



2019 Results Report

Support to Skilling Uganda

DGD CODE: NN 3016426

NAVISION CODE: (BELGIUM) UGA 14 027 11

NAVISION CODE: (EU) UGA 16 032 1T

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

NAVISION CODE : (GIZ) UGA180381T



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1 Abbreviations

ACTED	Agency for Technical Cooperation and Development
ACW	Africa Coding Week
AEP	Accelerated Education Programme
AR	Albertine-Rwenzori
ATPs	Assessment Training Packages
BE	Belgium
BMO	Business Membership Organizations
BTC	Belgian Development Agency
BTVET	Business Technical Vocational Education and Training
CBET	Competence Based Education and Training
CBT	Community Base Training
CCIs	Cross Cutting Issues
CCTVs	Closed Circuit Television
CEFORD	Community Empowerment for Rural Development
CoE	Centres of Excellence
CNOOC	China National Offshore Oil
CMU	Construction Management Unit
CRRF	Comprehensive Refugee Response Framework
CRS	Catholic Relief Services
DACUM	Develop A Curriculum
DGA	Direct Grant Agreement
DFID	Department for International Development
DIT	Directorate of Industrial Training
DRC	Danish Refugee Council
D4D	Digitalization for Development
EDP	Education Development Partners
ERP	Education Response Plan
ESSA	Education and Sports Sector Analysis
ESSP	Education Sector Strategic Plan
EU	European Union
EUTF	European Union Trust Fund
FCC	Finance and Contracting Coordinator
FGD	Focus Group Discussion
FUE	Federation Of Uganda Employers
GIZ	Gesellschaft für Internationale Zusammenarbeit
GBV	Gender based Violence
HTSCC	Hotel and Tourism Sector Skills Council
ICT	Information and Communication Technology
IGA	Income Generating Activity
ILO	International Labour Organisation

IRE	Irish Aid
ISP	Insieme Si Puo in Africa
ISSB	Interlocking Soil Stabilised Blocks
ITC-ILO	International Training Centre of the International Labour Organisation
KJA	Karamoja
KRSU	Karamoja Resilience Support Unit
LED	Local Economic Development
LMIS	Labour Market Information System
LMS	Labour Market scan
MBS	Millennium Business School
MCPs	Master Craft Persons
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labour and Social Development
MoU	Memorandum of Understanding
MSMF	My Skills My Future
M&E	Monitoring and Evaluation
N/A	Not Applicable
NCDC	National Curriculum Development Centre
NEET	Not in Employment, Education or Training
NFM	National Field Manager
NPA	National Planning Authority
NPA/SU	National Planning Authority/ Skilling Uganda
NRC	Norwegian Refugee Council
OTC	Outreach Training Centre
NTC	National Technical College
PAS	Practically Acquired Skills
PMT/U	Programme Management Team/Unit
PPP	Public, Private Partnerships
PS	Permanent Secretary
PSDF	Pilot Skills Development Fund
PSFU	Private Sector Foundation Uganda
PWDs	Persons with Disabilities
ReHOPE	Refugees and Host Population Empowerment
RISE	Response to increased demand on Government Service and creation of economic opportunities
RTF	Reform Task Force
SC	Steering Committee
SDA	Skills Development Authority
SDE	Skills Development Expert
SDC	Skills Development Centre
SDF	Skills Development Fund
SDHR	Skills Development for Human Resource Project

SDP	Skills Development Platform
SPRS-NU	Support Programmes for Refugee Settlements and Host Communities in Northern Uganda
SSC	Sector Skills Council
SSPVTCTC	St. Simon Peter Vocational Technical College
SSU	Support to Implementation of the Skilling Uganda Strategy or in short for <i>Support to Skilling Uganda</i>
SYNTRA	Centra Voor Middenstandsopleiding
TFF	Technical and Financial File
TIET	Teacher Instructor Education and Training
TNAs	Training Needs Assessment
TPIWG	TVET Policy Implementation Working Group
TSSC	Tourism Sector Skills Council
TTE	Teacher Training and Education
TVET	Technical Vocational Education and Training
UBTEB	Uganda Business Technical Examination Board
UGAPRIVI	Uganda Private Vocational Institutes Association
UMA	Uganda Manufacturers Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
USSIA	Uganda Small Scale Industries Association
VDAB	Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding
VET	Vocational Education and Training
VTI	Vocational Training Institute
WBL	Work Based Learning
WIU	Windle International Uganda
WSI	World Skills International
WSU	World Skills Uganda
ZOA	Zuidoost Africa

2 Summary of the intervention

2.1 Intervention forms

Intervention form BE & IRE

Title of the intervention	Support to the implementation of the Skilling Uganda Strategy (Skilling)	Annex to the Support to Skilling Uganda Intervention: Integration of the Karamoja Region
Code of the intervention	UGA1402711	UGA 160331T
Location	Uganda: Albertine & Rwenzori	Uganda: Karamoja
Total budget	16 million euros (Belgium)	6 million euros (Irish Gov't)
Partner institution	Ministry of Education and Sports (MoES)	Ministry of Education and Sports (MoES)
Start date of the Specific Agreement	28 th July 2015	1 st July 2016
Start date of the intervention/ Opening steering committee	27 th July 2015	1 st July 2016
Expected end date of execution	31 st December 2020	30 November 2020 (+ 6 months reporting)
End date of the Specific Agreement	27 th July 2021	30 th November 2020
Target groups	The project supports the implementation of some of the key reforms of the national BTVE Strategy, both on a national/central level, and on the local level in 4 districts in Western Uganda. In its operation, the project will support a restricted number of training providers in Kasese, Kabarole, Hoima and Masindi. The project strives for a close collaboration with Business Membership Organizations and private sector companies on all levels of intervention.	The project supports the skilling Uganda strategy specifically for Karamoja Region. It will focus on supporting relevant skills development for Karamojong youth, women and girls. To ensure the relevance of the skilling Uganda strategy to Karamoja context, the intervention will focus more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments
Impact	The employability of youth is increased through better quality of instruction and learning in Skills Development	The employability of youth is increased through better quality of instruction and learning in Skills Development
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms	The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja Region in line with the Skilling Uganda reforms.
Outputs	1. The BTVE and employment (sub)sector has a coordinated and formally agreed governance structure, vision and medium-term strategy	1. Provide institutional support to the national SD stakeholders and supporting the BTVE reform agenda
	2. The pilot Skills Development Fund is established and operates in the Project Area and it serves as a model for the future National Skills Development Fund	2. Develop and support skills development instruments; pilot Skills Development Financing SDF) mechanism
	3. Quality of training and qualification processes is improved and the access to quality BTVE provision is enhanced with special attention to the needs and potentials of females	3. Improving training provision and upgrading of training providers
Year covered by the report	2019	2019

Intervention form EUTF & GIZ

Title of the intervention	Support to skilling Uganda strategy (SSU) Livelihood and labour market relevant skills development for refugees and host communities	RISE – Response to increased demand on Government Service and creation of economic opportunities in Uganda; Support to Skilling Uganda in Arua, Adjumani and Mojo – as part of the RISE project (SSU GIZ)
Code of the intervention	UGA 160321T	UGA 180381T
Location	Uganda: West Nile & Kiryandongo	Arua, Moyo and Adjumani
Total budget	4.9 million euros (EU Trust Fund)	€ 2.5 million euros
Partner institution	OPM & (MoES)	
Start date of the Specific Agreement	1 st July 2016	1 st May 2019
Start date of the intervention/ Opening steering committee	1 st July 2016	1 st May 2019
Expected end date of execution	30th June 2020	28 th February 2021
End date of the Specific Agreement	30th June 2020	28 th February 2021
Target groups	The project contributes to the skilling Uganda strategy focusing on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities in three targeted districts of Arua, Adjumani and Kiryandongo. The intervention adheres to the Refugee and Host Population Empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance	Key beneficiaries are 3000 people (50% refugees – 50% host communities; approx. 70% female and 30% male)
Impact	Sustainably improve food security, nutrition and livelihoods of the refugee population	To contribute to increased economic self-reliance of refugees and host populations
Outcome	Enhance livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Adjumani, Kiryandongo and Arua through short- and medium-term vocational training and entrepreneurship support	To increase access to coordinated qualitative and labour market relevant skills development
Outputs	1. Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with specific focus on youth, women and girls) in three targeted areas	1. 3000 people (indicatively 50% refugees and 50% host communities) are trained in labour market relevant vocational skills.
	2. Skills development in the three districts is coordinated and aligned with the skilling Uganda strategy	2. Coordination mechanisms between GIZ's RISE programme and Enabel's actions for SPRS-NU and RISE are established
	N/A	N/A
Year covered by the report	2019	2019

2.2 Self-evaluation of performance

2.2.1 Relevance

	Performance
Relevance	A

Coherence with national strategies

The SSU intervention is highly relevant to the Government of Uganda's priorities as portrayed in most of the strategic plans and policies. The TVET policy passed by Cabinet in 2019 stresses the need for an employer-led TVET system and provides direction for the establishment of a **TVET Council** to regulate and coordinate skills development in Uganda. The BTVET Strategic Plan (2011/12-2021/22), on which the program is based, emphasises a paradigm shift: from a supply led to a demand driven private sector TVET system of skills development with a view of providing required skills and competences needed in the labour market. SSU's current support to the TVET Policy implementation will help to shape the future of skilling in Uganda.

Strengthening the *Hospitality and Tourism Sector Skills Council*

In bid to strengthen private sector participation, the program supports one of the five sector skills councils- the ***Hospitality and Tourism Sector Skills Council***. Other sectoral skills councils concern Agriculture (supported by the Dutch), Construction, Manufacturing and Oil & Gas (supported by World Bank based on an agreed division of labour). Strengthening the capacity of the council empowers them to negotiate and conduct quality assurance of skills development in the sector. To enhance coordination and quality assurance at the local level, SSU supports linking the council(s) at higher levels to the existing Skills Development Platforms (SDPs) at the regional level. A decentralized approach to the Sector Skills Councils has been piloted in Karamoja and the lesson learnt will be escalated to the other regions.

Involvement in Education Response Plan for Refugees and Host Communities (ERP)

In 2019, based on SSU involvement in skilling programs with refugees and host communities in Northern Uganda, Enabel succeeded DFID as co-chair of the Education Response Plan (ERP) steering committee. The ERP works towards better coordination of humanitarian actors, development actors and local as well as central Government for services to refugees and host communities. As such, SSU is also supporting the MoES and education stakeholders in securing additional funding for education in Northern Uganda and advocating for quality education as well as training in the affected areas.

The SSU-NU (Northern Uganda) component was also requested to highlight its approach in skilling to different global conferences, such as the European Development Days in Brussels and the Global Refugee Forum in Geneva.

Linking Training Provision with Private Sector and aspects of work-based learning

Employers in Uganda have for quite long shunned graduates from the BTVET Institutions indicating their dissatisfaction with the level of competences. SSU facilitates and nurtures key initiatives both at national and local levels aimed at bridging these gaps and addressing skills mismatches. The Work-Based Learning approach that includes internships and industrial training

/attachment, as well as on job training, made learners acquire the necessary skills and transition into the world-of-work easier. Hence, they become familiar with the requirements of their respective jobs. This is enhanced by other key packages like training in soft skills and entrepreneurship that increases the job-readiness of graduates.

Provide skills for employment and livelihood promotion

Ongoing research indicates that more than 2 out of 3 of the trainees are able to generate new income and change their employment status (from unemployed to economically active) thanks to the training. These studies also confirm the importance of the work-based component in the training, as well as the importance of all forms of post training support, such as provision of start-ups, mentorship and linkages to start-up capital.

Leave no one behind

SSU has facilitated equity and access which is a key priority of Government and partners. The intervention formulated strategic targets of skilling the vulnerable groups such as the poor, refugees and marginalized groups. The training programs provide flexibility in terms of venue, training providers, duration, and content among others, to accommodate these groups. Also, elements of entrepreneurship and other cross cutting issues such as gender, HIV/AIDS, Green economy, ... are included or added to the trainings. All these make the project highly relevant and responding to both the labour market needs and skills needs of the target beneficiaries.

Promote good practices

Ongoing research indicates that the training providers receiving grants under SSU (called “grantees”) continue with the good practices initiated and facilitated by the fund. Most of the former grant recipients report continuing with good practices, that include collaborative Public Private partnerships between training providers and private sector actors, integration of work-based learning in training programmes, social targeting and equitable access, integration of cross-cutting themes, and integration of post training support in training programmes.

Leading the VTIs to the road of excellence

Seven partner training providers have been supported to become Centres of Excellence (CoE).

As defined in the East African TVET framework, a CoE ought to respond to the economic and social as well as skills need of the area where it is located. A study is ongoing to define the concept of a TVET CoE in the context of Uganda.

For the five selected TVET institutions in Albertine/Rwenzori and the two in Karamoja, support is provided to infrastructural development, tools/equipment, training of trainers and system-strengthening to respond to the needs of the communities and employers. The (Sectoral) Skills Development Platforms (SDPs) at local level help to match the skills needs and job opportunities. This is complemented by the partnerships with envioning private sector (PPPs) at the institution level, where the institutions have signed agreements with employers for purposes of facilitating Work Based Learning and other private sector involvement.

Three institutions in Northern Uganda received coaching for an organizational self-assessment, and consequently have developed their medium-term business plans with support from EUTF. This support and the business plans institutionally strengthened these 3 VTIs in Northern Uganda for future support from other donors.

2.2.2 Effectiveness

	Performance
Effectiveness	A

In 2019 the project's effectiveness has been considered as outstanding in all the three result areas.

Result 1: Policy Level

On the Policy Dialogue front, coordination of EDPs in Skilling under the umbrella of Technical Working Group for Skilling/Higher Education was strengthened. By chairing the monthly meetings for EDPs on Skilling, SSU contributed to stronger joint EDP advocacy on key skilling issues, including the development of TVET Section of the Education and Sports Sector Plan (ESSP). The ESSP has now incorporated key elements as Funds for skilling programmes, education response for refugees, prioritization of Centres of Excellence, promotion of TVET through skills competitions, Public-Private Partnerships (PPP) in TVET and Trainer Capacity Enhancement.

In consultation with EDPs, technical assistance was provided to Ministry of Education and Sports (BTVET Department) and Stakeholders to define the concept of a TVET 'Centre of Excellence' in Uganda. The draft definition was presented to the MoES's BTVET Working Group and approved with amendment by the key TVET stakeholders.

This definition will guide interventions in the sub-sector that seek to improve the training institutions to become centre of excellence.

During the reporting period, SSU strengthened the partnerships spirit in TVET thus contributing to quality and image improvement. In doing so SSU supported both the establishment of WorldSkills Uganda (WSU) Chapter and its entry in the WorldSkills Chapter. The Chapter organised its first regional skills competition which attracted private sector financial and technical support and are a build-up to national skills competition. The president of WorldSkills Chapter visited the event and met key subsector champions to advocate for intentional and meaningful involvement of the private sector.

The installation of SDPs (Skills Development Platforms) at regional level has facilitated meaningful coordination of Skills development. An ongoing survey on the functioning of SDP's indicates that the members appreciate (i) the opportunity of knowledge sharing and mutual learning to improve approaches in Skills Development activities, (ii) to network and create partnerships and synergies, (iii) adhere to the objectives of the Skilling Uganda Strategy in general, (iv) opportunity of developing joint strategies for improved Skills Development.

SSU built capacity of key stakeholders from Ministry of Gender, Education and private sector in sectoral approaches to skills development through attending a training at ITC-ILO in Turin. Also, a large delegation (18 people) from public and private sector as well as development partners have been on a study visit to Belgium to appreciate the different skills development approaches and initiatives. Key learnings have been shared at the forum of the SDF fair.

Result 2: The Skills Development Fund (SDF)

From an overall point of view, the SDF has awarded *53 grant agreements* by the end of 2019. Through the SDF, the principles of the Skilling Uganda-strategy (WBL, private sector involvement, efficiency, inclusiveness) have been mainstreamed in the proposals.

In addition, a total of *156 instant trainings* were completed in 2019.

Most of the indicators at output level are already achieved.

In total, by the end of 2019, over 8.000 people completed their training (4.949 short to medium term non formal trainings, 3.073 instant trainings of 10-100 hours).

Females participated overall for about 52% in SDF-Regular trainings, and for about 65% in Instant Trainings.

61% of the SDF regular trainees successfully completed an internal or external assessment procedure (including DIT assessments).

Preliminary findings of ongoing post-training surveys or *tracer studies* with the graduates indicate an increase of income and improvement in employability status six months after the training.

An extensive research component or “action research” on the SDF is currently ongoing, investigating to what extent the design and implementation of the SDF has contributed to the 5 reform pillars and changes as defined in the Skilling Uganda Strategy.

Result 3 : Support to Vocational Institutions

The VTIs are supported towards becoming Centres of Excellence by implementing their business plans and thus ensuring relevancy, quality, effectiveness, efficiency and equity in the institutions.

