



## SUPPORT TO THE SKILLING UGANDA STRATEGY UGANDA

### THE BELGIAN DEVELOPMENT COOPERATION



DGD CODE: NN 3016426

NAVISON CODE: (BELGIUM) UGA 14 027 11

NAVISON CODE: (EU) UGA 16 032 1T

NAVISON CODE: (IRISH AID) UGA 16 033 1T



## **Table of Contents**

Acronyms.....	iv
1 Intervention at a glance (max. 2 pages).....	1
1.1 Intervention Form.....	1
1.2 Budget Execution (in EUROS).....	3
1.3 Self-Assessment Performance.....	7
1.3.1 <i>Relevance</i> .....	7
1.3.2 <i>Effectiveness</i> .....	10
1.3.3 <i>Efficiency</i> .....	16
1.3.4 <i>Potential sustainability</i> .....	19
1.4 <i>Conclusions</i> .....	23
2 Results Monitoring.....	26
2.1 <i>Evolution of the Context</i> .....	26
2.1.1 <i>General Context</i> .....	26
2.1.2 <i>Institutional Context</i> .....	26
2.1.3 <i>Management context: execution modalities</i> .....	27
2.1.4 <i>Harmonisation context</i> .....	29
2.2 Performance Outcome.....	31
2.2.1 <i>Progress of indicators</i> .....	31
2.2.2 <i>Analysis of progress made</i> .....	31
2.2.3 <i>Progress of indicators</i> .....	35
2.2.4 <i>Analysis of progress made</i> .....	36
2.2.5 <i>Potential impact</i> .....	38
2.2.6 <i>Progress of indicators</i> .....	39
2.2.7 <i>Analysis of progress made</i> .....	39
2.2.8 <i>Potential Impact</i> .....	40
2.3 Performance output 1.....	41
2.3.1 <i>Progress of Indicators</i> .....	41
2.3.2 <i>Output Performance</i> .....	41
2.3.3 <i>Progress of main activities</i> .....	42
2.3.4 <i>Analysis of progress made</i> .....	42
2.4 Performance Output 2.....	45
2.4.1 <i>Progress of Indicators</i> .....	45
2.4.2 <i>Progress of main activities</i> .....	46
2.4.3 <i>Analysis of progress made</i> .....	46
2.5 Performance Output 3.....	49
2.5.1 <i>Progress of indicators</i> .....	49
2.5.2 <i>Progress of main activities</i> .....	50

2.5.3	<i>Analysis of progress made</i> .....	50
2.6	Transversal Themes.....	52
2.6.1	<i>Gender &amp; HIV</i> .....	52
2.6.2	<i>Environment</i> .....	52
2.6.3	<i>Integration of ICT</i> .....	54
2.6.4	<i>Vulnerable Groups</i> .....	55
2.7	Risk management.....	56
2.8	Steering and Learning.....	58
2.8.1	<i>Strategic re-orientations</i> .....	58
2.8.2	<i>Recommendations</i> .....	58
2.8.3	<i>Lessons learned</i> .....	59
3	Annexes.....	60

# Acronyms

## Acronyms

A/R	Albertine and Rwenzori region
ACW	Africa Code Week
ATPs	Assessment and Training Package
BE	Belgium Embassy
BMO	Business Membership Organizations
BTC/Enabel	Belgian development agency
BTVET	Business Technical and Vocational Education and Training
CBET	Competence Based Entrepreneurship Training
CBM	Competence Based Management
CCIs	Cross Cutting Issues
CRRF	Comprehensive Refugee Response Framework
D4D	Digitalization for Development
DACUM	Develop a Curriculum
DGA	Direct Grant Agreements
DIT	Directorate of Industrial Training
DRC	Danish Refugee Council
EDP	Education Development Partners
EU	European Union
GBV	Gender Based Violence
GIZ	Gesellschaft für Internationale Zusammenarbeit
ILO	International Labour Organisation
IRE	Irish Embassy
KMJ	Karamoja/Karamojong
KRSU	Karamoja Resilience Support Unit
LED	Local Economic Development
LM	Labor Market
LMIS	Labor Market Intelligence System
LMS	Labor Market Scan
M&E	Monitoring and Evaluation
MCP	Master Crafts Person
MDAs	Ministries, Departments, Agencies
MoES	Ministry of Education and Sports
MoUs	Memorandum of Understanding
N/A	Not Applicable
NCDC	National Curriculum Development Centre
NEET	Not in Employment, Education or Training
NGO	Non-Governmental Organizations
NPA	National Planning Authority
NTC	National Technical College
O&G	Oil and Gas
OPM	Office of the Prime Minister
PMT/U	Program Management Team/Unit
PPP	Public Private Partnerships
PS	Permanent Secretary
PSDF	Pilot Skills Development Fund
PSFU	Private Sector Foundation of Uganda
PWDs	Person with Disabilities
RACI	Responsible, Accountable, Consulted, Informed
ReHOPE	Refugees and Host Population Empowerment
RR	Resident Representative
RTF	Reform Task Force
SC	Steering Committee
SDA	Skills Development Authority
SDF	Skills Development Fund
SDHR	Skills Development for Human Resources Project
SDP	Skills Development Platform
SSC	Sector Skills Council

SSU	Support to Implementation of the Skilling Uganda Strategy
SYNTRA	Flemish network of centers for training of entrepreneurs
T&HSSC	Tourism and Hospitality Sector Skills Council
TFF	Technical and Financial File
TIET	Teacher Instructor Education and Training
TNA	Training Needs Assessment
TSSC	Tourism Sector Skills Council
TTE	Teacher Training and Education
TVET	Technical Vocational Education and Training
UBTEB	Uganda Business Technical Examination Board
UGAPRIVI	Uganda Private Vocational Institutes Association
UMA	Uganda Manufacturers' Association
UNESCO	United Nations Educational, Scientific Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
USSIA	Uganda Small Scale Industries Association
VAT	Value Added Tax
VDAB	Flemish Agency for employment services
VET	Vocational Education and Training
VTI	Vocational Training Institute
WB	World Bank
WBL	Work-Based Learning
ZOA	Zuid-Oost Africa, Dutch for South-East Africa

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

## 1.1 Intervention Form

<i>Intervention name</i>	<i>Support to the implementation of the Skilling Uganda Strategy</i>	<i>Annex to the Support to Skilling Uganda Intervention (SSU): Integration of the Karamoja Region</i>
<i>Intervention Code</i>	<i>UGA1402711</i>	<i>UGA 160331T</i>
<i>Location</i>	<i>Uganda: Albertine &amp; Rwenzori</i>	<i>Uganda: Karamoja</i>
<i>Budget</i>	<i>16 million (Belgium Gov't)</i>	<i>6 million Euros (Irish Gov't)</i>
<i>Partner Institution</i>	<i>Ministry of Education and Sports (MoES)</i>	<i>Ministry of Education and Sports (MoES)</i>
<i>Date intervention start /Opening Steering Committee</i>	<i>28<sup>th</sup> July 2015</i>	<i>1 August 2016</i>
<i>End date specific agreement</i>	<i>27 July 2021</i>	<i>30 November 2020 + 6 months reporting</i>
<i>Target groups</i>	<i>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. In its operation, the project will support a restricted number of training providers in Kasese, Kabarole, Hoima and Masindi. The project strives for a close collaboration with Business Membership Organizations and private sector companies on all levels of intervention.</i>	<i>The project supports the skilling Uganda strategy specifically for Karamoja Region. It will focus on supporting relevant skills development for Karamoja youth, women and girls. To ensure the relevance of the skilling Uganda Strategy to Karamoja context, the intervention will focus more on complementarity with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments.</i>
<i>Impact<sup>1</sup></i>	<i>The employability of youth is increased through better quality of instruction and learning in Skills Development</i>	<i>The employability of youth is increased through better quality of instruction and learning in Skills Development</i>
<i>Outcome</i>	<i>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</i>	<i>The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja Region in line with the Skilling Uganda reforms.</i>

<sup>1</sup> Impact corresponds to the Global Objective, Outcome to the Specific Objective and Output to the Result level

Outputs <sup>2</sup>	1. The BTVET and employment (sub)sector has a coordinated and formally agreed governance structure, vision and medium-term strategy	1. Provide institutional support to the national SD stakeholders and supporting the BTVET reform a
	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	2. Develop and support skills development instru pilot Skills Development Financing (SDF) mecha
	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	3. Improving training provision and upgrading of providers

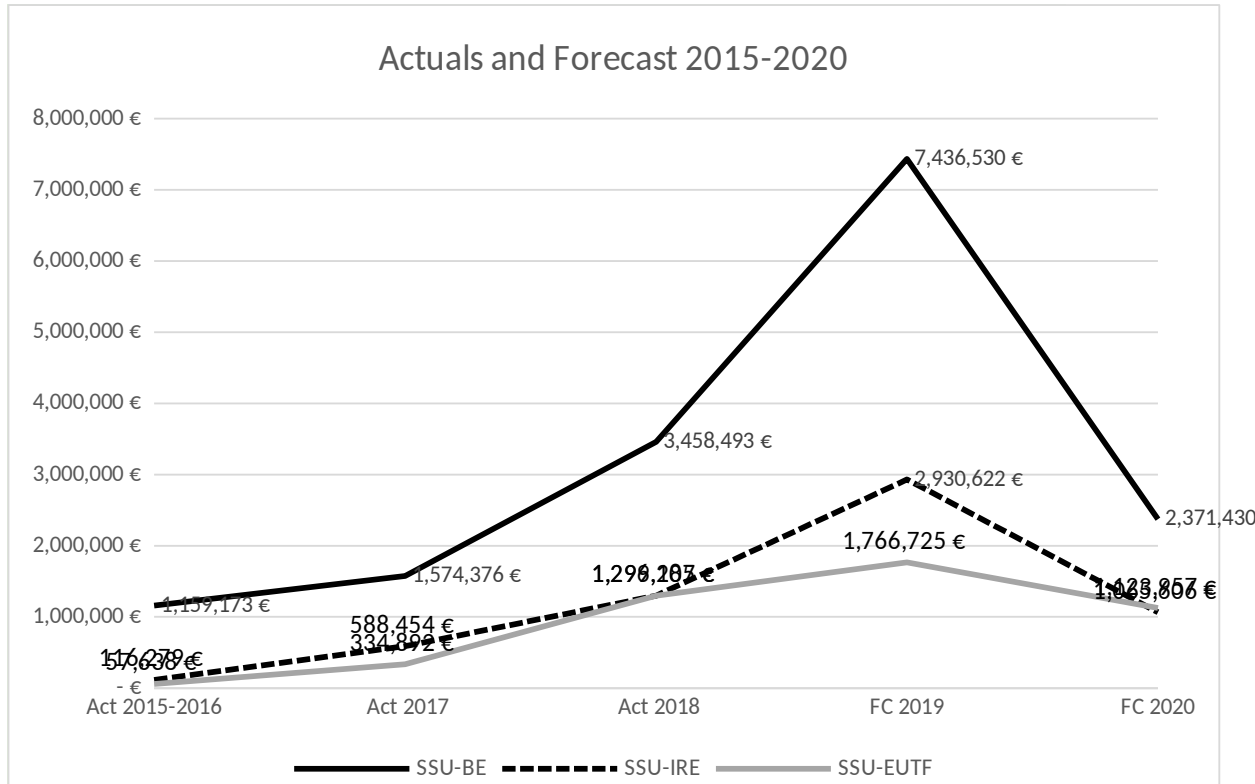
---

<sup>2</sup> These are outputs as per the project's Technical and Financial File (TFF).

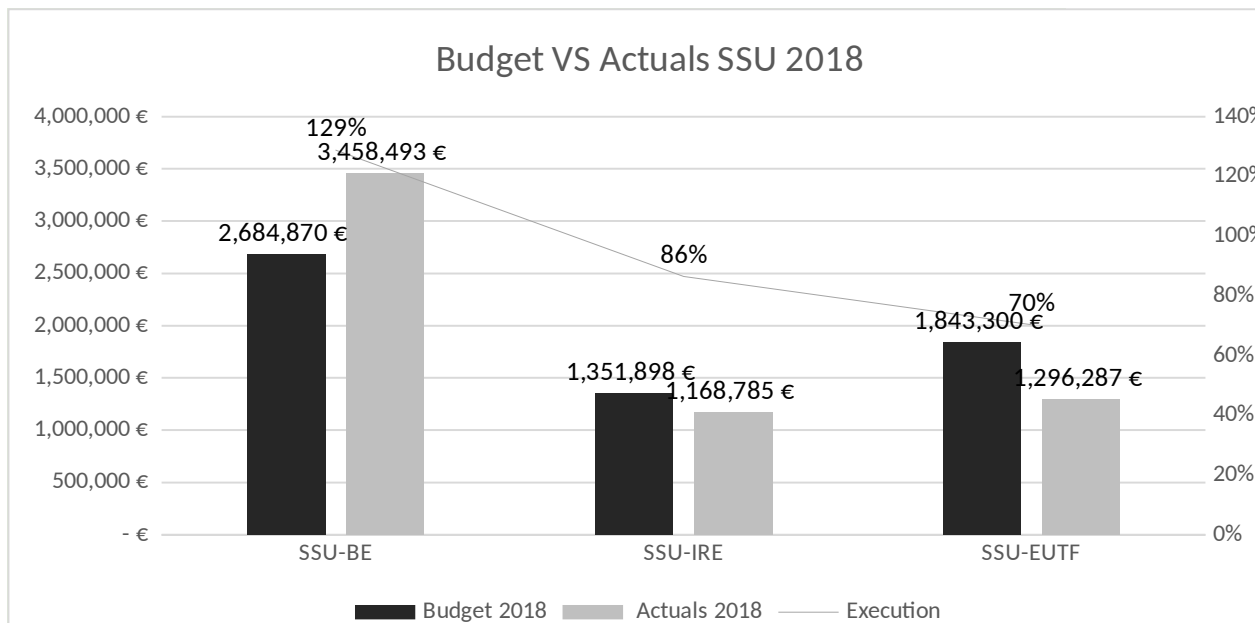
## 1.2 Budget Execution (in EUROS)

### 1.2.1 Performance

The SSU Program overview 2015-2020 chart below shows the expenditure (actuals and forecast) of the three projects during the implementation period of the SSU program.



The SSU Program Performance Actual vs Planned 2018 chart below shows the performance of the three SSU interventions during 2018.





## SSU – BE UGA1402711

Output/ Result	Budget	Expenditure previous years	Expenditure 2018	Balance	Execution rate
<b>Total</b>	<b>16.000.000 €</b>	<b>2.733.548 €</b>	<b>3.458.493 €</b>	<b>9.807.959 €</b>	<b>39%</b>
Output 1	2.010.000 €	496.429 €	273.717 €	1.239.854 €	38%
Output 2	439.200 €	115.731 €	128.154 €	195.315 €	56%
Output 3	10.496.000 €	972.257 €	2.161.763 €	7.361.980 €	30%
Reserve	54.300 €	19 €	85 €	54.196 €	0%
General Means	3.000.500 €	1.149.112 €	894.774 €	956.614 €	68%

### Analysis of performance

In 2018, the total expenses within this Belgian funded component were 3.458.493 EUR. This is 129% of the originally planned budget expense for 2018 (2.684.870 EUR). The total execution rate so far is 39% (of 16 million euro). The foreseen expenses under Grants and Infrastructure in Result 3 (support to VTIs) started in Q3 and Q4 2018 and will be peaking in 2019 as the project progresses (see chart *SSU Program Overview 2015 – 2020* above).

## SSU – EU UGA160321T

Output/ Result	Budget	Expenditure previous years	Expenditure 2018	Balance	Execution rate
<b>Total</b>	<b>4.900.000 €</b>	<b>420.002 €</b>	<b>1.387.009 €</b>	<b>3.092.989 €</b>	<b>37%</b>
<b>Total without MF</b>	<b>4.579.500 €</b>	<b>392.530€</b>	<b>1.296.287 €</b>	<b>2.890.682 €</b>	<b>37%</b>
Output 1	3.200.000 €	121.746 €	834.688 €	2.243.566 €	30%
Output 2	721.500 €	108.717 €	287.249 €	325.534 €	55%
General Means	658.000 €	162.067 €	174.351 €	321.582 €	51%
Management Fee	320.500 €	27.472 €	90.722 €	202.307 €	37%

### Analysis of performance

In 2018 the total expenses of the intervention raised to 1.296.287 EUR (exclusive of Management Fee). This is 70% of the planned budget for 2018 (1.843.300 EUR). There is a total execution rate of 37% so far (of 4.9 million euro). 2018 was the first year that all members of the EU-team had been recruited. This is reflected in the increased implementation of the activities such as SDF. Due to rigorous monitoring and quality control by the SU team on the implementation of the grants by the selected joint ventures, and due to important reporting requirements (both financial as operational) of the SDF grants, there are some delays in expenditure in SDF (-200.000€), which will be caught up early 2019. The lower than foreseen expenditure is also related to the fact that two international experts were imputed partially (-180.000€) on the Irish and Belgian funded components.

Rolling out the instant trainings took longer than planned, mainly caused by a lengthy procurement process to frontload an instant training provision for the next 2 years. Other instant trainings, such as coding (programming) for trainees enrolled in ICT trainings, were over budgeted. This delay in instant training provision is being caught up in 2019, as the SSU program has now procured trainings for approximately 4000 trainees.

## SSU – IRE UGA160331T

Output/ Result	Budget	Expenditure previous years	Expenditure 2018	Balance	Execution rate
<b>Total</b>	<b>6.000.000 €</b>	<b>704.733 €</b>	<b>1.299.105 €</b>	<b>3.996.162 €</b>	<b>33%</b>
<b>Total without MF</b>	<b>5.398.110 €</b>	<b>634.044 €</b>	<b>1.168.785 €</b>	<b>3.595.281 €</b>	<b>33%</b>
Output 1 (Policy)	393.700 €	42.653 €	53.243 €	297.805 €	24%
Output 2 (Design of Trainings and M&E)	203.640 €	83.754 €	123.695 €	-3.809 €	102%
Output 3 (VTIs + Trainings)	4.074.100 €	271.403 €	840.036 €	2.962.661 €	27%
Reserve	14.370 €	- €	- €	14.370 €	0%
General Means	687.300 €	236.170 €	151.811 €	299.320 €	56%
Management Fee	601.890 €	70.689 €	130.320 €	400.882 €	33%

### Analysis of performance

In 2018 the total expenses (exclusive of Management Fee) of this component raised to 1.168.785 EUR. This is 86% of the planned budget for 2018 (1.351.898 EUR). This execution rate is mainly due to the start of infrastructure works in both VTIs (Nakapiripirit and Moroto) as well as the implementation of the first 5 SDF grants (both in output 3). It should be noted that the budget of output 2 contains mainly activity of design of the SDF and communication and evaluation while the 1.190.000 EUR of the SDF *in stricto sensu* are under output 3. The total execution rate is 33% (of 6 million euro).

