



2021 Results Report

UGA 1188811 - SUPPORT TO DEVELOPMENT OF
HUMAN RESOURCES OF BENEFICIARY
ORGANISATIONS (SDHR)



Staff from beneficiary organisations planning for their capacity Human Resources and development.

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1 Abbreviations

BO	Beneficiary Organisation
D4D	Digital for Development
ETR	End-Term Review
GoU	Government of Uganda
HQ	Headquarters
HRM	Human Resources Management
HRMAU	Human Resources Managers Association of Uganda
ICDL	International Computer Driving Licence
ICT	Information and Communication Technology
ICT	Intervention Coordination Team
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
MoICT	Ministry of ICT & National Guidance
MoPS	Ministry of Public Service
NDP	National Development Plan
NTC	National Teachers College
SDGs	Sustainable Development Goals
SDHR	Support to the Development of Human Resources
SPOC	Single Point of Contact
STC	Sector Technical Committee
R	Result
GO	Global Objective
SO	Specific objective
VTI	Vocational Training Institute
HRD	Human Resources Development
DPs	Development Partners
COVID - 19	Corona Virus Disease - 2019
RRH	Regional Referral Hospital
PNFP	Private and Not for Profit
KAP	Knowledge, Attitude and Practices
PSC	Project Steering Committee
BSM	Backstopping mission
MTR	Mid term review
ETR	End term review

2 Summary of the intervention

2.1 Intervention form

Title of the intervention	Support to the Development of Human Resources of Beneficiary Organisations (SDHR)
Code of the intervention DGD	NN 3014034
Navision code of the intervention	UGA 1188811
Intervention zones	Uganda / National and specific regions /districts
Total budget	Initial budget according to original TFF: 6,482,598 EUR Additional budget: 2,000,000 EUR New budget : 8,482,598 EUR
Partner institution	Ministry of Finance, Planning and Economic Development (MoFPED)
Start date of the Specific Agreement	26 March 2014
End date of the Specific Agreement	26 March 2021
Start date of the execution	27 May 2014
End date of the execution	15 June 2020
New end date of the specific Agreement and the execution	Extension of the Specific Agreement until 27 July 2023 Extension of the execution period until 31 December 2022
Beneficiaries	Selected beneficiary organisations (BOs) in the health, education and environment sector by providing support to the human resource capacity development process of their staff
Global Objective (GO)	Improved service delivery of Ugandan Institutes and organizations.
Specific Objective (SO)	Increased skills of human resources and evidence base of selected beneficiary organisations (BOs) in the health, education and environment sectors.
Results	Result 1: BOs are selected and strengthened to define objectives to improve their organisations Result 2: BOs are strengthened to develop their HRD Plans linked to organisational performance goals

	Result 3: Activities selected from the HRD Plan effectively implemented. A number of trainings is financed and monitored
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2.2 Self-evaluation of performance

2.2.1 Relevance

	Performance
Relevance	A

The Support to the Development of Human Resources Project (SDHR) addresses the main problems related to capacity gaps of human resources and institutions in strategically selected beneficiary organizations, particularly in the priority sectors of the Belgian-Ugandan Bilateral Cooperation. The project fits well in the national policy (with the National Training Policy being the core element) and the involvement of all partners (Ministry of Finance, Planning and Economic Development, Ministry of Health, Ministry of Education and Sports, Ministry of ICT and National Guidance and Ministry of Public Service), ensures a sound institutional framework.

Since the project has been designed to have a 50% component on digitisation, the inclusion of the Ministry of ICT supports the implementation of the digital transformation program, aligning the digital needs of the beneficiaries to those of the National Development Plan (NDP) III and the sustainable development goal number 4.4.1, that promote digital initiatives.

The development of a phased and integrated capacity development framework, the Theory of Change, the baseline, M&E framework and M&E tools have significantly influenced the intervention logic. The intervention is highly relevant to the beneficiary organisations as there is hardly any budget for HRD while the capacity needs at individual and organisational level are enormous. In addition to shortcomings in the technical and management related competencies, there is a general lack of ICT skills but also soft skills such as teamwork, communication, leadership and management and conflict resolution that the project seeks to impart.

The project has ensured the participation of the Sector Technical Committee to support the alignment of the capacity development needs to the national development plan. The presence of the STC members from the line ministries was of paramount importance as they were available to provide clarity to the BOs on the various aspects of capacity development planning and this enabled the BOs to articulate their plans in line with SDHR-project and line ministries requirements. They also helped to ensure quality of the designed capacity development plans by the BOs.

Needs related to transversal themes have been taken into account through assessing and determining the capacity development needs related to gender and digitalisation.

In a bid to implement a more realistic and user centered digital agenda, the 9 digital principles which have been identified by the development community to integrate

established best practices for successful D4D interventions will guide the design and implementation of the D4D activities: <https://digitalprinciples.org/>

The results so far achieved have the potential to influence policy at national and local level. The fact that the project takes a systems and organisational perspective for Human Resource Development is new and attracts interest from the HR departments of the supported ministries. The Ministry of Public Service as a beneficiary and partner is already planning to replicate the integrated capacity development framework in other ministries especially the local government.

2.2.2 Effectiveness

	Performance
Effectiveness	A

In terms of effectiveness the project expects full achievement of the outcome. Currently, there are 20 beneficiary organisations. When selecting the 20 beneficiary organisations, the SDHR capitalised on those belonging to the priority sectors of the Ugandan Belgian Development Cooperation in Uganda; Health and Education (teacher training, skills development and health programs). The mandate and the degree to which they are in line with the common objective put forward in each sector by the Ugandan Belgian Development Cooperation was considered. 90% of the 20 BOs were already supported by SDHR in the past and so will work to sustain the results achieved in the SDHR project phase that was concluded in February 2020.

The Ministry of Public Service and the Human Resource Departments of the Ministries of Health, Education and Environment were considered since they have a mandate to attract, train and retain Human Resources in the public sector and so are in position to effectively support the implementation of the Human Resource Development initiatives in the selected BOs.

All the 20 beneficiary organisations now have an approved organisational self-assessment report (output 1) and a capacity development/ HR Development plan/ training plan (output 2). The project is expected to enter the capacity development implementation and training phase (output 3) by March 2022.

There are ongoing training activities in ICT and long-term courses. While sharing the information gathered in the assessment and planning exercises, it has been observed that several BO's have embarked on improvements in their organizational set-up and practice based on the gaps identified during the assessment process, regardless of the delay of the implementation of trainings.

Therefore, while it is still early in the process to assess the attainment of the outcome in terms of staff and organizational performance, there are clear indicators that this will be achieved.

The project has already established a procurement plan for service providers in the various areas of intervention including procurement of the Human Resource Management (HRM), strategy planning and development, leadership and management, work processes, gender

and project planning and proposal writing skills. This plan should cater for efficiency in procurement processes and also allow to combine several training events into bigger events bringing more organisations to learn together. The careful process that has been designed with the Procurement and Contracting hub, for the identification and contracting of training providers will most probably lead to quality training.

Conscious of the COVID-19 implications for the world of work and learning, the SDHR has formulated a COVID-19 response strategy of equipping beneficiaries with the digital skills necessary for participation in online courses. An eLearning platform has been established and will be accessed by staff of all the 20 beneficiary organisations in a blended learning approach and increase on the effectiveness of learning by considering self-paced learning modalities.

A flexible offer on the training modalities will be offered and the participants will participate in long term courses, short term courses, study tours and attachments in order to maximise the learning opportunities.

1.1.1 Efficiency

	Performance
Efficiency	B

Outputs have been delivered within a reasonable time, albeit with some delays due to the 42 days of lockdown that was imposed effective 7th June 2021. Nevertheless, outputs 1 and 2 (organisational self-assessment, definition of improvement goals and preparation of capacity and HRD/ Training Plans) have been fully delivered.

Output 3 (implementation of training activities) is likely to be delivered within the set time frame starting from February 2022. The trainings have been delayed by the procurement procedures which the project plans to do in lots and in framework contracts.

Even though the procurement of training services in lots has delayed the implementation of training, it will eventually optimize the training implementation process and its quality. The focus on quick wins and the extensive communication between BO's and the project team have mitigated the effects of the delays so far.

The project has for example organized communities of practice in the VTIs and implemented long term courses in all the 20 Beneficiary Organisations as a proactive offer to mitigate delays in the procurement of trainers. The project is also implementing a grant in basic and intermediate ICT skills that will eventually lead to the award of International Computer Driving Licence (ICDL) certificates. The training is a key prerequisite for the transfer of knowledge and skills to the workplace when the trainings in other improvement areas are finally implemented. A proactive offer for long term courses was proposed to all the 20 beneficiary organisations so that the nominated participants will not have to wait for the organisational self-assessment exercise. A set of conditions guided this exercise in order to ensure alignment with organizations' capacity development demands and needs.

Working with other Enabel projects has improved coordination of tasks and proved that the synergy within Enabel can increase efficiency and proper implementation of activities.

The project however remains aware of the threat of unpredictable crises such as the COVID - 19 pandemic on public service operations and the potential to delay the implementation of activities. The SDHR project has tried to mitigate this by establishing an online management system where learning can continue regardless of the crises that may arise with potential to disrupt activities. The option of online training is an effective but also, an efficient way of delivering learning and development to staff of the BO at a reduced cost.

It is also important to note that the project conducted a fresh baseline following the closure of the SDHR first phase in February 2020. While the specific agreement indicated that the bridging phase started January 2021, the actual operations and implementation formally started in March 2021.

1.1.2 Potential sustainability

	Performance
Potential sustainability	B

The bridging program has been designed with a sustainability strategy right from the start, with each phase developed and owned by the BOs. The project has tried to enhance the chances to reach improved performances of organisations as the expected impact and has done the following:

1. Strengthening the capacity of the BOs to do their own self-assessment, develop their own HRD/Training plans and budgets and participate in the design and development of courses by suggesting the training objectives and content. The programme has established functional structures at BO level that support mobilisation and implementation of programme activities. There is a single point of contact and a working group for each BO. These structures will strengthen the follow-up of trainings (central in this is the development of Action Plans to Link Training to Performance). Support will be offered at the start of the training through inception meetings by painting a picture of what would be improved.
2. In the bridging program, 10% of the budget has been provided for equipment related to staff training and development. This will support in the transfer of learning to the workplace and increase sustainability of skills and knowledge.
3. The program has included the Ministry of Public Service to improve the internal functioning of the supported beneficiary organizations and systems (structures, strategies, staff, skills, attitudes, etc). While this is beneficial, as long as Enabel still supports the Ministry of Public Service, their financial/economic viability to maintain and reproduce the benefits of SDHR in the long run, is not guaranteed.

The main risk relates to the very low investment in HRD by the target ministries. This might imply that the project is reduced to a one off HRD-intervention when continuous budget is not available for the selected beneficiary organisations any more. Other risks relate to limited efforts to ensure continuity of HRD and digitalization activities and also the bureaucracy and long processes involved in implementation of the training and the related change.

1.1.3 Conclusions

1. Results of the project confirm its relevance and effectiveness. The approach: implementing a phased and integrated capacity development framework in which participation and ownership of the BOs are dominating. Attention is being given to quality assurance and strengthening follow-up of training processes, to mitigate the risk related to insufficient basic conditions (infrastructure, equipment, low ICT skills etc). There may be some delays in procurement but the project is establishing framework contracts that have been done in lots and will be implemented for a longer period of time guaranteeing efficiency and effectiveness.
2. Efficient project operations have been set-up and are being managed well. The continuous focus on quality and comprehensiveness (procurement planning, finance planning, tools development, blended learning strategies where some courses will be implemented online and face to face – an efficient way of building capacity, etc) will ensure faster and smooth implementation of the planned activities. With an execution rate at 84% in December 2021 and implementation of the project activities up to phase two in all the 20 organisations, we anticipate to hit the budget execution target of 2,000,000 Euros, by March 2023.
3. The program has included the Ministry of Public Service to improve the internal functioning of the supported beneficiary organizations and systems (structures, strategies, staff, skills, attitudes, etc). With this, we can guarantee continuity of learning and development in the BOs. Internally, synergy exists between Enabel projects and programmes but is too limited as a result of the lack of a formal framework with clear and accepted roles and expectations per project. The project will plan an end term review to draw the lessons learnt and use them for future programming of similar exercises.

National execution officer	Intervention Manager Enabel
<p>Mr. Ntacyo Juvenal Muhumuza Commissioner Development Assistance and Regional Cooperation Department, MoFPED</p>  <p>Date and signature</p>	<p>Elizabeth Nkwasure National Intervention Manager – SDHR</p>  <p>18/2/2022 Date and signature</p>

1.

3 Monitoring of results

3.1 Evolution of the context

3.1.1 General and institutional context

The general context has not changed. Training and development of staff of organisations is interlinked and interdependent with the other HR functions, such as work organisation (job profiling), employment management (recruitment, personnel mobility and disengagement), performance management, compensation management, human resource planning, relations management (work environment, relations, welfare policy). These strategies are linked to the organisation's strategy and also dependant on a broader institutional setting/enabling environment (sector).

The advantages of working within such a context have been;

- The enlarged base of support, networks and connections. The ministries that the SDHR project supports bring together a diverse range of people and organizations. We believe that this diversity will strengthen advocacy and lobbying for policy change by broadening perspective and understanding of the key stakeholders within the sectors.
- The Ministry of Public Service (MoPS) of Uganda is the responsible body for rolling out and implementing the National Training Policy and should support each Ministry in developing their human resources and capacity development plans.
- HR professionals in the public service are members of the Uganda Public Service Human Resource Managers Network (UPS-HRMnet), which is an association for Human Resources Managers in the Public Service. The private sector has a similar body: the Human Resources Managers Association of Uganda (HRMAU) that governs HR professionals.
- Human Resources Development (HRD) and Capacity Development (CD) remains a key focus area for the government of Uganda in the NDP III. The main objective is to strengthen public and private institutions capacity to improve performance and effective service delivery and responsiveness to Ugandan citizens' needs.

