



Final Narrative Report

UGA1402711 Support Skilling Uganda Intervention, Uganda



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1 Abbreviations

BE	Belgium
BTC	Belgian Technical Cooperation, the Belgian development agency
BTVET	Business Technical Vocational Education and Training
CET	Competence Enhancement Training
CMU	Construction Management Unit Communications Unit
CoVE	Centre of Vocational Excellence
D4D	Digitalisation for Development
DIT	Directorate of Industrial Training
EDPs	Education Development Partners
GBV	Gender Based Violence
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoU	Government of Uganda
HET	Health Education and Training
ICDL	International Computer Driving License
ICT	Information Communication Technology
KOICA	Korea International Cooperation Agency
KYP	Kasese Youth Polytechnic
LMIS	Labour Market Information System
LMS	Labour Market Scan
M&E	Monitoring and Evaluation
MBS	Millennium Business School
MCPs	Master Crafts Persons
MoES	Ministry of Education and Sports
MOFPED	Ministry of Finance, Planning and Economic Development
MoGLSD	Ministry of Gender Labour and Social Development
MOUs	Memorandum of Understanding
MTN	Mobile Telephone Network
NAP	National Action Plan
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGOs	Non-Governmental Organisations
PNFP	Private Not For Profit
PPPs	Public Private Partnerships
PSFU	Private Sector Foundation Uganda
SC	Steering Committee
SDF	Skills Development Fund
SJVTI	St Joseph Vocational Training Institute
SSCs	Sector Skills Council
SSU	Support to Skilling Uganda
TFF	Technical and Financial File

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THSSC	Hospitality Sector Skills Council
THSSC	Tourism and Hospitality Sector Skills Council
TPIWG	TVET Policy Implementation Working Group
TTRI	Trainers' Training Research and Innovation
TVET	Technical Vocational Education Training
TVETOM	Technical Vocational Education Training Operations and Management
UBTEB	Uganda Business and Technical Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UTC	Uganda Technical College
VTIs	Vocational Training Institutes
WBL	Work Based Learning
WSI	WorldSkills International
WSU	WorldSkills Uganda

2 Summary of the intervention

2.1 Intervention form

Title of the intervention	Support to the implementation of the Skilling Uganda Strategy (Skilling)
Code of the intervention	UGA1402711
Location	Uganda / National level with specific focus on the Albertine Rwenzori Region
Total budget	Initial budget according to original TFF Belgian contribution: 16.000.000 EUR GoU contribution: 10% of budget (in kind) Additional budget: 6.000.000 EUR
Partner institution	Ministry of Education and Sports (MoES)
Start date of the Specific Agreement	28 th July 2015
Start date of the intervention/ Opening steering committee	18 November 2015
Expected end date of execution	Initial end date of the execution 31 st December 2020. Extension of the execution period until 30 th June 2023
End date of the Specific Agreement	Initial end date of the Specific Agreement 27 th July 2021 Extension of the Specific Agreement until 27 th July 2023
Target groups	The SSU intervention supports the implementation of some of the key reforms of the national BTVET Strategy, TVET Policy both on a national/central level, and on the local level in 4 districts in Western Uganda. In its operation, the SSU intervention support training providers in Kasese, Kabarole, Hoima and Masindi. The SSU intervention strives for a close collaboration with business membership organizations and private sector companies on all levels of intervention.
Impact	The employability of youth is increased through better quality of instruction and learning in skills development.
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four districts – Kabarole, Hoima, Masindi and Kasese – in Western Uganda in line with the Skilling Uganda reforms.
Outputs	1. Result 1: The TVET and employment (sub)sector has a coordinated governance structure, vision and medium-term strategy 2. Result 2: The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of skills development in Uganda. Alternative mechanisms of financing are explored. 3. Result 3: The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women.
Total budget of the intervention	22,000,000 Euros

2.2 Self-evaluation of performance

The Support to Skilling Uganda (SSU) is a programme that was jointly implemented by Belgium Development Agency (Enabel) in Uganda and the Ministry of Education and Sports (MoES) with support of the Belgian government, European Union Trust Fund, Irish Aid and GIZ since 2015.

2.2.1 Relevance

Relevance	Performance
	A

The Support to Skilling Uganda was well aligned to priorities of the major stakeholders: Government of Uganda, Kingdom of Belgium and global development partners.

Concerning the Government of Uganda (GoU): The programme was truly relevant and hinged on Uganda's national strategies and policies. The SSU programme was anchored on Uganda's BTNET Strategic Plan (2011/12 – 2021/2022), 2019 TVET policy and its priority interventions were aligned with the GoU's Vision 2040 and its progressive National Development Plans (NDP II and III). SSU corresponded with various sectors' priorities envisaged in the policies and plans such as the Education and Sports Sector Strategic Plan (ESSP 2020-2025), the Employment Strategy, The Tourism Sector Development Plan among others. These emphasize human capital development for enhanced productivity and economic development.

Concerning the Kingdom of Belgium: SSU provided opportunities to focus on the Belgian priority areas of education and employment. It was also a way to provide inputs for its Digital for Development focus (D4D).

Concerning Global development partners: The programme is aligned to the Education 2030 agenda of 'ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. The intervention was well aligned to SDGs 1, 4, 5 and 8.

SSU team built the capacity of different stakeholders in areas of project design, implementation, monitoring and in establishing relevant frameworks that facilitated employer demand driven skilling systems. Moreover, through the Reform Task Force and TVET policy implementation working group, we were able to design strategic documents that make ways of enhancing equitable access to skills development apparent. Together with other partners, Enabel contributed to the design of the national TVET Policy, the Education and Sports Strategic Plan (2020-2025), a policy paper on Skilling during the review of the Government White Paper on Education, criteria for definition of TVET Centres of Excellence, draft Work Based Learning Policy, National TVET Fund, among others. These policy documents are to be used in the continuous implementation of key skilling reforms.

Through provision of labour market responsive trainings, the Skills Development Fund (SDF) supported joint ventures of training providers and the private sector to train youth, especially girls and women in an innovative way to help them build skills that are in demand on the labour market. These partnerships with the private sector for qualitative hands-on trainings through "work-based learning" (WBL) has increased employability of graduates with over 65 % of beneficiaries finding employment (16% in wage employment and 49% in self-employment); 78% have realised increase in incomes after the training and 73% reported improvement in their living conditions after graduation. In addition, 75% of the employers were satisfied with the graduates they hired.

The SSU programme increased access to equitable access to relevant and quality education and training for youth, women, and girls through the provision of flexible trainings. This has reached different vulnerable groups such as school dropouts, people with disabilities and gave them the opportunity for entry into the labour market as employees or as entrepreneurs.

To ensure delivery of relevant and quality education and training, SSU built capacity of training institutions to provide labour market responsive trainings through infrastructural development, the

provision of modern tools and equipment, training of trainers and managers; system strengthening to respond to the needs of the communities and employers through establishment of relevant linkages.

2.2.2 Effectiveness

	Performance
Effectiveness	A

From the policy angle, the intervention contributed to the strengthening of structures of TVET coordination. The adoption of the TVET policy 2019 was one of the milestones that has provided a framework for implementation of the reforms proposed by the Skilling Uganda Strategy. The set-up of the TVET Policy Implementation Working Group and the interim Secretariat which mirror the anticipated governance and management structure of the TVET Council is a step in the right direction. The project supported the implementation working group and MoES to create various instruments for implementation of skilling reforms including establishment of a legal framework.