#### 1.2.2 Modalities

To improve the transparency towards our donors and based on the recommendations from the Audit of the Belgian Treasury of November 2017, this chapter intends to clarify three specific operational modalities that have impact on the budget of the projects; eligibility of VAT, cost allocation of the Program Management Unit and allocation of common expenses at Central Level SSU office in Kampala.

##### o VAT

For the SSU-BE UGA1402711 project, and agreed in article 8.2 in the Specific Agreement signed between the Kingdom of Belgium and the Republic of Uganda no part of the funds will be used for taxes, duties and charges. Therefore, VAT is claimed back at URA in each case they were paid by Enabel.

For the SSU-EU UGA160321T project, by derogation to article 18.1 of the General Conditions, activities are implemented under the crisis procedures of the EU, and duties, taxes and charges including VAT are eligible costs.<sup>3</sup>

For the SSU-IRE UGA160311T project, article 4.2 in the signed memorandum of understanding between the Embassy of Ireland and Enabel, it is mentioned that taxes, duties and charges are eligible.

##### o Program Management Unit (PMU) specific cost centre UGA1603411

PMU expenses that cannot be assigned directly to this specific project will be reallocated *a posteriori* to all education program projects (SSU+TTE) based on a

<sup>3</sup> This was confirmed by email from EU Delegation in Kampala on 28 March 2017.

perceptual allocation key (Annual budget of activities / Total annual budget of activities). For the SSU component following percentages applied till July 2018. From July 2018 and onwards, with the change in the setup of the Education Projects and the splitting into SSU and TTE, the program management unit has been disbanded as a separate cost centre.

	<b>SSU-IRE (UGA160331T)</b>	<b>SSU-BE (UGA1402711)</b>	<b>SSU-EU (UGA160321T)</b>
<b>Annual budget of activities/ Total annual budget of activities (Q1 + Q2 2018)</b>	12%	31%	10%
<b>Budget line</b>	Z_04_04	Z_04_04	Management fees

**o Central Level SSU office Kampala allocation costs UGA1402711**

Common operating expenses (such as cleaning, internet, etc.) made at Central Level Kampala office for the component SSU are pre-financed out of the SSU-BE project budget. These earmarked expenses are reallocated to each project individually according to the schedule below.

	<b>SSU-IRE (UGA160331T)</b>	<b>SSU-BE (UGA1402711)</b>	<b>SSU-EU (UGA160321T)</b>
<b>Budget % activity budget annual/budget annual SSU (entire 2018)</b>	22%	59%	19%

## 1.3 Self-Assessment Performance

### 1.3.1 Relevance

	Performance
Relevance	A

The intervention is fully aligned with the Skilling Uganda Strategic Plan (10-year BTVET Strategic Plan) and contributes to the objectives of the overall national development frameworks: The National Development Plan (NDP2) and Vision 2040. The strategy is expected to result in a systemic change transforming the TVET sub-sector in Uganda *into a comprehensive system of skills development for employment, enhanced productivity and growth*. The project therefore facilitates interaction between all relevant stakeholders: on the policy level, in the private sector and at Business Technical and Vocational and Education Training (BTVET) institutions and provides technical assistance, capacity development and financial support to realize key elements of the strategy. The implementation of business plans and work packages in the program's support to its 7 partner Vocational Training Institutes (VTIs) in Karamoja and Albertine/Rwenzori fully adhere to the principles set in the Skilling Uganda Strategy. Through its calls for proposals the Skills Development Fund (SDF) is stimulating alliances between the private sector and public training providers/livelihood actors in which other principles set in the strategy (work-based learning, holistic approach to skills training, equitable access) are integrated.

The recently approved TVET Policy (January 2019) confirms the relevance of the Skilling Uganda Strategy and consequently the SSU program. It provides a solid framework to continue to work on a market-oriented and private-sector driven skills development strategy and TVET sector. The embeddedness of the program in a policy will boost the technical assistance to support the development of structural arrangements to implement the Skilling Uganda Strategy, among others the creation of a TVET Council and secretariat. The recent developments have also brought considerable improvement in the dialogue and cooperation between MoES and the SSU program team<sup>4</sup>.

The program further corresponds with the importance that is stressed in the TVET policy of a multi-stakeholder coordination in the TVET sector to be led by the private sector. Although the SSU program focuses on cooperation with MoES, it follows a multi-stakeholder approach with strong linkage to the private sector in its practical implementation. The program focuses on deepening partnerships with employers/the private sector (*linking the world of school with the world of work*), as it is considered a crucial factor in upgrading the relevance of skills development for the labour market and the quality of skills training, and thereby addressing the demands of the private sector itself. The implementation of the SDF is brokering joint ventures between the private and the public sector in skills provision and the work packages for the support to the 7 partner VTIs in Karamoja and Albertine/Rwenzori region include the establishment of public private partnership (PPP) agreements at grassroots level. The involvement of the private sector is also one of the key subjects of the skills development platforms (SDPs) at district level and the sector skills councils (SSCs), such as in the Tourism and Hospitality sector. The commitment of the private sector to provide

<sup>4</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 21

technical assistance and financial support to enable the realization of the Skilling Uganda Strategy and the (new) TVET Policy, its participation in regional and sectoral coordination mechanism and collaboration with training providers, further confirms the relevancy of the program<sup>5</sup>.

The SSU program is further aligned with the priorities of the Belgium development cooperation for Uganda. Belgium is leading the TVET technical working-group in the education sector dialogue, which has enabled cooperation within the SSU program with Ireland in its priority support region of Karamoja, with the EU focusing on refugees and host communities in Northern Uganda, and with other main donors and agencies active in TVET and vocational skills development. The SSU program is also closely aligned to the World Bank's skills development strategy of Uganda and its support to the TVET sector.

The relevance of the program for its target groups also remains high. It aims to address skill gaps and mismatches between skills trainings and the (local) labour market, and provide youth, women and girls with relevant and marketable skills, and as such, enhance their integration in the labour market. Equipping unemployed and out-of-school youth with qualitative skills that meet market demands is an important pathway in addressing youth unemployment in the different regions covered by the intervention. "Skilling Uganda" foresees an open system for skills trainings for 'all Ugandans', thus including equitable access to skills training for vulnerable people (youth, women and girls, refugees and marginalized groups).

The overwhelming number of applications by youth, women and girls for the non-formal skills trainings offered through the SDF in the three different regions, indicates a high demand for accessible and flexible skills training. The SDF also facilitates a linkage of skills training with livelihood needs through the provision of instant qualitative, tailor-made innovative and gender sensitive trainings to respond to identified gaps – the so-called 'instant trainings. This hands-on integration of skills development in the implementation of livelihood activities is expected to open avenues for mutual reinforcement between livelihood activities and skills provision.

## **Belgian Cooperation**

For its field component in the Albertine-Rwenzori region, the project focuses on skills development around the economic sub-sectors surrounding the oil & gas sector (in upstream development until 2021), mainly development of infrastructure including drilling facilities, refineries, pipe lines, roads etc. Following the labour market scans of 2016, the project has been accompanying its partner VTIs in specializing in trades relevant to the oil & gas development context while also taking in other growth sectors such as the tourism sector with important national parks such as Rwenzori, Murchison and Queen Elizabeth national parks.

The SDF basket for Albertine Rwenzori aims at directly benefitting at least 80% (vulnerable) youth and 30% women and girls. With the second SDF call in the region skills provision was further foreseen in relevant sectors, mainly manufacturing, construction, tourism and green skills. The third SDF call for proposals in the region was specifically oriented towards skills related to the upcoming oil & gas industry in Buliisa, Hoima and Masindi districts, and towards tourism and hospitality in Kabarole and Kasese districts.

---

<sup>5</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 23

To facilitate integration in the oil & gas sector, the program seeks assessment and certification based on international standards of beneficiaries trained in the relevant trades in its partner VTIs. In the third call for proposals, the SDF has also budgeted for international certification in this regard.

## **Irish Aid**

This component follows the same strategic approach, and is contributing to the same objectives as the overall SSU-intervention, while targeting the geographical area of Karamoja. It is focusing on supporting the “Skilling Uganda” BTVET reform agenda, strengthening the national, regional and local Skills Development stakeholders and piloting new competitive and demand driven Skills Development funding mechanisms, while addressing the socio-economic concerns of the Karamoja region and existing employment needs for youth, women and girls in Karamoja. Studies (KRSU, August 2017) have reconfirmed the relevance of harmonizing existing skills and education programs in Karamoja to ensure increased balance between the skills pool and job opportunities. There is a clear scope to expand TVET training programs throughout Karamoja and for a wide variety of trades, including agriculture related trades (Enabel and Irish Aid, Karamoja Secondary Labour Market Study, October 2018). The component is actively partnering with key livelihood actors, and plays a leading role in strengthening the development and delivery of skills training relevant for the growing labour market in Karamoja. In this context its support to the two partner VTIs aims to develop Centres of Excellence in construction and agriculture trainings.

The need to tackle youth unemployment in the region remains relevant and is further confirmed by the high numbers of NEET youth (Not in Employment, Education or Training). As such, the intervention adheres to the Skilling Uganda strategic objective to ensure equitable access to qualitative and relevant skills training for vulnerable people in the region, i.e. Karamojong, and in particular women and girls. The project therefore targets to directly support 2000 beneficiaries of whom seventy percent (70%) Karamojong and thirty percent (30%) non-Karamojong and at least eighty percent (80%) youth aged 15-35; and thirty percent (30%) women and girls.

## **EU Trust Fund**

This component is fully integrated into the Support Program to the Refugee Settlements and Host Communities in Northern Uganda (SPRS-NU) program of the EU Trust Fund, focusing on initiatives to increase the level of education for refugees and the host communities, develop relevant skills for youth, women and girls of refugees and host communities and improve livelihoods of refugees. The need to tackle youth unemployment in the region remains relevant, which is further confirmed by the high numbers of youth that are Not in Employment, Education or Training (NEET). UNICEF estimates that 80 to 90% of youth of the refugee and host community population were in this situation in 2017.

In line with the other regions covered by the SSU intervention, the EU component supports policy and practice to contribute to improved employment opportunities for refugees and their host communities. The SDF basket for Northern Uganda, including Kiryandongo, therefore aims at enhancing livelihoods and labour market relevant skills for youth, women and girls of the refugees and host communities through vocational training and entrepreneurship support in Adjumani, Arua, Yumbe and Kiryandongo. It targets 2200 beneficiaries, amongst which seventy percent (70%) refugees and thirty percent (30%) host communities; benefitting at least 80% youth (age between 15-35 years) and 35 % women and girls. Putting in practice its component of ensuring equitable access

to skills for the refugee population, the intervention is mainstreaming the national BTVET reform strategy and its underlying principles.

Based on labour market scans (LMS), training needs assessments (TNA) and dialogue with relevant partners, the intervention supports training that is relevant to the local market, as well as creating new training and employment opportunities in the refugee settlement context, e.g. the humanitarian service provision. Investments in shelter, building, maintenance, food production, and services in the refugee settlements boost employment in the region and allow training providers to integrate a “work-based learning” (WBL) component in their training programs. Breaking down non-formal skills provision into its smallest component through the instant trainings (based on training needs in livelihood activities), the access to skills provision in the region clearly increases.

The SSU-EU intervention is considered as an important element contributing to local integration of refugees in Northern Uganda and meanwhile making refugees more resilient upon return to their country of origin. As such, SSU-EU finds itself in the “nexus” between humanitarian and development support to vulnerable communities and hereby fully integrates with the Ugandan Government Settlement Transformative Agenda (STA), the aligned self-reliance strategy “Refugee and Host Population Empowerment” (ReHOPE) program (2016-2020), and the Comprehensive Refugee Response Framework (CRRF) established in March 2017 under the patronage of the OPM (Office of the Prime Minister). Last but not least, the intervention further actively advocates for skills development among the Education in Emergency partners, as it became part of the steering committee of the Education Response Plan (ERP) for Refugees and Host Communities in Uganda.

In 2019, the Northern Uganda component will also actively contribute to the Livelihood and Job Creation working group under the CRRF (Comprehensive Refugee Response Framework).

### 1.3.2 Effectiveness

	<b>Performance</b>
<b>Effectiveness</b>	B

Evaluating effectiveness entails determining the degree to which implemented activities and outputs contribute to delivering the program’s outcomes and specific objectives. The program performed well in 2018 towards achieving the planned outputs for Result Areas 2 and 3. For the evaluation of Result Area 1 (Policy dialogue) we will describe below the specific context in which time-consuming dialogue eventually led to advancement on a policy paper on TVET by the end of the year.

The Skills Development Fund has now launched calls in all districts of operation of the program. In 2018, 1 call for proposal closed, 3 calls for proposals were being implemented and 2 calls for proposals were in the selection process. The numerous applications received for each call confirm that both public and private stakeholders are willing and able to enter in joint ventures to provide marketable skills development targeting vulnerable youth, and are hereby enabling inclusion and relevance in skills development. From an overall point of view, the SDF has



awarded 33 grant agreements by end of 2018. Through the SDF, the principles of the SU-strategy (WBL, private sector involvement, efficiency, inclusiveness) have been mainstreamed in the proposals.

In addition, a total of 17 instant trainings were conducted in Northern Uganda and Karamoja. Full implementation of the component is yet to be expected in 2019.

About **160** trainings have been assessed and procured throughout 2018, resulting in a wide range of trades available for potential applicants in 2019. In order to assess change processes that are generated through the implementation of the SDF, and feed the learning component, the program has awarded a public services contract for “Action research on change processes and lessons learned of the implementation of the Skills Development Fund in Uganda” in November 2018, for which a first data collection phase is foreseen in March and April 2019.

As for the VTI support component, (i) the provision of technical and managerial training and capacity development continued, (ii) basic equipment to improve the teaching conditions in the institutions was delivered and (iii) infrastructure works were started in the second semester of 2018. The institutions have invested more in establishing relations with private sector actors, and industrial training and workplace-based learning has increased vis-à-vis institution-based education. The component delivered by SDHR should however strengthen its quality assurance system to assess the actual outcome performance. The implementation of a quality assurance system will therefore be set as one of the priorities in the coming year, together with the development of a clear definition of ‘Centres of Excellence’, which forms the basis of the specific objective of the VTI support component. Finally, direct grant agreements were signed with all partner VTIs at the end of the year to support the institutionalization of Public Private Partnerships (PPPs), the institutions’ managerial capacity, infrastructural improvements undertaken by the Institution itself, and the inclusion of vulnerable youth, women and girls in the coming years of the project.

As for result area 1, the SSU contribution to the TVET reform process has been limited at national level due to the multiple policy setbacks in 2017. With the development of the draft TVET policy in August 2018, to which the SSU program actively contributed, a new solid framework was set up to continue to work on a market-oriented and private-sector driven skills development strategy and TVET sector. These recent developments have also brought important improvement in the dialogue and cooperation between MoES and the SSU program team<sup>6</sup>. SSU became more closely engaged with MoES through a series of meetings and workshops, participating in the Education and Sports Sector review report writing, and supporting the organisation of the first Ugandan National Vocational Skills Competition, the successful participation in the African World Skills Competition and the creation of a national vocational skills competition secretariat and organisation.

At sector and district level, significant progress was booked in bringing more actors and including the private sector together in a multi-stakeholder coordination of TVET provisions. This was most notably the case in the district-level skills development platforms that are active in all districts where the program operates. At the sector level, the SSU team has supported the Tourism

---

<sup>6</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 21

Sector Skills Council (TSSC) to develop proposals for improvement of curricula, certification and Workplace Based Learning for the MoES' Department of Industrial Training (DIT). The tourism sector is the first sector where such cooperation and coordination are being supported, though the approach is likely to be relevant for other sectors as well. The TSSC experience shows that there is interest from the private sector in guiding and supporting skills development and this is promising in the light of the new TVET policy that is based on this assumption<sup>7</sup>.

As mentioned earlier, a change in mindset and behaviour of different stakeholders can be noted towards appreciating and investing in multi-stakeholder cooperation and private sector involvement in developing a more private sector driven TVET sector<sup>8</sup>. The involvement of the private sector in the different coordination mechanisms and through PPPs should be further intensified the coming year.

As for the beneficiaries of the skills trainings, it was reported throughout 2018 in all three regions where the program is implemented that many of them have procured employment. The extent of this outcome, the type of employment procured and the change in beneficiaries' socio-economic situation is yet to be measured and documented through tracer studies that are planned throughout 2019. In its implementation, the program has also increased the inclusion of vulnerable youth, women and girls in skills development. Only in Northern Uganda the inclusion of refugees in skills development has not yet reached the set target of 70%.

The SSU communication team undertook several actions throughout 2018 (a multitude of events, social media presence and branded promotional/ awareness creation items), enlarging visibility of Skilling Uganda, creating awareness on the SDF-training funds, improving the Ugandan public opinion on BTJET and reaching vulnerable target groups, objectives which formed the core of SSU's communication strategy in 2018.

## **Belgian Cooperation**

During 2018, the SDF has booked significant progress in the Albertine/Rwenzori region. Instalments to selected grant recipients of the 1st and 2nd call for proposals in Albertine /Rwenzori region were effectuated. The first 10 SDF grant agreements of the pilot call in Albertine/Rwenzori region worth 200.000 Euros were all finalized in 2018, resulting in 477 trained beneficiaries of which 48% are young women. 80% obtained a nationally recognised certificate or successfully completed the training (in case of internal assessments). Moreover, partners reported that several trainees have secured employment while others have established their own enterprises/income generating activities. Detailed data on Income Generating by these beneficiaries will be captured in the upcoming first SDF tracer study. The second call in the region resulted in the signing of 13 SDF grant agreements worth 611.559 Euros, targeting 1114 beneficiaries. 969 beneficiaries are currently trained of which 41% are young women. The provision of technical and financial orientation and training prior to signing the grant agreement, enabled all partners to start satisfactory and to achieve 70% of

---

<sup>7</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 16

<sup>8</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 26

enrolments within 3 months. In addition, a third call with a budget of 1.000.000 Euros has been launched in 5 districts for which 69 concept notes have been received and 12 have been recommended to submit fully fledged proposals.

