



**BTC**



## **REPORT RESULTS 2015**

**SUPPORT THE IMPLEMENTATION OF  
SKILLING UGANDA STRATEGY**

**UGANDA**

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## Acronyms

BMO	Business Membership Organisations
BTC	Belgian Development Agency
BTVET	Business Technical Vocational Education and Training
EU	European Union
GIZ	Gesellschaft für Internationale Zusammenarbeit
ILO	International Labour Organisation
M&E	Monitoring and Evaluation
MoESTS	Ministry of Education, Science Technology and Sports
N/A	Not Applicable
PMT/U	Programme Management Team/Unit
PS	Permanent Secretary
pSDF	Pilot Skills Development Fund
RTF	Reform Task Force
SDA	Skills Development Authority
SSU	Support to Implementation of the Skilling Uganda Strategy
TVET	Technical Vocational Education and Training
TFF	Technical and Financial File
UGAPRIV	Uganda Private Vocational Institutes Association
ZOA	Zuidoost Africa

## 1 Intervention at a glance (max. 2 pages)

### 1.1 Intervention form

Intervention name	Support to the implementation of the Skilling Uganda Strategy
Intervention Code	UGA1402711
Location	Uganda
Budget	16 million Euros
Partner Institution	Ministry of Education, Science, Technology and Sports (MoESTS)
Date intervention start /Opening steering committee	28 July 2015 (SC 1 – 18 Nov 2015)
End date specific agreement	27 July 2021
Target groups	<p>The project supports the implementation of some of the key-reforms of the national BTVET strategy, both on a national/central level, and on the local level, in 4 districts in Western Uganda.</p> <p>It supports and strengthens policy formulation and implementation, it assists in developing financing instruments and new modalities for training delivery, and it supports a restricted number of training providers in Kasese, Fort Portal, Hoima and Masindi. The project strives for a close collaboration with Business Membership Organisations and private sector companies on all levels of intervention.</p>
Impact <sup>1</sup>	The employability of youth is increased through better quality of instruction and learning in Skills Development
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms
Outputs	<p>1. The BTVET and employment (sub)sector has a coordinated and formally agreed governance structure, vision and medium-term strategy</p> <p>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</p> <p>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>
Total budget of the intervention	16 million euros (+ 1.6million euros in kind by the Government of Uganda)

<sup>1</sup> Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

## 1.2 Budget execution

Output/ Result	Budget(Euros)	Expenditure		Balance	Disburse- ment rate at the end of year n
		Previous years	Year covered by report (2015)		
<b>Total</b>	16.000.000	<i>n/a</i>	111.089	15.888.910	0.69%
<b>Output 1</b>	2.190.000	<i>n/a</i>	54.307	2.135.692	2.5%
<b>Output 2</b>	357.200	<i>n/a</i>	0	357.200	0.00%
<b>Output 3</b>	10.248.000	<i>n/a</i>	4.323	10.243.676	0.04%
<b>Reserve</b>	538.300			538.300	
<b>General means</b>	2.666.500	<i>n/a</i>	52.458	2.614.014	2.00%

## 1.3 Self-assessment performance

### 1.3.1 Relevance

	Performance
Relevance	

N/A

### 1.3.2 Effectiveness

	Performance
Effectiveness	

N/A

### 1.3.3 Efficiency

	Performance
Efficiency	

N/A

### 1.3.4 Potential sustainability

	Performance
Potential sustainability	

N/A

## 1.4 Conclusions

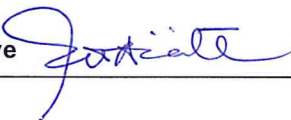
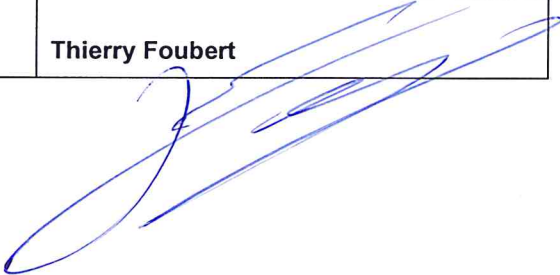
In its start-up year, the intervention follows the work plan of a careful inception phase to ensure the positioning of the intervention in the BTVET sub-sector in Uganda. Building on previous developments and in condition with the main stakeholders and other actors it aims at contributing significantly to the implementation of the Skilling Uganda strategic plan, laying a solid base for the further roll out of the project at the three project levels.

During its first quarter of implementation, the SSU team focused on the inception phase with a) the recruitment of personnel, b) the organization of the first Steering Committee (SC1), c) the installation of the project management team (PMT) offices at the MOESTS building and d) the initiation of the baseline study.

The main activity of Q4 2014 was the initiation of the inception workplan through a series of parallel processes. A detailed work plan has been prepared and tracking is ongoing of the implementation of the different parallel processes, to allow to move ahead in the various results and collect significant information in parallel tracks.

The inception phase will not only include a benchmark (institutional audit incl. a "0"-measurement) of the 5 beneficiary institutions, but will also include a revision of the project's M&E matrix, preparations for capacity building activities, the scoping and mapping of relevant change processes foreseen in the Skilling Uganda (SU) strategy and their status and is expected to be validated in a participatory Theory of Change workshop planned in the first semester of 2016.

While a series of activities have been initiated to set the basis for all 3 results, progress has especially been in made the 5 beneficiary institutions in Western Uganda, thanks to a close coordination with the Skills Development for Human Resources (SDHR) programme. Thanks to their integration in SDHR programme, the 5 institutions have been empowered to initiate their self-assessments in December 2016, on the basis of which early 2016 each institute will developed its own strategic development ("business") plan including a full-fledged HRD planning.

National execution official	BTC execution official
Elliot Arinaitwe 	Thierry Foubert 

## 2 Results Monitoring<sup>2</sup>

### 2.1 Evolution of the context

#### 2.1.1 General context

The description of the general context of Uganda in general and the TVET subsector in specific is specified in the Technical and Financial File.

A series of preparatory assessments and context analyses (incl. Labour Market Survey, TVET establishment scans, gender analysis, etc.) have been executed with the support of the Belgian-Ugandan Study Fund prior to the roll out of the SSU intervention. The studies will be revisited during the Inception Phase of the SSU intervention, and further refined, if deemed necessary.

#### 2.1.2 Institutional context

At the national level, SSU intervention aims at supporting the reform process as initiated in the Skilling Uganda Strategic plan 2012-2021 and will do so through its various results providing support for the reform at different levels, including piloting & testing at field level (result 3), initiating pooled funding for BTVET reform (result 2) and contributing to systemic change through support to the reform process at national level (result 1).

Since the start-up of the intervention the Reform Task Force (RTF) continues to progress in the institution and system building for the establishment of a Skills Development Authority (SDA). Though the second RTF secretariat has been developing a series of systemic and organisational reference documents (with the support of a management advisor supported by the Belgian-Ugandan Study Fund), the SDA has not yet been established as stipulated in earlier roadmaps for the RTF.

During its inception phase, the SSU intervention will support the RTF with a series of consultations, which will be organized in close coordination with the technical and financial partners (TFPs) active in Skills Development in Uganda.

#### 2.1.3 Management context: execution modalities

The supervising organ of the project's implementation is the Project Steering Committee. It is composed of the following parties **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 Committee will also have the following representatives of the following actors **as non-voting members**:

- 2 representatives of the 5 directly targeted institutions, 1 for the public institutions and 1 for the private institutions;
- MoESTS Department of Planning
- MoESTS departments of BTVET Department, UBTEB, DIT, TIET;

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<sup>2</sup> Impact refers to global objective, Outcome refers to specific objective, output refers to expected result



- Uganda Association of Private Vocational Institutes (UGAPRIVI);
- The President and the Executive Secretary of the Reform Task Force

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

A Project Coordination Team will ensure daily management of the project. It is based in Kampala, in office space provided by the Ministry of Education, Science, Technology and Sports within the Ministry. The Project leadership consists of a National Project Coordinator, nominated by the Ministry, and an International Project Co-coordinator, who acts as a tandem.

The project is in the process of setting up a Field Office in Fort Portal, which manages the activities linked with the physical implementation of the project in the Ruwenzori 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 for which recruitment is ongoing.

### 2.1.4 Harmo context

Though the SSU intervention committed on supporting specific targets in 5 specific BTVET providers in Western Uganda, it also aims at supporting systemic change at national level. Therefore the SSU intervention is expected to coordinate its support activities with other main actors of Technical and Financial Partners (TFP) active in a wider forum of support to BTVET sub-sector and more in specific the Reform Task Force for Skilling Uganda including public and private partners.

During its inception phase the PMT engaged in a series of meetings with prominent actors in Business Technical and Vocational Education and Training (TVET) such as the World Bank, the International Labour Organisation (ILO), the European Union (EU), IrishAID, AVSI, Zuidoost Africa (ZOA), the Gesellschaft für Internationale Zusammenarbeit (GIZ) and a number of national and international NGO's taking in both local and global experiences in the field of managing Skills Development.

It is worth mentioning that during its inception phase, the Belgian Embassy and BTC have been approached by the EU delegation in Kampala as well as by the Embassy of Ireland to investigate the opportunities to expand the Support to Skilling Uganda to include respectively skills development for refugee communities in the West Nile and skills development for youth, women and girls in Karamoja. These opportunities would allow for additional piloting of the SU reform process and expanding the scope of SSU to other regions in the country.

## 2.2 Performance outcome



*Please note that the indicators below have been taken directly from the TFF and will still be subject to revision as part of the Baseline exercise. Since the intervention only started in the last quarter of 2015, it is too early to report on any progress made.*

## 2.2.1 Progress of indicators<sup>3</sup>

<b>Outcome1: OUTCOME: The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms</b>					
<b>Indicators<sup>4</sup></b>	<b>Baseline value<sup>5</sup></b>	<b>Value year N-1<sup>6</sup></b>	<b>Value year N<sup>7</sup></b>	<b>Target year N<sup>8</sup></b>	<b>End Target<sup>9</sup></b>
Increase in employer's satisfaction of quality and knowledge of trainees and interns					
Number of new short training modules organized (funded through pSDF) and developed, based on employer's / labour market needs					
Evolution in number of trainees at BTVET institutions in selected and supported sections					
Evolution in number of BTVET trainees of targeted institutions, recruited in private sector or self-employed					

## 2.2.2 Analysis of progress made

N/A

## 2.2.3 Potential Impact

N/A

<sup>3</sup> You can use the table provided, or you can replace it by your own monitoring matrix format. Add/delete columns according to the context (some interventions will need to add columns for previous years while other – new - interventions will not have a value for the previous year).

