden of this engagement.

## 2 STRATEGIC ORIENTATIONS

The intervention will support the BTVET reforms in order to strengthen the economic development of Uganda, especially in the targeted intervention area, through an increased quality of and better access to skills development. Therefore, the project will

- Be anchored in the MoESTS, at the department of Planning, given the cross-departmental challenges and the future institutional setting - SDA - of BTVET in Uganda;
- Support the three components of the BTVET system: (1) policy and coordination; (2) instruments and (3) training provision;
- Operate on: (1) Institutional support to policy, coordination and instruments, and the relevant public actors; (2) support to a demand-driven approach of BTVET and; (3) strengthen the quality of BTVET provision in the project area;
- Concentrate on specific economic sectors and trades, in a specific area, as a pilot;
- Strengthen the capacity of all stakeholders, on national and regional level;
- Support on a regional scale (the 4 selected districts) the development of a new financing model for BTVET delivery in Uganda;
- Link with other BTVET projects and stakeholders in Uganda.

The project has to act on the national and system level, and it has to act on the implementation level in the two Western regions, the Albertine and the Rwenzori regions.

Although the budget amount is relatively high, it would not be sufficient to ensure a nation-wide coverage with services at the implementation level, e.g. Training of Trainers, equipping of workshops etc.

Therefore, a regional-local concentration is necessary, combined with support on the policy, strategy and instrument level at the MoESTS and other national stakeholders

### Project's scope

The project will act on:

- 1) policy and national stakeholder interaction and coordination level (institutional strengthening)
- 2) instruments level: SDA with training programmes, training of trainers, certification and assessment, technical input to policy formulation, funding mechanisms, ...

In (1) and (2), the project will focus on strengthening stakeholder's capacity to spearhead and implement reform related to the BTVET strategy, and to develop and adjust instruments such as the SDF, m&e-systems, quality assurance etc. The main objective of this support will be to move from the current model of BTVET in Uganda, to the proposed model (new system).

This will include

- supporting the main stakeholders such as MoESTS, MoFPED, Private sector representatives to enable them to further develop and implement priority sector policies and reforms, such as the set-up of the SDA (new structure with new mandates), the set-up of a (pilot) skills development fund (new funding instrument for BTVET provision, and new system for pooling funds from different sources), and the modalities on attracting private sector contributions to the new fund (training levy, direct contributions or hybrid models).

- strengthening M&E systems,
  - ensuring that relevant institutions at central and decentralised levels are empowered to implement their mandates with an appropriate level of autonomy that facilitates the best use of their expertise and local knowledge
  - supporting the quality of assessment and examination systems and
  - supporting BTVET coordination mechanisms.
- 3) the training provision, where the direct beneficiaries are located (students, apprentices, interns, trainees, BTVET providers and companies, institutions)
- The project will support selected public and private BTVET service providers in the project focus areas. This support will be based on BTVET service provider's potential to provide high quality trainees to the labour market, while at the same time contributing to the achievement of the project (and "Skilling Uganda") objectives by piloting new initiatives (such as the pSDF), sharing lessons learnt from their practical experiences and developing solutions to the problems and challenges identified, as well as feeding the practical experience from pilots and lessons learned back to the policy level!

These three points correspond to the three result areas of the project.

As a guiding principle, the project will assure linkages with the private sector and strengthening the capacities of the private sector as a partner for BTVET, in order to ensure that the implementation of Skilling Uganda concentrates on skills that are required by employers. This will include strengthening the capacity of private sector associations, employers and other representative bodies to analyse and communicate the type and quality of skills required in the labour market. But it is also about including private sector in the piloting, management, steering and evaluation of the BTVET system. As about half of the members of the board of the RTF are from private sector, they need to be strengthened to be able to fully play these roles in the system, as most of these BMO's were often not involved in the past BTVET-system.

## Anchorage of the intervention

The project is anchored within the department of Planning of the MoESTS. Most of the activities will be discussed and coordinated with, and sometimes implemented by" the Reform Task Force for the Skilling Uganda Strategy and afterwards, once the SDA is fully operational and mandated, through the SDA.

The document "Skilling Uganda" – the BTVET Strategic Plan 2012/3 – 2021/2, states on p. 8 that "the RTF will work under the technical guidance of the MoESTS and report to the Office of the Prime Minister".

For the purpose of this intervention, most project activities are channelled through the Reform Task Force, which is at present attached to the Ministry of Education, Science, Technology and Sports. The project's relationship with the Office of the Prime Minister and other Ministries and Agencies will be indirect. The coordination of project activities with these government institutions will be the responsibility of the Reform Task Force. The RTF will also be directly responsible for coordination with the private economic sector and its Business Organisations (FUE, UMA, USSIA etc.).The Prime Minister has assigned the Ministry of Education, Science, Technology and Sports as the Technical Ministry "hosting" the Reform Task Force.

A key issue related to organisational effectiveness identified in "Skilling Uganda (2011)" is to ensure that

expertise of core BTVET stakeholders, such as employers and business sector representatives, employee representatives, civil society as well as other sector ministries is systematically used for BTVET planning, policy development and monitoring. It is therefore logical that the project has to work through the multi-stakeholder Reform Task Force until the time when the (semi-autonomous) Skills Development Authority or another appropriate body is fully constituted. In this regard, providing support to the set-up of the Skills Development Authority is one of the priority areas for the present project “Support to the Implementation of the Skilling Uganda Strategy”.

## 2.1 Geographical focus of the field component<sup>28</sup>

The project will operate in 4 districts in the Western Region: Kasese, Kabarole, Hoima and Masindi. This creates the potential of linking local implementation with national policy.

At the regional level, the project will directly support decentralised local government and vocational training institutions. Five BTVET institutions<sup>29</sup> (public and private not-for-profit BTVET institutions in Kasese, Fort Portal, Hoima and Masindi) have been identified during the formulation process.

These five institutions were selected for the following reasons:

- A fair balance between public and private not for profit providers
- An equal geographical distribution
- Coverage of the priority trades
- Sufficient number of trainees and graduates
- A critical mass of qualified teachers
- Reasonable quality of infrastructure and equipment
- Sufficient quality of management and
- Some prior experiences in public-private partnerships (liaisons with private sector companies).

In addition, the project will also support other partners (private sector enterprises and business organisations) within an integrated approach to skills development, for example the project will support linkages between the BTVET institutions and private enterprise in the development of internships, apprenticeships and supporting in-job training. Furthermore, the project will support the participation of representatives of the private economic sector in the review of training programmes and qualifications, assessment and certification, and even their participation in the management bodies of the targeted BTVET institutions.

## 2.2 Selection of Thematic Focus Areas

It is a widely learned lesson, that training in itself does not create jobs. Job creation is closely linked to economic policies that stimulate the labor market, grow enterprises and thereby induce a demand for additional or new skills that must then be satisfied by the training market.

The selection of the thematic focus areas is based on the critical skills identified by the “Skilling Uganda” strategy 2012/3 – 2021/2 (and reported in the Project Identification File) and a on specially commissioned

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<sup>28</sup> See also section on pSDF

<sup>29</sup> Being: Keyma, Kasese Youth Polytechnic, St-Joseph, St-Simon, Millennium Business School.

analysis of the Labour Market in the project geographical focus area, the Albertine and Rwenzori regions.

As described in chapter 1, the largest sector identified are manufacturing (38%), financial services (15%) and agriculture (14%); however, each of these sectors fall (partly) outside the initial focus areas (Oil & Gas and Basic Skills). The next largest sectors – construction (10%) and hospitality (9%) – are areas of strong potential for growth that can be successfully supported through demand-driven skills development. In analysing the actual ‘trades’ required within the construction sector, it is clear that there is a strong opportunity to support construction trades.

The **first thematic (trade) focus** will be on trades that fall within the sectors of Civil Engineering and Mechanical & Electrical Engineering.

By taking this approach, a linkage can be formed with other strong areas of potential economic growth and employment opportunities in Western Uganda including the expected development of the Oil & Gas (energy) sector and manufacturing sector in the area as identified in the Project Identification File.

A report on Vocational Training in the Oil Sector<sup>30</sup> (Irish Aid 2012) found that “The largest number of jobs and the most employable skills in the oil and gas and other sectors are within the less capital intensive trades in the construction sector such as welding, construction, logistics, electricians, general health, safety and environment training”. The estimated increase in employment through direct, indirect and induced jobs is around 150,000 jobs. The report found that “Developing a skill base which can respond to the needs of the construction phase will mean developing a skills base that is employable in the wider economy, beyond the oil and gas sector”. The very strong synergies between the trades required for the Oil Construction Phase and those identified as a priority for the project are obvious. It is important to note that while the trades prioritized in this intervention are highly relevant to the Energy (Oil and Gas) sector, they are not solely dependent on this sector. The focus on the construction/engineering trades also offers significant added value in terms of other “long-term” employment opportunities for graduates of these trades include the rapidly expanding transport sector (railways, roads, and motor vehicle mechanics) and the requirement for a skilled workforce to build the infrastructure required in Uganda’s rapidly growing urban areas.

The **second thematic focus** sector will be the hospitality sector in Western Uganda. There are strong opportunities for employment though providing hospitality related services for both Business travellers and Tourists in the area.

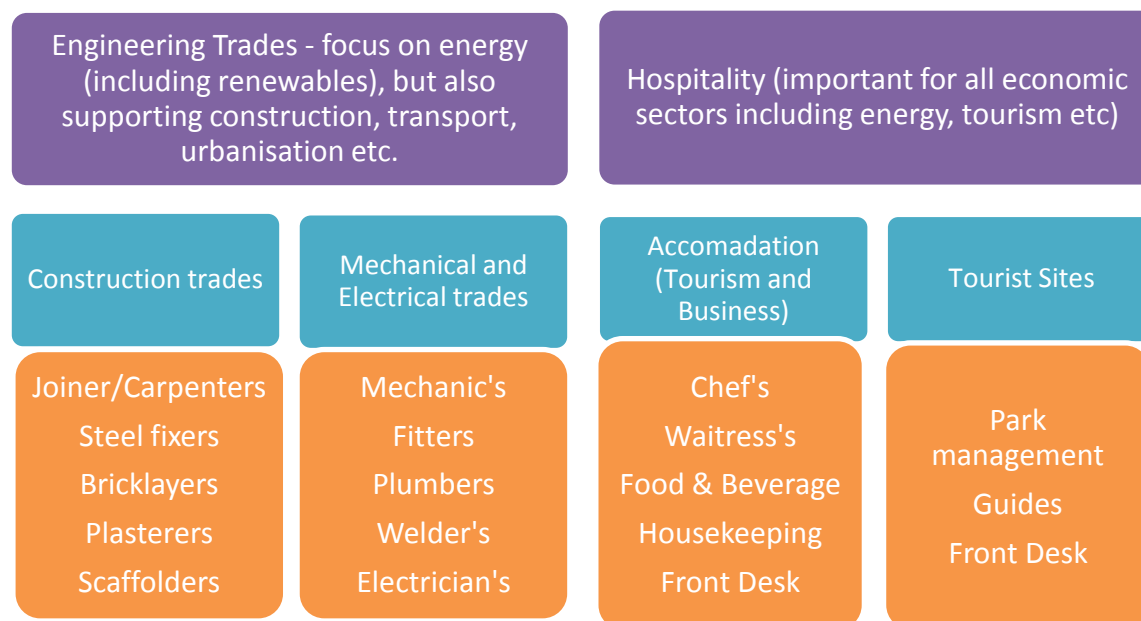
The most obvious opportunities related to Business Hospitality lay in the Oil and Gas Sector (as Uganda moves from oil exploration to production). The Albertine and Rwenzori regions also have very strong opportunities to further develop their Tourism related Hospitality sectors.

In the Figure below, the priority sectors are presented. It also shows a clear distinction between opportunities within the hospitality sector related to accommodation and the management of tourist sites.

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<sup>30</sup> Vocational Training for the Oil Sector – Establishing a Pooled Funding Mechanism, Montrose Consultants for Irish Aid. 2012.

## Priority Sectors Identified



## 2.3 Organisational and institutional strengthening

### 2.3.1 Strengthening MoESTS

#### 2.3.1.1 Establishment and Support to the SDA (and RTF as an interim strategy)

The project will provide technical and financial support to the creation of the SDA. As detailed in the BTJET Strategic Plan (2011), the main justification for the establishment of a semi-autonomous SDA is to involve stakeholders, especially employers, in the direction and evaluation of a training system. It is therefore important that the project will support the SDA (and the RTF in the interim) by developing its capacity in initiating and maintaining a strong BTJET Policy and in realizing concrete policy goals at operational level.

The BTJET Strategic Plan outlined different organisational options that will need to be evaluated and analysed. Design issues to be addressed include mechanisms to:

- ensure that employers and other stakeholders have sufficient influence and take their role in governance seriously;
- ensure that the SDA is headed by a recognised leader for skills development in the country;
- guarantee the necessary independence in the management of the skills development body;
- avoid unclear duplications and functions of the new body vis-à-vis the MoESTS and other ministries;
- clarify the roles of the MoESTS and the new skills development unified body to ensure high quality and expanding skills training to meet the relevant NDP targets for the BTJET development in Uganda;
- make sure that the body is sufficiently staffed with appropriately qualified and motivated experts;

- manage public BTVET institutions effectively. A key question in this context would be whether public BTVET institutions should be managed under the new body - which could raise issues of conflict of interest in the long run - or remain with their current parent ministries (e.g. the MoESTS); ensure that the body can act effectively at the local level. This may include considerations to create regional branches, as done, for example, in Tanzania.

It will be necessary to create a “pre-SDA” capacity / office on a decentralized level, f.i.in Fort Portal, which will be temporarily attached to the project office.

### **2.3.1.2 Support to Skilling Uganda Policy implementation**

The MoESTS and the Gov of Uganda have formulated the BTVET Act (2008) and the BTVET Strategic Plan ‘Skilling Uganda’ (2012/3-2021/2).

Skilling Uganda “denotes a paradigm shift for skills development in Uganda. The BTVET system is expected to emerge from an educational sub-sector into a comprehensive system of skills development for employment, enhanced productivity and growth.”

This policy will have to be translated into practical guidelines and policy instruments to supports its implementation. The project will assist the relevant departments of the Ministry of Education, Science, Technology and Sports and other key stakeholders - through the “Skilling Uganda” Reform Task Force - in developing guidelines and instruments related to issues such as financing for skills development, quality assurance and standards, statistics, monitoring and evaluation, inter-agency coordination, development and Public-Private Partnerships, which could be largely driven by the private sector.

### **2.3.2 Strengthening Public (including Local Government) and Private Sector BTVET Service Providers, including Business Membership Organisations (BMOs)**

The BTVET sub-sector is critical for the development of skilled personnel required by industry. Training services delivered by the sub-sector therefore need to be of high quality in order to increase the productivity and competitiveness of graduates. It is recognized that good and competitive BTVET systems in developing and emerging economies attract direct foreign investments; this is due to the availability of highly skilled labour in the economy. This kind of system must embrace technology both in its content and methods.

One way of enhancing the quality of training is to assess the training providers on the ground. The key issue to find out is the capacity of the training providers in terms of access, equity and quality of their management, which courses are being provided, qualifications of instructors, instructor’s ratio to students, which tools and equipment are available, the workshop space for trainees and the number of training providers in each district. Based on this information, the project can define the capacity gaps, and then draw the base line on where to start from.

The capacity building process will include:

- 1) Develop and implement a capacity building strategy for the selected BTVET institutions, BMOs and partner companies (human resources officers)
- 2) Develop the Business Plans of selected BTVET Institutions and BMOs
- 3) Provide capacity building of selected BTVET instructors and Master crafts-persons from BMOs
- 4) Build capacity of heads of selected BTVET institutions and their board of governors and finance manager for effective and active participation in the management of the BTVET systems.



This will include strengthening their capacity to apply to the Fund and to implement their projects and initiatives.

5) Build capacity of Business Memberships Organisations and their members to effectively manage apprenticeships and Institutionalise quality internships and apprenticeships in the management of selected BTVET institutions and partner companies

6) Build capacity of heads of selected BMOs and their board members and finance manager about pSDF and how to apply to the Fund and to run projects and initiatives with funding from the project. (See detailed activities in chapter 3 and in the Logical Framework)

7) Support UGAPRIVI in providing useful services to its members in the Albertine and Rwenzori regions.

## 2.4 Supporting a Demand Driven Approach: alignment with the BTVET strategy

The whole BTVET reform is about a paradigm shift, that can be ‘narrowed down’ to a BTVET system that takes into account the economic development of the country, and thus training delivery that is steered by and responsive to labour market needs.

The “Skilling Uganda” Strategic Plan addresses a total of 5 Objectives, in order to reach its overall Development Objective:

*“Business, Technical, Vocational Education and Training (BTVET) ensures that Ugandans and enterprises acquire the skills they need to raise productivity and income”*

The individual objectives are:<sup>31</sup>

- 1) Make BTVET relevant to productivity development and economic growth (*Relevance*)
- 2) Increase the quality of skills provision (*Quality*)
- 3) Increase equitable access to skills development (*Access*)
- 4) Improve the effectiveness in BTVET management and organisation (*Effectiveness*)
- 5) Increase internal efficiency and resources available to BTVET (*Efficiency*)

In supporting a demand-driven approach, the project is strongly aligned to Objective 1 of Skilling Uganda to “Make BTVET relevant to productivity development and economic growth”<sup>32</sup> The project will focus on the following strategies<sup>33</sup> of objective 1:

### “Skilling Uganda” strategies covered by project

Objective 1	
Make the training supply more flexible and demand-driven	Strategy 3
Boost BTVET supply in critical occupations	Strategy 4
Promote skills for productivity in the informal sector and for micro and small enterprises (MSEs)	Strategy 6
Establish the Labour Market Information System (LMIS)	Strategy 7

In terms of supporting Uganda’s Vocational Qualifications Framework (UVQF) – Strategy n° 2, the project will limit its support to strengthening the linkages between the Ugandan qualifications relevant in its area

<sup>31</sup> Skilling Uganda – The Strategic Plan 2012/3 – 2021/2 p. viii

<sup>32</sup> Skilling Uganda – The Strategic Plan p. 14

<sup>33</sup> Strategy 1 of objective 1 of the BTVET Strategic Plan is also covered in the institutional support component of this intervention.

of intervention - the earmarked economic sectors and trades in the Western Regions - and internationally recognized BTVET certification such as City and Guilds (UK) etc. This is especially important for the Oil and Gas Industry, where international standard qualifications are often required. This may be a precondition for trainees to gain employment in this sector. It is also an important condition for Ugandan SMEs when they want to participate in international tenders and enter into subcontracting work. This will again expand the number of available jobs for Ugandan BTVET students-trainees-apprentices and graduates.

#### 2.4.1. Employer-sponsored BTVET

Employers have largely been passive beneficiaries of the BTVET system, but some private companies have their own training facilities and programmes, even practicing well-organised apprenticeships (e.g. Kinyara Sugar Works near Masindi, Albertine Region; Mantrac Uganda, Kampala, the sales and maintenance agent of Caterpillar). Several companies, notably in the oil & gas and construction sector, have been expressing an increasing interest in skills development. The “Skilling Uganda” BTVET Strategic Plan explicitly welcomes such initiatives. In the Albertine Region, Kinyara Sugar Works near Masindi have their own well developed training facilities, which are open for external trainees, and train towards London City & Guilds standards and certificates.

During the Project Formulation Mission, representatives of the business organisations UMA, USSIA and UGAPRIVI (private training providers) have expressed their availability and interest in collaborating actively with the new project. FUE is already well represented in the Reform Task Force, so its full collaboration is ensured.

## 2.5 Financing of BTVET: the skills development fund (SDF)

### 2.5.1 The legislative ground for a Skills development Fund

The Uganda – Belgian Development Cooperation ‘Skilling Uganda’ Identification File states that the project will help the RTF set up the Skills Development Fund (also referred to as a training fund) on regional level and to test the training levy in one region.

While the BTVET Strategic Plan indicates that the SDF and the training levy will be established in parallel, it is more appropriate in the context of this project to first consider supporting the training fund in a holistic way, and thereafter consider the training levy as one of the potential financing option. The ambition should be that the pSDF should gradually move towards a pooled or basket fund, with contributions of different donors. This is of course a political decision, both by Govt of Uganda and by donors. The design of the pSDF will however take this option into account, so other donors can join easily.

GoU Policy supporting the establishment of the SDF is included in Part VI, Sections 22-25 (Financing of BTVET) of the The Business, Technical, Vocational Education and Training Act, 2008. While Section 23 of this Act refers specifically to a “*Training Levy Fund*”, Section 24 (1) of the Act (Finances of the Fund) describes in detail “*The monies of the Fund shall consist of*”:

- (a) *monies appropriated by Parliament for the purposes of the Fund;*
- (b) *revenue or assets received by the Fund in the performance of its functions under this Act;*
- (c) *grants, monies or assets donated to the Fund by Government with the approval of the Minister or assets donated to the Fund by any foreign government, international agency or other external body of persons, corporate or unincorporated;*
- (d) *any revenue derived from the sale of any property, movable or immovable, by or on behalf of the Fund; and*
- (e) *Money received by the Fund by way of voluntary contributions.*

Section 25(1) of the BTVET Act describes the purposes to which the fund shall be applied.

- (a) *to finance approved business technical vocational education training programmes;*
- (b) *to finance special programmes to support the business technical vocational education training programmes;*
- (c) *the pay of tuition costs, maintenance allowance and traveling allowance to persons attending approved training courses;*
- (d) *the making of user-fee subsidies through scholarships, grants or loans, approved by the Minister, to persons providing courses or training facilities to meet the needs of an industry or trade;*
- (e) *incentives to employers to directly invest in business technical vocational education training;*
- (f) *an endowment fund to support business technical vocational education training;*
- (g) *to finance governance and management structures of business technical vocational education training;*
- (h) *the payment of fees to persons providing further education in respect of persons who receive it in association with their training under this Act;*
- (i) *operational expenses of the Directorate;*
- (j) *administrative expenses of the Fund; and*
- (k) *the payment of allowances and other incidental expenses to the chairperson and members of the Council as the Minister shall prescribe.*

## 2.5.2 The conceptual framework for the Skills Development Fund

Objective 5 of the “Skilling Uganda” Strategy<sup>34</sup> stipulates:

*“Increase internal efficiency and resources available for BTVET”*

Three strategies conceived to achieve this objective are the following:

Objective 5
Strategy 1: Increase the efficiency of BTVET provision through results-oriented transfer mechanisms.
Strategy 2: Increase the resources available for BTVET through income-generating activities of public BTVET institutions and the introduction of the training levy.
Strategy 3: Establish a Skills Development Fund.

The introduction of results-oriented transfer mechanisms and of a training levy in particular is beyond the reach of the present project – at least on the short-term. Introducing a training levy will probably raise opposition of employers, as they will resent it as an additional tax burden. This resentment will prevail, as long as the quality of training provision is not coming up to the expectation of employers, and as long as they have no confidence in the management of the revenue generated by the levy.

However, the Strategies of introducing results-oriented transfer mechanisms and a training levy can guide the project implementation in a rational way: The project should act, where the highest benefit can be reached for its beneficiaries: the students-trainees-apprentices, but also the companies and other employers, as they provide work places for better qualified graduates in relevant trades and occupations.

<sup>34</sup> Skilling Uganda – BTVET Strategic Plan 2012/3 – 2021/2, p. 30

The Skills Development Fund, as announced in Strategy 3, while linked with the public authority of governance, will be experimented (“piloted”) in the framework of the project, by channelling a part of the project funds through a competitive pilot Skills Development Fund (pSDF). At a later stage of its establishment, the Fund can be used to pool all public resources available for BTVET in Uganda, including the income from the Training Levy, allocations from the public budget, contributions from Development Partners and other income.

