



2021 Results Report

Support to the Implementation of the Skilling
Uganda Strategy (SSU)

DGD CODE : NN 3016426

NAVISION CODE : (BELGIUM) UGA 14 027 11

NAVISION CODE : (EU) UGA 16 032 1T

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

NAVISION CODE :(GIZ) UGA180381T

NAVISION CODE :(SG+) UGA180381T



Table of contents

1	ABBREVIATIONS	3
2	SUMMARY OF THE INTERVENTIONS	6
3	MONITORING OF RESULTS	10
3.1	EVOLUTION OF THE CONTEXT	10
3.1.1	<i>General and institutional context</i>	10
3.1.2	<i>Management context</i>	10
3.2	PERFORMANCE OF RESULT ONE	13
3.3	PERFORMANCE OF RESULT TWO.....	18
3.4	PERFORMANCE OF RESULT THREE.....	23
4	BUDGET MONITORING	27
5	RISKS AND ISSUES	28
6	SYNERGIES AND COMPLEMENTARITIES	29
6.1	WITH OTHER INTERVENTIONS OF THE PORTFOLIO	29
6.2	WITH THIRD-PARTY ASSIGNMENTS	29
6.3	OTHER SYNERGIES AND COMPLEMENTARITIES.....	30
7	TRANSVERSAL THEMES	32
7.1	ENVIRONMENT AND CLIMATE CHANGE.....	32
7.2	GENDER.....	32
7.3	DIGITALIZATION.....	32
7.4	DECENT WORK.....	33
8	LESSONS LEARNED	34
8.1	THE SUCCESSES	34
8.2	THE CHALLENGES	35
8.3	STRATEGIC LEARNING QUESTIONS.....	35
8.4	SUMMARY OF LESSONS LEARNED	36
9	COMMUNICATION RESOURCES	39

1 Abbreviations

ACTED	Agency for Technical Cooperation and Development
ACW	Africa Coding Week
AEP	Accelerated Education Programme
AR	Albertine-Rwenzori
ASSC	Agriculture Sector Skills Council
ATPs	Assessment Training Packages
B2B	Business to Business
BMO	Business Membership Organizations
BTVET	Business Technical Vocational Education and Training
CBET	Competence-based Education and Training
CBT	Community Based Training
CCIs	Cross Cutting Issues
CfP	Call for Proposals
CoE	Centres of Excellence
CMU	Construction Management Unit
CRRF	Comprehensive Refugee Response Framework
CRS	Catholic Relief Services
DGA	Direct Grant Agreement
DIT	Directorate of Industrial Training
DRC	Danish Refugee Council
D4D	Digitalization for Development
EDP	Education Development Partners
ERP	Education Response Plan
ESSA	Education and Sports Sector Analysis
ESSP	Education and Sports? Sector Strategic Plan
EU	European Union
EUTF	European Union Trust Fund
FCC	Finance and Contracting Coordinator
FGD	Focus Group Discussion
FUE	Federation of Uganda Employers
GIZ	Gesellschaft für Internationale Zusammenarbeit
GBV	Gender-based Violence
HTSCC	Hotel and Tourism Sector Skills Council
IFI	International Financial Institution
IGA	Income Generating Activity
ILO	International Labour Organisation
IRE	Irish Aid
ISP	Insieme Si Puo in Africa
ISSB	Interlocking Soil Stabilised Blocks

ITC-ILO	International Training Centre of the International Labour Organisation
KJA	Karamoja
KRSU	Karamoja Resilience Support Unit
LED	Local Economic Development
LMIS	Labour Market Information System
LMS	Labour Market Scan
MBS	Millennium Business School
MCPs	Master Crafts Persons
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labour and Social Development
MoU	Memorandum of Understanding
MSMF	My Skills My Future
M&E	Monitoring and Evaluation
N/A	Not Applicable
NCDC	National Curriculum Development Centre
NEET	Not in Employment, Education or Training
NFM	National Field Manager
NPA	National Planning Authority
NRC	Norwegian Refugee Council
NTC	National Technical College
OTC	Outreach Training Centre
OVO	Ondernemers Voor Ondernemers
PAS	Practically Acquired Skills
PMT/U	Programme Management Team/Unit
PPP	Public-Private Partnerships
PS	Permanent Secretary
pSDF	Pilot Skills Development Fund
PSFU	Private Sector Foundation Uganda
PWDs	Persons with Disabilities
ReHOPE	Refugees and Host Population Empowerment
RISE	Response to increased demand on Government Service and creation of economic opportunities
RPFJ	Rwenzori Forum for Peace and Justice
RTF	Reform Task Force
SC	Steering Committee
SDA	Skills Development Authority
SDCPN	St. Daniel Comboni Polytechnic Naoi
SDE	Skills Development Expert
SDC	Skills Development Centre
SDF	Skills Development Fund
SDHR	Skills Development for Human Resource Project
SDP	Skills Development Platform

SPRS-NU	Support Programmes for Refugee Settlements and Host Communities in Northern Uganda
SSC	Sector Skills Council
SSPVTTC	St. Simon Peter Vocational Technical College
SSU-BE	Support to Implementation of the Skilling Uganda Strategy funded by the Belgian Government
SSU-IRE	Support to Implementation of the Skilling Uganda project funded by the Embassy of Ireland
SSU-EUTF	Support to Implementation of the Skilling Uganda project funded by the European Union Trust Fund
SSU GIZ	Support to Implementation of the Skilling Uganda project funded by GIZ
SYNTRA	Centra Voor Middenstandsopleiding
TFF	Technical and Financial File
TIET	Teacher Instructor Education and Training
TNAs	Training Needs Assessment
TWG-S	Technical Working Group Skilling
TPIWG	TVET Policy Implementation Working Group
TSSC	Tourism Sector Skills Council
TTE	Teacher Training and Education
TVET	Technical Vocational Education and Training
TVET OM	Technical Vocational Education and Training Operations and Management
UBTEB	Uganda Business and Technical Examination Board
UGAPRIVI	Uganda Private Vocational Institutes Association
UMA	Uganda Manufacturers Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
USAGA	Uganda Safari Guides Association
USSIA	Uganda Small Scale Industries Association
VDAB	Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
VET	Vocational Education and Training
VTI	Vocational Training Institute
WBL	Work-Based Learning
WSI	WorldSkills International
WSU	WorldSkills Uganda
YAWE	Youth and Women Empowerment Organisation

2 Summary of the interventions

Intervention forms for projects supported by Belgium & Ireland

Title of the intervention	Support to the Implementation of the Skilling Uganda Strategy (SSU intervention)-BE	Annex to the Support to Skilling Uganda Intervention: Integration of the Karamoja Region-IRE
Code of the intervention (DGD)	NN 3016426	N3016426
Location	Albertine-Rwenzori Region in the districts of Hoima, Masindi, Kasese, Kabarole (Bunyangabu and Fort Portal city inclusive).	Uganda: Karamoja
Total budget	<p>Initial budget according to original TFF: Belgian contribution: 16.000.000 EUR; GoU contribution: 10% of budget (in kind)</p> <p>Additional budget: 6.000.000 EUR</p> <p>New budget: 22.000.000 EUR</p>	<p>Initial Budget according to original TFF: Embassy of Ireland contribution: 6,000,000 EUR 5,398,111 EUROS (excluding 11.15% management fee at 601,889EUR)</p> <p>Requested Additional Budget for Bridge: 1.800.000 EUR 1.619.433 EUR direct cost and 11,15% indirect cost (180.567 EUR)</p>
Partner institution	Ministry of Education and Sports (MoES)	Ministry of Education and Sports (MoES)
Start date of the Specific Agreement	28 th July 2015	01 August 2016
Start date of the intervention/ Opening steering committee	28 th July 2015	01 August 2016
Initial end date of the execution	31 st December 2020	30 December 2020 Extended until 31 st May 2021
New end date of the Specific Agreement and the execution	<p>Extension of the Specific Agreement until 27th July 2023</p> <p>Extension of the execution period until 31st March 2023</p>	<p>Extension of the Specific Agreement until 30th June 2023</p> <p>Extension of the execution period until 31st March 2023</p>
Target groups	<p>Direct beneficiaries of the intervention:</p> <p>Trainees of TVET institutions supported by the intervention, including interns and apprentices in enterprises.</p> <p>Other beneficiaries are:</p> <ul style="list-style-type: none"> • Clients' of TVET training institutions (graduates and employers) • Existing TVET training institutions. These can be public and private-not-for-profit establishments (faith based, community) offering formal and non-formal training 	<p>The SSU intervention supports the skilling Uganda strategy specifically for the Karamoja region. It will focus on supporting relevant skills development for Karamojong youth, women and girls.</p> <p>To ensure the relevance of the Skilling Uganda Strategy to Karamoja context, the SSU intervention focus more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments.</p>

	<ul style="list-style-type: none"> Managers and instructors of training institutions, e.g., through continuous professional development The members of the TVET Policy Implementation Working Group (TPIWG) and its Secretariat The heads and staff members of directorates and departments at MoES, BTJET department, Planning and DIT Human Resources officers and technical staff from enterprises, business organizations and trade unions 	
Impact¹	The employability of youth is increased through better quality of instruction and learning in skills development.	The employability of youth is increased through better quality of instruction and learning in Skills Development
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four districts – Kabarole, Hoima, Masindi and Kasese – in Western Uganda in line with the Skilling Uganda Reforms.	The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja region in line with the skilling Uganda reforms.
Outputs	R1: The BTJET and employment (sub) sector has a coordinated governance structure, vision, and medium-term strategy.	Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision, and medium-term strategy
	R2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored.	Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda.
	R3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women.	Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potentials of females
Year covered by the report	2021.	2021

¹ Impact regards the general objective; outcomes regard the specific objective; output regards the expected result

Intervention forms for projects supported by EUTF, GIZ & EU

Title of the intervention	Support to Skilling Uganda strategy (SSU) livelihood and labour market relevant skills development for refugees and host communities	RISE – Response to increased demand on government service and creation of economic opportunities in Uganda; Support to Skilling Uganda in Arua, Adjumani and Mojo – as part of the RISE project (SSU GIZ)	Skills, Attitude, Governance And Anti-Corruption (EU)
Code of the intervention	UGA 160321T	UGA 180381T	UGA
Location	Uganda: West Nile & Kiryandongo	Arua, Moyo and Adjumani	Kampala
Total budget	4.90 million Euros (EU Trust Fund)	€ 2.5 million Euros	5M €
Partner institution	OPM & (MoES)		PSFU
Start date of the Specific Agreement	1 st July 2016*	1 st May 2019	8 th December 2020
Start date of the intervention / Opening steering committee	1 st July 2016	1 st May 2019	2 nd June 2021
Expected end date of execution	31 st March 2021	28 th February 2021	June 2023
End date of the Specific Agreement	31 st March 2021 Rem.: extended till	28 th February 2021 Rem.: extended till 27 th July 2023	7 th December 2023
Target groups	<p>The SSU intervention contributes to the Skilling Uganda Strategy focusing on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities in three targeted districts of Arua, Adjumani and Kiryandongo.</p> <p>The SSU intervention adheres to the refugee and host population empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance.</p>	<p>The general objective of the action implemented by Enabel is “to contribute to increased economic self-reliance of refugees and host populations”. The specific objective is “to increase access to coordinated qualitative and labour market relevant skills development”.</p> <p>Key beneficiaries are 3000 people (50% refugees – 50% host communities; approx. 70% female and 30% male)</p>	<p>Direct beneficiaries Young graduates entering the labour market PSFU Companies engaged in green economy Other Private sector actors and organisations</p> <p>Indirect beneficiaries Public actors (Ministries, Departments and Agencies) Training institutions</p>
Impact	Sustainably improve food security, nutrition and livelihoods of the refugee population	To contribute to increased economic self-reliance of refugees and host populations	To help make Uganda's business environment more conducive to inclusive and green investments through increasing the supply of qualified workers, establishing private sector-led initiatives to fight corruption and strengthening the private and public sector dialogue