The infrastructure development registered good progress with 3/7 sites completed and the others to be completed early 2020.

The VTIs have significantly improved in terms of quality and relevance of their trainings, their private sector engagement and their financial management.

This improvement is captured in the yearly self-assessments of the VTIs. For example, in Albertine Rwenzori the first self-assessment was 1.3/4, this has improved to 3.1/4. Karamoja is currently scoring a 2.6/4 up from 1.45/4.

This improvement is also captured in increasing enrolment rates for example priority trades in Karamoja showed an increase of 36.8% in enrolment.

Awareness campaigns and also targeted measures to accommodate needs of vulnerable youth have contributed to this result of better enrolment, for example by constructing female dormitories or by special measures to accommodate mothers with babies.

New practices have been introduced like Work Based Learning, private sector engagement through different initiatives like round table discussions, liaison officers, and the establishment of LMIS.

For structured and sustainable engagement of the industry, partnership agreements have been signed and liaison desks established within the VTIs. The liaison persons in the VTI go out to establish links with the Private Sector to ensure the possibility of internships/apprenticeships/real business exposure.

Some examples of Public Private Partnerships between VTIs and Employers are:

- the private association Elgon Millers has partnered with Nakapiripirit Vocational Institute to take 15-20 students annually for industrial training and deploy them in the different production stages;
- Millennium Business School (MBS) partners with Lake Victoria Hotel Serena to take 4 instructors in Hotel management for practical skills upgrading for one month.

The intervention has procured equipment and materials to work more practically in the schools, which has improved the instruction to shift from theory to practice.

2.2.3 Efficiency

	Performance
Efficiency	A

Overall

In general, inputs (finances, HR, goods & equipment) are available within reasonable time and did not require important budgetary adjustments.

Most activities (trainings, constructions, grants, etc) are on schedule. Certain activities, especially funded by the direct grants to partner institutions are delayed, but this has currently no important impact on the delivery of outputs.

All outputs have so far been delivered in time and with good quality.

At the level of the VTIs

At the level of the VTIs, some of the infrastructure projects experienced delays, and the equipment is yet to be received. Nevertheless, challenges that occurred with the VTIs were mitigated.

With regards to infrastructure at St Joseph's T.I., the construction of the new buildings had significant delays due to inefficiencies on the side of the constructor. In consequence, a new constructor had to be hired.

At Kasese Youth Polytechnic, administrative issues arose between the principal and the Board of Directors to the extent that the two parties were no longer working in agreement. As a result, this caused considerable delays in the implementation of the Direct Grant Agreement, including other activities like trainings, construction, etc. Due to the prevailing escalation, the MoES eventually intervened and the principal was transferred. At the time of the report closure, a new principal was nominated but did not yet resumed his duties. Thus, no scheduled activities under the direct grant agreement were executed.

For the **Belgian component**, all required resources to execute activities as foreseen were made available in time. Most direct grants were signed and managed by the VTIs and some important suppliers (e.g. building constructors and VTI equipment suppliers) encountered delays. However, these delays will not have an impact on the outputs at the end of the intervention.

For the **Irish component**, there are delays on the execution of the direct grants with the two selected VTIs and with delivery of equipment scheduled to be delivered in 2020. Constructions and instant trainings are well controlled, and for both activities there were even gains (lower cost at construction works and average lower cost/trainee), which gave the project the possibility to add on in construction and extra beneficiaries. The replacement of the national SDF officer has been a difficult process, but by the start of the year 2020 a new SDF officer has been recruited. These delays will not affect the execution of the intervention.

For the **EU-TF component**, training grants were successfully implemented within time. An administrative delay of 3 to 6 months occurred for the closure of the 5 grants (delayed audit report, supporting documents and narrative reporting) and a no-cost extension was requested to allow for proper closure.

The big number of instant trainings are running smoothly, with correct quality and within the set budget. Goals and numbers of beneficiaries are exceeding the expectations.

For the **GIZ component**, a single call for proposals was launched end of January 2019, whereas the grant agreement between GIZ and Enabel was only signed in May 2019 (first instalment from GIZ reached the field by July 2019). Recruitments of new staff were successfully completed in that same period.

The SDF grants were signed with a minor delay (2 months), but this will not impact on the delivery of the outputs. However, based on lessons learned of the similar EUTF interventions, it might require a no-cost extension to assure a proper and administratively correct closure of the grants.

2.2.4 Potential sustainability

	Performance
Potential sustainability	B

State of the art National Policy

The approval of the new TVET policy bestowed leadership and coordination on the public private partnership arrangement. Private sector actors are taking leadership of the Sector Skills Councils including tourism and hospitality, construction, manufacturing, Oil & Gas and agriculture. In this reporting year of action, private sector (i) led the review of Assessment and Training Packages (ATPs) in tour guides, (ii) was involved in the organization of skills development competitions, and (iii) participated in the Skills Development Fair /Conference.

Initiatives that will last

Uganda became a member of WorldSkills and established WorldSkills Uganda, a tripartite body of Government, private sector and vocational training institutions.

At regional level, there have been home-grown initiatives that proved to be good practices which can be replicated. These include private sector led Skills Development Platforms (SDPs), establishment of district-based Labour Market Information System (LMIS), support to VTIs to become centres of excellence in particular trades, VTIs being included by Districts in their education monitoring plan, environmentally friendly construction and collaboration with partners like ACTED and relevant district departments.

Through the construction of workshops and provision of equipment as well as awareness actions, enrolment is steadily increasing at over 30% annually specifically in Karamoja.

Financial sustainability

Formal TVET programmes are financed by the Government through the Ministry of Education and Sports. Non-formal TVET programmes are funded by a number of actors, including the MoES, Ministry of Gender, Labour and Social Development (MoGLSD), industry and development partners.

Engagement of the private sector actors also provides funding for students enrolled in TVET programmes. It is planned that students enrolled in apprenticeships with the National Scheme for Apprenticeship Training under MoLGSDD are paid a stipend to cover costs.

Upgrading the supported institutions to TVET Centres of Excellences has tripled enrolment of formal and non-formal students with increased financial base. The number of self-sponsored students attending trainings has equally increased.

A Number of development agencies including the Government of Belgium, Ireland, Netherlands, Germany, Norway, America, and Japan have included skills development programmes into their country strategies.

Sensitivity for Environment and Climate Change

The sustainable use of resources and environmental factors are mainstreamed in all actions of the intervention. SSU-IRE addressed these environmental and climate change concerns through customized/ re-oriented curricula and training programmes that instil in students and trainees of both SDF as well as supported VTI institutions respect to environmental aspects and adopt health and safety practices at workplaces.

Replicable initiatives include green skills and practices, creation of student clubs on environment, use of economically friendly energy saving stoves, construction of eco-friendly infrastructure facilities, use of tools according to standards of curricula and capacity building of instructors.

Institutional anchorage

Skills development is now a major priority in Uganda due to its critical role in promoting human capital development to reap demographic dividends, sustain economic growth, and enhance inclusiveness for poverty alleviation.

The programme has strong institutional anchorage as in (i) co-management by the ministry, (ii) district platform meetings, (iii) district involvement in monitoring, participation and involvement of local boards and governing council of VTI in programme activities, (iv) Private sector involvement and (v) Refugee response coordination structures.

SSU has built the capacity of partners capable of replicating skills development interventions. Meanwhile at community level, there is vivid participation, contribution and ownership. Awareness campaigns are supported by the district.

School infrastructure master plan have been developed and provide long term perspectives.

An approach is being adopted to support other VTIs within project areas for institutional development towards Centres of Excellence.

More is needed

There is still need for more strategic partnership, effective institutional coordination, and quality training service provision from accredited training programmes and public and private service providers.

It also necessitates continued public awareness and outreach activities to raise the image of TVET and enhance participation in skills training programmes. More purposeful linkages with employers and public–private partnerships are critical in ensuring quality and relevance of training to increase employment.

Support to Skilling Uganda has also learnt that skills development programmes alone are not enough to solve problems of institutional reforms, youth employability, citizen’s living conditions, poverty eradication and sustainable use of natural resources. There is need for embedding skills development in broader upward dynamics of education, health, natural resource management, governance and investments to accelerate desired socio-economic transformation in Uganda.

2.2.5 Conclusions


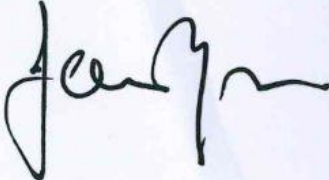
The programme execution rate is at the end of 2019 between 70 and 80% depending on the component (BE-IR-EU-GiZ), but within all components having commitments adding up to the rate of 90% or higher.

The high execution peak in 2019 is mostly related to (i) infrastructure works in the VTIs coming to a close and (ii) full execution of the projected trainings (via grants or procurement).

On the policy front, there has been a major change in 2019 with the cabinet approval of a new TVET Policy, which enabled the project to support the reform process in the new direction, while working closely with the Education Development Partners on skilling and focusing on building capacity of the public and private sector key actors to set up the institutional frameworks to ensure the realization of the TVET Policy aspirations.

The focus for 2020 will be (i) to conclude the implementation of ongoing activities, especially the grants, and (ii) capitalization and dissemination of good practices.

Performance in 2019 has been in general self-evaluated as very satisfactory (A) for relevance, effectiveness and efficiency and as (B) for Sustainability, indicating that *Skilling* would need to be embedded in strong upward socio-economic dynamics.

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3 Monitoring of results¹

3.1 Evolution of the context

3.1.1 General and institutional context

Following wide consultations for over three years, 2019 eventually witnessed the Cabinet approval of the Technical and Vocational Education and Training (TVET) policy 2019. The TVET policy supports the Paradigm shift as highlighted in the Skilling Uganda Strategy. It aspires to transform the Business, Technical and Vocational Education and Training (BTvet) sub-sector to focus on:

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

The Skilling Uganda strategy which the SSU project is aligned to, does promote the following five key objectives through which the reforms in the sub-sector will be achieved:

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

More in general, the project supports the implementation of the BTvet Strategic Plan and Policy through an active policy dialogue.

Enabel supported the establishment of the TVET policy implementation working group and is representing there the EDP members of the TWG on Skilling.

In addition, Enabel is active in the TVET Council and is supporting the establishment and professionalization of the Hospitality and Tourism Sector Skills Council (HTSSC) through among others, the VET toolbox initiative.

¹ 'Results' means 'development results'; Impact regards the general objective; outcomes regard the specific objective; output regards the expected result; intermediate outcomes regard changes resulting from the achievement of the outputs allowing progress towards the outcome of the intervention, at a higher level.

3.1.2 Management context

Enabel, the Belgian development agency in partnership with the Department of Planning of the MoES implements the programme.

The Ministry has also appointed focal points for the project in several departments and directorates, namely:

- Business, Technical and Vocational Education and Training (BTVET) department,
- Directorate of Industrial Training (DIT),
- Construction Management Unit (CMU),
- Information Unit,
- National Curriculum Development Centre (NCDC),
- Monitoring and Evaluation Unit and
- Procurement Unit

The members of the programme Steering Committee (SC) are representatives from the TVET sector and from Enabel Representation. Also implicated donors as Belgium and Irish Aid are invited to the meetings. The EU and GiZ have a dedicated SC, but information on these programs is shared in the main SC. The SC goes over programme strategic decisions.

In February 2019, the Belgian Court of Auditors conducted an audit of the SSU Albertine/Rwenzori program. The assessment of the administrative and accounting organisation of the project has been satisfactory. The remarks of the audit in February focussed on the execution rate of the programme and the risk that this project will not be fully implemented by the end of the period covered by the specific agreement. These observations seem obsolete in the light of the strong execution realised at the end of 2019.

From the review and closing process of the grants for trainings, it has been revealed that over 99% of the funds disbursed have been used appropriately and grantees have been able to meet their deliverables. This is a result of a robust follow up system such as support monitoring visits and joint progress review meetings.

Management of the programme continued to strengthen internal coordination via monthly management meetings, core management meetings, weekly office team meetings as well as field staff visits.

During the previous year, Enabel provided funding to grantees in Northern Uganda, Karamoja and Albertine to conduct skills development trainings. In partnership with GIZ, under the RISE project, additional funding was received to support skills development for 3,000 refugees and host communities in Arua, Adjumani and Moyo.

Meanwhile, the communication unit supported technical documentation of project activities, media engagement and dissemination of information through social media platforms to create awareness and visibility.

For the EU-TF component, *Support to Skilling Uganda* is leading on the communication of all SPRS-NU implementers.

The Monitoring and Evaluation team spearheaded the review of the project M&E matrix based on the Mid-term Review recommendations. In addition, the team conducted support missions to build capacity and track progress towards results.

Post-training surveys or *tracer studies* are ongoing to determine improvement in employability status of graduates six months after the training.

An extensive research component or “action research” is also ongoing, investigating to what extent the design and implementation of the SDF has contributed to the reforms envisaged in the Skilling Uganda Strategy and Policy.

Staff turnover remains the key challenge. Towards the end of the year, the project suffered from staff turnover mainly by the international staff due to new projects in other countries. Therefore, recruitment of staff and consultancies to support increased activities in the programme portfolio is ongoing. Creation of conducive working environment for the national staff continues to be an issue of concern especially as the project execution winds up.

3.1.2.1 Partnership modalities

In 2019, 20 grant agreements were signed under SDF with different organizations to provide flexible non-formal trainings in Northern Uganda, Karamoja and Albertine region. Some of the agreements are ongoing and others have been concluded. From an overall point of view, *Support to Skilling Uganda* has awarded 53 grant agreements in the period 2016-2019 for a total executed amount of 4.5 million euros and to reach about 5.500 trainees.

There was continued support to the seven partner institutions to transform them into centres of excellence. This was done through continuous capacity strengthening initiatives for instructors and administrators and through infrastructure development.

Support to Skilling Uganda continues to chair the Technical Working Group of the Education Development Partners on skills with the World Bank as the co-chair.

In partnership with GIZ under the RISE project, SSU is strengthening skills development for 3,000 refugees and host communities in northern Uganda. This partnership comes on top of the older collaborations with EU-TF and Irish Aid.

In addition, *Support to Skilling Uganda* co-chairs with GoU the Steering Committee of the Education Response Plan for Refugees and Host Communities to steer and contribute towards Education in emergencies.

3.1.2.2 Operational modalities

The Steering Committee (SC) is in place to coordinate and oversee the project across the regions.

In order to strengthen local anchorage, the district local governments were brought on board of the SC. The involvement of national and district stakeholders has facilitated community involvement in skills development activities and remains relevant in following up with policy issues and supporting grantees.

The Steering Committee has approved the mid Term Review Report and the reviewed Monitoring & Evaluation matrix.

MoES's BTVET working group approved the *Support to Skilling Uganda* study on definition of the framework on *Centre of Excellence*, hence the partners in the sub-sector will all apply the said definition in their interventions.

High staff turnover remains an issue. Where previously national staff quit positions easily, now also departure of international experts has become common. The issue with international staff is the link of contract duration to project lifespan, so that experts need to look out for jobs in time before the project ends. National staff is sometimes aggressively headhunted by partner organisations as World bank, ILO, UNICEF, UNHCR, etc offering very competitive conditions.

3.2 Performance of Result 1

Result 1: Governance structure ensures responsiveness of skills development activities to Private sector and labour market needs

TVET Policy Approval

Early 2019, the Cabinet approved the TVET Policy that introduces an employer-led TVET system which will holistically address Uganda's skilling challenges and achieve the desired national goals of increased productivity, labour market efficiency, and technological readiness.

The policy emphasizes the establishment of the TVET Council expected to be finalized by the end of 2020.

The Government through the MoES established a TVET Policy Implementation Working Group (TPIWG) which was inaugurated in August 2019. SSU continues to support this TPIWG in its setup and roadmap. SSU is also representing the donors in the TPIWG for reasons of better coordination of policy dialogue.

Finally, support also goes to the Hospitality and Tourism Sector Skills Council (HTSSC) and to the Skills Development Platforms (SDPs) at the local level.

Policy dialogue

In harmonisation with the EDPs in Skilling, policy dialogue was strengthened through the monthly meetings that are chaired by Enabel.

SSU contributed to a stronger joint EDP advocacy on key skilling issues including the development of the TVET Section of the Education and Sports Sector Plan (ESSP). The ESSP has now incorporated key elements as Funds for skilling programmes, education response for refugees, prioritization of Centres of Excellence, promotion of TVET through skills competitions, Public-Private Partnerships (PPP) in TVET and Trainer Capacity Enhancement among others.

Furthermore, as Co-Chair with the GoU on the Steering Committee of the Education Response Plan (ERP) for refugees and Host Communities, the project contributes to steering education in emergencies and coordinating humanitarian and development actors.

Skills Development Platforms (SDPs)

Strengthening coordination of skills development at local level was greatly achieved through operationalizing the Skills Development Platforms.