The Uganda – Belgian Development Cooperation ‘Skilling Uganda’ Identification File<sup>35</sup> states that the project will help the Reform Task Force with setting up the Training Fund (also referred to as a Skills Development Fund - SDF) on a regional level (in the two Western Regions, Albertine and Rwenzori Regions) and to test the Training Levy in one region. While the BTVET Strategic Plan indicates that the Skills Development Fund and the Training Levy will be established in parallel and at the same time, it is more appropriate, to “pilot” the Training Fund on an experimental basis and managed by the project, before the Training Levy is approved and before the Skills Development Fund has acquired its legal status.

### 2.5.3 Piloting New Financing Strategies and Concentrating Funds in Priority Sectors and Geographical Locations

The “Skilling Uganda” Strategy 2012/3 – 2021/2 explores a potential model for the Skills Development Fund (SDF)<sup>36</sup> shown as Figure 1.1 presented below. The graphic emphasizes the diversity of sources of financing – public, private and donor sources – and the diversity of beneficiaries of fund expenditure.

One of the key issues to be included in policy dialogue during the course of the project will be the elaboration of the relationship between the Skills Development Authority and the Skills Development Fund. Regarding the long-term development objective of the national SDF, it is likely that the SDF will be operated within the structures of the SDA (e.g. as in Rwanda). An alternative option would be to establish the SDF as an autonomous agency from the SDA (e.g. as in Mauritius). It is not possible to give a preference for one or the other or a third solution now. One can expect that the various options will be considered and a decision will be taken during the implementation period of the project.

The project will support the development of a competitive pilot Skills Development Fund (pSDF), with the aim of testing and piloting a set of policy initiatives (results based financing, PPP, ...) and to serve as a funding tool for its own implementation.

This competitive pSDF is – on the short term – directly linked with the realisation of the project’s results. However, it will also be a basis for the project to support the development of the national SDF on the intermediate and long term as shown in Figure 2.3.

The competitive pSDF will be established during the start-up phase of the intervention. In a medium-term period, the project will support the stakeholders (MoESTS, Reform Task Force and Skills Development Authority and the Business Associations FUE, UMA, USSIA) in establishing a basket fund<sup>37</sup>, which may be filled through “pooled funding” of BTVET in Uganda. Belgium has played a lead role in policy dialogue on the issue of established pooled funding mechanisms for BTVET in Uganda, as highlighted in the report on Vocational Training for the Oil Sector – “Establishing a Pooled Funding Mechanism”<sup>38</sup>.

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<sup>35</sup> Project Identification Proposal “Support to the Implementation of Skilling Uganda”, Final Version, Kampala, 24 July 2014

<sup>36</sup> This model is based mainly on Adrian Zideman, 2003, Financing Vocational Training in Sub-Saharan Africa, World Bank and Richard Johanson, 2009, A Review of National Training Funds, World Bank

<sup>37</sup> The management modality of the pSDF will NOT change during the project lifecycle, and will remain under BTC management

<sup>38</sup> Establishing a Pooled Funding Mechanism. Irish Aid, Kampala, 2012. Page 17 of the report notes that “Belgium has indicated an interest in contributing to and leading the pooled funding mechanism”

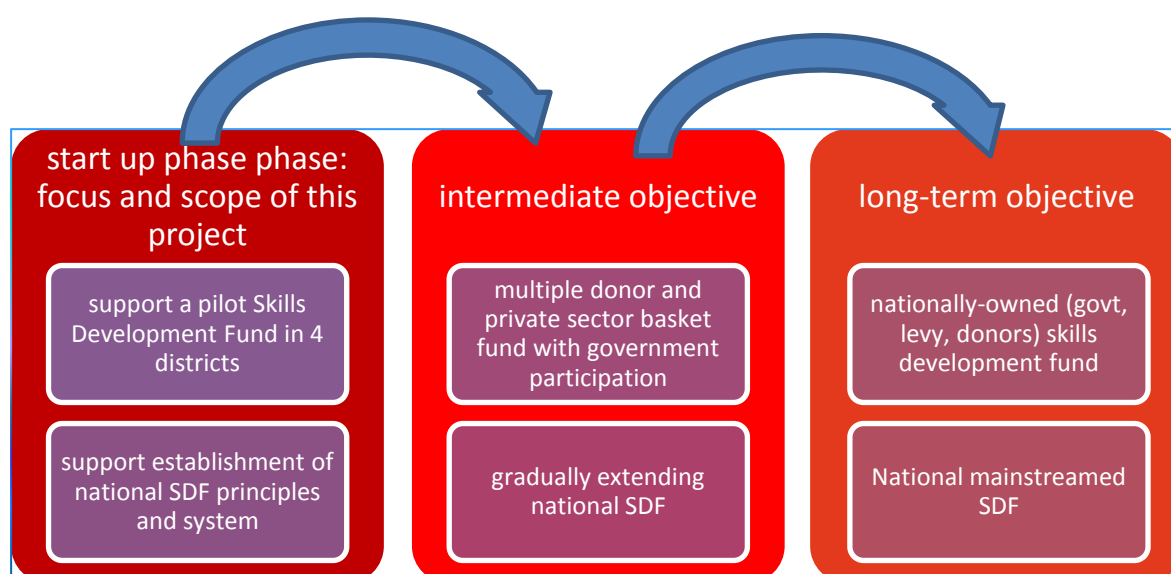
The above report also notes that:

*“experiences of pooled funding underline that a practical focus on implementation is key, that it is advisable to start gradually and trying different options before finalising the model, rather than aiming for fixed, upfront policy level agreements and coordination mechanisms”.*

*“it is important that the selection of funded activities is based on a strategic document detailing the demand-side requirements, supply-side capabilities and barriers and respective needs of the partners. Indeed, pre-determined activity funding will allow participating contributors to choose implementation arrangements more freely and avoid intervention from other parties, including government. Therefore, an assessment will be conducted at the outset of the pooled fund design to define specific activities and training courses for funding by the Pooled Fund”.*

In the long term, the SDF should be a government owned instrument, funded through government budget, donor contributions and private sector contributions (training levy).

**Graphic: Skills Development Fund – Short, Intermediate and Long term Objectives’**



## 2.5.4 Establishment of the Competitive pilot skills development fund in Albertine and Rwenzori Regions

The project will use the competitive pilot Skills Development Fund (pSDF) to test options for financing of Skills Development in Uganda. While skills development funding strategies have been included in Educational Sector policy documentation, the final structure of the SDF is still being discussed in Government and hence the project will provide a timely opportunity to test some of the options considered by Government and other stakeholders to date.

To ensure that the competitive pSDF is performed in a well-controlled environment with appropriate opportunities for learning and feedback, the project will limit its geographical scope for its financial inputs to the Rwenzori and Albertine areas of Western Uganda. The project will identify partners within 4 selected Districts (Hoima, Kabarole, Kasese, and Masindi) of these regions that will be invited to respond to the project's tender (based on terms of reference) to benefit from the fund and who will also be expected to provide feedback and other inputs into policy dialogue and the further development of a national SDF.

Geographical concentration is also inspired by the operational issues a project would face if attempting to operate on a nationwide basis. It is not feasible for the project to introduce new initiatives such as

financing skills development across all of Uganda's regions and Districts.

The development of pSDF scheme will require significant initial investment in terms of the time required putting the system in place and to create sufficient capacity and understanding of the system across all stakeholders before implementation will be possible. While introducing this funding scheme in a pilot area to learn from this experience, the long-term vision remains a sustainable financing and technical support system for skills development in the whole country. Its realization will depend on the definition of an operational model which is shared between the Govt of Uganda (including MoESTS, MoFPED, Sector Ministries, RTF/SDA, and business membership organisations) and development partners (international and national).

The pSDF will be managed by the project team (in the project's western region office). It is necessary to set-up a specific committee to oversee the policies and operations of the pSDF. In terms of the pSDF's revenue model, the most likely scenario is that income will only be available from Donor Funding (exclusively from the project's budget in the start-up phase, and from several donors in the intermediate phase). However, the Fund has to be conceived in a way that it can absorb other income sources, once they become available.

#### **2.5.4.1 The eligible activities and beneficiaries of the pSDF**

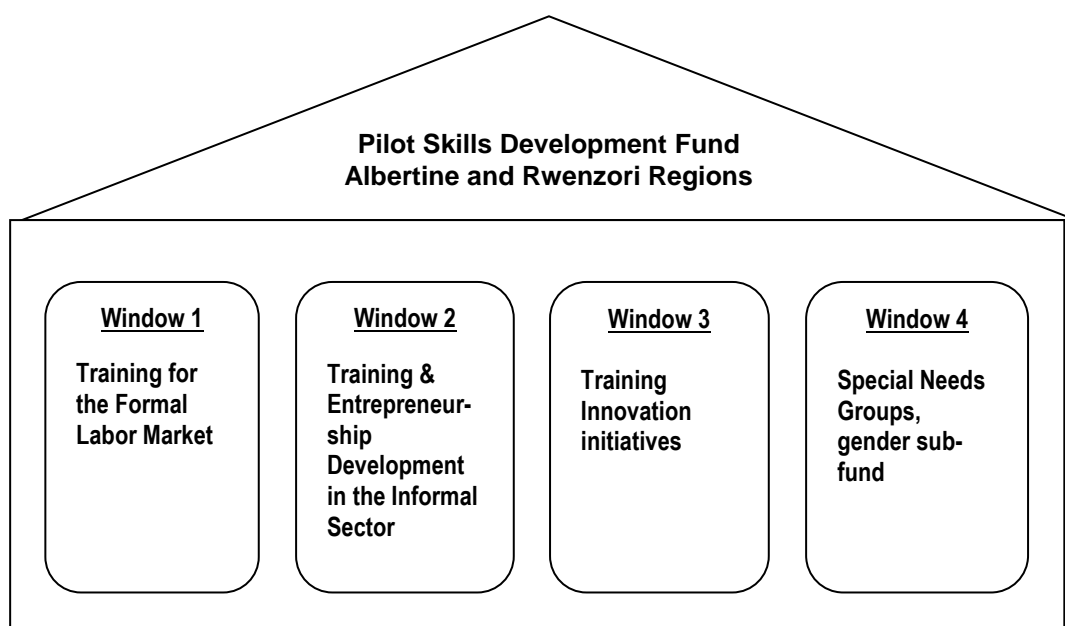
The pSDF will support activities that are designed by the project in line with the objective to support the human resource development in formal and informal enterprises in the targeted region. The beneficiaries will be public and private not-for profit BTVET institutions that will best be able to deliver the described services. In order to benefit from the pSDF, BTVET institutions will have to demonstrate that they collaborate with enterprises and BMOs so to address the market needs in terms of skilled employment. The pSDF will also specifically address gender focused Skills Development.

The pSDF will support the following type of activities:

<b>Types of activities to be supported by the P-SDF</b>
1) Pre-employment and in-service training services.
2) training services that address the private sector training needs (in the focus sectors of the project)
3) Development of BTVET institutions in terms of Infrastructure, Equipment, Training of Trainers and Staff Upgrading (e.g. for Master-Crafts persons) in order to better address the labour market needs. The institutions have to present institutional development plans with relevant external partners. The need and potential of employment should be proven and traceable, in order to correspond with the "demand-driven approach"
4) Support Purchasing of local and international training services.
5) <b>Social Scheme</b> with a strong focus on training for special groups (gender, special needs)

The competitive Pilot Skills Development Fund will have four different "Windows", to cater for different target groups and purposes

## The 4 “Windows” of the Competitive pilot skills development fund



### Window 1: Training for the Formal Labor Market

**Objective:** To promote collaborations between training providers and industry through better training provision.

### Window 2: Training & Entrepreneurship Development in the Informal Sector

**Objective:** To increase the skills levels of micro and small enterprises (MSEs) in the informal sector.

### Window 3: Training Innovation initiatives

**Objective:** To develop new innovative models for delivery of training concepts with a focus on productivity and competitiveness aligned with national priorities.

### Window 4 - Special Needs Groups and gender sub-fund

**Objective:** To support special groups having specific training needs and labour market integration problems. The pSDF can both launch tenders for grouped training of those groups, or decide to develop a funding scheme to facilitate access of those groups. See also 2.7 for further explanation.

## 2.5.4.2 Linking the competitive pSDF to the BTVET Strategy

The pSDF contains a number of innovations that resulted from consultations during the formulation process. The relationship between the existing policy intention for Skills Development Funds and the windows and sample activities of the pSDF is shown below. This is important in terms of creating a clear understanding how the pSDF fits into the GoUs current strategic plans. In addition, it will assist in efforts to integrate innovations and lessons learned from the project into current BTVET strategy and plans.

National Training Fund Model	pSDF Window	pSDF Activity
Core Funds to Training Institutions ( <i>recurrent core costs paid by GoU</i> )	Window 1	Pre-employment Training <i>In-service Training</i>
	Window 3	<i>Support to Infrastructure, Equipment, Training of Trainers and Staff Upgrading (e.g. for Master-Crafts persons) for selected partner institutions</i>  See example activities listed under Innovation in Task 3.6.1 (TFF, section







General etc.) has offered a formal opinion on the viability of the proposed Training Levy or how it will be introduced and implemented.

## 2.5.6 Financing to Selected BTVET Institutions

The project will intervene at the Policy Level (or Macro Level), at the Instruments & Tools Level (training programmes, training of trainers, labour market observation etc. – Meso Level) and finally, at the Implementation Level (Training Providers & Companies, Students-Trainees-Apprentices – Micro Level).

In terms of number of activities, but also in terms of the share of the budget allocated, most of the project weight will be on the local level, and a big share will be providing support to BTVET institutions which are centres of excellence<sup>39</sup> or have the potential to become one.

In the initial stages of the project, before the pSDF is operational, the selected BTVET institutions will be supported through start-up activities and investments directly implemented by the Project Management Unit (based in Fort Portal).

The activities to be financed (including investment in infrastructure and equipment, learning materials and capacity building activities) are broadly described in Chapter 3 of the TFF (3.3 for the Activities and Tasks) and in the Logical Framework, and they will be planned and implemented in more detail in the project's inception phase.

Later on a set of activities and investments can be implemented by using the competitive pilot Skills Development Fund.

- On the one hand, individual and groups of BTVET providers can submit proposals to access to funds in order to implement activities responding to ToR established by the project team
- On the other hand, the project can implement activities under its own initiative, and rely on the fund to finance these activities.

Initial requirements and estimates for infrastructure in a number of BTVET institutions and Business Associations have been identified within the formulation process. The project will provide equipment and improve infrastructure for those institutions.

When deciding on which inputs will be prioritised, the project will focus on ensuring strong linkages between demand-driven skills development and the type of training provided. The project team will engage external technical staff and consult with BMO's and companies, in order to cross-check labour market needs and skills requests. This collaborative approach will also help in setting up the District-level "coordination structures", which will bring together BTVET-providers, Companies, Business associations, and Government at the District and the Municipal level.

Cross Cutting Themes will also be an integral part of the support to the selected BTVET Institutions, e.g. roll-out of the MoESTS HIV policy and pro-gender actions.

## 2.6 Synergies with other BTVET Interventions

### 2.6.1 Improving the Training Of BTVET Technical Teachers/Instructors and Health Tutors, and Secondary Teachers In Uganda

Belgium is currently supporting an intervention geared towards the improvement of teacher training provided by the National Teachers' Colleges (NTCs), as well as other Colleges responsible for training

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<sup>39</sup> A clear definition of centres of excellence is currently lacking in Uganda, and is under discussion for Abilono. The project should support the ministry in defining the criteria of the future BTVET centres of excellence.

tutors and lecturers for Business, Technical and Vocational Education and Training (BTJET), including the training of key health tutors and BTJET instructors. (TTE Project, Belgian contribution 17.5 million Euro)

The specific objective of the intervention (which is focused for the most part on four selected colleges (National Teacher's Colleges in Kaliro and Muni, Community Polytechnic Instructor's College Abilonino, Mulago Health Tutor's College) is to provide an improved teaching and practice-oriented learning environment, supported by a strengthened support supervision and visitation (inspection) service. To reach this objective, the project has defined a strategy that addresses four areas:

1. Strengthening the teacher education system in relation to the colleges in the areas of communication, support supervision and visitation, strategic management and lecturers' qualifications (Result 1);
2. Strengthening the management capacity of the supported colleges (Result 2);
3. Improving the quality of teaching and learning in the supported colleges (Result 3);
4. Rehabilitating, extending and equipping the college facilities, including a sustainable and effective maintenance of the facilities (Result 4). These results will be achieved through capacity building at system (central) level, organisational (college) level and individual level (managers and teachers).

Besides building upon experiences and results of this project on BTJET (see chapter 3 on Abilonino), the results of the TTE-project regarding cross cutting issues will be mainstreamed in the current intervention.

## **2.6.2 The project: "Support to Beneficiary institutes to the skills development of their human resources (SDHR)"**

This multi-sector project is supporting in three sectors (Health, Education and Environment) a number of institutions in the human resource capacity development process of their staff. In the education sector, a limited support to some key-partners of the Skilling Uganda project is also foreseen: DIT, UBTEB, Keyma and Kichwamba, TIET and Abilonino. It will be very important to link and coordinate between the SDHR – project and the Skilling Uganda project.

## **2.6.3 The Belgo-Ugandan Study and Consultancy Fund**

Belgian cooperation has continued to support BTJET sub sector since December, 2011 when Cabinet approved the BTJET Strategic Plan 2012/3 – 2021/2 dubbed "Skilling Uganda". The strategy was developed with support from World Bank and Belgian Cooperation. Belgium has provided support to the implementation of the strategy through the Reform Task Force (RTF) of Skilling Uganda, including retreat for the RTF members and main stakeholders; study tours to Mauritius, Belgium and Rwanda; Technical Assistance provided by a long-term Management Advisor, based at the RTF Secretariat; support to dissemination of the BTJET Strategic Plan 2012/3 – 2021/2; training of Ministry staff and RTF on skills development in Italy and four specialized studies as outlined below.

Two ongoing studies: development of a Labour Market Information System (LMIS) system for the Albertine; and development of a Monitoring and Evaluation System (Phase 1 – Skilling Uganda Programme).

Two others studies are planned including Gender mainstreaming in skills development; and Marketing and Communications strategy for Skilling Uganda.

## **2.6.4 Sector Budget Support**

Until recently, Belgium has been providing financial and technical assistance to Education Sector Budget

Support (ESBS), contributing to the implementation of the Education Sector Strategic Plan (ESSP, 2004 - 2015) sector plan. Although it is non-earmarked budget support, Belgium focused in the policy dialogue and monitoring on post-primary education and training (mainly on skills development and quality of education). With budget support and sector dialogue, Belgium aimed to pursue sustainable improvements of the education system with utilisation of the existing SWAp structures. In 2012, Belgium held the position of the chair of the Education Development Partners (EDP) group. The 2<sup>nd</sup> Indicative Development Cooperation Programme (IDCP) between Belgium and Uganda had allocated 12 Million Euro to Education SBS. However, only 4 Million Euro was released in 2010, after which Belgium withdrew from SBS in the Education Sector.

### **2.6.5 Support from other Development Partners to BTVET**

Several other development partners support education sector development in Uganda, including BTVET. For the preparation of the present project, the obligatory partner has been the World Bank, for three reasons:

1. Belgium has aligned its cooperation for education and training from the beginning, now already for 4 or 5 years
2. The World Bank will be present in the same region, with the large Albertine Region Sustainable Development Project – 145 million US \$
3. The Bank is a core partner in supporting the Skilling Uganda agenda and in encouraging the various stakeholders, hopefully spreading its support to Government and private sector actors, including employers and workers and their organisations.

In the area of BTVET, Belgium has initiated a continuous dialogue with the World Bank and Ireland, whereas the other international partners collaborated rather sporadically.

#### **2.6.5.1 World Bank**

The World Bank has positioned itself as the lead international donor in the field of BTVET, to which Belgium associated itself in the beginning. The Bank has supported the development of the BTVET strategic plan, together with the Belgian Development Cooperation.

The World Bank is currently formulating its support for the implementation of the Skilling Uganda Strategic Plan 2012/3 – 2021/2 (75 million USD) and it is expected that they will commence their support in 2015. In this WB-project, a 19m\$ training grant facility is included, which could be seen as a kind of training fund for employees and enterprises.

The Bank has already approved a large project focussing on the Albertine region in the West of the country, the “Albertine Region Sustainable Development Project” (145 million USD), which will provide significant support to infrastructure, but also to the Ugandan Petroleum Institute in Kigumba, Masindi District, Albertine Region. In this intervention, a 2m\$ bursary scheme is planned, which has a lot of similarities with the proposed pSDF.

Some of the sub-components of the World Bank’s “Private Sector Competitiveness Project” (2005 - 10) have supported BTVET through an “Enterprise Skills and Linkages Programme”. The strengthening of linkages has also included working with the Katwe Small Scales Industries Development Association and upgrading the quality of traditional apprenticeships.

#### **2.6.5.2 Germany**

The German technical and financial cooperation has supported Uganda to modernise its BTVET sector for more than 16 years. The approval of the BTVET Act in 2006 falls in the period of this cooperation. 6 different German development organisations took part in this large programme. The most visible ones

were GTZ and KfW, the German Development Bank. KfW funded mainly equipment and capacity building for private training providers and the institutional strengthening of UGAPRIVI, whereas GTZ focussed on developing a whole set of Assessment and Training Packages, which were piloted at several private training institutions, and on small-size apprenticeship schemes run by manufacturing and service companies. Germany pulled out of the BTVET sector in 2012.

At present (November-December 2014), the German Agency for International Cooperation (GiZ) is in a fact-finding process, which is supposed to lead to a \*project document to be submitted to DfID for funding. The proposal will focus on skills development for the Oil & Gas sector. The area of intervention covers the Districts of Hoima, Kasese and Masindi. At the time of the Formulation Mission, DfID had not decided, whether it would finance this proposal. The size of the budget has not been communicated to the Formulation Team.

#### **2.6.5.3 Islamic Development Bank (IDB)**

The IDB is funding the in-service training programme for BTVET instructors, which is based in Jinja Vocational Training Institute (VTI). The programme started in the Financial Year 2011 - 2012). Furthermore, IDB plans to support several Technical Colleges (the UTC's Elgon and Lira) and the National Teachers' College Unyama.

#### **2.6.5.4 OPEC, Saudi Fund, Kuwait Fund, ADB**

The OPEC is supporting the construction of 9 new technical institutes throughout the country. Similarly, the Saudi Fund and the South-Korean Government (through ADB) are planning to each support 5 new Technical Institutes, while the Kuwait Fund plans to support another 4 of these institutes.

#### **2.6.5.5 Korea International Cooperation Agency (KOICA)**

KOICA supports the establishment and equipping of two vocational training institutes in Uganda. It is also expected to provide substantial support for the development of skills training in ICT and new trades.

#### **2.6.5.6 Irish Aid**

Irish Aid has signed a Technical Assistance agreement to support St Simon-Peters Vocational Training Institute in Hoima District. While the level of financial support is relatively small, this programme is relevant for the BTC Skilling Uganda project, as it has a strong quality control and market linkages component. Irish Aid has contracted private sector expertise (Q-Training, a subsidiary of Q-Sourcing, a South African Human Resources service company) as technical assistance provider. The project may serve as a test case for the Belgian-Ugandan intervention. All three parties have been briefed on the upcoming Belgian-Ugandan project.

#### **2.6.5.7 The Government of Japan**

The Government of Japan has supported the development of BTVET in Uganda for over 30 years through JICA. Previously, the Japanese support focussed on Lugogo Vocational Training Centre, while the most recent support addressed Nakawa Vocational Training Institute, through the project called "Rehabilitation and Expansion of Nakawa Vocational Training Institute". This has included participation of Nakawa VTI instructors and heads of department in JICA training programmes in Japan and a long period of interface with Japanese Technical Assistance experts, who were seconded to Uganda.