Outcome	Enhance livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Adjumani, Kiryandongo and Arua through short- and medium-term vocational training and entrepreneurship support	To increase access to coordinated qualitative and labour market relevant skills development	<p>SO 1: Graduates entering the labour market are equipped with adequate skills and attitude leading to further productivity of companies engaged in green economy.</p> <p>SO 2: Practices, evidence-based dialogue and advocacy within the public and private sector are improved to combat corruption.</p> <p>SO 3: Response to COVID-19 crisis and resilience of private companies in targeted sectors are enhanced.</p>
Outputs	<p>1. Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with specific focus on youth, women and girls) in three targeted areas</p> <p>2. Skills development in the three districts is coordinated and aligned with the Skilling Uganda Strategy</p>	<p>1. 3000 people (indicatively 50% refugees and 50% host communities) are trained in labour market relevant vocational skills</p>	<p>R1.1: A private sector-led pilot Work Readiness Programme accessible to young graduates</p> <p>R1.2: Documented lessons and practices for policy dialogue</p> <p>R2.1-E-government procurement</p> <p>R2.2-Digitalization and data integration</p> <p>R2.3 Corporate governance and awards</p> <p>R2.4 Corruption Reporting Facility (CRF)</p> <p>R3: Private sector actors in targeted sectors are supported in developing ready-to-implement actions to better respond to COVID-19</p>
Year covered by the report	2021	2021	2021

3 Monitoring of results

3.1 Evolution of the context

3.1.1 General and institutional context

The Education and Sports Sector Strategic Plan (ESSP 2020/21-2024/25) is hinged on three major strategic objectives aimed at improving equitable access to quality and relevant education in the country. These three strategic objectives are to: (i) achieve equitable access to relevant and quality education and training; (ii) ensure delivery of relevant and quality education and training; and (iii) enhance efficiency and effectiveness of education and sports service delivery at all levels. It prioritizes investment in implementation of an employer led TVET system and improving the perception of TVET among others.

Since the start of the Support to Skilling Uganda (SSU) intervention in 2015, there has been steady progress and important innovations in the field of TVET. A milestone in this respect has been the approval of the **TVET Policy in 2019**. The specific objectives of the TVET Policy are to:

- Promote economic relevance of TVET.
- Improve equitable access to TVET and employability of TVET graduates.
- Improve quality of TVET.
- Promote sustainable TVET financing.
- Ensure effectiveness in TVET management and organization.

The **TVET Policy Implementation Working Group (TPIWG) and TVET Secretariat** have been set up by the government of Uganda (GoU) to oversee the transition process; and the TVET Council to be established. In 2021, SSU continued providing support to the Ugandan Government in building foundations for a well-coordinated and meaningful TVET system; provided technical support to the TVET Policy Implementation Working Group (TPIWG), TVET secretariat, and operationalization of the Sector Skills Councils; Tourism-Hospitality and Agriculture Sector Skills Councils to prioritize and implement their action plans.

To address the challenges of skills financing, Enabel has since 2016 piloted a financing mechanism making use of grants under the **Skills Development Fund (SDF)** in the Albertine & Rwenzori region (BE), Northern Uganda (EUTF &GIZ) and Karamoja region (IRE). The pilot SDF model aimed at generating good practices to input into the design of the National financing mechanism for skills development. The SDF grants facilitate increase in employment opportunities and improved livelihood among beneficiaries (youth, women, and men) through equipping them with labour market relevant skills which enables them to enter the labour market either as employees or as entrepreneurs. The learning and experience from SDF grant implementation are documented and contribute to lessons into the development of a national skills financing framework.

SSU provided **direct grants and technical support to partner 7 VTIs** towards becoming Centers of Vocational Excellence in areas related to strategic leadership and management, improved teaching and learning environment, labour market needs training, quality assurance and relevant infrastructure and ICT equipment, and Digitalization interventions strengthened in all partner VTIs. Centers of Vocational Excellence bring together a wide range of local partners, such as providers of vocational education and training, employers, research centers, development agencies, and employment services (among others), to develop "skills ecosystems" that contribute to regional, economic, and social development, innovation, and smart specialization strategies.

3.1.2 Management context

The SSU programme is jointly implemented by the Belgium development agency (Enabel) and the Ministry of Education and Sports (MoES), with financial support from Belgium, GIZ, Embassy of Ireland, European Union Trust fund and the European Union. It is governed by the Steering Committee (SC) for strategic direction. The Steering Committee (SC) comprised of representatives from different stakeholders in the TVET sector, local level leadership and Enabel Representation.

Due to the changes in the Ministry of Education and Sports, particularly the **creation of TVET Directorate** and three departments within it (TVET Operations and Management, TVET Trainers' Training Research and Innovation and Health Education and Training,) the Permanent Secretary nominated the Commissioner for TVET Operations and Management (TVET OM) to represent the Ministry on the Steering Committee.

The programme focuses on supporting the national skilling reforms that aims at making Skills Development in Uganda more demand driven through linking the world of training with the world of work. Programme implementation involves working with the Business, Technical and Vocational Education and Training (BTVET) Department of MoES, direct collaboration with TVET institutions, Directorate of Industrial Training (DIT), Uganda Business and Technical Examinations Board (UBTEB), Construction Management Unit (CMU), Information Unit, National Curriculum Development Centre (NCDC), Monitoring and Evaluation Unit, and Procurement Unit.

3.1.3 Partnership modalities

Major partnerships concluded in 2021 have been the closure of all **SDF grants** under EUTF, GIZ, BE and IRE, and of the **7 direct grants** with partner VTI under BE and IRE. Through these grant projects increased access to skills development as well as achievement of the partners' skilling outcomes were achieved. More vulnerable youths have acquired skills that are relevant to the labour market. The youths are utilising skills for improved livelihoods through wage and self employment ventures. Direct grants to the partner VTIs on the other hand, have improved the training processes at these VTIs. They have gained relevant infrastructure and equipment for technical trainings, have qualified instructors and have initiated partnerships with the private sector. This has build a foundation for their efforts towards becoming regional learning centres and CoVE in specific priority trades.

In 2021 under the bridging programme, SSU also renewed partnerships with the 5 VTIs in Albertine and Rwenzori under BE, while renewed partnerships with the 2 VTI in Karamoja region have been prepared and have been planned to be approved in 2022 under IRE. The 5 partner VTIs under BE were awarded additional direct grants to support initiatives aimed at transforming the institutions into Centers of Vocational Excellence. The support is based on key aspects of the 13 points framework earlier developed in collaboration with Ministry of Education and Sports and Development Partners in skilling. Focus areas under this intervention include among others; enhancement of governance and management, teaching and learning environments especially eLearning, gender and safe learning environments, financial sustainability as well as improved collaboration and working with the private sector. A total of 62 (30 males and 32 females) instructors have been oriented and trained in the key elements of CoVE.

In addition, SSU BE started the process for establishing **digital hubs** in its 5 partner institutions in 2021. The necessary equipment, software and furniture to implement this arrangement were procured in 2021 and installation will start early 2022. Under the Skills Development Fund, Enabel awarded grants worth 1,329,037 Euros to 14 not for profit organizations in Albertine and Rwenzori regions under BE. These are meant to facilitate training of 2,145 youth in short flexible trainings aimed at increasing their opportunities into formals and self employment. An additional 900 trainees are to be trained under Instant Trainings that will start in 2022. Through the joint ventures promoted under the SDF, the program aims to enhance partnerships between training providers and employers in skills development.

Under the EUTF component, SSU participated in **online district Livelihood and Education coordination meetings** for Madi-Okollo, and Terego, which brings together partners implementing Livelihood and Education projects in the refugee's settlement. Enabel ensured awareness creation and advocacy on key aspects relating to skills development, such as the need for partners to continue engaging private sector players to support the work-based learning approaches to skills training, in order to address the gaps created by the closure of institution as a result of Covid 19 measures. and promoting post-training follow-up to support graduates in proper utilization of startup kits that were distributed.

In November 2021, **Enabel and the Embassy of Ireland signed a second addendum to the Memorandum of Understanding** to add a budget of 1.8 million euros and extend the

project duration up to 30th June 2023. The Supplementary Technical and Financial File does not present new objectives but focuses to maintaining and consolidating previous gains achieved in line with increased employability of youth in Karamoja through better quality of instruction and learning in skills development. In 2021, no new SDF grants were signed. The project concentrated on closing grants agreements with VSO and Master Craft Trainers which were involved in Work-Based Learning.

Furthermore, SSU program under the **SG+** component signed 2 grants in partnership with the private Sector Foundation Uganda (PSFU) in Uganda which included a grant of 986,906 Euros for the roll out of work readiness programme activities and a total of 655,000 euros was also signed to implement the *Governance and anti-corruption (GAC) Action Proposal* on 12th November 2021. The project is aimed at helping to make Uganda's business environment more conducive to inclusive and green investments through increasing the supply of qualified workers, establishing private sector-led initiatives to fight corruption, and strengthening the private and public sector dialogue.

The partnership with **GIZ** under the RISE project, further contributed to the successful implementation of the SSU program and further increased access to quality skills development for 2,626 (1,554 Female, 1,072 Male) beneficiaries who successfully completed either institution- and work-based training or instant training, with over 2,094 (1,247 Female, 847 Male) refugee and host community youth who received startup kits.

3.1.4 Operational modalities

The Support to Skilling Uganda (SSU) Steering Committees continued to provide guidance to the implementation of the interventions in Karamoja Region, Albertine Rwenzori region directly, but also for West Nile region and Central Region through the SG+ project, indirectly.

Enabel was nominated as a member of the newly created **TVET Operations and Management Working Group** as one of the representatives of Development Partners. The group was created to provide input into the design of policies and frameworks to facilitate implementation of TVET reforms. It will also advise on the development of new portfolios in the TVET sector.