However, the project also has discovered and encountered various problems in the network of interlinked and interdependent relations:

1. Most of the capacity building and staff training initiatives currently being implemented in the BOs are supply driven and not demand drive and often sponsored by donors. As such there is potential for donor duplication of efforts and poor planning of staff learning and development.
2. In a resource-constrained context and with limited HR capacity, many organisations struggle to balance their priorities with the priorities set at the broader institutional setting (sector).

3. Most beneficiary organisations function in a very hierarchical system and are at the lower levels of the system. As such, shared decision-making can be slow and may paralyze progress especially at the point of transferring learning to the workplace.
4. Training and development of staff need high level inter-sectoral and inter-professional dialogue and investment and yet many organisations are not in charge of their human resource management and lack the HR management function at BO level.
5. The limited digital skills impact the public sector service delivery in Uganda. While this is an opportunity to offer ICT skills to the beneficiaries, it still requires heavy investment and a longer period of time to cause a change in performance.

3.1.2 Management context

3.1.2.1 Partnership modalities

The management context has changed but not so significantly. In the design of the Implementation Modalities, the supplementary TTF took the following positions with regard to execution:

1. The project remains fully implemented under the “regie”-modality (Enabel Direct Management). This means all administrative and financial processes follow Belgian law and Enabel procedures. This also means all these processes are managed by the project team.
2. The present Technical and Financial File (TFF) is part of the Specific Agreement signed between the Government of Uganda and the Government of Belgium, determining the legal framework of the intervention. The government of Uganda designated the Ministry of Finance, Planning and Economic Development (MoFPED) as the administrative entity responsible for executing the intervention.
3. There is a joint Belgian-Ugandan administrative responsibility for the execution of this intervention. This applies at the level of the Project Steering Committee between the Kingdom of Belgium (Resident Representative) and the Republic of Uganda (MoFPED) partner.
4. The Project Steering Committee (PSC) represents the highest level of decision making. It consists of the Permanent Secretary of the Ministry of Finance, Planning and Economic Development or his delegate as the Chair; the Enabel resident representative or his delegate as Co-Chair; and a representative from each of the Ministries (MoH, MoES, MoWE, MoPS and MoICT&NG); and observers constituting of Enabel staff and any other person invited by the Chairperson.
5. Technical and operational responsibility for the execution of the intervention activities and achievements of results to reach the specific objective is shared between the Project Coordination Team of Enabel and the members of the Sectorial Technical Committees (STCs) represented by the five ministries (MoH, MoES, MoWE, MoPS and MoICT&NG); decisions on technical management are taken jointly and approved by the Steering Committee.

6. The STCs ensure a sectorial participatory approach, alignment with National Strategies and other capacity development strategies. The STCs participated in the appraisal and approval of the organisational self-assessment reports and the HRD plans.
7. To optimize synergetic opportunities, the project has started taking part in other project activities and attending the regular planned meetings within Enabel projects based in the field.

3.1.2.2 Operational modalities

The project office has been based at Enabel representation. The project is managed by an intervention manager together with the project coordination team (PCT). The work of the implementation team is supported by the service hubs responsible for procurement and contracting, finance operations, gender, M&E/ Knowledge Management, Human Resources Management and communications.

Given the multisector set-up of the project, all involved line-ministries are represented in the Project Steering Committee to allow for “joint responsibility”. The project has been working more intensely with Ministry of Public Service to ensure the link between the intervention and the ministries in the operational management and follow-up, taking joint decisions on the implementation with the project team, and ensure harmonization with regard to technical support. In future, the project will be anchored in the Ministry of Public Service Premises.

In this context, the project has the opportunities below:

1. To enhance its influence on this enabling environment the project might need to increase its presence at the various platforms where HR and CD issues are discussed at policy and strategy levels.
2. A stronger involvement of the MoPS in the project and concrete policy work on HR and CD related topics might open up a possibility to improve the influence for change and sustainability.

3.2 Performance of outcome



3.2.1 Progress of indicators

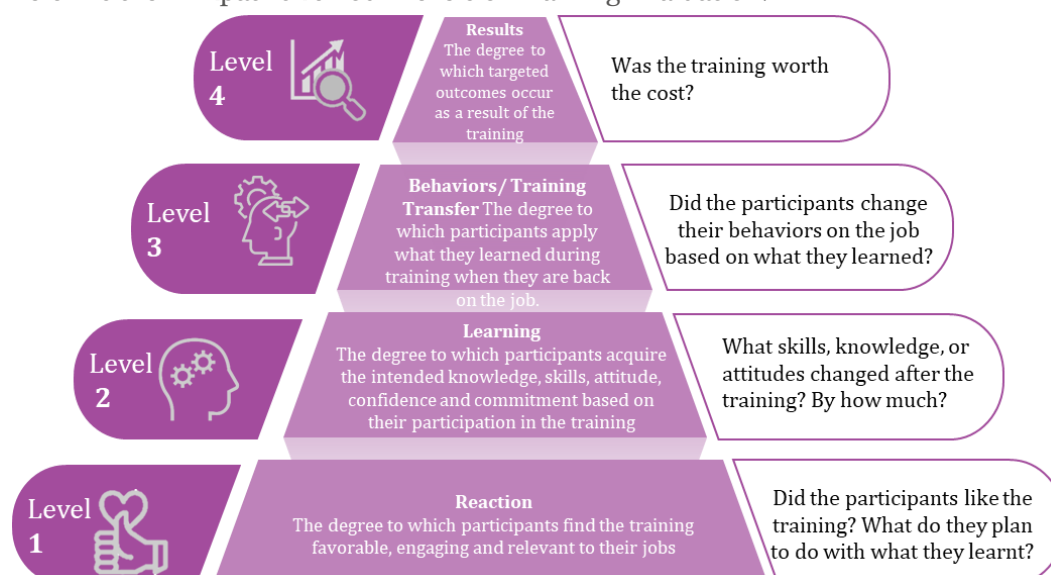
Outcome: Increased skills of human resources and evidence base of selected beneficiary organisations (BOs) in the health, education and environment sectors.		
Progress indicators/markers	Base value	Final target
SO1. Percentage of staff (male/ female) in BOs whose performance is improved	n.a	80%
SO2. Percentage of staff whose capacity to deliver digital services has improved	n.a	70%

Not: The baseline value has not been established since this will be done and performance will be captured at the end of the intervention.

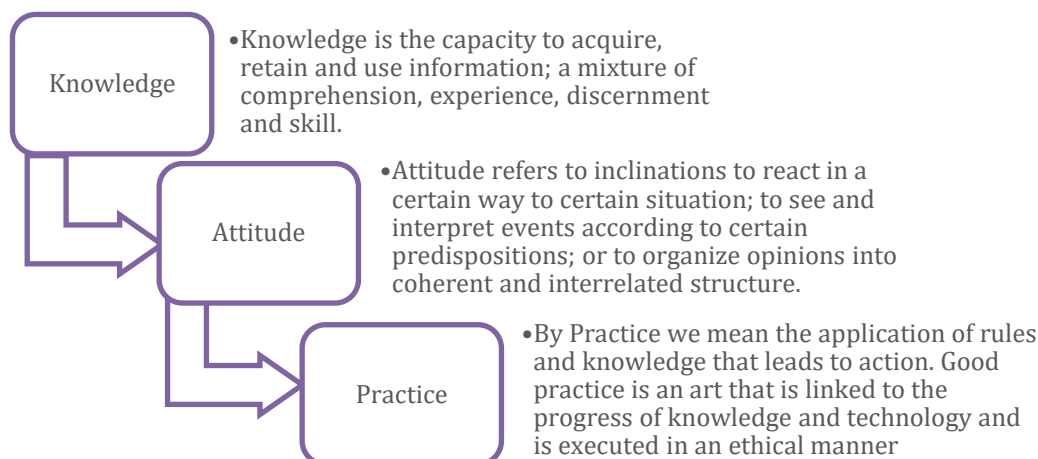
3.2.2 Analysis of progress made

At the outcome level, we refer to the Kirk Patrick and the Knowledge, Attitude and Practice (KAP) models that have been designed to collect data right from the baselining process. With these tools, the SDHR team expects to collect the most relevant information to enable proper steering of the intervention, foster systematic learning along the way and remain fully accountable as well.

Below is the Kirkpatrick's Four Levels of Training Evaluation.



Below is the KAP model.



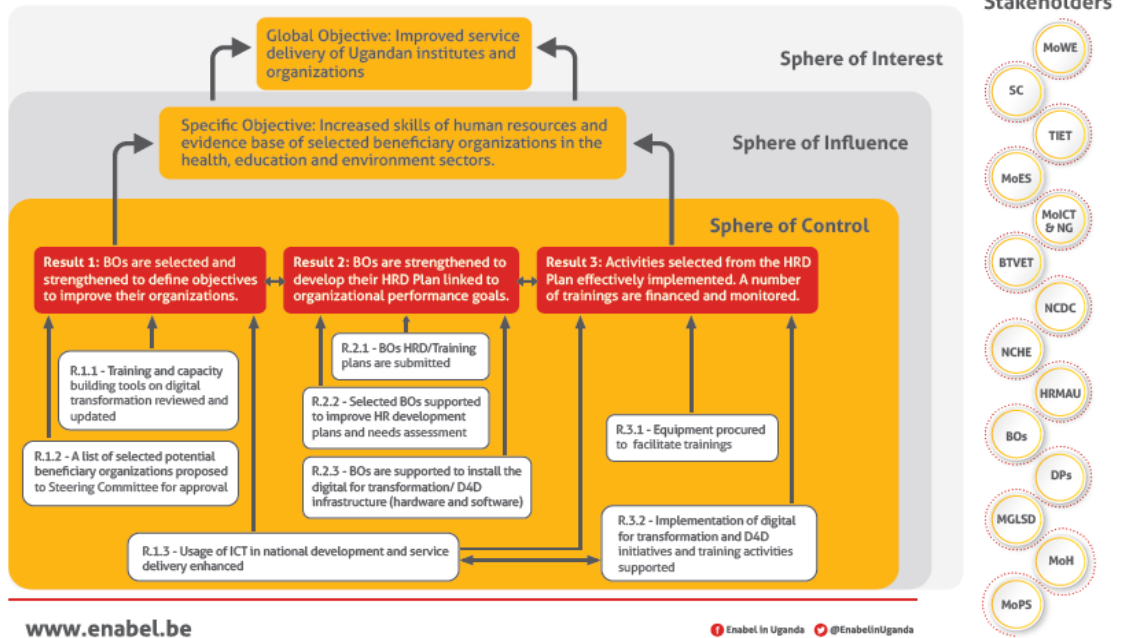
The link between skills gaps addressed and organisational improvement remains important information for BO management and staff as well as for the SDHR team. The revised indicators will capture the different steps in the change process. The approach has a logical sequence in line with the implementation strategy. It focuses on management information regarding what works and what doesn't. The outcome level indicators will be measured through a satisfaction questionnaire to be filled by each BO. Since the actual training delivery (phase 3) has not started, it is too early to present already progress in terms of the outcome (improved skills).

The additional tool (KAP Model) will help to stimulate and monitor the actual transfer of learning based on evidence. This tool will supplement the Action Plan for Linking Learning to Performance where the participants are asked to describe what they are going to do as a result of what they learned from the training and also how they will succeed in those performance objectives. The action plan is a concrete declaration of the commitment to improve the performance and includes a process of internal and external follow-up.

The project notes that there are organizational realities and practices which may hamper the effective use of the learned skills; systems, structures, equipment and the right working environment may not be available at the level of the BOs to apply the new knowledge. This risk has also been confirmed by the beneficiary organisations through ICT systems review exercise that reveals gaps related to mishandling of ICT equipment and low capacity to operate them. These observations are known and need to be owned by the partner ministries and be translated further into remedial actions.

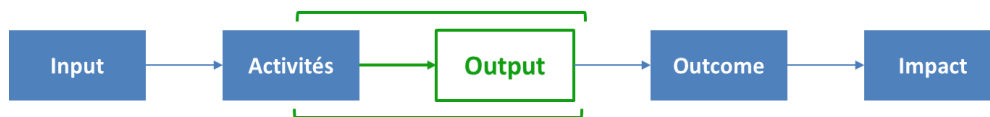
In the below theory of change, the project elaborated how both the operational and the development results will be achieved.

Theory of change for the SDHR bridging phase



The picture above represents the full Theory of Change of the SDHR project. Some of the aspects covered above could evolve into risks. Where relevant, related risks were identified and included in the risk matrix.