The Japanese support has also comprised Training of Trainers programmes for Instructors and Master Craftsmen, i.e. the Certificate and Diploma for Vocational Training Instructors (CVTI and DVTI), which has combined practical skills training and pedagogical / instructional training. The technical skills part of the CVTI curriculum has focused on (i) Electricity, (ii) Electronics, (iii) Motor Vehicle Mechanics, and (iv) Welding and Fabrication. The total number of trainers trained is limited to 156. This number includes heads of department and acting directors of VTIs and Technical Colleges, who participate in a short

Diploma programme in Training Institution Management (DTIM), also developed within this project. At present, JICA is planning a new project that will include in-service training in four new occupational areas as well as Technical Assistance to assist the Ministry of Education, Science, Technology and Sports (MoESTS) in the planning of instructor training.

## 2.6.6 Employers

Employers have largely been passive beneficiaries of the BTVET system, but in recent times private firms, notably in the oil and gas and construction sector have been expressing an increasing interest in skills development, and some sectors are planning industry-driven initiatives to skills development. The BTVET Strategic Plan explicitly welcomes such initiatives. Some large factories like the Kinyara Sugar Works near Masindi and KCC have their own well developed training facilities, which are open for external trainees.<sup>40</sup>

## 2.7 Mainstreaming of Cross-Cutting Issues (CCI)

The BTVET programme has identified environment, gender, HIV and AIDS, the rights of the child and social economy as the crosscutting issues to be taken systematically into account for each of the activities undertaken by the project. It is important that project team develops an attitude to systematically ask how the activities can contribute to the implementation of national and sectoral policies and legislation in these areas. The programme should also work in close collaboration with the gender and the HIV focal points at the MoESTS as well as with the technical expert on sexual and gender based violence. If necessary, a preliminary study or backstopping aimed at the identification of meaningful entry points for how best to address the crosscutting issues should be organised. The BTVET programme should also build upon the lessons learned and the good practices of the TTE programme that has developed interesting tools in this respect. It is important that the approach to the crosscutting issues is properly monitored and documented and that initiatives are taken to capitalise on the lessons learned and the good practices.

The pSDF will allow both mainstreaming of CCI's (in window 1 to 3) and specific outreach (window 4) actions. In the first three windows, each tender has to include specific targets on gender, HIV, environment etc. Window 4 has to be used to target specific needs of specific groups (women, vulnerable children, ...) or to target specific issues related to e.g. environment. For window 4, the tenders can target preselected specialized operators (local and international ngo's) to provide training, career guidance and labour market insertion to those groups that are most in need of – free - quality training (women, orphans and vulnerable youth<sup>41</sup>).

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<sup>40</sup> Kinyara Sugar Works trains directly towards City and Guilds (UK) standards, under the supervision by City & Guilds (UK)'s regional office in Nairobi.

<sup>41</sup> As defined in the national policy on gender and vulnerable groups. These include: Orphans and orphans households, Children affected by armed conflict, Children abused or neglected, Children in conflict with the law, Children affected by HIV/AIDS or other diseases, Children affected by disability, Children in 'hard-to-reach' area, Children living under the worst forms of labour, Children living on the streets.

## 3 INTERVENTION FRAMEWORK

### 3.1 General objective

**The employability of youth is improved through better quality of instruction and learning in skills development**

### 3.2 Specific objective

**The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms**

### 3.3 Expected results

**Result 1: The BTVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term implementation strategy**

The institutional support component will focus on strengthening the stakeholders' capacity to guide and implement reform(s) related to the "Skilling Uganda" strategic plan 2012/3 – 2021/2. This is mainly a "policy" function.

This will include:

- Supporting the further development and implementation of sector policies and reforms, including the establishment of the Skills Development Authority and in a medium- to long term perspective a Skills Development Levy
- Strengthening statistical and M&E systems of the whole BTVET sector, including providing modest support to LMIS systems<sup>42</sup>, by twinning with international expertise bodies such as the ILO.
- Ensuring that relevant institutions at central and decentralised levels are empowered to implement their mandates with an appropriate level of autonomy that facilitates the best use of their expertise and local knowledge
- Supporting the quality of assessment and examination systems, and
- Supporting BTVET coordination mechanisms.

The capacity strengthening component, addressing private sector associations, employers and other representative bodies, concentrates on their technical capabilities to identify the skills, that are required by employers and which reflect economic opportunities in the selected areas (thematic and geographical focuses). This will include strengthening the capacity of private sector associations, employers and other representative bodies to analyse and communicate the type and quality of skills required in the labour market.

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<sup>42</sup> Currently, ILO is providing support to the Gov of Uganda to establish a LMIS.

## **Result 2: The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund.**

As described in chapter 2, the Skills Development Fund will go through three distinct phases:

### First phase (project life span):

The Skills Development Fund will be “incubated” by the present Ugandan-Belgian technical cooperation project.

The project will support:

- 1) a competitive Pilot Skills Development Fund (pSDF), which will operate in the project area, the two regions Albertine and Rwenzori in Western Uganda
- 2) the design of policies for the creation of the National Skills Development Fund and its implementation.

### Post project phases:

- Second phase

It is expected that, within 3 to 5 years after the pSDF, the (national) Skills Development Fund can be established and running. In the beginning, it could be a Basket Fund, fed with donors contributions and some private sector contributions, as well as allocations from the Government. The Fund might gradually develop to become a full-fledged national fund.

- Third phase:

In a long-term perspective, within 5 to 8 years, the Skills Development Fund could be funded through a training levy, a percentage of 1, 1 ½ or 2 %, depending on the size of the company, of the gross salary total of all employees and workers of a company or business plus direct Government allocations.

In this period, the competitive Pilot Skills Development Fund and the Basket Fund should be phased out or shift over to the national Skills Development Fund.

## **Result 3: Quality of training and qualification processes is improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females.**

Result 3 correspond to the third entry point – third strategy<sup>43</sup> of the project: Under this Result, the project will concentrate its support to selected public and private BTVET service providers and their core partners in the project focus areas.

The support will be based on BTVET service provider’s potential of providing high quality trainees to the labour market, while at the same time contributing to the achievement of project (and “Skilling Uganda” strategy) objectives by piloting new initiatives, sharing lessons learnt from their practical experiences and developing solutions to the problems and challenges identified. The practical experiences from the pilot initiatives and the lessons learned will be fed back to the policy level.

Under Result 3, the project will be oriented to support “the empowerment of stakeholders” from the demand side - employers, so that they better cooperate with BTVET providers on subjects such as:

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<sup>43</sup> See chapter 2.2



- Training Needs Assessment on a local and sub-regional level
- Design and adaptation of training programmes. Adaptation of curricula on the local level (intervention region) according to labour market needs, build competencies of trainers in teaching the curricula/content. These changes will be communicated to the national stakeholders (NCDC, DES) in order to allow them to adapt the existing curricula.
- Introduction of apprenticeships and improvement of existing apprenticeships
- Training and upgrading of trainers and master-craftsmen, in alignment with programmes and content of Nakawa, Jinja, Abilono and Kyambogo University
- Participation in coordination structures on the level of a District (the four Districts Kasese, Kabarole Fort Portal, Hoima and Masindi) and/or a Region (Albertine region, Rwenzori region)
- Drafting of sub-regional BTVET development plans and monitoring-follow-up of their implementation
- etc.

Result 3 will include all actions addressing “quality” of training and “access” to training in the focus area. The common practice of separating “Access” and “Quality” in different Results has not been followed, as many Activities and Tasks would be the same (e.g. initial investment in the pre-selected BTVET Training providers, Training of Trainers etc.).

Although the support will focus in a first stage on the 5 selected BTVET providers, for all soft support and coaching in fields of management support, training of trainers, training modalities etc, other BTVET institutions and BTVET providers will be targeted as well, upon the signature of a MoU between the project and the BTVET institution.

## 3.4 Activities

The first year will be the start-up phase. In this period, the project team establishes the project structures and the regional coordination structures, and can already start implementing quick win activities. During the first six months of implementation, the Project Team will undertake the Baseline Study, in order to update all information and adjust the indicators (see Activity 1.2.2). The indicators should be verified externally, and to a maximum be aligned to national education and training monitoring systems. The indicators should also pay attention to enabling the programme to effectively monitor the results and the progress made with respect to the crosscutting issues. As from year 2, the project should be in full throttle to achieve the proposed results and objective by implementing the proposed activities.

### 3.4.1 Activities under Result 1: The TVET and employment sector has a coordinated and formally agreed governance structure, vision and medium-term strategy

#### 3.4.1.1 Activity 1.1 Support the Reform Task Force

This activity will support the RTF in spearheading certain critical reforms as identified in the BTVET strategy, and provide technical and financial support to allow the RTF to fully fulfil its mandate.

Task 1.1.1: Analyse the current functions and stakeholders of the reform task force of the Skilling Uganda Strategy

Identify gaps in the capacities of the Reform Task Force and develop measures for closing these gaps.



Means: Technical advice by the project staff, consultancies

Task 1.1.2: Support the Reform Task Force or its successor in coordinating the formulation of Annual Action Plans and in setting up the Skills Development Authority

Means: Consultative meetings and workshops leading to a draft for the SDA bill and its approval by parliament, further research by experts, consultancies, study tours and benchmarking visits. RTF has 26 members.

Task 1.1.3: Conduct mapping of interventions in Skills Development – Employment and attribute the progress of these interventions to updating annually the Action Plans pushing forward the implementation of the BTVET Strategic Plan, publish annually the update of the Strategic Plan through the Progress Reports of the annual Action Plans

Means: Consultancy contracts, retreats, workshops

Task 1.1.4: Support piloting and governance of BTVET linked with the labour market on national level and in Albertine and Rwenzori regions (National TVET-Employment Council – SDA Council – Skills Development Fund)

Establishment of Sector Committees, Training Levy Committee, Employment Committee, Labour Market Information System in the two regions:

Means: Seminars, Workshops, Meetings, Benchmark abroad, Database, Training

Example: Take Parliamentary Committee (Education Committee, 7 persons) on Study Visit to neighbouring country

Task 1.1.5: develop a communication strategy, plan and tools for BTVET in Uganda

<b>Total budget for activity 1.1: 5,000,000 €</b>
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### **3.4.1.2 Activity 1.2 Establish a Monitoring & Evaluation & Learning System**

This activity will allow the project stakeholders (MoESTS, Gov of Uganda, BTC, RTF, govt of Belgium, other donors,...) to closely monitor, learn and adjust the intervention and its achievements. It will lead to a comprehensive project steering instrument, and thus facilitate communications between all stakeholders.

Task 1.2.1: Establish Monitoring and Follow-up System to track implementation of selected Skills Development strategic interventions both at national level and in the project area

Develop the M&E system of the project and integrate it as far as possible in M&E of the Ministry of Education, Science, Technology and Sports.

Means: System development, travel and accommodation cost

Task 1.2.2 Conduct a Base-line study in the first six months of the project (during the start-up phase), managed by the project team as a learning exercise, with external support

Means: Transport, lodging and boarding, consultancy contract

Task 1.2.3 Collect, document and share good practices (Establish a knowledge sharing system)

Means: Exhibitions, participation in events organised by others, adverts in the media

<b>Total budget for activity 1.2: 140,000 €</b>
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### **3.4.1.3 Activity 1.3: Implement a Capacity Building Programme for all key stakeholders in Government and private sector**

This activity will strengthen the capacities of public and private stakeholders on the national level, to ensure an improved piloting of the BTVEET sector.

Task 1.3.1 Build the capacity of key actors in Government and Administration: Ministry of Education, Science, Technology and Sports - MoESTS, Ministry of Gender, Labour and Social Security etc. at both national and District level in the project area, in areas such as support supervision, assessment and certification, Public-Private Partnerships, training programmes including benchmarking UBTEB Assessment system, DIT Assessment with City and Guilds Assessment and Qualification processes

Means: Capacity building, studies, information system with database, support the BTVEET Department in integrating the data in the Education Management Information System (EMIS)

Task 1.3.2 Build the capacity of key actors of the Business Membership Organisations such as the Federation of Ugandan Employers - FUE, Uganda Small-scale Industries Association - USSIA, Uganda Manufacturers Association - UMA, Uganda Association of Human Resources Managers, Uganda Private Vocational Institutes Association – UGAPRIVI, etc., at both national and District level in the project area, linked with BTVEET providers, to offer assessment of present and future needs of business and labour market trends

The Project Team will search for close collaboration with other specialised actors, such as ILO.

Means: Capacity building, studies, information system with database, preparing for a future LMIS

<b>Total budget for activity 1.3: 190,000 €</b>
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### **3.4.1.4 Activity 1.4 Support the establishment of coordination structures at the District level in Albertine and Rwenzori regions**

Whereas on the national level, the RTF is currently also a coordination structure, such structures are not yet operational on a regional/district level. This activity will lead to the establishment of regional public-private BTVEET and labour market coordination structures, to enhance demand driven BTVEET delivery, provide technical steering etc.

The project establishes its own office in Fort Portal, and “incubates” the competitive pilot skills development fund (P-SDF). Once the SDA is operational, this office can function as a first decentralised / regional office of the SDA. The SDA should have regional antennas, in order to fulfil his future mandate of regulator, funder or even implementer. As such, the project office can be a first pilot for these regional branches of the future SDA.

The Skilling Uganda Project Team calls on the regional-local stakeholders and helps them in establishing administrative coordination structures at the District level, starting with Fort Portal and Hoima.

Task 1.4.1 Establish a District-based BTVEET and Labour Market Council

Task 1.4.2 Establish a Labour Market Observation and Intermediation capacity in the selected BTVEET Institutions and relevant partners (Business Membership Organisations and companies (human resources officers).

Determine a leader in each District (a BTVEET Institution, the local USSIA Office, the DEO or other)

Means: Transport, lump sum for funding activities and general means of the council

<b>Total budget for activity 1.4: 170,000 €</b>
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#### **3.4.1.5 Activity 1.5 Undertake Action Research in the field of PPP, results based financing, demand driven training provision, etc.**

This activity is initiated by the project and the main stakeholders from public and private sector, with the support of a professional organisation giving advice and providing coaching. It will link Action Research with innovation activities under Result 3 and with the pSDF, and thereafter inject the results of the Action Research in the Learning from good practice experiences under Result 1, Activity 1.

Means: Action research budget, consultancies

<b>Total budget for activity 1.5: 80,000 €</b>
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#### **3.4.1.6 Activity 1.6 Provide international and national technical experts.**

**This comprises a full time international TVET expert, a national TVET expert and the part time national MoESTS coordinator**

<b>Total budget for activity 1.6: 1,100,000 €</b>
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### **3.4.2 Activities under Result 2: The Competitive pilot skills development fund is established and operates in the Project Area and is used as a model for the future National Skills Development Fund.**

In the beginning of the project, all activities and actions will be implemented by the project team.

Later on, once the pSDF is established, the Fund can be used for selecting, administering and funding proposals submitted by public and private not for profit TVET institutions, in response to the ToR produced by the project.

The preparatory measures, such as drafting Terms of Reference, specific studies, selection committees, institutional audits etc. will be directly managed and financed by the project.

For each package of actions and submission of proposals, the Project Management Team will have to prepare a “Tender”. For this purpose, it will have at its disposal a specific budget for studies, analyses and preparatory services (Studies and Services Facility)<sup>44</sup>.

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<sup>44</sup> See 3.4.3

### 3.4.2.1 Activity 2.1 Design at the central level, the competitive skills development fund and test its pilot locally

Although the pSDF will be operated in only 4 districts, the design of the (p)SDF should be done nationally, to allow a gradually extension towards a nationally operated SDF. Therefore, all relevant stakeholders will be consulted and involved in the design and the approval of the pSDF.

Task 2.1.1 Design the project competitive pilot Skills Development Fund with national partners.

The project will support the partners in the design and development of the overall “architecture” of the national SDF and of its pilot.

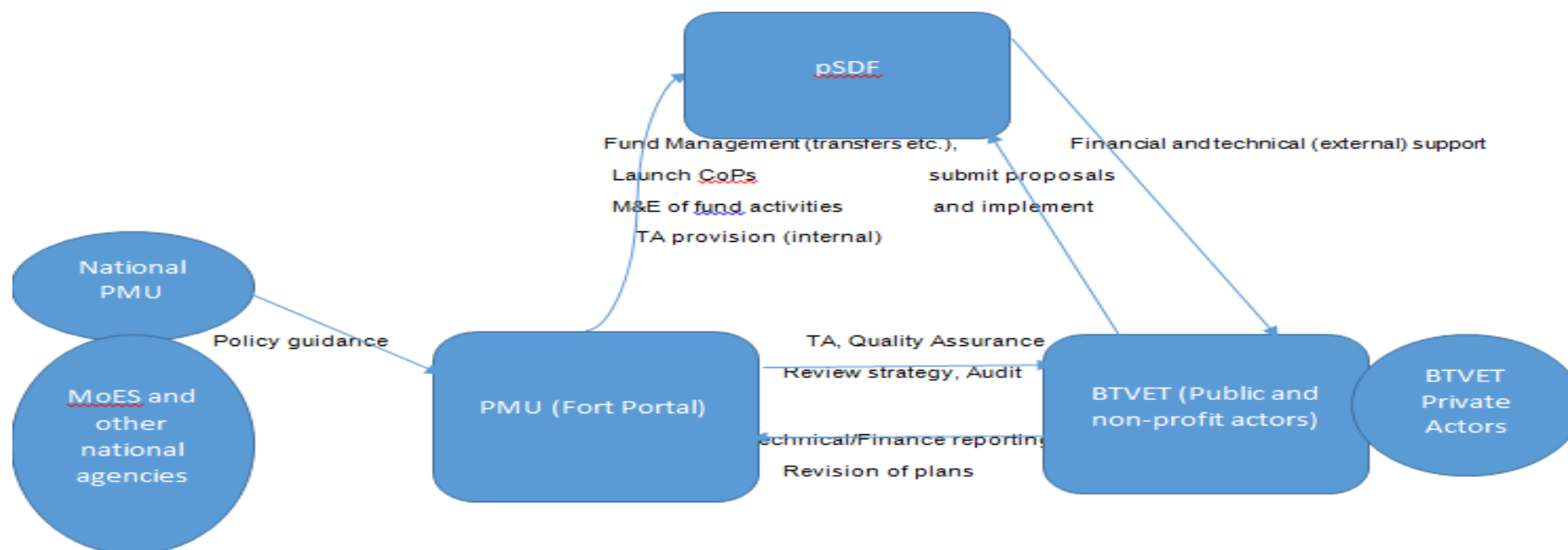
The “funds” of the pSDF will be managed by the project team for the duration of the project (with this responsibility transferred to the SDA in the long term). Based on ToR, funds will be transferred to the BTVET stakeholders, according to procedures validated in an operational manual;

The process flowchart of the pSDF describes 5 distinct processes that will have to be elaborated in the pSDF manual.



The indicative pSDF scheme is represented in the figure below. This indicative scheme is only a guide that will be revisited during the projects start – up phase.

**Figure: pSDF conceptual scheme (to be reviewed and redrafted by FT)**



Task 2.1.2 Circulate a first draft among the stakeholders (Government ministries, Business membership organisations, Trade Unions, Donor agencies)

Task 2.1.3 Integrate experience from the project area into the national SDF concept

Means: consultancies, workshops

<b>Total budget for activity 2.1: 60,000 €</b>
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### **3.4.2.2 Activity 2.2 Build capacity and elaborate the Manual of Operations for the Competitive pilot skills development fund**

The pSDF has to be operated by a team of Ugandan and International experts. A clear manual of operations, and training of the future pSDF staff (and selection / grant committee), is planned for in this activity.

Task 2.2.1 Define and decide the management (pSDF) set-up.

The pSDF management structure will include representatives of the government and of the private sector, and of the project team.

Task 2.2.2 Define the profile and nominate the members of the Selection Committee or Advisory Committee

Task 2.2.3 Select and train the professional staff operating the Fund in the project area

Visits to countries where Skills Development Funds run successfully

Invite staff from one or two of these countries for on-the-spot advice

Recruit competent consultancy to coach staff

Task 2.2.4 Draw the Terms of Reference for writing the Manual of Operations. Define key rules to be laid down in the Manual of Operations:

the types of expenditure that can be funded

the eligibility criteria for beneficiaries

Task 2.2.5 Validate the Manual with the key stakeholders.

Task 2.2.6 Use the Manual for operating the Fund.

Means: consultancies, workshops

<b>Total budget for activity 2.2: 100,000 €</b>
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### **3.4.2.3 Activity 2.3 Operate the Competitive pilot skills development fund – Administration and Finance**

Task 2.3.1 Test-run the fund with Tenders to be introduced by networks formed by BTVET institutions, based on LMIS-data of the region (through the national data of the LMIS, or based on rapid labour market scans in the region).

Task 2.3.2 Target each tender of the pSDF on specific objectives responding to Skilling Uganda and project objectives

Technical support will be provided to BTVET institutions in the development and implementation of Tender as follows:

- The project will locate 1 National Technical Assistant (NTA) and 4 National field coordinators based in the Albertine (probably Hoima) and Ruwenzori (Fort Portal) regions. They will assist the BTVET stakeholders in planning and implementing activities for the functioning of the pSDF;
- The National Technical Assistant (NTA) and four National field coordinators will support the monitoring and supervision of the selected BTVET partners. They will give their agreement to transfer the money from the pSDF. The NTA and NFCs will be supported by the project team to insure transparency and to evaluate the initial pSDF model;

- The BTVET institutions will submit a quarterly report on the implementation of approved proposals. They will also prepare an annual plan and an annual financial report;

#### **3.4.2.4 Activity 2.4 Document, transfer and capitalize on the experience gained while operating the Competitive pilot skills development fund, to the National Skills Development Fund**

During the whole project duration, the lessons learned of the pSDF should be captured, documented and shared with the stakeholders (MoESTS, Ministry of Finance and Planning, other donors, RTF, ...) on a regional and national level. Capturing the experiences is one of the main tasks of the Fort Portal team. They can recruit external expertise (e.g. for capitalisation studies) to assist in documenting the experiences, and organize regular evaluation missions and meetings with stakeholders. The lessons learned should then be reintegrated in activity 2.1

Means: Consultancy, Workshops, Visits

<b>Total budget for activity 2.3 and 2.4: 197,200 €</b>
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### **3.4.3 Activities under Result 3: Quality of training and qualification processes improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females.**

All the initial actions will be operated and directly funded by the Project Management Team.

The purpose of activities 1 to 5 under this result area is to develop a comprehensive approach to BTVET delivery, also called the value chain approach to BTVET provision. This TVET value chain approach includes inter-alia the development of medium-term to long-term business plans for the institutions, provide the necessary inputs for equipment and infrastructure as a pre-condition for relevant quality training, support to the overall financial, HR, pedagogical and maintenance management of the institution, teacher and instructor training, programme revision, PPP, training modes (dual systems, ...), up to career guidance and coaching.

Only once the pSDF is operational, most of the support activities that target quality and access to TVET provision will be gradually shifted to the pSDF.

This applies also for actions promoting apprenticeships. The Project Management Team will proceed to the analysis of the system in place, its benchmarking to apprenticeship models in the region, the design and structuring of the new model etc. Also for this purpose, the Project Management Team can make use of the project budget, or decide to fund the activities through the pSDF. Only after having completed this preparatory work, tenders may be launched for the implementation of apprenticeships by companies in alliance with competent BTVET institutions.

#### **3.4.3.1 Activity 3.1 Upgrade the first group of selected Training Providers: equipment, infrastructure improvements, instructor and master-craftsmen training and upgrading<sup>45</sup>**

Based on objective evidence from the labour market (making use of the labour market study and the skills supply study), the project will initiate “quick win” actions to improve the learning environment through the rehabilitation and extension of buildings and infrastructure in selected BTVET institutions, partly organised through school practice projects planned and implemented by Teacher-Student Teams under professional supervision.

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<sup>45</sup> See annexes for detailed budgeting of infrastructure and equipment needs.

This activity includes also the upgrading of the equipment of the selected BTVET institutions in the prioritized trades, based on employer's needs and the requirements of the training programme<sup>46</sup>.