3.2 Performance of Result One

3.2.1 Performance of indicators

Progress indicators/markers	Achieved by 2020	Achieved by 2021
Outcome:		
An operational national private sector-led TVET coordination structure, including the TVET Policy Implementation Working Group, TVET Council and TVET Secretariat.	0	1 (A national private sector-led TVET coordination structure is operational)
Operational and fully functional Sector Skills Councils (Tourism & Hospitality, and Agriculture)	1	1
Skills Development coordination mechanisms are established, and operational in the intervention's districts/regions of operation and are linked to the national level Sector Skills Councils	1	1
A national BTVET coordination structure led by the private sector is operational	1	1
Output		
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies conducted in the project areas by partner institutions for skills development training.	9	9
Level of integration of CCIs (gender/HIV/environment, green skills) in the LMS	100%	100%
Number of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC)	10	10

3.2.2 Analysis of progress made

Result 1: The TVET and employment (sub) sector has a coordinated governance structure, vision, and medium-term strategy

The ultimate goal of this component is to enable the TVET, and employment (sub) sector have a coordinated governance structure, vision, and medium-term strategy. This is to be achieved through supporting the implementation of new approaches to skills development and to Technical and Vocational Education and Training (TVET) as proposed in the new TVET Policy (2019). To achieve this objective, a number of activities have been implemented in collaboration with partners during the reporting year. These are elaborated below:

Support to TVET Policy Implementation Working Group

To effectively implement the National Technical Vocational Education and Training Policy (2019), Enabel is providing operational and technical support to the TVET Policy Implementation Group and Secretariat under SSU BE and IRE. As a member of the TPIWG, SSU worked closely with the TVET Policy Secretariat and provided input into the design of various strategic documents. Some of these include the draft Job Description Manual for the TVET Council and the National TVET Qualifications Framework. Currently, SSU is working with the secretariat to provide input into the development of the National Skills Financing Framework. This will draw lessons from the interventions implemented by Enabel and the Private Sector Foundation Uganda in collaboration with Ministry of Education and Sports. To enhance the capacity of TPIWG in execution of their mandate, SSU facilitated some members of the Group, secretariat, and relevant partners to attend international trainings in Management of Vocational Training Institutions and Sectoral

Approaches to Skills Development. The knowledge and skills gained will be used in the design and implementation of relevant guidelines and documents.

For better appreciation of TVET Policy, the TVET Policy Secretariat continued with policy dissemination among stakeholders. A Regional Girls Summit and TVET Policy dissemination exercise was conducted in western region to discuss issues affecting young people among others teenage pregnancies and unemployment. The TVET Policy was highlighted as a key solution for providing resilience measures in combating youth challenges.

Capacity Building of TVET Stakeholders

As part of capacity building for partners, Enabel worked with the Department of TVET in the Ministry of Education and Sports to develop a **Business Model concept for TVET Institutions**. During the consultative meeting with the Chairpersons of TVET training providers in 2020, it was noted that whereas TVET Institutions were advancing towards becoming CoE, they were still hampered by traditional bureaucratic processes that deter government institutions from conducting business in school settings. This compromises the innovation and need for increased productivity which is key to generating revenue for major players that include management, instructors and key priority who are students. Whereas government and Development Partners have immensely invested in TVET Institutions, the sustainability of the strides achieved remains a puzzle. It is against this background that Enabel facilitated the design of a concept for facilitating income generation while training and learning that will enable not only generate revenue but also motivate both learners, instructors, and training institutions. The intervention will also address institutional barricades that deter training providers from conducting business but also streamline and guide the institutions in striking a balance between their core mandate of skilling and income generation through linking learning to earning. The Ministry of Education and Sports and partners will pilot the concept in 2022 before it is rolled out to all TVET Institutions.

The TVET Policy creates an employer led TVET system which aims at increasing private sector / employer participation in the skills development processes. SSU worked with the Ministry of Education and Sports to **re-activate the 5 pilot Sector Skills Councils**. With the creation of the TVET Directorate, a Desk Officer was designated to coordinate and follow up on the operations of the Sector Skills Councils. Meetings with the Chairpersons of Sector Skills Councils and the Ministry of Education and Sports were convened by the Commissioner TVET Operations and Management Department, and the councils have since developed their action plans and budgets which will be incorporated in the next financial year planning. In addition, SSU has facilitated processes for development of work plans for councils of two sectors, namely: tourism and agriculture.

Enabel continues to support structured dialogue towards implementation of Skilling Uganda reforms. As envisaged in the TVET Policy, the Ministry of Education and Sports restructured the ministry and elevated TVET to the level of Directorate. The **TVET Directorate** consists of three departments, namely, TVET Operations and Management, Health Education Training and TVET Trainers' Training Research and Innovation. SSU is working with the departments created to advance the reform agenda. For instance, creation of Technical Working Groups (TWG TVET OM), facilitating inter-ministerial engagements between Ministry of Education and ministries responsible for Health, Labour, and Tourism. This has improved coordination and will strengthen harmonization of interventions when it is further enhanced in 2022.

To improve the public perception of TVET, SSU continued to enhance the capacity of **World Skills Uganda** and Ministry of Education and Sports to promote TVET through skills competitions in 2021. A Technical Assistant was provided to develop and support WSU in implementation of skills competition guidelines. In addition, a support officer was hired to support the follow up on activities of skills competitions. With support from Ministry of Education and Sports, Enabel and UNESCO, over 120 experts have been trained/oriented in different trades in World Skills International competition guidelines. Competitions in 19 TVET trades/skills were competed in and 109 competitors (best 3 per trade) from 4 regions qualified to participate in National Skills Competitions scheduled for early 2022. Those who emerge the best (in some selected trades) will be nominated for World Skills Africa in Namibia in March and Shanghai China in October 2022.

In a bid to improve planning and increase resources available for TVET, Enabel and Ministry of Education and Sports have started a process for determining the **unit cost for TVET** delivery for both formal and non-formal trainings. Terms of Reference were developed and approved by the TVET Operations and Management TWG and the M&E WG of the Ministry of Education and Sports. The study will be conducted starting the first quarter of 2022 and the results will be used to negotiate for more resources for TVET and facilitate efficiency.

Support to Sector Skills Councils

To increase employer involvement in skilling processes, government established **5 pilot Sector Skills Councils** based on major economic sectors, namely, Agriculture, Construction, Oil & Gas, Manufacturing and Tourism. In the bridging program under SSU BE, Enabel prioritizes strengthening the Agriculture SSC and Tourism and Hospitality Sector Skills Council. After a long span of inactivity, SSU together with Ministry of Education and Sports reinvigorated the Agriculture SSC starting with development of the action plan that is aligned to the TVET Policy. In addition, the council defined key priority areas of intervention and developed concepts and plans for implementation. An operations officer was recruited to follow up on activities of the ASSC. SSU in coordination with the ministry and other partners will provide both operational and technical support to facilitate the council in executing its mandate in 2022.

Following successful implementation of **VET Toolbox project**, SSU BE supported the Tourism and Hospitality Sector Skills Council to apply for a follow up grant. Implemented through Enabel, the secured grant was to provide technical guidance in the design of a framework for income generation and conducting digital marketing skills training to members and selected stakeholders in the tourism and hospitality sector. A renown firm and Tourism Sector Skills Council of UK, People 1st was contracted by Enabel to undertake the assignment which is expected to run through the first quarter of 2022.

To enhance the quality of training in the sector, Enabel provided technical assistance to the council in conducting a mapping exercise for major employers and training providers in the sector. The council will organize periodical fora in which the supply and demand side meet to discuss and address issues relating to sector skilling. In addition, a manual with key occupations was developed and validated by sector players. This will be reviewed from time to time to address the changing labour market needs.

In preparation for the assessment of tourist guides in Uganda, SSU-BE in collaboration with the THSSC and Uganda Safari Guides Association (USAGA) with technical support of Directorate of Industrial Training trained 24 assessors drawn from industry and 26 verifiers. These add to the previous lot of trainers and assessors trained in 2020 and will support implementation of the Assessment and Training Packages for the Tourist Guides. The assessment of tourist guides was launched by government in December 2021. To facilitate uniformity across the region, the THSSC in collaboration with USAGA and East Africa Tourist Guides Association with funding from SSU organized an inaugural East Africa Regional Tourist Guides Conference held in Uganda. This discussed harmonized system of skilling tourist guides to facilitate mobility of labour and increase quality of service offered by tourist guides who are the face of tourism business. A follow up conference is expected in Kenya in 2022.

Coordination with National Level Partners in Skilling

Under the framework of the Education Development Partners' Technical Working Group on Skilling, Enabel as the **Chair** continued to promote harmonization of interventions in skilling and strengthening synergies amongst members. Working closely with the EDP Chair – Embassy of Ireland, Enabel facilitated policy dialogue with respective departments and agencies of government involved in skilling to implement TVET policy reforms. The key successes of 2021 included increasing the membership and participation; providing technical input into strategies and key documents on skilling; increased dialogue with ministries responsible for TVET especially Ministry of Education and Sports, Ministry of Gender Labour and Social Development and Ministry of Tourism, Ministry of Health among others. Similarly, as a key focus for the year, there was improved working relationship between MoES and MoGLSD and a bilateral structure was created between Departments of TVET and Labour in ministries of Education and Labor

respectively. Implementation of the concept on Policy Dialogue developed in 2021 will kick-start in quarter 1 and run through the year 2022.

Working with the Ministry of Education and Sports and The Association for Principals of TVET Institutions – TAPTIVIU, SSU organized the inaugural **National TVET Conference** from 16th – 17th December 2021 in Kampala. The conference discussed key issues in skilling especially exploring new models of TVET delivery. This brought key players in the TVET eco-system including Training Providers, civil society, government agencies, alike. The annual event will be used as a good platform for promoting TVET in Uganda.

Under the SG+ project, Enabel together with PSFU participated in the first Sustainable Business for Uganda Platform (SB4U) meeting, which was convened by the SB4U secretariat and in which the project implementers were updated on the developments at SB4U. These included: Plans to update the board members as there had been changes in the EU countries ambassadors. Embassies Trade Advisors were requested to nominate possible private sector EU board representatives and EU Public and Private representatives on the Technical Working Groups - TWGs; Expected launch of the TWGs, the convening of the SB4U Board meeting and holding a Technical Working Groups breakfast meeting- in 2021. The procurement of the management contractor of the SB4U permanent secretariat was concluded in December 2021. PSFU's update included their interest to continue serving as co-chair and with the same members previously nominated, a proposal for SB4U to meet the President of Uganda at least once a year to discuss business.

Regional coordination structures and activities

To strengthen local coordination structures of TVET, SSU-IRE organized **Skills Development Platform (SDP)** in tourism sector at St. Daniel Comboni Naoi in February 2021. 61 key stakeholders from government, private sectors and association attended. Major outcomes included among others: The handover of the coordination of tourism and hospitality sector skills development platform into the hand of Private Sector, led by Kara-Tunga, Dissemination of the new Assessment and Training Packages (ATP) and Assessors Guide developed with Enabel's support and dissemination of research findings on tourism as a vehicle of youth employment in Karamoja.

The Embassy of Ireland and Enabel conducted **stakeholders meeting** in Moroto and Nakapiripirit districts with members from Government, private sector, vocational institutions, and civil society organizations operating in the Sub-region. The overall objective was to obtain input from the relevant sub regional stakeholders for the elaboration of the Supplementary Technical and Financial File, in the context of the project extension. In particular, the project updated information on context relevant to skills development sector with respect to prevailing Covid-19 pandemic.