The SDF instant trainings will start in the Western region in the first Semester of 2019. In 2018, the relevancy of training needs identified by numerous livelihood actors and the capacity of these actors in providing qualitative pre- and post-training support has been assessed, and a comprehensive list of livelihood actors has been generated.

Regarding Result Area 3, the project significantly progressed in the implementation of a number of work packages in support of the 5 partner VTIs, with key interventions in the areas of infrastructure and equipment enhancement, and capacity building.

Construction works have started in the 5 VTIs for workshops and facilities for female students, and monthly support supervision and site meetings have been carried out for quality assurance. Furniture for workshops and other infrastructure has been delivered and will be further provided through public procurement and under real life projects (integrating trainees in works undertaken by the Institute) in the 2 VTIs with competencies in carpentry. Basic ICT equipment has been delivered and is being used in the 5 partner VTIs. With the help of a service provider who completed an equipment specification assignment, a comprehensive list of priority equipment, tools and training materials has been compiled and a series of international tenders has been launched. The provision of the equipment is foreseen for the second part of 2019 or early 2020, in parallel with the finalization of the construction works.

Capacity building of the partner VTIs continued with the organization of several trainings aimed at building the management capacity of the partner VTIs and enhancing pedagogical and technical skills of instructors. Along with the VTIs, other stakeholders (among which MoES and private sector members) were also involved in a training of master trainers in entrepreneurship conducted by SYNTRA, a training on Occupational Health and Safety (OHS), and trainings on the use of ICT in industrial training, industrial engineering and workshop safety. In support of Public Private Partnerships (PPP) and Work Based Learning, a PPP and a Labor Market Information System (LMIS) workshop were conducted by VDAB, and attended by the partner VTIs, district local government representatives and private sector members. by 2018, 35 MoUs were developed and signed between the VTIs and private sector members for improving industrial training and facilitating attachment of students for enterprise-based training. A clear outcome that can thus be identified, is that the partner VTIs have invested heavily in establishing stronger relations with private sector actors, and that industrial training and work-based learning has increased vis-à-vis institution-based education.

Direct grant agreements were signed with all 5 partner VTIs to further support them in implementing their business plans, institutionalizing PPPs, complementing infrastructural improvements and provide work-based learning through real life projects, integrating cross-cutting themes (environment, gender/HIV, D4D, etc.) in the training programs and ensuring equitable access to BTVET.

In a bid to improve access to BTVET and skills development, the communication unit facilitated the organization of 4 radio talk shows in each of the 4 target districts in the last quarters of the year, focusing on awareness creation and mind

set change about BTVET, enhancing participation of vulnerable youth, women and girls in skills development and promoting PPPs.

Lastly, BTVET stakeholder's engagement and coordination was enhanced through the district- based skills development platforms. Key issues of discussion included improving Occupational Health and Safety in training as well as in the work places, challenges in employing BTVET graduates, and platform sustainability mechanisms.

### **Irish Aid**

In 2018, the institutional support to the two VTIs focused on the development and signing of direct grant agreements that allow the VTIs to take leadership on the implementation of their business plans (including Income Generating Activities (IGA), the set-up of a liaison office to institutionalize PPPs), the strengthening of capacity for facilitating work-based learning (life projects), upgrading existing infrastructure, integrating cross-cutting themes (environment, gender/HIV, D4D, etc.) in the training programs, and increased access to education for vulnerable youth (bursaries).

The partner VTIs have so far increased enrolment of Karamojong youth with 30%. In an effort to further promote Skills Development in the Karamojong communities, communication tools oriented to community behavioral change have been developed together with associated education materials, which were finalized, printed and distributed in 2018, and which are specifically aimed at attracting more Karamojongs in BTVET.

Capacity building of these partners also continued in Karamoja in collaboration with SDHR, Nakawa VTI, VDAB, SYNTRA, and the department of Gender (MoES): several trainings were conducted to support management capacity of the partner VTIs, and others aimed at enhancing pedagogical and technical skills of instructors. Along with representatives of the partner VTIs, Master Craft Persons were also involved in a training on Occupational Health and Safety (OHS) and trained on DIT assessment methodologies.

To strengthen their capacity in institutionalizing PPPs, the VTIs also participated in the PPP and LMIS workshops conducted by VDAB. In total 13 MoUs were signed between the 2 partner VTIs and private sector actors to facilitate industrial attachment of students.

It is expected that these activities will lead to increased opportunities for Karamojong in education and meaningful employment. In 2019, it is foreseen that more time and effort will be put in place for monitoring the outcomes and impact of the initiatives.

The infrastructure designs were finalized early 2018 and tenders were launched for the construction of multipurpose workshops in the two VTIs. Construction works started in October 2018 and are closely supervised through monthly site meetings and weekly monitored by local construction committees. Regarding equipment, the project supplied ICT equipment. As mentioned above, a tender for trade related didactical equipment was launched, with the help of a service provider who completed an equipment specifications assignment.

With regard to result area 2, 5 SDF grant agreements worth 395.801 Euros have been signed in the first call in the region and disbursements have been effectuated. All grantees managed to enrol 100% of their targets. The

implementation resulted in 679 beneficiaries (exceeding the initial overall target) of which 60% women and 95% Karamojong (exceeding the set targets of both groups) that have reached the end of their training. About 35% of these beneficiaries were only internally assessed and all successfully completed their training. About 49% of the beneficiaries have so far been assessed by the Directorate of Industrial Training (DIT) for a nationally recognized certificate and await the results of their assessment.

As for WBL and private sector involvement, the partners adopted different approaches, including the introduction of students to real life projects, exposure to visits, sale of products, participation in trade shows/fairs to show case skills and induce demand, and creating linkages with potential employers. Grantee reporting indicated that only few students did not complete their training (because they had already obtained employment) and that many trainees were retained by employers right after the completion of their training. Detailed data on employment rates and/or Income Generation of these beneficiaries will be captured in the upcoming SDF tracer studies in 2019.

A second SDF call for proposals with a maximum budget of 450.000 Euros was launched and 31 applications went through a selection process, resulting in the selection of 3 proposals by December 2018 for an estimated total of 660 beneficiaries in 2019.

Training providers for the instant trainings were selected and contracted and a first batch of trainings was delivered in Karamoja for a group of 41 (17 female and 24 male) trainees. The results of the first instant training (energy efficient stove construction) were not fully successful since the market for the trainees was not favorable for application of their skills, though the beneficiaries did experiment improvements at the level of their households<sup>9</sup>.

An inventory of additional training requests was made on the basis of market needs, and training services were procured for the roll out of about 50 trainings covering 15 trades in Karamoja (targeting 1000 youth, women and girls) to be provided in 2019.

Support to the BTVET reform agenda in Karamoja is achieved through coordination of skills development stakeholders at regional and at district level through various regional working groups and the organization of Skills Development Platforms. Cooperation with the Private Sector was enhanced by engaging the Uganda Small Scale Industries Association (USSIA) and Karamoja Private Sectors Development Foundation (KPSDF) to identify 79 Master Craft Persons (MCPs) and business members organizations (BMOs) in the region. The program also facilitated the certification of 25 MCPs as assessors by the Directorate of Industrial Training (DIT) to strengthen the skills development system and ongoing and new initiatives in Karamoja.

## **EU Trust Fund**

In 2018 5 **SDF grant agreements** worth one million Euros have been signed for the first call in the region and disbursements have been effectuated. The implementation resulted in 1374 beneficiaries that completed their training so far. 51% are young women and 60% refugees. The objective to target 70% refugees in the calls for proposals is not reached. As a program targeting refugees, and in

---

<sup>9</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 26

line with CRRF and REHOPE, SSU is now close to achieving a 50/50 ratio, if instant training beneficiaries are included.

By the end of 2018, 4 out of 5 grantees managed to train and assess almost 100% of their targets. Only one grantee is lacking behind schedule and still has to train part of their targets and organize assessments. Consequently, special attention is dedicated to the follow up of this grantee. About 17% of the trained beneficiaries were only internally assessed and 98% successfully completed their training. About 80% of the beneficiaries who completed their training have so far been assessed by DIT and the first results demonstrate a pass rate of more than 90%.

Qualitative and quantitative data on enrolment, drop-out, completion, graduation and certification have been collected from the grantees. Trainees of 4 grantees (CSU, AAH, and BRAC & WHH) have completed the technical, vocational, life skills and entrepreneur trainings and have undertaken DIT assessment examinations. The trainees have also undertaken internships with the private sector and will formally graduate in the first quarter of 2019 where they will receive their certificates from DIT and start-up kits. The start-up kits are under procurement.

The grantees under the first call offered diverse market relevant vocational trades, in vocational and apprenticeship centers. 4 out of 5 grantees have placed their beneficiaries for internship with private sector enterprises for enterprise-based training. All skills trainings integrate life skills and entrepreneurship training components, sometimes combined with basic agricultural skills for improved livelihoods.

Following the second SDF call for proposals (900.000€), over 60 concept notes were received, technically appraised by the consultant. The assessment report has been validated by the project team. 7 concept notes worth 1.752.881€ (which corresponds to a maximum of 200% of the total amount of the call) were recommended to move to the next stage of full proposal development. The 7 applicants and their selected partners underwent capacity building sessions, facilitated by the SSU-SDF project team. The applicants were supported in terms of technical and financial insight into description of action, log frame development, budgeting & financial planning to ensure that applicants develop proposals that conform to the acceptable standards. Of the 7 applicants, 6 have submitted full proposals. The proposals have undergone both administrative checks and technical appraisal. This has resulted in 4 selected proposals that will be presented to the Selection Committee in the first quarter of 2019.

Throughout the year 12 SDF **instant trainings** were organized spread over the 4 districts. Until now 433 people completed these trainings, of which 40% are women and only 28% are refugees, meaning that also for the instant trainings more efforts are needed to target more refugees.

Other instant trainings have been assessed and procured enabling a further roll out in Northern Uganda in 2019.

Since the start of the EUTF funded component, 6 new instant training programs have been developed, and a similar number of Assessment and Training Packages for non-formal training have been reviewed. This exercise is critical to align training to labor market needs, and to ensure the effectiveness of training (transition to employment).

In each of the 4 districts, 3 Skills Development Platforms have been facilitated throughout the year, stimulating information exchange, learning, coordination and advocacy on skills development activities. Each of the platforms have been attended by over 30 participants, covering a wide variety of stakeholders engaged in skills development, and addressed numerous topics and concerns identified by its participants, generating several recommendations to be followed up by the development partners, DEOs, DIT and/or UBTEB. Additionally, the project team became part of the task force of the Education Response Plan (ERP) for Refugees and Host Communities in Uganda at the national and district levels, through which continuous advocacy for skills development is promoted amongst the Education in Emergency partners.

In view of mainstreaming the much-needed reforms in skills training and education, the project has identified and approached 5 VTIs in the region to support in conceptualizing and undertaking organizational self-assessments. It is intended that this will lead each VTI to develop their unique business plans incorporating the reforms as articulated in the national BTJET strategy. So far only 1 of the 5 VTIs has shown interest to proceed with this exercise and conduct an organizational self-assessment.

In its leading communication role for all three components of the EUTF SPRS-NU program, the intervention successfully continued to ensure the visibility around the SPRS-NU program in Uganda and in Europe: The program's communication unit has shared the final communication and visibility manual, additional visibility products have been developed and are operational, the SPRS-NU program was profiled for different stakeholders through the media, the SDF and EUTF brochures have been updated, and new Enabel Single Point of Contact (SPOC) documents on best practices and success stories have been uploaded on the AKVO web pages. In addition, the communications team participated in the organisation of the launch of the ERP for Refugees and Host Communities in Uganda.

### 1.3.3 Efficiency

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

The start-up of the SSU program in the second semester of 2015 and in 2016 has been slow, and also during 2017, limited visible progress was made. In 2018, implementation of the SSU came to full speed, with the contracting of design and construction works at the VTI's, several calls for proposals effectuated in the SDF and with signing direct grant agreements with the partner VTIs at the end of 2018. As such, the implementation rate of the SSU program in 2018 increased to over 37% (10.002.890 EUR over 26.900.000 EUR) and expenditures with signed commitments reached approximately 70% (19.000.000 EUR over 26.900.000) of the overall implementation.

As for result area 2, the timeframe of the selection processes for the calls for proposals has been reduced significantly (from 9 to 6 months). In the first calls for proposals in the respective regions the implementation of activities was delayed due to several reasons such as a lack of capacity of the grant recipients, delayed inception activities, delayed reporting, quality concerns in terms of reporting (inadequate and incomplete reporting initially submitted by the grantees), and/or delays in review of reports, which delayed release of funds for subsequent

quarters, hence the slow absorption of the funds. Built on lessons learned a more rigorous and pro-active monitoring system has been developed by the SDF unit, ensuring a closer follow up in the field that prevented additional delays. Additionally, training and orientation of SDF grantees in results-based reporting as well as financial management, accountability and reporting has been streamlined and enhanced throughout the year. Tenders representing approximately 160 instant trainings (= capacity to train 3300 trainees) have been assessed and procured throughout 2018, resulting in a wide range of trades available for potential applicants in 2019.

3 infrastructure works were contracted and acquisition of equipment was effectuated for all partner VTIs. The initial delay of the start of the infrastructure works was due to a significant amount of additional groundwork and preparation (i.e. In designs) that was needed to lay the foundations for the activities to be implemented in a qualitative and sustainable way.

As for the program's M&E system it was argued that data on targets and indicators that were originally set were not always appropriate and feasible to collect. In 2018 a committee of SSU staff has develop a proposal for thorough revision of the SSU monitoring framework. The suggested changes will enable a more simple and easier monitoring of the project progress. In the previous year the M&E system has not yet been able to generate much useful, qualitative data to the program team at national and regional level<sup>10</sup>. With the recruitment of new M&E staff based in the regions where the program operates, supporting operational monitoring, and with a simplified monitoring matrix, the team sees the opportunity to expand its function to generating qualitative information on different aspects of implementation of the SSU program in 2019. Furthermore, the program has recently awarded a public services contract for "Action research on change processes and lessons learned of the implementation of the Skills Development Fund in Uganda". The aim of this research is to collect and analyse relevant qualitative information that would allow the project and its stakeholders to learn whether the implementation of the SDF generates real change and why, and consequently, how to improve strategies. Data collection that would feed into the program's impact targets is foreseen through the awarding of a public services contract for "Tracer study of graduates of the SDF trainings" and through support to the 7 partner VTIs in conducting tracer studies. The finalization of the inception phase of both public service contracts and the start of data collection is expected in the first quarter of 2019.

Efficiency of the program is however challenged due to a high turnover of staff (8 people have left the team in the previous years) and a number of new vacancies to be opened. The most important reason given for the high staff turnover and vacancies is the fact that salary levels at Enabel for national level staff are low and several staff members have left to projects of other development partners<sup>11</sup>.

### **Belgian Cooperation**

In 2018, the Belgian funded component executed 129% of the originally planned expenses and reached 39% of its total budget.

The field staff increased in 2018 with the recruitment of two new finance and administration officers, and a national young professional for M&E, yet other staff left in the course of the year. Vacancies were opened for the recruitment of an

---

<sup>10</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 24-25

<sup>11</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 25



International Skills Development Expert, a National Technical Assistant, a Field Coordinator and an SDF officer in 2019.

The infrastructure works at the VTIs are implemented under strict supervision and control of the SSU program staff in coordination with the Infra Unit of MoES and expertise of local governance and concerned institutions. All works are on track except for delays encountered at one site for which close follow-up is put in place. Given the current implementation progress it is expected that all the infrastructure that works have started in the 5 VTIs will be finished within the planned period.

The remaining grant agreements for the first SDF call in the region, worth 200.000 Euros, closed in 2018. Several implementation activities within this call were delayed due to quality concerns in terms of reporting and capacity deficiencies, which delayed release of funds. The selection procedure of the second call in the region resulted in the signing of 13 SDF grant agreements worth 611,559 Euros in June 2018. Built on lessons learnt, numerous capacity building activities and pro-active monitoring by the SDF unit, technical, finance and M&E staff, prevented important delays and ensured timely disbursements in the implementation of the second call. With the comprehensive preparation for the instant trainings (training needs and capacity assessment and identification of livelihood actors) an intensive roll out if the funding window is expected in the coming year.

### **Irish Aid**

In 2018 the intervention in Karamoja reached 86% of the planned budget for 2018 and 33% of its total budget.

Staffing in the field office has increased and stabilized with three positions being filled or added: a national field manager, a second field-coordinator for the support to Nakapiripirit TI and an administrative assistant. A consultant was also hired to replace the International Skills Development Expert for the Irish Aid component during her maternity leave ensuring a smooth continuation of the management. For 2019 the recruitment of an M&E officer and replacement of the communication officer is foreseen.

The contracts for infrastructure development in the two partner VTIs were awarded, and the works are being implemented on schedule and expected to finish in the third quarter of 2019. The procurement process for equipment and furniture is well underway. Expected delivery dates are synchronized with the expected completion dates of the construction works. In 2018, quick wins equipment, as well as IT equipment for the VTIs, was delivered as planned. The ten Work Packages are finalized and in full implementation stage and the direct grant agreements with the partners were effectuated at the end of the year.

5 SDF grant agreements worth approximately 400.000 Euros have been signed and partially disbursed. Initially some delays in disbursements occurred due to inadequate and incomplete reporting by some grantees. Other delays in the implementation of activities of some grantees were the result of inefficient coordination and communication between the lead and selected partners and between the partners' field staff and staff at headquarters. Early 2019, all grantees are catching up with the majority of their planned activities. The selection process for the second SDF call of the Karamoja basket was successfully and timely managed, with the signing of the new grant agreements worth 404.270€ on January 11<sup>th</sup>, 2019. The piloting phase of the instant training scheme is foreseen to transition into full implementation in 2019 with the

procurement of new trainings in 2018 that would cover about 50 trainings in Karamoja.

## EU Trust Fund

In 2018 the intervention in Northern Uganda executed 70% of the planned budget for 2018 and 37% of its total budget.

This component was scaled up early 2017 with an increase in objectives (and a top up of 2,45m€) as well as staffing. With the set-up of the field office in Arua and the recruitment of a Skills Development Field Manager, M&E officer, International Skills Development Expert and Grants Expert early 2018, the project further increased its analysis capacity, technical appraisal of quality skills development and support to the community of relevant actors in the region.