<sup>4</sup> Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

<sup>5</sup> The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)

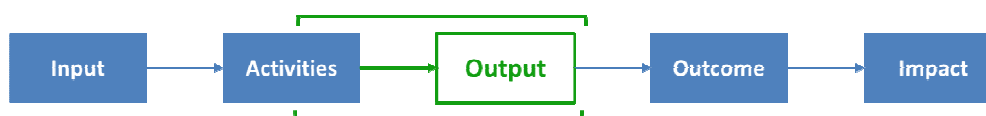
<sup>6</sup> The achieved value of the indicator at the end of year N-1

<sup>7</sup> The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

<sup>8</sup> The planned target at the end of year N

<sup>9</sup> The target value at the end of the intervention

## 2.3 Performance output 1<sup>10</sup>



### 2.3.1 Progress of indicators

<b>OUTPUT</b>					
<b>OUTPUT 1: The BTVET and employment (sub)sector has a coordinated and formally agreed governance structure, vision and medium-term strategy</b>					
<b>Indicators<sup>11</sup></b>	<b>Baseline value<sup>12</sup></b>	<b>Value year N-1<sup>13</sup></b>	<b>Value year N<sup>14</sup></b>	<b>Target year N<sup>15</sup></b>	<b>End Target<sup>16</sup></b>
number of advocacy actions of the RTF targeting Government, Parliament, Employers, Trade Unions and Civil Society 1					
2 updates of the mapping by RTF of interventions in Skills Development-Employment					
Skilling Uganda Strategy 2012/3-2021/2: Increased participation of private sector in BTVET planning and decision-making					
1.5 years after project start, two regional Committees are created and in operation, overseeing offer and demand of skills in Rwenzori and Albertine regions					
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. A system to update this information is running and maintained					

<sup>10</sup> The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the unnecessary chapters. As for the outcome level, you may also replace this table by the intervention's own format (e.g. from your operational monitoring tool)

<sup>11</sup> Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

<sup>12</sup> The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)

<sup>13</sup> The achieved value of the indicator at the end of year N-1

<sup>14</sup> The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

<sup>15</sup> The planned target at the end of year N

<sup>16</sup> The target value at the end of the intervention

## 2.3.2 Progress of main activities

Progress of <u>main</u> activities <sup>17</sup>	Progress:			
	A	B	C	D
1. Support to the Reform Task Force; analyses current functions and identify gaps, support the RTF in coordination function, conduct mapping and publish updates, support piloting and governance of BTVET				
2. Establish and M&E system, develop and establish M&E system, conduct baseline study, collect and disseminate good practices				
3. Implement a capacity building programme for all key actors, build capacity of all key actors in government and administration build capacity of key actors of BMO and UGAPRIVI				
4. Support the establishment of coordination structures at district level, establish a district based BTVET and labour market council Labour market observation system				
5. Undertake Action Research				

## 2.3.3 Analysis of progress made

In October 2015, a large delegation of SD representatives, carefully composed with main stakeholders from both government and private sector, participated in the TVET Symposium jointly organized by the Government of Rwanda and BTC-Apefe-VVOB in Kigali (4-8 Oct 2015). The mission allowed for knowledge sharing between the two countries and exposed the Ugandan delegation to lessons learned from the recently established Rwandan Workforce Development Authority (WDA) and a series of good practices of making TVET more relevant to the labour market.

In addition the SSU intervention has been working closely with the Reform Task Force (RTF) secretariat. While awaiting the launch of the project, a series of preparatory assignments had previously been supported through the Belgian-Ugandan Study Fund. During its first quarter the intervention has gradually taken over the follow up of this support activities in coordination with the RTF secretariat and the BTC representation.

Upon request of the partner, the intervention has also supported a largely attended consultation workshop on 10th December in which the main stakeholders from public and private sector have taken stock of the SU reform process and have debated the status of the establishment of the Skills Development Authority (SDA). The aim of the meeting was to create a common ground for the SDA amongst the main actors involved in the field of Skills Development in Uganda. As a result of this workshop the SSU intervention was requested to provide additional support through consultancy services to refine the SDA proposal, which will be launched early January 2016.

<sup>17</sup> A: The activities are ahead of schedule  
 B: The activities are on schedule  
 C: The activities are delayed, corrective measures are required.  
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

## 2.4 Performance output 2

### 2.4.1 Progress of indicators

<b>OUTPUT 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</b>					
<b>Indicators<sup>18</sup></b>	<b>Baseline value<sup>19</sup></b>	<b>Value year N-1<sup>20</sup></b>	<b>Value year N<sup>21</sup></b>	<b>Target year N<sup>22</sup></b>	<b>End Target<sup>23</sup></b>
At the national level: 30 months after project start-up, the design of the (basket) Skills Development Fund exists					
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.					

### 2.4.2 Progress of main activities

<b>Progress of <u>main</u> activities<sup>24</sup></b>	<b>Progress:</b>			
	A	B	C	D
1. Design the PSDF, design the PSDF, circulate draft, and integrate experience.				
2 Build capacity and elaborate manual of operations, define setup, define selection committee train PSDF staff, validate manual of operations,				
3 Operate the PSDF, test run the PSDF , recruit PSDF staff, define thematic and sector choices				
4. transfer experience to national SDF, consultancies and workshops				

### 2.4.3 Analysis of progress made

During Q4 2015, the activities around this result were limited to a desk study of regional skills development funding mechanisms. More progress is expected in Q1 2016.

<sup>18</sup> Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

<sup>19</sup> The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)

<sup>20</sup> The achieved value of the indicator at the end of year N-1

<sup>21</sup> The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

<sup>22</sup> The planned target at the end of year N

<sup>23</sup> The target value at the end of the intervention

<sup>24</sup> A: The activities are ahead of schedule

B: The activities are on schedule

C: The activities are delayed, corrective measures are required.

D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

## 2.5 Performance output 3<sup>25</sup>

### 2.5.1 Progress of indicators

<b>OUTPUT 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</b>					
<b>Indicators<sup>26</sup></b>	<b>Baseline value<sup>27</sup></b>	<b>Value year N-1<sup>28</sup></b>	<b>Value year N<sup>29</sup></b>	<b>Target year N<sup>30</sup></b>	<b>End Target<sup>31</sup></b>
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					
Number of trainers trained in “trainer instructor facility in project area” in technical fields					
Evolution in number of trainees in targeted institutions					
<b>SKILLING UGANDA STRATEGY</b>					
50 % of all governing bodies of BTVET institutions represent employers and the business community					
Increase in WBL trainees					
Internship improvement concept agreed upon.					
All targeted BTVET institutions conduct Tracer Studies by 2018					
Increased number of female students and students with special needs in formal and non-formal BTVET programmes assisted through pSDF					

<sup>25</sup> If the Logical Framework contains more than three Outputs, copy-paste the 2.4 chapter and create 2.6 for Output 4 , 2.7 for Output 5, etc.

<sup>26</sup> Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

<sup>27</sup> The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)

<sup>28</sup> The achieved value of the indicator at the end of year N-1

<sup>29</sup> The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated.

<sup>30</sup> The planned target at the end of year N

<sup>31</sup> The target value at the end of the intervention

## 2.5.2 Progress of main activities

Progress of <u>main</u> activities <sup>32</sup>	Progress:			
	A	B	C	D
upgrade first group of selected training providers , provide construction equipment and upgrade instructors				
upgrade management capacities of the 5 training providers, development of bottom up business plans identify gaps, organize training, equip administrations of schools				
supervise development plans of 5 institutions , develop operating means for follow up by field officers				
Establish continuous training with Abilonino/Nakawa conduct needs assessment design courses, organize training, twinning with SYNTRA/VDAB				
improve quality of internships, design and run internship programme improve existing traditional apprentices				
initiate initiatives for improved training provision and access to training PSDF funds through calls for proposals funds for gender, funds for vulnerable groups				
set gender targets, define scope for each call for proposal sensitisation campaign, gender and vulnerable groups expert				
set social targets, define scope for each call for proposal				
set quantitative targets and tracer studies, initiate tracer studies				
Provide international and national expertise, district ATN, field component 4 national field officers.				

## 2.5.3 Analysis of progress made

During the first quarter of the intervention, the beneficiary institutions have been visited in Western Uganda. On 4 December, key representatives of each of the institutions, their governing councils and their private sector partners were invited for a workshop in Kampala. In this workshop the 5 institutions were briefed on the SU reform strategy, the project objectives and the intended joint cooperation in each of the 5 institutions. Following this workshop, the delegations participated in a training on self-assessments organized by the SDHR programme, which was the first stage of the detailed self-assessment process that the 5 institutions will follow as part of the inception phase.

In the next phases, the institutions will be further supported to formulate their Institutional development Plans. In support to the development of bottom up “strategic business plans” for the 5 targeted BTVET institutions, a participation was foreseen to the ILO training on Management of training institutions (30nov-04dec); however the training was fully booked. Alternatives will be sought in 2016.

In addition, the process to contract a consultant firm for the preparation to design and

<sup>32</sup> A: The activities are ahead of schedule  
 B: The activities are on schedule  
 C: The activities are delayed, corrective measures are required.  
 D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

supervise the construction, rehabilitation and supplies for the institutions has started with the development of the TOR and the bidding documents. The procurement can enter the next phase of publication and selection early 2016. Therefore the design process can start and the above institutional development plans will be used as input in order to have relevant master plans and designs.



## 2.6 Transversal Themes

N/A

### 2.6.1 Gender

A Gender Analysis study has been carried out to support the development of a Gender mainstreaming strategy and implementation matrix for the BTVET subsector, prior to the start of the intervention with the kind support the Belgian-Ugandan Study Fund. This will be implemented in accordance with the specific gender commitments outlined in the TFF.

### 2.6.2 Environment

Environment aspects have been given due consideration in the solicitation of design, documentation and supervision services for works and suppliers for the five BTVET institutions that will be supported under the project. The consultant will be required to undertake a detailed Environment and Social Impact Assessment (ESIA) and will develop an Environment and Social Management and Monitoring Plan (ESMMP), which the Contractor will follow during execution.

In addition to the construction component, the environment will be addressed as a cross cutting theme in the various project activities, such as investigating opportunities for the development of green skills for the green economy, environmentally friendly management of BTVET workshops, etc. Baseline data on such issues is being collected.