The implementing team further organized **technical meetings with the Embassy of Ireland** to review the performance of the project. Specific discussion points were on targets, absorption, risks, issues, and stakeholder's engagement. On 26th and 27th April 2021, the Embassy of Ireland (Education Advisor, Karamoja Liaison Officer) and Enabel staff conducted annual monitoring visit of the project. The visit started with implementation progress update at field office. Thereafter, the team proceeded to project sites at St. Daniel Comboni and Nakapiripirit VTIs, Visit Master Craft Persons (MCPs), VSO, Local government authorities. Debriefing notes showed very positive progress towards final result

The objectives were:

- To ascertain the level of implementation progress in line with the no cost extension activities, including identification of key learning/ best practices to inform the future program.
- To follow up and assess the implementation progress including identified potential risk areas.
- To participate in regional quarterly quality education program review meeting.

The **EU Delegation together with Heads of Mission** visited Karamoja from August 31st until September 4th. While in Kaabong on August 30th, the EU Delegation visited and interacted with youth trained in wage employment by Ariland Development Program (ADP), under the SDF. During the visit, EU Ambassadors appreciated the need to pave clear pathways for youth with 21st century skills in order to accelerate their chances to get jobs. While in Moroto, the EU Delegation visited the multipurpose workshop at St Daniel Comboni Polytechnic Naoi. Together with the First Lady and Minister for Education and Sports, the EU Delegation toured the workshop, observed a digitally conducted lesson and also gave out certificates to digital hackathon winners for both St. Daniel Comboni and Nakapiripirit Technical Institute.

3.3 Performance of Result Two

3.3.1 Performance of indicators

Indicators	By 2020	By 2021
Outcome		
Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / PWDs) certified/successfully completed training in non-formal TVET and entrepreneurship to enhance employable skills	82%	77%
Utilization rate of start-up kits 6 months after disbursement	69% (SDF regular trainees) 70% (instant trainees)	69% (SDF regular trainees) 70% (instant trainees)
Output		
Number of awareness and promotion campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, etc.)	32	33
Number of award/grant agreements signed through SDF	53	77
Number of students (SDF) trained in non-formal trainings (disaggregated: vulnerability / gender / origin)	7729	8442 (51% F)
Number of trainees of instant trainings (dis-aggregated: vulnerability / gender / origin)	3750	4214 (69%F)
The number of SDF beneficiaries who have received start-up kits	0	2094 (60%F)

NOTE: Only key performance indicators which align with both the SSU 2016-2020 program and the 2021-2022 bridging program have been considered

3.3.2 Analysis of progress made

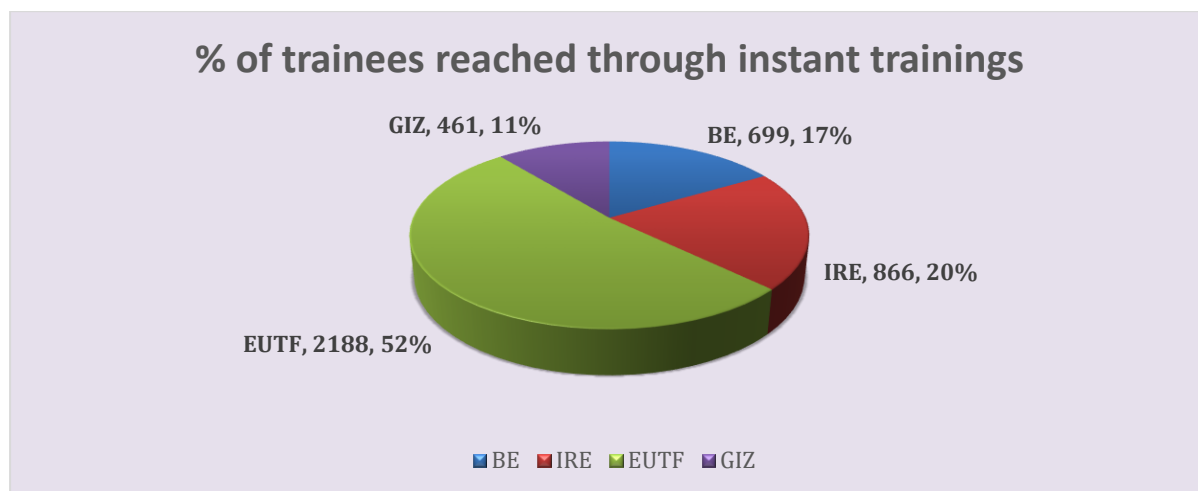
Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored

Key interventions in this result area included support to the national skills financing framework, capacity building to roll out SDF procedures, strengthening the SDF for sustainability, experience transfer of the SDF, and offering grants/tenders to support work-based learning (WBL) initiatives through third party actors.

To address the challenges of skills financing, Enabel has since 2016 piloted a financing mechanism making use of grants under the **Skills Development Fund** (SDF) in the Albertine & Rwenzori region, Northern Uganda and Karamoja region. The fund facilitates increase in employment opportunities and improved livelihood among beneficiaries (youth, women, and men) through equipping them with labour market relevant skills which enables them to enter the labour market either as employees or as entrepreneurs. The Skills Development Fund (SDF) was established as a

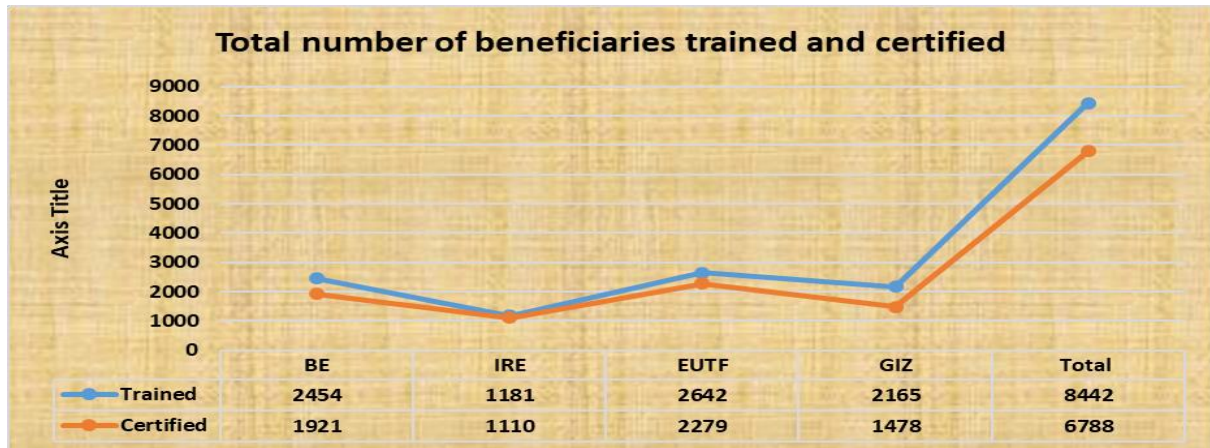
pilot financing model to generate good practices that will input in the design of the national financing mechanism for skills development. The SDF grant system was set-up, grant implementation tools/procedures developed, and operational manual approved. The grant operation manual and funding guidelines provide details on selection process and follow-up system for the grants.

As part of SDF, the SSU programme further implemented short competency-enhancement skills trainings (**Instant Training**) in collaboration with livelihood actors in Northern Uganda under SSU EUTF and GIZ, with a total of 599 (176 men & 423 women) beneficiaries who successfully completed their trainings. This gives a cumulative total of 4,214 for instant trainings in all regions from 2016 to 2021, and among these, 69% were women and 30% were refugees. The trainings aim at strengthening skills for improved livelihood and employment opportunities among youths, women, and vulnerable populations respectively of the host and refugee communities. Livelihood actors engaged in the refugee response were invited to identify training needs/skill gaps of the different livelihood groups they support, relating to ongoing income generating activities or opportunities to diversify their income. Through the identification of training needs, the following priority trades were selected: Bakery and Rolex making, Energy Efficient Cooking Stoves, Handicrafts and Jewelry making, Leather and shoemaking, and Liquid and bar soap making. During the extension in 2021 of SSU EUTF, instant trainings were also rolled out aiming at further increasing the digital, business and life skills of graduates of SDF training programmes, who managed to set up a small business after graduation, to help them manage and further grow their newly established businesses.



Overall contribution of different SSU components to SDF instant trainings

The SSU program also supported a total of 2,165 (1,245 Female, 920 Male) SDF beneficiaries in 2021. The majority of these beneficiaries were supported under the GIZ funded project These received training and competency-based certification in different vocational and technical skills to enhance employment opportunities and improved livelihoods in 2021. The other SSU project components had either completed training and certification by 2021 while others did not conduct any trainings due to closure of institutions and the effect of COVID-19 lockdowns. As such, a newly planned call for proposals for the SDF under the extension of the EUTF project could not be implemented due to the consequences of Covid-19 related mitigation measures and their impact on the project’s timeline and planning. Cumulatively, from 2016 to 2021, a total of 8442 SDF beneficiaries were trained and of these 51% were female, 34% refugees and only 80% of these were certified as depicted in the table/chart below. According to the GIZ Tracer study, 63% of the trainees were engaged in gainful employment and this highlight was attributed to the quality of training and the high certification levels of the trainees under the GIZ component. 77% of the IRE trainees were also reported to be engaged in self-wage activities with 80% utilizing start-up kits well as per the 2021 Tracer Study.



Further, more a total of 2094 (1247F & 847M) trainees received **start-up kits** under the SSU-GIZ funded component (basic equipment and materials) to promote self-employment and improved livelihood from the acquired skills trade in 2021. Analysis on utilization of start-up kits 6 months. The positive progress highlights self-employment opportunities and post-training support in the labour market entry.

As part of the SDF grant operationalization and implementation, **a call for proposal was launched in 2021 for only BE**, targeting to equip 3,000 beneficiaries with market relevant vocational skills in Albertine & Rwenzori region. The SDF call for proposal UGA1402711-10045/SSU BE/CfP/010 was published on 15th September 2021 on the Enabel website and in the local National newspapers of New-vision and Daily Monitor. On 22nd to 23rd September 2021, five (5) information sessions were organized under the SDF call for proposal: UGA1402711-10045/SSU BE/CfP/010 as per table below. The sessions provided detailed information on the grant's application process. The SSU-BE grant attracted 110 applicants that submitted applications on time and 8 applications received past deadline time. The evaluation process involved administrative & admissibility evaluation; technical capacity evaluation; and Organisational assessment. At the end of the evaluation process, 14 grantees were selected and awarded grants that would start in January 2022 as per the detailed table below. A total of 5 Direct Grants were also signed to support the 5 VTIs in Albertine Rwenzori. Further.

Furthermore, the **SG+** component signed 2 grants in Partnership with the private Sector Foundation Uganda (PSFU) in Uganda which included a grant of 986,906 Euros for the roll out of work readiness programme activities and a total of 655,000 euros was also signed to implement *the Governance and anti-corruption (GAC) Action Proposal* on 12th November 2021.

In November 2021, Enabel and the Embassy of Ireland signed a second addendum to the Memorandum of Understanding to add a budget of 1.8 million euros and extend the project duration up to 30th June 2023. Through this addendum the funds will launch calls for proposal in 2022 to equip more beneficiaries (600) with market relevant skills.