In 2019, 2 sectoral SDPs (Tourism and Construction) were established in Karamoja making a cumulative total number of 12 functional platforms. In A/R, 12 SDP meetings were convened in the 4 project districts in the first three quarters. In other regions, the SDP meetings were conducted as follow: 29 EU (7 Arua, 7 Adjumani, 7 Yumbe, 8 Kiryandongo); 8 IRE (4 Moroto, 3 Nakapiripirit;

and 1 SDP for Tourism and 1 SDP meeting in Construction held in November). These district and regional based SDPs will be formally linked to the national level Sector Skills Councils in 2020.

Skills Promotion

In 2019, SSU supported the establishment of WorldSkills Uganda (WSU) and its membership to the WorldSkills International (WSI), a global movement that promotes TVET through skills competitions; procured a Technical Assistant who set up and trained a Technical Working Committee; sponsored two officials of WSU to attend the WorldSkills Competition in Russia and prepare the organization of the Regional Skills Competitions in October 2019. The National Skills Competitions will be conducted early 2020.

TVET Centre of Excellence in Uganda

In consultation with the EDPs, technical assistance was provided to the Ministry of Education and Sports (BTVET Department) to define the concept of a TVET 'Centre of Excellence' in Uganda. With wide stakeholders' consultations, the Technical Assistant developed a criteria/definition which was approved in the BTVET Working Group meeting and in the wider Stakeholders Validation Workshop, both held in December 2019. After adoption by ministry and stakeholders, possibilities of piloting the concept in selected TVET Institutions will be further explored.

The HTSSC will use the criteria to check the quality and standards of training providers in the sector.

Hospitality and Tourism Sector Skills Council (HTSSC)

The reporting year 2019 had great strides in the operationalization of the Hospitality and Tourism Sector Skills Council. Working with the Ministry of Education and Sports, new membership to the council was constituted mainly from the private sector. This opened doors for advancement of activities.

The project worked closely with the VET Toolbox² to develop a realistic Action Plan in June 2019 which set priorities for the council.

This also resulted in SSU's support to HTSSC towards developing the Assessment and Training Package (ATP) for Tour Guide and conducting a Labour Market Scan for tourism sector. The package/standard will facilitate the council to perform quality assurance of the training and assessment of tour guides while the results of the LMS will help them to determine and address the skills gaps.

Capacity Building of key stakeholders

SSU built capacities of key stakeholders from relevant Ministries and the private sector. A delegation of 18 people drawn from different public and private sector as well as development partners were facilitated to go to Belgium to benchmark different skills development approaches and initiatives in Belgium, particularly Skills Financing.

² A multi-agency programme (Enabel, British Council, GIZ, AFD and Lux Development) funded by the European Union to increase evidence-based policy making in the VET sector, improve PPP and increase accessibility for vulnerable groups.

Critical learnings were documented and shared at the SDF fair-forum where key stakeholders discussed key skilling issues including the different approaches, skills forecasting and the involvement of the private sector among others. Again, Officials from the Ministry of Education and Sports, the ministry responsible for labour and the chairpersons for Sector Skills Councils of Hospitality and Agriculture were facilitated to attend a training on Sectoral Approaches to skills development at ITC-ILO in Turin Italy.

Building capacity of key partners especially the TVET Policy Implementation Working Group is timely to guide the process for generating frameworks that will inform the TVET Act.

Digitalisation for development

Enabel organised a joint digitalisation project during the Kampala Innovation Week. A Hackathon was organised between the 16th and 18th of October 2019. This underpins Enabel's wider digitalisation for development (D4D) strategy. During this period, SSU developed an online LMIS application to link the graduates and the institutes to employment opportunities. This will be piloted in programme areas in 2020.

Studies and analyses

The project continued with Action Research in 2019 in which the operational model of the SDF was captured. It is expected that the findings will be triangulated and shared with relevant stakeholders as well as generating the Policy Guidelines/Notes in 2020.

SSU conducted a Labour Market Scan on Green Skills to document the environmentally friendly practices in the program areas. The study recommends: Energy efficient saving stove and renewable energy; agroforestry-tree nurseries, the use of Interlocking Soil Stabilized Blocks (ISSB) in construction industries; the skills to make eco-friendly houses to deal with carbon emission e.g. computer labs, workshops.

Enabel supported the Kampala Innovation Week held on 16-18 Oct 2019. SSU and TTE jointly organized a Hackathon on 16th Oct in which brainstorming was held on digital solutions in skilling and education. A team from SSU developed an innovative interactive platform/system – LMIS to tackle the labour market mismatches. This will be developed further and piloted in the SSU programme areas.

Potential Impact

A well-coordinated employer-led TVET system will spur economic growth for the country. When established, the TVET Council, together with the Sector Skills Councils already in place will check the skills development value chain to ensure that the TVET providers are able to churn out skilled and competent graduates that are required in the labour market.

Similarly, the SDPs that have been established at a local level provides a window for industry to determine the quality and skills to be supplied and explore options on how that can be achieved. This will increase the employability of young people but also increase the competitiveness of firms through reaping from economies of scale and reduced costs of labor.

Opportunities and challenges

The goodwill and strong engagement of the Ministry of Education and Sports has been considered as a great force for the way forward. For example, the Ministry coordinated the Skills Development Fair (SDF), Skills Competitions, convened TVET (sub-sector) Working Group and wider stakeholder meetings to discuss the concept of Centres of Excellence (CoE) among others.

The chair of the EDP Technical Working Group for Skilling was a strong pillar of advocacy. This mainly contributed to inclusion of the key strategic reforms in the sector Strategic Plan (2020-2025).

Whereas the year was largely a success, a few hiccups derailed the programme's pace of implementation. The Government's delay in fast-tracking the initial processes of implementation of the TVET Policy delayed the process for designing the framework to enact the TVET Act and other related activities as guided by the policy. However, the establishment of the TVET Policy Implementation Working Group and the subsequent designing of the policy standards and guidelines provides optimism for a better and successful 2020 particularly on setting up a TVET Council.

The first years, the project faced serious Government bureaucratic processes that delayed implementation of activities relating to output 1 (TVET policy). In that context, it was decided to allocate a bigger chunk of the project's budget to other important activities in the field. This decision is limiting now the available funds to facilitate some national level activities in the wake of the Government's effort to implement the TVET Policy.

3.3 Performance of Result 2

Result 2: SDF grant recipients provide quality skills development programmes that are responsive to private sector and labour market needs

Setup and good practices

SDF regular non-formal trainings last between 6 to 9 months and are the result of a proposal elaborated by a training provider in close collaboration with a private sector actor. Essential is the work-based element of the training. The subject of the training has been informed by a market survey. The principles of the Skilling Uganda-strategy (WBL, private sector involvement, efficiency, inclusiveness) have been mainstreamed in the proposals.

SDF instant trainings are shorter (10 hours to 10 days), and are a response to the request of a livelihood actor, already working with a group of youth. The trainings are quite specific and are aimed to contribute to the ongoing support by the livelihood actor. The proposed trades are also based on employment opportunities within the region. The livelihood actor is expected to identify, mobilize and support trainees during training.

Throughout all partnerships, working with the private sector and focusing on practical learning has been mainstreamed. All SDF beneficiaries (excluding the instant trainings) were exposed to the world of work through different strategies.

These good practices are continuing beyond the project as an ongoing survey indicates that most of former grant recipients report continuing with improved practices, as collaborative Public Private partnerships (between public or private TVET providers and private sector actors) in Skills Development, integration of work-based learning in training programmes, social targeting and equitable access, integration of cross-cutting themes, and integration of post training support in training programmes.

Volume of grants assigned

Table 1 : overview SDF- Regular and Instant Trainings

OVERVIEW OF CALLS FOR PROPOSALS						Volume of Training Funds, End 2019		
SSU Component	Call Nbr	Call Volume	Grants signed	Grants closed	Implementation	SDF-Regular	Instant Training	
Belgian	1	200.000	10	10	July 2017-July 2018	1.880.000 €	243.562 €	
	2	700.000	13	6	June 2018-June 2019	800.071 €	110.012 €	
	3	1.000.000	6	0	May 2019-May 2020	1.754.185 €	148.452 €	
Summary BE	3	1900000	29	16		4.434.256 €	502.026 €	
Irish Aid	1	400.000	5	5	Mar 2018-Mar 2019	4.936.282 €		
	2	450.000	3	0	Feb 2019-Jan 2020	4.700.000 €	1.100.000 €	
Summary IRE	2	850.000	8	5		5.800.000 €		
EUTF	1	1.000.000	5	5	Feb 2018-April 2019			
	2	900.000	4	0	Mar 2019-Feb 2020			
GIZ	1	2.000.000	7	0	Octr 2019-Oct 2020			
	8	6.650.000	53	26				
						GIZ	1.832.070 €	

From an overall point of view, the SDF has awarded 53 grant agreements by the end of 2019 for a total call amount of 6.6 million euros of which 4.4 million euros have been executed already.

In addition, a total of 156 instant trainings were completed by the end of 2019 for a total amount of about 500.000 euros.

Number of trainees reached

Table 2 : n° of beneficiaries trained by SDF-Regular & SDF-Instant Trainings

TRAINEES		SDF-Regular				Targets			SDF-Instant Trainings				Targets		
		F	M	tot	pct	2019	2020	F	F	M	tot	pct	2019	2020	F
Ref/ Host	Refugee	1.007	761	1.768	65,6%				758	259	1.017	56,1%			
	Host	431	496	927	34,4%				415	382	797	43,9%			
	total	1.438	1.257	2.695			2.200		1.173	641	1.814			2.200	
	pct	53,4%	46,6%						64,7%	35,3%					
KJA	KJA	671	416	1.087	92,1%				356	98	454	88,7%			
	NON-KJA	48	45	93	7,9%				49	9	58	11,3%			
	total	719	461	1.180			1.000		405	107	512			1.000	
	pct	60,9%	39,1%						79,1%	20,9%					
A/R		667	913	1.580			1.500		347	292	639			500	
	pct	42,2%	57,8%						54,3%	45,7%					
Totals		2.824	2.631	5.455		3.950	4.700	30,0%	1.925	1.040	2.965		3.000	3.700	30,0%
		51,8%							64,9%	35,1%					

By the end of 2019, about 5.500 trainees completed SDF regular trainings (6 to 9 months) and about 3.000 completed the SDF instant trainings (10-100 hours).

Most of the indicators at output level are already achieved.

Females participated overall for about 52% in SDF-regular trainings, and for about 65% in Instant Trainings. Female targeting has been especially strong in Karamoja with 61% share for regular and 79% share females for instant trainings. Also, among the refugees related instant trainings Females are strongly represented (65%).

Within areas of Refugees and Host Communities, refugees participated for a share of about 66%. The original target for refugee's participation set by the Government has been 70% Refugees and 30% Host Community members. These targets have been changed in 2019 to 50/50.

Within Karamoja the share of the Karamojong trainees was 92% versus 8% non-Karamojong. Making Karamojong participate in skills trainings has been one of the challenges in the past.

New training packages and cross-cutting issues

All partners in training provision include cross-cutting issues into their programmes, as Life skills (85%), entrepreneurship/numeracy/fin literacy/business development skills (85%) and green skills (48%) being among the most popular ones.

Several new training packages (ATP's) have been developed. This exercise is critical to align training to labour market needs, and to ensure the effectiveness of training (transition to employment).

Assessment and certification

Certification of skills is crucial in order to enhance the chances of job acquisition and mobility for the youth.

Of those who undertook non-formal regular training under the SDF, at the time of reporting 61% successfully completed an internal or external assessment procedure, including assessments by the DIT/Directorate of Industrial Training under MoES.

Certification with DIT's *Workers PAS* is backed by a competence-based assessment and is recognized within the whole of East Africa. The *Workers PAS* assures that trainees have acquired the documented competencies, it allows for future progression and enhances labor mobility.

The high certification rate is due to a close collaboration with DIT. DIT is for example actively involved in the SDF Selection Committee and DIT is joining the monitoring field visits, which created more awareness of the realities on the field. All this makes that DIT has become more flexible and more transparent in the way of operating as well as in the rating system, that is being applied. DIT is open to have more new skills being certified. Scheduling for assessment is now also easier than before.

Start-up kits

The utilization rate of start-up kits 6 months after distribution is a relevant indicator towards employability. In 2019, the utilization rate is estimated at 61% by the first tracer studies.

Awareness creation

The project created awareness about skills development through different activities including information sessions, radio talk shows, material development and distribution, conferences and workshops.

During a three days SDF Fair a two days conference was organised for discussions among international and national experts. At the fair, the grantees and other partners were able to showcase the skills they have acquired and the transformation therein. The grantees continue to create awareness on various skills development issues during their activities including stakeholder meetings and selection activities.

The project also increased visibility and promotion of safe training environment by ensuring that all trainees received and used branded personal protective wear.

Action Research and Tracer Studies

A number of studies are being conducted to inform learning based on the SDF experiences. These include Tracer Studies and Action Research. Some of the data collection of these studies took place already and analysis and further data collection is ongoing.

The first reports of the *Tracer Studies* indicate tangible increases of income for the majority of the graduates after the training.

Preliminary findings of the *Action Research* indicate:

- (i) On relevancy: A vast majority (more than 90%) of interviewed stakeholders and FGD participants are positive about the relevance of the SDF and regarding both regular and instant trainings.
- (ii) On quality: Overall, the partnerships supported through the SDF are perceived to offer quality trainings. However, perceptions on the level of quality and innovation are mixed.
- (iii) On access and equity: Most interviewed stakeholders (80%) are of the opinion that the SDF to a great extent broadened access to skills development for vulnerable youth, women and girls.
- (iv) On effectiveness: The SDF has overall been effective in equipping youth with the relevant skills for their local labour market. As a result, main stakeholders are mostly positive about the effectiveness of both regular and instant trainings, although uncertainties still exist due to the lack of sound data.
- (v) On efficiency: Enabel staff, grantees and partners as well as instant training livelihood partners believe that SDF processes are efficient. Although some complained about the high level of bureaucracy, in general there is an understanding that the processes ensure quality and show Enabel's integrity

Belgian cooperation

Two Grant agreements from the first pilot call having delays were closed in addition to 4 calls of the second call. Trainings funded by 6 of the 13 grant agreements were completed although they are yet to be administratively closed.

Six new grants of over 1.000.000 euros were signed mainly targeting skills related to Tourism in Rwenzori and Oil and Gas in Albertine. The Oil and Gas related trainings will be internationally certified.

It is important to note that the SDF scope in Albertine expanded to include Bullisa district which is a home to many oil wells.

Disbursement of funds to call 2 and call 3 grantees continued, as was also the case for capacity strengthening of grantees, support supervision and joint progress review meetings.

Modules from DIT's ATPs in fashion design, Creative Visual Art and crafts welding and woodwork, motorcycle repair, aluminium fitting, restaurant waiting, housekeeping among others were customised with the help of DIT and the industry. 70% of the trainees under call 1 and 2 were certified DIT's workers PAS.

IRE

In 2019, all grants of call 1 have been executed and 80% of them have been closed. Three new grants were signed. Continuous support supervision to grantees has been deployed.

For those that completed under call 1, 88% were assessed and certified by DIT while 2/3 grantees of the second call underwent DIT assessments in December 2019 and await results.

To increase Knowledge Management and documentation of SDF, strategies to promote equity in skills training are being documented, including the SDF awareness campaigns and success stories of skilling the marginalized groups.

A total 523 beneficiaries were trained in instant trainings and arrangements to train 720 more are in place. It is foreseen that the number of beneficiaries receiving instant trainings will reach the planned target of 1,000.

In 2020, the project will concentrate on quality assurance and documentation of best practices.

European Union Trust Fund

The five grant agreements of call 1 were closed. Call 2 grants worth 880.000 euros were signed with 4 partners (Finn church Aid, Windle international, Action Africa Help and Norwegian Refugee Council) targeting 1.220 trainees of whom 70% are refugees.

The grantees received continuous support through monitoring visits and joint progress review meetings. The support provided guidance, coaching, support in assurance of quality of implementation for both financial and technical aspects.

The trainees completed different skills trainings, went for job placement and have undergone DIT assessment, waiting for certification.

Specifically, 2019 witnessed accelerated roll out of *instant trainings* in support of livelihood actors including ZOA, CEFORD, DRC, UNICEF, etc.

Livelihood-specific trainings were provided including bakery and confectionery, Bar and Liquid soap making, sheep and goat rearing, Beads and Jewelry making, leather and shoemaking, to mention but a few. These skill-packed trainings targeted the vulnerable youth, girls and women

from both Host and refugee communities aimed at enhancing the productivity and competitiveness of their livelihood activities.

Northern-Uganda (GIZ)

A call for proposal was launched, information sessions held in Arua, Adjumani, Moyo and Kampala attracting 148 (114 males and 34 females) participants from different organizations, private sector actors and training institutions.

A total of 47 concept notes of joint ventures of training providers and private sector brokered by NGOs were received and they went through the selection process. Out of these, 12 applications were asked to submit full-fledged proposals. The applications received went through the selection process and in October the Selection Committee approved 7 organizations to be funded.