To allow private sector participation in the TVET system, SSU in partnership with other donors, supported the operationalization of the Sector Skills Councils (SSCs). Five Sector Skills Councils were established and operationalised with medium term action plans. While Enabel supported Tourism and Hospitality Sector Skills Council, World Bank supported four SSCs for Agriculture, Construction, Manufacturing and Oil & Gas. This provided a framework for employers to guide on the skills needs and suggest relevant remedies. Councils supported curriculum development process, provided technical input in generating labour market information and creating linkages between training providers and employers. At a district level, the SSU intervention established Skills Development Platforms (SDPs) that generated discussions on pertinent skills development issues. Similarly, to improve the public perception of TVET, increase the enrolment and raise the standards of TVET, SSU intervention supported establishment of WorldSkills Uganda, an organization created to promote TVET through skills competitions. These structures provided an institutional framework to ensure that skills development initiatives are responsive to private sector and labour market needs.

A pilot SDF mechanism was operationalised in the project areas as a tool for provision of flexible relevant demand driven trainings. The fund proved to be an effective approach to increasing access to skilling for vulnerable groups. The model was replicated in Karamoja with funding of Embassy of Ireland and in Northern Uganda with funding of the European Union and GIZ.

The project facilitated establishment and nurturing of partnerships of training providers and labour market actors for relevant quality training delivery. This resulted into employment outcomes for the 6588 youth and women supported by the SDF.

The support provided to the five VTIs has been effective in improving the quality of training and qualification processes. The implementation of quality TVET provision has been enhanced, with special attention to the needs and potential of girls and women. The creation of safe inclusive learning environment e.g. accommodation facilities, sanitary facilities etc resulted into improved enrolment of female trainees. However, there is still need for more awareness creation and design of other strategies of attracting female learners, especially in the male dominated trades such as welding, plumbing, building etc.

2.2.3 Efficiency

	Performance
Efficiency	B

The SSU intervention operations and financial executions achieved set project results with sufficient human resources supporting the implementation. All activities and outputs have been cost efficient and outputs show value for money albeit with some delays due to COVID-19 and volatile inflation rates. The outputs were delivered in good quality and contributed to the planned outcomes though within adjusted timing.

The SSU project was well executed with overall financial execution rate of 99%. The SDF that targeted to reach 5,000 reached 6,588 (3721 females 2867 males) with 65% of the graduates getting employed.

The establishment of private sector coordination desks in VTIs boosted linkages with the private sector for their involvement in skilling youth. The VTIs through this collaboration are improving instructor capacity in critically required skills in the labour market, work-based learning for trainees, MCPs involvement in training, etc. The collaboration led to improved quality and relevance of training.

Capacity building of VTI management in drawing structural plans and maintaining the facilities has facilitated ownership and responsibility bearing by the role holders.

The installation of energy saving technologies (solar water heaters, water harvesting systems, energy saving kitchens, solar lighting systems, natural lighting systems) in the partner VTIs has reduced costs on utilities and other operational areas.

The strengthening of the VTIs production units has helped some of the VTIs to generate revenue for maintenance of tools and equipment as well as other operational costs.

Innovations of community-based trainings facilitated access for vulnerable groups, reduced cost of training and enhanced community contribution and ownership. This has lead to efficient ways of delivering trainings.

The short granting period of SDF affected the quality of training as both grantees and Enabel were overwhelmed with the grant administration process. The grants managed in a short period required strong focus on implementation and did not allow for sufficient capacity building of grantees for sustainable management of subsequent skilling interventions.

2.2.4 Potential sustainability

	Performance
Potential sustainability	B

To enhance sustainability of the intervention, the project intentionally built the capacity of key public and private stakeholders. The set up and/or strengthening of various coordination structures such as EDP technical Working Group; TVET Operations and Management WG; TVET Policy IWG; provided a window for continued coordination of skilling reforms. To ensure that key stakeholders appreciate contemporary rigors of TVET practices, SSU organized study tours to regional and international countries (e.g., Belgium, Kenya, Namibia, Rwanda, Singapore etc) with evident effective systems to benchmark on specific skilling areas. Additionally, in line with TVET priorities of Uganda, SSU facilitated representatives of relevant stakeholders to participate in local and international TVET related trainings e.g., ILO trainings in: Sectoral approaches to Skills Development; Skills Development Financing; Management of TVET Institutions etc. and others organized locally such as digital marketing for tour operators and managers.

Integration of key reforms in national strategic documents and policies was a critical move to ensure that all stakeholders adopt the paradigm shift that called for a demand driven skilling system. The design of the TVET Section of the Education Sector Strategic Plan; technical input into the TVET Policy and other documents provided an opportunity for inclusion of key reforms such as WBL; Sector Skills Councils; SDF; Trainer development, etc. This inclusion alongside documented experiences continues to guide the design and implementation and monitoring of similar actions.

The creation of WorldSkills Uganda as a movement for improving the image and raising standards of TVET in Uganda has inspired change for uptake of TVET programs. Being part of a global skills body WorldSkills International provides an opportunity for benchmarking global TVET standards, networking and partners as well peer to peer learning.

The capacity building of the VTIs for enhanced quality of instruction and qualification in terms of infrastructure and tools created continued access to training provided the facilities will be maintained.

The partnerships with the private sector in training ensured Work Based Learning (WBL) and workplace practical skills exposure. It has been critical to effective training. These initiated partnerships will continue beyond the project. These provided more opportunities for practical, industry-relevant instruction. SDF grantees managed to reach many more youth, including persons with disabilities and refugees; hence gaining goodwill within their communities. SDF training graduates were able to find employment in the market, given the certification national (DIT) and international (City and Guilds) they acquired.

Partner VTIs have been supported with infrastructure and equipment according to their chosen centre of excellence area. The VTIs that introduced production units are producing quality products and services generating income that supports maintenance of provided facilities and equipment. The notion of training with production supported by the project in partner VTIs provides avenues for sustainably raising incomes for institutions, enhancing practical training and motivating trainers and learners (earn as you learn). This however is a relatively new approach that requires mindset change, continued accompanying as well as creating an enabling policy environment.

VTIs have established private sector partnerships to support WBL, formed linkages with Master Crafts Persons (MCPs) to improve delivery of training. However, there is still limited collaboration between employers and VTIs to effectively support on boarding and mentoring of students while recognising prior learning.

2.2.5 Conclusions

SSU programme performance was exceptional in all the three result areas; with project targets met within the adjusted timelines. On the policy level, the approval of the TVET Policy 2019 was the milestone. Establishment of the independent interim TVET Policy/Council Secretariat to oversee implementation of the key policy reforms pending the establishment of a legal framework was a demonstration of government commitment and resolve to reform the skilling sector. Although a permanent structure is not yet in place, the process to enact the TVET law is ongoing. This includes approval of the principles of the bill (2022) and the ongoing consultations on the provisions of the TVET law. The project score high on relevance as it supported implementation of activities aligned to main national policies and strategies i.e Uganda's BTVET Strategic Plan, TVET Policy 2019, GoU's Vision 2040, ESSP 2020-2025, NDP-III.

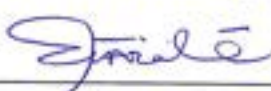
At the field level, SDF contributed to reducing the unemployment rates among youths especially girls and women through labour market responsive trainings with about 65% of the youth trained absorbed in either self or wage employment. The implementation of the SDF grants successfully increased access to quality skills training.