Grant Ranking	Name of Grantee	Project Title	Implementation Districts	Number of beneficiaries	Grant start date	Grant Period	Grant Amount
	SSU-BE						
1	Conservation and Demand Agency (CODEA)	Skills for Jobs in Tourism and Hospitality (SKIJOT Project)	Kasese	150 (75 Females)	1 st January 2022	10 Months	95,000 Euros
2	Agency for Co-operation in Research and Development (ACORD)	Integrated Fish and Horticultural crop farming practices	Kasese and Kyegegwa	300 (150 Females)	1 st January 2022	6 Months	94,430 Euros
3	Kind Initiative for Development (KIND-UG)	Enhancing skills development initiatives for accelerated and sustainable social-economic transformation	Kamwenge and Kyegegwa	100 (50 Females;) (50 Refugees and 50 Host communities)	16 th January 2022	12 Months	94,885 Euros
4	Cheshire Services Uganda (CSU)	Inclusive skills training for Refugees and Host community Youths	Kikuube	150 (75 Females) (75 Refugees and 75 Host communities)	1 st January 2022	12 Months	93,526 Euros
5	Private Sector Development and Consultancy Centre (PRICON)	Enhancing Sustainable Employability for youth through Agro Tourism Skills Development	Fort Portal	140 (70 Females)	16 th January 2022	6 Months	94,982 Euros
6	Lake Albert Children Women Advocacy & Development Organisation (LACWADO)	Equipping youths with Vocational Skills for Self-Employment & Improved Livelihood	Buliisa	80 (40 Females)	16 th January 2022	9 Months	150,000 Euros
7	Natural Resources Defence Initiatives (NRDI)	Enhancement of youth employment opportunities through green growth development	Fort Portal	120 (60 Females)	1 st January 2022	6 Months	80,408 Euros
8	Rwenzori Forum for Peace and Justice (RFPJ)	Enhanced livelihood skills in small scale urban farming	Fort Portal	135 Urban Youth (70 Female); 90 Rural Women	1 st January 2022	12 Months	94,292 Euros

Grant Ranking	Name of Grantee	Project Title	Implementation Districts	Number of beneficiaries	Grant start date	Grant Period	Grant Amount
9	Alliance for Children and Youth Uganda (A4YC)	Skilling Kasese youth for Productive involvement in tourism and hospitality (SKYPITH).	Kasese	120 (60 Females)	1 st January 2022	12 Months	94,911 Euros
10	Finn Church Aid (FCA)	Transforming digital leaning to earning in Kyegegwa District	Kasese and Kyegegwa	140 (80 Females)	16 th January 2022	12 Months	95,000 Euros
11	Maendeleo ya Jamii (MYJ)	Skilling Youth for jobs in Agribusiness	Buliisa, Hoima and Kikuube	100 (50 Females)	16 th January 2022	3 Months	64,936 Euros
12	Youth Integrated Development Organisation (YIDO)	Promotion of life-skills and Social-Economic Development for 200 out-of-School Youth in Kamwenge District	Kamwenge	200 (100 Females)	1 st January 2022	6 Months	93,121 Euros
13	Kasese District Association of Persons with Disabilities (KADUPEDI)	Skilling young women with disabilities	Kasese and Bunyangabu	120 (33 Females)	1 st January 2022	12 Months	92,856 Euros
14	Kabarole Research and Resource Centre (KRC)	Skilling the youth in banana stem fibre extraction and product development	Kabarole	200 Out-of-school youths. (100 Females)	16 th January 2022	6 Months	90,690 Euros
	Total			2,145 1103 Female			1,329,037 Euros
SG+ Project							
15	PSFU(WRP)	Directorate of Industrial Training (DIT), National Council of Higher Education (NCHE), NCDC, Universities representation and private sector companies and associations	Kampala	1000	15 th November 2021	24 month	986.906
16	PSFU (GAC)	PPDA, NITA, IGG, SB4U	Kampala	N/A	1 st December 2021	24 month	655,910

3.4 Performance of Result Three

3.4.1 Performance of indicators

Indicators	By 2020	By 2021
Outcome		
Percentage of trainees that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas, City & Guilds, UBTEB, etc.)	75% IRE-79% BE-70%	75% IRE-0% BE- 0%
Percentage increase in number of trainees (men/women) enrolled in priority sectors in the 7 VTIs	47%	47%
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization. (Level of excellence)	SDC = 3.20 NTI = 3.20 St. Joseph Virika = 3.18 UTC Kyema = 3.25 KYP = 3.20 MBS = 3.37 St. Simon Peter Hoima	Overall Score 3.27 BE = 3.30 IRE = 3.20
Output :		
Number of formal agreements signed with the private sector (PPPs) by the partner VTIs	Overall: 185 BE: 109 IRE; 76	193 BE: 117 IRE; 76
Number of trainees (men/women) that participate in non-formal and formal TVET training offered by the 5 partner VTIs (with entrepreneurship component) in order to enhance employable skills	Total: 11764 BE: 10227(1982) IRE: 1537 (476F) -(KJ-746)	Total: 15222 BE: 13685(3491) IRE: 1537 (476F) -(KJ-746)
% Completion of rehabilitation, expansion and equipment for the 7 partner VTIs	95%	100%
Number of skills devt platforms/regional sector skills committees meetings held	10	16

3.4.2 Analysis of the progress made

Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women

This result area focuses on consolidation of the support to the 7 partner VTIs towards becoming Centers of Vocational Excellence. These interventions will turn these partner VTIs into regional learning centers to stir peer VTIs benchmarking and replication of good practices, which include the quality management of technical trainings, eLearning in VTIs, as well as demonstrations of

bringing the private sector closer to participate in and support the training processes. This is being done through the major 4 intervention areas.

- 1) Roadmap development for VTIs towards CoVE
- 2) Capacity building of VTIs towards CoVE
- 3) Supporting the creation of digital hubs in the 7 VTIs
- 4) Strengthening the private sector partnerships with the VTIs

Roadmap development for VTIs towards CoVE

The process of roadmap development for the 7 VTIs towards CoVE, started with the **organizational self-assessment as a baseline**. Each VTI conducted a self-assessment exercise on CoVE conducted by institute management, instructors, departmental heads, and other support staff. The self-assessment tool used was developed by MoES and comprised of 13 criteria covering, leadership, governance, and management; teaching and learning environment, (equipment and qualification of instructors, relevant curriculum, eLearning); financial capacity and resource mobilization; partnerships with the private sector; sustainability; with rating for each criterion. The tool evaluated institutions at three levels; One Star: (Acceptable as CoVE) = 65% – 74%; Two Star (Good) = 75% – 89%; and Three Star (Outstanding) = 90% and above.

To complement the self-assessment, a consultant was hired with 3 major assignment outputs; validation of the self-assessment findings, support the VTI to develop roadmaps towards CoVE and facilitating strategic planning process. Validation of the self-assessment findings was done and the average score for the VTIs was 54%. Therefore, in reference to the ratings above, all the 5 partner VTIs are below the One Star level. The 5 roadmaps towards becoming a CoVE status were developed with clear tasks, timeframe, performance indicators and resources needed to transform the VTIs from the current status to the One Star status.

However, for the 2 VTIs in March 2021, the project gave feedback of the organization's self-assessment reports SDCPN and NTI. Aggregate scores of both institutions were 3.2 out of 4 max points. Overall, each school progresses from average points 1.45 in year 2016 to 3.20 representing 141% improvement since year 2016. Scores of VTI organizational self-assessment is a PROXY measure of the level of excellence on seven thematic areas of Relevance of the training program; Financial Management of the institution; Public Private Partnership; Client Approach; Equitable Access to skills training; Quality Assurance of Technical instructor staff and the Training Environment existing within the institution. In December 2021, Enabel led by Finance Controller carried yet another organization self-assessment to inform capacity requirements of each VTI (SDCN and NTI) prior to the second Direct Grant Agreements. The reports show positive acceptable contractual capacity of the VTIs. And recommends improvement in financial and procurement management. During the SSU IRE addendum, the 2 VTIs will also go through CoVE self-assessment, supported to develop roadmaps towards CoVE status and also capacity built to facilitate strategic planning process.

Capacity building of VTIs towards CoVE

Under the SSU-BE component, CoVE roadmaps were developed, and they comprise of several capacity improvement areas according to the 13 criteria in the assessment tool. As a result, each VTIs has developed a capacity development plan. Major focus are the areas of governance and management, teaching and learning environments especially eLearning, gender and safe learning environments, financial sustainability as well as improved collaboration and working with the private sector. A total of 62 (30 males and 32 females) instructors have been oriented and trained in the key elements of CoVE. In Q4 2021, direct grants have been awarded to the 5 VTI in Albertine Rwenzori while for IRE they will be implemented in 2022 in order to facilitate this capacity enhancement process as follows:

VTI	Amount in Euros	Comment
Kasese Youth Polytechnic	176,999	
St Joseph VTI	199,838	
St Simon VTI	193,300	
Millennium Business school	127,900	
UTC Kyema	161,919	
St Daniel Comboni	0	To be signed in 2022
Nakapiripirit Vocational Training	0	To be signed in 2022

A regional learning and benchmarking visit has been planned to expose selected managers and instructors of the partner VTIs to selected VTIs in Kenya with CoVE best practices in the respective trades. This visit is slated for February-March 2022 and will be supported by selected officials from MoES. Selected VTIs to visit are Eldoret National Polytechnic, Rift Valley Technical Institute in Nakuru and Bomas Training Hotel in Nairobi. It is also planned that Enabel will support a “twinning” collaboration for further learning amongst the host and the visiting VTIs. The MoES will play a technical support role to this entire process.

Furthermore, as a continued support to capacity building of the partner VTIs, the consultant mentioned above, will be supporting strategic planning process for the 7 VTIs. This process will produce strategic plans for the next 5 years 2022-2027. The strategic plans will have direct links to the CoVE assessment, as well as to the national TVET strategic plan and policy.

On 6th May 2021, the project **commissioned the infrastructure facilities** completed at Nakapiripirit and St. Daniel Comboni VTIs. This follows the successful construction of two multipurpose workshops, equipment, tools, and furniture there were 100% complete with end-user trainings conducted. Defect’s liability period, final accounts, completion report cleared. In the bridging programme, the project will standardise inventory systems to manage equipment supplied in Electricity & Renewable Energy, Automotive & Welding, General Engineering Workshop, Construction & BCP, Tractor & Agricultural Implements, Agro-processing, Irrigation & Apiculture are delivered, Agriculture, Forestry, Poultry, Beekeeping and Animal Keeping. The official launch of infrastructure facilities was held on 6th May 2021 at Nakapiripirit Technical Institute with the state minister for Higher Education, joined by the Ireland Ambassador to Uganda and Enabel Resident Representative.

Supporting the creation of Digital Hubs in the 7 VTIs

The major aim here is to promote the use and application of ICT and digital transformation in the TVET subsector for teaching and learning. Among the initiation activities was a 5-day **digital safari** that aimed at exposure of the VTIs teams to various digital hubs in Kampala. **Equipment** capacity needs assessment was done, and comprehensive lists were compiled depending on the respective VTIs capacity development plans. The equipment comprised of, among others, desktop computers, laptops, projectors, smart screens, heavy-duty photocopiers, printers, and all other equipment needed to establish digital hubs in the VTIs to support the TVET e-learning. Next steps will be equipment installation, conducting user trainings and operationalization of the digital hubs.