In October, grant agreements worth 1.832.070 euros were signed for a period of 12 months in the West Nile districts of Arua, Adjumani, Moyo, Obongi & Madi Okollo. An inception meeting was successfully conducted with all the 7 grantees together with their private/public sector selected partners.

The grantees were able to hold stakeholder inception meeting at district and sub-county level, mobilize the different communities and sensitize them about the training, procure training materials among others.

Potential impact

The lessons learnt from the piloting of Skills Funds under *Support to Skilling Uganda* and under PSFU financed by World bank will inform the set-up of a national funded Skills Fund with private sector in the lead.

“Improved practices” include public private partnerships, work-based learning approaches, integration of entrepreneurship, social targeting/equitable access, integration of cross cutting themes (green skills, life skills, etc.) and post-training support.

A study on implementation of best practices conducted in 2019 reveals that all approaches prioritized by the pilot SDF were already being implemented by the majority of training institutions prior to their participation in the grant agreements. Respondents’ participation in the SDF did however clearly increase the intensity to which these strategies were implemented. Overall, 82% indicated that they continued adopting the approaches that were integrated in the respective SDF grant agreements that they have co-implemented. This will enhance sustainability.

The factors that influence the achievements of the SDF are the following:

- Dedicated, experienced national staff and experts of Enabel were paramount in pushing the project right from developing the operational guidelines, managing selection process, monitoring and following the implementation process to ensure, quality, value for money, relevance, equity and access.
- The availability of tools and resources like spot checks, support monitoring visits, coaching, orientations geared towards building the capacity of the grantees greatly attributed to this achievement.
- Flexibility within the guidelines and grant agreement which allow for adjustments based on field realities especially in terms of training modalities and budget re-allocations.

- Sharing and adoption of good practices and lessons learnt during grant workshop for ENABEL staff and capacity building workshops for grantees. The skills development platform meetings have continued to provide an opportunity for dialogue between the private sector, district leadership and implementing partners.
- Complimentary funding from other agencies especially UNHCR strengthened the management of the Vocational Training Centres within the settlements. For example, the Vocational Training Centre (Yoyo) for NRC in Yumbe was funded and established by UNHCR, as well as the WIU training centre (Panyadole) in Kiryandongo.
- ENABEL being part of existing frameworks such as the “Comprehensive Refugee Response Framework” and the “Education Response Plan” gave us a strong base in articulating skill development issues.

The constraints that have appeared in implementing that grants are:

- **The short duration of the grant agreements** hinders sometimes adequate time to easily conduct capacity building while timely executing activities. The strong attention (due diligence) to financial and administrative follow up of grants, might sometimes come in competition with timely uptake of recommendations that relate to the results.
- **The limited capacity of grantees** leads to delays in processes like procurement and accountability, which resulted in delayed closure of call 1.
- For **instant trainings in Northern Uganda**, there was unforeseen high dropout rate of trainees enrolled from the Accelerated Education Programme (AEP) form Save the Children. More sensitization of the AEP beneficiaries before enrolment into skill training will be paramount.
- **The participation of trainees from the host communities.**

Trainees were selected from the entire district without considering the proximity to the training institute. As a result, few turn up and/or many drop out since they could not keep up with the daily trekking of kilometers

3.4 Performance of Result 3

Result 3: Centres of Excellence provide quality skills development programmes that are responsive to local private sector needs

The outcome of Result 3 is to support the establishment of Centres of Excellence (CoE) that provide quality skills training responsive to labour market needs.

Seven partner BTVET training institutions (5 in the Albertine/Rwenzori and 2 in Karamoja) are being supported to establish CoEs in specific chosen priority sectors³.

³ Motor Vehicle Technology and Welding for St. Joseph’s Virika & St. Simon Peter VTI; Construction Trades for UTC Kyema & St. Daniel Comboni; Agriculture for Nakapiripirit; Electrical and Renewable Energy for Kasese Youth Polytechnic; and Hotel and Catering for Millennium Business School.

In 2019, emphasis has continued towards producing graduates with not only certificates, but especially with skills and competences tailored to labour market needs. Compared to 2018, there has been an increase of 50% of trainees that have received certificates in accordance with employer needs, through recognized technical and vocational certification bodies such as DIT Workers' PAS, City & Guilds, UBTEB, among others.

Student enrolment in the 7 partner VTIs, especially under the respective priority trades has also increased considerably. This has been a result of several initiatives e.g. in Albertine Rwenzori region through (i) monthly BTVET awareness radio talk shows and (ii) increased sensitization by the local leadership to demystify the hitherto low perception and attitude attached to technical and vocational education.

In Karamoja, the increase has been attributed to career guidance and youth-led community awareness campaigns using *My Skills My Future* (MSMF) tools to encourage Karamojong girls and youth to join TVET institutions.

In general, the following factors have led to increased enrolment: awareness campaigns, social targeting via bursaries awarded to vulnerable groups through direct grant agreements, providing conducive environment for girls' mothers, flexible training programmes and organization of short-term training programmes in the VTIs.

An organizational self-assessment of all partner VTIs is carried out every year to establish their current status according to the 5 pillars of the Skilling Uganda Strategy. The self-assessment tool focuses on 7 thematic areas that include financial management, PPP, equity, relevance of training, client approach, quality assurance of technical staff & training, and environment. In 2019 the self-assessment score of the VTIs in Albertine Rwenzori region indicate an improved score from 1.3 at baseline level to 3.1 out of a development level of 4.0., while those in Karamoja improved to 2.6 out of 4.0. Albeit the change process requiring a lengthy period of time, these scores indicate a shift in the mind-set as well as good will from the VTIs managers towards steering this change process of the respective VTIs towards becoming learning organizations.

The current curriculum emphasizes practical and hands on exposure during students training. The 7 partner VTIs have been supported to realize this and as a result, in Karamoja there has been an increase of 40% (23% in 2018) of hours trainees spent in both practical learning and Work Based Learning. This is mainly realized through an increased collaboration and improved working relationships between the VTIs and the private sector players.

Majorly the areas of collaboration have been (i) placements for student in industrial training offered by the private sector players, (ii) training of selected Master Craft Persons (MCPs) who guide and coach the students during industrial training, (iii) technical skills training for instructors, (iv) improved student industrial training orientation and (v) use of customized tools, guidelines and manuals developed by the practitioners themselves.

Potential Impact

By the end of year 2019, the project has realized improved students learning and improved quality of instruction. This has been a result of several interventions such as (i) establishment of instructors' peer mentorship system in each partner VTI, (ii) practical skills training and exposure to the relevant industries by the instructors, (iii) as well as the utilization of the training equipment

and tools awarded to the 7 VTIs, (iv) use of up-to date re-oriented curricula that instils in students' innovation, problem solving and entrepreneurship.

Furthermore, the partner VTIs independently conduct skills needs assessment and update their training programmes. Marketable skill needs are substantiated by Labour Market Information Systems (LMS) as obtained from SDP meetings (Skills Development Platforms).

Increase in students' enrolment and initiation of school's Income Generating (IGA) projects and production units within the VTIs has increased autonomy, financial sustainability and accountability.

The introduction of short-term flexible training programmes by the partner VTIs especially in Karamoja is enabling permeability with other educational supply, allowing graduates to upgrade qualifications within education pathways.

Participating in regional skills competitions, guidance and counselling coupled with massive community awareness campaigns has improved the image of Skilling/BTVET to become a priority career option amongst target youth, women and girls including refugees.

The current collaboration between the VTIs and selected private sector players is expected to continue mainly for improved student's industrial training and placement as well as in other areas e.g. exposure to modern training equipment and tools used in the workplace. This collaboration with the private sector has increased graduates' employability, skills perfection at the workplace, innovation, effective networks and professional attitudes.

Support to Skilling Uganda plans in 2020 to have graduates connected with employers through an innovative LMIS App which is currently under development and which is meant to facilitate job search and sharing job opportunities.

Public Private Partnerships (PPPs)

Key achievements include increased number of MoUs between the VTIs and the private sector members and increased participation of private sector players in the quarterly SDPs. In Karamoja, the establishment of a basic district-based Labour Market Information System has led to harmonized and increased synergies with government development programmes in the respective VTIs.

In 2019, MoUs between the partner VTIs and the respective private sector players have increased considerably. The partnership areas have also expanded from student's industrial training to instructors' exposure to industry and engagement of private sector players in designing and teaching some modules of especially short-term courses at the partner VTIs.

The participation of the private sector members in the quarterly SDPs has consistently increased to include the larger scale companies e.g. CNOOC, Victoria motors in the A/R.

In Karamoja the engagement has been sectoral based in the areas of Tourism and Construction. Operationalization of the LMIS was realized through the PPP liaison officers. The LMIS online application under development will link the graduates and the VTIs to employable opportunities. The next step is to pilot the system in the 3 regions (A/R, KJA and NU). Also, the green skills LMS study was finalized and findings disseminated to the various stakeholders.

Competence Based Education and training (CBET)

Over 10 Assessment and Training Packages (ATPs) have been developed and validated in collaboration with the Directorate of Industrial Training (DIT), a key organ in the MoES. These have mainly been trainings undertaken by various organizations under the SDF framework.

Furthermore, the process of developing **Entrepreneurship ATPs** (I&II) with a training manual for ATP I was successfully completed. MoES were actively involved and the process was facilitated by SYNTRA West. Among the next steps are launching and rolling out the ATPs for their implementation.

In Karamoja, 25 Mastercraft persons have been trained and accredited as DIT assessors of which 9 were deployed to assess the December 2019 DIT examinations.

Infrastructure

Construction and rehabilitation at the 7 partner VTIs majorly include training workshops, dormitories, resource centres and associated infrastructure.

Already 3 sites have been completed and handed over and the remaining 4 will be handed over during the 1st quarter of 2020.

The motorization of the water system for one of the VTIs in Karamoja is in progress and will be completed in the 1st quarter of 2020.

The tender for installation of energy saving stoves in the 7 VTIs was awarded and will be completed in the 2nd quarter of 2020, while 2 have been already constructed.

For one of the VTI (SSPVTC) a bio digester has also been constructed supported by a cowshed for collection of cow dung and next step will be installation of the biogas system.

Equipment

The tendering and the entire procurement process were launched and successfully completed under 2 Lots (Lot I and Lot II).

Equipment includes basic and modern training machines and tools used under the 6 priority trades and ICT, as well as relevant training materials. International companies won all the tenders given the type and quality of the equipment and tools needed.

The equipment under Lot I started arriving in December 2019. However, all equipment and tools are scheduled to be delivered to the respective VTIs by end of Q1, 2020.

Furniture for the said facilities will also be completed and delivered within the same period. This is in 2-fold: the furniture for 2 VTIs is being made by students under life projects while the other has been secured under public procurement.

Direct grants

Seven direct grants were awarded to the 7 partner VTIs to facilitate the implementation of their business plan priorities, implement life projects as well as advancing gender in the BTVET agenda.

Six grants are being implemented smoothly.

The Kasese grant was halted because of institutional management and governance challenges. However, the project remains optimistic that the grant will resume as soon as the said challenges are comprehensively resolved.

In some VTIs, these grants have enabled establishment of production units for financial sustainability of the institutions or to increased security and safety of VTIs properties i.e. land and equipment.

Capacity building of managers

Various trainings in governance, leadership, management, financial management, M&E and performance management, ICT, Human resources management, etc. that started in 2017, were concluded and the focus of the period under review has been coaching and mentoring towards implementation of post training action plans.

Capacity building of technical instructors

For the last 2 years, 105 technical instructors (15 from each of the 7 partner VTIs) underwent a 7 modularized pedagogy training⁴. Focus for 2019 was establishment of a peer mentorship system in all the 7 partner VTIs. Next will be technical skills trainings and exposure to relevant industry in the respective priority trades. These trainings will also target the associated Master Craft Persons (MCPs) for each partner VTI.

Work Based Learning (WBL)

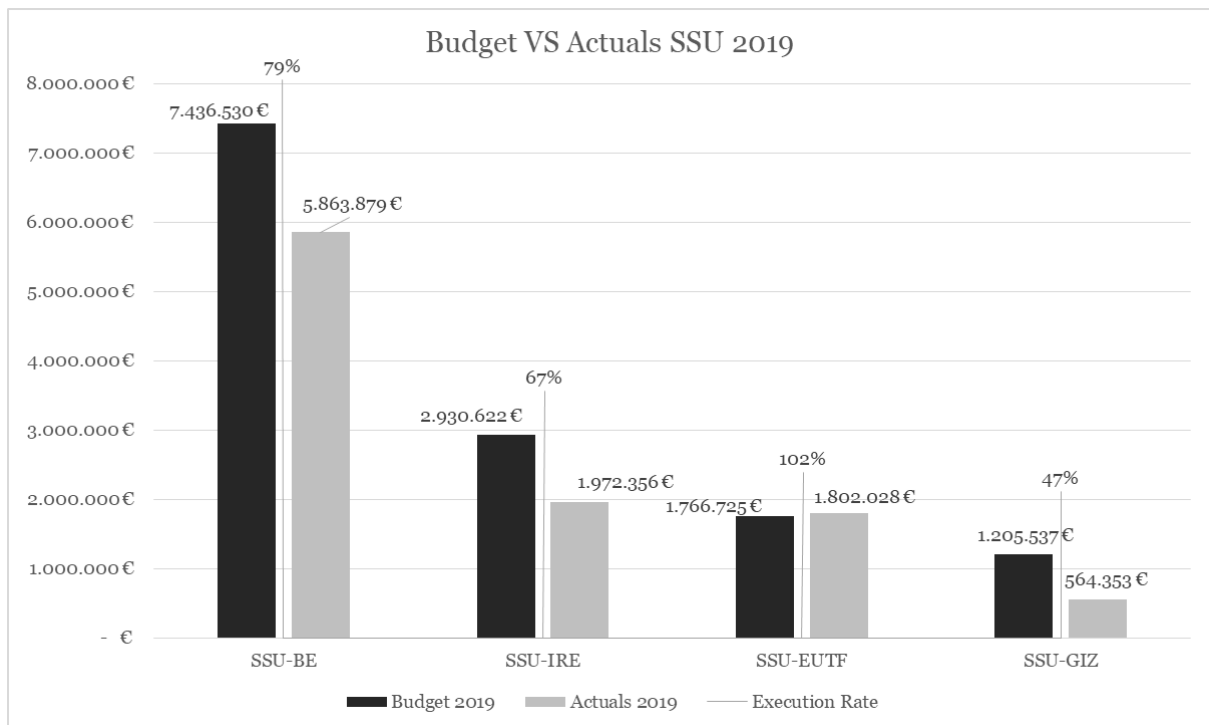
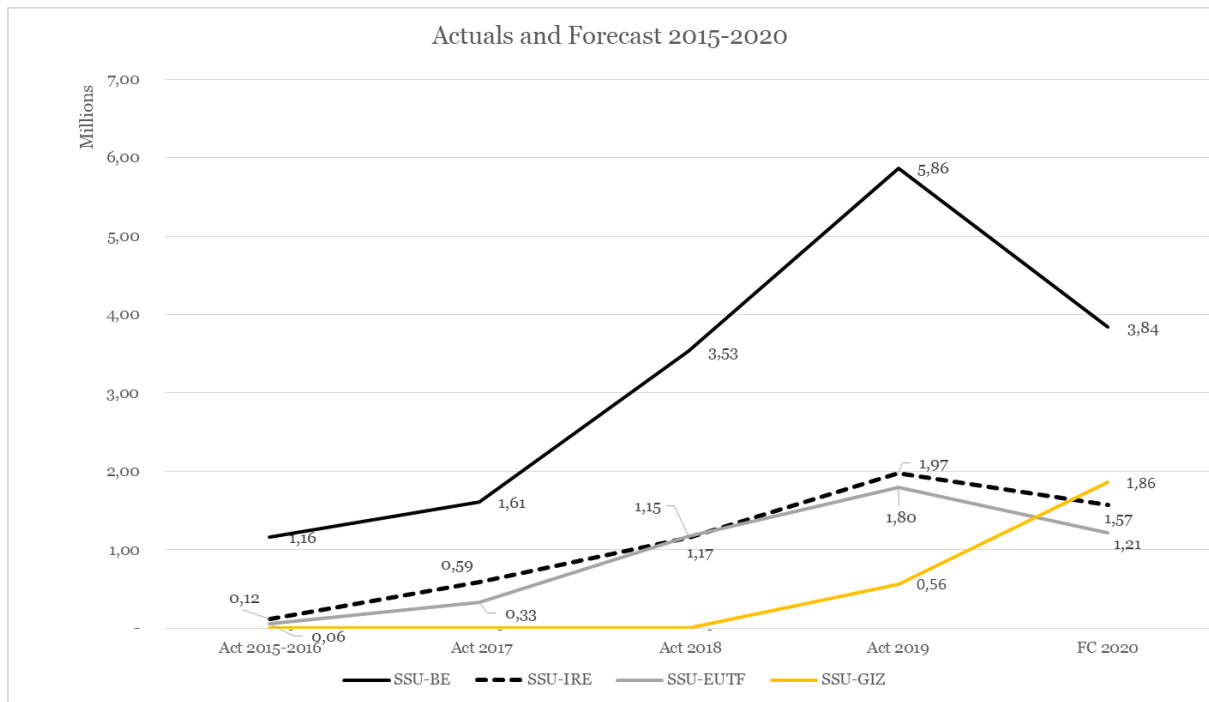
The final review of the student's industrial training and placement manual and tools was done in 3 regional workshops in Albertine, Rwenzori and Karamoja. Next steps include validation workshop at national level, printing and dissemination. Also, a training for selected MCPs in pedagogy, entrepreneurship, Occupational Health and Safety (OHS) & basics of industrial training is planned for 2020.