Finally, it will also support the development and trial implementation of practical competence-based training modules, combined with technical and pedagogical training for trainers, technicians, instructors and master-craftsmen

The five selected BTVET institutions are:

	District	Supported Section	Section supported by other donors
<b>Kyema VTI</b>	Masindi	ICT and motor vehicle mechanics	Master plan developed by IDB; teaching complex and water management system funded by IDB
<b>Kasese Youth Polytechnic</b>	Kasese	motor vehicle mechanics, construction and electricity	
<b>Saint Josef VTI</b>	Fort Portal	motor vehicle mechanics and pipefitting	/
<b>Saint Simon</b>	Hoima	Construction and electricity	/
<b>Millennium Business school</b>	Hoima	Hotel and hospitality	/

Means: consultancies, equipment, construction, coaching

Task 3.1.1 Invite the 5 targeted BTVET Providers to present their business and institutional development plan. The needs have to be marked as priority areas in their institutional development plans.

Task 3.1.2 Identify, control and launch tender for construction and equipment provision. Provide supervision.

For each tender, include social clauses for internships of BTVET graduates and BTVET students. Fix a percentage of workers and/or subcontractors that are to be recruited regionally (western region).

Include decent work clauses in each tender.

<sup>46</sup> If judged opportune, the project can fund a training facility at the regional office of a BMO, for employee and craftsmen training



Task 3.1.3 Provide for separate packages of Personal Computers with stabilizers etc. Verify electricity provision.

Task 3.1.4 Identify capacity building needs of technical teachers / instructors / workshop assistants (= skilled workers) and of technical staff in collaborating companies.

Task 3.1.5 Organise initial training and upgrading, constitute mixed groups or twins of technical teachers / instructors of BTVET institutions and master-craftsmen / technicians of companies (same sequence as in the Training Programme Design diagram hereunder)

Apply for all types of training the methodology exposed in the following graphic:

Graphic 3.4: Training Programme Design



Total budget for activity 3.1: 6,210,000 €

### 3.4.3.2 Activity 3.2 Upgrade the management capacities of the first group of selected Training Providers: Principals, Registrars, Accountants and Heads of Department

Besides an important investment in infrastructure and equipment, the management staff of the targeted BTVET institutions will be provided with training, coaching and other types of capacity building activities. As BTVET school management is crucial for quality training, the 4 district field officers will provide day-to day coaching and support to the targeted BTVET institutions. This is closely linked to activity 3.1 and 3.3.

Means: trainings, consultancies, coaching, equipment

Task 3.2.1 Identify capacity building needs of management (Principal, Registrar, Accountant, Heads of Department). Provide for packages of Personal Computers with stabilizers etc. Verify electricity provision

Task 3.2.2 Organise management training and coaching, transfer financial management, academic management and materials management including maintenance of buildings, infrastructure and equipment to simple standardised IT tools, the same for all targeted institutions

Task 3.2.3 Introduce standardised simple and regular reporting to management and Supervisory Board of the targeted BTVET institutions

Task 3.2.4 Launch acquisition / procurement of management-related equipment, follow up and supervise delivery (conformity) and installation

<b>Total budget for activity 3.2: 118,000 €</b>
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### **3.4.3.3 Activity 3.3 Supervise the implementation of the institutional development plans of the targeted BTVET institutions**

To be organised directly by the Project Management Team. After a solid ground work, specific Tenders may be launched, which are targeted on Management capacities of BTVET providers and their partners in running training with internships and in form of apprenticeship.

Task 3.3.1 Coach Principals, registrars and financial officers of BTVET institutions in modern institutional management techniques

Task 3.3.2 Develop and implement IT management systems for selected BTVET institutions on their way to become Centres of Excellence

Task 3.3.3 Implement the “Production Unit” approach in the selected BTVET institutions through capacity building and coaching

Task 3.3.4 Control the reporting in the targeted BTVET institutions and coach management and support staff on making use of the provided information

<b>Total budget for activity 3.3: 40,000 €</b>
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### **3.4.3.4 Activity 3.4 Establish - in collaboration with the National Instructors' College Abilonino and/or Nakawa and Jinja– a continuous Instructor Training Division in one or more of the targeted BTVET institutions.**

In the region, no continuous training is offered for BTVET instructors and technicians. It is considered more effective and efficient to establish a training offer and a specific division in one of the targeted BTVET colleges, than having all trainers and instructors move to Kampala or Lira for short term upgrading courses.

This activity is linked with the Uganda-Belgium technical cooperation project “TTE” – Improving the Training of BTVET Technical Teachers / Instructors and Health Tutors, and Secondary Teachers in Uganda. The Project Management Team has to take into account the advice of the TTE project team and to take on the experience of the National Instructors College in Abilonino.

For this activity, continuous coordination and alignment with Kyambogo University is necessary. When considered opportune, support from Kyambogo University will be sought for.

Means: consultancies, trainings, means for international twinning, execution agreements with Abilonino and Nakawa

<b>Total budget for activity 3.4: 260,000 €</b>
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Upgrade instructors of the selected BTVET institutions technically and pedagogically in the following trades, according to the graphic of trades in key economic sectors.

- Task 3.4.1      Develop needs assessment tools
  - Task 3.4.2      Conduct needs assessment in the priority trades, following the Training Programme methodology described above
  - Task 3.4.3      Develop a Master Training Plan with costing
  - Task 3.4.4      Design in-service courses, which are complementary to NIC Abilonino and case by case with the Instructor Training at Nakawa VTI (in-service training) and Jinja VTI (pre-service training)
  - Task 3.4.5      Organise intensive training and skills exposure programmes for BTVET instructors and master-craftsmen in industry, in collaboration with partner institutions such as SYNTRA Belgium, VDAB and similar organisations in other countries
- Task 3.4.5: provide means for twinning of Abilonino, the 5 targeted institutions and regional and international instructor training institutions and TVET institutions.

### **3.4.3.5 Activity 3.5 Improve the quality of internships, apprenticeships and placements**

Apprenticeships and all types of dual training and learning are crucial to overcome skills mismatch and irrelevant practical training. It allows students to “taste” and “live” the actual and real job and working conditions, and it allows employers to test and train their future employees. Quality of such Work Based Learning schemes needs to be improved, and therefore, a model for Work Based Learning needs to be developed, as well as its modalities and the capacities of both employers and training institutions.

To be organised by the Project Management Team and to be funded directly from the project budget. Only when several Company-BTVET provider networks for Apprenticeship are consolidated, tenders may be launched and funded from the Competitive pilot skills development fund.

Task 3.5.1 Design internship programme structures to cater for BTVET students, through the following steps:

- Review current practices and establish gaps
- Analyse the policies in place for internships
- Develop internship programmes, together with the Business Membership Organisations
- Conduct training of supervisors in BTVET institutions
- Establish the ethics and codes of conduct for companies which take interns
- Develop tri-partite (company-student-training provider) contracts
- Develop minimum standards for host companies providing internships
- Develop assessment criteria for internships

Task 3.5.2 Institutionalise quality internships and apprenticeships in the management of selected BTVET institutions and partner companies

- Prepare BMOs and enterprises for managing BTVET institution-enterprise partnerships for internships and apprenticeships
- Tripartite contract BTVET institution – student/apprentice – company or workshop
- Develop a system to guarantee Safety & health legislation, and ensure Insurance systems for apprentices.
- Detail a phased learning programme convened between BTVET institution and partner company

- Train and coach Master-craftsmen in charge of training in the company
- Train and coach a liaison officer for follow-up and supervision in the BTVET institution etc.

Task 3.5.3 Improve existing traditional apprenticeships:

- Evaluate existing apprenticeships in the identified sectors
- Formulate formal partnerships between BTVET providers and Business Membership Organisations (BMO)
- Develop innovative modes of apprenticeship with BMO and BTVET institutions
- Pilot innovative approaches
- Monitor and improve

Task 3.5.4 Expose human resource personnel and master-craftsmen of less experienced companies to the good practice experiences of more advanced ones through enterprise-to-enterprise learning and coaching

<b>Total budget for activity 3.5: 100,000 €</b>
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### **3.4.3.6 Activity 3.6: Launch training and skills development tenders through the pSDF to improve training provision and improved access to training<sup>48</sup>**

The proposed actions will be funded through the mechanism of the pSDF executed in BTC-management (see chapter 5)<sup>4950</sup>. Eligible candidates for the pSDF will be identified for each tender, but will include training public and private providers and local and international NGO's, in collaboration/networks with private sector organisations.

The content matter is open. Several examples are given in the following. But it is up to the Project Management Team to orientate each tender, to specific targets of the project in the period, when the tender is prepared and launched.

Means: tenders, tendering, execution agreements

<b>Total budget for activity 3.6: 2,000,000 €</b>
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Task 3.6.1 Define specific focus for each tender, based on specific and clear ToR (and for the tenders once the pSDF is running). Both initial vocational education and training and continuing vocational education and training will be eligible. Cross cutting themes as gender, environment, HIV and any other judged opportune by the project team, should be an integral part of each tender, either in separate windows, or integrated in the 'regular' tenders.

#### **Examples of actions/activities:**

##### **Internships, apprenticeship and placement:**

- Improve quality of internships and placements
- Provide short modular specialized training packages for students, interns, apprentices, trainers and master craftsmen, based on the labour market demand and on the evolutions in technology and production techniques

<sup>48</sup> In case of equal quality of the proposals of training providers, training providers that were not targeted in Activity 3.1 to activity 3.5 will be selected to benefit from pSDF funding.

<sup>49</sup> See activity 2.3

<sup>50</sup> The management modality of the pSDF will NOT change during the project lifecycle, and will remain under BTC management.

- Test and improve the mechanisms of placement of BTVET graduates (3 levels) in the labour market (both at BTVET institution level, as after graduation, through tendering through the pSDF of placement initiatives to local and international NGO's).
- Support the creation of Alumni Associations, institutionalize the follow-up of graduates and cost-effective tracer studies
- Set up and run Liaison offices in BTVET institutions. Integrate them in the networks run jointly by Company-Business Membership Organisations-BTVET Providers
- Introduce the Worker's PAS in the training and assessment offer of UGAPRIVI and its partners in the Albertine and Rwenzori region (increased demand for training and upgrading, recognition to empirical workers, source for practice-based instructors)

#### Innovation

- Promote innovation, through IT systems, teacher-student projects, income-generating activities, introduction and promotion of renewable energies etc.
- Initiate the utilization of renewable energies and promote behavioural change in terms of energy efficiency and renewable energy in the selected BTVET institutions
- Allow for specific measures improving capacities, such as: inviting an international Chef for Millennium Business School and restaurants
- Introduce and build capacity of Teacher-Student Teams (Action Learning), in order to establish and implement maintenance systems for the selected public and private BTVET institutions and cooperating companies and workshops
- Support the implementation of pedagogical and Action Research projects in selected BTVET institutions to improve their learning and life environment
- Reorient training towards international trade qualifications, such as City and Guilds, where appropriate and upon demand from the market

#### Participation of Business Organisations and Companies in training

- Improve learning conditions of BMOs and companies
- Improve working environment of the BMOs and companies conducting apprenticeships and providing instructors and master-craftspersons
- Improve USSIA's training facility in Fort Portal (training wing)

### **Financing mechanism of the pSDF**

This fund will be a competitive fund that will be operated in BTC management by the Project team (based in Fort Portal).

The pSDF will be financed by the project and its budget will be of maximum 2.000.000€. The estimate average of each contract/project funded through the pSDF is around 100.000€.

The detailed modalities and system that will be used to operate the pSDF will be described in a fund operation manual (FOM). This FOM elaborated by the project management team at the beginning of the project and validated by the PSC.

#### **Results Based Financing:**

It is also the intention that the pSDF will provide incentives if the BTVET providers succeed in mediating or arranging for employment of their graduates, something most BTVET providers don't consider their task.

Providing a bonus or 'impact' incentives (= extra financial compensations if graduates are employed)

would also mean a directly link to the project results in terms of increased employment for BTVET graduates (on a General objective level) and relevance of training provision (on the level of the specific objective). This will encourage BTVET stakeholders and training providers to focus their training methods and thematic areas which will enhance employment opportunities. It will also support the involvement demand-side actors in the design and delivery of BTVET.

In order this achieve this strategic intention, payments from the pSDF to training providers will be based on the following model; however, this model should be considered flexible and it can be altered depending on the objective of the activity. Per signed pSFF contract the provider will receive:

1. input based financing (number of students enrolled) - 80% of requested funds;
2. output based (number of students passing examination or tests to agreed national or international standards) - 20% of requested funds
3. outcome based (at least 50% of students in formal employment or with verifiable employment in the informal sector) – additional bonus of 10% of requested funds

The timeframe and quality control (e.g. type of employments/means of verification) for assessment of the outcome based payment will be included in each individual proposal.

### **Activities financed through the pSDF**

The tenders will be targeted towards the project objectives, results and thematic areas.

The Project Management Team will elaborate specific terms of reference for the tenders that will set specific targets (theme, institution/consortiums, pre-employment/in-service, innovation, special needs, formal/informal) based on the priorities of the TFF and BTVET Strategic Plan.

An indicative outline of priorities and activities to be included in the terms of references (ToR) of the tenders is included in Section 3.

### **Selection of beneficiaries and minimum eligible criteria**

It is expected that the tenders will be open to all accredited institutions and NGO's, including the 5 targeted institutions. In case of equal quality of the proposals, preference will be given to other than the 5 targeted ones.

### **Reporting and channelling of pSDF funds:**

Beneficiaries of pSDF funds will report to the pSDF committee and the project team. The pSDF committee will evaluate the reports and transfer them to the project for final approval.

The project management team will give a final approval to the reporting before transferring the corresponding funds directly to the beneficiaries.

The procedures for follow up and accounting will be described in the pSDF FOM.

#### **3.4.3.7 Activity 3.7 Set and implement gender targets**

Task 3.7.1 Set a Gender Target of e.g. 20 % of the total number of students / trainees

Task 3.7.2 Open a specific window for Women Entrepreneurship and TVET training in the pSDF

Task 3.7.3 Sensitisation campaign

Means: Local contract expert gender, earmarked funds pSDF (400.000€)

<b>Total budget: 152,000 €</b>
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### 3.4.3.8 Activity 3.8 Set and implement social targets

Task 3.8.1 Provide social funds for vulnerable youth, possibly in collaboration with specialised NGOs

Task 3.8.2 Co-finance training and upgrading of master-craftsmen from industry and small workshops who train and supervise interns and apprentices

Means: earmarked funds pSDF (400.000€)

### 3.4.3.9 Activity 3.9 Set quantitative targets and follow them up with the targeted BTVET providers

Task 3.9.1 Control the reporting in the targeted BTVET institutions and coach management and support staff on making use of the provided information

Means: consultancies, execution agreements with 5 institutions

<b>Total budget: 30,000 €</b>
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### 3.4.3.10 Activity 3.10 provide National and international project staff and expertise for Result 3

This comprises: 1 International TVET expert, based in Fort porta, one National expert / field coordinator and 4 national district coordinators

<b>Total budget: 1,338,000 €</b>
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## 3.5 Indicators and means of verification

	Objectively Verifiable Indicators	Means of Verification
<b>Specific Objective</b>	<b>The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms</b>	
	<ul style="list-style-type: none"> <li>Increase in employer's satisfaction of quality and knowledge of trainees and interns</li> <li>Number of new short training modules organized (funded through pSDF) and developed, based on employer's / labour market needs</li> <li>Evolution in number of trainees at BTVET institutions in selected and supported sections</li> <li>Evolution in number of BTVET trainees of targeted institutions, recruited in private sector or self-employed.</li> </ul>	<b>Survey by PMU</b>  <b>Reports of PMU</b>  <b>Statistical data at MoESTS</b>  <b>Tracer study</b>
<b>R 1 Governance</b>	<b>The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy</b>	
<b>R 1 Governance</b>	At the national level: <ul style="list-style-type: none"> <li>number of advocacy actions of the RTF targeting Government, Parliament, Employers, Trade Unions and Civil Society.</li> <li>2 updates of the mapping by RTF of interventions in Skills Development-Employment</li> <li>Skilling Uganda Strategy 2012/3-2021/2: Increased participation of private sector in BTVET planning and decision-making</li> </ul> In the project area (Rwenzori and Albertine regions). <ul style="list-style-type: none"> <li>1.5 years after project start, two regional Committees are created</li> </ul>	Media communiqués Reports of private sector organisations and trade unions RTF Report and plan Yearly "Skilling Uganda" progress report Media reports, project

	<b>Objectively Verifiable Indicators</b>	<b>Means of Verification</b>
	<p>and in operation, overseeing offer and demand of skills in Rwenzori and Albertine regions</p> <ul style="list-style-type: none"> <li>1 year after project start, information on Skills offer and demand is collected and available, at the targeted BTNET institutions, relevant companies and Business Associations, District and Municipal Governments and at the project office. A system to update this information is running and maintained</li> </ul>	<p>documentation</p> <p>Baseline Study report</p>
<b>R 2 Skills Development Fund</b>	<b>The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund</b>	
<b>R 2 Skills Development Fund</b>	<p>At the national level: 30 months after project start-up, the design of the (basket) Skills Development Fund exists.</p> <p><b>At the local level: 12 months after project start-up, the pSDF design is finalized and approved by PSC. The Manual of Operations for the pilot SDF is available within 18 months after project start-up.</b></p>	<p><b>Concept of the Skills Development Fund</b></p> <p><b>Manual of Operations</b></p> <p><b>Project records</b></p> <p><b>Project records</b></p>
<b>R 3 Access to quality TVET</b>	<b>Quality of training and qualification processes are improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females.</b>	
	<p><b>In the project area:</b></p> <ul style="list-style-type: none"> <li><b>Three years after project start-up, all targeted BTNET institutions use modern administration and management tools for academic management, financial management, management of procurement, stocks, maintenance and services for clients</b></li> <li><b>Number of trainers trained in “trainer instructor facility in project area” in technical fields</b></li> <li><b>Evolution in number of trainees in targeted institutions</b></li> <li><b>Number of trainees trained through pSDF</b></li> </ul>	<p>Request documents submitted by the targeted BTNET institutions</p> <p>Survey at management of BTNET providers</p> <p>Reports and records of targeted BTNET institutions</p>
Skilling Uganda Strategy	<p><b>Skilling Uganda Strategy</b></p> <p><b>50 % of all governing bodies of BTNET institutions represent employers and the business community</b></p> <ul style="list-style-type: none"> <li><b>increase in WBL trainees</b></li> <li><b>Internship improvement concept agreed upon.</b></li> <li><b>All targeted BTNET institutions conduct Tracer Studies by 2018</b></li> <li><b>Increased number of female students and students with special needs in formal and non-formal BTNET programmes assisted through pSDF</b></li> </ul>	<p>Project data collection</p> <p>Project reports</p>

### 3.6 Description of beneficiaries

The direct beneficiaries of the project are people who have gone through training in BTNET institutions supported by the project, including relevant internships and apprenticeships in enterprises and other collaborating entities.

Other beneficiaries are (quoted from the Identification file)

- ‘Clients’ of BTNET training institutions (graduates and employers)



- Existing BTVET training institutions. These can be public and private-not-for-profit establishments (faith based, community) offering formal and non-formal training.
- Managers and instructors of training institutions, e.g. through continuous professional development
- The members of the Reform Task Force for Skilling Uganda (RTF), and its Executive Secretariat (ES), and at a later stage the SDA
- The heads and staff members of directorates and departments at MoESTS, in particular BTVET department and DIT
- Human Resources officers and technical staff engaged in enterprises, business organisations and trade unions

## 3.7 Risk analysis

### 3.7.1 Implementation risks

The project is complex and ambitious, especially regarding:

- the overall implementation of the Skilling Uganda Strategy 2012/3-2021/2, which depends on the political will of Government and a real participation of the Private Sector, and
- the management of BTVET institutions, which do not have a contractual relation with the project.

On the national level:

- The Skills Development Authority, which is planned to implement the reform process of the Skilling Uganda Strategy 2012/3-2021/2, is not yet in place. The RTF however is in place and has received a new 2 year mandate. However, if the SDA does not see the daylight, this could impact the whole intervention.
- The relevant departments in the Ministry of Education, Science, Technology and Sports are understaffed and have relatively few staff that it can allocate to the benefit of the project's realisations during the execution period. If no staff is dedicated fully to this intervention, this could have a high impact on all capacity building activities, and represents a sustainability risk. The relative understaffing of certain MoESTS departments could also induce a lower ownership.
- If the BMO's are not capable nor willing to playing an active and "technical" role in promoting the upgrading of staff and the initial training of youth for the needs of individual companies and for the economy, the project might have difficulties building networks with private sector enterprises, and BTVET institutions could face major difficulties in promoting WBL. It could also impact the pSDF idea on bringing together training providers and private companies.

On the regional-local level:

- As the BTVET sector does not have an administrative structure of its own at the level of Regions and Districts, and if the RTF cannot be integrated in a pilot regional office, this could impact the sustainability of the project, and weaken the feedback loop from the field experiences to the central level and stakeholders.

Therefore, the project

- engages in two parallel tracks, which do not depend in each action on one another, hence the project can make progress on the ground, even if the necessary steps on the national level are progressing slowly.
- Will strengthen and closely work with the relevant MoESTS departments and other stakeholders, who could – if SDA is not launched – take over certain roles of this future SDA.
- will engage a number of NTA, in addition to the ITA, in order to absorb the workload and to coach

the national staff in Government, Business Associations and Trade Unions.

- will have one project office attached to the Ministry of Education, Science, Technology and Sports and one regional office for Rwenzori and Albertine Regions, based in Fort Portal.

Project Field Coordinators will be based in the Districts of Kasese, Kabarole (Fort Portal), Hoima and Masindi, in order to establish close relations with local stakeholders and to initiate, supervise and follow-up implementation of project activities.

As the collaboration between the supply side with BTNET providers and the demand side with employers and institutions searching for qualified personnel, is not institutionalised at the regional-District-local level, the project will set up consultative committees which may develop towards proper institutional decentralised structures. These committees will at the same time stimulate coordination with other projects and initiatives in the same region, in order to ensure that individual interventions and initiatives are absorbed and guided towards one national approach and policy.

Specific objective	The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms		
	Implementation risks	Risk level	Alleviation measure
<b>SO</b>	<b>for achieving the Project Objective</b> <ul style="list-style-type: none"> <li>• the Large scope of the project could lead to scattered activities</li> <li>• Scattered and only partial administrative responsibility of the relevant departments in the Ministry of Education, Science, Technology and Sports could lead to internal competition</li> <li>• Non-existence of administrative and coordination structures in the project region, could lead to lack of ownership and weak feedback</li> <li>• Unclear future of SDA could slow down reforms</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>• Flexible implementation structure, large project team, education programme approach with coordination structure</li> <li>• Political attachment of the project to the overarching policy body promoting the reform and to the department of planning to ensure coherence</li> <li>• Independent project office in the project region with a large autonomy of action. Project office will function as a pilot regional RTF/SDA office</li> <li>• Creation of two (in a later stage up to four) Consultative Committees which prepare and accompany decision-making and implementation</li> </ul>

Result 1	The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy		
	Implementation risks	Risk level	Alleviation measure
<b>R 1</b>	<b>for achieving Result 1</b> <ul style="list-style-type: none"> <li>• The Skilling Uganda Strategy has been formally approved by the Government and signed by the President. However, the institutional structures have not been put in place, and if political will is lacking, implementation of the proposed reform will be slower.</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>• Document and spread the statements by the President, the Prime Minister and sector Ministers, and of international and national investors who stress the importance of skills for development</li> <li>• Technical support to RTF and SDA</li> <li>• Organisation of field achievements independently from the creation of the Skills Development Authority.</li> </ul>



<b>Result 2</b>	<b>The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund</b>		
	<b>Implementation risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 2</b>	<b>Result 2</b> <ul style="list-style-type: none"> <li>Approval processes for the national Skills Development Fund may take time. In the debate, the Fund might suffer from obstacles in the way of setting up the Skills Development Authority.</li> <li>if other Donors are not eager to support a future Basket Skills Fund, the pSDF will probably remain a pilot.</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>The Project establishes a Competitive pilot skills development fund, a measure, which can be taken right from the beginning of the project.</li> <li>Experience in how to manage a Skills Development Fund can be collected from running the Pilot Fund and from successful and unsuccessful examples abroad, specifically in East Africa.</li> <li>Active presence on the political and the technical level, sustained by the Belgian Embassy and the Resident Representative of BTC, support for a specific Sector Table “BTVET-Employment”</li> </ul>

<b>Result 3</b>	<b>Quality of training and qualification processes improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females.</b>		
	<b>Implementation risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 3</b>	<b>for achieving Result 3</b> <ul style="list-style-type: none"> <li>If Companies and Business organisations don't see the benefit of cooperating with training providers, they will not be eager to formulate their needs and neither participate in regional coordination structures (Consultative Committee) with District and Municipal authorities and BTVET institutions.</li> <li>If current managers of BTVET institutions see the modernisation of management structures and processes as a threat to their positions and decision-making powers, the investments in infrastructure, equipment and capacity development will have a lower impact.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Participatory approach in the project design</li> <li>Communication strategy of the Project</li> <li>Understanding by the Project managers and staff that cooperation with business and continuous communication with District and Municipal authorities are the first priorities for the Project and its staff.</li> <li>Enquiries with potential employers, search for champions, negotiation with management of BTVET institutions motivating them to recruit more female instructors and managers</li> </ul>

### 3.7.2 Management risks

The management risk may appear high at the national level, given the slow progress on the establishment of the SDA. However, it can constitute a boost for the Reform Task Force, as it may carry out a number of confidence-building measures, which are in its Action Plan and which it would not be able to implement in the short run without project support.