### 2.6.3 Other

## 2.7 Risk management

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Risk for not achieving the Project Objective: <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>	Q2 2015	DEV	Low	High	Medium Risk	Flexible implementation structure, large project team, education programme approach with coordination structure	SC	Q1 2016	PMT is being set up	In progress
						Political attachment of the project to the overarching policy body promoting the reform and to the department of planning to ensure coherence	SC	Q4 2015	Project office is being set up close to RTF	
						Independent project office in the project region with a large autonomy of action. Project office will function as a pilot regional RTF/SDA office	PMT	Q1 2016	Coordination and management structures are being set up to facilitate communication Kampala & Fort Portal	
						Creation of two (in a later stage up to four) Consultative Committees which prepare and accompany decision-making and implementation	SC	Q2 2016	in pipeline	

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		DEV	Medium	Medium	Medium Risk	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	PMT + RTF	Cont	Communication lines between PMT and RTF (including Private sector representatives( are being set up	In progress
						Technical support to RTF and SDA	PMT + RTF	Cont	idem	
						Organization of field achievements independently from the creation of the Skills Development Authority	PMT	Q1 2016	set up PMT office (to steer the process at local level) foreseen in Jan 2016	
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.		DEV	Medium	Medium	Medium Risk	The Project establishes a Competitive pilot skills development fund, a measure, which can be taken right from the beginning of the project	PMT + SC	Q2 2016	foreseen in activities for 2016	In progress
						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	PMT	Q1 2016	mapping is ongoing, Rwanda, Palestine, etc. Can serve as good practices	

If other donors are not eager to support a future Basket Skills Fund, and/or if a nationally owned SDF is made dependent from the training levy; the pSDF will probably remain a pilot		DEV	Low	Medium	Low Risk	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"	BTC RR	Cont	active lobbying for when opportunities are presented to use PSDF as a funding mechanism for innovative SD (within SU strategy)	In progress
						Continued dialogue with RTF/SDA to 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	PMT + RTF	Cont	Communication lines between PMT and RTF are being set up	
						Active support to RTF for the creation of sustainable multi-source funding mechanism for SDF/SDA	PMT + RTF	Cont	BTC-SSU is already in negotiation on additional funding for implementation of SD in additional areas such as the West Nile (through EU emergency Trust Fund for migration) and Karamoja (with kind support from IrishAID)	
						<i>Insert a line here</i>				

If companies and business organizations 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		DEV	Low	Medium	Low Risk	Participatory approach strategy of the Project: pro-active and continuous communication with District and Municipal authorities are the first priorities for the Project and its staff	PMT	Cont	Communication foreseen in activities 2016	In progress
						Set up and coach Sectors Skills Councils	PMT + RTF	Cont	work in progress	
						Enquiries with potential employers, search for champions, negotiation with management of BTVET institutions to seek PPP alliances	PMT	Cont	foreseen in activities for 2016	
						<i>Insert a line here</i>				
If current managers of BTVET institutions see the modernization 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		DEV	Low	Medium	Low Risk	Participatory approach strategy of the Project: pro-active and continuous communication with District and Municipal authorities are the first priorities for the Project and its staff	PMT + RTF	Cont	Communication foreseen in activities 2016	In progress
						Negotiation with management of BTVET institutions motivating them to recruit more change minded managers and recruit female instructors and managers	PMT	Cont	Process initiated in Q4 2015- continued attention needed	

						Engage with BTVET institutions for developing PPP business plans	PMT	Q1 2016	development of BTVET institutions' business plans foreseen in baseline for 5 target institutions	
						<i>Insert a line here</i>				
If the management capacity in the relevant departments of the Ministry of Education, Science, Technology and Sports (as well as the relevant trade unions & professional associations) is not strengthened, reforms cannot be successfully implemented		OPS	Low	High	Medium Risk	Targeted capacity building measures addressing staff of relevant MoESTS departments (incl.BTVET Department and Department of Industrial Training)	PMT + RTF	Cont	The RTF change process includes a capacity building and coaching component support by different actors (incl. SSU, WB, etc.): preparation for roll out in consideration with RTF	In progress
						Targeted capacity building measures addressing technical staff and human resources officers of business associations, trade unions, and the Association of Human Resources Managers	PMT + RTF	Cont	The RTF change process includes a capacity building and coaching component support by different actors (incl. SSU, WB, etc.): preparation for roll out in consideration with RTF	
						Capacity building and coaching addressing the members and staff of the RTF/SDA	PMT + RTF	Cont	The RTF change process includes a capacity building and coaching component support by different actors	

									(incl. SSU, WB, etc.): preparation for roll out in consideration with RTF	
									<i>Insert a line here</i>	
If pSDF Procedures and management are too complicated and rigid, its implementation and its scaling up risks to become a failure		OPS	Medium	Medium	Medium Risk	Flexible management, learning by doing, transparency of operation, giving the local Coordination Committee insight	PMT	Cont	in pipeline	In progress
						Develop the Manual of Operations while test-running the Fund	PMT + RTF	Q2 2016	a small scale test pilot scheme is foreseen in activities for 2016	
						Technical committee to be included as reflection body in project activities with international and local expertise	PMT	Cont	in pipeline	
						Ensure maximum participation from the local business community and from District and Municipal authorities.	PMT	Q3 2016	pro-active communication campaign is foreseen for roll-out of pSDF; targeting the creation of PPP initiatives	
						<i>Insert a line here</i>				
Procurement rules and lengthy procedures for construction and equipment tenders may constitute stumbling blocks on the way of implementation and could		OPS	Medium	Medium	Medium Risk	Speedy project start-up in order to show that the project exists and that it engages in relevant action	PMT	Q4 2015	activities for 2016 foresee immediate actions at 3 project results level	In progress

demotivate project stakeholders						A package of “Quick win” actions can be contracted out right from the beginning, whereas more structured interventions should be planned carefully in the years 2-3-4	PMT	Q1 2016	careful planning is ongoing for construction (R3), capitalizing on the experiences of the TTE project
						Foresee enough capacity for management of procurement processes	PMT	Q4 2015	recruitment is ongoing
						<i>Insert a line here</i>			
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		DEV	Medium	Medium	Medium Risk	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	PMT + RTF	Cont .	activities foreseen 2016 should results in first "flagship" examples through results 2 (pSDF) and 3 (5 institutions)
						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.	PMT + RTF	Cont .	PMT is expected to support RTF in communication campaign based on a clear stakeholder analysis
						<i>Insert a line here</i>			



The project is not understood as an actor and agent for 'systems' building. The Skills Development Authority would function as an administrative body without marking a clear difference from the current set-up (BTVET-DIT-UBTEB)		DEV	Low	Medium	Low Risk	focusing on “quick wins” in the first two years	PMT	Q4 2016	include genuine change activities in planning for 2016	
						reach communication among key stakeholders (Ministries of the Economy, Labour and Education; Employer Organizations, Trade Unions, Donors) in the medium term (three to five years) and reach systemic structures in a long-term perspective (five to 10 years)	PMT + RTF	Cont .	Phased approach to reach project objectives, clear communication on project results (output, outcome) and longer term impact (systemic change); currently preparatory activities are being rolled out through Inception Work Plan	
						cooperate with other actors supporting the change process of the SU strategy	PMT + SC	Cont .	Communication lines between PMT, BTC RR and RTF support actors are being set up	
						<i>Insert a line here</i>				
Skills mismatch: non-responsiveness of the local labour market, could lead to unemployed youth & if BTVET institutions are overloaded with students (example: UTC Kyema)		DEV	Low	Medium	Low Risk	Communication strategy addressing employers and the local media, including radio broadcasts	PMT + RTF	Cont .	communication plan to be developed with RTF (R1), on pSDF roll out (R2) and for 5 BTVET inst (R3)	In progress

in order to increase income for the institutions and its staff, training quality, will suffer						Participatory approach (regional-local Coordination Committees, participation of business representatives on management boards of BTVET institutions) giving employers a say and bringing productivity and innovation gains to companies and businesses	PMT	Q2 2016	PPP strategy to be mapped out in bottom up business plans	
						The project staff will discuss the problem of overcrowding BTVET institutions versus quality of training to be taken up with management of target institutions.	PMT	Cont	PPP strategy to be mapped out in bottom up business plans, with a strong emphasis on Quality of training	
						<i>Insert a line here</i>				
BTVET providers and other beneficiary institutions and partner companies will not make the necessary provisions for maintenance and procurement of working materials. As a consequence, there would not be a sustained practical training – a core condition for quality training and qualification processes		DEV	Low	Medium	Low Risk	A baseline (organizational audit) will be established in order to adequately assess the management approach of the BTVET institutions	PMT	Q1 2016	organizational audits are foreseen as part of the baseline for 5 institutions incl. clear agreements are to be made on maintenance, repair and procurement (as part of business plans)	In progress

						Contracting for any type of support for BTVET 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	PMT	Q2 2016 and cont.	Preparations are ongoing for infrastructure and equipment components incl. careful planning for procurement including maintenance clauses	
						<i>Insert a line here</i>				
Corruption for construction and equipment		FIN	Medium	Medium	Medium Risk	This risk is under the control of the project staff, and construction unit of MoESTS will be supported	PMT	Cont.	work-in-progress	In progress
						For all steps in tendering procedures, special attention will be given to anti-corruption measures.	PMT	Cont.	in pipeline	

						<i>Insert a line here</i>				
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### 3 Steering and Learning

#### 3.1 Strategic re-orientations

In the first “Steering Committee” of the SSU programme, the tasks of the PMT and Steering Committee was scrutinized. The original set up, as designed in the TFF, has been reconfirmed though slight adaptations might be made to the HR set up early 2016.

During its first quarter the main activity of the intervention was the initiation of the baseline study through a series of parallel processes. During the inception phase (e.g. its Theory of Change workshop) processes and activities might be altered. A detailed work plan has been prepared and tracking of the implementation of the parallel processes.

The close coordination with the Skills Development for Human Resources (SDHR) programme has led to an integration of the 5 beneficiary institutions in the thorough self-assessment and appraisal process of the sister programme. Through this division of labour the SSU intervention will be able to focus on the BTVET specific aspects.

In addition it is worth mentioning that BTC has been approached by IrishAid and the Delegation of the European Union with the request to investigate the opportunities to expand the ongoing Skills Development programme to other areas such as Karamoja and refugees’ settlements in the West Nile with additional funding. The opportunities have been discussed and the integration/coordination of these additional components will have to be investigated further early 2016.