Success factors

- Massive youth-led community awareness campaigns especially for KJA
- Involvement of the private sector, quick win tools which attracted additional students
- Innovation in training offer e.g. self-sponsorship for KJA

⁴ Assessment and Evaluation; Competency Based Education and Training (CBET) Principles; Instructional Planning; Instructional Approaches using ATL/ITL methodologies; Instructional Tool Boxes in TVET; Training in Workshop Management; and Instructional Leadership.

4 Budget monitoring



SSU – BE UGA1402711

SSU-Belgium	Total Budget	Expenditures		Available	Rate
		Previous years	2019		
UGA1402711	16.000.000	6.297.819	5.863.879	3.838.301	76%
UGA1402711_A	12.945.200	4.220.125	5.033.122	3.691.952	71%
UGA1402711_A01 Result 1	2.010.000	840.659	508.571	660.770	67%
UGA1402711_A02 Result 2	439.200	246.490	199.574	-6.863	102%
UGA1402711_A03 Result 3	10.496.000	3.132.977	4.324.978	3.038.045	71%
UGA1402711_X	54.300	104	-	54.197	0%
UGA1402711_Z	3.000.500	2.077.591	830.757	92.152	97%

Analysis of performance

In 2019, the total expenses within this Belgian funded component were 5.863.879 EUR. This amount is almost similar to the total amount of all previous years (2015-2018). The total execution rate so far is 76% (of 16 million euros). The foreseen expenses under SDF grants and the completed works in infrastructure in Result 3 peaked in 2019 as the intervention progresses.

SSU – IRE UGA160331T

SSU-Ireland	Total Budget	Expenditures		Available	Rate
		Previous years	2019		
UGA160331T	5.398.111	1.858.935	1.972.356	1.566.821	71%
UGA160331T_A	4.671.440	1.444.238	1.781.051	1.446.151	69%
UGA160331T_A01	393.700	96.928	115.489	181.283	54%
UGA160331T_A02	203.640	207.492	13.833	-17.685	109%
UGA160331T_A03	4.074.100	1.139.818	1.651.729	1.282.553	69%
UGA160331T_X	14.371	0	0	14.371	0%
UGA160331T_Z	712.300	414.697	191.305	106.298	85%

Analysis of performance

In 2019 the total expenses (exclusive of Management Fee) of this component raised up to 1.972.356 EUR. This is slightly more than the total amount of the three previous years (2016-2018). This execution rate is due to the completed infrastructure works in both VTI (Nakapiripirit and Moroto) as well as a close follow up on the SDF grantees both in output 3. The total execution rate is 71% (of 5.398.111 euros).

SSU – EU UGA160321T

SSU-EU	Total Budget	Expenditures		Available	Rate
		Previous years	2019		
UGA160321T	4.579.500	1.563.798	1.802.028,13	1.213.673,71	73%
UGA160321T_A	3.921.500	1.269.709	1.639.644,49	1.012.146,53	74%
UGA160321T_A01	3.200.000	956.197	1.489.575,56	754.227,49	76%
UGA160321T_A02	721.500	313.512	150.068,93	257.919,04	64%
UGA160321T_Z	658.000	294.089	162.383,64	201.527,18	69%

Analysis of performance

In 2019 the total expenses of the intervention raised up to 1.802.028 EUR (exclusive of Management Fee). This is 20% higher than the total amount of the three previous years (2016-2018). This high execution rate is due to the increase of the implementation of the many instant trainings as well as a close follow up on the SDF grantees both in output 1. There is a total execution rate of 73% so far (of 4.579.500 euros).

SSU - GIZ UGA18381T

SSU-GIZ	Total Budget	Expenditures		Available	Rate
		Previous years	2019		
UGA180381T	2.424.940	0	564.353	1.860.587	23%
UGA180381T_Z01	333.900	0	65.414	268.486	20%
UGA180381T_Z02	22.000	0	24.712	-2.711	112%
UGA180381T_Z03	25.000	0	4.495	20.505	18%
UGA180381T_Z04	2.020.000	0	462.147	1.557.853	23%
UGA180381T_Z05	13.000	0	3.943	9.057	30%
UGA180381T_Z06	11.040	0	3.642	7.398	33%

Analysis of performance

In 2019 the total expenses (exclusive of Management Fee) of this new intervention raised up to 564.353 EUR. The new intervention officially started in May, but became operational only in July 2019 with the first recruitments. A slow execution rate (23%) is quite normal for starting projects, especially when the process of selection of the SDF grants takes on average 9 months (reference is made to output 4).

5 Risks and Issues

Identification of risks			Risks analysis		
Risk description	Period of identification	Risk category	Likelihood	Potential impact	Total
<p><u>Risk 1- Several risks with challenges of general and Institutional context and change</u> *resistance to change *capacity issues e.g. around construction, grant execution, ... *limited capacity of some partners as some Ministerial Departments, Private Sector Organisations, Applicants for tenders, ... *funding issues and rollout limits of policy agreements *pre-electoral period with limited appetite for reforms</p>	begin 2017	Institutional	high	medium	Medium
<p><u>Risk 2- Risk of limited opportunities for graduates on income generation</u> *context of extreme poverty with limited economic activities *relevance and quality of training</p>	From 2017	Development	high	Medium	Medium
<p><u>Risk 3- Risks related to the specific context of refugees</u> * conflicts between Refugees and Host Communities *geographical isolation and limited transport possibilities *highly volatile group *quality of training provision in the immediate neighborhood</p>	From 2017	Development	medium	high	Medium
<p><u>Risks 4 - Functioning - (i) High Staff turnover and (ii) post 2020 perspectives</u> <u>(i)High staff turnover</u> *of nationals- continuously during whole project period mostly linked to missing long term perspectives and working in a context where other donors recruit aggressively (UNHCR, ILO, UNICEF, WB,) *of internationals within Enabel - in other countries or at other positions <u>(ii)Post 2020 perspectives</u> *execution rate is about 80% for the Belgian component (BE) and about 70% for the others, all expecting to end in 2020.</p>	From 2017	Operational	High	high	High

Risk mitigation			Follow-up of risks	
Action(s)	Resp.	Deadline	Progress	Status
<p><u>Actions Risk 1- General and Institutional context</u></p> <ul style="list-style-type: none"> *Continuously providing technical inputs and engaging in policy dialogue *Focus on concrete actions in the field in view of collecting best practices *Support the set up and coach sector skills councils, proactively seek PPP alliances, proactively approach BMOs, employers and artisans to get engaged in SD *for all steps in the tendering and selection special attention to integrity measures *Support of construction unit of MoES and fine tuning the engagement with them *Close follow-up systems on the ground 	Intervention	continued	ongoing	Ongoing
<p><u>Actions Risk 2- Risk of limited opportunities for graduates for income generation</u></p> <ul style="list-style-type: none"> *Focus on Work based training *Provide startup kits where possible *Labour markets and skills gap analysis to be worked out with employers at local level - Participatory approach (Regional local coordination committees, participation of BMOs on management boards of BTVET institutions) giving employers a say and bringing productivity and innovation gains to companies and business 	Intervention	continued	ongoing	In progress
<p><u>Actions Risk 3- Risks related to the special context of refugees</u></p> <ul style="list-style-type: none"> *Flexible planning based on the resettlement information and livelihood related assessments and close cooperation with UNCHR, OPM and Districts *Continuous analysis of refugee situation *agreed share refugees vs Host Communities 	Intervention	continued	ongoing	In progress
<p><u>Actions for Risk 4 - High Staff turnover</u></p> <ul style="list-style-type: none"> *promotion of conducive working environment like facilities for training, *gratuity schemes (balance payment at end of contract) *extension of contracts for national staff until end of 2020 *active looking out for new perspectives *priority settings in last phase of project and mix of temporary recruitments/prolongations and focused consultancies *minimum perspective is End of Specific Agreement, June 2021 	Higher Mgt	continued	Ongoing (building on post 2020 perspectives + progressing on staff conditions)	In progress

Issue Management

Issue mitigation			Follow-up of risks	
Action(s)	Resp.	Deadline	Progress	Status
<p><u>High Staff turnover</u></p> <ul style="list-style-type: none"> *promotion of conducive working environment like facilities for training, *gratuity schemes (balance payment at end of contract) *extension of contracts for national staff until end of 2020 *active looking out for new perspectives *priority settings in last phase of project and mix of temporary recruitments/prolongations and focused consultancies *minimum perspective is End of Specific Agreement, June 2021te conducive working conditions for national staff and for Internationals -consider mix of ATI replacement + task oriented substitution by consultancies/temporary staff 	Intervention + higher Mgt	in 2020	Ongoing (building on post 2020 perspectives + progressing on staff conditions)	In progress

6 Synergies and complementarities

6.1 With other interventions of the Portfolio

The *Support to the Development of Human Resources (SDHR)* project has been instrumental in building the capacity of the managers and instructors of our partner TVET Institutions. Whereas SSU concentrates on technical trainings, SDHR provides tailor made trainings in management skills. The complementarity accelerates the completeness of trainings making the beneficiaries more efficient in their service delivery.

SSU collaborates with *Teacher Training Education (TTE)*, a project which supports the Ministry of Education and Sports in enhancing the capacity of pre-service teachers and instructors through infrastructure development, equipping the partner institutions with equipment, facilities and tools and imparting contemporary teaching and learning methods. The joint infrastructure cell, shared with SSU, emphasizes better structural designs of buildings as well as excellent collaboration on climate sensitive and environmentally friendly practices in partner institutions and to inform policy at a national level. It organized a 2019 Environment Forum.

Together with TTE, a joint study was conducted on gender-based violence (GBV) within the SSU supported VTIs and TTE supported National Training Colleges (NTCs) to appreciate the level of Gender Based Violence (GBV) in the target institutions and to design modalities for tackling challenges. A high-level conference was organized in December 2019 to discuss the findings and set the agenda for implementing corrective interventions.

Enabel organized a joint digitalization project during the Kampala Innovation Week. A Hackathon was organised between the 16th and 18th of October 2019. This underpins Enabel's wider digitalization for development strategy. During this period, *Support to Skilling Uganda* proposed an online LMIS application to link the graduates and the institutes to employment opportunities. This will be piloted in programme areas in 2020.

SSU and TTE with support of the City of Brussels through Brussels Capital Fund provided financing that established Renewable Energy facilities in partner institutions. For example, at Millennium Business School, the fund was used to equip the kitchen with energy saving stoves. In general, the fund was used to provide biogas, set up briquette plants, energy saving stoves, solar water heaters, solar lighting, solar water pumps, and solar panels in the 7 SSU supported institutions.

In partnership with Embassy of Belgium in Uganda and Belgian Investment Bank, Enabel in Uganda organized a mission in October 2019 to appreciate the Private Sector environment in Uganda. The mission visited partners supported by Enabel and Belgian Investment Bank in Albertine region and later held a forum in Kampala to explore avenues for Private Sector Development in Uganda.

Finally, SSU took also actively part in the Belgian NGA's (Non-Governmental Actors) innovation platform and supported the Strategic Dialogue of the Belgian NGAs on the next country programme with Uganda..

6.2 With third-party assignments

Integration of the Karamoja Region, supported by Irish Government

The project supports the Skilling Uganda Strategy, specifically for the Karamoja Region. It focuses on supporting relevant skills development for Karamojong youth, women and girls. To ensure the relevance of the Skilling Uganda Strategy to the Karamoja context, the intervention focuses more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments.

With the support from IrishAid, 512 people were trained through instant trainings and 1.180 through regular (non-) formal trainings. So, for Karamoja, the set target for regular trainings has been already achieved: *“1000 youth having enhanced their skills through participation in non-formal & formal BTVET and entrepreneurship training by the end of the project (including at least 30% girls and women and 70% Karamojong)”*.

Also the second target for instant trainings is well on its way to being achieved: *“over 1000 youth have enhanced their skills through instant (10-100hours) courses responding to identified skills gaps for green economy, livelihood & market development and service delivery by the end of the project (including at least 30% girls and women and 70% Karamojong)”*.

Integration of Refugees and Host Communities, supported by EU-TF and by GiZ

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

The project continued its focus on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities.

The intervention adheres to the Refugee and Host Population Empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance. With the support from the EU, about 1.500 beneficiaries were trained through the SDF, and about 1.381 others completed an instant training.

In 2019, Enabel also partnered with **GIZ** to implement skilling Uganda reforms in the refugee settlements in Northern Uganda (Arua, Adjumani and Moyo). The intervention mainly targets equipping refugees and host communities with employability skills through short term flexible trainings relevant to the labor market needs of the target areas. A major focus lies on including women (target of 70% of the beneficiaries) and refugees. In 2019, 7 grants were awarded through the GIZ call.

6.3 Other synergies and complementarities

As the Chair of EDP Technical working Group – Skilling, Enabel has closely worked with the World Bank (as co-chair) to strengthen the joint advocacy in Skilling.

To avoid duplication, the platform developed an interactive visual map on Google and created a database for tracking members' activities in their respective Training Institutions.

The Group also provided input in the Education and Sports Sector Strategic Plan (ESSP) - TVET section.

The “Centre of Excellence”-concept regarding vocational and technical education in Uganda has been further elaborated and is in the process of final validation.

Working closely with UNESCO, Enabel strengthened the capacity of Ministry of Education and Sports to organize skills competitions. SSU supported the initial processes for establishing WorldSkills Uganda, its membership to WorldSkills International and organization of Regional Skills Competitions. UNESCO on the other hand hosted the President of WorldSkills International in Uganda and provided both technical and financial support to organizing agro-processing skills competitions.

With Funding from the World Bank, the Private Sector Foundation Uganda (PSFU) is implementing a Skills Development Facility (SDF). Like the pilot Skills Development Fund of SSU, PSFU/SDF facilitates short term skills trainings aimed at enhancing skills competences of young people and competitiveness of companies. The relationship between the two organizations was strengthened during the course of the year. In May 2019, the two partnered in the organization of the 1st ever Skills Development Fair which included a Forum that attracted key private sector players, Government key personnel and international skilling experts. The forum discussed the achievements of the two financing pilots/models, global best practices and the future of skills financing in Uganda. It also had a Skills Fair in which SDF beneficiaries showcased their skills gained during the training process.

Enabel partnered with the British Council through the VET Toolbox to support the Hospitality and Tourism Sector Skills Council to conduct an institutional SWOT Analysis and develop an action plan. This defined the next steps of the council like the later development of training standards and the technical assistance in conducting the sector's capacity needs assessment in Albert/Rwenzori and Karamoja regions.

Enabel developed good contacts with the private sector in Uganda, including PSFU, UMA, FUE, Roofings, MTN, etc.

Together with private sector companies, Ministry of Education and Sports was supported to establish WorldSkills Uganda, an affiliate of WorldSkills International which was used to promote TVET using skills competitions. Companies provided expertise, materials and equipment as well as awards during the regional skills competitions in October/November 2019.

Enabel worked with ISP, an Italian organization to set up water supply facilities at Nakapiripirit VTI in Karamoja. ISP provided water pumps and C&D did the drilling.

In 2019, through the Public Private Partnerships, Enabel and MTN Uganda provided internet connection in eight (8) VTIs (3 provided by MTN and 5 by Enabel). In addition to the internet connection to the 3 VTIs, MTN Uganda provided 30 computers sets, 10 in each VTI to support digitalization for development. The initiative promoted research and connectivity to the world through use of internet as well as enhancing the digital and computer skills of beneficiary institutions.