In the first quarter of 2018, 5 SDF grant agreements worth one million Euros have been signed for the first call in the region and disbursements have been effectuated. The implementation of activities of some grantees was delayed due to delayed inception activities which delayed release of funds for subsequent quarters, and deficiencies in coordination and communication between the lead and selected partners and between the partners' field staff and staff at headquarters. One grantee faces serious delays, both in implementation and reporting, and is consequently monitored closely. The awarding of several instant training services in 2018 should ensure a faster implementation of the funding window in 2019.

**With regards to efficiency**, the EU component is likely to largely **overshoot its targets** as per the description of the action, already reaching 68% of the targeted number trainees with only 55% of the foreseen budget, as well as a higher percentage of female beneficiaries than forecasted. Other indicators and targets are also scoring higher than expected, with a higher number of information and awareness campaigns (over 20 sessions, where only 12 targeted; reaching over a 1000 people, where only 200 were planned), a 105 applications under the SDF, where only 50 were expected according to the log frame, and an additional labor market scan will be conducted on green skills for the green economy and refugee context (totaling 3 scans instead of 2).

### 1.3.4 Potential sustainability

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

Sustainability has to be assessed against the specific approach of the SSU program which is based on piloting and testing different principles, processes and tools in order to learn and produce policy advice, which would then be integrated by the government of Uganda and its key skills development stakeholders. The full integration of the program in the Skilling Uganda reform strategy should thus result in a likelihood to maintain and reproduce the benefits and best practices identified in the intervention.

The institutional sustainability of the program depends on the sustained adherence of the Government of Uganda and its key skills development stakeholders to the implementation of the Skilling Uganda strategic plan. At the national level, this was confirmed through the development and approval of the

TVET policy, where the role of multi-stakeholder coordination and leadership of the private sector is recognized. The private sector organizations have confirmed their commitment and willingness to take on this leadership role and to invest in skills development in the country. At the district level Skills coordination platforms were established involving the different participating stakeholders who have shown commitment in continuing with these coordination mechanisms. On sector level the sector skills councils are further considered an important means to ensure sustainability, ownership and coordination of skills development. Within the SSU program, steps were made towards such coordination in the tourism and hospitality sector, but in other sectors such coordination is still to be effectuated. SSU further continued to participate in different coordination meetings such as the livelihood sector working group, the education sector working group and interagency meetings, ensuring skills related issues are addressed and information is exchanged on livelihood and labour market needs and training modalities. The program manages to sustain a critical dialogue involving all Education Development Partner's (EDP) as it is a key player in the EDP group, specifically in the TVET sub-sector working group where partners trust the professional and technical expertise of SSU regarding TVET issues at both policy and implementation level. The different dialogue and coordination mechanisms have supported an appreciation and recognition of TVET as a relevant input for national socio-economic development. This mind-set change is visible at all levels and this is an important pre-condition for embedding and further following-up on the innovative changes in TVET provision that are piloted in the SSU program. The concepts and methods on private sector driven TVET are embraced widely and are clearly reflected in the new TVET policy<sup>12</sup>.

Integrating this approach in a refugee context, and advocating for qualitative and relevant skills provision in Northern Uganda through among others the livelihood sector working groups, the districts Skills Development Platforms (chaired by the District Education officers), has also led to the inclusion of TVET/Skills development in the Education Response Plan, ensuring the basis for sustainability of the Skilling Uganda approach in contexts of emergency and humanitarian crisis in Uganda.

To realize technical sustainability, the program focuses on capacity building of its target groups and actively seeks a participatory, bottom-up approach, keeping the various constituencies in the driver seat, at all levels of implementation.

This is reflected in the significant amount of work done with regard to ensuring ownership and building institutional and management capacity of the program's partner VTIs. The program's support to the partners to establish PPP agreements, aims to ensure that the VTIs can create a sustainable alliance with the private sector, and thereby continue to integrate work-based learning in their training programs and upgrade the quality of the training content. The various capacity building activities aim to improve the quality and accessibility of the trainings, equipping students with marketable skills and in turn increase enrolment, and to enable the heads of the training institutions to effectively and efficiently manage their institutions. The direct grants support the partner institutions to execute their institutional plans, the provision of infrastructure and equipment aims to ensure a qualitative continuation of the training programs and contribute to the integration of income generating activities in the training programs, increasing the institutions' capacity to cover recurrent costs.

---

<sup>12</sup> Draft Mid-term Review Report on SSU-BE (UGA1402711) and SSU-IRE (UGA 160331T) in Uganda, p. 30

The competitive selection procedure of the SDF call for proposals integrating orientation and capacity building sessions and organizational assessments, enabled several applicants to compete for available opportunities from various other funding sources. The SDF has further given the grant recipients the opportunity to test and integrate the principles as set in the SU-strategy (WBL, private sector involvement, efficiency, equitable access, holistic approach to skills development). The grant recipients are required to include the element of sustainability in the design, implementation and management of their projects. It is however too early to assess the sustainability of the alliances created through the call for proposals, i.e. the partnerships between training providers and private sector actors, and a continued adherence of the grant recipients to the principles of the SU-strategy, aspects that will be assessed in the upcoming Action Research on the change processes and lessons learned of the implementation of the SDF in Uganda.

Continuous advocacy for qualitative, modern, demand-led skills provision on district level, among others through the Skills Development Platforms, has created a strong basis for strategic and technical sustainability amongst local governments, private sector, BMO's (business membership organisations), training providers and NGOs.

As far as financial sustainability is concerned, the SDF is considered a pilot financing mechanism with pooled funds from diverse donors. To be financially sustainable, this mechanism should thus, through its achievements, attract further funding from (other) stakeholders. Besides additional funding from Irish Aid and the European Union, the SDF has attracted yet another donor in 2018, GIZ, resulting in an additional funding basket worth two million Euro. As such, the SDF has become a pooled funding mechanism, entrusted to Enabel and the MoES as fund managers, which in the medium term could grow into a basket fund.

Deepened relationships with and involvement of the private sector in skills development, thereby upgrading the relevance and quality of skills development, and as such creating a win-win perception, is also assumed to increase funding to skills development by the private sector.

Finally, the program aims to ensure socio-cultural and environmental sustainability of its activities. Socio-cultural sustainability is sought through various awareness and promotion activities conducted by the program as well as its partners (i.e. SDF grant recipients) to enhance the participation of vulnerable groups (youth, girls, Karamojongs, refugees) in skills development, as well as through the distribution of behavioural change communication and education materials. In Karamoja region, the community is also actively involved in monitoring the progress of the infrastructure works in the partner VTIs. In terms of environmental sustainability, the infrastructure works are based on environmental friendly designs including natural ventilation and lighting, the use of low carbon and environmental friendly materials, solar energy, biogas, eco-briquettes, and energy efficient stoves. The direct grants signed with all partner VTIs also include the development of waste management plans to be implemented in the institutions, and some include environmental landscaping and the implementation of agro-forestry projects. A significant amount of the instant trainings that were procured under the SDF also focused on environmental friendly techniques, including Interlocking Soil Stabilizing Bricks, solar energy, sustainable agri- and permaculture, farmer managed natural regeneration (FMNR), and eco-friendly stove and eco-briquette making.

## **Belgian cooperation**

Throughout 2018, the management of the five partner VTIs in the Albertine-Rwenzori continued to be in the driving seat to design the intervention in their respective institutions. This participatory approach ensures the ownership of the change process in the respective institutes. The VTIs have applied changes in their governance structures and now involve the private sector in their boards and have MoUs with companies and master craft persons for industrial training and job placements. The direct grants introduced a new modality of management, where the partner VTIs will be more in the driver seat of the investments and activities to be implemented, while further increasing support to the partner institutions in implementing their business plans, establishing and institutionalizing PPPs, complementing infrastructural improvements, providing work-based learning through real life projects, and ensuring equitable access to BTVET.

The business plans include a diversification strategy with the set-up of a production unit approach and other income generating activities that should increase the income basis of the institutions to cover recurrent costs.

In its approach the project still works closely with the private sector in the region, through cooperation with Business Membership Organizations such as UMA and USSIA, and has continued support to the partners to establish PPP agreements, to ensure that the VTIs can create a sustainable alliance with the private sector, which will be vital in the context of an emerging economy around the accelerated Oil & Gas development.

Regarding the implementation of the SDF calls for proposals, a first assessment will be conducted by the M&E team in 2019 to analyse whether the grant recipients of the first pilot call in Albertine Rwenzori have continued with “best practices” adopted under the call for proposals and why/why not (practices relating to PPPs, WBL, holistic approach to skills development, integration of pre- and post-training support, equitable access).

## **Irish Aid**

The participatory approach in working with the management of the two partner VTIs is ensuring the ownership of change processes that were initiated by the program with VTIs and the intervention contributes to putting sustainability measures in place. Continued managerial and technical capacity building and the start of infrastructure and equipment support are well embedded in the business plans of the institutions. The direct grants will give the partner VTIs more ownership/responsibility of the investments and implementation of activities, while they further support the partner institutions in human resource development, equipment provision, infrastructure development, and establishing and institutionalizing PPPs.

Regarding socio-cultural and environmental sustainability, it is worth noting that community representatives were mobilized to jointly monitor and track the progress of the construction works. Additionally, the program has collaborated with ACTED, who supported the institutions in redesigning the land scape and developing tree nurseries to address flooding and facilitate agriculture trainings.

There remains considerable interest of all development stakeholders (including the Government and international donors and civil society actors) in the Karamoja region to address the socio-economic development of the region. Therefore, a collaborative effort via the Karamoja Development Partners Group (KDPG) or the Skills Development Platforms (SDPs) is key to continue labour

relevance analysis in the region. Four SDPs were organized, with the ownership slowly moving from SSU to the Government in Moroto and Nakapiripirit, and increasing interest by other Livelihood actors for other districts in Karamoja (Napak and Kotido).

Skills development is a relatively new experience in Karamoja, while the need for quality and innovative skills development is expected to increase, to follow the socio-economic growth and development. Although time and resources are limited, the intervention addresses a widely accepted need. Therefore, it is clear that additional time and resources will be needed in order to achieve a sustainable and systemic impact at the level of the VTIs and beyond.

## **EU Trust Fund**

The integration of the skills development component for refugees and host communities into the more general support to the implementation of the Skilling Uganda strategic plan, not only guarantees a sustainable anchorage of the outcomes of the project but also contributes to inclusive approach towards the most vulnerable in the system building around Skilling Uganda.

The establishment of Skills Development Platforms (SDP) were initiated in Northern Uganda in 2017 with support of the SSU-program, and has resulted in a total of 17 platform meetings by the end of 2018, with a continuous high attendance by a variety of stakeholders (local government, private sector, NGO's, VTIs), and which laid the foundations of a coordinated and collaborative approach in Skills Development in the region. Participants collectively determine the meeting agenda, develop specific recommendations and action points, and take responsibility in monitoring these, indicating an increased level of ownership of the coordination mechanism.

The implementation of the first SDF call for proposals in the Northern region stimulated important collaboration between training providers and private sector actors in Skills Development given the less favourable context. Nearly all grantees have partnered with a variety of local business owners in the region for industrial attachment or apprenticeship trainings.

The team further continued to participate in different coordination meetings such as the livelihood sector working group, the education sector working group and interagency meetings, ensuring skills related issues are addressed and information is exchanged on livelihood and labour market needs and adequate training modalities. In 2018 the SSU intervention also became part of the steering committee of the Education Response Plan (ERP) for Refugees and Host Communities in Uganda at the national and district levels, hereby ensuring further integration of Skills Development in the long-term refugee response and Education in Emergency agendas.

## **1.4 Conclusions**

### ***Belgian cooperation***

The Belgian component of the Support to Skilling Uganda Program (SSU-BE), can present excellent results for 2018. After a relatively slow start in the past years, the program is now cruising at full speed. There was a sharp increase in the number of activities and expenses which was reflected in the overshooting of

the planned budget for 2018 with nearly 30%. At the end of 2018 SSU-BE reached a total execution rate of 39%, more than double the execution rate of 17% of the years before. Much of the preparatory work done during the last years is finally bearing its fruits in the different results areas of the program. Moreover, more than 75% of the total budget is now committed and over 90% of the budget is already earmarked for planned expenses. It is safe to say that unless large unforeseen setbacks, SSU-BE will reach its objectives within the foreseen timeframe.

After a very difficult year in 2017 in reference to Result Area 1 (Policy and Institutional level), which saw the dismantling of the Reform Task Force (RTF) by the MoES, the situation started looking much better mid-2018. A draft TVET policy was presented and debated with the partners and donors with the clear objective to re-invigorate the reform process of BTVET and the creation of a new institutional architecture. This resulted in the approval by the Cabinet of the new TVET Policy in the beginning of 2019, that put the private sector clearly in the driving seat of the BTVET reform. By the end of the year, a new TVET Council and secretariat is expected to be fully operational. The relationship between the SSU program and the MoES and other TVET stakeholders further improved thanks to the support of SSU to the first Ugandan National Vocational Skills Competition and the successful participation of the Ugandan team in the WorldSkills Africa Competition.

The pilot Skills Development Fund (pSDF) in Result Area 2 has booked significant progress in the Albertine/Rwenzori region in 2018. After the successful closure of the first call for proposals and the execution of the second call, a third and final call has been launched at the end of year, making sure that the forecasted numbers of beneficiaries will be reached while in the meantime guaranteeing the highest quality standards within a holistic approach. For results in terms of increased employability and the 'nationalisation' of the pSDF, it is waiting for the first results of the tracer studies and the outcomes of the Action Research on the SDF.

Regarding Result Area 3 for SSU-BE, after a long preparation process focusing on the capacity building of the vocational training institutions, construction works have started in the 5 VTIs for workshops and facilities for female students in the Albertine/Rwenzori region and will be finished as foreseen. Linked to that, a comprehensive list of priority equipment, tools and training materials has been compiled and a series of international tenders has been launched. Cooperation between the partner VTIs and the private sector were further strengthened with the signing of MoU, the roll out of the Work-Based Learning program, radio talk shows, the reinforcement of the Skills Development Platforms among others. A special mention is made to the support of Belgian VDAB and Syntra in the development of PPPs and an entrepreneurship training package. The signing of direct grant agreements with the 5 VTIs at the end of 2018 marks the closure of the preparatory phase and will support the transition of these institutes to sustainable centres of excellence able to provide and co-finance through income generating activities labour-market relevant skills training in close partnership with the private sector. Last, but not least, we witnessed the re-invigoration of the Tourism and Hospitality Sector Skills Council (TSSC), which will gain further in importance with the initial support of SSU and the VET Toolbox in defining the future of the sector in terms of skills development.

### ***EU Trust Fund***

The specific socio-economic context of the refugee hosting districts in Northern Uganda (mainly farming/subsistence economy), the reduced new influx of refugees in 2018 leading to a more manageable crisis allowing to explore more sustainable and development-oriented aid-mechanisms, as well as the dramatic level of skills needs for refugees and host communities in order to gain a decent income, has placed skills development high on the political and technical agenda.

Enabel in Uganda, and the SSU program in specific, is testing future national instruments and approaches in this context, and as such, has become one of the practices that seems to be successful in bridging development aid with humanitarian needs/contexts.

The relevance, efficiency and effectiveness of the EUTF funded component has drastically increased, whereas the foundation for potential sustainability of the intervention (albeit not financial) has been laid.

18 months before the closure of the component, some of the main indicators and targets have been reached or surpassed, while others are well on track. Due to its main operational instrument, being the SDF, expenditures don't immediately reflect this immense progress, as disbursements to grantees are only made after quarterly and final reporting by the grantees.

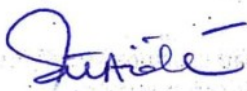
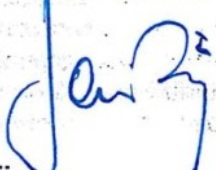
As per the first quarter of 2019, 1.9m€ will be committed in the SDF, and over 400.000€ will be committed in different contracts for instant training provision. Including the staff contracts, approximately 85% of the budget will be committed by end Q1 2019.

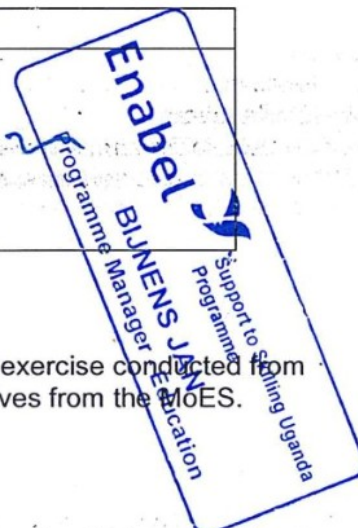
### ***Irish Aid***

The need to tackle youth unemployment in Karamoja, focusing on Karamojongs especially women and girls remains relevant. In 2018, the project was in full speed for result 2 and 3. The first grants of the SDF were signed and delivered the first SDF graduates in Karamoja. The first instant trainings were also piloted with livelihood actors, in order to be fully operational in 2019 and target 1000 young Karamojongs. The support to the 2 VTIs became more concrete in 2018 with the initiation of construction works both through heavy construction projects and "life projects" built by the community of students/ instructors. The soft support to VTIs continued and is bearing fruits with the conclusion of Memorandum of Understanding with companies from the private sector, who commit to take BTVET Students in internship or apprenticeship. In 2019, the project will focus on monitoring the results of the SDF and the support to the VTIs to become centre of excellence in Karamoja.



The Skills Development Platforms were organised in 2018 and will continue in 2019 in order to become the forum of reference to discuss skills development issues in Karamoja among Skills Development Stakeholders.

Program Coordinator	Program Manager
 Eliot Arinaitwe	 Jan Bijmens



NOTA BENE: this report is the result of a 3-day review and planning exercise conducted from January, 22-24 2019 by the entire SSU team jointly with representatives from the MOES.

## 2 Results Monitoring

### 2.1 Evolution of the Context

#### 2.1.1 General Context

In 2018 Government of Uganda further reinforced Skilling Uganda strategy through prioritizing approval of a private sector led **TVET POLICY** through multi-stakeholder consultation. The Skilling Uganda strategy is aligned to the TVET policy, advocating for a shift in focus:

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

The strategy is meant to allow the government to test out interventions to reform the public vocational institutions and courses targeting particular sectors, involve the private sector in governance, training and delivery, as well as set up system level mechanisms for responding to labour market needs and ensuring quality.