The intervention supported construction and equipping workshops in five partner VTIs in the Rwenzori and Albertine region. This investment has improved on training quality and provided revenue for VTIs

It also led to the setting up of liaison offices in partner VTIs for the coordination of private sector engagements. This strengthened the involvement of the private sector in training through WBL or real-life projects that improve the employability of VTI graduates, the instructor skills and VTI infrastructure

SSU having been a pilot for key reforms for the skilling Uganda strategy, a lot of lessons have been generated, documented and have informed future actions of government, development partners including Enabel. Whereas SSU largely focused on the skilling/training-supply processes, it has become pertinent that for skilling to be more effective and complete, there's need for integration of strategies for job creation. These include enterprise development, job matching services, first employment facility, longer training period and entrepreneurship.

SSU intervention performance was satisfactory as per self-evaluation ratings; with relevance at A; effectiveness at A; efficiency at B and potential for sustainability at B respectively. This positive performance outcome is a clear manifestation of the project's contribution to increasing employability of youth and improving the livelihood of target beneficiaries. Enabel positioned itself as a strong and reliable partner in influencing policy and practices necessary for transforming TVET system in Uganda.

National Execution Officer	Intervention Manager Enabel
ARINAITWE ELLOT 	

3 Assessment of the intervention strategy

3.2 Evolution of the context

3.2.1 General and institutional context

At project inception in November 2015 Uganda was experiencing sustained growth, with prospects of oil reserves alongside Lake Albert and Lake Edward. However, commercial oil production is yet to commence, despite having been expected to take off from 2018. The economic sectors driving growth then were construction, transport, telecommunications, financial services, and the oil industry. While construction represented approximately half of the sector (6.7%), this was mainly driven by donor-funded and privately financed building projects.

During the first five years of the project, Uganda's development interventions were guided by "Vision 2040" for transformation into a modern and prosperous middle-income country by 2040, with six National Development Plans (NDPs). The third National Development Plan, on "Increased household incomes and improved quality of life" was to be achieved through "sustainable industrialisation for inclusive growth, employment and sustainable wealth creation."

Despite the Covid 19 pandemic darkening the anticipated progress, Uganda's economy grew by 6.5% in 2020 mainly driven by increasing levels of Foreign Direct Investment (FDI). Other growth points included the sustained growth in construction and manufacturing as well as the increased productivity in agriculture and fisheries. The Ugandan government oriented herself through its NDP "on enhancing value addition in key growth opportunities (Agriculture, Tourism and Hospitality, Minerals, Oil & Gas and Construction)" and later digitalisation. Tourism and Hospitality that primarily rely on the country's natural and cultural wealth equally provided considerable job potential.

Agriculture remained the most important sector for food security and nutrition, livelihood activities, income, agricultural input for the food industry and exports to regional and international markets. The sector contributed about 25 % to the GDP and employed over 72 % of the total labour force. However, two-thirds of Uganda's workforce are employed in subsistence farming and relies on natural resources to survive. Only 70,000-100,000 paid jobs are created annually, being insufficient to match the demographic trends to absorb the 800,000-youth entering the market every year.

At the start of the Support to Skilling Uganda (SSU) intervention in 2015, the progress at policy reforms was low despite efforts (technical and financial support) by the intervention and other development partners until 2018. However, in 2019 the project realised ground breaking success with the approval of the TVET Policy 2019. Building on the 2011-2021/2 Skilling Uganda Strategy, the policy articulates the key strategies and orientations of Uganda's TVET system. The specific objectives of the TVET Policy are to: promote economic relevance of TVET; improve equitable access to TVET and employability of TVET graduates; improve quality of TVET; promote sustainable TVET financing; and ensure effectiveness in TVET management and organisation. A TVET Policy Implementation Working Group (TPIWG) and TVET Secretariat were set up by the government of Uganda to oversee the transition process, with the Principles of the Law in place for the TVET Bill and consultations on the law ongoing. Given the slow process of legal reforms in the country, the TVET coordination body (TVET Council) that was anticipated to be established during this intervention is yet to be actualised although the efforts indicate that it will one day be in place.

Provision of skills continue to improve with a number of training institutions embracing provision of formal and non-formal trainings. Enhancement of training institutions capacity to deliver quality services remains relevant. This is in terms of trainer development, infrastructure, tools and equipment among others.

3.2.2 Management context

The Permanent Secretary (PS) of the Ministry of Education and Sports (MoES) has been the Project Director. The PS delegated and authorised a MoES officer as a Project Coordinator. The BTC/Enabel Resident Representative in Uganda has been the Co-Director and Co authorising Officer of the project. The project has been anchored within the Department of Planning of the MoES, working closely with TVET department. Although at inception, an indirect relationship with the Office of the Prime Minister was foreseen, this ambition waned but other line ministries were closely brought on board. These included the Ministry of Tourism, Wildlife and antiquities, Ministry of Gender Labour and Social development.

The project's duration, that was initially five years, had a two-year bridging programme designed as an extension. The Belgian contribution to the project for the first five years was to reach a maximum of Euros 16 million, while the Ugandan contribution is estimated at 10% or Euros 1.6 million in kind. However, with the bridging period, there was an additional budget of Euros 6million that increased the total project budget to Euros 22million.

The main funding in the first five years was allocated to result 3 (about 80% of the specific means), where about Euros 6million was dedicated to improving physical training conditions in five targeted public and private not for profit (PNFP) training institutions.

A Project Coordination Team has been responsible for daily project management, with some team members based in Kampala in the office space provided by the MoES and a field team located in the Rwenzori Albertine region, with a field office in Fort Portal city.

3.2.3 Partnership modalities

A specific agreement was signed for this intervention from 28 July 2015, with first Steering Committee meeting taking place on 18th November 2016. The Initial end date of the Specific Agreement was 27 July 2021. The project execution started as anticipated. However, the implementation period was eventually affected by Covid 19 and other factors, thus leading to a bridging period. The specific agreement was therefore extended until 27 July 2023. However, the projects execution period was extended to June 2023 due to the backlog of work from the COVID-19 lockdowns that was experienced by different organisations and affected completion of key activities.

This intervention supported Ugandan stakeholders from government, employers, Trade Unions and civil society in implementing some of the proposals made in the Skilling Uganda Strategy, both on a national scale and in the field level (Rwenzori Albertine). The intervention piloted Skills Development Fund. The piloted Skills Development Fund latter received additional funding from, the EU, Irish Aid, and GIZ. For generation of lessons, the World Bank funded a Skills Development Facility implemented by PSFU. The two interventions aligned as much as possible and have provided key learnings on how to implement a skills financing mechanism in different contexts. The implementation of 44 contracts with various partners under for the Skills Development Fund enhanced access to skills.

This intervention has contributed to improving quality in Technical and Vocational Education and Training, through contracts with five vocational training institutions in the Rwenzori and Albertine Region of western Uganda. The institutions were selected through negotiations between the Ugandan and the Belgian governments. The contracts with the five vocational training institutions were successfully concluded in May 2023.

3.2.4 Operational modalities

The established operational modalities were appropriate for effective project execution to realise expected results. A Project Steering Committee has been supervising the intervention. The committee

was composed of representatives from the MoES, the Ministry of Finance Planning and Economic Development (MoFPED), representatives of major Business Management Organizations e.g., Uganda Manufacturers Association, Uganda Small Scale Industries Association, representatives of public and private TVET providers, representatives of local governments among others.

The Permanent Secretary MoES represented by the Commissioner Education Planning and the Resident Representative of Enabel chaired and co-chaired the meetings respectively.

3.3. Significant changes to the intervention strategy

Initially designed for execution from 2015 to 2020, the programme was extended for two years (2021-2023) under a bridging framework. This was to address the delays related to covid -19 and to align with the new Belgian cooperation agreement with Uganda.