7.1 Environment and climate change

Successes/ actions taken in 2019

1. Construction of environmentally friendly buildings in the VTIs emphasizing use of natural lighting, solar energy, thermal comfort, natural ventilation, among others.
2. Infrastructure unit successfully held a forum on raising awareness for climate responsive design in East Africa. This was held on 27th-28th February 2019.
3. Proceedings from the Infrastructure climate forum resulted into development of a Manifesto for climate responsive design in East Africa. This book will be part of the capitalization products to be distributed to target audience and the MoES for future direction of architecture in East Africa and how it will respond to the environmental crises faced.
4. The project participated in World Clean-up day on 19th September 2019.
5. All the tenders, grants, SDF and infrastructure included clauses targeting environmental protection and these were used during the scoring criteria.
6. A number of trainings for example use of interlocking soil stabilized blocks (ISSBs) rather than burnt bricks, solar energy etc. were held in the different training institutes; all the kitchen construction under life project used this kind of bricks. Each VTI received a machine for making these bricks.
7. The infrastructure unit started implementing the scope approved by the City of Brussels which is targeting energy improved kitchens in different colleges. These include: Construction of energy saving cook stoves, briquette making, biogas plants, installation of solar water heaters and solar lighting, solar water pump in Karamoja and Albertine VTIs
8. Direct grants were signed with 7 VTIs and the scope to be implemented includes a landscaping, agro-forestry, construction with ISSB blocks etc.
9. Waste management training and awareness campaigns were held in all the 7 VTIs. As a result, each VTI made an action plan that included several commitments e.g. fabrication and procurement of dust bins, sorting of waste, etc.
10. The project has encouraged resource mobilization and partnerships and as a result, agroforestry projects funded by Fair ventures were secured and are being implemented in St. Simon and Kasese Youth Polytechnic, ACTED implementing environmental landscaping and permaculture in St. Daniel Moroto, Tree top Plus in UTC Kyema Masindi, NFA and UNHCR providing free seedlings in West Nile to curb environmental degradation caused by influx of refugees.
11. Inclusion of environmental issues at institutional level and management in SDF and direct grant application guidelines. Respective VTIs have adopted environment and green skills as one of their main objectives in their strategic plans. Its standards and indicators are monitored on monthly basis by the field staff during on-spot visits.

12. The project provided re-usable menstrual pads for girls and women in Karamoja so that disposal and burning of used pads (which pollutes the environment) is reduced.

Challenges encountered

1. Sometimes low sensibility of beneficiaries is observed on the concern for the environment and motivation to improve or maintain environmental quality in the VTIs, i.e. waste management issues, the will to explore new materials like ISSB blocks as opposed to burnt bricks, etc.
2. The influx of refugees from South Sudan into the region keeps being a big threat to environmental degradation in the West Nile region.

Lessons learned and recommendations

1. All future project components will stress to reduce, reuse, recycle, up cycle of waste such as cloth cut-offs to make crafts, used tyres to make sandals, etc. Office staff is requested to print only when necessary, preferably double sided, to maximize use of emails and to recycle wastepaper.
2. Awareness campaigns should continue for example, all future workshops will have a slide on environmental conservation. A sustainable construction materials fair is planned for April 2020.
3. Continue engaging stakeholders through the relevant departments like the District environment officers across the region to support environment protection activities and to promote environmental protection celebration days.
4. While procuring venues/hotels for workshops, the project will put a condition on the use of water dispensers and glasses rather than plastic water bottles which are often poorly disposed.
5. Left over money from the project could be used to promote environmental activities such as tree planting, procuring of seedlings, etc.
6. *Support to Skilling Uganda* should be a carbon neutral programme and be able to compensate for emissions caused by project cars. This can be done through giving towards tree planting.
7. Environmental conservation should be moved from being a cross cutting issue to one of our major output indicators because it is a critical issue.

7.2 Gender

There was increased awareness of Gender Based Violence (GBV) in learning institutions particularly in Business Technical Vocational Education and Training (BTJET) as well as in National Teacher Colleges (NTCs) following the conclusion and dissemination of the GBV study findings.

The main objective of the study was to generate data on GBV in the NTCs and the BTJET institutions in Uganda, in order to formulate policies, guidelines and tools aligned with the

National Policy and Action Plan on Gender Based Violence, contributing to violence prevention and gender responsive learning environments, specifically in NTCs and BTVET institutions.

The findings were disseminated to several stakeholders in various platforms including at the event on “Gender Based Violence in Learning Environments” organized by the Government of Uganda and the Embassy of Belgium in partnership with Enabel. This event was organized in honour of The International Human Rights Day and the 16 Days of Activism against Gender Based Violence, held on 10th December 2019.

Enabel actively participated in various events to promote women’s efforts and inclusion in the area of skills development. For example, on the International Women’s Day i.e. 8th March 2019, Enabel held radio talk shows in Albertine Rwenzori, West Nile and Karamoja regions to commemorate the International Women’s Day. In these shows, Enabel sought to increase girl’s enrolment in TVET. The theme of these shows was TECHNICAL AND VOCATIONAL EDUCATION AS A CAREER PATH FOR WOMEN & GIRLS. This, including participation in various events like National symposium on girl’s education, advocacy and partnership with other education development partners raised awareness and contributed in increasing the enrolment rate of girls into skills development.

There was increased enrolment of female students in all trades by both the VTIs and SDF grantees thus contributing to breaking gender stereotypes as well as societal negative perceptions of technical education as being for failures.

This was achieved through among others:

- (i) Enabel’s increased participation in national events to promote Safe Learning Environment (SLE) for all and celebration of females who excel in male dominated trades;
- (ii) Awareness building and career guidance campaigns including information sessions and sustained radio talk shows throughout the year to encourage females to join skilling and to market skills development as a viable alternative;
- (iii) Gender mainstreaming workshops conducted in partnership with the Gender department of the Ministry of Education.

There was also increased retention and completion rates of females in both VTIs and SDF to about 80% completion and/or graduation. This was achieved through:

- (i) Building the capacity of female trainees by training them in the making of re-usable sanitary pads using locally available materials and provision of materials for making at least 5 pads per trainee. This followed the finding that many female trainees especially in Karamoja region were dropping out of training due to lack of sanitary towels;
- (ii) Provision of day childcare services to cater for the children of child mothers in training in both Albertine region and Northern Uganda.

Equitable access to skills development (being a key objective in the Skilling Uganda Strategy) was also one of the achievements in 2019. This was done through Direct Grant Agreements (DGA) for vulnerable youth which targeted at least 30% females in order to increase the enrolment of vulnerable youth, women and girls into the VTIs.

To create a conducive learning environment, an incinerator for safe disposal of sanitary pads as well as modern washrooms were constructed in Nakapiripirit TI. This has greatly contributed to improving sanitation in the Institute.

What needs to be done

- In order to sustain the increase in female enrolment into BTVET, completion and handing over of the newly constructed hostels for females in 4 of the 7 partner VTIs – under infrastructure development will further increase number of females enrolling into skills development.
- Following the findings of the prevalence of GBV in VTIs, there is need to raise awareness and advocacy against GBV. Therefore, awareness raising tools and referral pathways/guidelines in the event of GBV within the learning environment will be developed as well as empowering the gender focal persons within the VTIs to address issues of GBV.
- Follow up on the impact of the training on MHM with a view to train the new trainees using the previously trained graduates.
- Develop capitalisation materials on gender integration and lessons learnt
- Establish child care services in Karamoja region for child mothers undergoing training
- Establish referrals and linkages with health and reproductive centres to provide HIV/AIDS awareness and reproductive health services e.g. family planning, information, awareness, etc.
- Consider giving start up kits specifically to HIV/AIDS positive youth who graduate/complete training.
- Planning activities for the women's day 2020

7.3 Digitalisation

In 2019, through the Public Private Partnerships (PPP) Enabel and MTN Uganda provided Internet connection in 8 VTIs (3 provided by MTN and 5 by Enabel). In addition to the Internet connection to the 3 VTIs, MTN Uganda provided 30 computers sets, 10 in each VTI to support digitalisation for development. This Internet connection has enhanced research of up to date supply of knowledge and information, thus accelerating learning and connecting the VTIs to the global village. Furthermore, Enabel established a Wireless Local Area Network (WLAN) in 7 VTIs, which supports a centralized resource of sharing information within the Institutes. For example, printers, centralized storage server and eLearning platforms.

The project also introduced the use of local area network eLearning platforms. The eLearning platform (Kolibri) provides offline access to free educational content to complement the instruction. A total of 64 VTI staff including instructors (48), ICT focal persons (8), and administrators (8) were trained on the mode of operation of the eLearning platforms. Instructors are now able to upload training materials (interactive videos, pdf, assessments) onto the platform, however a follow up monitoring visit to support continuity is necessary. Through the established Wireless Local Area Network (WLAN), students, instructors, and administrators are able to freely access online/offline training materials using mobile devices and the computers.

Uganda's innovation community was under one roof in 2019 under the theme Kampala Innovation Week. The aim of the activities was to bring together key players in the Start-up Ecosystem to raise Uganda's profile, provide visibility both locally & internationally and thereby attract investors

hence global partnerships. The project exhibited and presented on Labour Market Information System (LMIS) and emerged winners in the competition. Arrangements to pilot and scale up LMIS application are ongoing. The LMIS links unemployed youth to employers, it's an online application that is integrated with VTI trainees and employer information.

Transforming data into evidence for sound decision making in development was priority in 2019 in all VTIs. In both supported VTIs in Karamoja, Information Management system (LMIS) was installed to help fast track, store, analyse and report VTIs information for quality decision making. A total of 30 staff were trained in basic principles of data management, record keeping and reporting by both the D4D and M&E teams.

The project continued to partner with the organizers of 'Africa Code Week' (ACW)⁵ to extend the initiative to 7 project supported Vocational Training Institutions plus one in Karamoja, reaching over 350 trainees in the process. Prior to the students' interaction, instructors had separate induction sessions during which they were introduced to the concepts and principles of the Scratch software. Unlike the previous years where it was general, the 2019 Africa Code Week centred around particular sectors including Agriculture, Electrical Building and Construction.

In spite of the successful concrete actions achieved in 2019, D4D has highlighted some challenges that need to be worked on for continuity of integrating digitalization in the interventions, these include:

- (i) Security of ICT equipment like installing CCTVs, burglar doors and windows etc.
- (ii) There is need to have backups.
- (iii) Monthly Internet subscription fee to be included in the institute's budgets.
- (iv) More technical support through monitoring and support supervision visit that focus on mentorship and coaching is needed with attention on equipment maintenance and use.
- (v) The need to have more computers in order to achieve a one on one ratio of usage during classroom assessments and instruction.
- (vi) Regular preventive maintenance is highly required.

The project will focus on the following as next steps including:

- (i) Capitalization of all D4D actions,
- (ii) Technical follow up and support visits for all the actions started and completed till 2019,
- (iii) Further build capacity in basic maintenance and repairs for all VTIs,
- (iv) Scale up the LMIS application to all VTIs,
- (v) Extend the VTI MIS to all other project VTIs in Albertine Rwenzori.

⁵ Makerere University, Enabel/BTC Uganda, Irish Aid, Resilient Africa Network (RAN), Action for Fundamental Change and Development (AFFCAD), Women in Technology – Uganda (WITu) and others,

7.4 Vulnerable youth

The SSU project considered vulnerable youth in the following categories: child mothers, disadvantaged girls/women, persons with disability (PWDs), persons living with HIV/AIDS, refugees and host communities, culturally marginalized groups and communities with limited access to services.

Across all regions, deliberate **strategies have been designed to reach-out to vulnerable youths:**

- (i) Selection criteria of project beneficial;
- (ii) Project beneficiary enrolment maintains specific percentages for women, refugees (in Northern region) and Karamojong (Karamoja Region).
- (iii) In Karamoja region all project beneficiaries include 70% vulnerable Karamojong,
- (iv) in Northern region, at the start 70% of all project beneficiaries were refugees compared to host communities; in 2019 this has been adjusted to 50/50.
- (v) All the SDF calls targeted only Karamojong youths for 70% and at least 30% female.

Community mobilization efforts were organized to select and motivate the very vulnerable youths. These include community stakeholder meetings, District local Governments and partnership meetings.

During skills development capacity, trainings were organized in a way to create a **conducive learning environment for all trainees that were enrolled as vulnerable**. Trainings include flexible training schedules and contact hours, training venues adaptive to specific vulnerabilities (including PWDs and trainees with babies/babysitters), meals and protective wear provided during training.

Provision of **boarding facilities, sanitary wear and baby-care facilities** to beneficiaries (including vulnerable ones) as a mechanism to reduce drop-out and concentration to learning during SDF training. Provision of feeds to babies and their caretakers, restrooms for babies and caretakers; provision of sanitary materials, mattresses and bed sheets to support vulnerable youths.

Infrastructure constructions and renovations at VTIs included adaptive designs like walkways for PWDs, baby care units and incinerators at girls' dormitories.

In Northern Uganda, specific strategies involved capacity development of TVET Institutes aimed at increasing their capacity to take in more vulnerable youths especially refugees. This has been achieved through building capacities of VTI managers from Kiryandongo Technical institute, Amelo Technical institute, Lokopio technical institute, Arua Technical institute, and Col. Nasuru Memorial Technical institute. TVET Institutes (Kiryandongo Technical Institute, Col. Nasuru Technical Institute and Amelo Technical Institute) supported on the development of strategic business plans for vulnerable youth inclusion. Community training centres were set-up around refugee settlements to increase access to skills development training among refugees and host communities.

In Karamoja region, very vulnerable youths have received tuition fees, uniforms, stationery, protective ware and industrial training costs to undertake different courses at VTIs though the

social targeting fund. At St. Daniel Comboni Polytechnic College, 30 vulnerable youths were given bursaries to undertake 2 years formal programme in different technical areas (BCP 07 Male, MVT 13; 1 Female-12 Male, EE 2 Male, CJ 1 Male, and TGC 07 Female). At Nakapiripirit Polytechnic College, 40 vulnerable youths were given bursaries to undertake different formal vocational and technical courses. To increase female participation, bursaries and scholarships were targeted to female youth Karamojong. Tools for assessing marginalized groups have been developed. There were also collaborations with other partners (Straight Talk) to promote self-reliance and esteem among vulnerable Karamojong youths.

In **Rwenzori-Albertine** region, organizations that provide services to vulnerable persons such as RFPJ and Yes Amani have been considered for SDF grants as a quick avenue to reach vulnerable youths in the region. RFPJ provides services to former rebels and persons living with HIV/AIDS.

8 Lessons learned

8.1 The successes

Provide skills for employment and livelihood promotion

Post-training surveys or tracer studies are ongoing to determine improvement in employability status of graduates six months after the trainings (under SDF). First data indicate that more than 2 out of 3 of the trainees in non-formal programmes are able to generate new income and change their employment status (from unemployed to economically active).

Have trainings based on Labour market information

The Labour Market Scans (LMS) are mapping out labour market dynamics including skills supply and demand. These continuous updates of LMS and sharing information in meetings of skills development platforms or humanitarian coordination platforms, has made it possible for other development partners and VTIs to align their training programmes to market needs.

A special Labour Market Scan has been conducted on Green Skills to document possible environmentally friendly practices in the program areas. The study recommends: skills in energy efficient stoves and renewable energy, agroforestry-tree nurseries, the use of Interlocking Soil Stabilized Blocks (ISSB) in construction industries, skills to make eco-friendly houses and workshops, etc.

Regional Sectoral Skills Development Platforms

Sectoral Skills Development Platforms at regional level were setup in Karamoja for both the Tourism and Construction sectors. These meetings led by the District, were quite successful in terms of engagement of the local private sector and for sharing information on job opportunities and skills development orientations.

Community awareness tools

In Karamoja, career guidance and youth-led community awareness campaigns did effectively encourage Karamojong girls and youth to join TVET institutions or other formats of Skills training. In general, the number of applicants for skills development programmes have been overwhelming, in both VTIs and in SDF applications for non-formal trainings.

Bursary schemes for disadvantaged groups

Provision of social targeting bursaries to disadvantaged social groups through a complementary direct grant agreement with the VTIs resulted into improved equitable quality access of formal TVET training by marginalized poor youth, women, girls and refugees who are otherwise excluded from training pathways.

Linking Training Provision with Private Sector for aspects of work-based learning

The Work-Based Learning approach that includes internships and industrial training, as well as on the job training, makes learners acquire the necessary skills and facilitates the transition into the world-of-work.

Flexible training modalities adapted to the target public

The offer of flexible trainings with a strong work-based element is key in ensuring increased access to skills development. Flexibility is needed in terms of content for reasons of relevancy, but also in modalities of proximity, duration and facilitation among others, to accommodate the target trainee groups. This is essential for harnessing equity and retention of vulnerable persons to complete the training cycle.

For instance, the project allows trainee's child mothers to come with their infants at the training ground and outreach training centres. This enables the trainees to complete their training programmes as well as adequately attend to their babies.

Also, the use of community-based training models in northern Uganda has tremendously increased participation of refugees and host community members into skills training due to proximity and better security.

Integration of overarching cross-cutting themes

Key packages like training in soft skills and entrepreneurship increase the job-readiness of graduates.

Also, elements of awareness on Health, HIV/AIDS, Gender, Green economy, ... are mainstreamed in the trainings. All these make the project highly relevant and responding to both the labour market needs and skills needs of the target beneficiaries.

Certification of competences

The collaboration with DIT (Directorate of Industrial Training) has resulted in express adaptation of training programmes to market needs, and improved quality training delivery and monitoring learning outcomes by private sector actors.