3.3 Performance of output 1



3.3.1 Progress of indicators

Output 1: BOs are selected and strengthened to define objectives to improve their organisations		
Indicators	Base value	Final target
R11. Level of BOs staff (male/female) satisfaction score on the quality of support given to define training objectives	0	1.6 Male

		1.7 Female (Avg 3.6 on a scale from 1-4)
R12. Number of tools and instruments for capacity needs assessment adopted by supported beneficiaries	0	5
R13. Number of identified gender capacity development gaps	0	At least 3 per BOs
R14. Number of potential BOs presented and approved by the steering committee	20	20
R15. Number of digital/ ICT initiatives used to enhance service delivery in the supported BOs	0	At least 4 per BO

3.3.2 State of progress of the main activities

State of progress of the <u>main</u> activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1. Activity A0104: Review and update the training and capacity building tools to focus on digital transformation.		✓		
2. Activity 0105: Intervention staff propose for approval to Steering committee a list of potential Beneficiary Organisations		✓		
3. Activity 0106: Enhance usage of ICT in national development and service delivery		✓		

3.3.3 Analysis of progress made

Performance output 1 is fully achieved:

1. The project was baselined and indicators refined to be aligned to the results logical framework of the intervention. A comprehensive baseline report is attached.
2. The participants were mobilised to participate in the program. All the 20 beneficiary organisations participated in a mobilisation session and attended a mentorship course online. Of the enrolled 166 participants, 93 actively participated and 57 participants received a certificate after attempting an online quiz. Details of the course are on this link - <https://open-learning.ENABLE.be/course/view.php?id=78>
3. The tools to use in conducting the organisational self-assessment were reviewed and updated to align with the needs of the Public Service capacity development framework, the gender capacity development needs, the digital for development and ICT skills needs. These were aligned to the needs and priorities of the National Development Plan (NDP III). The tools were reviewed in consultation with other Enabel interventions, the Enabel D4D Expert, sector partners in the ministries of

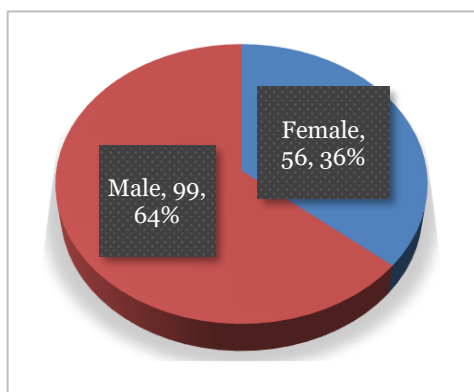
Health, ICT and National Guidance and the Ministry of gender, labour and social development

4. The beneficiary organisations were selected and approved by the Steering Committee that sat in March 2021. The project is already working with all the 20 organisations as per the target.
5. A Memorandum of Understanding was signed with each of the 20 beneficiary organisations.
6. For activities related to the development of policy, strategy and a set of other tools, the project has included those in the launched tenders.
7. A satisfaction survey was conducted at the end of each organisational self-assessment and on average, the beneficiaries showed satisfaction of 3.4 on a scale of 1-4.
8. All the BOs have fully owned goals for organisational improvement that were approved by the STCs (100% meeting quality criteria). This included organisational self-assessment and review and assessment of ICT systems. A total of 20 beneficiary organisations participated in the organisational self-assessment. They included;
 - From the Education sector; 5 NTCs, 6 VTIs/UTIs/Polytechnic, and the Ministry of Education (HRM Department).
 - From Health sector; 2 regional referral hospitals, 1 private not for profit hospital and Ministry of Health (HRM Department).
 - From Public Service; the Ministry of Public service (HRD/P Department).
 - From ICT sector; UICT and the Ministry of ICT&NG.
 - From Water and Environment sector; the Ministry of Water and Environment (F&A Department).

The results of the assessment exercise are summarised below:

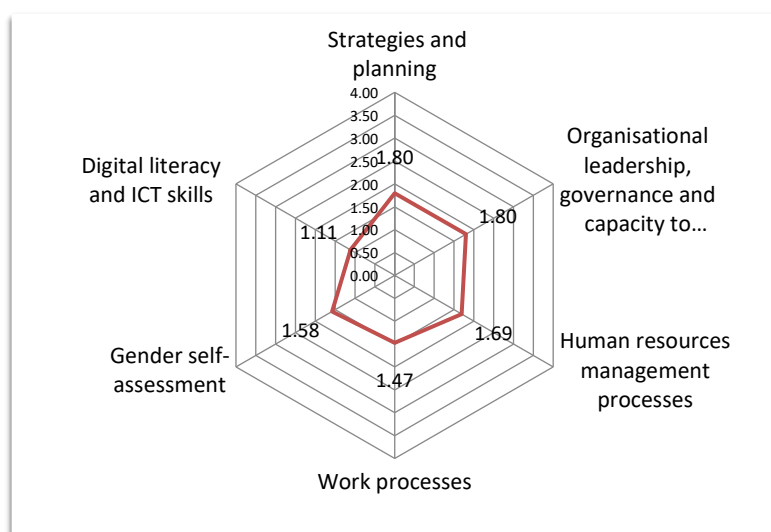
Organisational Self-Assessment Results

A total of 155 participants (99 Male and 56 Female) from the 20 BOs were involved as presented below:



Organisational Self-assessment results summary

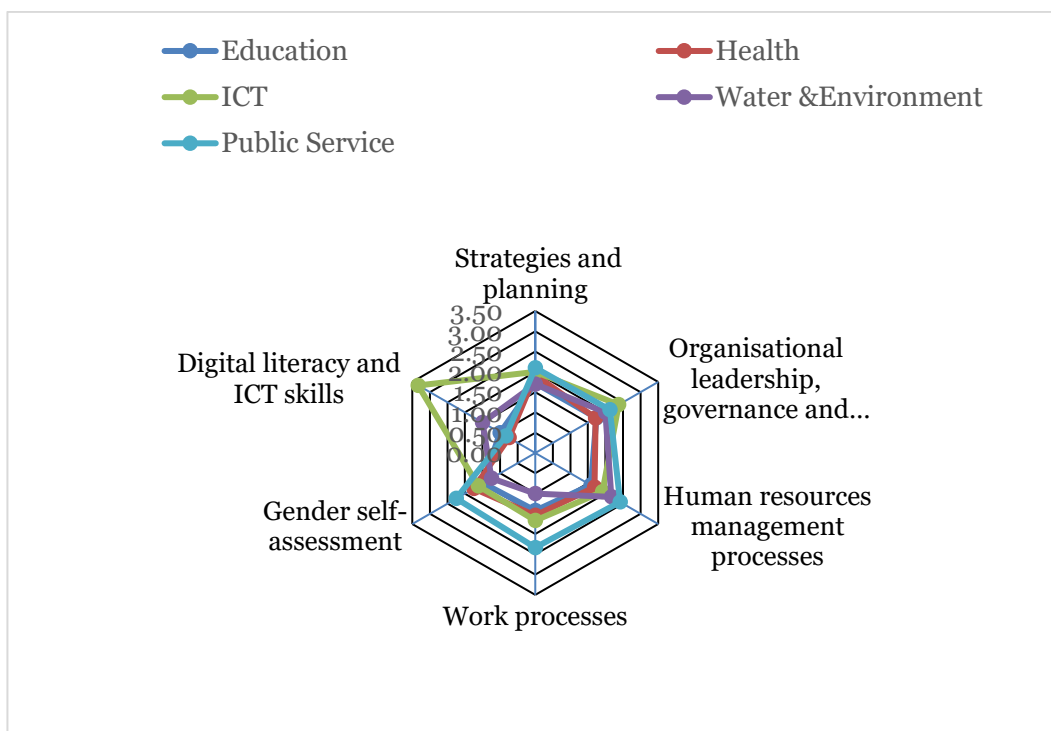
Findings from the organisational self-assessment indicated that all BOs generally recorded a low performance score in the self-assessed areas. The lowest performance was recorded in the areas of Digital Literacy and ICT skills, Work Processes and Gender as reflected by the least scores given by all the BOs in these three areas. The average scores for each topic for all the 20 BOs are shown in the spider chart below.



Most sectors had similar scores across the different areas with exception of Digital Literacy and ICT skills and Work Processes. The variation is as a result of higher scores from the Ministry of ICT& National Guidance and Ministry of Public Service

respectively.

The average scores of each topic per sector are shown in the spider chart below.



Review and assessment of ICT Systems

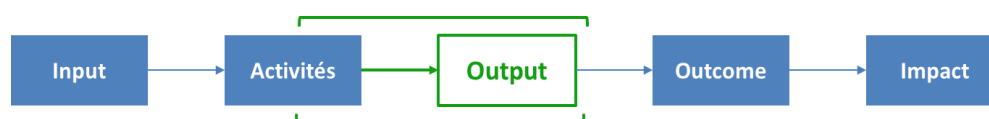
Regarding the assessment of ICT Systems, the exercise was conducted in 20 Beneficiary organisations. The exercise revealed that laptops and desktops topped the list of equipment. See below the summary of the key findings.

1. 20 BOs were assessed
2. 142 different types of equipment were requested
3. 13,287 in total – laptops and desktops topping the list

Estimated purchase price USD	Estimated delivery price USD	Estimated training cost USD
1,831,774	101,665	187,950

The reports of the above requests have been presented to each beneficiary organisation. However, the project requested from the Steering Committee an enhancement of the equipment budget from 5 to 10% and therefore will only be able to purchase equipment worth 200,000 Euros. We also intend to use the same results to advocate for more equipment form the authorities of the relevant ministries.

3.4 Performance of output 2



3.4.1 Progress of indicators

Output 2: Selected BOs are strengthened to develop their HR Development Plan linked to organizational performance		
Indicators	Base value	Final target
R21. Number of upgraded human resource development plans and budgets including digital activities developed and rolled out	20	20
R22. Number of revised BOs training plans with the ETR recommendations	20	20
R23. Percentage of well-defined training gaps aligned and prioritised to improve the BOs performance	100%	100%
R24. Number of installed digital for transformation/ D4D tools (hardware and software) (disaggregated by sector and type)	0	5 tools 3 sectors 3 types

3.4.2 State of progress of the main activities

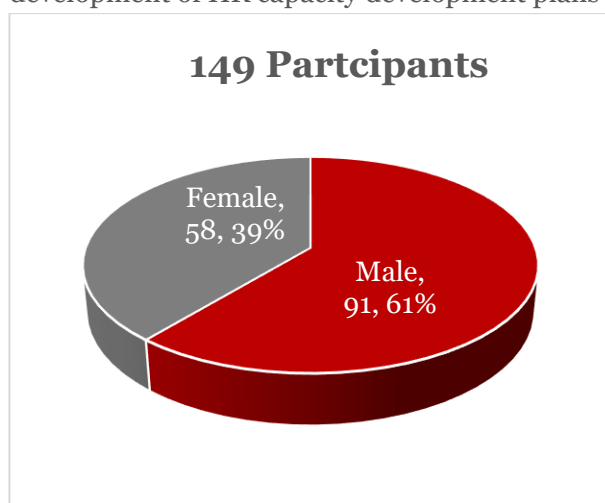
State of progress of the <u>main</u> activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1. Result 2: BOs are strengthened to develop their HRD Plan linked to organisational performance goals.		✓		
2. Activity A0205: BOs are supported to submit their revised HR development plans		✓		
3. Activity A0206: BOs are supported to install the digital for transformation/ D4D infrastructure (hardware and software)			✓	

3.4.3 Analysis of progress made

Performance output 2 is fully achieved except for the distribution of equipment to the BOs:

1. Guidelines for HRD planning were developed and shared for use with the Beneficiary organisations.
2. All organizations first developed HRD and training plans based on their organisational improvement areas (output 1). Once the capacity and human development plans were ready, they were submitted to the respective STC for appraisal. The exercise that involved intensive capacity development planning for four days, provided a basis for the above indicators and highlighted the key processes that the project would take to achieve the objectives of the third result area.
3. 20 BOs have a fully-owned HR capacity development plan that is approved by the STCs (100% meeting quality criteria). The STC decisions were all validated by the steering committee.

In terms of participation, the picture below elaborates the participation rate in the development of HR capacity development plans



Below is a summary of the identified capacity development and training plans:

Improvement Area 1: Strategies and Planning	Improvement Area 2: Organisation Leadership and Governance and Capacity to adapt and change
<p>Skills Gaps</p> <ul style="list-style-type: none"> • Strategic Planning • Resource planning and Resource Mobilization Skills • Strategic Plan Development • Strategy implementation and execution • Strategy communication/ cascading of the strategy • Monitoring and evaluation of the strategy and its delivery. • Monitoring and evaluation training 	<p>Skills Gaps</p> <ul style="list-style-type: none"> • Monitoring and Evaluation • Effective Delegation • Leadership and management skills development • Communication Skills • Resource mobilization and utilization skills • Strategic leadership and Management skills • Skills in design thinking and creativity for appropriate technological innovation

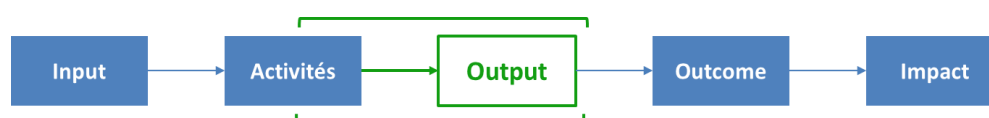
<ul style="list-style-type: none"> • Budgeting, budget implementation and performance skills • Strategic planning and Management • Review of the strategic plan. • Monitoring and Evaluation • Effective communication • Technical skills in monitoring and evaluation 	<ul style="list-style-type: none"> • Leadership and change management skills for Innovation and Creativity • Project Proposal writing skills • Transformational Leadership • Change management skills for all staff to systematically embrace timely required changes in the organisation. • People Management Skills, Coaching and Mentoring • Governance skills for Senior managers
<p>Improvement area 3 - Human Resource Management Processes:</p>	<p>Improvement Area 4 : Work Processes</p>
<p>Skills Gaps</p> <ul style="list-style-type: none"> • Performance and talent Management skills • Skills in needs assessment and formulation of staff development plans • Performance management principles to enable the development of a performance management framework • Job evaluation, Coaching and Mentoring skills • Development and operationalization of a performance management system for the institute • Training Needs assessment skills • HR management • Development of Performance Management Framework • Human Resource performance management • Developing and operationalizing a customized human resource manual • Operationalization of Regional Service Centres • Rewards & Sanctions (R&S) Framework • HR manual review and development skills. 	<ul style="list-style-type: none"> • Skills Gaps • Systematic Documentation of work processes • Policy and work process awareness • Review of existing policies and associated work processes • Policy development and implementation of work process documentation • Development of work process review framework • Automation of work processes • Organisational performance management • Operation of new technology equipment • Automation of college work processes using MIS • Customization of induction guidelines. • Documentation of work processes (guidelines on the utilization of college facilities). • Use of digitalized work processes and management system. (Academic management information systems, library information management systems, and Finance management information systems) and management system. • Operationalizing and linking automated work processes (Need for a developed Inventory Management System) • Using of digitalized inventory management system • Development of structured work processes

	<ul style="list-style-type: none"> • Establishment of Records Management System
Improvement Area 5: Gender Self-assessment	Improvement Area 6: Digital Literacy and ICT Skills
Skills Gaps <ul style="list-style-type: none"> • Developing clear gender sensitive policy and framework • Developing an institutional Gender Policy aligned with the national gender policy • Gender training and sensitization • Awareness of gender main streaming • Gender sensitive planning and Budgeting • Developing a Gender equality and equity policy to guide management and staff • Establish a gender sensitive career guidance and counselling • Continuous gender awareness and campaigns • Development of a Gender Policy • Gender responsive pedagogy • Guidance and counselling for gender • Resource mobilization and management. • Knowledge and skills gap in customizing Education gender policy and guidelines • Gender Needs Assessment • Gender Policy development and implementation • Build capacity for gender officers and champions at the ministry. 	Skills Gaps <ul style="list-style-type: none"> • Advanced digital skills • Digital transformation programmes. • E-Learning to deliver curriculum • Electronic records management (finance, procurement, human resource, students' records) • Basic ICT skills to enable digitalization for demand • Intermediary ICT skills to enable digitalization for demand • ICT infrastructure to enable digitalization and align to the current national systems • Training to develop non-formal Assessment Training packages (ATPs) that embeds digitalization aspects • Computer literacy skills and the use of e-teaching and learning tools • ICT policy planning and development • Skills to operate existing equipment e.g., OBDS • Use of digital tools based on institutional needs • Culture and mindset change in the face of D4D. • Basic digital skills and mobile literacy • Using Automated Systems for online collaboration. • Digital literacy skills need assessment • Use of digital tools and technologies like HRIS and ERP and other advanced applications • Intermediate computing and digital literacy • Maintenance of ICT Equipment • Data analysis using SPSS and Stata • Digital Needs Assessment (DNA) -Capacity and Infrastructure • Knowledge to use of advanced ICT applications (Advanced excel, access, data

	<p>analytics, HRMIS, ERP, STATA, Endnote Reference software)</p> <ul style="list-style-type: none"> • Designing thinking methodologies for digital innovations • Usage of Integrated Facility Health Management Information Systems • Assessment of Digital needs (skills and equipment) • Computer literacy and Basic ICT
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A databank has been developed in excel and it contains all the skills gaps, the number of proposed participants per skills gaps and the training delivery modality.