In order to achieve this change, Skilling Uganda provides for five specific objectives;

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

It is within this context that the SSU project was perceived to support the implementation of Government's reform aspirations towards skills development and addressing the youth unemployment problem in Uganda.

#### 2.1.2 Institutional Context

Skilling Uganda strategy is implemented broadly through (i) institution based TVET providers and (ii) enterprises. The SSU programme works through institutions including the public and private vocational and technical institutions (VTIs), joint ventures between public and public training providers and enterprises/BMOs.

Coordination of skills development activities is done through supporting skills development platforms at district level and Tourism Sector Skills Councils at national sectoral levels.

Most of the VTI institutions face challenges of access, quality and relevance of the programmes. The SSU programme supports the VTIs to build human resource capacity, update the outdated theory-based curriculum to a competence-based curriculum with attention to soft skills, offer pedagogy training, work based learning, industrial trainings, infrastructure development of well-equipped workshops and modern training methods and others. Key is the

sensitivity to the demand of the private sector so that the laureates will be able to tap into opportunities for Income Generating.

At national level, the skilling Uganda strategy emphasizes a paradigm shift in skills development and since 2012, there have been attempts to put in place policies on TVET delivery and establish an institutional framework that can transform the current supply driven system to a robust, sustainable and dynamic skills development system that would respond to the skills needs of the growing Ugandan economy. Efforts for transformation included (i) two consecutive Reform Task Forces (RTF) since 2012 but eventually with little traction recorded, they are no longer in operation now and (ii) a shift of policy direction from establishing a Skills Development Authority to a TVET council as overarching TVET management and coordination entity.

The dialogue around the policy and TVET council has been intensifying, involving a large number of stakeholders from within MoES, the private sector and with other relevant partners such as the Ministry of Finance and Planning and Economic Development (MoFPED), the Ministry of Gender, Labour and Social Development (MGLSD) and with key technical inputs from the EDPs. In the second half of 2018, there has been progress towards approval of a new TVET policy (eventually approved in January 2019), which lays a structure to regulate, coordinate and harmonise TVET provision at all levels. The policy provides in a private sector led TVET council as the national regulatory and coordinating body for TVET.

While involved in the policy dialogues at the national system level, the project also concentrated on addressing the fragmentation of TVET at regional levels and sectoral levels. In 2018, there has been continued support to organisational development of selected TVET providers at district levels in the three regions (Albertine/Rwenzori, Karamoja, Northern Uganda including Kiryadongo) and in the Tourism and hospitality sector at national level. SSU supported operationalisation of the Tourism and Hospitality Sector Skills Council, the establishment of 10 functional regional and district level Skills Development Platforms, institutional strengthening of 7 VTIs, as well as capacity strengthening of several private enterprises, associations or BMOs involved in implementation of the Skills Development Fund.

### ***2.1.3 Management context: execution modalities***

The programme is implemented by Enabel, the Belgian development agency, with a management unit anchored within MoES, Department of Planning. The MoES appointed project's focal points within the ministry departments and directorates including Business, Technical and Vocational Education and Training (BTVET) department, Directorate of Industrial Training (DIT), Construction Management unit (CMU), Information Unit, National Curriculum Development Centre (NCDC), Monitoring and Evaluation unit, and Procurement Unit. Members of the programme Steering Committee (SC) are representatives from the TVET sector and Enabel Representation. The SC allows for strategic discussions.

Throughout 2018, the SSU team heightened implementation efforts and registered successful delivery of results and excellent budget execution rates in the three regional components. In spite of the high rate of staff turnover in the SSU programme at central office, as well as in the three field offices in Fort Portal, Karamoja and Arua, the project managed to progress on key results.

To strengthen the human resource capacity, there were recruitments of more staff to fill in the capacity gaps that were being experienced by staff turnover and also by increased activities in the programme portfolio. The high staff turnover could be mostly linked to other donors coming in the field of Skilling and/or Refugees, promising very competitive working conditions, in many cases at UN levels. Benchmarking studies are underway to be able to put in place an adequate answer to these challenges.

At management level there were also structural changes, splitting the Education programme structure comprising of Teacher Training and Education component and SSU component, into two separate programmes, following the Spring mission from HQ. The three components of the SSU project i.e. the Belgian component of the Albertine Rwenzori region, Irish embassy funded component of Karamoja region and EUTF funded region of Northern Uganda region including Kiryadongo were instead brought together as separate projects contribution to the skilling Uganda programme. Some orientation of human resource positioning was made to align to the structural changes. A new organogram is in the annex for information.

Management of the programme is effected through strengthening internal coordination via set-up of monthly management meetings, technical meetings, weekly office team meetings as well as an organized management of field staff.

The communication unit, set up yielded strong communication performance, keeping Skilling in the focus of global attention and also shifting focus to “Com for Development.

The Monitoring and Evaluation team is slowly reorienting itself to support the monitoring and evaluation of project progress and outcomes and some of the key activities both to build capacity and track progress. Tools include launching tracer studies, action research and backstopping missions.

The programme Mid Term Review, conducted by a team of external consultants, was also one of the key M&E activities in 2018. It was an opportune moment of reflection for SSU and amongst major stakeholders. Although the final report is not yet available, emerging conclusion is that SSU project is well on track and is likely to achieve good implementation rates towards the end

In April 2018, SSU underwent an external Audit by Deloitte Consulting & Advisory (which is part of the permanent control and validation of the accounts of BTC/Enabel as a public-law company with social purposes). The external audit team executed a financial and systems audit for all three SSU interventions and shared their final Audit Report on 27 July 2018. For all interventions they wrote an unqualified opinion which means that the financial reports present fairly, in all material respects, the actual expenditure incurred and revenue received for the program for the period from 1 July 2016 to 31 December 2017 in conformity with the applicable contractual conditions as well that all funds have, in all material respects, been used in conformity with the applicable Contractual Conditions. The sole financial findings observation totalling EUR 4,869.59 related to the SSU-BE intervention was the finding that a part of the national architect's salary was administratively not reallocated to the correct budget line. This finding has been corrected in the same accounting year 2018.

In August 2018 the Internal Audit department of Enabel organised a 2 weeks audit assignment on awarding SDF Grants with special focus on reliability and integrity of operational information, compliance with laws, regulations, and contracts, safeguarding of assets, presence of a system to verify that the funds are used for the intended purposes and effectiveness and efficiency of operations. The suggestions shared in an intermediate report to the staff of SSU were mainly related to improving Enabel's information and communication to the (possible candidate) grantees, communicating more explicitly on Enabel's integrity and ethical procedures and values, and assuring a close follow up of the implementation of the grants (follow up tools).

### **2.1.4 Harmonisation context**

The SSU intervention coordinates its support activities with other main actors of Technical and Financial Partners (TFP) active in a wider forum of support to the BTVET sub-sector in Uganda and more specifically those supporting the paradigm shift of Skilling Uganda, including public and private partners, where and when possible.

- o SSU is a key player in the Education Development Partner's (EDP) group, specifically in the TVET sub-sector working group where partners recognize the professional and technical expertise of SSU regarding TVET issues (e.g. TVET Council) at both policy and implementation level. "Team Belgium" was confirmed by the peer donors as 2019-chair for the Skilling workgroup, the working relations with our global partners (EU, Irish Aid) are well established, common activities with Embassy and shared representation in donor platforms has been exemplary.
- o SSU works in close coordination with the World Bank's supported skills development interventions.
  - o Alignment of activities in support to the institutional system change, technical advice on TVET council, consultation processes, etc.
  - o Continuous collaboration is ongoing with the Private Sector Foundation Uganda (PSFU) and the World Bank on the Skills Development facility: communication on the two funds is jointly done under one website, a joint logo for the two funds was developed, and a mutual representation is foreseen at the respective grant and selection committees.
  - o A joint Skills Development Fair is foreseen in 2018, with joint preparatory meetings already under way.
  - o Pooling of support activities to the training institutes piloting implementation of SU at field level, where and when possible.
- o Close collaboration with GIZ-SOGA program for skilling in O&G context, with AVSI Agri-skills program to pool resources and capacity building activities and jointly pilot paradigm shift at field level.
- o Both at field and national level, close collaboration with BMOs and their members (including master crafts' persons (MCPs) from the informal economy) to ensure that the inclusive mission of SU towards improving youth employment takes root. At the same time, collaboration with Champions of Industry, such as Roofings, MTN, etc is key to ensure that the SU can make the paradigm shift towards relevance and economic growth.

- o Planning of sustained peer-to-peer support networks between pilot training institutions as well as local development partner present in the field, in the framework of Skilling Uganda. There is a need to continue building further on these synergies with all stakeholders of the 5 specific BTVET providers in Western Uganda and 2 in Karamoja and seek opportunities for joint implementation of change processes with partner projects.
- o Expansion of SSU to other regions, with funding from other partners (Irish Aid and EU) created more opportunities for collaboration and platforms for experience sharing:
- o The regional and district level SDPs are considered an effective platform for taking stock of who is doing what where how (4Ws) to further facilitate the learning and sharing of best practices on skills development activities as well as ensuring coordination and ownership of SSU program at the local authority level. Through these platforms SSU intends to provide technical guidance to partners in the field and hence ensure that the achievement making SU a reality on the ground in spite of national coordination mechanisms.
- o Capitalizing on different regional socio-economic realities, feeding systemic change at national level,
- o The CRRF roadmap has been endorsed by GoU and all partners and with SSU's ongoing work in Northern Uganda and Kiryandongo on skilling refugees and host communities, SSU has the lead as technical advisor in skills development provision and coordination in this area. This has also been reflected in the drafting and steering of the Education Response Plan, where SSU/Enabel is representing the Belgian Embassy and the Thematic Working Group on Skills of the Education Development Partners.

## 2.2 Performance Outcome

**OUTCOME:** The quality of skills development is enhanced and responsive to labour market needs in line with the skilling Uganda reforms.

Following the Theory of Change (TOC) workshop in 2016 which reviewed the project M&E framework and integrated all 3 SSU project components (BE, EU and IRE), outcome and output indicators in three common result areas were broken down as reflected below:

**Result area one; Outcome 1:** Governance structure ensures responsiveness of skills development activities to Private sector and labour market needs

**Result area two; Outcome 2:** SDF grant recipients provide quality skills development programs that are responsive to private sector and labour market needs

**Result area three; Outcome 3:** Centres of Excellence provide quality skills development programs that are responsive to local private sector needs



**RESULT 1: System Change/Paradigm Shift: Governance structure ensures responsiveness of skills development activities to labour market needs**

### 2.2.1 Progress of indicators

INDICATORS	Baseline value (2015)	Value 2018	Target 2018	End Target 2020
<i>SDA formally established and operational (or more general: coordination structure for Skilling operational)</i>	No coordination	Policy shift from SDA to TVET Council	N/A	*SDA up & running to be shifted to "TVET Council" up and running
<i>Number of SSCs and SDPs established and contributing to making SD relevant</i>	5 SSCs, 0 SDPs	5 SSCs, 10 SDPs (35 SDP meetings)	5 SSCs, 9 SDPs	5 SSCS, 9 SDPs

### 2.2.2 Analysis of progress made

In 2018, the Ugandan government took the decision not to establish the Skills Development Authority but to establish a TVET council and secretariat as an alternative. In order to operationalize the TVET council, the TVET policy was drafted with input/dialogue from all key stakeholders including Enabel. By December 2018, the TVET policy had been submitted to Cabinet that approved the new TVET policy in January 2019. The Thematic Working Group on Skills Development and Enabel worked with the government, development partners and private sector to provide comments, advise and positive criticism that eventually led to an agreed TVET policy document that was submitted to the cabinet. The process of establishing the TVET council is hoped to be near completion, and for operationalization to begin in 2019.

The strengthened relations with SSU and the key TVET stakeholders; MoES, EDPs, private sector and NGOs have seen SSU play an important role in coordinating and leading national skill development related events such as the Belgium Development Day, The first Ugandan National Vocational Skills Competition, the WorldSkills Africa Skills Competition, etc. as well as in the increased participation of MoES in SSU activities and vice versa.

Upon reflection and analysis of the budget execution rates per result area, result area 1 still had the bulk of its budget unspent, and with little likeness of increased absorption rate, amidst already sighted challenges, SSU requested the Steering Committee to approve a budget revision downwards for strategic re-allocation to other result areas and activities in dire need of additional funding. This will allow for an optimal use of the available funds.

SSU positively responded to the BTVET initiative of supporting the first ever Ugandan National Vocational Skills Competitions, following regional skills competitions held in August 2018. SSU, in a bid to promote positive perception of vocational courses/TVET among the youths agreed to provide technical expertise and financial support to BTVET to conduct both the National Vocational Skills Competitions held in October 2018 and thereafter, the participation of the Ugandan laureates in the WorldSkills Africa Competitions held in November 2018 in Kigali, Rwanda. The absence of a functioning national coordination structure negatively affected the organizations and funding of the two events but SSU support greatly uplifted the events, with facilitation from a skills competition expert working with competitors and experts, ensuring unexpected satisfactory performance. SSU partnered with PSFU to support the event, as well as some private sector institutions. The National Vocational Skills Competition, officially launched by the First lady and Minister of Education and Sports are aimed at improving the perception of TVET by the youth and public, and promoting its value in job creation and employability. The events are also used to address the issue of gender- based stereotyped approach towards vocational courses, where female students were encouraged to compete in male dominated courses and vice versa. For example, a female student competed against male students in a male dominated course (Brick laying and construction) and won, at both national and international levels. This student will be used as a role model in the VTIs and grantee trainings to encourage open minded and positive approach towards any trade/course as long as it is demanded in the market place.

The project also provided technical inputs to strengthen the TVET policy dialogue at EDP level, which among other gains contribute to the promotion of SD in Northern Uganda, impacting on refugees and host communities. Through heightened dialogue and discussion at EDP level, the Education Response Program (ERP) and Comprehensive Refugee Response Framework (CRRF) have taken into account the SD component



at local level, as well emphasizing the SD as a valuable path for the youth, refugees and host communities.

A working group on jobs creation and employability was established focusing on SD for the youths, refugees and host communities. In addition, UNICEF established district-based education response plans in a bid of customizing the national ERP to the local level, targeting SD as a major part of the education program.

In the spirit of division of labor, 4 of the 5 sector skills councils (SSCs) are supported by the World Bank and the Netherlands with SSU offering support to the Tourism and Hospitality Sector Skills Council (TSSC). In 2018, the TSSC was reinvigorated, after a lag following the disbanding of the Reform Task Force (RTF), through reconvening members in a series of meetings and re-initiating members dialogue on how to operationalize the TSSC and make it achieve its mandate. The TSSC however still encountered organizational challenges as its term of service expired in August 2018 and this constrained any conclusive activities towards operationalizing the council. This notwithstanding, SSU supported the council to mobilize for technical advice and expertise via the VET Toolbox, to strengthen their capacity and guide them towards operationalisation. SSU also supported TSSC's advocacy efforts through ensuring that as a key stakeholder, TSSC's position and role was explained to the public during the Tourism week in September 2018.

At local level, SSU supported the establishment of 10 Skills Development Platforms (SDPs), and currently, every district of operation (except Buliisa) has a functional multi-stakeholder SDP with regular quarterly meetings, discussing SD issues concerning labor market demand and supply (4 Northern Uganda, 4 A/R and 2 in Karamoja). Regarding this indicator therefore, SSU performed excellently, superseding the target of 9 SDPs by the end of the project period.

Since SDPs are operationalized through meetings and dialogue, in 2018, over 35 platform meetings were supported by SSU at district level (16 meetings – NU, 12 meeting - A/R and 6 meetings for Karamoja) with all key stakeholders in Skills Development. SDP meetings have now increased private sector participation, interest and involvement in SD initiatives and ownership is gradually being taken over by the district local government authorities in all the three areas of operation.

## **Challenges**

The new TVET policy has been approved by the Cabinet, but it is feared that it may take a while before the TVET council can be established. This implies that coordination and operationalization activities at national level still remains a challenge and requires deliberate efforts. It therefore still needs intensive policy dialogue and support from SSU.

The SSCs being private sector led have some operational challenges including lack of technical expertise, as well as time constraints/availability. On the latter, the fact that manpower time is

required to build foundations for the SSCs does not yield immediate results/profits, commensurate to the time spent, makes it hard for the private sector to render the processes of strengthening the SSC structures the necessary time, and thus affects making substantial progress. This challenge is compounded by limited technical capacity to take on the mandate of establishing occupation standards, guiding on competence-based curricula, and thus making the SSCs susceptible to the dictates of the government technocrats, running the risk of status quo. TSSC has not been exempted from these challenges. The technical capacity issue i.e. being addressed by soliciting for technical expertise to coach and mentor the TSSC members through a VET Toolbox application, whereas time constraint issues could be addressed in the medium term by setting up of a secretariat.

Key information emanating from SDP discussions at local levels are not being sufficient filtered up to national level, due to the disconnect between local and national level SD specific institutions, e.g. tourism issues raised at district level would feed into the TSSC discussion on tourism related SD issues in the sector, nationally.

There is a disconnect among the 5 SSCs with no concrete awareness of what each SSC is implementing, brought out by the lack of a convening institution focused on SSCs. With the approval of the TVET Policy however, and the likelihood of the creation of TVET council, this challenge will be addressed, and the SSCs will be able to jointly execute their mandates which include among others establishing national occupational standards and competence-based curricula and qualifications, in a bid to stimulate skills for job creation and employability throughout the country.

Coupled with the above is the lack of inter-ministerial collaboration and in some cases lack of development partners' cooperation to provide a multi-thronged approach towards SD. This in turn makes it a challenge to build on synergies realized during implementation as well as addressing challenges corporately for efficient gains. The issue of trainees' assessment and occupation standards could be better addressed if all key stakeholders came together to make some recommendations.

### **Influencing factors**

Due to an increased appreciation for key stakeholders on the value of TVET towards job creation and employability for the youths, EDPs, MoES, Government and private sector are more willing to dialogue on SD matters than they were previously because of the visible benefits, evidenced by tracer studies and testimonies. This could be emanating from the already realized gains from investment in TVET. Some reports of MSEs (Micro Small Enterprises) already created by trainees are beginning to trickle in, and with increased awareness of the paradigm shift in TVET. Skills Development also became an integral part of the ERP and CRRF support programs, designed for refugees and host populations.

In relation to the above is the increased advocacy and communication about the role of TVET in transforming lives, and specifically about SSU's contribution to TVET. This has influenced SSU's position as a key player in TVET. SSU is the current chair and host of TVET thematic working group on Skills Development of the EDPs leading the policy level dialogue.