#### 3.2 Recommendations

Recommendations/Actions	Actor	Deadline
N/A		N/A

#### 3.3 Lessons Learned

Lessons learned	Target audience
N/A	N/A

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## 4 Annexes

### 4.1 Quality criteria

N/A

<b>1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries</b>				
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>				
Assessment RELEVANCE: total score	A	B	C	D
<b>1.1 What is the present level of relevance of the intervention?</b>				
...	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.		
...	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.		
...	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.		
...	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.		
<b>1.2 As presently designed, is the intervention logic still holding true?</b>				
	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).		
	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.		
	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.		
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.		

<b>2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way</b>				
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>				
Assessment EFFICIENCY : total score	A	B	C	D
<b>2.1 How well are inputs (financial, HR, goods &amp; equipment) managed?</b>				
	A	All inputs are available on time and within budget.		
	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.		
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.		
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.		
<b>2.2 How well is the implementation of activities managed?</b>				
	A	Activities implemented on schedule		

<b>B</b>	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs
<b>C</b>	Activities are delayed. Corrections are necessary to deliver without too much delay.
<b>D</b>	Serious delay. Outputs will not be delivered unless major changes in planning.
<b>2.3 How well are outputs achieved?</b>	
<b>A</b>	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
<b>B</b>	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
<b>C</b>	Some output is/will be not delivered on time or with good quality. Adjustments are necessary.
<b>D</b>	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

**3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N**

*In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D*

<b>Assessment EFFECTIVENESS : total score</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**3.1 As presently implemented what is the likelihood of the outcome to be achieved?**

<b>A</b>	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.
<b>B</b>	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.
<b>C</b>	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.
<b>D</b>	The intervention will not achieve its outcome unless major, fundamental measures are taken.

**3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?**

<b>A</b>	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.
<b>B</b>	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.
<b>C</b>	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.
<b>D</b>	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

**4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).**

*In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C; At least one 'D' = D*

<b>Assessment POTENTIAL SUSTAINABILITY : total score</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**4.1 Financial/economic viability?**



<b>A</b>	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.
<b>B</b>	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
<b>C</b>	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.
<b>D</b>	Financial/economic sustainability is very questionable unless major changes are made.
<b>4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?</b>	
<b>A</b>	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.
<b>B</b>	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.
<b>C</b>	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
<b>D</b>	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
<b>4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?</b>	
<b>A</b>	Policy and institutions have been highly supportive of intervention and will continue to be so.
<b>B</b>	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.
<b>C</b>	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.
<b>D</b>	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.
<b>4.4 How well is the intervention contributing to institutional and management capacity?</b>	
<b>A</b>	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
<b>B</b>	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
<b>C</b>	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
<b>D</b>	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

## 4.2 Decisions taken by the steering committee and follow-up

Decision				Action			Follow-up
Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress
The PMT to draft a proposal for staff deployment	Nov-15	SC		The PMT to draft a proposal for staff deployment (whether to be located in the field or at the central level) and present that at the next Steering Committee	SSU	Q1 2016	in preparation
				<i>Insert a line here</i>			
Clarity is needed on the consolidated work plan of RTF	Nov-15	SC		The ES/RTF should share the consolidated work plan with the Chairperson (PS);	RTF	Q4 2015	tbc
				The consolidated RTF work plan should be discussed in the next Steering Committee meeting;	SC	Q1 2016	in preparation
				<i>Insert a line here</i>			
Consultation is needed on RTF/SDA reform process considering a broader group of stakeholders, including the level	Nov-15	SC		The RTF should organize an internal MOESTS meeting to ensure common ground with MOESTS stakeholders to understand what the SDA is;	RTF/MOESTS	Q4 2015	this internal meeting did not take place

of the office of the Prime Minister (OPM) and other higher level stakeholders.				The RTF to organize in 2 weeks time a consultation meeting considering a broader group of stakeholders, including the level of the office of the Prime Minister (OPM)	RTF	Q4 2015	large scale consultation meeting took place on 10 Dec 2015
				The SSU project should facilitate the RTF to organize the above meeting.	SSU	Q4 2015	SSU project facilitated this meeting
				<i>Insert a line here</i>			
The SSU Project should explore a collaboration with the existing Skills development for Human Resources Project to retain the management of target institutions in self assessment and development of business plans.	Nov-15	SC		The SSU Project should explore a collaboration with the existing Skills development for Human Resources Project to retain the management of target institutions in self assessment and development of business plans.	SSU	Q4 2015	5 beneficiary institutions of the SSU project have been integrated in the SDHR list of beneficiaries; on 4 December 2015, an introductory session took place and on 7-9 Dec 2015 the 5 beneficiary institutions took part in the training on self-assessment organized by SDHR programme and are all participating in the SDHR process
				<i>Insert a line here</i>			
The SSU Project should support the RTF to improve the proposal for the establishment of the Skills development authority and coach the set up of the SSCs	Nov-15	SC		<i>The SSU project should support the RTF to improve the proposal for the establishment of the Skills Development Authority and</i>	SSU		tender for consultancy services has been launched in Dec 2015, awaiting awarding in Jan 2016

				<i>The SSU project should support the RTF to coach the set up of the SSCs.</i>	SSU	Q1 2016	in preparation
				<i>Insert a line here</i>			
BTC to share the Ministry of Finance, Planning and Economic Development response on MMU proposal with PS	Nov-15	SC		<i>BTC to share the Ministry of Finance, Planning and Economic Development response on MMU proposal with PS</i>	BTC	Q4 2015	
				<i>Insert a line here</i>			
The next steering committee meeting will be a joint meeting with other interventions and should take place in the second half of February 2016	Nov-15	SC		Organize next SC joint meeting with other interventions and should take place in the second half of February 2016	BTC	Q1 2016	in preparation
				<i>Insert a line here</i>			

### 4.3 Updated Logical framework

N/A

### 4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	N/A
Baseline Report registered on PIT?	N/A (still in preparation, see Inception Workplan)
Planning MTR (registration of report)	N/A
Planning ETR (registration of report)	N/A
Backstopping missions since 01/09/2015	N/A

### 4.5 “Budget versus current (y – m)” Report

Budget vs Actuals (Year to Date) of UGA1402711									
Project Title : <b>Support to the implementation of Skilling Uganda</b>									
Budget Version: <b>C01</b>									
Currency : <b>EUR</b>									
YtD : <b>Report includes all valid transactions, registered up to today</b>									
	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec	
<b>4 TO ENHANCE THE QUALITY OF SKILL'S DEVELOPMENT AND MAKE</b>			12.795.200,00	58.630,81	<b>961,96</b>	59.592,77	12.735.607,23	0%	
<b>01 The BTVET and Employment sector have a coordinated</b>			2.190.000,00	54.307,24	<b>961,96</b>	55.269,20	2.134.730,80	3%	
01 Support the RTF		REGIE	500.000,00	1.668,62	<b>894,36</b>	2.562,98	497.437,02	1%	
02 ESTABLISH AN M&E SYSTEM		REGIE	140.000,00	0,00	<b>0,00</b>	0,00	140.000,00	0%	
03 IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR		REGIE	190.000,00	0,00	<b>0,00</b>	0,00	190.000,00	0%	
04 SUPPORT THE ESTABLISHMENT OF COORDINATION		REGIE	170.000,00	0,00	<b>0,00</b>	0,00	170.000,00	0%	
05 UNDERTAKE ACTION RESEARCH		REGIE	80.000,00	0,00	<b>0,00</b>	0,00	80.000,00	0%	
06 PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE		REGIE	1.110.000,00	52.638,62	<b>67,60</b>	52.706,22	1.057.293,78	5%	
<b>02 The Competitive pilot skills development fund is</b>			357.200,00	0,00	<b>0,00</b>	0,00	357.200,00	0%	
01 DESIGN THE Pdf		REGIE	60.000,00	0,00	<b>0,00</b>	0,00	60.000,00	0%	
02 BUILD CAPACITY AND ELABORATE MANUAL OF		REGIE	100.000,00	0,00	<b>0,00</b>	0,00	100.000,00	0%	
03 OPERATE THE Pdf		REGIE	147.200,00	0,00	<b>0,00</b>	0,00	147.200,00	0%	
04 TRANSFER EXPERIENCE TO NATIONAL SDF		REGIE	50.000,00	0,00	<b>0,00</b>	0,00	50.000,00	0%	

### Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**  
 Budget Version: **C01**  
 Currency : **EUR**  
 YID : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
<b>03 Quality of training and qualification processes is</b>			10.248.000,00	4.323,57	0,00	4.323,57	10.243.676,43	0%
01 UPGRADE FIRST GROUP OF SELECTED TRAINING		COGES	6.210.000,00	0,00	0,00	0,00	6.210.000,00	0%
02 UPGRADE MANAGEMENT CAPACITIES OF THE 5		REGIE	118.000,00	2.513,47	0,00	2.513,47	115.486,53	2%
03 SUPERVISE DEVELOPMENT PLANS OF 5 INSTITUTIONS		REGIE	40.000,00	0,00	0,00	0,00	40.000,00	0%
04 ESTABLISH CONTINUOUS TRAINING WITH		REGIE	260.000,00	0,00	0,00	0,00	260.000,00	0%
05 IMPROVE QUALITY OF INTERNSHIPS		REGIE	100.000,00	0,00	0,00	0,00	100.000,00	0%
06 INITIATE INITIATIVES FOR IMPROVED TRAINING		REGIE	2.000.000,00	0,00	0,00	0,00	2.000.000,00	0%
07 SET GENDER TARGETS		REGIE	152.000,00	0,00	0,00	0,00	152.000,00	0%
08 SET SOCIAL TARGETS		REGIE	0,00	0,00	0,00	0,00	0,00	7%
09 SET QUANTITATIVE TARGETS AND TRACE		REGIE	30.000,00	1.810,10	0,00	1.810,10	28.189,90	6%
10 PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE		REGIE	1.338.000,00	0,00	0,00	0,00	1.338.000,00	0%
<b>BUDGET RESERVE</b>			538.300,00	0,00	0,00	0,00	538.300,00	0%
01 budget reserve			538.300,00	0,00	0,00	0,00	538.300,00	0%
01 Reserve Co-Management		COGES	158.400,00	0,00	0,00	0,00	158.400,00	0%
02 Budget reserve BTC-Management		REGIE	379.900,00	0,00	0,00	0,00	379.900,00	0%

### Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**  
 Budget Version: **C01**  
 Currency : **EUR**  
 YID : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
<b>2 GENERAL MEANS</b>			2.686.300,00	52.458,79	10.366,76	62.825,55	2.603.674,45	2%
<b>01 STAFF</b>			1.779.000,00	4.083,47	8.040,45	12.123,92	1.766.876,08	1%
01 International programme coordination technical assistance		REGIE	360.000,00	0,00	0,00	0,00	360.000,00	0%
02 Finance , administrative, technical and support staff		REGIE	1.419.000,00	4.083,47	8.040,45	12.123,92	1.406.876,08	1%
<b>02 investments</b>			231.000,00	41.510,28	73,28	41.583,56	189.416,44	18%
01 Vehicles		REGIE	141.000,00	24.621,00	0,00	24.621,00	116.379,00	17%
02 Office equipment		REGIE	35.000,00	8.989,18	0,00	8.989,18	26.010,82	26%
03 IT Equipment		REGIE	30.000,00	7.764,24	73,28	7.837,52	22.162,48	26%
04 Office rehabilitation		REGIE	25.000,00	135,86	0,00	135,86	24.864,14	1%

## Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**  
 Budget Version: **C01**  
 Currency : **EUR**  
 YTD : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
03 11 Equipment		REGIE	30,000.00	1,764.24	75.28	7,837.52	22,162.48	26%
04 Office rehabilitation		REGIE	25,000.00	135.86	0.00	135.86	24,864.14	1%
<b>03 running costs</b>			<b>456,500.00</b>	<b>6,865.04</b>	<b>2,253.03</b>	<b>9,118.07</b>	<b>447,381.93</b>	<b>2%</b>
01 Office rent districts		REGIE	120,000.00	0.00	0.00	0.00	120,000.00	0%
02 Maintenance		REGIE	40,000.00	33.80	0.00	33.80	39,966.20	0%
03 Vehicles		REGIE	144,000.00	1,227.49	9.73	1,237.22	142,762.78	1%
04 Telecommunications		REGIE	60,000.00	334.36	35.15	369.51	59,630.49	1%
05 Office consumables		REGIE	10,000.00	625.09	1,050.42	1,675.51	8,324.49	17%
06 Missions		REGIE	27,500.00	516.68	667.90	1,184.58	26,315.42	4%
07 External communication		REGIE	10,000.00	0.00	67.60	67.60	9,932.40	1%
08 Training		REGIE	15,000.00	0.00	0.00	0.00	15,000.00	0%
09 financial costs		REGIE	5,000.00	93.64	19.80	113.44	4,886.56	2%
10 VAT re-imburement		REGIE	0.00	4,009.05	486.35	4,495.40	-4,495.40	7%
11 Other		REGIE	25,000.00	24.93	-93.92	-68.99	25,068.99	0%
<b>04 audit, monitoring and evaluation and support</b>			<b>200,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>200,000.00</b>	<b>0%</b>
01 Monitoring and evaluation (MTR & ETR)		REGIE	100,000.00	0.00	0.00	0.00	100,000.00	0%
02 Audit		REGIE	60,000.00	0.00	0.00	0.00	60,000.00	0%
03 Backstopping		REGIE	40,000.00	0.00	0.00	0.00	40,000.00	0%
<b>99 Conversion rate adjustment</b>								<b>0%</b>
		REGIE	9,631,600.00	111,089.60	11,328.72	122,418.32	9,509,181.68	1%
		COGEST	6,368,400.00	0.00	0.00	0.00	6,368,400.00	0%
		<b>TOTAL</b>	<b>16,000,000.00</b>	<b>111,089.60</b>	<b>11,328.72</b>	<b>122,418.32</b>	<b>15,877,581.68</b>	<b>1%</b>

## 4.6 Communication resources

N/A

## 4.7 Minutes of “0 Steering Committee”

See attached file with minutes of the first Steering Committee meeting of 18<sup>th</sup> November 2015.

### Summary of follow up action points from the Steering Committee meeting:

- The PMT to draft a proposal for staff deployment (whether to be located in the field or at the central level) and present that at the next Steering Committee
- The ES/RTF should share the consolidated work plan with the Chairperson (PS);
- The consolidated RTF work plan should be discussed in the next Steering Committee meeting;
- The RTF should organize an internal MOESTS meeting to ensure common ground with MOESTS stakeholders to understand what the SDA is;
- The RTF should organize in two weeks' time a consultation meeting considering a broader group of stakeholders, including the level of the Office of the Prime Minister (OPM) and other higher level stakeholders;

- f) The SSU project should facilitate the RTF to organize the above meeting.
- g) The SSU project should explore a collaboration with the existing Skills Development for Human Resources Project to train the management of target institutions in self-assessment and development of business plans.
- h) The SSU project should support the RTF to
  - a. improve the proposal for the establishment of the Skills Development Authority and
  - b. coach the set-up of the SSCs.
- i) BTC to share Ministry of Finance, Planning and Economic Development response on MMU proposal with PS;
- j) The next steering committee meeting will be a joint meeting with other interventions and should take place in the second half of February 2016.



## 4.8 Updated job descriptions of long-term personnel

As indicated in the Technical and Financial file (TFF).

### Project management structure

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

#### 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
Accountant	60 months	BTC
Driver	60 months	BTC
Secretary	60 months	BTC

#### 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
Field Project Manager, International Technical Assistant	60 months	BTC
Project Field Officer ( National TVET Expert)	60 months	BTC
National Gender and Vulnerable Youth expert	48 Months	
4 National Field Coordinators (2 Albertine, 2 Rwenzori)	48 Months each	
Logistician	60 Months	
Accountant	60 months	BTC
2 Driver	60 months each	BTC
Secretary	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)

### **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. 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).

<b>Project Staff</b>	<b>Number of months</b>	<b>Contracting Party</b>
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

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

### **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, and 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.

### **Project Personnel**

#### **1.1 The Project Manager (PM)**

He was 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. (For 5 years).

Roles and responsibilities	Minimum qualification profile
<p>He does:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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 will work in continuous cooperation with the project co-manager.</li> <li>- Reporting to MoESTS and BTC the PM's specific tasks include:</li> <li>- Providing overall leadership of the PMT and coordinating its activities with those of MoESTS</li> <li>- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;</li> <li>- Technical guidance on project methodology and strategy;</li> <li>- 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;</li> <li>- Contribution to compilation of the project final report at the end of the project;</li> <li>- Coordination and networking with other national and international partners;</li> <li>- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;</li> <li>- Organise bi-annual PSC meetings;</li> <li>- Prepare the contents and agenda of the PSC meetings; co-present to the PSC</li> <li>- Be responsible for regular communication with BTC on the management and supervision of Project implementation;</li> <li>- Act on behalf of the Chairman of the PSC if authorized, and report back to the Chairperson on actions taken;</li> <li>- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;</li> <li>- Ensure coordination and exchange of</li> </ul>	<p>He has:</p> <ol style="list-style-type: none"> <li>1) A university degree (minimum Master level);</li> <li>2) Good project management abilities, an experience in human resource management, and a good knowledge BTVET;</li> <li>3) Has managed similar international cooperation projects;</li> <li>4) Has at least 5 years of relevant experience in monitoring and evaluation of education projects;</li> <li>5) Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;</li> <li>6) Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset</li> <li>7) Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;</li> <li>8) Good communication, presentation and facilitation skills;</li> </ol>

<p>experiences between the project and other related experiences;</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>- 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:</li> <li>- Consolidated and coordinated quarterly and annual progress reports, including recommendations;</li> <li>- Financial reports in accordance with the requirements of BTC and the MoESTS;</li> <li>- 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;</li> <li>- Any other reports as requested by the Chairperson of the PSC or BTC.</li> </ul>	
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### 1.2 International Sector TVET Expert (project Co-manager)

The International Sector Expert in TVET was selected by BTC and presented to the MoESTS. He is one of the members of the PMT, and will work on a full-time basis in coordination with the project manager. Duration of the assignment: 60 months MoESTS. He is one of the members of the PMT, and will work on a full-time basis in coordination with the project.

<b>Roles and responsibilities</b>	<b>Minimum qualification profile</b>
<p>He is responsible for;</p> <ul style="list-style-type: none"> <li>- Must ensure, in close consultation and collaboration with the respective officers of MoESTS, the coordination between the different stakeholders, including other donor initiatives;</li> <li>- Makes sure the strategy of the project is consistent and ensures a technically sound implementation of the project ;</li> <li>- Provide expertise and guidance to result areas 1 and 2</li> <li>- Coach the Project team.</li> <li>- Supervise and evaluate the work of PT-members</li> <li>- Oversees the planning and preparation phase of all components of the intervention</li> <li>- Provides direct technical support to all activities and brings a key contribution concerning BTJET policy and instruments;</li> <li>- Co-Presents to the Project Steering Committee the state of progress of project activities;</li> <li>- Participates, without voting right, in the Project Steering Committee meetings and ensures its</li> </ul>	<ol style="list-style-type: none"> <li>1) A university degree (minimum Master level) in Education/Social Sciences/Human resource management, together with at least 8 years' experience in project management;</li> <li>2) Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers;</li> <li>3) Managed similar international cooperation projects by bilateral or multilateral donors;</li> <li>4) Proven and extensive experience in BTJET and coaching of professionals</li> <li>5) Proven experience in federating different stakeholders in BTJET sector</li> </ol>

<p>secretariat.</p> <ul style="list-style-type: none"> <li>- Develop - and revise if necessary - ToR for all local staff, and ensure proper recruitment of the local staff.</li> <li>- Organises, coordinates and supervises the implementation of project activities in accordance with the approved project work plans;</li> <li>- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;</li> <li>- Contributes to the compilation of the project final report at the end of the project;</li> <li>- Analyses and consolidates monitoring reports and prepares recommendations for the PSC;</li> <li>- Organises bi-annual PSC meetings;</li> <li>- Prepares the contents and agenda of the PSC meetings;</li> <li>- Is responsible for regular communication with BTC on the management and supervision of Project implementation;</li> <li>- Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;</li> <li>- Ensures coordination and exchange of experiences between the project and other related interventions and activities;</li> </ul> <p style="text-align: right;">- She</p> <p>Is an authorized account-holder for the accounts.</p>	<ul style="list-style-type: none"> <li>6) Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset;</li> <li>7) Clear and concise writing skills and experience in preparing reports and other administrative and technical documents;</li> <li>8) Good communication, presentation and facilitation skills; Fluent in English;</li> <li>9) Able to work under stressful conditions with no objection to working overtime and undertaking field missions;</li> <li>10) Knowledge of the local context will be an asset.</li> </ul>
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### 1.3 International Contracting (20%) and Financial (40%) Expert (RAFI and International Procurement expert on part time basis)

The International Contracting and Financial experts was selected by BTC and presented to the MoESTS. He will be a member of the PMT. Period: 5 years.