3.5 Performance of output 3



OUTPUT 3: Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored		
Indicators	Base value	Final target
R31. Level of the participants' satisfaction with the number/quality/relevancy of training activities	n.a	3.5 (on a scale from 1-4)
R32. Number of staff participating in HRD (by gender/age/sector/work and skill type)	1,500 (40% female)	1,000 (40% female)
R33. Number staff trained as trainers in ICT and other capacity building interventions	0	5 staff per BO
R34. Number of digital interventions that are aligned to the national digital transformation strategies and the Enabel D4D principles	0	3 (out of 4 targeted initiatives)
R35. Number of HRM departments that have successfully established and utilised digitalised Human Resource Management processes	5	3
R36. Number of staff in the BOs transferring both digital and non-digital skills for improved service delivery	500	Intermediate digital literacy (350/ Digital skills for digital transformation (15)

R37. Number of staff in the BOs transferring skills and knowledge for improved service delivery	1,000	850 (60% Male, 40% female)
R38, Number of gender capacity development initiatives implemented in the BOs	0	At least 3 initiatives per BO

3.5.1 State of progress of the main activities

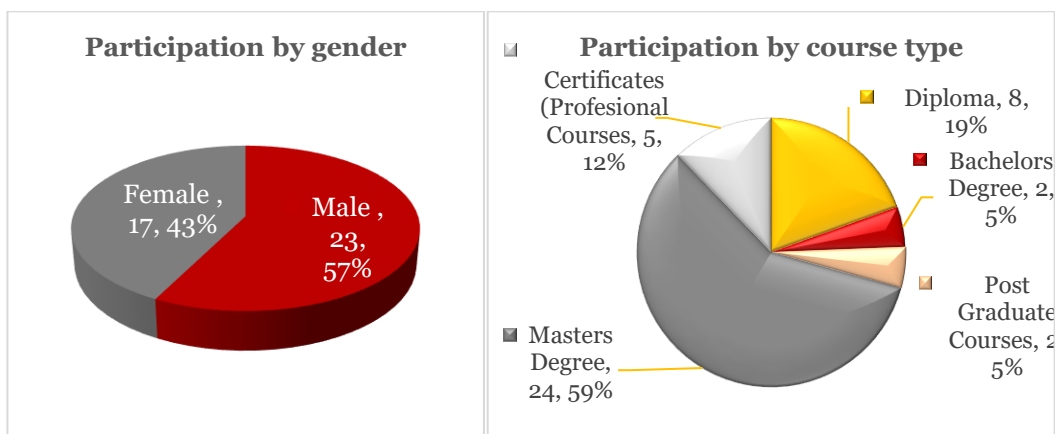
State of progress of the <u>main</u> activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
Result 3: Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored			✓	
Activity A0304: Support the implementation of digital for transformation and DVD initiatives and training activities			✓	

3.5.2 Analysis of progress made

Performance output 3 has just been started up with minor delays basically caused by the slow procurement pace of the trainers.

1. A total of 63 training lines were identified and the project confirms that these can be funded within the available budget.
2. Most training arrangements for these different training modalities are developed and in place. For short courses, training providers, venues, catering and transport (for providers) a general procurement plan has been developed. These are big framework-tenders have been prepared. This batch-procurement should allow for a cost-efficient approach.
3. Equipment needs were identified but a more thorough analysis might be needed to ensure basic conditions for all training are met.
4. So far 41 participants are being supported to complete long term courses in various universities.

Below is a picture elaborating the beneficiaries by level of training and gender.



To fast-track training capacity development needs, especially in ICT training, support was offered to the VTIS that are shared between the SDHR and SSU, to supplement digital skills initiatives to their staff during the COVID-19 pandemic. A number of topics were implemented on a weekly basis aimed at enhancing the long distance / remote learning by mobile means. The trainings which were delivered through online communities were strategically targeted to fast tracking COVID-19 but also to introduce the VTIS to a long-term strategy in the implementation of long distance/hybrid learning.

A number of ICT tools were introduced:

CoP Title	Male	Female	Total Participants
1. Getting Familiar with Online Learning	79	28	107
2. Video Conferencing with Zoom	72	27	99
3. Whatsapp for TVET Delivery	79	28	107
4. Podcasting for TVET Delivery	80	22	102
5. Screen casting for TVET delivery	74	28	102
6. PowerPoint in TVET delivery	59	22	81
7. Use of Padlet in TVET Delivery	59	18	77
8. Development of Ebooks	58	25	83
9. Use of Virtual Reality	55	16	71
10. Use of Education Posters	61	20	81
11. Use of education videos in TVET Delivery	57	19	76
12. Use of google Google Drive and Forms	45	19	64
13. Use of google classroom	101	40	141

14. Assessment with google classroom and Google slides	50	14	64
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To evaluate the impact of the communities of practice, two hackathons were arranged. The top performers in the hackathons were awarded with ICT gadgets that they will use to support them to sustain the ICT skills in the rolling out of the long-distance strategy. Among others, the winners received laptops, tablets and an offer to enhance their ICT skills especially in the area of designing online courses.

4 Budget monitoring

Below is the rate of disbursement at the end of year 2021 considering the SDHR extension.

	Budget	Expenditure		Balance	Rate of disbursement at the end of year 2021
		2017 - 2020	2021		
Total sum	8,482,598	6,490,922	618,637	1,373,039	84%
Output 1	361,637	218,800	156,623	-13,786	104%
Output 2	407,090	211,134	133,588	62,368	85%
Output 3	4,317,285	3,226,051	159,449	931,786	78%
Output 4	1,038,611	1,038,611	0	-1	100%
Value Added Tax	8,716	8,716	0	0	100%
Reserve	70,000	0	0	70,000	0%
General means	2,279,259	1,787,609	168,978	322,672	86%

In the context of the bridging, below are the actuals against planning of 2021:

	2021 Budget	2021 Expenditure	Balance	Rate of disbursement at the end of year 2021
Total sum	1,991,284	618,637	1,373,039	31%
Output 1	115117	156,623	- 13,786	136%
Output 2	196090	133,588	62,368	80%
Output 3	1169595	159,449	931,786	13%
Output 4	-50,889	0	- 1	0%
Value Added Tax	0	0	0	0%
Reserve	70,000	0	70,000	0%
General means	491,371	168,978	322,672	34%

5 Risks and Issues

5.1 Implementation risks

Risks	Risk Level	Mitigating measure
The threat of unpredictable crises such as the COVID - 19 pandemic on public service operations.	Very High	The BOs adopt and utilise the capacity built by the SDHR intervention to design and implement strategies to minimize the impact caused by the big crises
Low interest of beneficiaries especially the ministry departments for some components of the intervention	High	<ul style="list-style-type: none"> • High level of flexibility of the intervention design allowing to adapt to evolving policies, needs and demands • Alignment with existing HR development policies and support provided to facilitate their implementation development policies
Low digital skills and poor ICT infrastructure	Medium	<ul style="list-style-type: none"> • Build ICT capacity of the BOs • Advocate for basic ICT infrastructure and align the advocacy campaign to the targets of the NDP III • Invest 5% of the training budget for IT equipment • Sectoral interventions will provide IT equipment for their partners
Training activities may be delayed, not completed before the end of the execution period, and below expected quality.	High	<ul style="list-style-type: none"> • Anticipate a buffer period between end of contract and end of project to mitigate any delays. • Procure training firms with proven track records.

5.2 Sustainability risks

Risks	Risk Level	Mitigating measure
Limited resources and budget for capacity building activities	Medium	<ul style="list-style-type: none"> • Emphasise the role of individual BOs in mobilising their own resources • Include resource mobilization training activities as a priority

		<ul style="list-style-type: none"> • Public Private Partnerships with HR organisations
Limited efforts to ensure continuity of HRD and digitalization activities.	High	<ul style="list-style-type: none"> • Advocate for commitment from GoU to allocate sufficient budget to HRD activities • Support the establishment of ToTs in HRD and ICT skill, and build on these to sustain capacity development • Strengthen South–South networks and triangular cooperation to exchange knowledge and skills • Assess the capacity of ICT institute, UNITE and the public service commission to build public service capacity. • Arrange missions with Belgian expertise
Bureaucracy and long processes involved in implementation and change after the training has happened	Medium	Add capacity development updates to the agenda of the HR meetings that happen every month at the MoPS and in the supported ministries

5.3 Risk/Issues management matrix

Identification of risks			Risks analysis			Risk mitigation			Follow-up of risks	
Risk description	Period of identification	Risk category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Impact - The threat of unpredictable crises such as the COVID 19 pandemic on public service operations.	Baseline – March 2021	Implementation	High	Very High	Very high	The BOs adopt and utilise the capacity built by the SDHR intervention to design and implement strategies to minimize the impact caused by the big crises	PCT	Permanent	The project has set up an online platform to support blended and remote learning in case of crises	In progress
Impact - Low interest of beneficiaries especially the ministry departments for some components of the intervention	TFF – January 2021	Implementation	High	High	High	High level of flexibility of the intervention design allowing to adapt to evolving policies, needs and demands	PCT	Permanent	Representatives of management at ministry level are permanently invited in all processes. However the availability of some of them is not always optimal.	In progress
						Alignment with existing HR development policies and support provided to facilitate their implementation development policies	PCT	Permanent	MoPS has formally joined the project as a partner and beneficiary. They are in charge of policy development.	In progress
General - Low digital skills and poor ICT infrastructure	TFF – January 2021	Implementation	Medium	Medium	Medium	Build ICT capacity of the BOs	PCT	Permanent	A number of ICT skills have been identified and will be implemented progressively.	In progress
						Advocate for basic ICT infrastructure and align the advocacy campaign to the targets of the NDP III	PCT	Permanent	A list of requested equipment will be presented to the SC for their advice on the next steps.	In progress
						Invest 5% of the training budget for IT equipment	PCT	December 2021	Procurement of equipment was done but not yet distributed. Equipment budget was enhanced to 10%.	In progress

						Sectoral interventions will provide IT equipment for their partners	PCT	December 2021	Procurement of equipment was done but not yet distributed	In progress
General - Training activities may be delayed, not completed before the end of the execution period, and below expected quality.	TFF – January 2021	Implementation	High	High	High	Anticipate a buffer period between end of contract and end of project to mitigate any delays.	PCT	Permanent	The project is remaining with one result area and we believe that the time available is sufficient	Terminated
						Procure training firms with proven track records.	PCT	Permanent	A number of tenders have been launched.	In progress
Impact - Limited resources and budget for capacity building activities	TFF - January 2021	Sustainability	Medium	High	Medium	Emphasise the role of individual BOs in mobilising their own resources	PCT/ Ministries and the BOs	September 2022	BOs will be supported to build capacity in the area of resource mobilisation	In progress
						Include resource mobilization training activities as a priority	PCT/ Ministries and the BOs	December 2021	A tender for resource mobilisation skills has been launched	Terminated
						Public Private Partnerships with HR organisations	PCT/ Ministries and the BOs	Quarter 1 - 2021	A list of key stakeholders is in place. Formal meetings will be beginning in quarter 1 of 2022.	Not started
Outcome - Limited efforts to ensure continuity of HRD and digitalization activities.	TFF and Baseline – March 2021	Sustainability	High	High	High	Advocate for commitment from GoU allocate sufficient budget to HRD activities	PCT/ Ministries and the BOs	Permanent	This is out of the project sphere of control but efforts are being made to lobby for capacity building budget with the ministries	In progress
						Support the establishment of ToTs in HRD and ICT skill, and build on these to sustain capacity development	PCT and the BOs	Quarter 1 2022	A list of TOTs is being generated from all the BOs and we anticipate that this will be in place by end of quarter 1 of 2021	In progress
						Strengthen South–South networks and triangular cooperation to exchange knowledge and skills	PCT and Partner ministries	Quarter 1 2022	A mission to Estonia on the integration of ICTs into service delivery mechanisms at ministry	In progress

									level is being arranged to take place in March 2022	
						Assess the capacity of ICT institute, UNITE and the public service commission to build public service capacity.	PCT and partner ministries	Quarter 1 2022	The institute of UICT was assessed. The project will assess UNITE and the Civil Service College Jinja for potential capacity to sustain capacity development after the project has ended	In progress
						Arrange missions with Belgian expertise	PCT	Quarter 1 2022	A mission from Enabel EST is being arranged. The focus is to support the integration of gender as a transversal theme into project activities and also to support generation of lessons learnt at the end of the project	In progress
Impact - Bureaucracy and long processes involved in implementation and change after the training has happened	TFF and Baseline – March 2021	Sustainability	Medium	Medium	Medium	Add capacity development updates to the agenda of the HR meetings that happen every month at the MoPS and in the supported ministries	PCT	Quarter 1 2022	We have only managed to secure a calendar for these sessions but have not yet started participating	In progress

6 Synergies and complementarities

6.1 With other interventions of the Portfolio

Synergies with other Enabel supported projects mainly concern the two education sector projects Support to the Implementation of Skilling Uganda (SSU) and Teacher Training and Education (TTE) and SG+. With the health projects, there is less overlap in the beneficiaries. The projects are already working together with SDHR; making use of SDHR tools, especially the self-assessment and tendering tools. TTE and SSU have also participated in the organisational self-assessment exercise, the delivery of the sandbox strategy in the National Teachers Colleges and the Vocational Training Institutions and capacity development and training planning and implementation.