Specific objective	The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms		
	Management risks	Risk level	Alleviation measure
<b>SO</b>	<b>for achieving the Project Objective</b> <ul style="list-style-type: none"> <li>If the management capacity in the relevant departments of the Ministry of Education, Science, Technology and Sports is not strengthened, reforms cannot be successfully implemented</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>Targeted capacity building measures addressing staff of MoESTS BTVET Department and Department of Industrial Training</li> <li>Targeted capacity building measures addressing technical staff and human resources officers of business associations, trade unions, and the Association of Human Resources Managers</li> <li>Capacity building and coaching addressing the members and staff of the Reform Task Force</li> </ul>

Result 1	The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy		
	Management risks	Risk level	Alleviation measure
<b>R 1</b>	<b>for achieving Result 1</b> <ul style="list-style-type: none"> <li>If no incentive is available for MoESTS departments, the willingness of directly concerned departments in the Ministry of Education, Science, Technology and Sports to engage in the reform and new BTVET model will be low.</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>Capacity building measures with training and coaching make every-day work more interesting and professionalise the staff.</li> </ul>

Result 2	The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund		
	Management risks	Risk level	Alleviation measure
<b>R 2</b>	<b>for achieving Result 2</b> <ul style="list-style-type: none"> <li>If pSDF Procedures and management are too complicated and rigid, it risks to become a failure.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Flexible management, learning by doing, transparency of operation, giving the local Coordination Committee insight</li> <li>Develop the Manual of Operations while test-running the Fund</li> <li>Run the pSDF under clear management procedures described in a manual of operations.</li> </ul>

<b>Result 3</b>	<b>Quality of training and qualification processes improved and the access to quality BTJET provision is enhanced with special attention to the needs and potentials of females.</b>		
	<b>Management risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 3</b>	<b>for achieving Result 3</b> <ul style="list-style-type: none"> <li>Procurement rules may constitute stumbling blocks on the way of implementation.</li> <li>Lengthy procedures for construction and equipment tenders could demotivate project stakeholders.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Speedy project start-up in order to show that the project exists and that it engages in relevant action.</li> <li>A package of “Quick win” actions can be contracted out right from the beginning, whereas more structured interventions can be planned in the years 2-3-4.</li> </ul>

### 3.7.3 Effectiveness risks

In general, the effectiveness risk for this intervention is considered as very low. Most of the budget will directly reach the targeted BTJET institutions, groups of learners with difficulties of access to training, instructors and master-craftsmen, cooperating companies and business associations. The Skills Development Fund will facilitate disbursement, as compared with a pre-planned set of activities and tasks which could be felt as a strait jacket.

<b>Specific objective</b>	<b>The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms</b>		
	<b>Effectiveness risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>SO</b>	<b>for achieving the Project Objective</b> <ul style="list-style-type: none"> <li>An excessive belief in certificates and diplomas and the attitude of employers who do not honour hands-on competences with better pay (the “low skills equilibrium”) may render improvements brought about by the project irrelevant.</li> </ul>	Intermediate	<ul style="list-style-type: none"> <li>A communication strategy which shows cases of “champions” who have invested in training and who are rewarding quality. This strategy has to be planned and implemented in alliance with employers and trade unions at the national level and in the project region.</li> <li>A sensitisation campaign which explains that it is rewarding to set and reach international qualification standards. This will marginalise assessment bodies which are separating practical competence at work from achieving formal standards.</li> </ul>

<b>Result 1</b>	<b>The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy</b>		
	<b>Effectiveness risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 1</b>	<b>for achieving Result 1</b> <ul style="list-style-type: none"> <li>The project is not understood as an actor and agent for building systems. The Skills Development Authority would function as an administrative body without marking a clear difference from the current set-up (BTJET-DIT-UBTEB).</li> </ul>	Low	Produce and show results in a phased way: <ul style="list-style-type: none"> <li>focussing on “quick wins” in the first two years</li> <li>reach communication among key stakeholders (Ministries of the Economy, Labour and Education; Employer Organisations, Trade Unions, Donors) in</li> </ul>

			the medium term (three to five years) and
			<ul style="list-style-type: none"> <li>reach systemic structures in a long-term perspective (five to 10 years)</li> </ul>
<b>Result 2</b>	<b>The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund</b>		
	<b>Effectiveness risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 2</b>	<b>for achieving Result 2</b> <ul style="list-style-type: none"> <li>No specific risk at this level: Needs are there, absorption capacity exists; the targeted BTNET institutions have a certain management capacity.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Avoid funding investments which are locked within institutions instead of being open to a wider public.</li> <li>Ensure maximum participation from the local business community and from District and Municipal authorities.</li> </ul>

<b>Result 3</b>	<b>Quality of training and qualification processes improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females.</b>		
	<b>Effectiveness risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 3</b>	<b>for achieving Result 3</b> <ul style="list-style-type: none"> <li>Non-responsiveness of the local labour market, could lead to unemployed youth</li> <li>If BTNET institutions are overloaded with students (example: UTC Kyema) in order to increase income for the institutions and its staff, training quality, will suffer</li> </ul>	Low	<ul style="list-style-type: none"> <li>Communication strategy addressing employers and the local media, including radio broadcasts.</li> <li>Participatory approach (regional-local Coordination Committees, participation of business representatives on management boards of BTNET institutions) giving employers a say and bringing productivity and innovation gains to companies and businesses.</li> <li>The project staff will discuss the problem of overcrowding BTNET institutions with management of target institutions.</li> </ul>

### 3.7.4 Sustainability risks

The sustainability risk are medium to high, as the additional means made available through the project, may not be sustained after its end. However, other donors have already shown their interest in the creation of a basket Skills Development Fund, for which the Competitive pilot skills development fund collects experiences. This will allow for adapting and fine-tuning the national fund to the specific conditions.

The legal framework for a Skills Development Fund exists. It is part of the Industrial Training Act of 2008.<sup>51</sup>

It is important to separate the national Skills Development Fund from the Skills Development Levy. The national SDF may be filled with donor contributions and allocations from the national budget. So, the project funds may be phased out over time, whereas the SDF can survive as an important tool for funding BTNET. The Skills Development Levy will only have a chance, if employers see that they gain more than they lose, and that they are respected as those who make run the economy and the country.

<sup>51</sup> Uganda Gazette No. 37 Volume CI dated 18th July, 2008. Under <http://www.ulii.org/content/business-technical-vocational-education-training-act-2008>

<b>Specific objective</b>	<b>The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms</b>		
	<b>Sustainability risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>SO</b>	<b>for achieving the Project Objective</b> The additional means made available through the project, may not be sustained after its end.	Intermediate	The project will advocate for the creation of a basket Skills Development Fund (and a nationally owned SDF), for which the Competitive pilot skills development fund collects experiences. This will allow for adapting and fine-tuning the national fund to the specific conditions.

<b>Result 1</b>	<b>The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy</b>		
	<b>Sustainability risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 1</b>	<ul style="list-style-type: none"> <li>A nationally owned SDF is made dependent from the training levy.</li> <li>The SDA is not financially viable after it is launched</li> </ul>	intermediate	<p>The national SDF may be filled with donor contributions and allocations from the national budget. So, the project funds may be phased out over time, whereas the SDF can survive as an important tool for funding BTNET.</p> <p>Advocate for sufficient means for the SDA</p>

<b>Result 2</b>	<b>The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund</b>		
	<b>Sustainability risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 2</b>	<b>for achieving Result 2</b> <ul style="list-style-type: none"> <li>No specific risk at this level, as the project will be the sole funding source in the target regions.</li> </ul>	No risk	

<b>Result 3</b>	<b>Quality of training and qualification processes improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females.</b>		
	<b>Sustainability risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 3</b>	<b>for achieving Result 3</b> <ul style="list-style-type: none"> <li>The risk at this level is that the BTNET providers and other beneficiary institutions and companies will not make the necessary provisions for maintenance and procurement of working materials. As a consequence, there would not be practical training – a core condition for quality training and qualification processes.</li> </ul>	Low	<ul style="list-style-type: none"> <li>Contracting for any type of support for BTNET institutions and companies, professional monitoring of the activities to be accomplished by the beneficiary institutions and companies under these contracts. Special clauses regarding financial management and maintenance</li> </ul>



### 3.7.5 Fiduciary risks

<b>Result 1</b>	<b>The TVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy</b>		
	<b>Fiduciary risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 1</b>	<b>for achieving Result 1</b> <ul style="list-style-type: none"> <li>No Fiduciary Risk at this level</li> </ul>	None	None

<b>Result 2</b>	<b>The Competitive pilot skills development fund is established and operates in the Project Area and serves as a model for the future National Skills Development Fund</b>		
	<b>Fiduciary risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 2</b>	<b>for achieving Result 2</b> <ul style="list-style-type: none"> <li>No specific risk at this level, as the project staff will manage the competitive pilot skills development fund.</li> </ul>	None	None

<b>Result 3</b>	<b>Quality of training and qualification processes improved and the access to quality BTNET provision is enhanced with special attention to the needs and potentials of females.</b>		
	<b>Fiduciary risks</b>	<b>Risk level</b>	<b>Alleviation measure</b>
<b>R 3</b>	<b>for achieving Result 3</b> <ul style="list-style-type: none"> <li>Corruption for construction and equipment</li> </ul>	Medium	This risk is under the control of the project staff, and construction unit of MoESTS will be supported. For all steps in tendering procedures, special attention will be given to anti-corruption measures.

## 4 RESOURCES

### 4.1 Financial resources

#### 4.1.1 Belgian Contribution

The Belgian contribution amounts to 16,000,000 Euros.

#### 4.1.2 Ugandan Contribution

The contribution from the Government of Uganda will be “in kind” and is estimated at 10 % of the Belgian contribution, equivalent to 1,600,000 Euros.

The contribution includes Import Tax and Value-Added Tax (VAT), from which all project imports and purchases will be exempted. The Ugandan contribution also includes rent for the project office in Kampala, if it is located in a building rented by the Government or being property of the Government, e.g. in Legacy Towers.

### 4.2 Human resources

#### 4.2.1 The Project Team

The project staff is responsible for the operational implementation of the project activities. It will be anchored in the MoESTS Directorate of Planning and Development, with a fully operational Field Office in Fort Portal (Rwenzori region).

The Project Team will be composed of the following staff:

##### 4.2.1.1 At the central level

At the central level within the MoESTS (RTF offices) the project team will be composed of:

Project Staff	Number of months	Contracting Party
Project Manager, national, full-time, appointed by GoU	60 months	MoESTS
Project Co-Manager, International Technical Assistant	60 months	BTC
Assistant Project Manager, national, full-time	60 months	BTC
Financial Officer	60 months	BTC
Accountant	60 months	BTC
Driver	60 months	BTC
Secretary	60 months	BTC

#### 4.2.1.2 At the local level

At the local level, in the Fort Portal Field office, the project team will be composed of:

Project Staff	Number of months	Contracting Party
Project Field Manager (International Technical Assistant)	60 months	BTC
Project Field Officer (National TVET expert)	60 months	BTC
4 National Field Coordinators (2 Albertine, 2 Rwenzori)	4 x 48 months	BTC
National Gender and Vulnerable Youth expert	48 months	BTC
Logistician	60 months	BTC
National pSDF Officer	54 months	BTC
Accountant	60 months	BTC
Secretary	60 months	BTC
2 Drivers	2 x 60 months	BTC
Service contract for security services		

*Optional (to be defined during implementation)*

- Junior experts: international (additional funding outside of the project's budget)
- Short term international (e.g. Syntra) and national expertise on training (trades)
- Ugandan young potentials to be 'linked' with the international juniors (on the budget of the project)

#### 4.2.2 The Education Programme Unit Team

The Uganda-Belgium cooperation sees its number of interventions in the education sector growing and therefore it is logical to advance towards a program approach (See Ch 5.8)

In terms of human resources this translates into a pooling of full time experts for the overall Uganda-Belgium education portfolio that are shared between the interventions of the sector according to an allocation key (% of their time).

Programme Staff	Number of months	Contracting Party
Education Programme Manager (BTC)	60 months (40%)	BTC
Education Programme Manager (MoESTS)	60 months (40%)	MoESTS
Architect	60 months (15%)	BTC
Administrative and Finance Officer	60 Months (40%)	BTC
Procurement Officer	60 Months (20%)	BTC

A description of the main functions and profiles is given in Annex 7.3 and 7.4

Junior assistants can also be recruited by BTC, without additional salary costs on the project budget. The

focus of their ToR would be on communication and/or M&E (1 at central level) and economics (1 in each of the 2 project's regions)

### 4.2.3 Project Focal Points

The key project partners will ensure participation of staff through nominating Focal Points:

**MoESTS**: Office of PS, BTVET, TIET, Planning, DIT, RTF

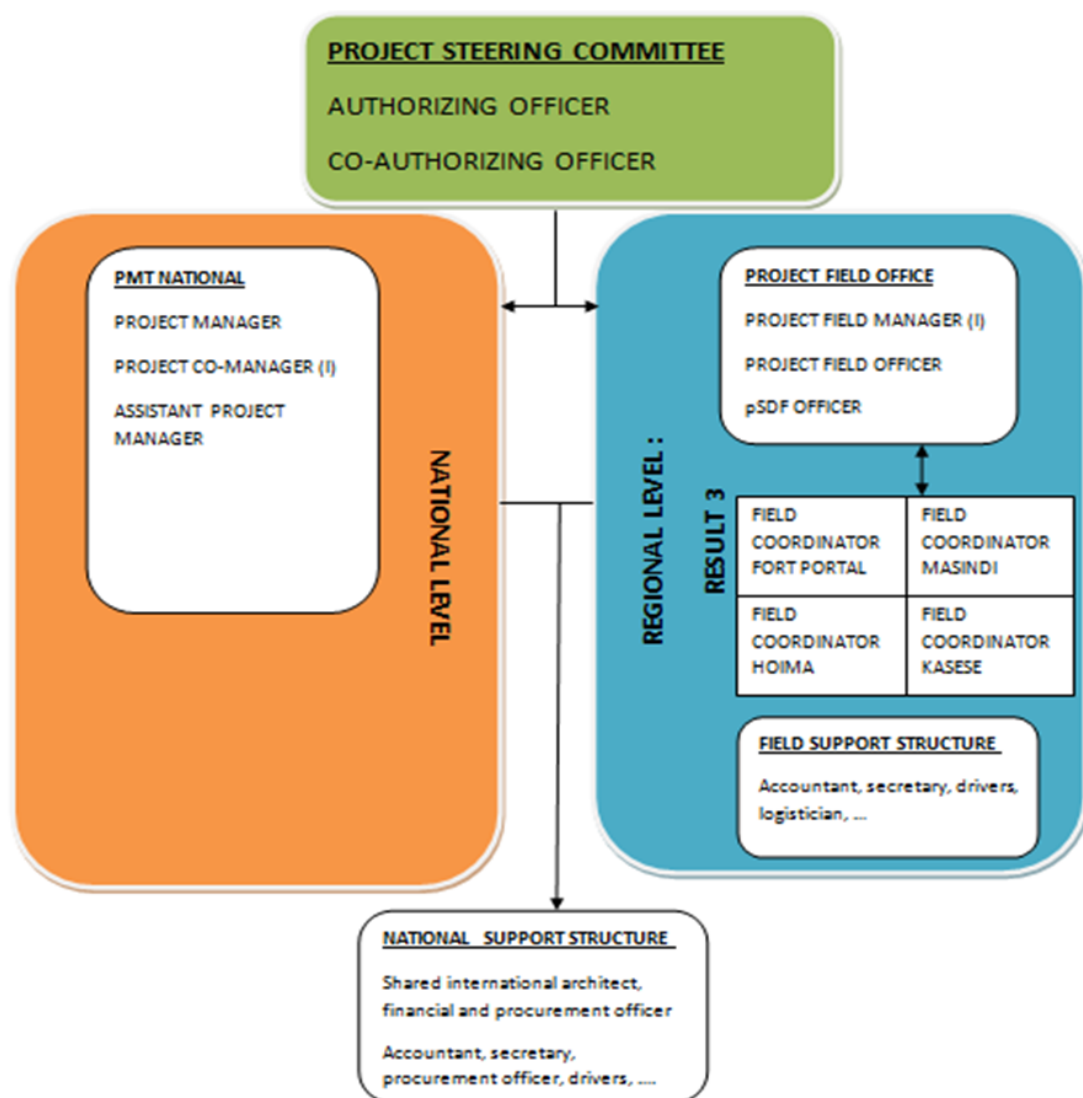
**Business Membership Organisations**: FUE, UMA, USSIA: UNABCEC, one per organisation

**The 5 preselected BTVET institutions**: Kasese Youth Polytechnic, St. Josephs Polytechnic Virika, Fort Portal, Millennium Business School Hoima, St. Simon-Peter's Vocational Training Institute Hoima, Uganda Technical College Kyema,

**The District Administrations** of Kasese, Kabarole, Hoima and Masindi, the Municipalities of Kasese, Fort Portal, Hoima and Masindi

The MoESTS should ensure that the collaborating departments have sufficient staff which can be trained to assume their tasks in connection with the project.

#### **Graphic: Project Team Deployment**



## 4.3 Other Resources

### 4.3.1 Services

Belgian contribution (project Budget)

- Consultancies
- Vehicle maintenance
- Communication costs
- Trainings

A Service Level Agreement will be put in place for services delivered by the BTC Representation and the Education Portfolio Team, e.g. for the shared staff, communication services etc.

### 4.3.2 Investments

Belgian contribution (project Budget)

- Infrastructure
- Purchase of 3 vehicles
- Purchase of office equipment needed for the project team at national and regional level
- Purchase of basic equipment for the BTVET institutions

### 4.3.3 Others

Belgian contribution (project Budget)

- The project will channel funds to pSDF
- Topping up Project Manager

Ugandan contribution:

The MoESTS will provide the office space for the project team in the MoESTS building where the RTF is located.

Details on the budget can be found in the inserted budget table. A separate estimate of the construction and equipment budget is also added<sup>52</sup>.

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<sup>52</sup> For Millennium Business School, only a lump sum of 20.000€ is planned for (minor repairs and tools). The difference (about 70.000€) between the overall budget on budget line 3.1 and the construction and equipment budget, concerns mainly some capacity building activities and consultancies to support the BTVET institutions to update or draft a business plan.

UGA 14 027 11				implementation modality	BUDGET TOTAL in Euro	%	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
A	To enhance the quality of skills development and make them responsive to labour market needs in four districts – Kabarole, Masindi, Hoima and Kasere - in Western Uganda in line with the Skilling Uganda Reforms				12,795,200	80%	934,800	2,496,600	6,476,600	1,386,600	1,500,600
A 01	The BTJET and Employment sector have a coordinated and formally agreed governance structure, vision and medium-term strategy				2,190,000	14%	432,000	497,000	422,000	412,000	427,000
A 01 01	Support the RTF	BTC-Management	500,000				80,000	140,000	100,000	90,000	90,000
A 01 02	ESTABLISH AN M&E SYSTEM	BTC-Management	140,000				100,000	10,000	10,000	10,000	10,000
A 01 03	IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR ALL KEY ACTORS	BTC-Management	190,000				10,000	45,000	45,000	45,000	45,000
A 01 04	SUPPORT THE ESTABLISHMENT OF COORDINATION STRUCTURES AT DISTRICT LEVEL	BTC-Management	170,000				15,000	65,000	25,000	25,000	40,000
A 01 05	UNDERTAKE ACTION RESEARCH	BTC-Management	80,000				5,000	15,000	20,000	20,000	20,000
A 01 06	INTERNATIONAL AND NATIONAL EXPERTISE	BTC-Management	1,110,000	0			222,000	222,000	222,000	222,000	222,000
	national co-coordinator	BTC MANAGEMENT	60,000				12,000	12,000	12,000	12,000	12,000
	ATN NATIONAL LEVEL	BTC MANAGEMENT	150,000				30,000	30,000	30,000	30,000	30,000
	ATI NATIONAL LEVEL	BTC MANAGEMENT	900,000				180,000	180,000	180,000	180,000	180,000
A 02	The Competitive pilot skills development fund is established and operates in the project area and serves as a model for the future National Skills Development Fund				357,200	2%	150,800	91,600	36,600	36,600	41,600
A 02 01	DESIGN THE Psdf	BTC-Management	60,000				55,000	5,000	0	0	0
A 02 02	BUILD CAPACITY AND ELABORATE MANUAL OF OPERATIONS	BTC-Management	100,000				85,000	5,000	5,000	5,000	0
A 02 03	OPERATE THE Psdf	BTC-Management	147,200				10,800	71,600	21,600	21,600	21,600
A 02 04	TRANSFER EXPERIENCE TO NATIONAL SDF	BTC-Management	50,000				0	10,000	10,000	10,000	20,000
A 03	Quality of training and qualification processes is improved and access to quality BTJET provision is enhanced				10,248,000	64%	352,000	1,908,000	6,018,000	938,000	1,032,000
A 03 01	UPGRADE FIRST GROUP OF SELECTED TRAINING PROVIDERS	Co-Management	6,210,000				60,000	1,100,000	5,050,000	0	0
A 03 02	UPGRADE MANAGEMENT CAPACITIES OF THE 6 TRAINING PROVIDERS	BTC-Management	118,000				20,000	62,000	12,000	12,000	12,000
A 03 03	SUPERVISE DEVELOPMENT PLANS OF 6 INSTITUTIONS	BTC-Management	40,000				5,000	10,000	10,000	10,000	5,000
A 03 04	ESTABLISH CONTINUOUS TRAINING WITH ABILONINO/NAKAWA	BTC-Management	260,000				5,000	15,000	75,000	90,000	75,000
A 03 05	IMPROVE QUALITY OF INTERNSHIPS	BTC-Management	100,000				10,000	45,000	45,000	0	0
A 03 06	INITIATE INITIATIVES FOR IMPROVED TRAINING PROVISION AND ACCESS TO TRAINING	BTC-Management	2,000,000				0	350,000	500,000	500,000	650,000
A 03 07	SET GENDER TARGETS	BTC-Management	152,000				0	38,000	38,000	38,000	38,000
A 03 08	SET SOCIAL TARGETS	BTC-Management	0				0	0	0	0	0
A 03 09	SET QUANTITATIVE TARGETS AND TRACE	BTC-Management	30,000				6,000	6,000	6,000	6,000	6,000
A 03 09	international and national expertise	BTC-Management	1,338,000	0			246,000	282,000	282,000	282,000	246,000
	DISTRICT ATN	BTC MANAGEMENT	150,000				30,000	30,000	30,000	30,000	30,000
	ATI field component	BTC MANAGEMENT	900,000				180,000	180,000	180,000	180,000	180,000
	4 NATIONAL FIELD OFFICERS	BTC MANAGEMENT	288,000				36,000	72,000	72,000	72,000	36,000