### Potential Impact

The establishment of a national governance/coordination structure, i.e. TVET council, as well as other regulatory bodies like SSCs and SD platforms have an immense role in stimulating SD in the country as well as ensuring achievement of the program's objectives and the sustainability of those achievements. The quality assurance of occupational standards and qualifications will be ensured at national, sectoral and local levels, and since human resources are the real engine of development, supply of skills tailored to the labor market demand in the world of work, will close the current job supply/demand mismatch and yield tangible economic benefits. The pilot SDF will be incorporated into the National Training Fund and the Centers of Excellence will ensure continuous linkages with the world of work.

There is therefore a clear need for continued advocacy for proactive collaboration with key stakeholders including government and private sector actors for continued high-level lobbying in collaboration with the EDPs towards operationalization of the TVET council, and for strong coordination with other implementing partners and continued initiation of/support to selected SSCs and SDPs to support the Skilling Uganda processes at field level. The project must remain active in engaging in policy dialogue to ensure that the TVET council is effectively created and to see it functional and operational.

### **RESULT 2: Piloting SDF: SDF grant recipients provide quality skills development programs that are responsive to labour market needs**

#### 2.2.3 Progress of indicators

Indicator/Progress Marker	Baseline Value (2015)	Actual 2018	Target 2018	End target (2020)
Level of adoption/handing over of SDF management system to national authorities	N/A	Testing & documentation of processes (participatory selection committee)	Sharing and document experiences	SDF handed over to national authorities
Number/Pct of SDF grant recipients that continue with improved practices (partnerships / WBL) 6 months after grant execution period	N/A	Research still ongoing through the Action Research program	20%	60%

The level in which grantees integrate the following aspects in their training modules: green and life skills, gender mainstreaming, HIV, entrepreneurship, etc.	N/A	94% of grantees integrate "cross-cutting themes"	30%	50% of grantees integrate cross cutting themes																																													
Number of SDF beneficiaries/trainees that have enhanced their skills through <b>instant (10-100 hours) courses</b> responding to identified skills gaps for green economy, livelihood & market development and service delivery (disaggregated by vulnerability / gender origin / refugee)	N/A	<table border="1"> <thead> <tr> <th></th> <th>Enrolled</th> <th>Completed</th> </tr> </thead> <tbody> <tr> <td><b>TOTAL</b></td> <td><b>489</b></td> <td><b>474</b></td> </tr> <tr> <td><b>EU</b></td> <td><b>439</b></td> <td><b>433</b></td> </tr> <tr> <td>Refugee (F)</td> <td>98</td> <td>98</td> </tr> <tr> <td>Refugee (M)</td> <td>25</td> <td>25</td> </tr> <tr> <td>Host (F)</td> <td>77</td> <td>77</td> </tr> <tr> <td>Host (M)</td> <td>239</td> <td>233</td> </tr> <tr> <td><b>IRE</b></td> <td><b>50</b></td> <td><b>41</b></td> </tr> <tr> <td>Karamojong (F)</td> <td>22</td> <td>17</td> </tr> <tr> <td>Karamojong (M)</td> <td>28</td> <td>24</td> </tr> <tr> <td>Non-Karamojong (F)</td> <td></td> <td></td> </tr> <tr> <td>Non-Karamojong (M)</td> <td></td> <td></td> </tr> <tr> <td><b>BE</b></td> <td><b>-</b></td> <td><b>-</b></td> </tr> <tr> <td>Female</td> <td>-</td> <td>-</td> </tr> <tr> <td>Male</td> <td>-</td> <td>-</td> </tr> </tbody> </table>		Enrolled	Completed	<b>TOTAL</b>	<b>489</b>	<b>474</b>	<b>EU</b>	<b>439</b>	<b>433</b>	Refugee (F)	98	98	Refugee (M)	25	25	Host (F)	77	77	Host (M)	239	233	<b>IRE</b>	<b>50</b>	<b>41</b>	Karamojong (F)	22	17	Karamojong (M)	28	24	Non-Karamojong (F)			Non-Karamojong (M)			<b>BE</b>	<b>-</b>	<b>-</b>	Female	-	-	Male	-	-	1700	TOT=370 (30% F)  A/R=500 EUTF=20 KMJ=1,00
	Enrolled	Completed																																															
<b>TOTAL</b>	<b>489</b>	<b>474</b>																																															
<b>EU</b>	<b>439</b>	<b>433</b>																																															
Refugee (F)	98	98																																															
Refugee (M)	25	25																																															
Host (F)	77	77																																															
Host (M)	239	233																																															
<b>IRE</b>	<b>50</b>	<b>41</b>																																															
Karamojong (F)	22	17																																															
Karamojong (M)	28	24																																															
Non-Karamojong (F)																																																	
Non-Karamojong (M)																																																	
<b>BE</b>	<b>-</b>	<b>-</b>																																															
Female	-	-																																															
Male	-	-																																															
Number of SDF beneficiaries (disaggregated by vulnerability / gender / origin / refugee) that participate in training in <b>non-formal and formal BTVET</b> and entrepreneurship training in order to enhance employable skills	N/A	<table border="1"> <thead> <tr> <th></th> <th>Trained</th> <th>Certified/ succeeded</th> </tr> </thead> <tbody> <tr> <td><b>TOTAL</b></td> <td><b>3499</b></td> <td><b>1196</b></td> </tr> <tr> <td><b>EU</b></td> <td><b>1374</b></td> <td><b>810</b></td> </tr> <tr> <td>Refugee (F)</td> <td>461</td> <td>332</td> </tr> <tr> <td>Refugee (M)</td> <td>349</td> <td>164</td> </tr> <tr> <td>Host (F)</td> <td>268</td> <td>161</td> </tr> <tr> <td>Host (M)</td> <td>296</td> <td>153</td> </tr> <tr> <td><b>IRE</b></td> <td><b>679</b></td> <td></td> </tr> <tr> <td>Karamojong (F)</td> <td>396</td> <td></td> </tr> <tr> <td>Karamojong (M)</td> <td>245</td> <td></td> </tr> <tr> <td>Non-Karamojong (F)</td> <td>23</td> <td></td> </tr> <tr> <td>Non-Karamojong (M)</td> <td>15</td> <td></td> </tr> <tr> <td><b>BE (call 1 + 2)</b></td> <td><b>1446</b></td> <td><b>386</b></td> </tr> <tr> <td>Female</td> <td>626</td> <td>189</td> </tr> <tr> <td>Male</td> <td>820</td> <td>197</td> </tr> </tbody> </table>		Trained	Certified/ succeeded	<b>TOTAL</b>	<b>3499</b>	<b>1196</b>	<b>EU</b>	<b>1374</b>	<b>810</b>	Refugee (F)	461	332	Refugee (M)	349	164	Host (F)	268	161	Host (M)	296	153	<b>IRE</b>	<b>679</b>		Karamojong (F)	396		Karamojong (M)	245		Non-Karamojong (F)	23		Non-Karamojong (M)	15		<b>BE (call 1 + 2)</b>	<b>1446</b>	<b>386</b>	Female	626	189	Male	820	197	2950	TOT=470 (30% F)  A/R=1500 KMJ=100 EU=2200
	Trained	Certified/ succeeded																																															
<b>TOTAL</b>	<b>3499</b>	<b>1196</b>																																															
<b>EU</b>	<b>1374</b>	<b>810</b>																																															
Refugee (F)	461	332																																															
Refugee (M)	349	164																																															
Host (F)	268	161																																															
Host (M)	296	153																																															
<b>IRE</b>	<b>679</b>																																																
Karamojong (F)	396																																																
Karamojong (M)	245																																																
Non-Karamojong (F)	23																																																
Non-Karamojong (M)	15																																																
<b>BE (call 1 + 2)</b>	<b>1446</b>	<b>386</b>																																															
Female	626	189																																															
Male	820	197																																															
Utilization rate of start-up kits 6 months after disbursement	0	No data for the moment as this will be measured through the tracer study	15% utilization	40% utilization																																													

## 2.2.4 Analysis of progress made

Through its calls for proposals the Skills Development Fund (SDF) is supporting the creation of joint ventures between the private and public sector that provide qualitative and flexible skills trainings to (vulnerable) youth, especially women and girls in an innovative way to equip them with skills that are in high demand in the labour market. Through the SDF, the principles of the Skilling Uganda Strategy (WBL, private sector involvement, efficiency, inclusiveness) have been

mainstreamed in the proposals. In 2018, 1 call for proposal closed, 3 calls for proposals were being implemented and 2 calls for proposals were in the selection process. The numerous applications received for each call confirms that both public and private stakeholders are willing and able to enter in joint ventures to provide marketable skills development targeting (vulnerable) youth, women and girls, and are hereby enabling inclusion and relevance in skills development.

A data collection tool to measure continuation of improved practices 6 months after the grant execution period is in the making, as data can now be collected from a part of the grant recipients of the first pilot call in Albertine Rwenzori. The same grant recipients have become subject to the measurement of the utilization rate of start-up kits 6 months after disbursement, which will be captured in a first SDF tracer study planned in the first quarter of 2019. An assessment of operational reports indicated that all grant recipients so far integrate at least one of the identified cross-cutting themes in their training programs. About 85% of the grant recipients integrate life skills, 80% integrate entrepreneurship, numeracy and financial literacy or business development training, 48% integrate gender awareness and/or reproductive health, 30% integrate HIV/Aids awareness, 36% integrate environmental awareness or green business, 21% integrate occupational health and safety orientation and about 6% integrate the usage of ICT/computer skills.

A total of 17 instant trainings were conducted in Northern Uganda and Karamoja. Inventories of additional training requests were made and assessed, and training services were procured enabling full implementation of the component in 2019.

To assess change processes that are generated through the implementation of the SDF, and feed the learning component to develop policy advise, the program has awarded a public services contract for “Action research on change processes and lessons learned of the implementation of the Skills Development Fund in Uganda” in November 2018, for which a first data collection phase is foreseen in March and April 2019.

## **Belgian Cooperation**

The SDF basket for Albertine Rwenzori aims at providing skills training related to the upcoming oil & gas industry in the region, the tourism and hospitality sector and green business, to 2000 beneficiaries, of which at least 80% (vulnerable) youth and 30% women and girls. In 2018, all the trainings supported by the pilot call grants were completed, resulting in 477 trained beneficiaries of which 48% are young women. 80% obtained a nationally recognised certificate or successfully completed the training (in case of internal assessments). The 2<sup>nd</sup> call for proposal selection activities were concluded with signature of 13 grant agreements to support 1.114 trainees. At the end of 2018, 969 beneficiaries were in training, of which 41% are young women. About 155 beneficiaries remain to be trained.

Capacity building of implementing partners in compliance to procedures of the grants as well as in results-based reporting and financial management accountability and reporting, enabled all partners to start satisfactory and to achieve 70% of enrolments within 3 months.

The third call for proposals targeting two sectors of tourism and hospitality and oil & gas was launched and selection activities are foreseen to conclude in the first quarter of 2019.

The SDF instant trainings will yet to be started in the Western region in the first Semester of 2019. This option was taken to make maximal use of the lessons learnt of the instant training pilot and to establish a selection process that must assure that strong partnerships with those livelihood and private sector actors will be established that can offer real opportunities for (self)employment or income generation of the beneficiaries.

### **Irish Aid**

The SDF basket for Karamoja targets to directly support 2000 beneficiaries of whom 70% Karamojong, at least 80% youth, and 30% women and girls, with skills training in construction, manufacturing, agriculture, and tourism and hospitality. In 2018 five grant agreements were signed, resulting in 679 beneficiaries, of which 60% women and 95% Karamojong, that have reached the end of their training. About 35% of these beneficiaries were only internally assessed and all successfully completed their training. About 49% of the beneficiaries have so far been assessed by the Directorate of Industrial Training (DIT) for a nationally recognized certificate and await the results of their assessment. Other assessments will be organized in the first quarter of 2019. A second call for proposals was launched and 31 applications went through a selection process, resulting in the selection of 3 proposals by December 2018 for an estimated total of 660 beneficiaries in 2019.

Training providers for the instant trainings were selected and contracted and a first batch of trainings was delivered in Karamoja for a group of 41 (17 female and 24 male, all Karamojong) trainees. An inventory of additional training requests was made, and training services were procured for the roll out of about 50 trainings covering 15 trades in Karamoja in the upcoming years.

### **EU Trust Fund**

The SDF basket for Northern Uganda, including Kiryandongo, aims at enhancing livelihoods and labour market relevant skills for 4400 beneficiaries, at least 80% youth and 35% women and girls, of the refugees (at least 70%) and host communities (30%). In 2018 five grant agreements were signed, resulting in 1374 beneficiaries that completed their training so far. 51% are young women and 60% refugees, meaning that the objective to target 70% refugees in the calls for proposals has not been achieved yet. 4 out of 5 grantees managed to train and assess almost 100% of their targets, one grantee remains to train a part of their targets and organize assessments. About 17% of the trained beneficiaries were only internally assessed and 98% successfully completed their training. About 80% of the beneficiaries who completed their training have so far been assessed by DIT and the first results demonstrate a pass rate of more than 90%. A second call for proposals was launched for which 64 concept notes have been received and has resulted in 4 selected proposals that will be presented to the Selection Committee in the first quarter of 2019.

Throughout the year 12 SDF instant trainings were organized spread over the 4 districts. Until now 433 people completed these trainings, of which 40% are women and only 28% are refugees, meaning that also for the instant training component efforts must be put in place to target more refugees. Other instant trainings have been assessed and procured enabling a further roll out in Northern Uganda in 2019.

### **2.2.5 Potential impact**

The awareness created by both SDF operated under SSU and the one of PSFU in provision of demand driven skills trainings through involvement of the private sector is the game changer in skills development. There is a need to focus on consolidating the good practices that can be identified to strengthen the role of the private sector as future drivers of the fund. The SDF has given its grant recipients the opportunity to test and integrate the principles as set in the SU-Strategy (WBL, private sector involvement, efficiency, equitable access, holistic approach to skills development). It is however too early to assess the sustainability of the alliances created through the call for proposals, i.e. the partnerships between training providers and private sector actors, and a continued adherence of the grant recipients to the principles of the SU-Strategy. In 2018 the program has therefore, awarded a public services contract for “Action research on change processes and lessons learned of the implementation of the Skills Development Fund in Uganda”. The aim of this research is to collect and analyse relevant qualitative information that would allow the project and its stakeholders to learn whether the implementation of the SDF generates real changes and why, and consequently, to improve strategies and produce policy advice. A first data collection phase for the Action research is planned to take place mid-March 2019.

Since the framework is in place, there is also a need to organise the stakeholders through the constituencies represented by the selection committee to benchmark internationally and learn good practices that will be key in the eventual management of the Fund.

As for the beneficiaries of the skills trainings, it was reported throughout 2018 in all three regions where the program is implemented that many of them have procured employment. The extent of this outcome, the type of employment procured and the change in beneficiaries’ socio-economic situation is yet to be measured and documented through tracer studies that are planned throughout 2019.

***RESULT 3: Support to Establish Centres of Excellence: Centres of Excellence provide quality skills development programs which are responsive to labour market needs***

## 2.2.6 Progress of indicators

	Baseline Value (2015)	Value 2018	Target 2018	End Target 2018
No. and % of beneficiaries (F/M) that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas / City and Guilds, etc.)	Total certified: *954 out of 1697 (56%) F: 171 (18%), M: 783 (82%)	Total Certified =1,736  KMJ= 159 (M=108 or 68%; F=50 or 31%) BE=1,577  Info missing on DIT participation	80% completed & certified	90% completed course and compared to enrolled
% Increase in number of trainees enrolled in priority sectors verses overall enrolment	Overall = 1697 Priority sector: 575 (34%) - F=16%, M=84%	Overall 954(/1697)=56% overall increase Info missing on part of priority sectors	15%	30% increase in enrolment sectors
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization)	1.3 out 4.0 (A/R) 1.8 out of 4.0 (KMJ)	2.57 (overall) 2.67 (BE) & 2.38 (KMJ)	2.0 out of 4.0	Average Self-Assessment increase to 2.6 out of 4.0
Percentage number of hours trainees spend engaged in WBL vis a vis number of hours trainees spend in BTVET Institution	Number of hrs in WBL 396/1386 in BTVET Institutions: i.e. 29%	55% in A/R 23% in KMJ	35%	45%

## 2.2.7 Analysis of progress made

Under result area 3, the SSU intervention seeks to support the establishment of Centres of Excellence (CoE) that provide quality skills development programs that are responsive to labour market needs. To that effect it supports seven (7) partner BTVET training providers (5 in the Albertine/Rwenzori and 2 in Karamoja) to establish CoEs in a chosen priority sector for each training provider.

In 2018, the organisational self-assessment of six out of seven VTIs was carried out in November and December. The purpose of this exercise was to establish their current status scoring according to the five (5) pillars of the Skilling Uganda Strategy. The self-assessment score of the VTIs in Western Uganda indicate an improved score from 1.3 at baseline level to 2.67 in 2018, while those in Karamoja improved to 2.38. Though the implementation of the change process towards CoEs is still in early stages, the progress on outcome level indicates an initial positive behavioural change in the way of prioritizing specific trades.

As a result of concerted effort in building the capacity of VTI management and their key stakeholders, the liaison office for partner VTIs was operationalised. This enabled liaison officers to link VTIs with the private sector by initiating, negotiating and signing 51 MoUs for supporting work-based learning. The VTIs were also able to initiate PPPs with key relevant stakeholders for ensuring employability of the graduates. In addition, trainings have also been conducted for the partner VTIs and their key stakeholders on establishment and operationalisation of the simple labour market information system (LMIS). This system is to be hosted at the district platform level to support in ensuring relevancy of the training programs offered by the partner VTIs.

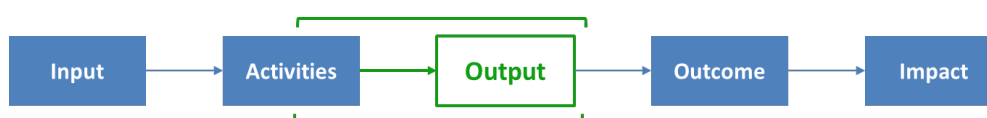
A review of the industrial training tools for supporting work-based learning specifically internship placements was also conducted and final tools are in place and being utilised by the partner VTIs. Monitoring of the usage of tools during placement will be a priority for 2019 as well as perusing more collaboration and partnership with the private sector.