Certification with DIT's *Workers PAS* is backed by a competence-based assessment and is recognized within the East African Community. The *Workers PAS* assures that trainees have acquired the documented competencies, it allows for future progression and enhances labor mobility.

Importance of post-training support

Post-training support can come in several forms as provision of start-up kits, mentorship, coaching and linkages to start-up capital among others. These actions facilitate the transition to work.

Support to Hospitality and Tourism Sector Skills Council (HTSSC)

While awaiting the setup of the overarching TVET council, support to the operational sector councils has been organised, especially the HTSSC. As in 2019, new membership to the council has been constituted mainly from the private sector, doors were opened for advancement of activities.

This also resulted in support to HTSSC towards developing the Assessment and Training Package (ATP) for Tour Guide and conducting a Labour Market Scan for tourism sector. The package/standard will facilitate the council to perform quality assurance of the training and assessment of tour guides while the results of the LMS will help them to determine and address the skills gaps.

Dynamics for excellence in the Vocational Institutes

Development Plans for VTI's

The use of the BTVET institution business and human resources development plans has guided institution capacity building and aligned the training programmes with the labour market demands.

Direct grants

The supported VTIs received a grant to facilitate the implementation of their business plan priorities, implement life projects (practice work with students) as well as advancing gender in the institution.

In some VTIs, these grants have also enabled the setup of production units for financial sustainability or to increase security and safety of VTI's properties i.e. land and equipment.

Offering new flexible programs

The introduction of short-term flexible training programmes by the partner VTIs especially in Karamoja is enabling permeability with other educational supply, allowing graduates to upgrade qualifications within education pathways. It's also a modest income generation activity for some of the institutions.

Multi-dimensional support to the selected VTIs

Support is provided to infrastructural development, tools and equipment, training of trainers and system-strengthening. To better match skills needs and job opportunities, partnerships are promoted with envioning private sector (PPPs) to facilitate Work Based Learning and other private sector involvement.

Framework of Centre of Excellence (CoE)

A strategic framework for CoE is being defined jointly with donors as WB and with MoES. As defined in the East African TVET framework, a CoE ought to respond to the economic and social as well as skills need of the area where it is located. The VTIs are supported towards becoming Centres of Excellence by implementing their business plans and ensuring relevancy, quality, effectiveness, efficiency and equity in the institutions.

Upgrading the supported institutions to TVET Centres of Excellences has tripled enrolment of formal and non-formal students. The number of self-sponsored students attending trainings has equally increased.

Promote Innovation and Digitalisation

Support to Skilling Uganda has supported several dynamics in innovation and digitalisation, as the Kampala Innovation Week, Hackathons on digital solutions in skilling, working on an interactive platform/system on LMIS, campaigns on coding for youth, etc.

Also, all VTIs are equipped with ICT-labs to promote e-skilling.

Sensitivity for Environment and Climate Change

The workshops that have been constructed at the sites of the VTIs are great examples of environmental sensitive building.

The sustainable use of resources and environmental factors are mainstreamed in all actions of the intervention. These environmental and climate change concerns translated into re-oriented training programmes that instil in trainees respect to environmental aspects and adopt health and safety practices at workplaces.

Replicable initiatives include trainings in green skills and practices, creation of student clubs on environment, use of economically friendly energy saving stoves, construction of eco-friendly infrastructure facilities, use of tools according to standards of curricula and capacity building of instructors.

Close monitoring of trainings

Field Coordinators have been deployed for on-spot monitoring of the quality of the training and for capacity building of the training providers. This has for example led to a significant increase in completion rates, up to 90% of the non-formal trainings.

In addition, both the financial support and control functions of SSU (UBW) strengthened the quality of reporting and close monitoring of the accountabilities submitted by the grantees

The monitoring and learning setup of SSU, with several layers of M&E, has made SSU a reliable source of learning and capitalisation for internal learning and for external partners (Tracer Study, Action research).

Promote good practices

Ongoing research indicates that the training providers receiving grants under SSU (called “grantees”) continue with the good practices initiated and facilitated by the fund. Most of the former grant recipients report continuing with good practices, that include collaborative Public Private partnerships between training providers and private sector actors, integration of work-based learning in training programmes, social targeting and equitable access, integration of cross-cutting themes, and integration of post training support in training programmes.

Joint Policy dialogue

SSU contributed to a stronger joint policy dialogue as chair of the Education Development Partners TWG on Skilling. This mainly contributed to inclusion of the key reforms on skilling in the national strategic documents as the Sector Strategic Plan (2020-2025), National Development Plan, etc.

More is needed

There is still need for more strategic partnership, effective institutional coordination, and quality training service provision from accredited training programmes and public and private service providers.

Support to Skilling Uganda has also learnt that skills development programmes alone are not enough to solve problems of institutional reforms, youth employability, citizen’s living conditions, poverty eradication and sustainable use of natural resources. There is need for embedding skills development in broader upward dynamics of education, health, natural resource management, governance and investments to accelerate desired socio-economic transformation in Uganda.

8.2 The Challenges

There is space for better regulation of private sector's involvement in Training Provision (MCPs, BMO, and OTCs) to ensure quality standards. Most of the private sectors naturally focus on business gains (profits). They require financial and regular monitoring.

VTI and Districts should be supported to independently conduct LMS surveys on a regular base. It's still a bit complex for the supported VTI to collect and analyse required LMS information (enterprise surveys, market surveys, tracer surveys, ...).

Securing decent work conditions for trainees during industrial training, internship and apprenticeship placement ensuring that the place of internship is of quality and promotes safety, security and protection.

It is planned that students enrolled in apprenticeships with the National Scheme for Apprenticeship Training under MoLGSD are paid a stipend to cover costs.

8.3 Strategic learning questions

Sustainability of skills development coordination mechanisms at national and local levels remains an issue. Also, the projected implementation of the TVET Policy is lagging behind. Even if financing of the requested expertise and roadmap plan of the implementation working group has been secured by end 2019, intensive policy dialogue is to be continued.

8.4 Summary of lessons learned

Skills development is now a major priority in Uganda due to its critical role in promoting human capital development to reap demographic dividends, sustain economic growth, and enhance inclusiveness for poverty alleviation.

This requires a proper implementation of the new TVET policy, effective institutional coordination, and quality training service provision from accredited training programs and public and private service providers. Linkages with employers and public-private partnerships are critical in ensuring quality and relevance of training to increase employment.

There is still a need to continue public awareness activities like skills fairs, regional platform meetings, etc. to raise the image of *Skilling* and enhance participation in skills training programmes.

In the coming year 2020, *Support to Skilling Uganda* will be investing in knowledge management products and capitalization on skills development which will highlight approaches, good practices and lessons learned to support steering of policy implementation for *Skilling* in Uganda.

9.1 Changes made to the intervention

The project strengthened the two-anchored approach of boots on the ground and national level support.

The Field office in Fort Portal was strengthened with the replacement of the International Skills Development Expert. Given the departure of the International Architect of the Project in the last quarter of the year when the construction works were at the tail end, Consultancy support procured to ensure proper finishing and handover of the infrastructural has been put in place. In general, personnel gaps have been remediated by a mixture of new recruitments, complementary consultancies and stronger involvement of experienced national staff.

The Steering Committee has been especially valuable in following up on difficult issues, as filling up staff gaps in the VTIs, land titling issues, connection to the power grid, etc. Where possible, this support has been scaled up to regional or national level. Also, the concept of Centre of Excellence (CoE) is being clarified on request of the Steering Committee.

9.2 Decisions taken by the Steering and monitoring committee

	Decisions	Period of identification	Source
1	Power and staffing challenges in the supported institutions	2016	SC Sep 2016
2	Definition of the Centre of Excellence Framework	3/9/2019	SC Sep 2019
3	Titling of Nakapiripirit Land	Feb-19	SC Feb 2019
4	Support the VTIs in Karamoja to survey their land and be included on the national electricity grid	3/9/2019	SC Sep 2019
5	Explore representation of the project districts on Steering Committee	Feb-19	SC Feb 2019
6	Payment of VAT Arrears	2018	
7	Document and share project good practices	3/9/2019	SC Sep 2019
	Actions	Responsible	Time limit
1	List of Public VTIs to be connected to the grid submitted to Rural Electrification Authority;	BTVET Commissioner	Done
2	Technical assistance provided to define CoE framework, presented to key BTVET stakeholders and it was approved with amendments	Progr. Unit	Q1, 2020
3	Titling of additional land to Nakapiripirit commenced	NFM Karamoja	Q1 2020
4	Support Karamoja public VTI s to survey their land	NFM Karamoja	Q3.2020
5	CAO Nakapiripirit to represent Karamoja, RDC Hoima to represent Albertine and LC 5 Chairperson, Kabarole to represent Rwenzori	Progr. Unit	Q4. 2019
6	Payment of VAT arrears	FCC	Q3 2020
7	During capitalization good practices will be compiled and shared	Progr. Unit	Q3 2020

9.3 Considered strategic reorientations

Given that the project is in its final year of execution, the intervention will concentrate on follow up of ongoing initiatives to ensure quality and meaningful closure.

Having successfully piloted a number of initiatives including financing, flexible trainings, PPPs, WBL practices among others the project will concentrate on documentation/capitalization and dissemination of the good practices.

Identification of key partnerships to strengthen to ensure strong advocacy on the good practices that the skilling intervention has yielded

9.4 Recommendations

Adequate resources up to the end of the Specific Agreement should be foreseen to ensure proper project closure, to document the good practices and have these integrated in follow-up programming.

10 Annexes

10.1 Quality criteria

For each of the criteria (Relevance, Efficiency, Effectivity and Potential sustainability) several sub-criteria and statements regarding the latter have been formulated. By choosing the formulation that best corresponds to your intervention (add an 'X' to select a formulation) you can calculate the total score applicable to that specific criterion (see *infra* for calculation instructions).

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		X			
1.1 1.1. What is the current degree of relevance of the intervention?					
X	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?					
X	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.

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

Appraisal of the EFFICIENCY: Total score	A	B	C	D
	X			

2.1 To what extent have the inputs (finances, HR, goods & equipment) been managed correctly?

X	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.
X	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?

X	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

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

Appraisal of EFFECTIVENESS: Total score	A	B	C	D
	X			

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.
X	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?

X	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.
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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).

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

Appraisal of POTENTIAL SUSTAINABILITY: Total score	A	B	C	D
		X		

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.
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X	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?		
X	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).
X	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 Progress of Indicators

10.2.1 Progress of indicators for result 1

Outcome: Governance structure ensures responsiveness of skills development activities to labor market needs					
Outcome Progress indicators/markers for result 1	Base value 2015	Value preceding year 2018	Value reporting year 2019	Target reporting year	Final target
Skills Development Platforms established and operational (meeting minimum 2x per year)	No governing structure at local level	10	12	12 functional SDPs	10
Tourism Sector Skills council (HTSSC) established and operational	No HTSSC in place	HTSSC operation alized but term expired in Aug 2018	New HTSSC constituted, appointed and operational	1	Hospitality Council operational
Output: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda strategy					
Output Indicators for Result 1	Base value	Value preceding year (2018)	Value reporting year (2019)	Target reporting year	Final target
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies conducted in the project areas ⁶	LMS for Albertine Region/W B	7	9	9	11 LMS/TNAs
Level of integration of CCIs (gender/ HIV/environment, green skills) in the LMS	NA	100%	100%	80%	CCIs integrated in 80% of the studies
Number of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC)	NA	6	2	3	5 national, 3 sectoral and 3 Regional BTVET Stakeholders
Activities progress					
State of progress of the main activities for result 1			State of progress The activities are:		

⁶ excluding 4 baseline studies between 2015 and 2016.
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	Ahead of time	Within deadline	Delayed ⁷	Seriously delayed ⁸
1. Support to the Reform Task Force; analyses current functions and identify gaps, support the RTF in coordination function, conduct mapping and publish updates, support piloting and governance of BTVET		✓		
2. Develop and establish an M&E system, conduct baseline study, collect and disseminate good practices		✓		
3. Implement a capacity building programme for all key actors, build capacity of all key actors in government and administration build capacity of key actors of BMO and UGAPRIVI	✓			
4. Support the establishment of coordination structures at district level, establish a district based BTVET and labour market council Labour market observation system	✓			
5. Undertake Action Research		✓		

⁷ The activities are delayed; corrective measures must be taken.

⁸ The activities are more than 6 months behind schedule. Major corrective measures are required.

10.2.2 Progress of indicators for result 2

Outcome : SDF grant recipients provide quality skills development program programmes that are responsive to private sector and labour market needs					
Outcome Progress indicators/markers for result 2	Base value	Value reporting year		Target reporting year	Final target
An operational model of the SDF based on lessons learnt presented to the relevant stakeholders implementing the TVET policy	N/A	First activity report of action research on the SDF instrument validated by Quality Committee meeting on October 3rd, 2019. Second data collection phase is finalised. Second Report to be expected in February.		Two activity reports action research reviewed by the Quality Committee	Action research completed; final research products presented to relevant shareholders
Percentage of SDF grant recipients that continue with improved practices (e.g. partnerships / WBL) 6 months after grant execution period	N/A	82% of former grant recipients reported continuing with improved practices, on the basis of a study we conducted with former grantees		60%	60%
% of grantees that integrate cross cutting themes (Gender, HIV/Aids, Environment, ICT) in their training modules .	N/A	100% integrate at least one of the CCI's Life skills: 85% Entrepreneurship/numeracy/fin literacy/business dev: 85% Environmental awareness/green skills: 48% HIV/Aids/reproductive health: 39% Gender awareness: 33% Occupational health & safety: 33% ICT: 15%		50%	50% of grantees integrate cross cutting themes
Number of SDF beneficiaries/trainees that have enhanced their skills through instant (10-100 hours) courses responding to identified skills gaps for green economy, livelihood & market development and service delivery (disaggregated	N/A	TOTAL	2965	3000	3700 of whom 30% women (500-Albertine, 2200 EUTF, 1,000 Karamoja)
		EU	1814		
		Refugee Female	758		
		Refugee Male	259		
		Host Female	415		

by vulnerability / gender origin / refugee)		Host Male	382			
		IRE	512			
		Karamojong Female	356			
		Karamojong Male	98			
		Non-Karamojong Female	49			
		Non-Karamojong Male	9			
		BE	639			
		Female	347			
		Male	292			
		GIZ	0			
		Female	0			
		Male	0			
Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) certified/successfully completed training in non-formal and formal BTVET and entrepreneurships training in order to enhance employable skills	N/A	TOTAL (vs total trained)	61% ⁹		70%	80%
		EU (vs EU trained)	45%			
		Female	60%			
		Refugee	62%			
		IRE (vs IRE trained)	82%			
		Female	59%			
		Karamojong	40%			
		BE (vs BE trained)	72%			

⁹ 61% of the trained SDF beneficiaries are only those that have completed the training vis a vis the ongoing trainings, ongoing enrolments and the drop outs which explains the variance of 39%
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		Female	42%		
Utilization rate of start-up kits 6 months after disbursement	0	First SDF tracer study covering pilot SDF call in Albertine Rwenzori Regular SDF training (SDF calls): 61% Instant training: 36.5% Second Tracer Studies: no results yet.	40%	40% utilization	

OUTPUT 2: Piloting SDF: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.