<b>X</b>	<b>budget reserve</b>		<b>538,300</b>	<b>3%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>288,300</b>	<b>250,000</b>
X 01	BUDGET RESERVE		538,300	3%	0	0	0	288,300	250,000
X 01 01	Reserve Co-Management	Co-Management	158,400					158,400	
X 01 02	Budget reserve BTC-Management	BTC-Management	379,900					129,900	250,000
<b>Z</b>	<b>GENERAL MEANS</b>		<b>2,666,500</b>	<b>17%</b>	<b>647,700</b>	<b>475,200</b>	<b>555,200</b>	<b>475,200</b>	<b>513,200</b>
Z 01	STAFF		1,779,000	11%	334,200	370,200	370,200	370,200	334,200
Z 01 01	International programme coordination technical assistance	BTC-Management	360,000		72,000	72,000	72,000	72,000	72,000
Z 01 03	Finance , administrative, technical and support staff	BTC-Management	1,419,000		262,200	298,200	298,200	298,200	262,200
Z 02	investments		231,000	1%	216,000	5,000	5,000	5,000	0
Z 02 01	Vehicles	BTC-Management	141,000		141,000	0	0	0	0
Z 02 02	Office equipment	BTC-Management	35,000		35,000	0	0	0	0
Z 02 03	IT Equipment	BTC-Management	30,000		15,000	5,000	5,000	5,000	0
Z 02 04	Office rehabilitation	BTC-Management	25,000		25,000	0	0	0	0
Z 03	running costs		456,500	3%	89,500	92,000	92,000	92,000	91,000
Z 03 01	Office rent districts	BTC-Management	120,000		24,000	24,000	24,000	24,000	24,000
Z 03 02	Maintenance	BTC-Management	40,000		6,000	8,500	8,500	8,500	8,500
Z 03 03	Vehicles	BTC-Management	144,000		29,000	29,000	29,000	29,000	28,000
Z 03 04	Telecommunications	BTC-Management	60,000		12,000	12,000	12,000	12,000	12,000
Z 03 05	Office consumables	BTC-Management	10,000		2,000	2,000	2,000	2,000	2,000
Z 03 06	Missions	BTC-Management	27,500		5,500	5,500	5,500	5,500	5,500
Z 03 07	External communication	BTC-Management	10,000		2,000	2,000	2,000	2,000	2,000
Z 03 08	Training	BTC-Management	15,000		3,000	3,000	3,000	3,000	3,000
Z 03 09	financial costs	BTC-Management	5,000		1,000	1,000	1,000	1,000	1,000
Z 03 10	VAT re-imbursement	BTC-Management	0						
Z 03 11	Other	BTC-Management	25,000		5,000	5,000	5,000	5,000	5,000
Z 04	audit, monitoring and evaluation and support		200,000	1%	8,000	8,000	88,000	8,000	88,000
Z 04 01	Monitoring and evaluation (MTR & ETR)	BTC-Management	100,000				50,000		50,000
Z 04 02	Audit	BTC-Management	60,000				30,000		30,000
Z 04 03	Backstopping	BTC-Management	40,000		8,000	8,000	8,000	8,000	8,000
<b>TOTAL</b>			<b>16,000,000</b>	<b>100%</b>	<b>1,582,500</b>	<b>2,971,800</b>	<b>7,031,800</b>	<b>2,150,100</b>	<b>2,263,800</b>



<b>Kyema, Masindi</b>	<b>Scope</b>	<b>Detail</b>	<b>Amount in Euro</b>
renovation of existing structures, 315 m2	8 classrooms, 2 dormitories, 1 medical building	1m2 @ 400 Euro (average)	126,000
new construction, 1750 m2	3 sanitary blocks, 1 teachers' office block, water supply system, 1 workshop, 1 storage, fencing and landscaping	1 m2 @ 500 Euro (average)	875,000
external works	roads, parking, drainage	20% of total construction costs	175,000
workshop equipment	MV, water engineering workshops	lumpsum	731,000
furniture, other equipment	classroom furniture, storage furniture, office furniture, medical/first aid equipment	lumpsum	45,000
design and engineering	all renovations, all new construction, all external works, all furniture and equipment	15% of total costs for works and supplies	183,150
		<b>subtotal</b>	<b>2,135,150</b>
<b>Kasese Youth Polytechnic</b>	<b>Scope</b>	<b>Detail</b>	<b>Amount in Euro</b>
renovation of existing structures, 210 m2	2 dormitories,	1m2 @ 400 Euro (average)	84,000
new construction, 1661 m2	3 workshops (electrical, welding&plumbing, MV), 1 teachers' office block, 1 dining room, 1 dormitory, 1 storage, 1 showroom, 2 classroom blocks, 3 sanitary blocks, fencing and landscaping	1 m2 @ 500 Euro (average)	830,500
external works	roads, parking, drainage, water tank, 3 phase electricity	20% of total construction costs	182,900
workshop equipment	all workshops	lumpsum	550,000
furniture, other equipment	classroom furniture, ICT equipment, office furniture, medical/first aid equipment	lumpsum	50,000
design and engineering	all renovations, all new construction, all external works, all furniture and equipment	15% of total costs for works and supplies	254,610
		<b>subtotal</b>	<b>1,952,010</b>

<b>St-Joseph</b>	<b>Scope</b>	<b>Detail</b>	<b>Amount in Euro</b>
renovation of existing structures	old workshop building and general renovation and repairs of all facilities	lumpsum	360,000
new construction, 190 m2	1 computer lab, 4 sanitary blocks	1 m2 @ 500 Euro (average)	95,000
external works	roads, parking, drainage	20% of total construction costs	171,000
workshop equipment	ICT lab equipment	lumpsum	500,000
furniture, other equipment	medical post and first aid	lumpsum	1,000
design and engineering	all renovations, all new construction, all external works, all furniture and equipment	15% of total costs for works and supplies	169,050
		<b>subtotal</b>	<b>1,296,050</b>
<b>St-Simon</b>	<b>Scope</b>	<b>Detail</b>	<b>Amount in Euro</b>
renovation of existing structures	general renovation and repairs of all facilities	lumpsum	60,000
new construction, 500 m2	4 sanitary blocks, 1 library, 2 workshops, 1 dormitory	1 m2 @ 500 Euro (average)	250,000
external works	roads, parking, drainage	20% of total construction costs	85,800
workshop equipment	ICT lab equipment and e-library	lumpsum	244,000
furniture, other equipment	medical post and first aid	lumpsum	1,000
design and engineering	all renovations, all new construction, all external works, all furniture and equipment	15% of total costs for works and supplies	96,120
		<b>subtotal</b>	<b>736,920</b>

## 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 23<sup>rd</sup> 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 Specific Agreement – of which this present Technical and Financial File (TFF) is part - signed between the Government of Uganda and the Government of Belgium.

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

The Ugandan party designates the Ministry of Finance, Planning and Economic Development (MoFPED) as the administrative entity responsible for executing the intervention.

The MoFPED designates the Ministry of Education, Science, Technology and Sports (MoESTS) as the responsible entity for the implementation of the project.

The Belgian party designates the DGD represented by the staff of the Embassy of Belgium in charge of development 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 Institutional anchorage

Institutionally, the project is anchored in the the Ministry of Education, Science, Technology and Sports (MoESTS) in the Planning Directorate. The project will also have a field office in Fort Portal (certain local staff such as finance officer, logistician, drivers, etc can be shared with different health projects).

### 5.3 Technical Responsibility

There is a joint Belgian-Ugandan technical and operational responsibility for the execution and achievement of the results to reach the specific objective of the project both at the level of the steering committee (MoESTS) Permanent Secretary & BTC Resident Representative).

An official designated from the department of Planning will take the role of full time Project Manager and the TVET International Technical Assistant appointed by BTC will be the project Co-manager.

### 5.4 Financial Responsibility

This intervention will be executed according to two management modality modes: “BTC Direct-management” and “co-management”.

The public procurement rules applied will depend on the management modality of each activity.

The Authorizing Officer is the BTC Resident Representative in Uganda, for the activities in BTC direct management.

For activities under the co-management modality, the financial responsibilities are joint to the two parties and the Permanent Secretary of the MoESTS is the Authorizing officer and the Resident Representative of BTC is the project Co-Authorizing officer.

## 5.5 Project Life Cycle

The Specific Agreement has a total duration of 72 months.

The project execution period is of 60 months

### 5.5.1 Preparatory phase

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

- Establishment of the Project Management Team
- Recruitment process of staff
- Feasibility plans for construction and rehabilitation of the targeted institutions

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	€ 10,000
Logistic costs	
Vehicles	€ 120,000
ICT equipment	€ 50,000

### 5.5.2 Execution Phase

#### 5.5.2.1 Project Start-up phase

At the beginning of the project's implementation phase, an initial phase of maximum 6 months will start, during which the following activities will be carried out.

This phase ends once the 1st Project Steering committee has been organized to approve:

- The recruitment of staff
- The first project operational planning (Year 1)
- The establishment of the baseline and monitoring system...
- The start-up report (including work plan)

#### 5.5.2.2 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.

#### 5.5.2.3 Operational closure phase

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

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

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

The final report will consist of the necessary administrative, financial and operational information, and an overview of the achieved results.

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

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.

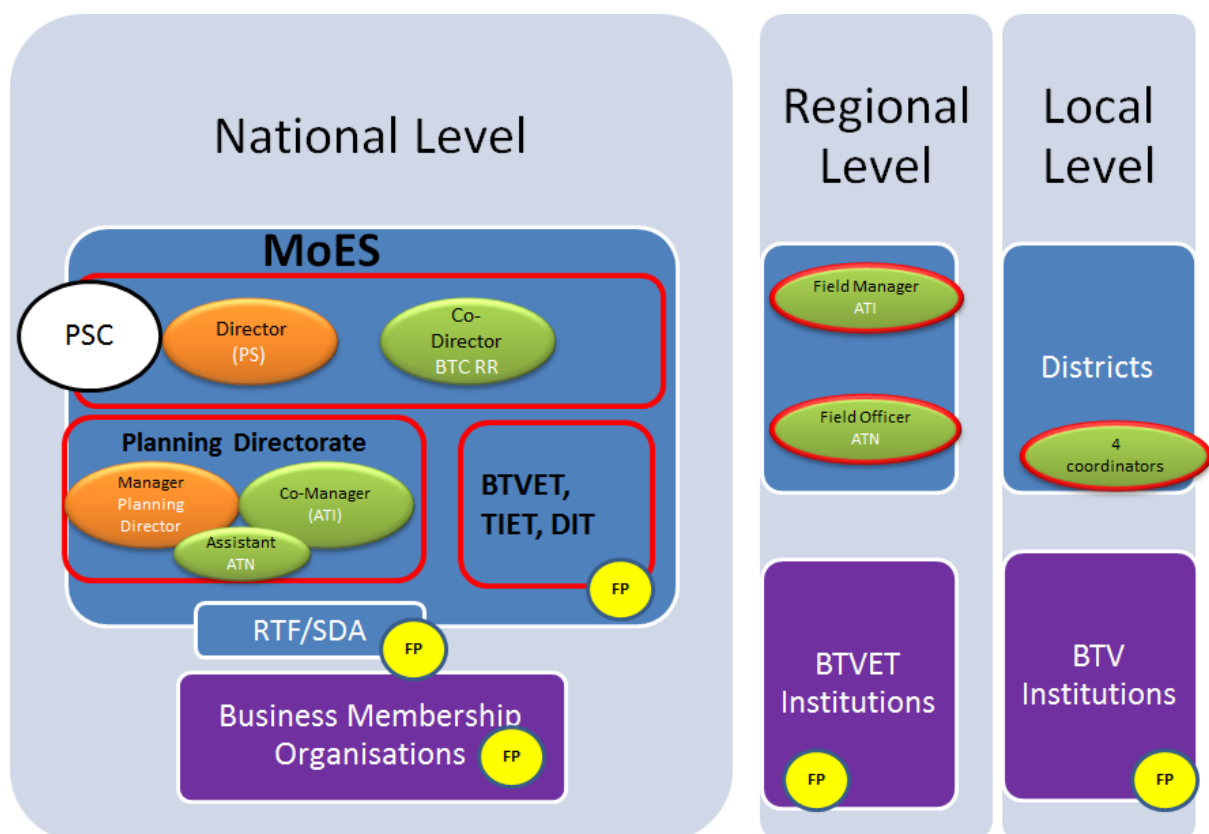
### 5.5.3 Administrative Closure phase

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

## 5.6 Implementation and follow-up structures

### 5.6.1 General presentation

#### 5.6.1.1 Project Team



FP = Focal Points collaborating with the project

### 5.6.2 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 strategic piloting and implementation of the project.

#### Composition:

The PSC will be composed of the representatives of the following institutions as voting members:

- MoESTS (Permanent Secretary) **chair**;
- BTC (Resident Representative or his delegate) **co-chair**;
- Ministry of Finance, Planning and Economic Development;
- The Ministry of Labour
- Business Associations: Federation of Ugandan Employers (FUE), Uganda Small-Scale Industry Association (USSIA), Uganda Manufacturers Association (UMA)

The PSC will also have the following representatives of the following actors as non-voting members:

- Two representatives of the 6 directly targeted institutions, one for the public institutions and one for the private institutions;
- MoESTS Department of Planning
- MoESTS departments of BT/VET Department, UBTEB, DIT, TIET;
- Uganda Association of Private Vocational Institutes (UGAPRIVI);
- The President and the Director of the Reform Task Force for the implementation of the “Skilling Uganda” Strategic Plan 2012/3-2021/2.

The PSC may invite external experts or other stakeholders as resource persons on an ad hoc basis.

#### Role and functions:

- Supervise the respect of the engagements of the parties;
- Assess the development results obtained by the project (strategic quality assurance and control) and approve planning and recommendations from the project’s annual results reports;
- Validate Execution and Financing Agreements proposed by the team;
- Approve eventual adjustments or modifications of results described in the TFF, while respecting the specific objective, project duration and total budget as described in the specific agreement while ensuring coherence and feasibility of the actions;
- Resolve any problems that cannot be solved at the project management team level;
- Approve and ensure the follow-up of recommendations formulated in the reviews (MTR and ETR) reports;
- Based on the financial reporting and audit reports advice on corrective actions to ensure the achievement of the project’s objectives;
- Ensure approval of the final report and the final closure of the project;
- Ensure approval of the reports related to the disbursement and use of project funds based on the quarterly budget and planning follow-up submitted by the PM.

### **Operating mode:**

- Each member institution commits to delegate the same person for each meeting;
- The PSC establishes his rule of order during its first meeting;
- The PSC meets upon invitation of its chair at least twice a year. Extraordinary meetings can be held upon request of one of its member. The invitation shall be received by the members at least 7 days before the meeting. The invitation shall include an agenda, suggested decisions and supporting documents;
- The PSC meets for the first time (at the latest) three months after the signature of the Specific Agreement;
- Decisions of the PSC shall be taken by consensus. Decisions of each meeting of the PSC shall be recorded in minutes signed by its present voting members;
- A PSC is held at the latest three months before the end of the project activities in order to approve the final report and prepare the modalities of the project closure;
- The Project Management will act as the Secretariat for PSC and will provide the necessary information to its members in advance of each meeting.

## **5.7 The Project Management Team (PMT)**

MoESTS designates a part time national Project Manager within the Planning directorate (part-time, detached by MoESTS after BTC's no-objection.

BTC contracts the Co-manager after the MoESTS' no-objection.

The Project co-Managers will be supported by:

- Project staff at central level located within MoESTS in the RTF offices
- A Project field office in Fort Portal
- The Education Program team

The full list of Project and Program staff is presented in Chapter 4.2 Human Resources.

Project Manager and Co-manager will work in close collaboration and take operational decisions and actions on a day to day basis in order to ensure that the project strategy is fully implemented, in time, within budget and as approved by the PSC. They are jointly responsible for the achievement of the results and specific objective of the project.

### **The Management of the project's responsibilities comprise of<sup>53</sup>:**

- Develop and implement the project strategy and operational plans
- Overall project coordination management
- 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:
  - Overall project monitoring, operational and financial planning, adjustments and reporting of the project on a quarterly and annual basis (See 5.6.5)

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<sup>53</sup> Non exhaustive list

- Ensure proper management and apply stringent accountability arrangements for the management of the financial resources allocated to the project,
- Ensure that procurement processes and procedures used by the project is conform to the applicable procurement guidelines,
- Ensure proper human resources (technical and support teams) management practices conforming to the applicable guidelines;
- Compilation of the project final report at the end of the project.

The Management team of the project also has the following technical responsibilities:

- Support the ministries in the development of a common approach, a human resource capacity development strategy, set of procedures and different tools including tools for proper monitoring and evaluation based on the principles of reflective action;
- Support the Beneficiary Institutes in designing, implementing, monitoring and evaluating their HR development plans;

#### **Specific Responsibilities of the Project Field Team in Fort Portal:**

The Fort Portal based Project Team will have clear responsibilities for the planning and delivery of activities at the sub-national level (4 Districts).

Specific responsibilities of this team headed by the Project Field Manager (ITA TVET-Labour Market) and supported by the Project field officer (NAT Training-Private Sector) and the construction, procurement and finance/administration staff will be:

- Overall planning of the project activities and adjustments within their areas of responsibility (assumed to be results 2 and 3 for now) on quarterly basis. It is noted that responsibility for activity 2.1 may be allocated to the national Project Team the Fort Portal team subject to the decision of the Project Co-Director. This will be partially dependent on the skills sets of the respective TAs employed.
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans (for results 2 and 3 activities only);
- Ensure that all result 2 and 3 activities outputs are linked to the results and specific objective through a close monitoring based on pre-defined indicators
- Providing timely compilation of progress reports and budgeted work plans (results 2 and 3 activities only) for the following period to the PCU for consideration by the Steering Committee;
- Support sub-national Beneficiary Institutes in designing, implementing, monitor and evaluate their HR development plans
- Provide high level technical guidance on project methodology and strategy for results 2 and 3
- Promote capitalization, and specifically sharing experiences and lessons from the implementation of results 2 and 3
- Prepare tender/solicitation documents for the procurement of works, goods and services for results 2 and 3 in conformity with applicable regulations
- Management of Contracts at the sub-national level

## **5.8 The Education Programme**

The Uganda-Belgium cooperation sees its number of interventions growing in education sector and

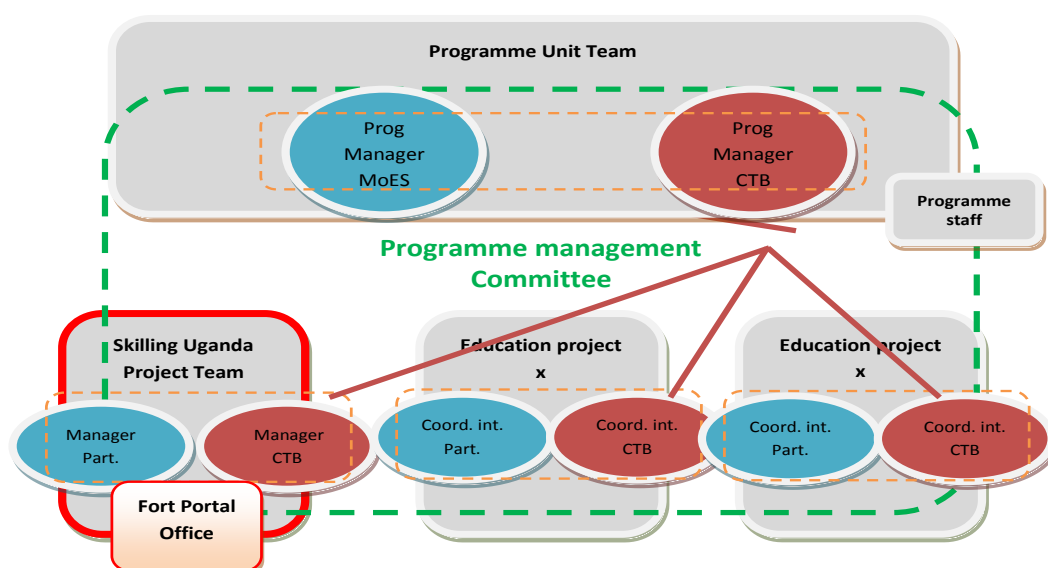


advances towards a Program Approach.

That Programme approach will enable to develop a shared vision between interventions and enhance quality, coherence and coordination between them. This shared vision will allow the development of strategic and operational synergies in order to contribute to results achievement.

The programme approach also has the advantage to pool expertise that can be shared between interventions.

Graph: Proposed Programme organisational structure<sup>54</sup>



<sup>54</sup> These will be gradually implemented depending on the formulation of several upcoming new projects in the education sector.

## Programme organisational structure:

A Programme Unit team manages the programme in its entirety and is headed by

- A part time Programme Manager appointed by MoESTS
- A programme Manager appointed by BTC

The programme unit team is also composed of the following staff:

- RAFI
- ARCHITECT
- Procurement Officer

Among others, the programme unit team is responsible for:

- Ensuring the quality, coherence and technical coordination of the Programme in terms of implementation strategies
- Supporting the development of strategic partnerships with the main partners et ensure the quality of institutional relationship for the most efficient programme implementation
- Consolidating the Programme Planning and Reporting
- Ensuring mobilization of internal and external expertise for each project and implementation partners (management of pooled expertise)
- Organizing communication and sharing of information inside de programme
- In consultation with the Belgian embassy and BTC representation, participating to sectorial working group and ensuring sectorial networking
- Supporting the projects in delivering a qualitative administrative and financial management
- Striving for a better donor coordination in those (sub)sector(s) or those intervention areas of the Uganda-Belgium education portfolio
- Consolidating the monitoring of the programme

It is also foreseen to put in place a Programme Management Committee

The programme management Committee will be composed of

- Programme Manager BTC
- Programme Manager MoESTS
- Programme RAFI
- Education Projects' managers and co-managers

The Programme Management Committee is responsible for the coherence of the management of the interventions to ensure a strategic and shared vision and enhancing synergies.

Decisions are taken by consensus and if consensus can not be found, decision belongs then to the Programme Managers.

The actual joint steering committees of the individual projects are also foreseen to be merged into one single common Programme Joint Steering committee.

## 5.9 Operational Management of the intervention

### 5.9.1 Human Resources Management

BTC Representation in Uganda will select and contract the Project Co-manager through BTC procedures with the non-objection of MoFPED and manage their contract and salary.

	Project Co-manager		Other project Staff	
<b>FUNDED BY</b>	Project funds		Project funds	
<b>PROCESS</b>	<b>System</b>	<b>Resp</b>	<b>Syst</b>	<b>Resp</b>
ToR	Joint (in the TFF)		BTC	
Publication	BTC	BTC	BTC	BTC
Candidates pre selection	BTC	BTC	BTC	BTC
Selection of candidates	BTC	BTC	BTC	BTC
ANO	ANO from MoFPED		NA	
Signature of the contract	BTC	BTC	Ugandan legislation	BTC
Individual evaluations	BTC	BTC	BTC	BTC
Manage missions	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.

## 5.10 Construction management

The construction will be managed in co-management modality. In each step, the MoESTS CMU will be fully part of the consultation and decision process. All design and supervision will however be tendered (budget included in total budget for construction).