VTI instructors and lecturers have been trained through the **Communities of Practice (CoP)** in the use of digital tools for online teaching and learning for a duration of 6 months. Such tools

included zoom, WhatsApp, screen casting, podcasting, google classroom, canvas, google forms, among others. This culminated into the development of the VTI sandbox with the integration of all digital tools. All the above initiatives have facilitated continued teaching and learning even during the schools' lockdown due to the COVID-19 pandemic. 2 Hackathons were conducted through the Communities of Practice (CoP) online training for instructors under the hashtag "Hackskills4jobs". This saw participation of 99 instructors from the 7 partner VTIs. These are now building blocks to take the digitalization and eLearning agenda to another level.

Furthermore, **Zoom and Bulk SMS** accounts were procured for the 7 partner VTIs to facilitate communication and mobilization of participants (both staff and students) for e-learning. 6 VTI staff from Karamoja and Albertine Rwenzori participated in the Kampala Innovation Week (KIW) specially to showcase the fruits of digital initiatives such as the VTI sandbox as a useful tool for continuity of learning. This took place from the 22nd – 26th November 2021. Beyond establishing the digital hubs, focus during the coming implementation period will be increased students' enrolment for ICT courses, operationalizing digital libraries as well as designing short-term ICT courses for VTIs enhanced income generation.

In December 2021, the SSU **procured ICT equipment** to scale up D4D agenda in skills development. The equipment comprises laptop computers, desktop computers, audio-visual aids, projectors and screens and numerous accessories. Installation and end-user training will be completed by March 2022. It's envisioned that St. Daniel Comboni and Nakapiripirit will both become ICT driven intuitions in developing teaching-learning contents, delivery, and championing regional ICT agenda

The initiatives will complement the **collaboration with MTN Uganda**, a computer lab was established at SDCPN as a catalyst of ICT in skills development. Digital open educational resources and modern TVET books and instruction methods are made accessible to the institutions and community through this initiative.

Strengthening of the Private Sector Partnership with the VTIs

This intervention is extremely important towards establishment and functioning of training systems that are responsive to the labour market needs. At VTIs levels, the **Private Sector Coordination Desks (PSCDs)** have been strengthened through the direct grants and this is enabling them to initiate and nurture partnerships with the private sector for improved quality trainings and employment linkage.

As a result, over 30 **MoUs** with the relevant private sector players have been reviewed and aligned towards improved students' industrial placements, instructor's industrial exposure and training, private sector participation in the VTIs e.g., being members of the governance boards, supporting the annual school skills fairs/exhibitions, specific skills teaching as well as instructors coaching. Other areas include engaging relevant private sector players to enhance equipment utilization. The private sector especially the master crafts persons (MCPs) in 1 VTI, are utilizing this equipment for their students practical training as well as in some VTIs, the MCPs are being used to train instructors on equipment utilization and repair.

Furthermore, **2 regional sector skills development** committees have been established for the Tourism and Hospitality: specifically focusing on Hospitality in the Albertine and Tourism in the Rwenzori. The 2 meetings were attended by 49 (22 females and 27 males) private sector members. This was an avenue for initiating conversations about skills gaps and enhancements, identify the major sector players in the region and solicit for support and participation of the private sector players in the skills training processes.

Lastly, a concept for private sector skills scan and collaboration potentials study has also been finalized and the findings will guide meaningful engagement with the private sector in training and skills development processes. This study will identify the potential sectors' enterprises, their skills needs and the possible partnership opportunities and will be used by the VTIs to develop and adopt training programs that are responsive to the identified sector needs. As a result of all the above interventions, students' enrolment at the 7 partner VTIs is expected to increase by more than 40%.

4 Budget monitoring

Indicative budget monitoring for the year 2021:

Intervention Code - shortName	Planned last year Q1	Expenses last year	Execution rate
UGA1402711 - Skilling Uganda (BE)	€ 2,394,015	€ 2,626,495	109.71%
UGA180381T – SDFUSSUNU (GIZ)	€ 160,811	€ 701,015	435.92%
UGA160321T - EUTF SPRS-NU	€ 225,611	€ 367,587	162.93%
UGA160331T - Skilling Karamoja (IRE)	€ 394,560	€ 423,666	107.38%
UGA19003 - SG+	€ 772,299	€ 493,292	63.87%
	€ 11,531,044	€ 11,110,620	96.35%

5 Risks and Issues

Identification of risks			Risks analysis		
Risk description	Period of identification	Risk category	Likelihood	Potential impact	Total
The implementation of the TVET policy is not adopted among the high priorities in the MoES, the intervention of supporting the 5 partner VTIs towards becoming CoVE cannot be successfully implemented.	01/02/2021	OPS	Low	Low	Low
If the COVID-19 pandemic continues to affect Uganda, stricter lockdown measures, including the full closure of schools should be taken into account.	01/01/2021	OPS	Medium	Medium	Medium
If the experiences of implementing the SDF framework do not attract more development partners, the government will not be able to sustain its comprehensive take over and implementation.	01/01/2021	OPS	Low	Low	Low
If the partner VTIs managers and instructors see the interventions towards becoming CoVE as extra workload, the capacity building initiatives will have a low impact.	01/01/2021	OPS	Low	Low	Low
If the private sector players do not see the interest in cooperating with the VTIs, they will not be eager to collaborate and articulate their skills needs as well as participate in the skills training processes.	01/01/2021	OPS	Medium	Medium	Medium
There is low engagement of the private sector players, and if this continues, the implementation modalities for SDF and direct grants will face gaps of inadequate students workbased learning and workplace exposure.	01/01/2021	OPS	Low	Low	Low
The capacity of private sector enterprises to offer quality training under the SDF is limited due to the impact of COVID-19.	01/01/2021	OPS	Low	Low	Low
The interventions involve very heavy investment in equipment, staff and time that go beyond the current VTIs capacities.	01/01/2021	OPS	Medium	Medium	Medium
The SDF funding mechanism is being implemented on a pilot basis with the major aim of integrating it into the National Skills Development Financing Framework.	01/01/2021	OPS	High	High	Very High
Additional/ increasing influx of refugees due to political instability in neighboring countries of Democratic republic of Congo; The intervention maybe overshadowed and may generate potential conflicts in the settlements and host communities	01/01/2021	OPS	High	High	Very High
The unwillingness of St. Daniel Comboni partner institutions to follow procurement process, and financial procedure, motivate staff, engage with the community and care about vulnerable students /Karamojong may result in mismanagement /theft of DGA funds. Achievements registered may be eroded. Extra delays in DGA implementation and may not sustain practical training - a core condition for quality training and qualification process	01/01/2021	OPS	High	High	High
SDF Grant Agreement Funds for call2 with VSO and KPSDC may not be fully implemented due to Grantees organizational dynamics, unscrupulous accountabilities leading to Unmet target, training quality jeopardized,	01/01/2021	OPS	Medium	High	Medium

6 Synergies and complementarities

6.1 With other interventions of the Portfolio

In response to the National COVID-19 lock-down in which schools were closed, SSU intervention worked with SDHR to benchmark the TTE intervention sandbox. Based on its success lessons, SSU intervention and SDHR launched 'VTI Sandbox' through the communities of practice. In the communities of practice, VTI instructors and lectures were equipped with different computer skills in preparation for blended learning.

The Support to the Development of Human Resources (SDHR) project which was equally in the bridging phase was key in facilitating the virtual trainings of instructors in 7 VTIs (5 partner VTIs in Rwenzori-Albertine region and 2 VTIs in Karamoja region). Together with Support to Skilling Uganda, SDHR conducted Communities of Practice which built the capacities and enhanced the competences of instructors in the use of online methods of TVET delivery. Bringing all the 7 partner institutions together, the initiative also strengthened networking and complementarity, motivated the managers to adopt modern technologies of knowledge and skills transfer and the practice will be rolled out to other VTIs by Ministry of Education and Sports.

SSU continues to work closely with the Teacher Training Education (TTE) project. The intervention is part of the education portfolio and partners with the Ministry of Education and Sports in enhancing the capacity of pre-service teachers and instructors through infrastructure development, equipping the partner institutions with equipment, facilities and tools, and imparting contemporary teaching and learning methods as well as building the capacities of managers in Results Based Management. Whereas SSU infrastructure largely ended in 2020, Infrastructure Unit of TTE continued to support SSU partner VTIs in maintenance of infrastructure and facilitating successful closures of contracts.

In November 2021, Enabel interventions (SSU, TTE and SDHR) in collaboration with Start-Up Uganda participated in the Kampala Innovation week under the theme, "Harnessing the power of Innovation & Entrepreneurship for Uganda's digital transformation and job creation". This is in line with Enabel's wider digitalization for development strategy. The annual event took place from 22nd – 26th November and focused on innovation for national development. Leading innovators, thought leaders, investors, government agencies, Development Partners, civil society, training providers among others from Uganda and beyond convened in a hybrid event (primarily virtual) to discuss wins, misses and opportunities for growth in the innovation space. Specifically, participants will explore the role of innovators and entrepreneurs in achieving Uganda's development ambitions, deliberate on how innovation and entrepreneurship can be harnessed for job creation and employment, and discuss the links between digital technologies and community transformation.

6.2 With third-party assignments

The VET Toolbox support to the Tourism and Hospitality Sector Skills Council of Uganda.

Enabel strengthens the capacity of the Tourism and Hospitality Sector Skills Council to implement skilling reforms aimed to enhancing the technical and soft skills of the sector professionals. Following the implementation of 1st phase of the VET Toolbox project, and successful application by the Council for the follow up project, Enabel HQ was given funds to support implementation of the project aimed at designing a framework for financing of the Tourism and Hospitality Sector Skills Council and conducting digital skills training to selected tourism practitioners in Uganda. In 2021, People 1st consultants were contracted to provide the support and the activity would run through the first and second quarters of 2022. At the operations level, the project implementation is overseen by SSU in collaboration with the THSSC.

Support to Skilling Uganda - Karamoja Region, supported by the Irish Government

Enabel continued with the implementation of the SSU intervention funded by the Irish government supports the skilling Uganda Strategy, specifically for the Karamoja Region. SSU plays a vital role in the acceleration and promotion of the TVET reform process foreseen in the Skilling Uganda Strategy. The project works to effectively implement Skilling Uganda at national and grassroots levels, through a multilevel focus which mutually reinforces each other. In Karamoja, the project improves livelihood and skills relevant for the labour market in a challenging socio-economic context. It also aims to ensure equitable access to training for Karamojong boys and girls.

By the end of the the initial project, a total of 3,384 people had been trained of which 51% were female and 72% Karimajong. 75% of graduates were able to find jobs within the 6 months after training; 82% of graduates reported increase in their incomes and 80% employers indicated that they were satisfied with the skills levels of TVET graduates. Combined with other successes like completion of infrastructure works and installation of equipment in 2 partner VTIs, strengthening of private sector involvement in skilling, set up Skills Development Platforms, increased enrolments in VTIs among others, the SSU intervention surpassed set targets and has positioned skilling as a strong flagship pillar of building resilience and improving livelihood among beneficiaries.