Roles and responsibilities	Minimum qualification profile
<p>He does:</p> <p><b>Financial management of the program</b></p> <ul style="list-style-type: none"> <li>- Assist in budget preparation and financial planning</li> <li>- Validate annual budgets</li> <li>- Supervise accounting of main account and operational account</li> <li>- Control and approve the accounting of the implementing unit</li> <li>- Control and validate the financial reports of the implementing unit</li> <li>- Take final responsibility for timely production of FIT statements; and provide guidance and supervision to the accountant who produces the FIT statements.</li> <li>- Validate consolidated financial reports</li> <li>- Monitor budget execution</li> </ul>	<p>He has:</p> <ul style="list-style-type: none"> <li>1) University degree in administration and accounting;</li> <li>2) Minimum 8 years' experience in accounting and project administration;</li> <li>3) Experience with working for an international organization or NGO;</li> <li>4) Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) a strong advantage;</li> <li>5) Proficient in English;</li> <li>6) Mature, good communicator and team player;</li> <li>7) Able to work under stressful conditions and with no objections to working overtime and undertaking field missions</li> <li>8) Knowledge in Total Quality Management will be considered an advantage.</li> </ul>

<ul style="list-style-type: none"> <li>- Control and validate cash requests from implementing units and prepare cash requests to fund main Account</li> <li>- Manage audits and draft actions plans</li> <li>- Execute payments or provide no-objection approval for payments</li> <li>- Provide no-objection approval for commitments</li> <li>- Draft implementation agreements</li> </ul> <p><b>Procurement management</b></p> <ul style="list-style-type: none"> <li>- Draft the procurement plan</li> <li>- Supervise the procurement process and raise its efficiency</li> <li>- Ensure compliance with the Belgian and Ugandan procurement rules</li> <li>- Supervise the management of the vehicles, infrastructure and materials</li> <li>- Ensure management and contracts follow-up</li> </ul> <p><b>HR management</b></p> <ul style="list-style-type: none"> <li>- Ensure administrative management of the local personnel with the help of the administrative and accounting officer (contracts, payroll, days-off)</li> <li>- Help the project manager and co-manager with the recruitment process of local staff</li> </ul> <p><b>Technical assistance</b></p> <ul style="list-style-type: none"> <li>- Provide advice to the MoESTS and schools in order to improve their financial management and procurement</li> <li>- Provide assistance in the development of new procedures and tools</li> <li>- Provide assistance in the development of the project implementation manual.</li> </ul>	
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#### 1.4 National Assistant Project manager

1 National assistant project manager. She is on a full-time basis under direct supervision of the Technical Advisor and international project co-manager. She is responsible for giving support to the project manager and the Technical Advisor ITA during the implementation of the SSU Project. *(Please note that to avoid confusion this function is further referred to as National Technical Advisor)*

Roles and responsibilities	Qualification profile
<p>She works autonomously on the following result areas:</p> <ul style="list-style-type: none"> <li>- Capacity building (30%)</li> <li>- Develop a capacity building strategy for the national and local (decentralized) partners of the SU-interventions, and supervise CB-activities</li> <li>- Preparation of different CB-instruments (guidelines, manual, grant agreements ....</li> <li>- Liaise with the Scholarship intervention</li> <li>- Liaise with other donors and technical partners in BTVET</li> <li>- Liaise with the regional (Fort Portal) office,</li> <li>- Coach the 4 field officers in any CB-activity</li> <li>- Provide guidance and instruments and facilitate M&amp;E</li> <li>- Contribute to the development of a PPP strategy on the national and local level (30%)</li> <li>- Preparation of manuals and guidelines on PPP in BTVET</li> <li>- Provide expertise to Sector Skills Councils</li> <li>- Coordinate working groups</li> </ul> <p><b>M&amp;E (20%)</b></p> <ul style="list-style-type: none"> <li>- Set-up of the baseline and of the data-gathering methodology for the baseline</li> <li>- Gather M&amp;E data and compile M&amp;E reports.</li> <li>- Operational planning &amp; reporting (10%)</li> <li>- Compile (monthly and) quarterly progress and activity reports, and submit them for approval to the project manager and co-manager</li> </ul> <p><b>She will also (10%)</b></p> <ul style="list-style-type: none"> <li>- implement additional technical activities assigned to him according to the joint team planning</li> <li>- Ensure when necessary the follow-up of administrative files in support of the project managers and under supervision of the International financial and administrative officer.</li> <li>- Contribute to the compilation of the project final report at the end of the project;</li> </ul>	<p>She has :</p> <ol style="list-style-type: none"> <li>1) A masters /degree in social science, education or economy / administration</li> <li>2) At least 6 years of professional experience</li> <li>3) Min 4 years' experience in working for a bilateral or multilateral agency.</li> <li>4) Relevant experience in the TVET sector, expert in PPP, M&amp; E and or/ Capacity building</li> <li>5) Profound knowledge of and experience in project management.</li> <li>6) Soft skills such as to work in a team, to work autonomously,</li> </ol>

### 1.5 National Infrastructure Expert

1 National Infrastructure Expert (NEI). He is recruited to operate within the project team. He/she will work under the direct supervision of the International Sector Expert Infrastructure and the PMT. The NEI will be working closely with the counterpart of the MoESTS, in particular with the CMU and the PDU.

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<p>He is responsible for;</p> <ul style="list-style-type: none"> <li>- Overall planning of the project activities related to construction, rehabilitation, equipping and furnishing of the training institutions that are part of the TFF;</li> <li>- Organising, coordinating and supervising the implementation of all project activities related to the first task, including follow up of procurement process;</li> <li>- Controlling of quality, time and costs of all project activities related to the infrastructure component of the project;</li> <li>- Organising and coordinating MoESTS inputs in the project, especially with CMU and PDU, but also with BTVET, Reform Task Force and beneficiary training institutions;</li> <li>- Ensuring timely participation, involvement and decision making by the various stakeholders;</li> <li>- Organising the infrastructure activities, including capacity development and awareness raising, in coordination with the other project activities and with a special focus on involving the training institutions in the preparation and execution of works;</li> <li>- Supervising engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure;</li> <li>- Conducting regular site inspections during rehabilitation/ construction works;</li> <li>- Organising the partial and final handover of both works and equipment, including furniture supply;</li> <li>- Monitoring consultants, contractors</li> </ul>	<ol style="list-style-type: none"> <li>1) Master's degree in civil or architectural engineering;</li> <li>2) At least 7 years' experience in construction;</li> <li>3) Proven experience in school building projects;</li> <li>4) Proven experience in working with public tendering procedures;</li> <li>5) Independent professional and capable to work with limited supervision;</li> <li>6) Mature, good communicator and team-player;</li> <li>7) Fluent in English;</li> <li>8) Able to work under stressful conditions and with no objection to working overtime and undertaking field missions.</li> </ol>



<p>and suppliers during all phases of the construction and supply process, including programme, design, tendering, execution and maintenance;</p> <ul style="list-style-type: none"> <li>- Reviewing and recommending for approval all certificates related to the infrastructure component of the project, for services, supplies and works;</li> <li>- Introducing 'State of the Art' environment protection, energy efficiency and gender sensitive principles into MoESTS guidelines and strategies;</li> <li>- Contributing to the financial and activity reporting of the PMT;</li> <li>- Keeping complete administration (both hard and soft copies) of all project activities related to the infrastructure component of the project, including correspondence, approved documents, finance, reports, procurement, etcetera).</li> </ul>	
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#### 1.6 Finance and Administration Officer

The Administrative and Financial Officer is responsible for responsible for a variety of administrative and finance-related tasks including the ones listed below. She works under

direct supervision of the International Contracting and Financial Coordinator in relation to administering and reporting on all types of expenses.

She works in full-time capacity under direct supervision of the International Sector Expert.

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<p>She was selected by BTC and presented to the MoESTS and is responsible for a variety of Administrative and finance-related tasks including the ones listed below;</p> <ul style="list-style-type: none"> <li>- Banking, cheque and cash management</li> <li>- Prepare, register and keep cheques</li> <li>- Prepare staff payrolls for bank transfers at the end of each month.</li> <li>- Ensures all invoices from external parties (contractors, suppliers,...) are paid in time, by bank</li> <li>- Transfer, cheque or cash and arrange those documents by date. It will be her/his task to prepare bank</li> <li>- Transfers and cheque documents, and also to manage pipeline payment to external parties.</li> <li>- Attend to, and record, all bank transactions, maintain bank accounts, ensure monthly bank statements and account overviews</li> <li>- 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.</li> <li>- Ensure liquidation of any internal advances and update advances outstanding by the end of each month and report accordingly to the Finance officer.</li> <li>- Be responsible for sound cash planning &amp; cash withdrawals, in order to avoid cash shortages or large amounts of cash left in the safe (security issue).</li> <li>- Updates fixed asset register, and follows up consultancies, contractor contracts and the stationary stock.</li> </ul> <p><b>Financial activity reporting</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Produce FIT statements for checking and control by the PMU management; make all necessary corrections; and make all necessary preparations for the monthly</li> </ul>	<ol style="list-style-type: none"> <li>1) University degree in Administration and accounting;</li> <li>2) Minimum 5 years' experience in accounting and project administration;</li> <li>3) Experience of working for an international organization or NGO;</li> <li>4) Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) will be considered a strong advantage;</li> <li>5) Proficient in English;</li> <li>6) Mature, good communicator and team player;</li> <li>7) Able to work under stressful conditions and with no objections to overtime working and undertaking</li> </ol>

<p>closing of the accounting.</p> <ul style="list-style-type: none"> <li>- Supervise daily entry of expenses in the cashbook by the cashier.</li> <li>- Supervise and ensure the smooth sub-accounting of schools – including verification of financial reports, expenses and supporting documents.</li> <li>- 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.</li> <li>- Supervise daily entry of expenses in the cashbook by the cashier.</li> <li>- Check and control to ensure quality and completeness of justification and supporting accounting documents of all expenses following the set guidelines.</li> <li>- Ensure accounting coding and budgeting lines are correct: this includes verification of financial reports, expenses and supporting documents.</li> <li>- Keep track of accounting data by putting reference as GT and AT on the specific documents on a monthly basis.</li> <li>- 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.</li> <li>- Be responsible for the transparent and consistent filing of all accounting, banking and cash management documents (that are arranged by the cashier).</li> <li>- 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.</li> </ul> <p><b>Financial Administration</b></p> <ul style="list-style-type: none"> <li>- Check to ensure correct application of allowances by verifying the calculations of cashier.</li> <li>- Assist PCT with a variety of tasks: e.g. cost calculations, filing finance-related documents, monthly and weekly financial planning, managing pipeline payments...etc.</li> </ul> <p><b>Budgeting and financial planning</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Assist the International and Contracting</li> </ul>	
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Coordinator in the elaboration of reports, budgets and plans.	
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### 1.7 Project Management Assistant

The Project Management Assistant is responsible for Assisting in daily programme management, file keeping, archiving, internal and external communication, etc. The Project management assistant will work under the supervision of the project management.