To expedite fast execution of activities, the activities that were in co-management were changed to regie/own management in 2017.

At the policy front, the project was to support Reform Task Force(RTF) to oversee the implementation of the skilling reforms including establishment of the Skills Development Authority. The Authority would regulate and coordinate skills development in Uganda. With government's policy shift on formation of Authorities, the project adjusted to support MoES on the new focus of TVET Council. Under this arrangement and with the adoption of the 2019 TVET Policy, the intervention has provided technical and financial support to the newly established structures of TVET Policy implementation working group and the interim secretariat to advance the policy reform implementation.

The SDF at the inception stage targeted to work in Kasese, Kabarole, Hoima and Masindi. This scope was later expanded to include districts of Bullisato increase and exploit opportunities for job acquisition in the oil and gas sector; to Kyegegwa and Kikuube to enhance access to skills from refugees and host communities. Furthermore, the fund supported integration of skills development in the implementation of livelihood activities. These opened avenues for mutual reinforcement between livelihood activities such as value chain support or income generating activities and skills provision. It also provided opportunities for continuation and even extension of a holistic approach to coordination and alignment with livelihood actors to standardise skills trainings in livelihood activities.

4 Achieved Results

4.2 Performance of Outcome

4.2.1 Achieved indicators

Table 1: Outcome indicators

Progress indicators/markers	Base value	Final target	Final value attained	Comments
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Operational and fully functional Sector Skills Councils (Tourism & Hospitality, and Agriculture)- (Bridging & Pilot)	0	1	1	Operational and fully functional National Sector Skills Councils for both Tourism & Hospitality.
An operational national private sector led TVET coordination structure, including the TVET Policy Implementation Working Group, TVET Council and TVET Secretariat. (Bridging).	0	1	1	A national private sector led TVET coordination structure is operational
Skills Development coordination mechanisms are established, and operational in the intervention's districts/regions of operation and are linked to the national level Sector Skills Councils (Bridging & Pilot)	5 SSCs, 0 SDCs	5	5	District skills development coordination mechanisms were in place by end of the first 5 years. The bridging intervention however prioritized regional coordination.
Harmonized working relationships, including coordination mechanisms, between MoES and MoGLSD on WBL schemes (Bridging)	0	1	1	Coordination mechanisms between MoES and MoGLSD on work Based Learning scheme in place. They have a platform/coordination mechanism.
A financing skills framework is adopted by national stakeholders	0	1	9	A draft Financing skills framework has been developed, yet to be approved and adopted.
Tools and instruments of the SDF grant system adopted by national stakeholders (Bridging)	0	1	0	SDF adopted by EU, World bank and Ireland though framework in place - yet to be adopted.
An operational model of the SDF based on lessons learnt presented to the relevant stakeholders implementing the TVET policy (Pilot)-2.1	0	1	1	SDF operational model was presented to stakeholders. Action research has been conducted with report, policy notes and infographic developed. Yet to be disseminated.
Percentage of SDF grant recipients that continue with improved practices (e.g., partnerships / WBL) 6 months after grant execution period -2.2	0	60%	82%	Majority of the SDF Grantees both Direct and SDF continued with improved practices in relation to public private partnership, Work based learning, etc.
Percentage of grantees that integrate cross cutting themes (Gender, HIV/Aids, Environment, ICT) in their training modules.	0	50%	100%	Integrate at least one of the CCTs Life skills: 85% Entrepreneurship/numeracy/financial literacy/business dev: 85% Environmental: awareness/green skills: 48% HIV/Aids/reproductive health: 39% Gender awareness: 33% Occupational health & safety: 33% ICT: 15%
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 by vulnerability / gender origin / refugee)	0%	1500 (30% women)	1771 (1179 F & 592 M)	These underwent trainings that were aimed at enhancing competencies for livelihoods. Trainings of less than 100 hours.

Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) certified/successfully completed training in non-formal and formal BTJET and entrepreneurship training in order to enhance employable skills	0%	80%	98.9%	4854 (2300 Male & 2554 Female) were enrolled, 4817 (2275 Male & 2542 Female) were trained
Utilization rate of start-up kits 6 months after disbursement	0%	40%	70%	70% on average (69% for SDF regular trainees and 70% for instant trainees)
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.)	56%	90%	86%	These received certifications that included Workers' Pas, City & Guilds and UBTEB
Percentage increase in number of trainees (men/women) enrolled in priority sectors in the 7 VTIs	33%	35%	47%	
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization. (Level of excellence)	1.3 out of 4.0	3.0 out of 4.0 for the Pilot	SJVTI = 3.18 UTC Kyema = 3.25 KYP = 3.20 MBS = 3.37 SSPVTC = 3.49	
Score on self-assessment tool developed under the new Ugandan CoVE framework	SSPVTC- 59.5% MBS- 57.7% UTC Kyema- 54.4% St Joseph Virika- 47.6% KYP- 43.8%	65% as One Star for COVE	-SSPVTC- 68.3% -MBS-60.4% -SJVTI-59.2% -UTC Kyema- 58.8% -KYP-57.25%	
Percentage of hours trainees spend within a training program engaged in WBL vis a vis number of hours trainees spend in BTJET Institution	29%	45%	27%	

Following the Theory of Change workshop in 2016 that refined the intervention results, the following were adopted as SSU outcomes for the three result areas:

- Result area one; Outcome 1: Governance structure ensures responsiveness of skills development activities to private sector and labour market needs.
- Result area two; Outcome 2: SDF grant recipients provide quality skills development programs that are responsive to private sector and labour market needs.
- Result area three; Outcome 3: Centres of excellence provide quality skills development programs that are responsive to local private sector needs.

The intervention largely achieved its outcome targets during the implementation phase.

In terms of governance structures, together with other partners, Enabel provided input into the design of the national TVET Policy. Just like the Skilling Uganda Strategy, the policy sets up a demand driven employer-led skilling system that is responsive to the needs of the labour market. It creates a national TVET regulatory and coordination body - the TVET Council and aligned structures; the TVET Assessment Board, the Sector Skills Councils among others. Following cabinet approval of the policy in 2019, a private sector dominated TVET Policy Implementation Working Group (TPIWG) has been set up by the government. Its role is to lead the process for establishing the TVET Council and oversee implementation of policy reforms pending the establishment of the permanent structure.

To pilot an employer-led skilling system, SSU working with government operationalized the national Tourism and Hospitality Sector Skills Council (THSCC) and in close coordination with World Bank/ Uganda skills development projects and AVSI Foundation supported initiatives of the Agriculture Sector Skills Council. The support included development of operational action plans, training and assessment standards, mapping and facilitating partnerships between training providers and employers. During the pilot phase of this intervention, Skills Development Platforms (SDPs) were established in all the intervention districts of the Albertine and Rwenzori regions. Further, meetings were convened on a quarterly basis to address regional skills development needs and to align training to labour market needs. During the bridging phase, management agreed to replace the District SDPs with Regional Sector Skills Councils for purposes of addressing sectoral needs and aligning to the national Sector Skills Councils. To start with, SSU supported the establishment of two Regional Sector Skills Councils in Tourism and Hospitality; one in the Albertine and another in the Rwenzori sub region. These have held sector specific discussions to address needs in the tourism sector. To respond to the major skills gap identified, a training in digital marketing was organized in 2022 to help practitioners promote their businesses, increase profitability, expand and create more decent jobs.