Given the successful foundation built by the current project and very strong recognition of skills development as one of the pathways driving the sub region towards development, the Embassy of Ireland considered extension of the project pending formulation of the long-term Country Programme. The bridge does not present new objectives/ results. However, it will adapt to the changing context of Karamoja owing to Covid-19 effects, food insecurity, security issues and the current reform processes at the national level. This will be implemented in 18 months with a total budget of 1.800.000 EUR

Support to Skilling Uganda – Northern Uganda supported by EU-TF and by GIZ

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

This SSU intervention continued with focusing on increasing access to quality of skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities. The project benefited a total of 2642 for regular & 2188 for instant trainings achieving 98% of the targeted number. Following successful implementation of Phase I, EUTF agreed to extend the project until 2024 and a total of EUR3,000,000 was allocated for this period.

The SSU intervention supported by GIZ successfully ended and was closed in December 2021. This also targeted skilling of refugee settlements in Northern Uganda (Arua, Adjumani and Moyo). The SSU intervention was to equip refugees and host communities with employability skills by providing funds for short- term flexible trainings relevant to the labour market needs of the target areas. A total of GIZ 2165 for regular and 461 for instant trainings benefited from the skilling initiatives in trades relevant to the respective areas.

6.3 Other synergies and complementarities

Enabel in collaboration with Ministry of Education and Sports through World Skills Uganda worked with other Development Partners especially UNESCO and KOICA to promote TVET through skills competitions. The SSU programme supported training of experts in TVET and health related trades and organization of Regional Skills Competitions in all the four gazette regions of WSU. UNESCO on the other hand through TRIDI, a consultancy firm trained experts and facilitated organization of agro-processing skills competitions. To facilitate effective implementation of the World Skills Uganda plan, a Secretariat was established and strengthened with key personnel to provide technical and operational support to the board. KOICA is supporting partner institutions in participating in skills competitions. In addition, KOICA is in final stages of project initiation with a strong component of strengthening World Skills Uganda to organize skills competitions.

Working with the Embassy of Ireland as the Chair of the EDPs, Enabel under the umbrella of the EDP Skilling strengthened the coordination among skilling partners. The focus for 2021 was

ensuring a close working relationship between ministries responsible for TVET and Labor. By the end of the year, there was a constant contact between Departments responsible for TVET and Labor in the Ministry of Education and Sports and Ministry of Gender, Labor and Social Development respectively. In addition, Enabel also facilitated an inter-ministerial working relationship between Ministry of Education and Sports and Ministry of Health. The enhanced relationship will enhance synergies, reduce duplication and promote efficiency in allocation and use of resources.

Enabel continued to work closely with the Private Sector Foundation Uganda (PSFU) in advancing the skills development agenda. In addition to piloting Skills Development Facility (SDF) funded by World Bank related to SSU's Skills Development Fund aimed at enhancing skills competences of young people and competitiveness of companies, the relationship between the two organizations was strengthened during the course of the year with the kick off of Skills and Governance (SG+) project. Funded by European Union, the SG+ project is jointly implemented by Enabel and PSFU and aims at promoting work readiness skills among graduates and enhance governance structures of partner agencies to improve the business processes.

To advance the B2B agenda and promote a link between Belgian companies and entrepreneurs and local business initiatives in Uganda, Enabel collaborated with Entrepreneurship for Entrepreneurship (OVO) to organize workshops and trainings of local Small and Medium Enterprises in Kampala. OVO believes that small and medium-sized businesses can be an important driver in the economy, prosperity and employment opportunities in low and middle-income countries. This is in line with its mission to promote social-economic business projects and initiatives and to reinforce them. Transfer of knowledge and financing opportunities are at the forefront of OVO and this rhymes well with SSU's aspiration of enhancing the capacity of firms and businesses for improved productivity and profitability necessary to spur growth and increase opportunities for decent jobs.

7 Transversal themes

7.1 Environment and climate change

Environmental protection awareness has been among the key messages for staff behavioral change. For instance, having reduced printing to save paper and in the long run save trees, water plastic bottles have been eradicated in office premises as well as promoting re-usable utensils. Furthermore, discussions are underway for feasible solutions towards reducing the organizational vehicle emissions.

At partners' levels, promotion of renewable energies such as use of solar, fuel saving cooking stoves have continued especially at the partner VTIs. Other initiatives include efficient waste disposal technologies. Lastly environment and climate change were among the major funding areas that were emphasized during the recently concluded SDF CFPs.

7.2 Gender

At National level, SSU in collaboration with the TVET Policy Secretariat successfully worked with the youth organizations and movement to organize a Regional Girls Forum. This was intended to design strategies for building resilience for young girls against teenage pregnancies under the framework of Girls Not Brides implemented in partnership with Action for Youth in Development. Skilling was adopted by the forum as the easiest and best strategy of empowering young girls against teenage pregnancies.

TVET awareness campaigns (gender focus) at local levels, have continued through the local radio talk shows. Specifically, is the general public awareness and encouraged for increased girl enrolment for technical education especially to the trades which hitherto were reserved for only males. However, this period of the lockdown, the campaign was "girls back to school in whatever status." Technical people like counsellors have been the guest speakers and focus was encouragement of going back to school especially for the girls that were pregnant and those that had given birth during the COVID-19 lockdown period. Partnerships were also with the district gender departments and other development partners for counselling and career guidance to these groups.

Also under the direct grants to the partners VTIs, SSU has strengthened the gender coordination desks in the 7 partner VTIs. One of the activities has been fast tracking gender related concerns especially Gender Based Violence.

The grant has further spurred gender awareness campaigns/trainings (monthly gender radio talk shows) to advocate for integration of more females in skills development programs especially in male dominated trades.

7.3 Digitalization

In March 2021, a survey was conducted to investigate VTI digitalization potential, inspect available computer labs (for institutes with the labs) and other ICT equipment at the institute. The survey revealed a high digitalization potential in most VTIs with majority of the teaching staff ready to blend digital tools into class teaching. Limiting factors to digitalization in the VTIs included technological knowledge on how to use computers and the availability of computers.

In collaboration with the SDHR project, instructors, and lectures from the five partner VTIs in Albertine-Rwenzori Region and two partner VTIs in Karamoja Region attended online trainings to master utilization of different digital tools under the 'communities of practice (COPs)'. The COPs empowered participants with skills to solve several digital challenges, digital learning skills to reach-out to students during the lock-down for continuity of learning and ability to organize online courses such as creating visual presentations, designing posters, making a podcast, creating a screencast, and making animated videos. VTI instructors and lectures participated twice in the Hackathon skills competitions under the hashtag "Hackskills4jobs" to showcase skills acquired during the communities of practice. Hackathon skills competitions winners awarded with computers and tablets on behalf of their respective VTIs to supplement existing ICT equipment.

As part of digitalization efforts in partner VTIs, a familiarization visits in form of 'digital safari' was organized on 20th to 24th September 2021 for VTI management staff in which they visited 5-big

digital hubs in Kampala (Design Hub, Innovation Village, Outbox, Makerere University and MoTiv). The major purpose of the visit was to introduce participants to digital technologies and its ability towards transforming learning in the VTIs, start preparation steps for establishment of digital hubs and orientation workshop to rollout digitalization in the VTIs.

In November 2021, SSU participated in the Kampala innovation week #Let'sTalkGrowth session at KIW with panel presentations at Design hub and streamed online. In this event, SSU made a presentation on VTI Sandbox and its contribution to education digitalization.

In December 2021, ICT equipment were procured to support digitalization and creation of digital hubs in the VTIs. The procured ICT equipment included desktop computers & related accessories, laptops, servers, projectors, smart screens, heavy-duty photocopiers, and printers. The procured ICT equipment will be used to promote e-Learning systems, e-learning modules/materials content design, creating digital libraries, digitalization of training materials and manuals, as well as designing short-term ICT curricula for income generation.

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

7.4 Decent work

The SSU project continued to incorporate safety measures for learners during the training at the VTIs and in the private sector companies while undertaking work-based learnings. Trainings on health and safety were delivered to the training providers (instructors and Master crafts persons). Awareness was created among the trainees regarding occupational health and safety. To ensure a safe environment, the project insured both regular SDF and instant training trainees against accidents and provided protective gears for safety. Finally, while SSU ensures that decent work conditions are present during the trainings, tracer studies do point out that most students who find employment after the trainings, do not work under a formal contract, and often work 6-7 days per week.

8 Lessons learned

8.1 The successes

1. Infrastructure and equipment commissioning:

In line with the implementation of the Uganda National Skilling Strategy, SSU programme made various infrastructural developments e.g., workshop, dormitories, resource centers and equipped them with appropriate furniture and tools as a demonstration for the practical skilling and technical training. The 5 VTIs have now become regional learning centers for TVET and as standards for establishment of a technical training school. This huge investment worth 6 million Euros was commissioned during various ceremonies that were presided over by the government of Uganda represented by the Minister of State for Higher Education and Deputy Head of Mission of the Embassy of Belgium in Uganda.

2. Awarding of 5 direct and 14 SDF grants:

Five direct grants worth 860,000 Euros, were awarded to the 2 partner VTIs in Albertine Rwenzori as support towards becoming CoVE as well as regional learning centers with TVET best practices. Key intervention includes Roadmap Development for VTIs towards CoVE, Capacity Building of VTIs towards CoVE, Supporting the creation of Digital Hubs and Strengthening of the Private Sector Partnership with the VTIs.

There is significant improvement to positive attitudes about vocational skill training throughout Karamoja, West Nile and Albertine Rwenzori. The change in attitudes is being realised through continuous awareness initiatives. There are huge and overwhelming needs for skill development in Uganda. These are evident by the very high number of youths applying to be trained under SDF, Instant trainings as well as trainings under the direct grant agreements. The enrolment levels especially for female students in the 7 VTIs has doubled, exacerbating the demand for more dormitories and infrastructures.

3. Regional sector skills committees cum platforms:

2 regional sector skills development committees have been established for the Tourism and Hospitality: specifically focusing on Hospitality in the Albertine and Tourism in the Rwenzori. This forum is an avenue for initiating conversations and brokering partnerships about skills gaps and enhancements, identify the major sector players in the region and solicit for support and participation of the private sector players in the skills training processes. This is also a strategic link to the national level sector skills councils.

4. eLearning systems established in the 7 VTIs:

eLearning systems were established in the 5 partner VTIs. These systems have facilitated the teaching and learning processes outside classrooms and more so during the COVID-19 lockdown when schools were closed. VTIs staff were trained through the communities of practice in the use of various digital tools for online teaching and learning. This has culminated into the development of the VTI sandbox. These are building blocks to take the digitalization and eLearning agenda to another level.

Integration and use of ICT in skills development during COVID -19 registered tremendous success. VTI teachers of St. Daniel Comboni and Nakapiripirit were able to adapt and apply ICT skills to develop learning contents, lessons delivery and monitoring students using Zoom, WhatsApp, Screencast, Podcast.

5. Gender and social inclusion:

Integration approach continued to be applied especially towards safe learning environments. Under the direct grants, the VTIs have strengthened the gender coordination desks with an aim of fast-tracking gender related concerns especially GBV. The grant has further spurred gender awareness campaigns/trainings (monthly gender radio talk shows) to advocate for integration of more females in skills development programs especially in male dominated trades. Radio talk shows have been conducted and they are centered towards demystifying TVET amongst communities, parents, and prospective students.