## 5.11 Financial Management

### 5.11.1 Bank Accounts

#### Bank Accounts

#### Co-management

From the signature of the Specific Agreement a main bank account in co-management will be opened at a commercial bank in Uganda or at the Bank of Uganda named “BTC project – co-management – PNFP “ in EURO. Other bank accounts in co-management (operational accounts) can be opened when needed.

In terms of signature, the double BTC-signature is compulsory with the following specifications:

Mandate Partner	Mandate BTC	Ceiling	Account
Authorizing Officer or his substitute)	Co-Authorizing officer or his substitute	According to the rules of his organisation	Main and operational account
Manager of the project or his substitute	Co-Manager or his substitute	< 25,000 EUR	Operational account
Authorizing Officer or his substitute) or delegate	Co-Authorizing officer or his substitute/ RAFI	< 200,000 EUR	Operational account

The Authorizing and Co-Authorizing Officer are together responsible for the opening of the accounts. They are responsible for adding and removing signatory rights on the mandatories of the accounts, in accordance with the internal rules of their respective organization. In case of modification, the party concerned shall communicate it to the bank and formally inform the other party.

All payments made under the co-management budget line must be paid from funds on the co-management bank or cash accounts.

### **BTC-management**

For payments made under BTC -management budget lines, BTC opens specific bank account with only BTC personnel signatory rights.

## **5.11.2 Funds transfer**

### **First transfer**

From the notification of implementation agreement between the Belgian State and BTC and after the opening of the main accounts, a cash call can be submitted by the Project Management 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 management team (PMT) 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 PMT for the succeeding three months, plus a small margin for contingency, possibly paid in several tranches. The transfer of funds by BTC to the bank accounts will be made provided that:

- The financial accounts for the project are up to date and have been submitted to the BTC Representative
- All required reports have been submitted to the local representation of BTC
- Any recommendations proposed by external audits and/or MTE 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.

The cash management procedures and rules of BTC (transfer to operational accounts, cash management...) apply.

## **5.11.3 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.

## **Accounting**

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

The accounting documents must be signed for approval by the Project Manager and Co-Manager and sent to the Co-Authorizing Officer (BTC Resident Representative).

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, reliable and according to accounting standards and rules in place.

Eligible costs are actual costs which meet the following criteria:

- They are identifiable and verifiable, in particular being recorded in the accounting records of the project according to the applicable accounting standards
- They relate to activities and criteria as specified in the TFF and necessary for achieving the results
- They are indicated in the budget and registered under the correct budget line
- They comply with the requirements of sound financial management.

### **5.11.4 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 20% 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 PSC.

### 5.11.5 Public Procurement Management

**Procurement for items under co-management** budget lines will be done according to the Ugandan procurement rules and regulations.

The procurement of goods and services for the budget under co-management lines will be carried out in conformity with the Public Procurement and Disposal of Assets (PPDA) Act 2003, which provides the legal framework for procurement activities by all public institutions.

Tenders under co-management above 25,000 EUR must have the approval ('no-objection') of the BTC Resident Representative in relation to the tender plan (including bid document), and on the tender evaluation report, with the positive evaluation of a legal advisor.

The opening and analysis of the offers will be organized according to the national procedures. BTC must participate in the analysis of the offers if the value is greater than 5,000EUR. The award proposal has to be approved by MoESTS according to their normal internal procedures.

**Procurement for items under BTC -management** budget lines will be done according to Belgian procurement rules and regulations.

The following activities will be managed according to Belgian Law and BTC system (BTC -management):

- Staff contracting
- All the consultancies
- Audits
- Mid-term and End-term Reviews (MTR and ETR)
- ...

### 5.11.6 Operating the project competitive pilot Skills Development Fund (pSDF)

This project will develop and operate a pilot Skills Development Fund (pSDF) in partnership with the MoESTS.

The purpose of this pSDF is to provide funding to training providers in order to enable them to implement activities foreseen by the project to reach its results.

The intention of the pSDF is to develop good practices that can be replicated in a long-term GoU national Skills Development Fund. The process for transitioning from a pSDF towards long-term sustainable mechanisms is described in chapter 2.

In order to increase ownership the project, the proposed pSDF will be based on the current policy intention of the GoU as described in the BTVET Strategic Plan 2012/3-2021/2. To further promote ownership and coordination with the GoU's current BTVET strategies, a specific pSDF Steering Committee may be established and include representatives of relevant GoU institutions at the National and Sub-national levels, as well as private sector representatives and civil society representatives.

The pSDF is described in detail in chapter 2, and the financial modalities in chapter 3.

## 5.12 Monitoring & Evaluation

### 5.12.1 Monitoring

	Report Title	Responsibility	System	Frequency	Users
<b>Baseline</b>	Baseline Report	Project Team	BTC	Unique	Project, PSC, BTC
<b>Operational Monitoring</b>	MONOP	Project Team	BTC	Quarterly	Project, BTC Rep office
<b>Results Monitoring</b>	Results report	Project Team	BTC	Annually	Project team, partner, PSC, BTC rep office, BE embassy
<b>Final Monitoring</b>	Final Report	Project Team	BTC	Unique	PSC, Partner, BTC rep office BE embassy, donor

#### 5.12.1.1 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 within 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 guarantees sound monitoring.

#### 5.12.1.2 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.

### ***Evaluation : Mid-Term Review and End-Term Review***

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

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.

## **5.12.2 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

## **5.12.3 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.

## **5.12.4 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

### 5.12.5 Closure of the intervention

#### ***Financial Statement***

Six months before the end of the specific agreement, the national director 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 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 THEMES

It has to be noted that the project team has all possible means to develop an integrated approach to CCT's. The pSDF can provide funding, and for each tender, at least two cross cutting themes should be integrated as selection criteria. Furthermore, the pSDF can even create separate windows to launch tenders to test innovative approaches in TVET concerning gender (dedicated budget line), HIV/AIDS, sexual and gender-based violence, vulnerable groups (dedicated budget line), environment, children's rights, .... It is important that the project also builds upon the approaches developed by the TTE programme in addressing the crosscutting issues as to ensure the development of a coherent approach and to create opportunities for synergies.

### 6.1 Environment

#### 6.1.1 Environmental issues: integrated in the present project at three levels:

- 1) Environment as a management issue: concerning school - training centre eco-construction, consumption of energy, water, waste management on site, etc.
- 2) Environment as a subject within the Technical and Vocational Education and Training system: integrated in training programmes through the curriculum, the training of technical teachers, instructors, in-company tutors and master-crafts persons.
- 3) Green jobs and green skills as a focus in the pSDF.

The Project Coordination Team will nominate one professional out of its team working at the field office in Fort Portal to be the "Environmental Manager". This partial responsibility will be anchored in the Terms of Reference of the post description.

The professional chosen will benefit from dedicated training and will inspect the institutional master plans, individual building projects, construction sites and pollution-prone workshops. S/he will inform and train the project staff and the management, staff and students of the partner institutions, and train one environmental agent per partner institution. S/he will also link up with the public service responsible for environmental issues (e.g. labour inspection service).

#### 6.1.2 Eco-design & construction

Firstly, in constructing and equipping the new and improved facilities, the project will apply environmentally friendly technologies. It will work with the governing boards and the management of the directly targeted TVET providers, in order to ensure that they integrate environmental considerations in their institutional upgrading plans. BTC experience in Uganda, Vietnam, Cambodia and Palestine can inspire the project team in drafting specific environment friendly ToR.

The project will include environmental concerns during the design phase of the spatial master plans for the rehabilitation and extension of buildings. The approach will include passive measures: greening of the compounds, orientation of new buildings, taking into account the exposition to the sun and the main wind direction, the maximal use of daylight, rainwater collection and natural ventilation.

Due attention will be given also to ensuring the selection of construction materials that will have the least negative environmental impact, and likewise when selecting furniture and equipment<sup>55</sup>. During demolition, special care will be given to the removal of asbestos roofs and their proper treatment. It has to be taken care, that all these guiding principles are included in the terms of references and tender documents for

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<sup>55</sup> The BTC construction guide and publication on renewable energy will be used as a main source to guide the works.

work contracts.

### 6.1.3 Use of renewable energy

Secondly, as an active measure, autonomous photovoltaic systems that are not connected to the grid, will be installed in the five directly targeted BTVET institutions. This system will diminish the fossil-based electricity consumption and contribute to more eco-friendly building. Other alternative solutions will also be explored and experimented, with a view to replacing wood for cooking and thereby to reduce deforestation. One of the BTVET institutions visited uses already a kitchen stove, which is designed to consume a lower quantity of fire wood. This is not a sufficient measure, but shows that small improvements can be introduced and gradually adapted, instead of inaction and waiting for the best-quality solution.

### 6.1.4 Waste management

Proper attention will also be given to wastewater and solid waste collection and treatment. The wastewater collection and treatment is problematic in the majority of the BTVET institutions visited. The framework contract BTC has signed on waste management, can be used to call upon international expertise to train local project staff and staff of supported institutions in waste management and effective use of consumables.

### 6.1.5 Preserving biodiversity

Construction sites will be chosen, taking into account existing trees and other vegetation, so as to safeguard as much as possible valuable plant species present on the training centres and colleges' premises. Any tree cutting for the purpose of construction will be compensated by planting at least the same number of new trees. Planting of endemic plant species by the technical colleges and vocational training institutes will be actively encouraged.

### 6.1.6 Awareness raising

The implementation of these activities in collaboration with the directly targeted BTVET institutions can also be used for awareness activities addressing various departments of the Ministry of Education, Science, Technology and Sports, primarily the BTVET Department, the Teacher and Instructor Education and Training Department and the Directorate of Industrial Training.

Environmental concerns will be integrated in the initial and continuing technical teacher, instructor, in-company tutor and master crafts persons' training programmes. Technical teachers, instructors and in-company tutors are role models for their students. Therefore, it is important that the BTVET institutions and their staff adhere to environmentally friendly practices in their own day-to-day work. Ultimately, the aim is to mainstream environmental considerations as a natural part of all training programmes. This can be organised either as part of the formal curriculum and / or as extra-curricular activities undertaken at the training centres and colleges, where the teachers, instructors and in-company trainers can replicate what they have learned in their own teaching and coaching practice. The impact of such programmes will be considerably enhanced if the environmental concerns become part of the technical teacher, instructor, in-company tutor and master crafts persons' training programmes.

Thirdly, for BTVET in particular, occupational health and safety, waste minimisation, recycling, handling of hazardous substances etc. are particularly important. Moreover there will be issues and concerns that are relevant for specific occupations. An electrician, for example, should not only know the dangers and hazards associated with the profession, but should ideally also be able to choose and advise customers on the most energy-efficient solutions.

### 6.1.7 Environmental damage through the oil production, refining, trans-boarding and transport

A special concern in oil-producing regions is environmental damage, which has happened in virtually all oil producing regions. The project is too small and will not have the power to intervene, but it can equip staff and students with the necessary knowledge, awareness and personal concern about the dangers, their prevention and the measures which can be taken in an emergency situation in order to prevent the worst case. In Albertine region, as in the Virunga region on the border between D.R.Congo and Rwanda, a part of the oil prospection and production sites are located exactly within national or regional parks, which are at risk of losing their ecological as well as their economic value.

### 6.1.8 Potential for “green jobs”

Although the Albertine region will become an oil and gas producing area, the potential for green jobs is given: Not only for recycling, site protection and cleaning after damaging events, but also for the installation and maintenance of solar panels and solar energy systems, wind mills and wind energy systems, etc. The Project Formulation Team has not prioritised “green jobs”, as there is no specific labour market for “green jobs”. It seems safer to include green technology modules in standard training programmes, in order to leave wider choice for students when they go for their first employment after having terminated their training. If opportunities for green jobs are identified, the pSDF can be used to purchase such trainings. In any case, a strong cooperation with the scholarship programme and Clean Development Mechanism Project on these issues needs to be developed

## 6.2 Gender

In the Ugandan Constitution, men and women are considered equal before the law in all aspects of political, social and cultural life. However, in reality, opportunities for men and women are not equal. On average, women in Uganda only earn between 40% and 50% of a man's income. The incidence of youth unemployment for girls and young women is double as high as that of males. Promoting gender equality and women's empowerment, (as also emphasized in MDG no. 3) is necessary for a number of good reasons, not least because it is key to economic development and poverty eradication.

The overall strategy outlined in the Gender in Education Policy is ‘gender mainstreaming’, a conscious approach to take into account gender equality concerns in all policy, planning, programme, administrative and financial activities as well as organizational structures and procedures. At the lower level of implementation, this entails amongst others that each institution in the system providing education and training must:

- Ensure gender equality and participation
- Mainstream gender in the curricula
- Ensure that gender responsive methods of teaching, learning and assessment of learners are applied
- Collect and maintain gender disaggregated data
- Ensure that the school environment is gender sensitive and conducive to the learning of both sexes.

In the BTVET Sector, the participation of girls and young women is very limited. It is much lower than in the primary education (grades 1 to 7) segment and in general secondary education. One explanation is the types of trades offered in BTVET, which are mainly male-dominated, with the exception of health sector occupations, administrative occupations and occupations in the hospitality sectors.

There are some exceptions in the transport and construction sectors, but they are irrelevant in quantitative terms. The underrepresentation of girls and young women in BTVET reflects in some way the underrepresentation of women in the workforce of many economic sectors. Women represent the majority of workers in agriculture, but there they are mainly working in the subsistence agriculture segment, where no salaries are paid.

**The MoESTS “Girls in Education Strategy 2015-2019**, proposes strategies to overcome the gender imbalance in education in general. Its Goal is to *“Promote girls’ education as an integral part of efforts to create gender equity and equality in the education system in Uganda.”*

This strategy outlines some actions for improved gender balance (on access, quality and learning outcomes) in BTVET, but these are less developed than f.i. the ones for basic education and secondary education. The proposed actions are:

- to construct dormitories and facilities in BTVET institutions that have minimal or less facilities for girls,
- to develop strategies to encourage more girls to take on technical courses
- to engender the curriculum and include girls\female friendly courses and, employable skills for the youth
- to promote BTVET as a career option for girls Mentorship programme for girls

For the project’s intervention strategy, this analysis leads to the following orientations:

- 1) The project can provide support to an increase in the number of women who work as teachers and instructors in the BTVET sector, in the two targeted regions and in the directly targeted BTVET institutions. A major presence of female teachers can attract parents and girls to choose vocational education and training. The role model, female teachers can play, reinforces the self-assurance of female students.
- 2) The Project Formulation Team has added the Hospitality and Tourism sectors to the priority sectors for the project, in addition to the oil sector and the general maintenance area. The construction sector has been added for another reason. But it is definitely not prone to offer an increased number of training and work places for women, with some quantitatively irrelevant exceptions (see above). In the Hospitality and Tourism sector, around half of the employed staff is females.

A caveat has to be formulated here: It can be counterproductive, and a waste of energies and funds, to promote higher female participation in BTVET, if the labour market is not receptive for female graduates in the given field. Specific attention to these issues will be integrated for each tender of the pSDF.

At the system level, the project will ensure that gender issues are brought to the fore in the planned capacity development activities – in terms of reviewing and strengthening current procedures and performance, and also not least of all, in sharing of innovative ideas and best practices amongst decision makers and managers. At the level of individual BTVET institutions and cooperating companies, practices will also be reviewed and new approaches to mainstreaming gender issues will be encouraged. The funds earmarked for small projects can be used proactively to promote new ideas, methodologies and gender sensitive materials.

## 6.3 HIV /AIDS

Uganda used to be a global leader in reducing the prevalence of HIV/AIDS, with figures down from 25-30% in the early 90s to the 7,4% Successes in the fight against HIV/AIDS were mainly attributed mainly to successful behaviour change campaigns like the ABC concept (Abstain, Be faithful, use Condom)

rather than technology. Over the past years, however, the HIV prevalence rates are on the rise again as a result of withering attention for prevention and the number of new infections remains unacceptably high, especially among women and adolescents. More than 1.6 million Ugandans are living with HIV/AIDS and over 130,000 new infections occur each year, so HIV/AIDS causes tremendous suffering and places an enormous burden on government and civil society

For all institutions within the Education Sector, the 'Work place Policy for Education Institutions' (2004) serves as a guideline. The policy mainly focuses on rights, rules and procedures, but also mentions that 'teachers' education curriculum shall be revised to include HIV and AIDS issues' (section 4.1.1.8)', and Appendix 2 outlines 'Recommended content for employee and students education programmes' (p. 17-18)

The project will assist in the national fight against HIV/AIDS. At system level the efforts will be integrated in the planned capacity development activities in terms of reviewing current guidelines and sharing best practices and innovative ideas. At the level of individual BT/VET institutions, current practices will also be reviewed, using the above-mentioned guidelines as a starting point, and activities will be revised and strengthened as needed. The funds earmarked for vulnerable groups, can be used as encouragement. As educators of teachers and tutors of children and adolescents, it is particularly important that the colleges are at the forefront of the battle, linking to relevant national initiatives.

### 6.3.1 Gender, HIV/AIDS and Sexual and Gender-Based Violence

The Ugandan MoESTS HIV Prevention Plan 2011 includes a specific focus on sexual violence prevention and response. In Uganda sexual violence in the educational environment has taken endemic proportions. Learners and staff (teaching and non-teaching) easily engage in cross-generational and transactional sex for marks, cars, cash, cell phones, favours, etc. Long traveling distances, poor infrastructure, inadequate accommodation and sanitation, weak enforcement of SGBV related policies as well as with stigma and discrimination, often turn educational institutions into unsafe and insecure environments. Girls in Ugandan secondary schools report sexual violence and harassment from both teachers and fellow students.

A study report published by the Ugandan MoESTS reveals that some 77.7% of children at primary school and 82% of children at secondary school have experienced sexual abuse at school. Fifty-one percent of the victims were aged between 10 and 13 years and 40.6% between 14 and 17 years. About 5.9% of children had been subjected to defilement. In public schools sexual abuse was higher (24.5%) than in private schools (16.3%). Teachers appeared to be the major perpetrators of sexual abuse. Sixty-seven percent of children said that they had been sexually abused by male teachers despite existing child protection laws and guidelines. The percentage of children having been sexually abused by male teachers was found to be higher in private schools (69.1%) than in public schools (66%). Factors hampering the effectiveness and implementation of official child protection manners, include rigid procedures for enforcing policy provisions, limited budgets, inability at the village level to address child protection, harmful traditional cultures and inconsistencies in the decentralised government model .

The Uganda school health policy states that guidance and counselling on HIV/AIDS/STI, reproductive health, child abuse, violence, etc. must be provided at all educational institutions, which should designate staff member(s) to oversee guidance and counselling services. However, most schools do not have counsellors, or the counsellors are not active. Besides, most teaching staff might not have the right attitude, values, skills and competences for assuming these tasks. Addressing school-related SV requires a proactive, holistic and multifaceted approach addressing both prevention and response. The management and teaching staff play a key role in enhancing the implementation of SV related policies and programmes. In order for any school-related SV policy to be effective, teachers should also be offered opportunities for exploring their own attitudes and personal experiences regarding SV, sexuality, HIV and AIDS. For them to appropriately support such programmes it is not only important to gain better

knowledge about the different aspects of SV, but also to understand the impact of SV on the survivor, his/her community as well as on the educational environment.

## 6.4 Social Economy

The project addresses mainly the formal sector of the economy. The “social economy” comes into play, where public and private not-for-profit BTVET institutions offer services to the community and engage in income-generating activities, which offer to the students the opportunity of practicing the trade which they are learning.

The project includes master- crafts persons of the formal and the informal economy in its concept. It may help a number of informal sector enterprises develop towards formalisation and it can contribute to the recognition of competences acquired by practical work experience, a function which is now placed at UGAPRIVI, the organisation of Private Training Providers in Uganda.

The pSDF can – if deemed opportune – provide funding to local and international NGO's to support skills development of social economy activities, labour market insertion of vulnerable groups etc.

Regarding construction, social clauses will be integrated, both for internships, as well as to fix a percentage of local craftsmen to be contracted for the construction.

## 6.5 Children's rights

In 1989 the United Nations General Assembly adopted the ‘Convention of the Rights of the Child’, which is the most widely ratified human rights treaty in history so far. The Convention sets out these rights in 54 articles. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Uganda has ratified the Convention, and a Children's Act, based on the Convention, was passed in 1996.

According to the Convention everyone under the age of 18 is a child and has the right to receive an education. Primary education must be free and secondary education must be available. The intended immediate beneficiaries of the project, the students and trainees who register in BTVET institutions and who engage in apprenticeship, will to a large majority be 18 years old or above. However, it is possible that certain partner companies and organisations of the project, are not respecting the children's rights. When screening partners in the economy, the Project Management Team will include compliance of potential partner companies and organisations with the UN Convention of the Rights of the Child in their selection criteria and notify eventual counteraction to the responsible bodies.