The Complementarity between projects needs to however be firmly structured in the overall country portfolio at the time of formulation of interventions. If maximum complementarity is preferred in the national portfolio, anticipating how collaboration is to take place among projects would be advised. When structuring and organising a CD support project like SDHR, it would be more effective if it could follow and service the various sector projects. Through its integrated approach towards training, the SDHR has the potential to make the following contributions to other projects:

1. Concrete experiences on the use of the integrated capacity development framework and related tools.
2. A set of tools and models that can be used during the BO capacity development support processes. Besides the tools the staff of the SDHR have an open-minded and demand-oriented attitude towards synergy.
3. Introducing innovations, for example the addition of the D4D initiatives as a transversal theme.
4. The opportunity to use the Enabel e-learning platform for a community of practice for learning and development within Enabel.
5. Suggestions for improvement are made in the areas of knowledge sharing together with other Enabel projects.

6.2 Other synergies and complementarities

Complementarity between SDHR and the supported sectors is now firmly structured in the SDHR bridging intervention. Elements of policy processes and digital for development are already available in the TFF and Base-line report. In its formulation, the focus on the national level support to MoPS and the HR departments of MoH, MoES and MoWE came out clearly.

The higher-level managers of these agencies have been made aware of the directions they wish to go, but need organisational support for their staff and to create capacities for adjusting laws, norms, coordination among government agencies and policy implementation.

A joint mission with the national level partners on the offer to improve e-Services delivery to the Estonian government has been planned. The objective is to have a joint understanding on the aspects related to capacity development and improved service delivery, leveraging on the use of technology in the supported BOs.

As a multi-sectoral project, SDHR takes part in an ecosystem environment involving many internal and external partners in Capacity and HRD and training. Securing cooperation for synergy, complementarity is key for different reasons:

1. Avoid duplication;
2. Create Added Value in terms of capacity development and HRD support in function of the overall success of the portfolio of the Belgian-Ugandan Cooperation;
3. Lobby and ensure access to resources that strengthen the minimal conditions for successful capacity and HRD in the beneficiary organisations;
4. Enhance the influence of the project on the enabling environment for Human Resource Development (for example implementation of the National Training Policy) in Uganda and this to maintain and reproduce the benefits of SDHR in the long run.

As such, the project is active in creating synergy within Enabel and externally as elaborated below:

1. The project planned and mapped out the key development partners during the information sharing and application processes. The project will involve the partners during the training implementation phase. These are multi-faceted and include development partners, the private sector and relevant government agencies.
2. The project is exploring opportunities for partnering with VVOB to implement the sandbox strategy in the VTIs through training and building capacity for virtual reality/learning.
3. There has been Concrete collaborations between the SDHR project and the staff of other Enabel staff in different countries regarding the implementation of e-Learning and online collaborations during the COVID – 19 lockdowns. Support was offered to the offices of Rwanda, Burundi, Mozambique, Morocco and the HR in the HQs to design and implement courses on the - <https://open-learning.enabel.be/course>
4. Coordination with other relevant development partners (DP) has been established. Adhoc communication and information exchange is taking place until the SDHR implements a number of trainings and uses the data generated to share experiences and lessons learnt.

7 Transversal themes

In the bridging program, the SDHR considered only 2 transversal themes; gender and digitalisation.

7.1 Gender

The project committed itself to have attention for gender and more specific for **equal participation of women and men in HRD and training activities**. The following measures have been taken and will consistently be present in the project approach:

1. In the baseline process, the attention for guaranteeing equal participation of women and men in the HRD and training activities was built in the redefined indicators below:
 - a. R32 “Number of staff participating in HRD (by gender/age/ sector/work and skill type”.
 - b. R38, Number of gender capacity development initiatives implemented in the BOs

This obliges the project to monitor the participation of both women and men throughout the project.

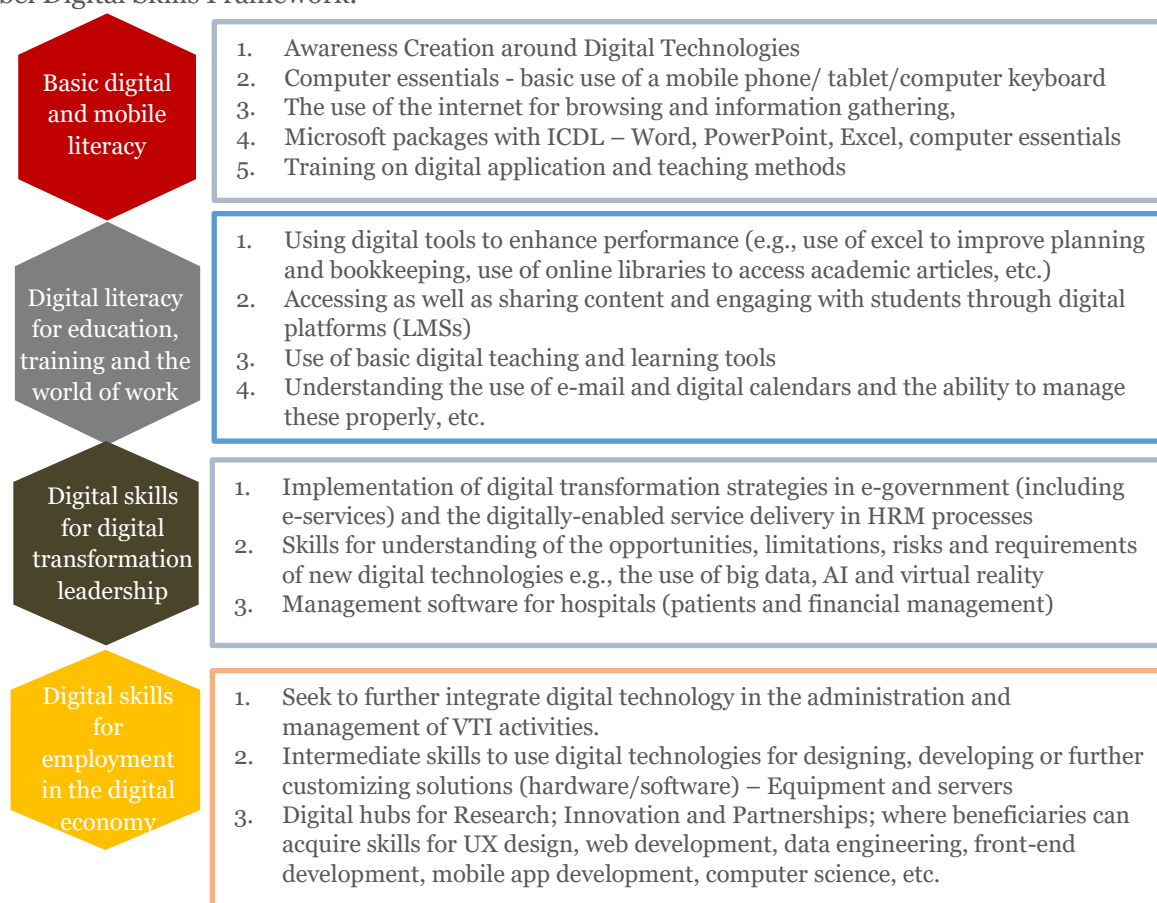
2. The principle of “**ensure equality of opportunities and appropriate access**” has been integrated in the Memorandum of Understanding (MoU) on Human Resource Development (HRD) & Training Support that was signed between the Belgian Development Agency and each Beneficiary Organisation. In the MoU each beneficiary organisation has committed itself to facilitate equal access of women and men to learning opportunities.
3. The project also has made an inventory of the current staffing situation of all beneficiary organisations. This “**gender audit**” allows the project to have a good view on gender aspects related to staffing and also to follow up on the principle of equal opportunities. Based on the data available the potential beneficiaries within the 20 beneficiary organisations are 1,506 persons (650 women and 856 men) (43% women and 57% men)). In planning for the capacity development and HRD initiatives, women form 41% of the total number of anticipated participants.
4. The specific needs of women with regard to the organisation and timing of training the project have been taken into account. More specifically, there will be attention in training planning for: duration, enabling environment (for example allow women to move with caretakers and feed them at the training venue), and modality (focus on the job, online training, etc are aimed to increase the participation of women who for one reason or the other may not attend the training physically).
5. The project also intentionally planned that all the 20 BOs assess themselves on a set of parameters that led to the planning of the gender activities below:
 - a. A training on gender mainstreaming focusing on the Sustainable Development Goal 5 (gender equality) in all the 20 BOs.
 - b. Conducting a gender mainstreaming environment assessment per institution and develop a proposal to address the gender issues in the areas of management and the way infrastructure is designed.
 - c. Defining a clear reporting, referral and follow up procedure for addressing Gender Based Violence (GBV) issues in the beneficiary organizations

- d. Developing and implementing a comprehensive communication campaign to create an enabling environment for speaking about and reporting on GBV in the beneficiary organizations including the following aspects: levels and effects of violence, its causes and consequences, gender attitudes and norms, bystander behaviours and reporting attitudes
- e. Implementing gender awareness raising activities especially on Gender Based Violence in the BOs.

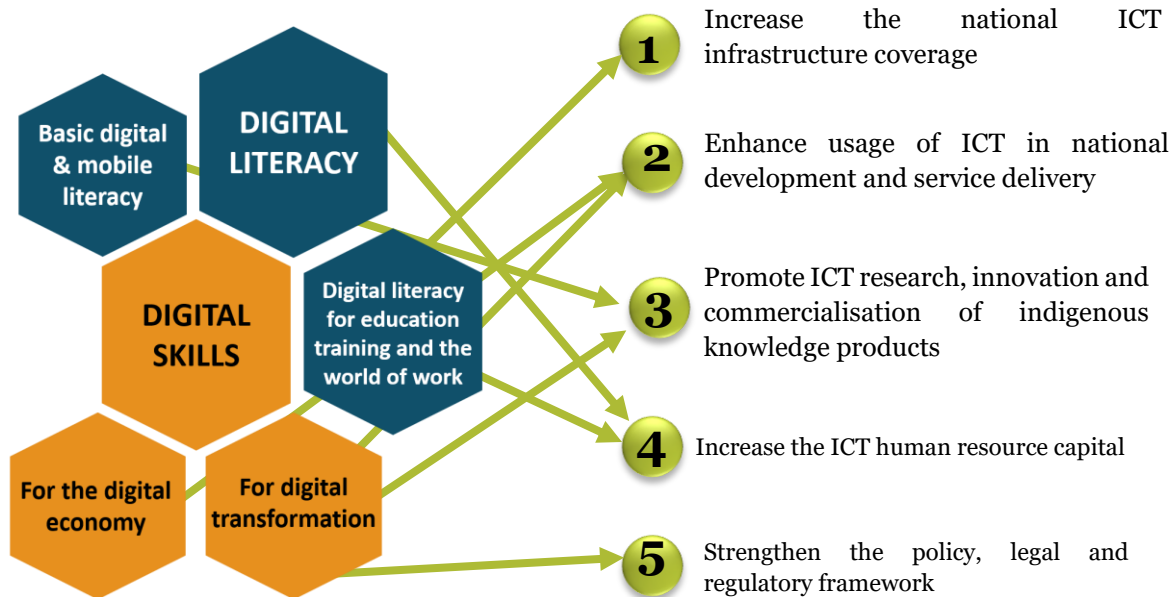
7.2 Digitisation

In the SDHR bridging programme, digitalisation for development (D4D) will be a key component of the intervention as 50% of the budget has been dedicated to building capacities in ICTs. The Ministry of ICT and National Guidance has been included as a partner since it has a strategic role in guiding intervention to use ICT as the “accelerator” of digital skills development within the supported ministries. The Ministry of ICT and National Guidance is also now a member of the steering committee.

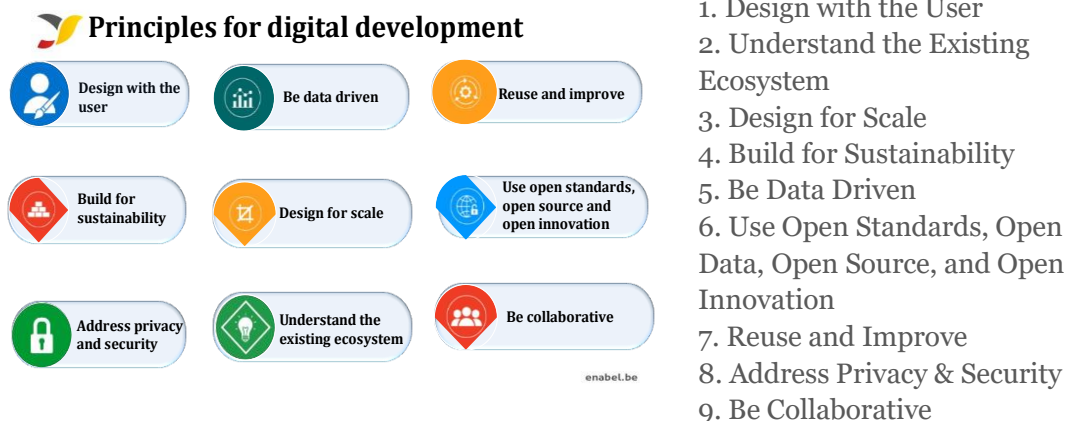
The project has merged the digital skills framework and aligned it to the digital transformation program in Uganda in order to benefit from the blend of benefits offered by each. Below is the Enabel Digital Skills Framework:



The picture below explains the relationship between the digital transformation in Uganda and the Enabel Digital Skills framework.