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<p><b>She is responsible for;</b></p> <ul style="list-style-type: none"> <li>- Ensure well-functioning and effective administrative, secretarial and office support to the project office.</li> <li>- Ensure systematic documentation, records keeping and/or filing system.</li> <li>- Timely and credible replenishment of requests for office imprest and its accountability.</li> <li>- Handling all communications and proper liaison between the offices and other relevant authorities.</li> <li>- Participation in preparation of quarterly project progress reports, work plans and project activities (upon request).</li> <li>- Keep inventory of all assets and equipment of the project and provide logistics support to the project staff, and follow up on the overall maintenance of offices, assets and equipment.</li> <li>- Keep small petty cash for the office.</li> <li>- Facilitating editing and translation of programme documents;</li> <li>- Make necessary arrangements for missions and consultants (hotel, transport, reservation, meetings etc.</li> <li>- Assisting with travel arrangements</li> <li>- Perform duties as requested by the project coordinator.</li> </ul>	<p><b>Minimum profile</b></p> <ol style="list-style-type: none"> <li>1) Degree in Social Sciences, Arts, Business Administration or a related discipline.</li> <li>2) Proven practical experience of at least 3 years in a reputable organization or institution.</li> <li>3) Post Graduate Qualifications in Public Administration, Procurement, Office management and Social Administration is considered an advantage.</li> </ol> <p><b>Additional requirements</b></p> <ol style="list-style-type: none"> <li>4) Excellent writing and presentation skills</li> <li>5) Excellent communication skills: both professional and interpersonal skills</li> <li>6) Excellent computer skills, especially MS office programmes (Microsoft Word, Excel, Power Point)</li> <li>7) Proven knowledge and experience in daily admin &amp; office management (Filing, registration, scanning, etc. skills)</li> </ol>

### 1.8 Driver

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<ul style="list-style-type: none"> <li>- Drive persons and/or equipment for projects of BTC Uganda at the duty Accompany station (Kampala, Fort Portal or Arua) the staff on missions outside duty station.</li> <li>- Deliver and pick up mail/correspondence for the project and perform other administrative and logistical tasks as requested</li> <li>- Keep the official vehicle papers and logbook up to date</li> </ul>	<p>He has :</p> <ol style="list-style-type: none"> <li>1) In possession of valid driving licence (B)</li> <li>2) Minimum 5 years of experience as driver for a reputable organisation</li> <li>3) Be punctual and on time</li> <li>4) Fluent in English</li> <li>5) Certificate of defensive driving, first aid courses, basic mechanics... are an additional asset.</li> </ol>

<ul style="list-style-type: none"> <li>- Drive the assigned vehicle in accordance with Ugandan regulation and with respect for the safety of vehicle users and the public in general.</li> <li>- Keep the vehicle in a good and clean condition and well maintained</li> <li>- Report immediately to the project officer any damage caused to the vehicle by any means.</li> <li>- Ensure that the vehicle is not used for unauthorized purposes</li> <li>- Vehicle maintenance records and ensure report immediately to the project administrator any required repairs or maintenance.</li> <li>- Ensure that all licenses, taxes and insurances are paid and up to date prior to entering the vehicle</li> <li>- Drive safely and ensure safety of your passengers at all times</li> </ul>	
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#### 1.9 (International) Project Field manager

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<ul style="list-style-type: none"> <li>• Is responsible for the Implementation of all activities under Result area 3</li> <li>• provide technical inputs and feedback in achieving Result Area 2 (design of the pSDF) TFF Skilling Uganda (UGA 14 027 11 ) Final Version 135</li> <li>• coach and support the 5 selected institutions to carry out a needs assessment and development plan</li> <li>• Collaborate with BMO's and private sector companies to form a regional platform and articulate PPprojects.</li> <li>• Provide expert guidance and advice to the leadership and governance of the institutions , and to the</li> <li>• 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</li> <li>• Provide advice and guidance to the institution and to the MoESTS in relation to the selection of</li> </ul>	<p><b>Minimum profile -</b></p> <ul style="list-style-type: none"> <li>• A Master's degree or equivalent in technical fields, social Sciences/ management/ education</li> <li>• At least 7 years of proven successful experience in the field of strategic / organizational management in BTNET</li> <li>• Relevant experience in strategic planning of the education and training in BTNET institutions</li> <li>• Fluent in English</li> <li>• Able to work under stressful conditions and having no objection to working overtime</li> <li>• At least 5 years of experience in working with the private sector in BTNET.</li> <li>• Experience in (supporting) setting up and managing Training Funds.</li> </ul>

<ul style="list-style-type: none"> <li>• priority fields of study in relation to the labour market</li> <li>• Ensure the performant functioning of the pSDF (dev of ToR, supporting the selection and grant Committee, provide quality assurance).</li> <li>• Coordinate with relevant stakeholders (private sector companies) and donors to join the pSDF.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• Consolidated and coordinated quarterly and annual progress reports including recommendations;</li> <li>• Financial reports in accordance with the requirements of BTC;</li> <li>• A Final report summarizing the results of the Project including lessons learnt, conclusions and</li> <li>• recommendation on how the achievements of the Project can be sustained;</li> <li>• Any other reports as requested by the MoESTS, PSC or BTC.</li> </ul>	
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1.10 International Infrastructure expert (15% on this intervention)

Roles and responsibilities	Qualification profile
<p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• Oversee the infrastructure project activities in close cooperation with the PMT and MoESTS;</li> <li>• Assist in the identification of key stakeholders for the project;</li> <li>• Maintain close relationships with the MoESTS and other relevant Ugandan agencies, Ministries and the donor community;</li> <li>• Supervise and guide the contracting of international and local technical consultancy</li> </ul>	<p><b>Minimum profile</b></p> <ul style="list-style-type: none"> <li>• Degree in civil or architectural engineering;</li> <li>• At least 10 years' experience in construction and at least 5 years' experience in development cooperation projects (emphasis on public procurement); TFF Skilling Uganda (UGA 14 027 11 ) Final Version 138</li> <li>• Proven experience in school buildings and capacity building activities is an asset;</li> <li>• Proven knowledge in sustainable</li> </ul>

<p>services in close collaboration with the PMT and MoESTS;</p> <ul style="list-style-type: none"> <li>• Supervise and guide the contracting of capacity building organizations and other training providers in close collaboration with the PMU;</li> <li>• Provide technical guidance on project methodology and strategy;</li> <li>• 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;</li> <li>• 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;</li> <li>• organize activities to evaluate and capitalise on the lessons learned both for MoESTS and BTC;</li> <li>• Set up the methodology, the tools, and the assignment of responsibility for the technical site</li> <li>• supervision of the rehabilitation and extension works;</li> <li>• Supervise engineers and consultants during the preparation and tendering of contracts for</li> <li>• procurement of works, goods and services;</li> <li>• Provide support to the PCT in the management of the project;</li> <li>• Prepare in collaboration with PMT the Project progress reports;</li> <li>• Coordinate with the PM the preparation of project work plans in cooperation with the PMT;</li> <li>• Organize, coordinate and supervise the implementation of project activities in accordance with the</li> <li>• approved project work plans;</li> <li>• Assist the PM and co-PM in their role of supervising the preparation of regular financial reports for the Belgian contribution;</li> <li>• Coordinate and facilitate the financial audit for the Belgian</li> </ul>	<p>projects using energy efficiency principles, alternative technologies and renewable energy production is an asset;</p> <ul style="list-style-type: none"> <li>• Fluent in English;</li> <li>• Mature, good communicator and team-player;</li> <li>• Able to work under stressful conditions with no objection to working overtime and undertaking field missions;</li> <li>• Knowledge of the local context will be an asset.</li> </ul>
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<p>contribution;</p> <ul style="list-style-type: none"> <li>• Contribute to the compilation of the project final report at the end of the project;</li> <li>• Coordinate and network with other national and international partners.</li> </ul> <p><b>Reporting</b> 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:</p> <ul style="list-style-type: none"> <li>• Consolidated and coordinated quarterly and annual progress reports including recommendations;</li> <li>• Financial reports in accordance with the requirements of BTC and the MoESTS;</li> <li>• A Final report summarizing the results of the Project including lessons learnt, and providing conclusions and recommendation on how the achievements of the Project can be sustained;</li> <li>• Any other reports as requested by the MoESTS, PSC or BTC.</li> </ul>	
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**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); TFF Skilling Uganda (UGA 14 027 11 ) Final Version 138
- 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.

The process of recruitment of the following positions is underway:

1.11 Project National Field Officer

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
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<p><i>He/she will be responsible for:</i></p> <ul style="list-style-type: none"> <li>• Oversee planning and implementing activities for the roll out of the support to the regional BTVET stakeholders and their private sector stakeholders;</li> <li>• Contribute to the quality assurance and technical guidance of the pilot Skills Development Fund in the Western districts;</li> <li>• Coaching and supporting the 4 project field coordinators in their tasks;</li> <li>• Implement additional technical activities assigned to him/her according to the joint team planning;</li> <li>• Ensure when necessary the follow-up of administrative files in support of the project managers and under supervision of the International financial and administrative officer, based in Kampala;</li> </ul> <p>Coaching and supporting 30%</p> <ul style="list-style-type: none"> <li>• Coaching and supporting the 5 selected BTVET institutions in the Albertine region in setting up and implementing their strategic business development plans;</li> <li>• Support the skills development in the Western Uganda by providing support to a) the demand side (industry) in identifying the current and future skills requirements of the construction, mechanical, and hotel and tourism sectors, and to b) the supply side (5 selected BTVET institutions) to be able to professionally respond with technical and entrepreneurial training required by the industry;</li> <li>• Coaching and supporting the regional business membership organizations (BMO's) in identifying the skills gaps within their members; this should include</li> </ul>	<p><b>Minimum profile -</b></p> <ul style="list-style-type: none"> <li>• A Master's degree or equivalent in technical fields, social sciences/ business management/ education ;</li> <li>• At least 6 years of proven, relevant experience in strategic planning and organisational change management of private sector organisations and/or training institutions;</li> <li>• Profound knowledge of and experience in project management;</li> <li>• Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage;</li> <li>• Experience working with/in the private sector would be an advantage.</li> <li>• Experience working for a bilateral or multilateral agency would be an advantage.</li> <li>• Fluent in English, with excellent reporting skills;</li> <li>• Soft skills such as to work in a team, to work autonomously, etc.</li> <li>• ICT skills in word, excel, power point and internet;</li> <li>• Able to work under stressful conditions and having no objection to working overtime.</li> </ul>
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<p>mater-crafts persons, apprentices, and company interns;</p> <ul style="list-style-type: none"> <li>• Support the design and implementation of skills development by focussing on <ul style="list-style-type: none"> <li>○ upgrading instructors of the selected BTVET institutions technically and pedagogically (in service training);</li> <li>○ developing work-based learning (WBL) schemes as well as its modalities and build the capacities of both employers and training institutions in its implementation;</li> <li>○ setting up the “Production Unit” approach in the through capacity building and coaching;</li> <li>○ developing and implementing IT management systems for selected the 5 BTVET institutions;</li> <li>○ introducing certification for short term courses (such as the workers’ PAS in the training and assessment offer of UGAPRIVI and its partners) in the Albertine and Rwenzori region;</li> </ul> </li> </ul> <p>Reporting/knowledge sharing 30%</p> <ul style="list-style-type: none"> <li>• Support the setting up of a BTVET knowledge sharing platform for BTVET stakeholders &amp; BMO’s at regional level;</li> <li>• Oversee the monitoring of progress towards business plans of the selected BTVET partners (including tracer studies and supervision), as well as the implementation of the training and</li> </ul>	
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<p>other investments financed by the pSDF together with the field coordinators in each district;</p> <ul style="list-style-type: none"> <li>• Compile (monthly and) quarterly progress and activity reports, and share with the Project Management Team (PMT) and the international field manager;</li> <li>• Contribute to the compilation of the project final report at the end of the project.</li> </ul>	
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#### 1.12 Four (4) National Field Coordinators (NFCs)

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<p>BTVET advisor (30%)</p> <ul style="list-style-type: none"> <li>• Organise and support the assigned partner colleges and affiliated business membership organisations (BMO's), in a comprehensive programme of training and coaching in practical skills delivery of teaching and learning covering all teaching and training staff (including for Industry);</li> <li>• 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;</li> <li>• Assist in the design, preparation, adaptation and refinement of teaching support materials for teaching staff;</li> <li>• Introduce throughout the college the "course manual preparation" approach into the BTVET institution;</li> <li>• Assist BMO's &amp; BTVET institutions in</li> </ul>	<p><b>Minimum profile:</b></p> <ul style="list-style-type: none"> <li>• Diploma level, in a technical field (preferably in either in the following civil engineering, mechanical engineering, or hotel and tourism sectors);</li> <li>• At least 5 years of proven successful BTVET experience;</li> <li>• At least 3 years' experience in a private company;</li> <li>• ICT skills in word, excel, power point and internet;</li> <li>• Proven expertise in the practical side BTVET delivery, using partnerships with private sector;</li> <li>• Mature, good communicator and facilitator;</li> <li>• Fluent in English;</li> <li>• Able to work under stressful conditions and having no objection to working</li> </ul>

<p>roll out of training programmes financed through the pSDF;</p> <ul style="list-style-type: none"> <li>• Support and monitor all work-based learning (WBL) interventions supported by the project in the designated region.</li> </ul> <p>Coaching (30%)</p> <ul style="list-style-type: none"> <li>• Organise, coordinate and supervise the implementation of project activities in accordance with the approved business and strategic development plans of the respective institutions and the approved project work plans;</li> <li>• Organise regular workshops with college staff &amp; private sector partners to review progress, deliver further information and guidance, and troubleshoot any problems or difficulties being experienced;</li> <li>• Support the college in liaising with the private sectors, in particular on joint BTVET governance, WBL programmes and student career guidance;</li> <li>• Actively promote the pilot Skills Development Fund (pSDF) in the district and support the BMO's &amp; BTVET institutions in defining their labour market training needs and help them to prepare training requests for financing to the pSDF;</li> </ul> <p>Monitoring, reporting and knowledge sharing (30%)</p> <ul style="list-style-type: none"> <li>• Support monitoring of progress towards business plans of the selected BTVET partners (including tracer studies and supervision);</li> <li>• Monitor the implementation of the training and other investments financed</li> </ul>	<p>overtime;</p> <ul style="list-style-type: none"> <li>• Motorcycle driving license.</li> </ul>
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<p>by the pSDF in his/her regions and provide recommendations to the pSDF management;</p> <ul style="list-style-type: none"> <li>• Advise the Project Management Team (PMT) on successes and challenges and contribute to a BTVET knowledge sharing platform for BTVET stakeholders;</li> <li>• Contribute to (monthly and) quarterly progress and activity reports, as agreed with the PMT and the international field manager;</li> </ul> <p>Other (10%)</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
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### 1.13 National Gender & Vulnerable Youth Expert

<b>Roles and responsibilities</b>	<b>Qualification profile</b>
<p>Gender and Social Targeting 40%</p> <ul style="list-style-type: none"> <li>• Set up the framework for gender and social targeting for the relevant project's components;</li> <li>• Lead the gender mainstreaming approach and gender audit of the project;</li> <li>• Contribute to the development of gender and vulnerable youth eligibility and selection criteria in the framework of the pilot Skills Development Fund (pSDF) to a) facilitate active promotion of specific groups of concern through dedicated target windows of the pSDF and b) monitor impact on specific groups of concern;</li> <li>• Ensure gender and social sensitive</li> </ul>	<p><b>Minimum profile -</b></p> <ul style="list-style-type: none"> <li>• A Master's degree or equivalent in gender studies/ social sciences/ business management/ education ;</li> <li>• At least 4 years of proven, relevant experience in gender mainstreaming and/or social targeting</li> <li>• At least 4 years of proven, relevant experience in Monitoring and Evaluation</li> <li>• Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage;</li> </ul>

<p>labour market information gathering;</p> <p>Advocacy and networking 30%</p> <ul style="list-style-type: none"> <li>• Lead the promotion campaign to increase the participation of specific disadvantaged groups to Business Technical Vocational Education and Training (BTJET), addressing vulnerable youth, specific groups such as refugees as well as gender disparities;</li> <li>• Liaise with relevant M&amp;E, gender and social working groups and other relevant coordination structures;</li> <li>• Actively coordinate and seek synergies with other programmes targeting gender and disadvantaged youth;</li> <li>• Contribute to the mainstreaming of other cross cutting issues of the project, including disability, environment, and HIV-AIDS mainstreaming</li> </ul> <p>M&amp;E/knowledge sharing 30%</p> <ul style="list-style-type: none"> <li>• Contribute to the set-up of the project's monitoring framework following BTC's MORE results guidelines in collaboration with the relevant governmental departments and private sector stakeholders,</li> <li>• Support gender sensitive and social disaggregated monitoring of project, including tracer studies of pSDF other project beneficiaries;</li> <li>• Ensure monitoring of the project's M&amp;E matrix, including mainstreaming and disaggregation of data on gender and social background in regular project progress and activity reporting;</li> <li>• Compile lessons learned on promotion of gender and social targeting from project supported</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with/in the private sector would be an advantage.</li> <li>• Experience working for a bilateral or multilateral agency would be an advantage.</li> <li>• Fluent in English, with excellent reporting skills;</li> <li>• Soft skills such as to work in a team, to work autonomously, etc.</li> <li>• ICT skills in word, excel, power point and internet;</li> <li>• Able to work under stressful conditions and having no objection to working overtime;</li> </ul>
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<p>activities;</p> <ul style="list-style-type: none"> <li>• Support the setting up of a knowledge sharing platform for gender sensitive and social targeting in BTVET provision at both regional and central level;</li> </ul>	
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#### 1.14 PSDF Officer

Roles and responsibilities	Qualification profile
<p><b>Tasks:</b> The pilot Skills Development Fund (pSDF) officer shall work closely with the project coordinators as well as with the national technical advisor and the project field managers, as follows:</p> <p>Fund management 40%</p> <ul style="list-style-type: none"> <li>• Set up the framework, lead the planning and the development of guiding principles for the pilot Skills Development Fund;</li> <li>• Lead development and ensure quality of pSDF grant facility operational manual;</li> <li>• Oversee quality control of the implementation of activities in support to the Business Technical Vocational Education and Training (BTVET) &amp; private sector stakeholders through the functioning of the pilot Skills Development Fund;</li> <li>• Ensure gender equity and social targeting of the pSDF through active promotion of specific target windows of the pSDF and monitoring of eligibility criteria;</li> <li>• Ensure when necessary the follow-up of administrative files of the pSDF in support of the project managers and under supervision of the International financial and administrative officer;</li> </ul> <p>Coaching and promotion 30%</p> <ul style="list-style-type: none"> <li>• Lead the promotion of the competitive pSDF as an agent for change and innovation in Skills Development in Uganda;</li> <li>• Coaching and supporting the</li> </ul>	<p><b>Minimum profile -</b></p> <ul style="list-style-type: none"> <li>• A Master's degree or equivalent in technical fields, social sciences/ business management/ education ;</li> <li>• At least 6 years of proven, relevant experience in grant management ;</li> <li>• Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage;</li> <li>• Experience working with/in the private sector would be an advantage;</li> <li>• Experience working for a bilateral or multilateral agency would be an advantage.</li> <li>• Fluent in English, with excellent reporting skills;</li> <li>• Soft skills such as to work in a team, to work autonomously, etc.;</li> <li>• ICT skills in word, excel, power point and internet;</li> <li>• Able to work under stressful conditions and having no objection to working overtime.</li> </ul>

<p>private sector organisation and the BTVET institutions in the Albertine (and potentially other) regions in Uganda in introducing quality proposals in in the framework of the fund, based on a sound identification of regional skills gaps;</p> <ul style="list-style-type: none"> <li>• Coordinate the positioning of the pSDF in the overall support landscape to BTVET providers and private sector partners, building on international experiences;</li> <li>• Support the setting up of a pSDF knowledge sharing platform for BTVET &amp; private sector stakeholders &amp; contribute to high level discussions and scenario development around pooled funding for Skills Development;</li> </ul> <p>Monitoring and reporting 30%</p> <ul style="list-style-type: none"> <li>• Support monitoring (including tracer studies) and supervision of the selected pSDF partners &amp; activities;</li> <li>• Compile regular PSDF progress and activity reports and compile lessons learned from pSDF supported activities;</li> <li>• Contribute to the compilation of the overall project reporting.</li> </ul>	
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