## 7 ANNEXES



## 7.1 Logical framework

	Logic of Intervention	Objectively Verifiable Indicators	Sources of Information	Hypotheses and Risks
<b>General objective</b>				
<b>GO</b>	The employability of youth is improved through better quality of instruction and learning in skills development			
<b>Specific objective - Project objective</b>				
<b>PO</b>	The quality of skills development is enhanced and responsive to labour market needs in four Districts – Kabarole, Masindi, Hoima and Kasese - in Western Uganda in line with the Skilling Uganda reforms	<ul style="list-style-type: none"> <li>• Increase in employer's satisfaction of quality and knowledge of trainees and interns</li> <li>• Number of new short training modules organized (funded through pSDF) and developed, based on employer's / labour market needs</li> <li>• Evolution in number of trainees at BTVET institutions in selected and supported sections</li> <li>• Evolution in number of BTVET trainees of targeted institutions, recruited in private sector or self-employed.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey by PMU</li> <li>• Reports by PMU</li> <li>• Reports of BTVET institutions</li> <li>• Education Management Information System / Statistical data of MoESTS</li> <li>• Tracer Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible implementation structure</li> <li>• attachment of the project to the Ministry of Education, Science, Technology &amp; Sports</li> <li>• Independent project office in the project region with a large autonomy of action, shared with the new BTC Health Insurance project,</li> <li>• Employers willing to engage in BTVET</li> <li>• Increase in formal employment in the region</li> <li>• Creation of two (in a later stage up to four) Consultative Committees which prepare and accompany decision-making and implementation of a strong link from the national level to the two Regions – the four Districts – the four Municipalities</li> </ul>

	Logic of Intervention	Objectively Verifiable Indicators	Sources of Information	Hypotheses and Risks
<b>Result 1: Policy and Governance</b>				
<b>R 1</b>	The BTVET and employment (sub)sector have a coordinated and formally agreed governance structure, vision and medium-term strategy	<p><b><u>At the national level:</u></b></p> <ul style="list-style-type: none"> <li>number of advocacy actions of the RTF targeting Government, Parliament, Employers, Trade Unions and Civil Society.</li> <li>2 updates of the mapping by RTF of interventions in Skills Development-Employment</li> <li>Yearly action plan and budget of RTF is approved and implemented</li> <li>Skilling Uganda Strategy: Increased participation of private sector in BTVET planning and decision-making</li> <li>Skilling Uganda Strategy: BTVET policy making and administrative capacities established in social partner organisations (FUE and TUs, PSFU, UMA, etc.) and business associations at national and local levels</li> </ul> <p><b><u>In the project area (Rwenzori and Albertine regions).</u></b></p> <ul style="list-style-type: none"> <li>1,5 year after project start, two regional Committees are created and in operation, overseeing offer and demand of skills in Rwenzori and Albertine regions</li> <li>1 year after project start, information on Skills offer and demand is collected and available, at the targeted BTVET institutions, relevant companies and Business Associations, District and Municipal Governments and at the project office.</li> <li>1 year after project start, the Baseline Study report is available and it contains relevant information which is consulted by employers and BTVET institutions.</li> <li>The structure of the M&amp;E and Learning System is available in an easy-to-use handbook, guide or manual.</li> </ul>	<ul style="list-style-type: none"> <li>Media communiqués</li> <li>Reports of private sector organisations and trade unions</li> <li>RTF Report and MoESTS Budget</li> <li>Yearly “Skilling Uganda” progress report</li> <li>Media reports and RTF activity report</li> <li>Project activity reports</li> <li>Media reports, project documentation</li> <li>Baseline Study report</li> <li>LMIS report</li> <li>M&amp;E Handbook, guide or manual</li> </ul>	<ul style="list-style-type: none"> <li>The interest of Employers, Trade Unions and Government in implementing the Skilling Uganda Strategic Plan remains at a medium to high priority level.</li> <li>Budget for RTF available</li> </ul>

	Logic of Intervention	Objectively Verifiable Indicators	Sources of Information	Hypotheses and Risks
<b>Result 2: Pilot Skills Development Fund</b>				
<b>R 2</b>	The competitive Pilot Skills Development Fund is established and operates in the Project Area and is used as a model for the future National Skills Development Fund.	<ul style="list-style-type: none"> <li>At the national level: 30 months after project start-up, the design of the (basket) Skills Development Fund exists.</li> <li>At the local level: 12 months after project start-up, the pSDF design is finalized and approved by PSC. The Manual of Operations for the pilot SDF is available within 18 months after project start-up.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of the Skills Development Fund</li> <li>Manual of Operations</li> <li>Project records</li> <li>Project records</li> </ul>	<ul style="list-style-type: none"> <li>The Project establishes a Pilot Skills Development Fund Development Fund to demonstrate its feasibility and benefit as a case study for National Fund Development.</li> <li>Experience in how to manage a Skills Development Fund can be collected from running the Pilot Fund and from successful and unsuccessful examples abroad, specifically in East Africa. Successful Fund management and best practices demonstrated during the Pilot-Skills Development Fund period will attract other donors to put money in various windows / baskets.</li> <li>Active presence on the political and the technical level, sustained by the Belgian Embassy –</li> <li>Support for establishing a specific Donor Sector Table “BTVET-Employment-Economic Development would help.</li> </ul>

	Logic of Intervention	Objectively Verifiable Indicators	Sources of Information	Hypotheses and Risks
<b>Result 3: Quality and Access to quality training</b>				
R 3	Quality of training and qualification processes is improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females.	<p>In the project area:</p> <ul style="list-style-type: none"> <li>Three years after project start-up, all targeted BTVET institutions use modern administration and management tools for academic management, financial management, management of procurement, stocks, maintenance and services for clients</li> <li>Two years after project start-up, an instructor training facility is attached to one of the public BTVET institutions.</li> </ul>	<p>Reports</p> <p>Admission List</p> <p>Examination results</p> <p>Request documents submitted by the targeted BTVET institutions</p> <p>Reports and records of targeted BTVET institutions</p>	<ul style="list-style-type: none"> <li>Participatory approach in the project design</li> <li>Good negotiation capacities of the project team members</li> <li>The linkage of BTVET providers with companies, public authorities and other stakeholders and actors at the District, Municipal and institutional level is maybe not new, but rarely institutionalised.</li> <li>The lack of availability of quality trainers (instructors / teachers / supervisors / master-crafts persons) who may be upgraded, could constitute a risk. It will be mitigated by creating the pole for technical teacher, instructor and master craftsmen</li> <li>Lack of willingness on the side of some public actors to accept private BTVET providers and UGAPRIVI as a partner "at eyes level"</li> </ul>
		<p>Skilling Uganda Strategy</p> <ul style="list-style-type: none"> <li>50 % of all governing bodies of BTVET institutions represent employers and the business community</li> <li>Employer-based training in terms of firms, employees, interns and apprentices has increased</li> </ul>	<p>RTF reports and MoESTS reports</p> <p>Project reporting</p>	

		<ul style="list-style-type: none"> <li>• Internship improvement concept agreed upon.</li> <li>• BTVET institutions continuously adjust their programmes and curricula in response to changing needs of the labour market.</li> <li>• All Head instructors and senior staff of targeted BTVET institutions received management training by the end of the project.</li> <li>• All instructors of targeted BTVET institutions received at least 2 weeks of technical training</li> <li>• All targeted BTVET institutions conduct Tracer Studies by 2018</li> <li>• Increased number of female students and students with special needs in formal and non-formal BTVET programmes assisted through bursaries and scholarships by the project</li> </ul>		
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Activities to reach the Results	Means	Belgian Contribution
See Chapter 3		

## 7.2 Chronogram

Although the budget of most activities and results run throughout the lifespan of the intervention, certain activities will start later than others. The upgrading of facilities of the 5 preselected BTVET will only start in Y2, and probably be ended by Y3. The soft support (training, coaching), can start earlier. The pSDF will only be running by the end of Y2, but preparation and design of the pSDF will be done in Y1. Most of the capacity building of public staff at central and decentralised level and of staff of BMO's, should peak in Y2-Y3. However, continuous efforts will be needed f.i. when the SDA or the national SDF are launched.

CHRONOGRAMME				YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
to enhance the quality of skills development and make them responsive to labour market needs in four districts in Western Uganda in line with the Skilling Uganda Reforms								
A	01		The BTJET en Employmnt sector have a coordinated and formally agreed gouvernance structure, vision and medium-term strategy					
A	01	01	Support the RTF					
A	01	02	ESTABLISH AND RUN AN M&E SYSTEM					
A	01	03	IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR ALL KEY ACTORS					
A	01	04	SUPPORT THE ESTABLISHMENT OF COORDINATION STRUCTURES AT DISTRICT LEVEL					
A	01	05	UNDERTAKE ACTION RESEARCH					
A	02		the pilot skills development fund is established and operates in the project area					
A	02	01	DESIGN THE Psdf					
A	02	02	BUILD CAPACITY AND ELABORATE MANUAL OF OPERATIONS					
A	02	03	OPERATE THE Psdf					
A	02	04	TRANSFER EXPERIENCE TO NATIONAL SDF					
A	03		Quality of training and qualification processes is improved and access to quality BTJET provision is enhanced					
A	03	01	UPGRADE FIRST GOURP OF SELECTED TRAINING PROVIDERS					
A	03	02	UPGRADE MANAGEMENT CAPACITIES OF THE 6 TRAINING PROVIDERS					
A	03	03	SUPERVISE DEV PLANS OF 6 INSTITUTIONS					
A	03	04	ESTABLISH CONTINUOUS TRAINING WITH ABILONINO/NAKAWA					
A	03	05	IMPROVE QUALITY OF INTERNSHIPS					
A	03	06	INITIATE INITIATIVES FOR IMPROVED TRAINING PROVISION AND ACCESS TO TRAINING					
A	03	07	SET GENDER TARGETS					
A	03	08	SET SOCIAL TARGETS					
A	03	09	SET QUANTITATIVE TAREGTS AND TRACE					
Z	04		Audit et Suivi et Evaluation					
Z	04	01	MTR AND FE					
Z	04	02	Audit					
Z	04	03	Backstopping					

## 7.3 ToR long-term personnel

### 7.3.1 Project Manager

The Project Manager (PM) shall be selected by MoESTS from within the MoESTS Directorate of Planning, with a 'no objection' agreement of BTC. He/she will supervise the Project Management Team (PMT) and will work on a part-time basis in coordination with the International project co-manager.

Duty station: Kampala

Duration of the assignment: 60 months

#### Tasks

The PM will report 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 PC will feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Project framework. He/She will work in continuous cooperation with the project co-manager.

Reporting to MoESTS and BTC the PM's specific tasks include:

- Providing overall leadership of the PMT and coordinating its activities with those of MoESTS
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Technical guidance on project methodology and strategy;
- oversight of financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contribution to compilation of the project final report at the end of the project;
- Coordination and networking with other national and international partners;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Organise bi-annual PSC meetings;
- Prepare the contents and agenda of the PSC meetings; co-present to the PSC
- Be responsible for regular communication with BTC on the management and supervision of Project implementation;
- Act on behalf of the Chairman of the PSC if authorised, and report back to the Chairperson on actions taken;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;
- Ensure coordination and exchange of experiences between the project and other related experiences;

#### Reporting

- The PC shall discuss and agree with the Chairperson of the PSC on the form and frequency of reporting. Besides periodic progress and financial reports the PC shall provide the following reports:
- Consolidated and coordinated quarterly and annual progress reports, including recommendations;
- Financial reports in accordance with the requirements of BTC and the MoESTS;



- A Final report summarising the results of the Project including lessons learnt, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the Chairperson of the PSC or BTC.

#### **Minimum profile**

S/he has

- A university degree (minimum Master level);
- Good project management abilities, an experience in human resource management, and a good knowledge BTVET;
- Has managed similar international cooperation projects;
- Has at least 5 years of relevant experience in monitoring and evaluation of education projects;
- Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset
- Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;
- Good communication, presentation and facilitation skills;

### **7.3.2 International Sector TVET Expert (project Co-manager)**

The International Sector Expert in TVET shall be selected by BTC and presented to the MoESTS. S/he will be one of the members of the PMT, and will work on a full-time basis in coordination with the project manager.

Duty station: Kampala – MoESTS or RTF

Duration of the assignment: 60 months

#### **Tasks**

The Co-manager will report to the Project Steering Committee (PSC) and will ensure that the members are well informed of project progress and adequately supplied with sufficient information to carry out their decision-making responsibilities. The Project co-Manager will feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Project framework. Together with the Project Manager, he is the final responsible for the progress and quality of the intervention.

S/he :

- Must ensure, in close consultation and collaboration with the respective officers of MoESTS, the coordination between the different stakeholders, including other donor initiatives;
- Makes sure the strategy of the project is consistent and ensures a technically sound implementation of the project ;
- Provide expertise and guidance to result areas 1 and 2
- Coach the Project team.
- Supervise and evaluate the work of PT-members
- Oversees the planning and preparation phase of all components of the intervention

- Provides direct technical support to all activities and brings a key contribution concerning BTVET policy and instruments;
- Co-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.
- Develop - and revise if necessary - ToR for all local staff, and ensure proper recruitment of the local staff.
- Organises, coordinates and supervises the implementation of project activities in accordance with the approved project work plans;
- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contributes to the compilation of the project final report at the end of the project;
- Analyses and consolidates monitoring reports and prepares recommendations for the PSC;
- Organises bi-annual PSC meetings;
- Prepares the contents and agenda of the PSC meetings;
- Is responsible for regular communication with BTC on the management and supervision of Project implementation;
- Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;
- Ensures coordination and exchange of experiences between the project and other related interventions and activities;
- Is an authorised account-holder for the accounts.

#### **Minimum profile**

S/he has :

- A university degree (minimum Master level) in Education/Social Sciences/Human resource management, together with at least 8 years experience in project management;
- Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;
- Managed similar international cooperation projects by bilateral or multilateral donors;
- Proven and extensive experience in BTVET and coaching of professionals
- Proven experience in federating different stakeholders in BTVET sector
- Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset;
- Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;
- Good communication, presentation and facilitation skills; Fluent in English;
- Able to work under stressful conditions with no objection to working overtime and undertaking field missions;
- Knowledge of the local context will be an asset.

### **7.3.3 International Contracting (20%) and Financial (40%) Expert (RAFI and International Procurement expert on part time basis)**

The International Contracting and Financial experts shall be selected by BTC and presented to the MoESTS. S/he will be a member of the PMT.

Duty station: Kampala

Duration of the assignment: 60 months

#### **Tasks:**

S/he will

#### **Financial management of the program**

- Assist in budget preparation and financial planning
- Validate annual budgets
- Supervise accounting of main account and operational account
- Control and approve the accounting of the implementing unit
- Control and validate the financial reports of the implementing unit
- Take final responsibility for timely production of FIT statements; and provide guidance and supervision to the accountant who produces the FIT statements.
- Validate consolidated financial reports
- Monitor budget execution
- Control and validate cash requests from implementing units and prepare cash requests to fund main account
- Manage audits and draft actions plans
- Execute payments or provide no-objection approval for payments
- Provide no-objection approval for commitments
- Draft implementation agreements

#### **Procurement management**

- Draft the procurement plan
- Supervise the procurement process and raise its efficiency
- Ensure compliance with the Belgian and Ugandan procurement rules
- Supervise the management of the vehicles, infrastructure and materials
- Ensure management and contracts follow-up

#### **HR management**

- Ensure administrative management of the local personnel with the help of the administrative and accounting officer (contracts, payroll, days-off)
- Help the project manager and co-manager with the recruitment process of local staff

#### **Technical assistance**

- Provide advice to the MoESTS and schools in order to improve their financial management and procurement
- Provide assistance in the development of new procedures and tools

- Provide assistance in the development of the project implementation manual.

**Profile:**

- University degree in administration and accounting;
- Minimum 8 years experience in accounting and project administration;
- Experience with working for an international organization or NGO;
- Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) a strong advantage;
- Proficient in English;
- Mature, good communicator and team player;
- Able to work under stressful conditions and with no objections to working overtime and undertaking field missions
- Knowledge in Total Quality Management will be considered an advantage.

### 7.3.4 The administrative and accounts assistants

Shall be selected by BTC and presented to the MoESTS and will be responsible for a variety of administrative and finance-related tasks including the ones listed below (NB: this list is not exhaustive). They will work under direct supervision of the International Contracting and Financial Coordinator in relation to administering and reporting on all types of expenses.

**Major tasks**

S/he will:

**Banking, cheque and cash management**

- Prepare, register and keep cheques
- Prepare staff payrolls for bank transfers at the end of each month.
- Ensures all invoices from external parties (contractors, suppliers,...) are paid in time, by bank transfer, cheque or cash and arrange those documents by date. It will be her/his task to prepare bank transfers and cheque documents, and also to manage pipeline payment to external parties.
- Attend to, and record, all bank transactions, maintain bank accounts, ensure monthly bank statements and account overviews
- Take final responsibility for the cash management, and supervise the person allocated the role of petty cash management: this includes regular daily cash counts, verification of balance of cashbook and cash-on-hand, assisting the cashier in solving imbalances, establishing and signing of cash count statements.
- Ensure liquidation of any internal advances and update advances outstanding by the end of each month and report accordingly to the Finance officer.
- Be responsible for sound cash planning & cash withdrawals, in order to avoid cash shortages or large amounts of cash left in the safe (security issue).
- Updates fixed asset register, and follows up consultancies, contractor contracts and the stationary stock.

**Financial activity reporting**

- Record all project expenses properly in FIT, following the set guidelines and within the required deadline being at the latest the 15th of the following month.

- Produce FIT statements for checking and control by the PMU management; make all necessary corrections; and make all necessary preparations for the monthly closing of the accounting.
- Supervise daily entry of expenses in the cashbook by the cashier.
- Supervise and ensure the smooth sub-accounting of schools – including verification of financial reports, expenses and supporting documents.
- Produce FIT statements for control by the International and Contracting Coordinator, make all necessary corrections and make all preparations for the monthly closing of the accounting.
- Supervise daily entry of expenses in the cashbook by the cashier.
- Check and control to ensure quality and completeness of justification and supporting accounting documents of all expenses following the set guidelines
- Ensure accounting coding and budgeting lines are correct: this includes verification of financial reports, expenses and supporting documents.
- Keep track of accounting data by putting reference as GT and AT on the specific documents on a monthly basis.
- Ensure monthly balance of FIT/Cashbooks/Cashboxes and bank statements are the same, and take responsibility for completion and approval of reconciliation statements if any.
- Be responsible for the transparent and consistent filing of all accounting, banking and cash management documents (that are arranged by the cashier).
- Ensure that copies of all supporting Bank documents are taken, and check cash document copying by cashier, before these documents are sent to LAF on a monthly basis.

#### **Financial Administration**

- Check to ensure correct application of allowances by verifying the calculations of cashier.
- Assist PCT with a variety of tasks: e.g. cost calculations, filing finance-related documents, monthly and weekly financial planning, managing pipeline payments...etc.

#### **Budgeting and financial planning**

- Provides all necessary accounting data and information to the Managers and International and Contracting Coordinator, for him/her to be able to follow up on budget and planning.
- Assist the International and Contracting Coordinator in the elaboration of reports, budgets and plans.

#### **Profile:**

- University degree in Administration and accounting;
- Minimum 5 years experience in accounting and project administration;
- Experience of working for an international organization or NGO;
- Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) will be considered a strong advantage;
- Proficient in English;
- Mature, good communicator and team player;
- Able to work under stressful conditions and with no objections to overtime working and undertaking field missions

### **7.3.5 Four national field coordinators**

Four national BTJET sector specialists will be recruited by BTC Kampala (or by a BMO but paid by the project), with each being assigned to work full-time in one of the four supported districts (based in one of the selected BTJET institutions or at the BMO-regional office). They will focus predominantly on improving the practical side of BTJET courses and on supporting the management of the BTJET

institutions, bringing in theory as and when this is necessary and appropriate to explain and underpin the practical side. They will pay particular attention to ensuring the sustainability of any gains achieved during the intervention.

Duty Station: 1 field coordinators to be placed in Fort Portal, Kasese, Hoima and Masindi

### **Tasks**

Each field officer will:

- organising and supporting within the assigned college and BMO's, a comprehensive programme of training and coaching on the practical side of teaching and learning covering all teaching and training staff;
- Organise, coordinate and supervise the implementation of project activities in accordance with the approved project work plans;
- Provide the specialist knowledge, expertise and experience of modern, BTVET, necessary to bring about a paradigm shift to cooperate with private sector and demand-driven BTVET provision
- Organise regular workshops with college staff to review progress, deliver further information and guidance, and troubleshoot any problems or difficulties being experienced
- Assist in the design, preparation, adaptation and refinement of teaching support materials for teaching staff
- Introduce throughout the college the “course manual preparation” approach into the BTVET institution
- Advise the PMT on successes and challenges
- Any other tasks of a similar nature, that may be prescribed from time to time, necessary to achieve improvement in teaching and learning and the objectives of the intervention

### **Minimum profile:**

- Diploma level, preferably in a technical field
- At least 3 years experience in a private company
- At least 2 years of proven successful BTVET experience
- Proven expertise in the practical side BTVET delivery, using partnerships with private sector
- Mature, good communicator and facilitator,
- Fluent in English
- Able to work under stressful conditions and having no objection to working overtime

### **7.3.6 (International) Project Field manager**

An international sector specialist in strategic planning and management in the teaching and learning side of the BTVET sub-sector, will be selected by BTC and presented to the MoESTS. S/he will be a member of the PCT.

- Duty Station: Fort Portal
- Duration of Assignment: 60 months

### **Tasks**

- Is responsible for the Implementation of all activities under Result area 3
- provide technical inputs and feedback in achieving Result Area 2 (design of the pSDF)

- coach and support the 5 selected institutions to carry out a needs assessment and development plan
- Collaborate with BMO's and private sector companies to form a regional platform and articulate PP-projects.
- Provide expert guidance and advice to the leadership and governance of the institutions , and to the MoESTS, regarding strategic aspects of the operational and educational sides of the institution – including in relation to management, governance, maintenance and physical infrastructure and education and training
- Provide advice and guidance to the institution and to the MoESTS in relation to the selection of priority fields of study in relation to the labour market
- Ensure the performant functioning of the pSDF (dev of ToR, supporting the selection and grant committee, provide quality assurance, ...).
- Coordinate with relevant stakeholders (private sector companies) and donors to join the pSDF.

#### **Reporting**

The project field manager shall assist the PMT in the preparation of periodic progress reports and financial reports. In particular s/he shall assist the PM in preparing:

- Consolidated and coordinated quarterly and annual progress reports including recommendations;
- Financial reports in accordance with the requirements of BTC;
- A Final report summarising the results of the Project including lessons learnt, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the MoESTS, PSC or BTC.

#### **Minimum profile -**

- A Master's degree or equivalent in technical fields, social Sciences/ management/ education
- At least 7 years of proven successful experience in the field of strategic / organisational management in BTVET
- Relevant experience in strategic planning of the education and training in BTVET institutions
- Fluent in English
- Able to work under stressful conditions and having no objection to working overtime
- At least 5 years of experience in working with the private sector in BTVET.
- Experience in (supporting) setting up and managing Training Funds.

### 7.3.7 National Infrastructure expert

- The National Infrastructure expert will be recruited to operate within the PMT. He/she will be a member of the PMT, and will work under the supervision of the PM and the Project Co-manager.

#### **His/her specific tasks include:**

- Overall planning of the project activities related to construction;
- Organising and coordinating MoESTS inputs in the project, especially with CMU;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Organising the infrastructure activities, including capacity development and awareness raising, in coordination with the other project activities
- Supervising engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure;
- Introducing 'State of the Art' environment protection, energy efficiency and gender sensitive principles into MoESTS guidelines and strategies ;
- Contributing to the financial and activity reporting of the PMT;
- Conducting weekly site inspections during rehabilitation/ construction works;
- Organising the partial and final handover of both works and equipment, including furniture supply.

#### **Minimum profile**

- Degree in civil or architectural engineering;
- At least 7 years experience in construction;
- Proven experience in school building projects;
- Proven experience in working with public tendering procedures;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions and with no objection to working overtime and undertaking field missions.

### 7.3.8 International Infrastructure expert (15% on this intervention)

In consultation with the MoESTS, the International infrastructure Expert will work on a part-time basis for a period of 5 years. He/she shall be selected by BTC and presented to MoESTS. He/she will be a member of the PMT.

Duty station: Kampala, with frequent site visits

Duration of the assignment: 60 months part-time

#### **Tasks**

He/she will support the MoESTS and the PMT to follow-up some studies, guide the design and implementation stages of the investments works in the targeted BT/VET institutions, develop capacity development activities, and lead the process of evaluation and dissemination of experience. She/he will work and collaborate closely with MoESTS, the PMT and the International and local consultants and will assume significant coordination responsibilities.



The specific tasks include:

- Oversee the infrastructure project activities in close cooperation with the PMT and MoESTS;
- Assist in the identification of key stakeholders for the project;
- Maintain close relationships with the MoESTS and other relevant Ugandan agencies, Ministries and the donor community;
- Supervise and guide the contracting of international and local technical consultancy services in close collaboration with the PMT and MoESTS;
- Supervise and guide the contracting of capacity building organisations and other training providers in close collaboration with the PMU;
- Provide technical guidance on project methodology and strategy;
- Assist the PMT and MoESTS in the writing of the terms of reference and all related technical specifications required for the execution of the project activities in the area of infrastructure provision and equipment;
- Provide an input in terms of innovative approaches and technologies related to capacity-building, awareness-raising and alternative design and construction of infrastructure facilities and their evaluation;
- Organise activities to evaluate and capitalise on the lessons learned both for MoESTS and BTC;
- Set up the methodology, the tools, and the assignment of responsibility for the technical site supervision of the rehabilitation and extension works;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services;
- Provide support to the PCT in the management of the project;
- Prepare in collaboration with PMT the Project progress reports;
- Coordinate with the PM the preparation of project work plans in cooperation with the PMT;
- Organise, coordinate and supervise the implementation of project activities in accordance with the approved project work plans;
- Assist the PM and co-PM in their role of supervising the preparation of regular financial reports for the Belgian contribution;
- Coordinate and facilitate the financial audit for the Belgian contribution;
- Contribute to the compilation of the project final report at the end of the project;
- Coordinate and network with other national and international partners.

#### **Reporting**

He/she shall assist the PMT in the preparation of periodic progress reports and financial reports. In particular s/he shall assist the PM in preparing:

- Consolidated and coordinated quarterly and annual progress reports including recommendations;
- Financial reports in accordance with the requirements of BTC and the MoESTS;
- A Final report summarising the results of the Project including lessons learnt, and providing conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the MoESTS, PSC or BTC.

#### **Minimum profile**

- Degree in civil or architectural engineering;
- At least 10 years experience in construction and at least 5 years experience in development cooperation projects (emphasis on public procurement);

- Proven experience in school buildings and capacity building activities is an asset;
- Proven knowledge in sustainable projects using energy efficiency principles, alternative technologies and renewable energy production is an asset;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions with no objection to working overtime and undertaking field missions;
- Knowledge of the local context will be an asset.