There are digital principles which have been identified by the development community to integrate established best practices for successful D4D interventions. These nine principles will guide the design and implementation of the D4D activities: <https://digitalprinciples.org/>:



Important to note:

1. The project is supporting the five partner ministries in identifying and implementing their D4D initiatives. Among others, projects such as HRIS and ERP, Intermediate computing and digital literacy, data analytics, HRMIS, ERP, Endnote Reference software, design thinking methodologies for digital innovations and Usage of Integrated Facility Health Management Information Systems
2. To ensure sustainability and continuity of capacity development, focus on blended learning (combination face-to-face and long distance) has been adapted as a way to make the Belgian

strategies on supporting digitisation and innovation more operational with a stronger quality assured in capacity and HRD development.

3. The project will monitor training on digital skills in accordance with the Digital Skills Framework developed by Enabel. This is a framework that defines a typology of digital skills and initiatives based on the complexity and intended use of these digital skills.
4. The project has installed Zoom accounts in each of the beneficiary organisations in order to support remote/online interactions and learning.
5. For each of the sessions completed online, a consideration for provision of data and or meeting internet costs was made.
6. While many organisations stopped working during the June – September 2021 COVID-19 lockdown, the SDHR continued with remote and online operations. A number of activities were implemented:
 - a. A mentorship course was implemented and completed online by more than ... Participants
 - b. A number of ICT tools were rolled out in the VTIS as a way of supporting long distance/hybrid learning in the VTIs. These were delivered on online using Zoom and Teams apps.
 - c. A number of continuous capacity development sessions were rolled out online and benefitted more than 100 participants in the 20 BOs. These were delivered on Zoom and on the eLearning Enabel platform.

8 Lessons learned

8.1 The successes

1. The organisational assessment and improvement areas (phase 1) enabled the project to collect in an efficient way sound information useful for project M&E and implementation. It has also proven to be an important step in ensuring that training provision has a relevant basis.
2. The future CD and HRD interventions need broad buy-in, participation of partners and a comprehensive approach to CD based on a thorough needs assessment and capacity development planning. By getting the BOs to conduct their own self-assessment, and plan for their Capacity and HR development, we can guarantee that the results so far obtained are of high quality. In a bid to build stronger capacities for ownership and sustainability, the project has planned for a capacity development session for an orientation on the use of available tools for the BOs to make deliberate choices in their roll out and use.
3. Even before COVID-19, the SDHR had already adopted the use of education technology and had made progress in online learning. This readiness made it possible to quickly migrate the courses we had planned to have face to face and were all implemented online making the project effective and efficient in delivering the already planned training activities. The online learning platform is also good for continuous capacity building activities in case of a crises that limit in person meetings.
4. The SDHR has information in form of learning resources, organisational self-assessment tools, capacity development tools, e-learning tools and models etc. The e Learning tools especially the resource centre will support the BOs to share their own learning experiences in real time. The installed zoom accounts will make it easy to use mobile technology for interacting with colleagues, partners and the project team. The online resource centre will facilitate knowledge sharing through the online community of practice.
5. Internal and external synergy is critical. The project has taken time to consider the interests and demands of those that influence capacity building processes and those who will be influenced by them within and outside Enabel. The project has observed and discovered that the engagement of stakeholder perspectives is an important arena for promoting capacities by forming supportive collaborations, dealing with opposition to change, and offering a demand driven offer. This has proved very beneficial and critical to the smooth operations of the SDHR.

8.2 The Challenges

1. According to ICT and systems review exercise that was done by Enabel, it was reported that there are capacity shortages that may hold back the BOs from pursuing their transformation goals. In particular, the BOs lack expertise in cybersecurity, technical architecture, data analytics, Advanced ICT Skills, operating available equipment etc. They suggested capacity building for such skills so that the BOs can be ready to learn and transfer learning to the workplace.
2. Developing the capacity to deliver better services often requires coordination, collaboration and communication across multiple sector and organizational boundaries. Incentives and capabilities to do this are often limited unless there is strong leadership from the top. The project observes that in the central ministries, top leadership is not highly engaged in the

project activities and will often wish to be facilitated in order to increase their levels of involvement.

3. It may be useful for the SDHR to seek more policy coherence and then focus CD efforts on what individual organizations have to deliver in this bigger picture. This could very well address the risk that has been identified about the hierarchical structures and processes involved in the partner ministries wanting to approve all the policies and yet the process to do so takes a long time.
4. Most operations in sectors and at local levels are shaped by core country systems (e.g., HR planning, recruitment and selection, performance appraisals) and other civil service employment conditions such as planning and budgeting, establishment of the right learning and ICT infrastructure etc. Ad hoc and narrowly conceived capacity efforts cannot work in environments where broader, multi-faceted reform processes addressing country systems may be required. The project is aware of this and much as the BOs have taken time to plan and prioritise their training activities, these conditions remain key in determining the level of performance and improved service delivery.
5. In general, the long-term nature, complexity and multi-dimensionality of capacity development make it difficult to assess whether the changes triggered by the SDHR project support are sustainable. By focusing on outputs and quantitative data, the more intangible medium and long-term effects of capacity development support processes are rarely captured.
6. The beneficiary organisations also often struggle to retain existing capacity; staff turnover increases the risk of losing the capacity that has been built up.
7. In digitising the BOs Enabel should always try and use a user-centric approach. Design thinking is an important element of a user-centric approach to design highest-value digital platforms, products and services. Develop a user segmentation model and target the digital content. What happens here is a paradigm shift from implementing digital initiatives to connecting the citizens with the government using digital/ electronic means.

8.3 Strategic learning questions

1. Successful capacity development depends primarily on the change readiness shaped by the context, the vision, capacity and power of those leading and managing change. This underscores the critical need to focus on implementation processes which, in conjunction with analysis of emerging gaps in specific skills, can promote more common vision and attention to capabilities that transform mindsets and create change. The project will be answering questions regarding the ability of the procured trainers to bring about change and if the BOs will be ready for the changes.
2. Taking the general and operational context into account implies recognizing – operationally – that capacity development should be much more than a technical discipline. It affects interests, reshapes public service reforms and policies, and generates or diminishes energies of external and internal stakeholders. Successful capacity change requires constant strategizing and building collaborative relationships. Dealing pragmatically with these issues is a major challenge that has to be addressed by being more realistic about context factors, stakeholder and change readiness. Where there is an urgent need to perform better in a given sector (e.g., a crisis), policy-makers become more receptive to measures which improve such performance. the question is; will it be possible for the supported BOs to strategize, build more partnerships and respond to changes in a proactive manage and also sustain the results/changes brought about by capacity development?

3. Capacity development is at the heart of sector development; capacity for policy making, for public financial management, for front-line delivery, for interaction and co-ordination between national and non-national stakeholders, for monitoring and for stronger institutions capable of performing these vital tasks. It cannot be treated as an after-thought that is dealt with once sector policies, programmes and results frameworks have been developed. Yet, few sector strategies or plans systematically address capacity development as a strategic objective. Efforts are being made through learning, policy guidance, and training to bring capacity development upfront but challenges remain. The question is if the project partners will be able to sustain the achievements of the capacity development acquired during the SDHR bridging phase.
4. Capacity building support that is better harmonised at the Enabel and Partner level can reduce the negative effects of fragmentation, while reducing the perverse incentives associated with multiple uncoordinated projects. Promotion of sector strategies helps reinforce local ownership for development results while creating an impetus for better alignment of external support and mutual accountability. The project has questions regarding improved future collaborations in sector projects and synergy with other development partners.
5. Digitalisation for development takes time. The project lifespan of 2 years raises very good learning questions on the capacity development project lifespan.

8.4 Summary of lessons learned

Lessons learned	Target group
1. The organisational assessment and improvement areas (phase 1) enabled the project to collect in an efficient way sound information useful for project M&E and implementation. It also has proven to be an important step in ensuring that training provision has a relevant basis.	PSC, Enabel Representation, other Enabel projects, HQ (OPS, EST)
2. The Principles for Digital Development serve as an excellent reference framework for designing, planning and implementing digital initiatives. The nine Principles constitute the basis for the responsible handling of technology and provide a set of criteria to guide the planning, development and evaluation of new initiatives.	PSC, Enabel Representation, other Enabel projects, HQ (OPS, EST)
3. In the new country portfolio, formalise the links between programs to maximize the benefits that come with both internal and external synergy.	PSC, Enabel Representation, other Enabel projects, HQ (OPS, EST)
4. For an HRD and training intervention to be effective, sufficient attention needs be given to other conditions that are needed so that staff are able to transfer their learning to the workplace (minimal conditions with respect to infrastructure, policy reforms, Human Resources Planning, HRD budget, equipment ...). The project has limited resources to guarantee these conditions and counts on the ability to budget and plan for these by the government in future.	PSC, Enabel Representation, other Enabel projects, HQ (OPS, EST)

<p>5. A consistent focus on ownership and participation is a key characteristic to ensure sustainable capacity development. The BOs have been able to formulate their own improvement goals and develop their own capacity development and training plan. In itself, this consistent approach has been recognised as capacity building. The project has realised this through engaging the organisation mobilization workshops for the broader organisation, memorandums of understanding working groups per organisations and hands-off consultancy support.</p>	<p>PSC, Enabel Representation, other Enabel projects, HQ (OPS, EST)</p>
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9 Steering

9.1 Changes made to the intervention

1. Digitalisation for development (D4D) will be a key component of the intervention. As a consequence, the Ministry of ICT has been included as a partner and have a strategic role in terms of guidance of the intervention. The Ministry of ICT has been added as member of the steering committee as well.
2. The Logical Framework was updated in the course of the process of development of baseline and M&E framework in April 2021. The baseline report (including the proposed changes) will be presented for approval in the steering committee meeting of February 2022.
3. With regard to budget, a modification was made based on the reformulated activities and results indicators. The modified budget was approved in March 2021.

9.2 Decisions taken by the Steering and monitoring committee

Decisions to take			Action			Follow-up	
Decisions to take	Period of identification	Source:	Action(s)	Resp.	Time limit	Progress	Status
Rename and transfer activity - A0303 (BOs submit their HR development plans and needs assessment) to result areas 2 was approved	23 rd March 22021	JCLB	Transfer activity A0303 from R3 to R2 (A0206) and rename it to read “BOs are supported to install the digital for transformation/ D4D infrastructure (hardware and software)”	NIM	March 2021	In a budget modification processes, the activity was moved together with its budget	Completed
Rename activity A0304 (training activities) was approved	23 rd March 22021	JCLB	Rename activity – A0304 to read “Support the implementation of digital for transformation and D4D initiatives and training activities”	NIM	March 2021	The activity was renamed and included in the theory of change	Completed
The SC approved the list of Beneficiary organizations	23 rd March 22021	JCLB	Specify and clarify the beneficiary organizations in the ministry of ICT and National Guidance also the Ministry of Public Service.	Ministry of ICT and PCT	April 2021	The staff of the ministry of ICT and National Guidance included the staff of the central division as beneficiaries.	Completed
	23 rd March 22021	JCLB	Work with the ministries to ensure that the selection of the beneficiaries should fit the purpose and scope of the Enabel thematic areas.	Ministries and the PCT	April 2021	The Ministry of Public Service will involve relevant departments according to the identified needs of the BOs.	Ongoing

Recruit one more Intervention Officer, hire a Driver at 100% and upgrade the roles of the Gender Expert and M&E/ Knowledge Management Expert from level 5 to 6.	23 rd March 2021	JCLB	Start the recruitment process for the approved additional staff (1 Driver and 1 Intervention Officer)	NIM	April 2021	The project hired a driver at 100%. The project decided to hire a D4D officer to cater for the D4D aspects in the project.	Completed
	23 rd March 2021	JCLB	Start the recruitment process for the staff whose roles have been upgraded from level 5 to level 6 (Gender and M&E/ Knowledge Management Experts from level 5 to 6) in line with the new salary scales of Enabel.	CPM	April 2021	Gender and M&E/ Knowledge Management Experts were recruited	Completed
Modify the budget to reflect the actual plan and activities of the intervention	23 rd March 2021	JCLB	Further review the budget to allocate appropriate amounts of money for the staff training and international missions	FC	March 2021		
	23 rd March 2021	JCLB	Allocate budget for the salaries of additional staff (Intervention Officer)	FC	March 2021	The budget for staff training in 2021 was reduced to 5,000 Euros	Completed
	23 rd March 2021	JCLB	Move the activity budget under A0303 to result area 2 under budget line A0206	FC	March 2021	The activity was moved and the budget modified to match the amounts needed for the result area	Completed
	23 rd March 2021	JCLB	Allocate more budget to the position of driver following increased time to 100%	FC	March 2021	This was done	Completed
Proposal to add the Ministry staff as direct	04 th October 2021	JCLB	Add the staff of the ministry as key beneficiaries of the SDHR project	PCT	October 2021	This was done	Completed

beneficiaries of the SDHR intervention.							
Approval to adapt the SDHR action plan	04 th October 2021	JCLB	Adapt the SDHR project action plan with revised indicators	PCT	October 2021	The results framework was reviewed to include the revised indicators	Completed
Approval to increase the budget for purchase of equipment	04 th October 2021	JCLB	Increase the budget allocated to equipment from 5 to 10%	PCT	October 2021	Equipment worth 200,000 Euros was procured for the 20 BOs	Completed
Approval to hire a D4D Officer	04 th October 2021	JCLB	Hire a D4D Officer to support D4D activities	PCT	October 2021	The process for hiring a D4D expert has been initiated	Completed
Approve the SDHR implementation manual and have it operationalized	04 th October 2021	JCLB	Operationalize the project implementation manual	PCT	October 2021	The manual is now guiding the operations of the project	Completed

9.3 Considered strategic reorientations

1. Ensure all selected beneficiary organisations are on board and move more or less at the same pace through phases 1 and 2. This has allowed that all HRD and training plans were available at the same time so it was possible to put all training events in 1 databank that allowed the project to come up with 1 overall training procurement plan.
2. Maintain an approach of BO ownership and ensuring participation at the level of beneficiary organisations. This has guaranteed so far that the results obtained are of high quality. Careful in-house development of tools and arrangements and deliberate choices in their roll out and use (for example a hands-off approach by supporting consultants) also are key in ensuring quality.
3. Strengthen synergy within Enabel by being deliberate on how it will be included in the formulation of the new country portfolio and how it will be measured.
4. Offer a specific training offer for Transversal Themes (next to tailor-made, demand driven training linked to the identified improvement areas to create a better guarantee to ensure that the ambitions expressed in the results framework are obtained.