The SDF was established as a pilot financing model to generate good practices that will inform the national financing mechanism for Uganda. Overtime, the SSU programme has made improvements in the selection and implementation of the pilot SDF grants. Action research conducted on the pilot SDF and several lessons learnt/good practices were identified to improve the national financing mechanism. All lessons learnt have been documented and it is hoped that these will form the design and roll out of the national skills development financing mechanism in the coming years. Good practices from the pilot SDF implementation were shared with the interim TVET secretariat to inform the design of the national skills financing framework. To enhance the quality of the framework, the intervention supported the TPIWG to conduct a rapid assessment of skills financing mechanisms in Uganda as well as regional and global levels.

The SDF grant system was set-up, grant implementation tools/procedures developed and continually adapted to address the emerging needs and different contexts. A capacity building component for all relevant parties was included at the different stages, from grant application and assessment to grant implementation and reporting. The grant operational manual and funding guidelines provide details on selection process and follow-up system for the grants. The tools were shared with the interim TPIS, and it is hoped that these will be adopted in the management of the national skills fund once created.

Grants worth 3,171,877 Euros were signed with 44 partners that enrolled 4,854 (2300 Males & 2554 Females) out of whom 4817 (2275 Male & 2542 Female) youth were trained, registering 99% completion rate, with 4276 (1,993 males & 2,283 females) certified (92%).

SDF grant implementation promoted joint venture partnerships between the private sector and grant recipients. The partnership provided learning opportunity for grantees to work with the private sector actors along the different value chain stages for skills demanded in the private sector. Grantees jointly developed with private sector actors suitable training modules, promoted practical training delivery modes, and ensured market absorption of trainees. This approach facilitated continued collaboration

and partnership between grantees and private sector actors after grant execution. Action research indicated that 62% partnership between grantees and private sector actors continue after grant execution thus promoting the roll out of the good practices generated during the partnership.

Beyond the required skills, SDF grantees integrated cross cutting themes within their training modules for the additional learning benefit of trainees. All SDF grantees incorporated at least one cross-cutting issue in their training. Most grantees considered life skills (incorporated in 85% of all training) and entrepreneurship/business development (incorporated in 85% of all training) as critical skills for improved livelihood. As a result, SDF trainees graduated with extra skills of working with people and entrepreneurship abilities required in the labour market especially under conditions of self-employment. Inclusion of these aspects has enhanced the trainees' ability to make informed decisions, communicate effectively and strengthen their capacities to enter the labour market. The integration of ICT and digitalization was focussed on during the bridging period and it resulted into 80% of the graduates integrating ICT in their enterprises. Other cross-cutting themes that need increased consideration included environmental awareness/green skills, reproductive health and HIV/AIDS prevention interventions, gender awareness and occupational health & safety.

As part of SDF training, trainees receive start-up kits (basic equipment and materials) to promote self-employment and improved livelihood from the acquired skills trade. Analysis on utilization of start-up kits 6 months after distribution revealed a continued use of 69% for SDF grants and 70% for Instant trainings

Achievements were registered in areas of strategic and operational management, infrastructural rehabilitation and development; enhancement of relevant equipment for the practical students teaching and learning; instructors trained in pedagogy and technical skills; VTI capacity to collaborate with the private sector strengthened, VTI capacity building in ICT and eLearning capabilities as well as climate responsive interventions.

4.2.2 Performance of output: The TVET and employment (sub) sector has a coordinated governance structure, vision, and medium-term strategy

4.2.2.1 Achieved indicators

Table 2: Output indicators for Result 1

Indicators	Base value	Final target	Final value attained	Comments
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies conducted in the project areas by partner institutions for skills development training (Pilot)	2 (World Bank (Oil & Gas); RTF Western Region)	11	9	
Level of integration of CCIs (gender/ HIV/environment, green skills) in the LMS (Pilot)	0	100%	100%	
Number of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC) (Pilot)	3	10	10	
An operational TVET policy implementation M&E system (Bridging)	0	1	1	

Enhanced monitoring and implementation capacity for TVET reforms by MoES departments (TVET, Education Planning and Policy Analysis, etc.)	0	1	1	
Number of skills development reforms implemented by the TVET stakeholders	0	3	3	3 skills development reforms implemented
Number of initiatives supporting assessment bodies (e.g. UBTEB and DIT) to offer competence-based assessment and offer recognised certificates	0	2	2	2 (DIT & UBTEB)
Number of private sector-led national skills forums supported	0	2	2	
Number of youth and women umbrella organizations supported to participate in the policy dialogue on skilling	0	5	2	National Youth Action Platform, female national tour guide associations
Number of supported initiatives to operationalise the Tourism-Hospitality and Agriculture Sector Skills Councils	0	3	4	4 (3 for tourism-hospitality and 1 for Agriculture Sector Skills Councils)
Number of districts with operational coordination structures (For Skilling)	0	6	1	Only in Kasese
Number of piloted national coordination initiatives to promote skilling in Uganda	0	2	3	World Skills Uganda, Tourism sector skills sector, National Skills Fair
Number of priority sector labour-market scans (LMS) (including Technology Needs Assessments) and livelihood studies conducted in the intervention areas by partner institutions for skills development training	0	1	3	1 LMS in tourism, 2 for World Bank in manufacturing and agriculture
Number of national coordination initiatives to promote skilling in Uganda	0	4	3	National TVET Council conference conducted in December 2021 and the Regional Skills Competition conducted in May 2022, TVET implementation working group

4.2.2.2 Analysis of the realisation of the output

The goal of this component was to support coordination and governance structure for the TVET and employment (sub)sector. This was done through the following strategies;

I. Support coordination, regulation and governance structures

On coordination, Enabel has supported the MoES to operationalize the RTF and later the TPIWG and their Secretariats to oversee implementation of the national TVET Reforms. Enabel being a chairperson of the Education Development Partners' Technical Working Group on Skilling, has promoted

harmonization of interventions in skilling and strengthening synergies amongst members. In collaboration with the EDP Chairs over the past seven years, the project facilitated policy dialogue with respective departments and agencies of government, private sector and civil society in skilling to implement the policy reforms.

To support regulation and governance, the project contributed to the design of an employer led national TVET Policy that was adopted in 2019. Following its approval, principles of the TVET Bill were developed and approved in mid-2022. The process for enactment of the TVET Bill has since started. Enabel has provided operational and technical support to the TVET Policy Implementation Group and Secretariat. Consequently, input was provided in the design of various strategic documents including: The drafts of Job Descriptions, Manual for the TVET Council; The National TVET Qualifications Framework; the National Skills Financing Framework; the framework on operations of the Sector Skills Councils.

The project, jointly with the TPIWG, conducted a rapid assessment of financing mechanisms. The study analysed the national, regional and global TVET funds. The findings will inform the finalization of the framework for TVET financing and inform the design of the legal instruments for implementing the Skills Development Fund. The SSU programme supported the development of the Education and Sports Sector Strategic Plan (ESSP 2020-2025), particularly developing the TVET section. The Plan enumerates critical areas of attention in tandem with the 2019 TVET Policy and other considerations for a contemporary TVET system that includes; Establishing an employer led TVET system; Setting up a national skills development fund; Implementing reforms at TVET institution level; and providing flexible modes of TVET training.

Whereas government shifted from the sector to the programme-based approach, the plan continues to guide the sector players as well as different stakeholders by highlighting the complementary priorities of the sector under the Human Capital Development framework.