### **2.2.8 Potential Impact**

Support in WBL practices is expected (i) to enhance the quality of learning and skills acquisition and (ii) to facilitate connecting with the work environment and facilitate networking for jobs within the sector.

## 2.3 Performance output 1



### 2.3.1 Progress of Indicators

### 2.3.2 Output Performance

<b>Sub OUTPUT 1: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda Strategy</b>				
<b>Indicators<sup>13</sup></b>	<b>Baseline value (2015)</b>	<b>Value 2018</b>	<b>Target 2018</b>	<b>End Target 2020</b>
<i>No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies in the project areas conducted, and utilized by partner institutions for skills development training</i>	<i>World Bank (Oil &amp; Gas); RTF Western Region</i>	5	2	<i>11 Comprehensive LMS studies</i>
<i>Level of integration of cross-cutting issues (gender / HIV / environment) in the conducted studies above (scoring on a number of criteria tbd.)</i>	N/A	<i>80% integration of CCIs in LMS</i>	<i>For both the Northern-Uganda and Karamoja LMS cross-cutting issues were integrated</i>	<i>80% integration of cross-cutting issues in 9 studies</i>
<i>No. of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDP/before SDC, SSC)</i>	3		3	<i>TOT=11 (5 SDA, 3 SSC, SDP)</i>

<sup>13</sup> Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

### 2.3.3 Progress of main activities

<b>Progress of <u>main</u> activities <sup>14</sup></b>	<b>Progress:</b>			
	A	B	C	D
<i>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 BTJET</i>			X	
<i>2. Develop and establish and M&amp;E system, conduct baseline study, collect and disseminate good practices</i>		X		
<i>3. Implement a capacity building program for all key actors, build capacity of all key actors in government and administration build capacity of key actors of BMO and UGAPRIVI</i>			X	
<i>4. Support the establishment of coordination structures at district level, establish a district based BTJET and labour market council Labour market observation system</i>	X			
<i>5. Undertake Action Research</i>		X		

### 2.3.4 Analysis of progress made

#### **Achievements**

SSU continued to focus on generating evidence-based labor market information studies to guide the key stakeholders on the patterns of labor market demand and supply in the world of work. The labour market scans (LMS) are conducted to examine the economic sectors in several trades like construction, agriculture, tourism to determine demand and supply sides of skills development, training needs and opportunities. 2 secondary Labor Market study reports were produced: one for Karamoja and one for NU, in addition to 2 LMS conducted in 2017, bringing the total to 4 studies. In Northern Uganda, Karamoja and Albertine/Rwenzori region, training needs for instant trainings were assessed through surveys amongst livelihood actors, NGOs and other stakeholders. A such, in 2018, 5 LMS and TNA have been conducted, overshooting the 2018 target.

For example, in Karamoja, it emerged that agriculture with 49% ranked top with opportunities for decent employment followed by construction (18%), tourism (17%) and other sectors (5%).<sup>15</sup> The dissemination of the LMS has enhanced re-orientation and adaptation of training manuals and programs to make them more relevant to the labor market needs. Information on training needs in different areas of trade also informed training needs identified by the applicants to the SDF. Identification of trades where instant trainings are required is also based on information from the LMS in the geographical area.

SSU's commitment to providing relevant marketable skills to the over 3,000 youths targeted to be trained under the instant trainings window in

<sup>14</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.

<sup>15</sup> Karamoja secondary labour market study, 2018, p.7

the three regions was also realized through conducting assessments – Training Needs Assessments (TNAs) in each region, and mapping of skills needs for instant trainings. 3 TNAs were conducted in each of the three regions.

Cross-cutting issues: gender, HIV, environment, and vulnerability were an integral part of the LMS and 80% integration was done. For example, for Karamoja, the study suggested many opportunities of youth, women and girls across sectors, but recommended a need to address the inherent issues of gender, HIV/AIDS, environment conservation as well as looming advocacy questions on land, alcohol abuse, Community based Animal Health Workers (CAHW) and limited DIT training packages.

Regarding the number of training initiatives undertaken (training / study tours / bench marking / exchange visits), in 2018, no such trainings were organised, as the TVET key stakeholders in consultation with government were still redefining the way forward on the TVET Council. It was therefore not clear what kind of benchmarking exercise should be undertaken, and thus the suspension of any planned trips till the position on a national structure/invitation was streamlined. With the TVET Policy now approved, there will be ample opportunities for training initiatives.

### **Challenges**

The LMS undertaken are essentially qualitative surveys, based more on the interviewers' perception and opinion than they are quantitative, based on factual knowledge and valid statistics, this being compounded by the SMEs operating informally, with no data on human resources to be analyzed. With increased mentorship of SMEs invested in SD at local levels, SDF operations level, and with the introduction of Labour Market Information System at SDP level, undertaking a more quantitative survey may be possible, for more objective and validated information.

No LMS has been done for the Tourism SSC due to teething challenges to operationalization of the TSSC. However, with the approval of the TVET policy and SSC position and mandate spelt out, the TSSC will be supported to undertake national and region skills development needs assessment to guide the development of a strategic action plan.

### **Influencing factors**

Halting of SSC activities in September 2018 based on expiry of the three-year term of the council members' leadership hampered deployment of activities. Also delays in establishing the new TVET council delayed activities.

Scaling up of instant trainings that are relevant to the labor market especially in Karamoja and Northern Uganda were conditioned by results of the Training Needs Assessment.

### **Unexpected results**

SSU agreed to support; both technically and financially, the National Vocational Skills and WorldSkills Africa competitions, an initiative of BTNET, and the events

provided an opportunity to further understand the current level, standards and attitudes towards TVET in the country and to determine how to address the existing challenges through a multi-stakeholder approach. In the face of the many challenges regarding technical expertise, poor facilitation, limited exposure, the good performance of the students in the WorldSkills Africa competition was unexpected, and motivated the project to continue with the support. More so, extraordinary performance of a female student who competed and won in a male-dominated vocational trade i.e. bricklaying and construction both nationally and internationally, was an indicator that it was time to start addressing the issue of gender-based stereotypes around vocational courses. The female student features as a role model to encourage other young female students to take up male dominated skilling courses, but more so, to dare for those non-traditional courses that have previously been branded as male courses.

**What needs to be done to streamline outputs:**

There is a need to continuously evaluate the contribution of the achievements at output level towards achieving the outcomes.

## 2.4 Performance Output 2

### 2.4.1 Progress of Indicators

<b>OUTPUT 2: Piloting SDF: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.</b>				
<b>Indicator/Progress Marker</b>	<b>Baseline Value (2015)</b>	<b>Actual 2018</b>	<b>Target 2018</b>	<b>End target (2020)</b>
No. of short-term training modules developed / upgraded and formalized, based on local livelihood and labour market needs	0	TOT=33 (19 EU, 13 BE, 1 IRE)	15	At least 20 trainings/niches for which new or adapted programs are developed (EU: 12; BE: 4; IRE: 4)
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	N/A	Grant system set up and operational	Grant system operational	SDF system hand over
Volume of grant agreements signed through SDF	N/A	2.207.360 €	TOT=2.3M€  1M€ EU 0.9M€ BE 0.4M€ IRE	TOT=5.8 M€:  4.7 M€ for grant agreements / 1.1 M€ for instant trainings
Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, Karamojongs, refugees)	N/A	63 by Enabel (+ 102 by SDF grantees)	35	45

## 2.4.2 Progress of main activities

<b>Progress of <u>main</u> activities <sup>16</sup></b>	<b>Progress:</b>			
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<i>1. Design the pSDF, circulate draft, and integrate experience</i>		X		
<i>2 Build capacity and elaborate manual of operations, define setup, define selection committee, train pSDF staff, validate manual of operations</i>	X			
<i>3 Operate the pSDF, test run the pSDF, recruit pSDF staff, define thematic and sector choices</i>	X			
<i>4. transfer experience to national SDF, consultancies and workshops</i>	X			

## 2.4.3 Analysis of progress made

### **Achievements**

Following the establishment of the SDF mechanism, and frame work in 2016/17, 2018 saw significant progress. The Fund worked with various stakeholders through the Selection Committee constituencies, the private sector as well as other skills development brokers and has now launched calls in all districts of operation of the program and awarding for the initial planned calls is expected to finalize in April 2019. The Fund has attracted yet another donor in 2018, GIZ, resulting in an additional funding basket worth two million Euro to be launched early 2019.

From an overall point of view, the SDF has awarded 33 grant agreements by the end of 2018. Instalments to selected grant recipients of the 1st and 2nd call for proposals in Albertine /Rwenzori region were effectuated. The first 10 SDF grant agreements of the pilot call in Albertine/Rwenzori region worth 200.000 Euros have all finalized in 2018. The second call in the region resulted in the signing of 13 SDF grant agreements in June 2018 worth 611.559 Euros. In October 2018, the 3rd call was launched with a maximum budget of 1.000.000 Euros for which in total 77 joint venture concept note proposals in oil & gas and tourism and hospitality sectors were received. In Karamoja 5 grant agreements worth 395.801 Euros have been signed in the first call in the region and disbursements have been effectuated. A second call for proposals with a maximum budget of 450.000 Euros was launched and 31 applications went through a selection process, resulting in the selection of 3 proposals by December 2018 for an estimated total of 660 beneficiaries in 2019 (and signing of 3 new grant agreements worth 404.270 Euros on January 11th, 2019). Under the EUTF component 5 grant agreements worth one million Euros have been signed in the first quarter of the year and disbursements have been effectuated. A second call for proposals worth 900.000 Euros was launched in the region the third quarter of the year, for

<sup>16</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.

which 64 concept notes have been received and which has resulted in 4 selected proposals that will be presented to the Selection Committee in the first quarter of 2019.

Both the selection and the implementation process have become more efficient, thanks to a continuous learning and adaptation process. Applications of the different calls launched were processed in a reduced timeframe. With the new grant agreements guidelines set by HQ, the fund was able to adapt operations guidelines to align with the new procedures. In the first calls for proposals in the respective regions, the implementation of activities was delayed due to several reasons such as a lack of capacity of the grant recipients, delayed inception activities, delayed reporting, quality concerns in terms of reporting, and/or delays in review of reports, which delayed release of funds. Built on lessons learned a more rigorous and pro-active monitoring system has been developed by the SDF unit, ensuring a closer follow up in the field to prevent additional delays. Additionally, training and orientation of applicants and grant recipients in results-based reporting as well as financial management, accountability and reporting has been streamlined and enhanced throughout the year and in each of the regions a grantee experience sharing workshop took place to stimulate continuous learning.

The SDF unit was able to roll out all foreseen activities in 2018. Foreseen awareness creation and promotion campaigns were conducted. These include SDF information sessions and radio talk shows focusing on awareness creation and mind set change about BTVET, enhancing participation of vulnerable youth, women and girls in skills development and promoting Public Private Partnerships (PPPs). In addition, the use of social media, the SDF website as well as information and education materials widely distributed contributed to awareness raising. Within the different grant agreements implementing partners also conducted numerous awareness and inception meetings targeting stakeholders, communities and potential beneficiaries aimed at the inclusion of vulnerable youth, women and girls in their training projects.

By the end of 2018, new or adapted training programs were developed for 33 trainings, resulting from instant training services and grant recipients that align existing curricula a non-formal training setting. It is important to note that none of these newly developed or upgraded training and assessment programs were formalized, nor is this planned. Only one newly developed training and assessment package (Animal husbandry - C&D) awaits accreditation by the Directorate of Industrial Training (DIT).

### **Influencing factors**

- The streamlining of the follow up system of the grants and grantee experience sharing workshops in all the three regions facilitated implementation and learning
- The SDF staff capacity to manage selection processes in all the baskets concurrently facilitated fast execution of activities
- Expansion of field staff
- The ability of the external consultants for appraisal and organisational assessment contribute to timely management of the selection process
- The technical team's prioritisation of the SDF activities
- Enhanced focus on orientation and capacity building increases efficiency
- Grant recipients participating for a second time in call for proposals enhances efficiency



**Unexpected results**

- Delays by grantees to implement activities resulted in requests for amendments
- Exceeded beneficiary targets (more than 20%)
- High demand for skills training in Karamoja
- Capacity of grantees improved so they became able to compete for available opportunities from other donors
- Beneficiaries obtained employment before end of training

**What needs to be done to streamline outputs?**

- Proper coordination of the follow up framework
- Further disaggregation of data on different aspects of vulnerability in reporting

## 2.5 Performance Output 3

### 2.5.1 Progress of indicators

<b>OUTPUT 3: Support the Establishment of Centres of Excellence: Accessible BTJET centres of excellence, with special attention to BTJET needs and potentials of women and girls.</b>				
<b>Indicators<sup>[1]</sup></b>	<b>Baseline value (2015)</b>	<b>Actual 2018</b>	<b>Target 2018</b>	<b>End Target 2020</b>
<i>Nbr of formal agreements signed with the private sector (PPPs)</i>	N/A	46 in total: 35 A/R, 11 KMJ	5	14
<i>Nbr of instructors trained in priority sectors in relation to WBL programs, and using the skills</i>	N/A	89 in total: 56 A/R, 33 KMJ	20	70
<i>Nbr of Private Sector master crafts persons trained in priority sectors and in relation to WBL programs</i>	N/A	TOT=91 68 A/R ; 23 KMJ	150	500 master craft persons trained in priority sectors
<i>Nbr of CBT curricula developed/upgraded and integrated with cross-cutting issues and training programs conducted based on labour market needs (NPA/SU)</i>	N/A	Long term courses: 1 (Entrepreneurship)	Long term: 4 Short term: 5	Long term: 12 Short term: 20 Evaluation of BTJET curricula ongoing
<i>Nbr of BTJET institutions and facilities rehabilitated, expanded and equipped NPA</i>	N/A	Construction of 7 VTIs commenced in October 2018	Completely finished= 0	7 Institutions
<i>% increase and numA/Rr of enrolled target beneficiaries (disaggregated by vulnerability /gender/origin/refugee) that attain CBET qualifications</i>	N/A	68 A/R (39M; 29F) 115 KMJ	10%	30% increase of vulnerable youth and 30% increase of females
<i>Nbr and % of beneficiaries (men/women) that participate in training in non-formal &amp; formal BTJET (with entrepreneurship component) in order to enhance employable skills</i>	N/A	Formal training: 254 KMJ  Non-formal training: 91 KMJ 107 A/R	10% women  30% KMJ	At least 30% F & (70% KMJ in KMJ)  800 A/R 200 KMJ

## 2.5.2 Progress of main activities

<i>Progress of main activities [2]</i>	<b>Progress:</b>			
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>upgrade first group of selected training providers, provide construction equipment and upgrade instructors</i>		x		
<i>upgrade management capacities of the 7 training providers, development of bottom up business plans, identify gaps, organize training, equip administrations of schools</i>		x		
<i>supervise development plans of 7 institutions, develop operating means for follow up by field officers</i>		x		
<i>Establish continuous training with Abilonino/Nakawa conduct needs assessment, design courses, organize training, twinning with SYNTRA/VDAB</i>			x	
<i>improve quality of internships, design and run internship program, improve existing traditional apprentices</i>		x		
<i>initiate initiatives for improved training provision and access to training pSDF funds through calls for proposals, funds for gender, funds for vulnerable groups</i>		x		
<i>set gender targets, define scope for each call for proposal, sensitization campaign, gender and vulnerable groups expert</i>			x	
<i>set social targets, define scope for each call for proposal</i>			x	
<i>set quantitative targets and tracer studies, initiate tracer studies</i>		x		
<i>Provide international and national expertise, district ATN, field component, and 4 national field officers</i>	x			

## 2.5.3 Analysis of progress made

### Achievements

**PPPs:** In 2018, a total of 46 MoUs were signed in the 7 VTIs. This had been supported by the training facilitated by VDAB. Through this workshop, stakeholders were empowered to set up a basic LMIS to enhance the linkage between skills supply and demand within the regional labour market. Various things can be achieved through the LMIS including identifying priority areas in terms of data collection, analysis, entry and storage of data, developing google forms as per their priority data needs and start the process of data entry, analysis and utilization; initiate an integrated data base through Google drive.

**CBET.** Entrepreneurship Assessment and Training Package (ATP) was developed and validated in collaboration with the MoES and other national level stakeholders such as selected practicing and successful entrepreneurs. The developed “accesses to markets” entrepreneurship training manual was used during the ToT for master trainer’s workshop in August which was facilitated by SYNTRA West.

**Equip** - Assessment of the equipment needs of the 5 VTIs successfully concluded. A comprehensive list of priority equipment, tools and training materials has been compiled and a series of international tenders has been launched. The provision of the equipment is foreseen for the second part of 2019 or early 2020, in parallel with the finalization of the construction works.

**Direct grants:** 5 direct grants have been awarded to the 7 partner VTIs to facilitate the implementation of their business plan priorities, implement life projects as well as advancing gender in BTVET agenda.

**INFRA:** Construction commenced October 2018. Conducted monthly site meetings every 27th and 28th of each month from October 2018 to date. Local construction committees monitor construction work weekly.

**Equip:** Equipment specifications are validated and procurement process initiated (tender launched). IT equipment, solar and electricity and mobile trainings. Rehabilitation of ICT room at SDC complete.

**Capacity building**

The project trained 25 MCPs for 5 days on DIT assessment methodologies across 6 selected skills. DIT was able to update ATP for entrepreneurship. Two joint monitoring visits to project sites with Local Authorities in Nakaps and Moroto districts conducted. Worked with GIZ on soft support to DLA to develop annual plans including SD activities. Disseminated LMS report to LGA, Private sectors, USSIA, development partners and VTIs in Nakaps and Moroto. Prepared and launched ToR for green skills LMS upfront for competition

WBL: Industrial training manual revised, orientation training conducted for 17 industries and 10 VTI instructors. 400 copies of IT manuals distributed to 2 VTIs and MCPs.

**Influencing factors**

- Massive sensitization of potential trainees especially for IRE
- Involvement of the private sector, quick win tools which attracted additional students
- Innovation in training planning e.g. self-sponsorship for IRE

**What needs to be done to streamline outputs**

Streamlining is captured in the standard operational planning.

[1] Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

- 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.

## 2.6 Transversal Themes

### 2.6.1 Gender & HIV

#### **The following has been achieved**

There was a significant increase in enrolment of female students, also in male dominated trades by both the VTIs and SDF grantees thus contributing to breaking gender stereotypes. This was achieved through among others (i) awareness building and career guidance campaigns including information sessions to encourage females to join skilling even in male dominated trades, (ii) gender analysis and training in the VTIs on gender concepts and analysis, gender mainstreaming workshops conducted in partnership with the Ministry of Education, etc.