9.4 Recommendations

Recommendation	Description of the Recommendations	Actor	Deadline
Strengthen Transfer of learning / Change process after training	It is recommended that the project plans deliberately for the readiness for implementing change. It should carefully review the planned activities in relation to the follow-up on training, taking the need for a solid change process per BO into account. The working groups established at the assessment phase should be trained to manage the change process at organisational level. The leadership of each BO should be formally included and guided in the preparation and implementation of the change plan. The focus on ownership should be maintained throughout.	PCT	Quarters 1,2,3 and 4
Team Capacity	The technical team should include a D4D and Gender officers to support the implementation of the transversal themes	PCT	March 2022
Synergy	Formal linkages should be created between the Education, health and other Enabel Programs and the SDHR as Organisational Development support service. Synergy between the Health projects and the SDHR should be continuously stimulated and supported.	Country Portfolio Manager	March 2022
More influence at policy levels	The SDHR project should look for possibilities to increase its presence at the various platforms where HR and CD issues are discussed at policy and strategy levels. In this way the rich experiences can be shared and risks and bottlenecks addressed	Country Portfolio Manager and PCT	March 2022
Recommended results chain (SC)	It is recommended that the results chain in the ToC is adapted to maintain a focus in project planning and monitoring on “improved performance” of staff and of organisations. The component of measuring the evidence base should come out clearly.	Country Portfolio Manager, M&E and Knowledge management expert and PCT	March 2022

Adapt the design thinking methodology in all the digital initiatives	In digitising the BOs, Enabel should always try and use a user-centric approach to facilitate a paradigm shift from implementing digital initiatives to connecting the citizens with the government using digital/ electronic means.	PCT and D4D Expert	December 2022
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10 Annexes

10.1 Quality criteria

1. RELEVANCE: The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.				
<i>Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>				
Appraisal of RELEVANCE:	A	B	C	D
	Total score	A		
1.1 1.1. What is the current degree of relevance of the intervention?				
...	A	Clearly still anchored in national policies and the Belgian strategy, meets the commitments on aid effectiveness, extremely relevant for the needs of the target group.		
...	B	Still embedded in national policies and the Belgian strategy (even though not always explicitly so), relatively compatible with the commitments on aid effectiveness, relevant for the needs of the target group.		
...	C	A few questions on consistency with national policies and the Belgian strategy, aid effectiveness or relevance.		
...	D	Contradictions with national policies and the Belgian strategy, the commitments on aid effectiveness; doubts arise as to the relevance vis-à-vis the needs. Major changes are required.		
1.2 Is the intervention logic as currently designed still the good one?				
	A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses clearly identified and managed; intervention exit strategy in place (if applicable).		
	B	Appropriate intervention logic even though it could need certain improvement in terms of hierarchy of objectives, indicators, risks and hypotheses.		
	C	Problems pertaining to the intervention logic could affect performance of an intervention and its capacity to control and evaluate progress; improvements required.		
	D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.		

2. EFFICIENCY OF IMPLEMENTATION TO DATE: A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.				
<i>Do as follows to calculate the total score for this quality criterion: At least two 'A's, no 'C' or 'D' = A; two 'B's = B, no 'C' or 'D' = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>				
Appraisal of the EFFICIENCY:	A	B	C	D
Total score	B			
2.1 To what extent have the inputs (finances, HR, goods & equipment) been managed correctly?				
A	All inputs are available in time and within budget limits.			
B	Most inputs are available within reasonable time and do not require considerable budgetary adjustments. Yet, there is still a certain margin for improvement possible.			
C	The availability and use of inputs pose problems that must be resolved, otherwise the results could be at risk.			
D	The availability and management of the inputs is seriously lacking and threaten the achievement of the results. Considerable changes are required.			
2.2 To what extent has the implementation of activities been managed correctly?				
A	Activities are implemented within timeframe.			
B	Most activities are on schedule. Certain activities are delayed, but this has no impact on the delivery of outputs.			
C	The activities are delayed. Corrective measures are required to allow delivery with not too much delay.			
D	The activities are seriously behind schedule. Outputs can only be delivered if major changes are made to planning.			
2.3 To what extent are the outputs correctly achieved?				
A	All outputs have been and will most likely be delivered on time and in good quality, which will contribute to the planned outcomes.			
B	The outputs are and will most likely be delivered on time, but a certain margin for improvement is possible in terms of quality, coverage and timing.			
C	Certain outputs will not be delivered on time or in good quality. Adjustments are required.			
D	The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.			

3. EFFECTIVENESS TO DATE: Extent to which the outcome (specific objective) is achieved as planned at the end of year N				
<i>Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D</i>				
Appraisal of EFFECTIVENESS: Total score	A	B	C	D
	A			
3.1 At the current stage of implementation, how likely is the outcome to be realised?				
A	It is very likely that the outcome will be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.			
B	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have not had much of an impact.			
C	The outcome will be achieved only partially, among other things due to the negative effects to which the management was not able to fully adapt. Corrective measures should be taken to improve the likelihood of achieving the outcome.			
D	The intervention will not achieve its outcome, unless significant fundamental measures are taken.			
3.2 Are the activities and outputs adapted (where applicable) in view of achieving the outcome?				
A	The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.			
B	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances in view of achieving the outcome. Risk management is rather passive.			
C	The project has not fully succeeded to adapt its strategies in function of the evolving external circumstances in an appropriate way or on time. Risk management is rather static. A major change to the strategies seems necessary to guarantee the intervention can achieve its outcome.			
D	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.			

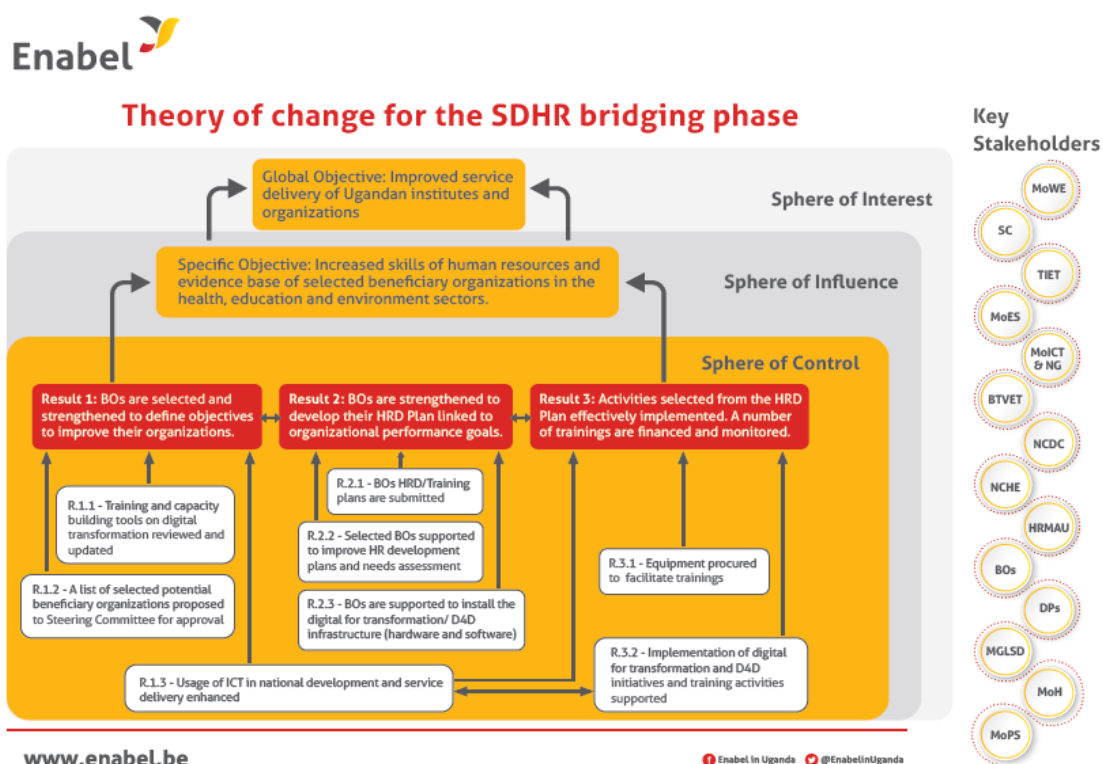
4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
<i>Do as follows to calculate the total score for this quality criterion: At least three 'A's, no 'C' or 'D' = A; maximum two 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D</i>				
Appraisal of POTENTIAL SUSTAINABILITY: Total score	A	B	C	D
		B		
4.1 Financial/economic sustainability?				
A	Financial/economic sustainability is potentially very good: Costs related to services and maintenance are covered or reasonable; external factors will have no incidence whatsoever on it.			
B	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.			
C	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or in relation to the target groups, or else in terms of the evolution of the economic context.			
D	Financial/economic sustainability is very questionable, unless major changes are made.			
4.2 What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?				
A	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continue to produce and use the results.			
B	Implementation is strongly based on the Steering Committee and other relevant local instances, which are also, to a certain extent, involved in the decision-making process. The likelihood that sustainability is achieved is good, but a certain margin for improvement is possible.			
C	The intervention mainly relies on punctual arrangements and on the Steering Committee and other relevant local instances to guarantee sustainability. The continuity of results is not guaranteed. Corrective measures are required.			
D	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.			
4.3 What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?				
A	The intervention receives full policy and institutional support and this support will continue.			
B	The intervention has, in general, received policy and institutional support for implementation, or at least has not been hindered in the matter and this support is most likely to be continued.			
C	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.			

D	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee sustainability of the intervention.
4.4 To what degree does the intervention contribute to institutional and management capacity?	
A	The intervention is integrated in the institutions and has contributed to improved institutional and management capacity (even though it is not an explicit objective).
B	The management of the intervention is well integrated in the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required. Improvement is possible in view of guaranteeing sustainability.
C	The intervention relies too much on punctual instances rather than on institutions; capacity development has failed to fully guarantee sustainability. Corrective measures are required.
D	The intervention relies on punctual instances and a transfer of competencies to existing institutions, which is to guarantee sustainability, is not likely unless fundamental changes are made.

10.2 Updated Theory of change and results framework

In the baselining of the bridging phase, the project undertook a review of the Theory of Change and careful reconsideration of the existing set of indicators. The indicators already formulated in the TFF were screened based on their measurability and relevance for the related results (at output, outcome and impact level). Those that appeared less relevant and/or very difficult to measure were reformulated or eliminated. As a result, some indicators and activities were reformulated. The rationale for these changes is explained

This Figure includes the main components of the Theory of Change (Outputs – Outcomes and Impact).



A brief explanation of a) sphere of control, b) sphere of influence and c) sphere of interest is given below:

Note: The order of the pathway of change identified as part of the Theory of Change has motivated the choice of activities by the SDHR.

Sphere of control

Beneficiary Organisations are supported to make improvements in their organisations and can sufficiently produce standard assessment reports and define improvement areas. It is also assumed that the BOs are able to define and develop their capacity development and HRD

plans. It is also assumed that the STC is capable of assessing the assessment report and HRD and capacity building plans.

Sphere of influence

The project assumes that there will be good training providers for the successful implementation of the trainings from the HRD plans, the quality of (mostly local) service providers is crucial. The project will put strong procurement and quality assurance mechanisms in place to ensure quality (as much as possible). This will depend on minimum conditions (resources) in place to benefit from increased skills. To allow staff to put the newly learnt skills in practice, resources such as equipment, materials and infrastructure need to be available. For some BOs, there are clear synergies with sector programmes here.

Sphere of interest

It is assumed that the staffing gaps are resolved. If BOs are severely understaffed, little improvements can be made in terms of their organisational performance and service delivery. The project is interested to see more **collaboration with other interventions (by other Development Partners and Enabel)**. The project desires to see institutions with a **budget for CPD and resources:** In a context of declining budgets for both the education and health sector, this budget is not guaranteed. Sufficient budgets for Continuous Professional Development beyond the SDHR Project and other resources to operate the different departments or facilities will be crucial to sustain improved provision of Training and Continuous Professional Development. The performance and service delivery of BOs will need to be in line with the Sector Goals and with the BO Service Delivery Standards. While the Service Delivery Standards are formulated at a rather general level (per type of organisation and not for each substructure of an organisation), the project will ensure that the HRD and training plans are in line with these Standards.

The SDHR project will rely on the key stakeholders in the implementation of the capacity development and Human Resource Development plans of the beneficiaries in the Ministries of Health, Education and Water and Environment.