II. Capacity Building of TVET Stakeholders

Enabel has built capacities of relevant ministries, Departments and Agencies of government, the private sector and the social partners. It has done so through workshops, technical assistance, local/international benchmarking visits, direct technical and indirect support to partners. The project supported a benchmarking visit for 18 representatives from public, private sector and development partners on skills development approaches and initiatives in Belgium, particularly skills financing. Critical learnings were documented and shared at the SDF fair-forum and learnings informed the design of key strategic documents such as technical papers on financing, management, sector skills councils among others.

The project has supported representatives from the MoES, the MoGLSD, sector skills councils, assessment bodies (UBTEB and DIT) and Business Membership Organizations. Others supported include social partners, Federation of Uganda Employers (FUE), TVET Department of the MoES and TVET Policy Implementation Secretariat. The Reform Task Force and the Directorate of Industrial Training attend trainings facilitated by International Labour Organization. Some of the courses included skills financing, sectoral approaches to skills development, management of TVET institutions and the role of social partners. The training was facilitated by ITC-ILO in Turin Italy.

Enabel, in collaboration with the Department of TVET in the MoES developed a business model concept for TVET institutions to fast-track the advancement towards training with production. The aim of the concept was to counter traditional bureaucratic processes that deter government institutions from conducting business in school settings. Discussed with stakeholders including principals of public and private institutions, the concept highlights opportunities, challenges and key recommendations from training with production. It underscores income generation as one of the most effective strategies for

enhancing sustainability of TVET institutions. It also facilitates practical training for learners, motivates instructors and learners, promotes innovation and positions training institutions as agencies of transformation through provision of solutions to local challenges. Enabel has engaged relevant authorities (MoES, MoFPED and PPDA) to address institutional barriers that deter training providers from conducting business. The support included streamlining and guiding institutions in striking a balance between their core mandate of skilling and income generation.

Following the creation of the TVET Directorate in MoES, this intervention supported setting up of Departments of TVET Operations and Management to facilitate effective implementation of skilling reforms including engagement of relevant stakeholders. Besides operational support, the project and the department established an inclusive technical working Group for TVET. This has continued to provide technical input into policies, procedures and standards that guide TVET delivery. In addition, a coordination structure was set up to coordinate and follow-up on the operation and reactivation of the Sector Skills Councils. SSU further supported development of work plans for councils of two sectors, namely: tourism and agriculture. SSU also supported MoES to establish and enhance capacity of WorldSkills Uganda to promote TVET through skills competitions. Launched in 2018, Uganda has since organized two national skills competitions (2018 and 2022); participated in two Africa level skills competitions (2018 and 2022) where Uganda scooped three medals (1 gold and 2 bronze) in Rwanda and one medal (bronze) in Namibia. Admitted in 2019 in Kazan Russia, SSU supported WorldSkills Uganda to participate in international skills competitions in Switzerland in October 2022.



The first lady and Minister of Education tour the National competitions in Kampala 2019

As envisaged in the TVET Policy, SSU promoted multi-sectoral engagements between MOES and ministries responsible for Health, Labour, and Tourism. The engagements were geared towards improving coordination and strengthening harmonization of interventions in skilling and employment.

To improve acceptability of TVET qualifications and awards, SSU strengthened the capacity of TVET assessment and certification bodies. The Directorate of Industrial Training was supported to develop assessment and training packages, train the assessors, trainers and verifiers to promote quality assessment processes. The intervention has supported UBTEB in identification of management gaps, setup a Quality Management System for management of assessment processes and train staff in Health

Safety and Environment (HSE). The quality management system will be monitored using the internationally acceptable ISO standards.

III. *Support to Sector Skills Councils*

To increase employer involvement in skilling processes, the project in collaboration with the World Bank supported the government to establish five pilot Sector Skills Councils based on major economic sectors defined by the NDP III. The sectors included: agriculture, construction, oil & gas, manufacturing and tourism. Using a division of labour approach, Enabel was to support operationalization of the Tourism and Hospitality Sector Skills Council (THSSC) while World Bank and the Embassy of Netherlands, through AVSI Foundation, were to support the four remaining SSCs. With support from the SSU, the THSSC has successfully been anchored under the private sector membership body Uganda Tourism Association. In close coordination with MoES, the THSSC secretariat supports the council in organization of meetings and coordination of activities.

In 2018, SSU supported the THSSC to mobilize for technical advice and expertise via the VET Toolbox. Implemented in 2019, the VET Toolbox project supported the council to redefine its vision and mission as well as develop a realistic Action Plan. The plan has guided the alignment of the council activities to contemporary needs of the sector. Secured in 2021, the project helped the council to develop a sustainable model of funding. The model proposes contribution of private sector, government, development partners and other stakeholders. The intervention also conducted digital marketing skills trainings for the council members, supported the THSSC to develop a Communications and Marketing Plan and other key strategic documents.



Participants of the digital marketing pose after the training

The THSSC was supported to conduct labour market scans in the regions of Karamoja, Albertine-Rwenzori and Kampala, to promote market-responsive skilling. The study detailed the key skills needed in the regions including; digital skills, supervisory skills, customer care among others. These informed digital marketing skills training and incorporation of the needed skills in the Assessment and Training Packages (ATP) – Levels 1-3 for the Tourist Guides. Recommendations also informed generation of occupational standards and job profiles for over 10 key sector occupations. In 2022, the THSSC and SSU conducted a skill needs assessment for the sector and developed a national Workforce Skills Development Strategy and Plan (WSDSP) for the tourism sector. Finalized in 2023, the plan highlights skills gaps, that will guide the THSSC, policy makers and training providers on the required capacity building.



Launch of Assessment and training package for tour guides

SSU in collaboration with the THSSC and the technical support of Directorate of Industrial Training (DIT) trained over 50 assessors, 25 trainers drawn from industry and over 20 verifiers (industry experts and DIT staff) for successful implementation of the assessment and training packages for the tourist guides. Those that succeeded were certified by DIT and licensed by Uganda Tourism Board (UTB). The THSSC, together with DIT, have organized an upskilling/retooling program for those that do not meet the competences required. The THSSC in collaboration with Uganda Safari and Guides Association (USAGA) and East Africa Tourist Guides Association, with funding from SSU, organized an inaugural East Africa Regional Tourist Guides Conference held in Uganda in 2021. Follow-up activities included engagement of East African Community governments to integrate this in their respective policy frameworks.

To ensure government prioritization of key reforms, SSU in collaboration with development partners contributed to the review process of the Government White Paper on TVET. The paper had key proposals on TVET reforms such as: skills financing; coordination and quality assurance of TVET; PPPs in skills development; capacity building of trainers; and WBL among others. The intervention in coordination with development partners and the MoGLSD developed a National Action Plan (NAP) on Green Skills that was finalized in 2022.

SSU in collaboration with MoES has been promoting dissemination of TVET best practices. In consultation with the EDPs, this intervention supported MoES (BTVET Department) to define the concept of a TVET 'Centre of Excellence' in Uganda, that was adopted in December 2019. Enabel has piloted this in all the five partner VTIs. Enabel in collaboration with Private Sector Foundation Uganda and MoES organized the inaugural national skills development fair in 2019. This was followed by a national skills conference that was organized in partnership with MoES and The Association of Principals of Public Technical and Vocational Institutions in Uganda (TAPTIVIU) in 2021. This is now an annual event and provides a platform for promoting TVET, strengthening synergies among partners and sharing learnings in the skills development space.

To respond to the local needs of the labour market, the SSU programme established Skills Development Platforms (SDPs) in the pilot phase of this intervention. By end of 2020, four SDPs had been established and were functional in the Albertine and Rwenzori regions. SDPs are particularly important forums in which major stakeholders in skilling at the local level, in this case, district or region, define the critical

skills needs and propose solutions for closing the gaps. However, these were replaced by the regional Sector Skill Councils meetings during the bridging period.