Output Indicator for result 2	Baseline Value (2015)	Actual 2019	Target 2019	End target (2020)
No. of short-term training modules developed / upgraded and formalized, based on local livelihood and labour market needs	0	Total of 109 Instant Trainings unique modules developed:8 EU 26 IRE 11 BE 72 GIZ 0	18	At least 20 trainings/niches for which new or adapted program programmes are developed (EU: 12; BE: 4; IRE: 4)
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	N/A	Grant system set up and operational	Grant system operational	Grant system ready for handover
Volume of grant agreements signed through SDF	N/A	Total of committed funds: 6,769,352 € SDF Regular Trainings Total: 4,434,811 € EU: 1,880,000 € IRA: 800,071 € BE: 1,754,185 € GIZ: 1,832,070 € SDF Instant Trainings Total: 502,026 € Albertine & Rwenzori 148,452 € Karamoja 110,012 € West Nile & Kiryandongo 243,562 €	4.7 million euros	TOT=5.8 M€: 4.7 M€ for grant agreements / 1.1 M€ for instant trainings

<p>Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, Karamojongs, refugees)</p>	<p>N/A</p>	<p>Total 208: 40 by Enabel, 168 by grantees EU: 12 by Enabel, 51 by grantees KJA: 3 by Enabel, 35 by grantees AR: 17 by Enabel, 82 by grantees GIZ: 8 by Enabel, 0 by grantees (there have been awareness campaigns for the GIZ call, 4 information session, launched in 2 newspapers (Daily Monitor & New Vision), radio announcement in 2 radios (Radio pacis & Amani), some grantees also conducted awareness creation but we will only know the exact number by the end of January)</p>	<p>40</p>	<p>45</p>																												
<p>Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in non-formal and formal BTVET and entrepreneurships training in order to enhance employable skills.</p>		<table border="1"> <tr> <td>TOTAL</td> <td>5455</td> </tr> <tr> <td>EU</td> <td>2695</td> </tr> <tr> <td>Refugee Female</td> <td>1007</td> </tr> <tr> <td>Refugee Male</td> <td>761</td> </tr> <tr> <td>Host Female</td> <td>431</td> </tr> <tr> <td>Host Male</td> <td>496</td> </tr> <tr> <td>IRE</td> <td>1180</td> </tr> <tr> <td>Karamojong Female</td> <td>671</td> </tr> <tr> <td>Karamojong Male</td> <td>416</td> </tr> <tr> <td>Non-Karamojong Female</td> <td>48</td> </tr> <tr> <td>Non-Karamojong Male</td> <td>45</td> </tr> <tr> <td>BE</td> <td>1580</td> </tr> <tr> <td>Female</td> <td>667</td> </tr> <tr> <td>Male</td> <td>913</td> </tr> </table>	TOTAL	5455	EU	2695	Refugee Female	1007	Refugee Male	761	Host Female	431	Host Male	496	IRE	1180	Karamojong Female	671	Karamojong Male	416	Non-Karamojong Female	48	Non-Karamojong Male	45	BE	1580	Female	667	Male	913	<p>3950</p>	<p>4700</p>
TOTAL	5455																															
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GIZ			0																													
Female			0																													
Male			0																													

Activity progress				
State of progress of the main activities for result 2	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1.Design the pSDF , circulate draft and integrate experience	X			
2.Build capacity and elaborate manual of operation, define setup, define selection committee, train pSDF staff, validate manual of operations		X		
3.Transfer experience to national SDF, Consultancies and workshops		X		

10.2.3 Progress of indicators for result 3

Outcome: Centres of Excellence provide quality skills development program programmes that are responsive to local private sector needs					
Outcome indicators for result 3	Base value	Value preceding year (2018)	Value reporting year (2019)	Target reporting year (2019)	Final target (2020)
Percentage of trainees that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas, City & Guilds, UBTEB, etc.)	Overall: 56%	Overall: 77.4% BE: 76.3% IRE; 78.5%	Overall: 54.6% BE: 26.610% IRE; 82.6%	80%	90% completed course and certified vis a vis enrolled
Percentage increase in number of trainees (men/women) enrolled in priority sectors in the 7 VTIs	Overall Enrolment: 1697: Priority sector 575 i.e. Females 78 & Males 497 (6VTIs)	Overall:21% BE: 3% IRE; 39%	Overall: 31% BE: 25% IRE; 36.9%	25%	30% increase in enrolment in the priority sectors
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization. (Level of excellence)	Overall: 1.3 out of 4.0	Overall:2.51/4.0 BE: 2.64 IRE; 2.38	Overall: 2.9 out of 4.0 BE: 3.1 IRE; 2.6	2.6	Average Self-Assessment scores increase to 3.0 out of 4.0
Percentage of hours trainees spend within a training program programme engaged in WBL vis a vis number of hours trainees spend in BTVET Institution	: Overall: 29%	Overall: 39% BE: 55% IRE; 23%	Overall ¹¹ : 34.5% BE: 29% IRE; 40%	45%	45%

¹⁰ High enrolment levels dwarfed certification levels. High certification expected to surpass enrolment in 2020

¹¹ Modification of the indicators in 2019 as per recommendation from the MTR changed the calculation of the indicator. Initially practical lessons in the VTIs was included however, now only industrial attachments and real-life projects in included in the calculation of WBL

Output : Support to Establishment of Centres of Excellence : Accessible BTVET centres of excellence, with special attention to BTVET needs and potentials of women and girls					
Output indicators for Result 3	Base value (2015)	Value preceding year (2018)	Value reporting year (2019)	Target reporting year (2019)	Final target (2020)
Number of formal agreements signed with the private sector (PPPs) by the partner VTIs	N/A	Overall: 53 BE: 38 IRE; 15	Overall: 95 BE: 37 IRE; 58	12	14
Number of instructors trained in pedagogy and technical trainings	N/A	Overall: 149 BE: 70 IRE; 79	Overall: 209 BE: 115 IRE; 94	60	70
Number of Private Sector Mastercraft persons trained in pedagogy and technical trainings	N/A	Overall: 206 BE:172 IRE; 34	Overall: 138 ¹² BE: 110 IRE; 28	450	500
Number of CBET curricula developed/upgraded and integrated with crosscutting issues and based on labour market needs (NPA/SU)	N/A	Overall: 18 Long-term courses: 10, Short term courses: 8	Overall: 11 BE: 11 IRE; 0	Long term courses: 12 Short Term courses: 7 Overall courses: 19	Long term courses: 12 Short Term: 8 Total courses: 20
% completion of rehabilitation, expansion and equipment for the 7 partner VTIs	N/A	Overall: 60%	Overall: 77.5% BE: 75% IRE; 80%	80%	100%
Number of trainees (men/women) that participate in non-formal & formal BTVET training (with entrepreneurship component) in order to enhance employable	N/A	Overall: 4176 BE: 3599 IRE; 577	Overall: 9634 BE: 9025 IRE; 609	Total: 4,500 BE: 3,500 IRE: 1,000	Total:5,000 BE: 3,860 IRE: 1,140

¹² Slow implementation of DGA by Nakawa VTI affected the training of MCPs such that trainings were pushed to Q1 2020
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skills (for only the VTIs)						
State of progress of the main activities for result 3			State of progress			
			The activities are:			
			Ahead of time	Within deadline	Delayed	Seriously delayed
1 upgrade first group of selected training providers, provide construction equipment and upgrade instructors				X		
2. upgrade management capacities of the 7 training providers, development of bottom up business plans, identify gaps, organize training, equip administrations of schools				X		
3. supervise development plans of 7 institutions, develop operating means for follow up by field officers				X		
4. Establish continuous training with Abilonino/Nakawa conduct needs assessment, design courses, organize training, twinning with SYNTRA/VDAB				X		
5. improve quality of internships, design and run internship program programme, improve existing traditional apprentices				X		
6. initiate initiatives for improved training provision and access to training pSDF funds through calls for proposals, funds for gender, funds for vulnerable groups				X		
7. set gender targets, define scope for each call for proposal, sensitization campaign, gender and vulnerable groups expert				X		
8. set social targets, define scope for each call for proposal			X			
9. set quantitative targets and tracer studies, initiate tracer studies			X			
10. Provide international and national expertise, district ATN, field component, and 4 national field officers				X		

10.3 Summary of MoRe Results

Results or indicators of the logical framework changed during the last 12 months?	Improvements based on the MTR
Report of the Baseline registered in PIT?	yes
MTR Planning (registered report)	End 2018
ETR Planning (registered report)	End 2019
Backstopping missions since 01/01/2012	Every year

10.4 Budget versus Actuals - UBW Report 11/02/2020

SSU-BE	Total Budget	Actuals	Available
UGA1402711_A	12.945.200	9.253.248	3.691.952
UGA1402711_A01	2.010.000	1.349.230	660.770
UGA1402711_A0101	250.000	217.254	32.746
UGA1402711_A0102	90.000	58.477	31.523
UGA1402711_A0103	150.000	119.446	30.554
UGA1402711_A0104	130.000	36.464	93.536
UGA1402711_A0105	80.000	44.197	35.803
UGA1402711_A0106	1.310.000	873.391	436.609
UGA1402711_A02	439.200	446.063	-6.863
UGA1402711_A0201	10.000	40.942	-30.942
UGA1402711_A0202	100.000	172.370	-72.370
UGA1402711_A0203	279.200	221.927	57.273
UGA1402711_A0204	50.000	10.825	39.175
UGA1402711_A03	10.496.000	7.457.955	3.038.045
UGA1402711_A0301	400.000	243.792	156.208
UGA1402711_A0302	118.000	151.150	-33.150
UGA1402711_A0303	5.610.000	4.073.667	1.536.333
UGA1402711_A0304	260.000	226.328	33.672
UGA1402711_A0305	100.000	58.143	41.857
UGA1402711_A0306	1.860.000	1.351.790	508.210
UGA1402711_A0307	152.000	91.298	60.702
UGA1402711_A0308	0	944	-944
UGA1402711_A0309	30.000	38.117	-8.117
UGA1402711_A0310	1.436.000	1.090.562	345.438
UGA1402711_A0311	530.000	132.161	397.839
UGA1402711_X	54.300	104	54.197
UGA1402711_X01	10.300	36	10.264
UGA1402711_X02	44.000	67	43.933
UGA1402711_Z	3.000.500	2.908.348	92.152
UGA1402711_Z01	2.113.000	1.878.587	234.413
UGA1402711_Z0101	360.000	278.367	81.633
UGA1402711_Z0102	1.753.000	1.600.219	152.781
UGA1402711_Z02	271.000	291.665	-20.665
UGA1402711_Z0201	141.000	139.731	1.269
UGA1402711_Z0202	35.000	43.509	-8.509
UGA1402711_Z0203	70.000	90.508	-20.508
UGA1402711_Z0204	25.000	17.917	7.083
UGA1402711_Z03	366.500	535.079	-168.579
UGA1402711_Z0301	120.000	51.646	68.354
UGA1402711_Z0302	40.000	20.295	19.705
UGA1402711_Z0303	94.000	105.289	-11.289
UGA1402711_Z0304	40.000	41.574	-1.574
UGA1402711_Z0305	10.000	39.689	-29.689
UGA1402711_Z0306	27.500	41.188	-13.688
UGA1402711_Z0307	10.000	1.016	8.984
UGA1402711_Z0308	15.000	30.854	-15.854
UGA1402711_Z0309	5.000	-6.333	11.333
UGA1402711_Z0310	0	194.285	-194.285
UGA1402711_Z0311	5.000	15.576	-10.576
UGA1402711_Z04	250.000	168.664	81.336
UGA1402711_Z0401	70.000	34.817	35.183
UGA1402711_Z0402	40.000	9.692	30.308
UGA1402711_Z0403	40.000	48.913	-8.913
UGA1402711_Z0404	100.000	75.241	24.759
UGA1402711_Z99	0	34.354	-34.354
Grand Total	16.000.000	12.161.699	3.838.301

SSU-IRE	Total Budget	Actuals	Available
UGA160331T_A	4.671.440	3.225.289	1.446.151
UGA160331T_A01	393.700	212.417	181.283
UGA160331T_A0101	273.700	140.255	133.445
UGA160331T_A0102	35.000	10.579	24.421
UGA160331T_A0103	10.000	13.581	-3.581
UGA160331T_A0104	55.000	43.698	11.302
UGA160331T_A0105	20.000	4.304	15.696
UGA160331T_A02	203.640	221.325	-17.685
UGA160331T_A0201	15.000	1.356	13.644
UGA160331T_A0202	15.000	48.515	-33.515
UGA160331T_A0203	143.640	162.625	-18.985
UGA160331T_A0204	30.000	8.829	21.171
UGA160331T_A03	4.074.100	2.791.547	1.282.553
UGA160331T_A0301	1.235.000	932.876	302.124
UGA160331T_A0302	40.000	55.952	-15.952
UGA160331T_A0303	34.000	34.588	-588
UGA160331T_A0304	85.000	107.921	-22.921
UGA160331T_A0305	120.000	32.573	87.427
UGA160331T_A0306	1.190.000	705.706	484.294
UGA160331T_A0307	25.000	11.499	13.501
UGA160331T_A0308	0	38.868	-38.868
UGA160331T_A0309	30.000	16.343	13.657
UGA160331T_A0310	1.115.100	729.126	385.974
UGA160331T_A0311	200.000	126.097	73.903
UGA160331T_X	14.371	0	14.371
UGA160331T_X01	14.371	0	14.371
UGA160331T_Z	712.300	606.001	106.299
UGA160331T_Z01	308.500	282.795	25.705
UGA160331T_Z0101	81.000	50.064	30.936
UGA160331T_Z0102	227.500	232.731	-5.231
UGA160331T_Z02	92.600	51.373	41.227
UGA160331T_Z0201	42.600	2.098	40.502
UGA160331T_Z0202	30.000	24.582	5.418
UGA160331T_Z0203	20.000	19.248	752
UGA160331T_Z0204	0	5.445	-5.445
UGA160331T_Z03	222.200	206.735	15.465
UGA160331T_Z0301	69.000	35.199	33.801
UGA160331T_Z0302	10.000	14.253	-4.253
UGA160331T_Z0303	59.400	69.352	-9.952
UGA160331T_Z0304	29.000	22.746	6.254
UGA160331T_Z0305	10.800	16.377	-5.577
UGA160331T_Z0306	20.000	37.979	-17.979
UGA160331T_Z0307	10.000	359	9.641
UGA160331T_Z0308	8.000	3.289	4.711
UGA160331T_Z0309	5.000	1.760	3.240
UGA160331T_Z0310	0	295	-295
UGA160331T_Z0311	1.000	5.127	-4.127
UGA160331T_Z04	89.000	53.290	35.710
UGA160331T_Z0401	20.000	12.474	7.526
UGA160331T_Z0402	20.000	16.119	3.881
UGA160331T_Z0403	12.500	11.813	687
UGA160331T_Z0404	36.500	12.884	23.616
UGA160331T_Z99	0	11.809	-11.809
Grand Total	5.398.111	3.831.290	1.566.821

SSU-EUTF	Total Budget	Actuals	Available
UGA160321T_A	3.921.500	2.909.353	1.012.147
UGA160321T_A01	3.200.000	2.445.773	754.227
UGA160321T_A0101	355.000	350.708	4.292
UGA160321T_A0102	2.600.000	1.996.690	603.310
UGA160321T_A0103	45.000	35.034	9.966
UGA160321T_A0104	200.000	63.340	136.660
UGA160321T_A02	721.500	463.581	257.919
UGA160321T_A0201	88.000	14.034	73.966
UGA160321T_A0202	89.300	3.486	85.814
UGA160321T_A0203	383.200	307.670	75.530
UGA160321T_A0204	161.000	138.391	22.609
UGA160321T_Z	658.000	456.473	201.527
UGA160321T_Z01	421.000	241.921	179.079
UGA160321T_Z0101	120.000	110.705	9.295
UGA160321T_Z0102	301.000	131.216	169.784
UGA160321T_Z02	86.000	92.684	-6.684
UGA160321T_Z0201	37.000	37.760	-760
UGA160321T_Z0202	13.000	9.013	3.987
UGA160321T_Z0203	20.000	16.095	3.905
UGA160321T_Z0204	16.000	29.816	-13.816
UGA160321T_Z03	73.000	55.253	17.747
UGA160321T_Z0301	15.000	26.809	-11.809
UGA160321T_Z0302	9.000	6.376	2.624
UGA160321T_Z0303	9.000	6.587	2.413
UGA160321T_Z0304	4.000	5.821	-1.821
UGA160321T_Z0305	12.000	9.762	2.238
UGA160321T_Z0306	6.000	-6.055	12.055
UGA160321T_Z0307	0	5.448	-5.448
UGA160321T_Z0308	18.000	506	17.494
UGA160321T_Z04	78.000	34.578	43.422
UGA160321T_Z0401	16.000	2.978	13.022
UGA160321T_Z0402	36.000	3.061	32.939
UGA160321T_Z0403	26.000	28.539	-2.539
UGA160321T_Z99	0	32.036	-32.036
Grand Total	4.579.500	3.365.826	1.213.674

SSU-GIZ	Total Budget	Actuals	Available
UGA180381T_Z	2.424.940	564.353	1.860.587
UGA180381T_Z01	333.900	65.414	268.486
UGA180381T_Z0101	32.400	2.113	30.287
UGA180381T_Z0102	27.000	8.571	18.429
UGA180381T_Z0103	24.000	12.332	11.668
UGA180381T_Z0104	6.000	0	6.000
UGA180381T_Z0105	12.000	2.362	9.638
UGA180381T_Z0106	4.000	1.583	2.417
UGA180381T_Z0107	6.000	1.702	4.298
UGA180381T_Z0108	157.500	24.830	132.670
UGA180381T_Z0109	60.000	11.517	48.483
UGA180381T_Z0110	5.000	405	4.595
UGA180381T_Z02	22.000	24.712	-2.711
UGA180381T_Z0201	10.000	6.741	3.259
UGA180381T_Z0202	12.000	17.970	-5.970
UGA180381T_Z03	25.000	4.495	20.505
UGA180381T_Z0301	25.000	4.495	20.505
UGA180381T_Z04	2.020.000	462.147	1.557.853
UGA180381T_Z0401	2.000.000	456.092	1.543.908
UGA180381T_Z0402	20.000	6.055	13.945
UGA180381T_Z05	13.000	3.943	9.057
UGA180381T_Z0501	13.000	3.943	9.057
UGA180381T_Z06	11.040	3.642	7.398
UGA180381T_Z0601	1.800	0	1.800
UGA180381T_Z0602	4.840	177	4.663
UGA180381T_Z0603	4.400	3.465	935
Grand Total	2.424.940	564.353	1.860.587