Below is the results matrix after the changes in indicators:

Impact level - Improved service delivery of Ugandan institutes and organisations								
Results / Indicators	Baseline value	Final target value	Unit of measure-ment	Source of verification	Frequency of data collection	Start – end measurements	Responsible data collection	Responsible consolidation
GO 1. Percentage of management satisfied with the improved service delivery in their Beneficiary Organisations.	67%	70%	percentage	GO1. Success Stories (MSCS), interviews and/or focus group with management of the BOs, annual performance reports of the BOs, Interviews and/or focus group discussions with staff of the ministry departments	At end line	November – December 2022	BOs	M&E and KM Expert
GO 2. Level of BO management’s satisfaction with the HRD of their Beneficiary Organizations	1.57	2.8	Score	GO2. Organisational self-assessment KAP survey	At end line	November – December 2022	BOs	M&E and KM Expert
At outcome level - Increased skills of human resources and evidence base of selected beneficiary organisations in the health, education and environment sectors								
Results / Indicators	Baseline value	Final target value	Unit of measure – ment	Source of verification	Frequency of data collection	Start - end measurements	Responsible data collection	Responsible consolidation
SO1. Percentage of staff (male/ female) in BOs whose performance is improved	0	80%	Percentage	SO1.Staff performance appraisal reports, Monitoring and evaluation reports of	Post- training and at end line		BOs	M&E and KM Expert

> Skills* gaps filled (in reference to improved HRD Plans)				the intervention, exchange with HR staff of BOs, Post training evaluation on learning, behaviour and results. KAP survey				
SO2. Percentage of staff whose capacity to deliver digital services has improved > Contribution of trainings with regard to ICT/ Digital improvement areas	0	80%	Percentage	SO2. Digital service delivery performance reports, monitoring and evaluation reports of the intervention, Post training evaluation on learning, behaviour and results, KAP survey, Tracer studies	Post- training and at end line		BOs	M&E and KM Expert
Results / Indicators	Baseline value	Final target value	Unit of measurement	Source of verification	Frequency of data collection	Start - end measurements	Responsible data collection	Responsible consolidation
OUTPUT 1: BOs are selected and strengthened to define objectives to improve their organisations								
R11. Level of BOs staff (male/female) satisfaction score on the quality of support given to define training objectives	0	3.6 Male 3.7 Female (Avg 3.6 on a scale from 1-4)	Score	R11. Organisational self-assessment workshop reports	once at baseline		Training Consultant	IM
R12. Tools and instruments for capacity needs assessment adopted by supported beneficiaries	0	5	Continued use of the SDHR assessment tools in the BOs	R12. and R13. Monitoring and evaluation reports of the intervention, intervention reports, baseline report and end line report	During assessments		IO	IM

R13.Number of identified gender capacity development needs/gaps	0	At least 3 per BOs	Number	R13., STC appraisal minutes organisational self-assessment report and data	once at baseline		Capacity Assessment Consultant	IM
R14.Number of potential BOs presented and approved by the steering committee	20	20	Number	R14, R15. intervention reports, Steering Committee minutes,	Once at identification and subsequent approval process		IM	IM
R15. Number of digital/ ICT initiatives used to enhance service delivery in the supported Bos	0	At least 4 per BO	Number	R15. Training reports, digital installation reports, KAP survey report	At end line		D4D	IM
OUTPUT 2: Selected BOs are strengthened to develop their HR Development Plan linked to organizational performance								
R21. Number of upgraded human resource development plans and budgets including digital activities developed and rolled out	20	20	Number	R21. Interventions reports, monitoring and evaluation reports, tracer study	At the end of each support process.		IM	IM
R22. Number of revised BOs training plans with the ETR recommendations	20	20	Number	R22. Training reports, revised BOs training plans	once at baseline		IM	IM
R23. Percentage of well-defined training gaps aligned and prioritised to improve the BOs performance	100%	100%	Percentage	R23. Training reports, updated training plans of BOs, minutes of the STC appraisal,	once at baseline		IM	IM
R24. Number of installed digital for transformation/ D4D tools (hardware and software) (disaggregated by sector and type)	0	5 tools 3 sectors 3 types	Number	R24. Interventions reports, monitoring and evaluations reports	Year 2		D4D	IM
OUTPUT 3: Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored								

R31. Level of the participants satisfaction with the number/quality/relevancy of training activities	0	3,5 (on a scale from 1-4)	Score	R31. Training evaluation reports, mission reports of trainings	During trainings		Training Consultants	IM
R32. Number of staff participating in HRD (by gender/age/ sector/work and skill type)	1,500	1,000 (40% female)	Number	R32. Monitoring and evaluation reports of the intervention, training reports, focus group discussions, reports of the staff missions to the field	At the end of each support period and trainings.		BOs	IM
R33. Number staff trained as trainers in ICT and other capacity building interventions	0	5 staff per BO	Number	R33., training reports, reports of the staff missions to the field	At the end of each training.		Training Consultants	IM
R34. Number of digital interventions that are aligned to the national digital transformation strategies and the Enabel D4D principles	0	3 (out of 4 targeted initiatives)	Number	R33, R34, R35. monitoring and evaluation reports, BOs capacity assessment reports and tracer study	During roll out of the digital interventions		D4D	IM
R35. Number of HRM departments that have successfully established and utilised digitalised Human Resource Management processes	5	3	Number	R35. Training reports, monitoring and evaluation reports, BOs capacity assessment reports and tracer study	at end line		D4D	IM
R36. Number of staff in the BOs transferring both digital and non-digital skills for improved service delivery	500	Intermediate digital literacy (350/ Digital skills for digital transformation (15)	Number	R36. monitoring and evaluation reports, BOs capacity assessment reports, Post training evaluation on learning, behaviour and results, and tracer study, KAP survey Report	Post- training and at end line		D4D	IM
R37. Number of staff in the BOs transferring skills and	1,000	850 (60% Male, 40% female)	Number	R36, KAP survey report, Post training evaluation	Post- training and at end line		BOs	M&E and KM Expert

knowledge for improved service delivery				on learning, behaviour and results				
R38, Number of gender capacity development initiatives implemented in the BOs	0	At least 3 initiatives per BO	Number	R37. monitoring and evaluation reports, BOs capacity assessment reports and tracer study	At end line		Gender	IM

Important to Note:

1. The outcome has been broadened to focus on the overall training application process instead of increased skills Increased skills of human resources, it is now “Increased skills of human resources and evidence base of selected beneficiary organisations”
2. The activities as indicated in the TFF were maintained. There was a slight reformulation of the indicators listed below:
 - (1.1, 1.2 and 1.4).

10.3 Summary of MoRe Results

Results or indicators of the logical framework changed during the last 12 months?	Yes
Report of the Baseline registered in PIT?	Yes
MTR Planning (registered report)	Not applicable
ETR Planning (registered report)	Quarter 4 2021/quarter 1 2023
Backstopping missions (BSM) since 01/01/2012	<ul style="list-style-type: none"> • BSM SDHR Baseline – April 2017 - Dick Van Blitterswijk Consultant, MDF • Midterm Audit – 13th – 17th March 2017 • MTR ; October 2016 - Consultant, MDF • BSM Natalie and Wouter - in November 2018 (capitalization) - • BSM Marleen 27th – 29th July 2017 (transversal themes) • ETR – November 2019

10.4 'Budget versus Actuals (December 2021)' Report

	Details	Initial Budget	Bridging budget	Total budget	Expenditure to 31/12/2021	Planning to 2023	Total Exp to 2023	Execution rate	Balance	on Proposal	New Budget
	UGA1188811	6,482,598	2,000,000	8,482,598	7,109,559	1,372,914	8,482,473	100.00%	125	-	8,482,598
A		4,694,710	1,429,913	6,124,623	5,144,255	1,058,315	6,202,571	101.27%	- 77,948	80,000	6,204,623
A	A01	246,520	115,117	361,637	375,423	5,993	381,416	105.47%	- 19,779	-	361,637
	A010100	1,000	-	488	512	516	516	100.87%	-	4	512
	A010200	60,520	-	27,125	33,395	33,395	33,395	100.00%	-	0	33,395
	A010300	5,000	-	19	4,981	4,981	4,981	100.01%	-	0	4,981
	A010400	180,000	-	70,912	250,912	274,359	274,359	109.34%	-	23,447	250,912
	A010501	-	-	25,000	25,000	17,413	17,413	69.65%	-	7,587	25,000
	A010601	-	-	46,837	46,837	44,758	50,751	108.36%	-	3,914	46,837
A	A02	211,000	196,090	407,090	344,722	-	344,722	84.68%	62,368	- 60,000	347,090
	A020100	211,000	-	202	210,798	210,798	210,798	100.00%	-	0	210,798
	A020300	-	-	336	336	336	336	100.14%	-	0	336
	A020501	-	-	100,000	100,000	68,895	68,895	68.90%	-	31,105	70,000
	A020601	-	-	95,956	95,956	64,693	64,693	67.42%	-	31,263	65,956
A	A03	3,147,690	1,169,595	4,317,285	3,385,499	1,052,322	4,437,822	102.79%	- 120,537	140,000	4,457,285
	A030100	45,000	-	4,149	40,851	40,851	40,851	100.00%	-	0	40,851
	A030103	-	-	3,148	3,148	3,148	3,148	100.00%	-	0	3,148
	A030200	3,034,690	-	88,769	3,123,459	3,124,847	3,124,847	100.04%	-	1,388	3,123,459
	A030202	-	-	862	862	862	862	99.96%	-	0	862
	A030300	68,000	-	9,883	58,117	58,117	58,117	100.00%	-	0	58,117
	A030401	-	-	150,975	150,975	75,207	209,322	188.46%	-	133,554	290,975
	A030402	-	-	899,873	899,873	78,267	803,000	89.53%	-	18,605	899,873
	A030403	-	-	40,000	40,000	4,200	44,200	110.50%	-	4,200	40,000
A	A04	1,089,500	50,889	1,038,611	1,038,612	-	1,038,612	100.00%	- 1	-	1,038,611
	A040100	578,500	-	31,624	546,876	546,876	546,876	100.00%	-	0	546,876
	A040200	343,000	-	6,464	336,536	336,536	336,536	100.00%	-	0	336,536
	A040300	137,000	-	90	137,090	137,090	137,090	100.00%	-	0	137,090
	A040302	-	-	-	-	0	0	#DIV/0!	-	0	-
	A040400	31,000	-	12,891	18,109	18,109	18,109	100.00%	-	0	18,109
B	B01	-	-	8,716	8,716	8,716	8,716	100.01%	-	0	8,716
B	B01	-	-	8,716	8,716	8,716	8,716	100.01%	-	0	8,716
	B010100	-	-	8,716	8,716	8,716	8,716	100.01%	-	0	8,716
X	X01	-	-	70,000	70,000	-	-	0.00%	70,000	-	70,000
	X010100	-	-	70,000	70,000	-	-	0.00%	70,000	-	70,000
	X010100	-	-	70,000	70,000	-	-	0.00%	70,000	-	70,000

Z	GENERAL MEANS	1,787,888	491,371	2,279,259	1,956,587	314,599	2,271,186	99.65%	8,073	- 10,000	2,269,259
Z	Z01 Human Resources	1,282,420	333,303	1,615,723	1,405,682	196,985	1,602,667	99.19%	13,056	- 10,000	1,605,723
	Z010100 National Project officer	107,000	114,942	221,942	167,419	38,328	205,747	92.70%	16,195	- 10,000	211,942
	Z010200 National Scholarship officer	99,000	36,373	135,373	120,210	27,029	147,240	108.77%	- 11,867		135,373
	Z010300 Admin and accountant officer	101,500	77,049	178,549	132,957	45,164	178,120	99.76%	429		178,549
	Z010400 International expert capacity development	731,920	32,799	699,121	699,121		699,121	100.00%	0		699,121
	Z010500 Support Staff (FC, Proc., Driver)	243,000	137,738	380,738	285,976	86,464	372,440	97.82%	8,298		380,738
Z	Z02 Investment	123,000	16,145	139,145	132,205	11,200	143,405	103.06%	- 4,260	-	139,145
	Z020100 Vehicles	28,000	955	27,045	27,045		27,045	100.00%	0		27,045
	Z020200 Office equipment	15,000	7,176	22,176	16,167	3,500	19,667	88.69%	2,509		22,176
	Z020300 IT equipment	50,000	10,898	60,898	59,957	2,700	62,657	102.89%	- 1,759		60,898
	Z020400 Office rehabilitation	30,000	974	29,026	29,036	5,000	34,036	117.26%	- 5,010		29,026
Z	Z03 Running costs	238,468	108,924	347,392	298,856	63,989	362,846	104.45%	- 15,454	-	347,392
	Z030100 Office rent	56,000	53,475	109,475	93,578	1,960	95,539	87.27%	13,936		109,475
	Z030200 Services and maintenance costs	9,500	9,870	19,370	9,833	1,500	11,333	58.51%	8,037		19,370
	Z030300 Vehicle running costs	27,000	10,574	37,574	30,664	24,954	55,618	148.02%	- 18,044		37,574
	Z030400 Communications incl. internet	48,000	15,547	63,547	50,677	9,850	60,527	95.25%	3,020		63,547
	Z030500 Office supplies	31,000	4,485	26,515	28,776	4,775	33,551	126.54%	- 7,036		26,515
	Z030600 Missions	47,000	7,524	54,524	52,949	13,000	65,949	120.95%	- 11,425		54,524
	Z030700 Training	14,468	5,608	20,076	16,570	6,600	23,170	115.41%	- 3,094		20,076
	Z030800 Bank costs	5,500	10,811	16,311	15,810	1,350	17,160	105.20%	- 849		16,311
Z	Z04 Evaluation and Audit	144,000	32,999	176,999	122,336	42,425	164,761	93.09%	12,238	-	176,999
	Z040100 Baseline and follow-up	12,000	10,000	22,000	15,910	6,000	21,910	99.59%	90		22,000
	Z040200 ME	73,785	15,000	88,785	75,973	10,000	85,973	96.83%	2,812		88,785
	Z040300 Audit	29,215	5,000	34,215	9,215	23,725	32,940	96.27%	1,275		34,215
	Z040400 Backstopping	29,000	2,999	31,999	21,237	2,700	23,937	74.81%	8,062		31,999
Z99	Conversion rate adjustment	-	-	-	2,492	-	2,492			-	-
Z999800	Conversion rate adjustment REG	-	-	-	2,492	-	2,492			-	-

Note:

1. The total sum of available funds is 1,373,348.7. a sum of 464,170.46 Euros was already committed in procurement of equipment and training provides training providers in 2021.

10.5 Communication Resources

The project has invested efforts in knowledge building and sharing. Some of the key resources that have been and will continue to be used in communication include:

1. [Moodle resource centre](#)
2. [Videos](#)
3. [Project reports](#)
4. Podcasts
5. [Internal Enabel newsletter](#)
6. T-shirts



7. Pictures taken in project events