IV. Studies conducted/ Action research

The project conducted an Action Research in which the operational model of the SDF was documented, and the key learnings were shared with management to guide implementation processes. The assignment also generated policy guidelines/notes that were key informing policy level engagements. SSU conducted a labour market scan on Green Skills on 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.

V. Potential Impact

A well-coordinated employer led TVET system will spur economic growth for the country. The TVET Council, when created, together with the national SSCs 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. Building on this to strengthen the SDPs and the regional Sector Skills Committees at a local level provides a window for industry to determine the quantity and quality of skills provision enhancing employability of young people and increase the competitiveness of firms. In conclusion, a national TVET coordination structure led by the private sector - the TPIWG - is operational and the law to establish the permanent structure (TVET Council) is undergoing enactment; the coordination structures for SSCs have been established and partner SSCs (tourism and agriculture) have been established at national level. At the field level, various initiatives such as SDPs and regional SSCs have been piloted to enhance skills coordination structures at district and regional levels. These initiatives will inform creation of sustainable and more effective decentralized skills development platforms providing solutions to local challenges as well as linked to the national SSCs aligned to national policy frameworks.

4.2.3 Performance of output: SDF grant recipients provide quality skills development programs that are responsive to private sector and labour market needs

4.2.3.1 Achieved indicators

Table 3: indicators for output 2 Indicators	Base value	Final target	Final value attained	Comments
No. of short-term training modules developed /upgraded and formalized, based on local livelihood and labour market needs	0	72	68	10 modules upgraded by grantees under SDF call 1, 13 under call 2, 6 under call 3, 27 under call 4, 10 under competence enhancement and 2 under direct grants to the partner institutions
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	0	1	1	Grant system set up and operational ready for handover
Volume of grant agreements signed through SDF	0	4.7 million Euros	€3,171,877	SDF grants trained 4817 (2275 Male & 2542 Female) youth
Number of awareness + promotions campaigns conducted for enhancing the	0	22	72	12 in Kasese, 13 in Kabarole, 15 in Masindi and 22 in Hoima

participation of vulnerable groups (youth, girls, refugees)				
Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in non-formal and formal TVET and entrepreneurship training in order to enhance employable skills.	0	4823	6,588(1,771 under instant trainings or competence enhancement trainings and 4817 rough competitive grants)	6,588 (2275 males & 2542 females) youth (73%); acquired skills in various trades. SDF grants reached out to 4,854 (2554 females & 2,300 males) while 1,771 (1179 females & 592males) youth (27%) were skilled and equipped directly through contracted training service providers (Instant Trainings) Instant trainings in the bridging period being conducted at community level attracted more numbers and females than earlier anticipated
Number of award/grant agreements signed through SDF (Bridging)	0	44	44	These trained 4,817 (2275 males and 2542 females) youth in various trades
Number of market-relevant sectors and trades promoted (Bridging)	0	4	4	Agriculture, ICT, manufacturing, hospitality and tourism
The number of SDF beneficiaries who have received start-up kits (Bridging)	0	1,277 (806 F & 471 M)	1,793(707Males & 1086Females)	Not all grantees prioritised provision of start-up kits to trainees. Some were given out on a competitive basis

4.2.3.2 Analysis of the realisation of the output

I. Support to the National Skills Financing Framework

The SDF was established as a pilot financing model to generate good practices that will inform the national financing mechanism for Uganda. Overtime, the project made improvements in the selection and implementation of the pilot SDF grants. Good practices from the pilot SDF implementation were shared with the interim TVET secretariat to inform the design of the national skills financing framework. To enhance the quality of the framework, the intervention supported the TPIWG to conduct a rapid assessment of skills financing mechanisms in Uganda as well as regional and global levels.

II. Capacity building of SDF procedures

The procedures for sourcing selection and follow up have been documented. The process followed and 44 grant agreements were signed with different implementing partners. To ensure effective execution, capacity building was conducted in different areas based on the needs. All the SDF grantees have been trained in M&E, communication & knowledge management, procurement and finance.

This greatly improved the implementation process of the grants and utilisation of SDF tools and instruments of which some have been adopted.

III. Operationalizing the SDF

The SDF grant system was set-up the grant implementation tools/procedures developed, and operational manual approved. A capacity building component for all relevant parties was included at the different stages, from grant application and assessment to grant implementation and reporting. The grant operation manual and funding guidelines provide details on the selection process and follow-up system for the grants. Overtime, through the four calls for proposal, the intervention made improvements on the selection and implementation of the pilot SDF grant.

• **SDF Grants**

The SDF competitive grants supported 4817 (2275 Male & 2542 Female) beneficiaries (targeting vulnerable youth, women/girls and refugees) with skills development initiatives through quality instruction and work-based learning. This enhanced beneficiary access to labour market through wage employment or self-employment.



L-R- SDF Beneficiary at work, beneficiaries extracting fibre from banana stems

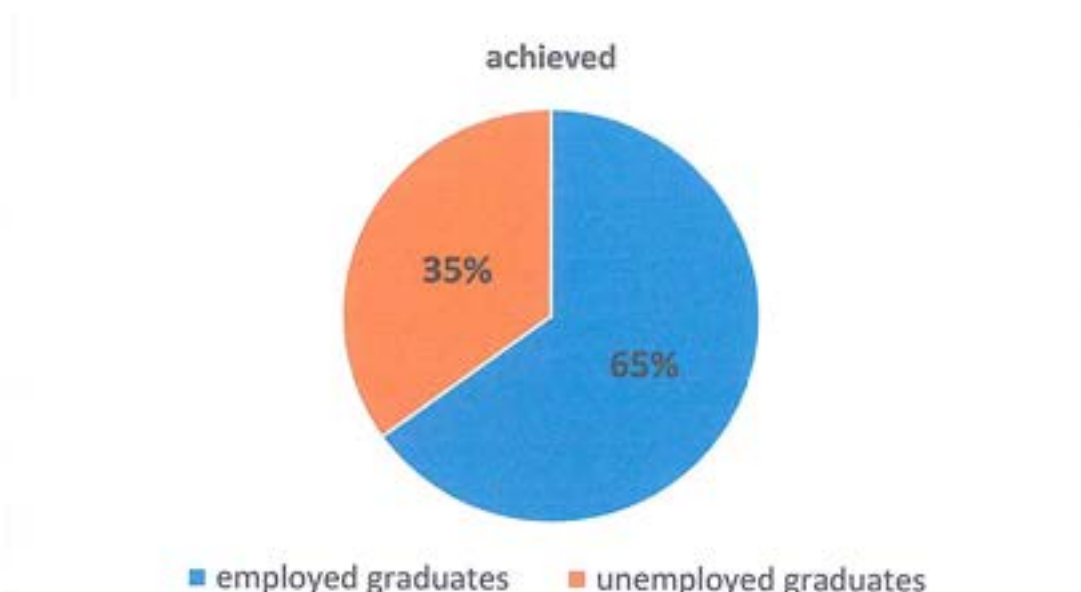
A total of 44 SDF grants were awarded to reach-out to (52% female) beneficiaries with skills development training in the sectors of tourism and hospitality; agriculture; renewable energy; manufacturing, oil and gas as well as digital ICT solutions among others. Skills development training initiatives with work-based learning ranged from three months to nine months based on different application windows. Trainee assessment and certification was conducted by either Directorate of Industrial Training (DIT) or City and guilds nationally and internationally.