8.2 The Challenges

The period under review has majorly been under lockdown due to the COVID-19 pandemic. This did not only affect activities amongst partners but also internal working environment and processes. Physical trainings could not be conducted because the schools were closed but also big gatherings were prohibited in scare of fast spread of the disease. This has meant innovative ways of working e.g., working from home as well as innovation around the eLearning for the students. Thus, the need to further develop these innovations as well as the quick adoption of these evolving realities.

There have been frequent leadership changes at SSU programme but also within several partners. This fact has caused some inconsistencies in activities implementation as well as time lost within these transitions.

While VTIs have been given management training, they still lack important governance structures. Their operational costs for student and staff welfare and staff wages are very high, leaving little room for expansion and execution of their business plans, especially at St. Daniel Comboni – a private school that does not receive capitation grants from the government to offset administrative expenses.

Beneficiaries always testify outcomes and impact of the respective skills gained. However, post training support and follow up would take this skilling initiative to another level. For instance, focusing on issues around the employment world and workplaces. In so doing the skilling intervention will directly lead to sustained and increased skills graduates' productivity and consistent employment as well as career growth.

Sustainability of results has always been a grey area for quite a number of development initiatives. The SSU intervention being a support to the government skilling strategy, sustainability is anchored in the government structures at central and local levels as well as with the partners. However, the practical aspect and reality of integration of programme results at all these levels needs further strengthening and unfortunately a process that may need more capacity building, more funding and increased implementation time frames etc.

The outbreak of Covid-19 presented unforeseen and unplanned additional expenses in order to meet the government recommended SOPs and maintain operations (i.e salaries, office rent, etc) during months of lockdown. These expenses were not budgeted or foreseen.

For the implementation of the no cost extension of SSU EUTF, the Covid-19 related national lockdown imposed from June 2021 to October 2021, resulted in a very short time frame. Subsequently, selection and implementation of new grant agreements under the SDF could not be organized. Enabel therefore made use of its existing framework agreement to source a quality private training provider to conduct upskilling courses in Entrepreneurship, Life and Digital skills for enhanced employability of graduates of short-term skills development programs implemented by former grantees. Because of the severe restrictions on implementation resulting from Covid-19 containment measures the target for this activity however also had to be revised and a part of the trainings had to be rescheduled to Quarter one of 2022.

Covid-19 pandemic also formed the highest constrain to graduates to employment, and general implementation, results were affected by constrained budget during the extended period of implementation, so the grantees and their selected partners continued to implement projects within the extended period in order to achieve the agreed project targets.

8.3 Strategic learning questions

Comprehensive skilling interventions require a mix of soft and hardware. The huge investment in infrastructural development and equipment acquisition in the 7 partner VTIs facilitated the practical learning and teaching of TVET. This type of intervention also facilitates the process of initiating a conversation with the private sector players. In so doing augmenting the existing partnerships in students' industrial placements, instructors' industrial exposures, among others.

On the other hand of software, the key components of the TVET focused governance, leadership and management facilitates the entire institutional change processes.

Consistent contribution to the national skilling agenda through the SDF framework has greatly increased access to skills development especially for the vulnerable youth and girls as well as refugees. This has been through increased partnerships in skills development e.g. EU, IRE, GiZ. So Skilling will continue to retain its economic and social relevance given the fact that it is top within the NRM ruling party manifest and that the government remains committed to the pursuit of socioeconomic transformation in relation to the country’s long-term aspirations e.g. 3rd National Development Plan (NDP III), whose goal is “Increased household incomes and improved quality of life”; Uganda Vision 2040, EAC Vision 2050, Africa Agenda 2063 as well as the Sustainable Development Goals (SDGs).

Ongoing financing and bursaries for students seeking formal training programs should continue, as these inputs provide the critical resources they need and would not otherwise have to continue their education. Flexibility in project design, target setting and strategies for implementation is critical going forward, as initiatives and must follow a rights-based approach that puts the needs and desires of beneficiaries first when defining effective interventions, as their perspectives and ability to access and benefit from inputs and services must be paramount.

8.4 Summary of lessons learned

Lessons learned	Target group
Scaling up of innovations and initiatives for the eLearning systems in schools requires MoES specific policies and operating frameworks as well as support	MoES and relevant development partners
The role of the development partners and key stakeholders is key in the impact and implementation of the skills development fund	Enabel
Integration of finance Literacy, Entrepreneurship and Soft skills into the vocational training processes oriented the mindset of the trainees from only acquiring technical skills to utilizing the technical skills to start business ideas, this greatly contributed to their ability of starting up different business ventures	Beneficiaries
Post training support (mentorships, coaching, startup kits, linkage to financing facilities, entrepreneurship etc.) greatly contributes to not only skills utilization but also ensures the desired impact i.e. improved livelihoods through sustained self or wage employment	Government under relevant ministries and development partners undertaking skilling interventions
Start-up kit distribution to individual gave a higher level of satisfaction to beneficiaries compared to start-up kits given to groups. Group dynamics has remained a big challenge, as the trainees differ by location, tribe, and personality, therefore group formation processes were conducted to caters for the differences among learners	Enabel

Lessons learned	Target group
Post training support (mentorships, coaching, startup kits, linkage to financing facilities, entrepreneurship etc.) greatly contributes to not only skills utilization but also ensures the desired impact i.e., improved livelihoods through sustained self or wage employment	Government under relevant ministries and development partners undertaking skilling interventions
There is significant improvement to positive attitudes about vocational skill training throughout Karamoja. The change in attitudes is being realised through continuous awareness initiatives. Especially the engagement of 28 youth leaders from all the seven districts of Karamoja using specifically developed communication tools for community sensitisation has been effective	Enabel MoES
The training provided was based on adult learning methodology, comprising practical demonstrations and group experience sharing. This allowed trainees to better understand the different training contents	Enabel
Private sector capacity assessment and mapping by grantees contributed to increased involvement of smaller and informal firms in the skills training program and work-based learning through signing of Memorandum of understanding between training institutions, grantees and private sectors player, involvement of private sector players bridged the skills mismatch between institution-based training and world of work	Enabel Grantees
Integration of finance Literacy, Entrepreneurship and Soft skills into the vocational training processes oriented the mindset of the trainees from only acquiring technical skills to utilizing the technical skills to start business ideas, this greatly contributed to their ability of starting up different business ventures	Enabel Development partners
Overall, the Action Research points out that the practice oriented or work-based trainings are positively contributing to increasing employability of Ugandan youth through high quality and inclusive trainings. The Tracer Studies shows that about 75% of youth trained in Karamoja under the Skills Development Fund were able to find employment or an income generation activity. The documented key lessons learnt, and best practices of the SDF are now being turned into policy papers.	Enabel
Community based training, and community-based work-based learning helped a lot during the Covid 19 Lockdown measures to solve the problem trainings, trainings were conducted closure to the markets and most of the community work-based learning sites, have remained employment or business premises	Enabel

Lessons learned	Target group
Attitude towards vocational education still remains poor, there is need to put more emphasis on awareness creation to remove the negative attitude, especially sensitization on female participation in male dominated trades	Enabel
Start-up kit distribution to individual gave a higher level of satisfaction to beneficiaries compared to start-up kits given to groups. Group dynamics has remained a big challenge, as the trainees differ by location, tribe, and personality, therefore group formation processes were conducted to caters for the differences among learners	Enabel
There are huge and overwhelming needs for skill development in Karamoja. These are evident by the very high number of youths applying to be trained under SDF, Instant trainings as well as trainings under VTI direct grant agreements. The number of Karamojong and female students in the 2 VTIs has doubled, exacerbating the demand for more dormitories and infrastructures. Therefore, the MoES has been supporting Nakapiripirit TI with new funding for completing unfinished buildings and renovating other buildings	Enabel

9 Communication resources

The project has a Padlet account used as a repository for knowledge management products such as presentations, audio – visual productions among others, targeting internal and external publics.

Padlet is a digital tool that offers a single place for storing information in different formats e.g., images, links, videos, and documents. The Support to Skilling Uganda project Padlet is accessible via the link: <https://skillinguganda.padlet.org/>.

Additionally, the project documented and disseminated the following stories.

2100 Albertine/Rwenzori youth to receive skills training

<https://open.enabel.be/en/UGA/2142/1510/u/uganda-2100-youth-from-albertine-rwenzori-will-receive-skills-training-for-jobs.html>

The Support to Skilling Uganda initiative

<https://open.enabel.be/en/UGA/2142/1294/u/the-support-to-skilling-uganda-initiative.html>

Ugandan and Belgium governments commission UGX 8.5 billion in VTI infrastructure

<https://open.enabel.be/en/UGA/2142/1249/u/uganda-ugandan-gouvernement-and-belgium-commission-shs-8-5-billion-in-vti-infrastructure.html>

Links: Support to skilling Uganda

<https://www.youtube.com/watch?v=i2eonJCLimQ>

Link:  [Successs Story SSU Northern Uganda \(4\) \(1\).pdf](#)

Uganda: Karamoja vocational schools upgraded

<https://open.enabel.be/en/UGA/2210/1283/u/uganda-karamoja-vocational-schools-upgraded.html>

Posters:

Nakapiripirit Technical Institute climate information poster https://padlet-uploads.storage.googleapis.com/918283315/51e1bf8dbd7a34875e4382748d196f75/Nakapiripirit_poster.pdf

St Daniel Comboni Naoi climate information poster https://padlet-uploads.storage.googleapis.com/918283315/808a6133a1f634079e5b10dbe26889b9/St_Daniel_Comboni_Polytechnic_Naoi_Poster.pdf

Videos:

Renewable energy in Ugandan education institutions

<https://www.youtube.com/watch?v=nj81VDFcbtY>

Support to Skilling Uganda

Programme https://www.youtube.com/watch?v=rDd_4A3_LaU

Publications:

Inauguration booklet of St Daniel Comboni Naoi https://padlet-uploads.storage.googleapis.com/918283315/dd40131cc35849dbf8637a2d6f709e3e/St_Daniel_Comboni_Booklet_2.pdf

Inauguration booklet of Nakapiripirit Technical Institute https://padlet-uploads.storage.googleapis.com/918283315/f7aaca66e3d556bc96bfd9f8970fae1/Nakapiripirit_Inauguration_Booklet.pdf

Action Research of the Skills Development Fund https://padlet-uploads.storage.googleapis.com/918283315/e54cf5fb2170921d569259465d4bacf6/Skills_Development_Fund_Action_Research_Infographic.pdf
Revitalizing Industrial Training in Uganda through Work-Based Learning https://padlet-uploads.storage.googleapis.com/918283315/6d1c9be834873359a56e27ec8b10e8ee/Revitalising_Industrial_training_and_The_Private_Sector_Coordination_Desk.pdf
Instant training as a means to address livelihood needs https://padlet-uploads.storage.googleapis.com/918283315/62a0f2286ceb69a90215f440733b4a78/Instant_training_Infographic.pdf

Studies:

Tracer studies of the Skills Development Fund https://padlet-uploads.storage.googleapis.com/918283315/22fdoefb8196748d7c1a425bc6da6085/Skills_Development_Fund_Tracer_Study_Infographic.pdf

Events:

1. Uganda: Karamoja vocational schools upgraded
<https://open.enabel.be/en/UGA/2210/1283/u/uganda-karamoja-vocational-schools-upgraded.html>