For result area 2 (Skills Development Fund), HIV/AIDs and Gender targets are enshrined in the SDF manual. For example, selection criteria require grantees to integrate at least 30% females in their training programs.

Under result area 3 (Centres of Excellence), awareness and career guidance campaigns to encourage girls and women in primary and secondary schools were carried out. This was also done in the manyattas (community houses for Karamojongs) in Karamoja. Radio programs in Albertine Rwenzori to encourage girls to join TVET and specifically male dominated trades was done throughout 2018. These programs continue in 2019.

In addition, sensitisation and awareness workshop have been organized together with the Gender Unit of MoES on gender responsive and safe learning environments. These workshops also facilitated the elaboration of action plans and budgets on promoting gender equality and building safe, positive and supportive learning environment at the VTIs in Karamoja. These workshops will be repeated in 2019 in Albertine Rwenzori region.

In a bid to break gender stereotypes in vocational courses, SSU supported a female student to compete internationally in a male dominated course (brick laying & construction). She performed highly well and completed with a silver medal. The project plans to use her as an inspiration to females enrolling in vocational training. Also, during the Belgium Development Day, a female student doing plumbing from UTC Kyema was selected as one of the speakers on the topic, "Breaking through in a man's world".

In addition, Gender considerations were included in the design of the infrastructure works in all the 7 VTIs and a training on Gender concepts, gender analysis, gender inequalities at workplace, GBV and gender mainstreaming in 5 VTIs in West Uganda, supported by the SHDR project was also done.

Gender Based Violence (GBV) baseline study in collaboration with the TTE project, TIET, BTVET and Gender department of the MoES in the 5 NTCs and 7 partner VTIs is ongoing and expected to be concluded in 2019. This study is to feed into policies, guidelines and tools aligned with the National Policy and Action Plan on GBV.

In the context of SDF, Northern Uganda basket, over 200 persons with disabilities received training, industrial attachment and were assessed by Directorate of Industrial Training (DIT).

## **What needs to be done**

- Support and closely work with the VTIs in rolling out equitable access as foreseen in the Direct Grant Agreements including developing a gender policy/strategy and building the capacity of the VTI to respond to gender related matters
- Closely work with the Gender Unit of the MoES in creating social safeguards and grievance redress mechanisms in the VTIs.
- Create and Strengthen the gender desk/committee at the VTI level to help streamline gender-based violence GBV issues including training on social safeguards and awareness raising in the construction sites spread in all 7 VTIs.
- Liaise with the HIV/AIDS Unit of the MoES to develop guidelines for addressing HIV/AIDS issues. This may include creation of clubs and provision of youth friendly services at the VTIs, in addition to testing and counselling.
- Labour Market Scans. Ensuring that gender aspects and other CCIs are captured in these studies, including monitoring & updating the M&E framework indicators with gender disaggregated data.

### **2.6.2 Environment**

#### **The following has been achieved;**

Environmental concerns have been taken into account in the design and development of the infrastructure works in the VTIs. In one of the VTI, a solar power installation was included in the works and infrastructure works include WASH facilities such as septic tanks and washrooms. The unit further implemented part of what was approved by the City of Brussels which is targeting energy improved kitchens in all colleges. In this regard, construction of energy saving cook stoves was done in St. Daniel Comboni Polytechnic Moroto.

Based on the lessons learnt from the instant trainings pilot in Northern Uganda, trainings were conducted in Karamoja on ISSB blocks and energy efficient stoves. Also, two grant agreements i.e. with ZOA and Welthungerhilfe were signed and supported 165 youth and women with climate smart agriculture and entrepreneurship. In addition, grant agreements for trainings worth 612,403 Euros were signed supporting 966 beneficiaries with 33% in green skills.

In collaboration with the German NGO Fair Ventures & DAV (NGOs), agro-forestry projects were started in Kasese Youth Polytechnic & St. Simon Peter's VTC Hoima and together with ACTED, the project is implementing environmental landscaping in St. Daniel Moroto.

Waste management awareness campaigns were also held in all the 7 VTIs and waste bins have since been procured and put in place.

End of 2018, a tender was launched to assess the training needs on green skills (and greening the economy) for the three intervention regions. With regards to Northern Uganda, these results will also be shared, and collaborative research (with DRC) will be conducted in 2019 to document promising approaches, tools and instruments to reduce the environmental impact of the refugee influx.

#### **What needs to be done**

- Work closely with district environmental officers (in districts where SSU operates) to explore ways of raising awareness and implementation of

activities that are targeting environment conservation especially as foreseen in the direct grant agreements

- For results area 2, (SDF Window 3), Instant trainings targeting environmental protection will be held in all the beneficiary institutions and refugee settlements. Environmental threshold and requirements will be increased when sourcing grantees so that more attention is given to this component;
- More innovation in the SDF grant implementation should be encouraged among potential grantees (modify selection criteria) and mainstream Green skills so that trainees are encouraged to take up courses involving green skills at VTI level
- Environmental projects are also planned in the two partner VTIs in Karamoja region
- .Awareness campaigns will continue throughout 2019 and all future workshops will have a slide on environmental conservation.
- International forum “Raising Awareness for Climate Responsive Design in East-Africa” organized by Enabel Infrastructure Unit will be held on 27-28th February 2019 in Kampala Uganda;

### **2.6.3 Integration of ICT**

#### ***The following has been achieved 2018***

The process of installing wireless local area network (WLAN) in the 7-project supported VTIs started in 2018. This commenced with an assessment of the needs of each institution. The project is working with *Netlabs! UG*, a subsidiary of Makerere University's college of engineering design, art and technology to execute the assignment. Procurement of required equipment also started in 2018.

SSU entered a partnership with mobile telecommunications giant MTN to support the pilot set-up of digital for innovation hubs (ICT laboratories) in some of the vocational institutions supported by the program. The facilities will be set up in a phased manner starting with 3 institutions namely; St Daniel Polytechnic -NAOI (Moroto), St. Simon Peter's Vocational Training Centre (Hoima) and Amelo Technical Institute (Adjumani). A memorandum of understanding formalizing the partnership has already been signed between the project and MTN.

SSU procured, delivered and installed various ICT equipment to the 7 beneficiary institutions. The equipment which included computers, projectors, printers, cameras etc are aimed at supporting digitalization initiatives in these institutions.

SSU facilitated the participation of the 5 institutions in the Albertine/Rwenzori region in last year's eLearning Africa. eLearning Africa is the biggest gathering of ICT practitioners drawn across the African continent and beyond. Their participation was aimed at giving them exposure to good ICT practices elsewhere, learn and replicate these issues in their institutions.

Relatedly, the project participated as a speaker at the eLearning Africa conference in Rwandese Capital, Kigali. The presentation focused on how virtual reality is being piloted as a tool of improving learning in skills development.

Additionally, the project supported the roll out of Africa Code Week to project beneficiaries (refugees and host communities) in Northern Uganda. Africa Code Week is aimed at introducing young people to the basics of programming. In 2018, participants specifically learnt how to work with the animations software.

Over 240 beneficiaries in the districts of Arua, Yumbe, Adjumani and Kiryandongo were reached through the initiative. The ACW was organized in collaboration with Makerere University, Embassy of Ireland in Uganda, Resilient Africa Network among others.

SSU further provided technical and financial support towards the renovation of the computer laboratory of Kasese Youth Polytechnic. The room which was in a sorrow state was fully refurbished and made ideal for learning ICT.

#### **What needs to be done**

- Create partnership and synergies with private sector e.g. a company called FUZU (a private sector ICT company that links potential employers to graduates)
- Strengthen ICT working group
- Continue to build capacity of VTIs in data management, as possibly the use of online data collection applications like kobo collect in data collection and management.
- Scale up the production of 360-degree videos for awareness raising and work-based learning as well as the production of 2D tutorial videos in partnership with the VTIs
- Scale up the use of OERs in technical classes through piloting of use of app in technical trades

### ***2.6.4 Vulnerable Groups***

#### **Achievements**

The vulnerable groups considered under the intervention comprise of: Refugees, Women and girls, People with Disability (PWDs), culturally marginalized groups like the Karamojong, school drop outs, Child mothers, People infected and/or affected by AIDS, etc. These groups form a specific group of concern for each of the project components and are consequently well mainstreamed in the project.

In the recently signed Direct Grant Agreements, equitable access is well mainstreamed for implementation

Under infrastructure, persons with disabilities (PWD) are catered for in the architectural designs of the buildings currently under construction in all 7 partner VTIs.

In Karamoja as well as in Northern Uganda, 70% of the beneficiaries are vulnerable people including the Karamojong and refugees. Potential grantees are encouraged to target vulnerable groups in their proposals for funding under the SDF. For example, one of the grantees operating in Northern Uganda, (CSU-Amelo) targeted and trained over 100 physically impaired persons. Also, the instant trainings (window 3) in Northern Uganda was put in place to target refugee youths

Under the SDF, a social targeting window is dedicated to cater for the needs of the vulnerable groups.

#### **What needs to be done**

- Definition of Vulnerability and the vulnerability criteria (level of vulnerability) should be contextualized to regions



- Guidelines for engagement with them. How do we engage with them in terms of training time, training duration, infrastructure like baby care centres, sanitary wears for the girl child, etc
- Sustainability plan for the vulnerability
- Post training support e.g. start-up kits, Village Savings and Lending Associations (VSLA) that support and encourage saving in groups, government available schemes e.g. working with the Ministry of Gender, Labour & Social Development in linking the trainees to programs like Youth Empowerment Programs (YEP)
- Follow up on the DGA under social targeting. To support the VTIs in implementation of this objective

## 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	CAT	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
The new institutional setup of coordination and financing of Skills Development in Uganda has proven to be a lengthy and bumpy process not without bureaucratic stumble blocks.	Inception + implementation	DEV	Medium	Medium	Medium Risk	Continuous providing technical input and engaging in policy dialogue.	PMT	Continuous	Policy dialogue is organised via the EDPs and with MoES. A TVET policy has been approved begin 2019.	ongoing
						Focus on concrete actions in the field in view of collecting best practices	PMT	Continuous	Field actions around (i) 7 VTIs, (ii) SDF grants for training and (iii) skills Development Platform meetings at local governance, in close alignment with actions of other EDPs as WB.	ongoing
						Advocate for the creation of a Skills Development basket fund informed by the experiences of pilot skills development fund	PMT + MOES & partners	Continuous	(i) learning from best practices from pilot funds (ii) learning from other countries (e.g. Namibia, Ghana, etc.) (iii) close collaboration with PSFU/WB operated sister fund for SD Facility and (iv) level debate around set up of training levy	In progress
Lack of engagement of the private sector in the project	Implementation	DEV	Medium	Medium	Medium Risk	Support setup and coach Sector Skills Councils, proactively seek PPP alliances, proactively approach BMOs, Employers and artisans to get engaged in SD	PMT + MOES & partners	Continuous	(i) Limited progress due to uncertain institutional setup (ii) analysis of e.g. Tourism Sector is planned to define the skills gaps and Labor Market needs (iii) supporting SD Platforms at district level with inclusion of local private sector (iv) supporting PPP alliances in the VTIs	In progress
Integrity issues (eg around construction or grant execution)	Implementation	FIN OPS	Medium	Medium	Medium Risk	Support of construction unit of MoES and fine-tuning the terms of engagement with them	PMT	Continuous	ongoing, under control	ongoing
						For all steps in tendering or selection, special attention to integrity measures.	PMT	Continuous	done	ongoing
						Close follow-up of activities on the ground.	PMT	Continuous	adequate capacity is available at on the ground via the field offices (Fort Portal, Arua, Karamoja)	applied

Low participation of targeted groups in trainings, eg gender based, refugees, Karamojong, ...	Implementation	OPS	Low	Medium	Low Risk	Implement special targeting through SDF	VTIs and Project	Continuous	pro-active targeting is foreseen in SDF manual	applied
						Provision of short term training, to take into account the specificities of the local context and the real skills needs	PMT	Continuous	pro-active targeting is foreseen in SDF manual	applied
						Communication strategy addressing Karamojong and local leaders.	PMT	Continuous	pro-active targeting for vulnerable youth is foreseen in SDF manual	applied
						Implement career guidance counselling of targeted groups	VTIs and Project	Continuous	pro-active targeting is foreseen in communication campaign as well as gender work packages of VTIs	applied
Skills mismatch: non-responsiveness to the local labour market, trainees not finding employment or income generation	Implementation	DEV	Medium	Medium	Medium Risk	labour market and skills gaps analysis to be worked out with employers at local level	PMT + MOES & partners	Continuous	continuous updating of LM information via secondary data analysis, in collaboration with UN Global Pulse lab and through liaison officers at VTI level	ongoing
						Participatory approach (regional-local Coordination Committees, participation of business representatives on management boards of BT/VET institutions) giving employers a say and bringing productivity and innovation gains to companies and businesses	PMT + VTIs	Continuous	PPP strategy to be mapped out in bottom up business plans; awaiting change in law to allow Private Sector to be part of governing councils of VTIs	applied
Additional/ increasing influx of refugees due to political instability in the neighbouring countries; the interventions may be overshadowed and may generate potential conflicts in the settlements and the host communities.	implementation stage	OPS	High	Low	Medium Risk	Flexible planning based on resettlement information and livelihood related assessments and close cooperation with UNHCR, and OPM.	PMT, UNHCR, OPM	Continuous	Inter-agency coordination meetings and long term CRRF planning	applied
						Continuous analysis of refugee situation	PMT, UNHCR, OPM		Continuous	

## 2.8 Steering and Learning

### 2.8.1 Strategic re-orientations

The new TVET policy discussed in 2018 and approved by Cabinet in the beginning of 2019 has the ambition to formulate answers to the general mismatch in skills development and to the overall fragmentation of the BTVET-sector. The dialogue around the Skilling Uganda reform is in practice coordinated by MoES, while implicating other relevant Ministries, as Ministry of Labor (MGLSD) and with a pivotal role for the employment sector.

Implementation modalities are now to be elaborated for the new policy and an adequate budget has to be voted.

Increased complementarity and joint activities of SSU with PSFU around the SDF allow for a deliberate move from project focus to options for sustainability.

#### Belgium Cooperation / Irish Aid

Participation of key stakeholders in SSU program activities should be further enhanced. The reform progress in line with SU strategy requires strong involvement of MoES' technical and vocational departments as well as the private sector. This requires continued strategic dialogue aimed at strengthening synergies at all implementation levels.

The Oil & Gas sector has been noticeably gearing up and coming up to speed in terms of preparing the upstream development. This will create high end opportunities for PPP collaboration and will create a high-end skill gaps that will need to be filled. Further PPP alliances will need to be developed based on the ongoing SD activities within Albertine Rwenzori region, as SSU is to position itself to foster SD alongside other development partners.

#### EU

The CRRF roadmap has been endorsed by the GoU and all partners and with the SSU ongoing work in Northern Uganda and Kiryandongo on skilling refugees and host communities, SSU is taking the lead as technical advisor in skill development provision and coordination. The CRRF and the Education Response Plan create an opportunity for a more systemic response and for further scaling of adaptive and innovative skills supply initiated through the intervention.

### 2.8.2 Recommendations

<b>Recommendations/actions</b>	<b>Actor</b>	<b>Deadline</b>
<i>There is need for SSU team to play an oversight role and build capacity of the VTIs to implement their Business plans and facilitate quarterly reflection of progress on business plans</i>	<i>SSU field teams</i>	<i>Continuous</i>
<i>Keep an eye on the new players in the market about skills development. Coordination and collaboration are key to ensure quality amongst the different actors in skills development</i>	<i>SDF team/Field team</i>	<i>Continuous</i>
<i>Documentation of win-win approaches for the fund</i>	<i>SDF team</i>	<i>Ongoing</i>
<i>Continued advocacy in support to Skilling Uganda and high-level lobbying (Politicians, skills development partners, Ministries, MOES (DIT, UBTEB), and other stakeholders)</i>	<i>Embassy level, EDP, private sector</i>	<i>Ongoing/ continuous process.</i>
<i>SSU to rethink the focal points within the MoES and identify other entry points into sub sector.</i>	<i>RTF, MDAs, PSEs, TVET,</i>	<i>Continuous process</i>

<i>There is need to focus on strategic SSU priorities, for instance concentrating on the roll out and the documenting of the lessons learned from the SDF (main vehicle of change)</i>	<i>RTF, MDAs</i>	<i>ongoing</i>
<i>Sensitization through social and behavioural change approaches</i>	<i>MDAs, EDP</i>	<i>Continuous process</i>

### 2.8.3 Lessons learned

<b>Lessons learned</b>	<b>Target audience</b>
<i>New tools as SDF seem adequate for the reform process. M&amp;E and tracer studies to come up with documented statistical evidence in 2019.</i>	<i>Enabel, MoES</i>
<i>Key for impact is the harmonisation among skills development players at local + national level: (i) Working together with World Bank/PSFU contributed to harmonization of the SDF tools. (ii) Chairing EDPs meetings on SKILLING is important instrument for advancing on the policy dialogue. (iii) Supporting the SD-Platforms at local level is another instrument for alignment.</i>	<i>EDPs, WB, save the children, Enabel, Swiss contact, Concern worldwide, VSO, GIZ, Restless Youth Development (DRC, NRC, ), NGOs, BTVET stakeholders, DIT, NPA, Ministries, Private sector, USSIA, UMA, etc.</i>
<i>A strong operational and financial follow-up system, close to the action, is key for compliance and success. Good management of Field offices and field staff is key.</i>	<i>Enabel</i>
<i>Livelihoods &amp; LM intelligence gathering is time consuming but a precondition to ensure relevant and quality skills training</i>	<i>Livelihood partners (SDPs)</i>
<i>The role of the Livelihood partner is key in the impact of the instant trainings.</i>	<i>Livelihood partners (SDPs)</i>

## 3 Annexes

- 3.1 Project Self-assessment
- 3.2 Follow up of SC
- 3.3 Updated Log frame (attached file)
- 3.4 More results at a glance
- 3.5 Budget vs Current/Actual
- 3.6 Minutes of Steering Committee (attached file)
- 3.7 Communication resources
- 3.8 Updated job descriptions

**Disclaimer:** this report is the result of a participatory analysis that took place in Kampala in January 2018 between the project staff and its key stakeholders. The ideas, opinions and comments in this project report should be considered the responsibility of its authors and do not necessarily reflect the opinion of its donors.