For the entire intervention period, a total of 4854 (2300 male & 2554 female) were enrolled, 4817 (2275 Male & 2542 Female) youth were trained, 4,766 (2,260 male & 2506 females) youth completed SDF trainings registering 99% completion rate, with being with 4276 (1,993 males& 2,283 females) youth certified (90%).

- **Instant training**

To enhance skills development in livelihoods, the project implemented instant trainings that were aimed at enhancing competencies for various livelihood activities. This was done in collaboration with different livelihood actors. The trainings aimed at strengthened skills for improved livelihood and employment opportunities among youths, women, and vulnerable populations respectively. A total of 1,771 (592 males and 1179 females) vulnerable youth and women were trained.

Overall, the SDF (competitive grants and instant trainings supported for 6,588 youth of whom 65% were absorbed into the labour market.



IV. Integration of Cross Cutting Issues

Crosscutting issues in SDF were addressed at two levels; in the selection of grantees and the training content. Amongst grantees contracted were organisations that purposely worked with youth, women, people with disabilities and refugees. Beyond the required skills, SDF grantees integrated cross-cutting themes within their training modules for the additional learning benefit of trainees. All SDF grantees incorporated at least one cross-cutting issue in their training. Most grantees considered life skills (incorporated in 85% of all training) and entrepreneurship/business development (incorporated in 85% of all training) as critical skills for improved livelihood. As a result, SDF trainees graduated with extra skills of working with people and entrepreneurship abilities required in the labour market, especially under conditions of self-employment. Inclusion of these aspects has enhanced the trainees' ability to make informed decisions, communicate effectively and strengthen their capacities to enter the labour market. Other cross-cutting themes that need increased consideration included environmental awareness/green skills, reproductive health and HIV/AIDS prevention interventions, gender awareness and occupational health and safety.

V. Potential impact

SDF has proved to be an effective tool of increasing access to quality skills training for all particularly vulnerable groups. With appropriate training and post training support, the employment rate of 65% among the graduates can be enhanced. However, the enduring challenge remains securing decent wage employment for the graduates particularly in rural areas.

4.2.4 Performance of output: Centres of Excellence provide quality skills development programs that are responsive to local private sector needs

4.2.4.1 Achieved indicators

Indicators	Base value	Final target	Final value attained	Comments
Number of formal agreements signed with the private sector (PPPs) by the partner VTIs	0	39	151	109 for the pilot and 42 for the bridging. Five VTIs supported to setup private sector liaison offices
Number of instructors trained in pedagogy and technical trainings	0	70	209	
Number of Private Sector Mastercraft persons trained in pedagogy	126	250	228	Technical upskilling of instructors in pedagogy has improved effectiveness of work-based learning
Number of CBET curricula developed/upgraded and integrated with crosscutting issues and labour market needs (NPA)	0	32 Long term courses: 12 Short Term courses: 20	40 Long-term courses: 10, Short term courses: 30	
Percentage completion of rehabilitation, expansion and construction	0	100%	100%	
Number of trainees (men/women) that participate in non- formal & formal BT/VET training (with entrepreneurship component) to enhance employable skills (for only the VTIs)	0	5000 (30% Female)	16755 (12436 Male & 4319 female)	A total of 12,605 Formal and 4150 Non formal
Roadmap towards CoVE available in the five target VTIs	0	5	5	Two assessments carried out. VTIs have action plans for progression to COVE
Number of management and academic staff of 5 target VTIs are trained on the key elements of a CoVE	0	100	63	All heads and at least one instructor per department oriented on CoVE
Number of awareness and advocacy campaigns conducted on gender-based violence (GBV) and environmental management/green skilling	0	32	46	VTI gender awareness campaigns have improved enrolment. Environment awareness/green skilling is however still low
Number of VTIs successfully establishing and utilising digital hubs	0	5	5	Five VTIs have setup ICT being utilised for ICT trainings pending development of Business support & innovation services

Number of VTI staff trained in digitisation and utilisation of the digital labs, and applying e-learning in their courses	0	50	65	
Number of trainees enrolled for ICT courses (VTIs)	300	250	2,912	All students enrolled in the five VTIs are being trained on ICT as a crosscutting.
Number of VTIs with a digital library	0	5	0	VTIs started process, though yet to have fully functioning digital libraries
Short-term ICT curricula for income generation (A short-term ICT curriculum in place and operational by Dec 2022)	0	1	4	Developed by SSPVTC, SJVTI, MBS & KYP
Number of roundtables/employers fora organised within the five supported VTIs	0	20	7	Round table discussions have been organised by all the 5 VTIs
Number of skills development platforms/regional sector skills committee meetings held in the Albertine and Rwenzori regions	4	6	4	Four district skills development platforms established in the pilot phase not revitalised after Covid 19 lockdown.

4.2.4.2 Analysis of the realisation of the output

I. Capacity building of the five VTIs towards CoVE

The five partner VTIs had their capacity building through various approaches including through direct grants amounting to Euros 1,437,887 aimed at enhancing their capacity to offer quality training. Areas supported included private sector involvement, gender support, ICT utilisation and management.

The five partner VTIs (UTC-Kyema, St Simon Peter Vocational Training Centre, St. Joseph's - Virika and Kasese Youth Polytechnic- KYP and Millennium Business School) were supported to set up ICT hubs out of which four; (St Simon, St. Joseph's - Virika and Kasese Youth Polytechnic- KYP and Millennium Business School) are being utilized for ICT trainings, with two (KYP& SSPVTI) already generating income. Initiatives started to get commitment of the private sector to support skilling with MTN supporting ICT hubs in four partner VTIs. Modification and refurbishment of KYP, UTC Kyema, St. Simon & MBS digital hubs was done in partnership with the MTN Foundation Uganda. SSU's sister project, the SDHR, equally contributed to procurement of equipment and its utilization for the ICT hubs. SDHR had earlier conducted 15 sessions that would encourage integration of ICT tools in instruction under Communities of Practice with VTIs during the COVID- 19 lockdown, which were followed up with 'how-to tutorials', for instructors. SDHR has funded other online trainings in ICDL (International Computer Driving License) that was concluded in June 2022. All the five VTIs have been accredited as ICDL centres with support from the SDHR project. Using the direct grant, partner institutions developed websites, trained staff and students in the use and application of ICT, development of online learning policies, and development of the ICT road maps.

In collaboration with Nakawa Technical Institute, 209 instructors were trained in pedagogy. The modular training approach comprised of seven modules: Competency-Based Education and Training (CBET) Principles; Instructional Planning; Instructional Approaches; Instructional Toolboxes in TVET; Training in Workshop Management; Instructional Leadership, Assessment and Evaluation. In addition, private sector 228 master craft persons were trained to support trainees during industrial training and as DIT assessors. A peer-to-peer support and mentoring system was established at each VTI to scale-up pedagogy skills for other instructors. This interaction further strengthened the collaboration among VTIs and the private sector.

Partner VTIs have been supported in the operationalization/strengthening of training with production including training of MCPs and instructors on the use of the new equipment.

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Strengthening management and governance capacity of the VTIs was done throughout the project period. This included finance management, human resource management, communication, private sector engagement, academic management, information and knowledge management, grants management, good governance, quality control, income generation, facility maintenance, job search skills, monitoring and evaluation including tracer studies to check employability of VTI graduates.

II. Roadmap Development for VTIs towards CoVE

The five partner VTIs in the Albertine-Rwenzori were oriented on the CoVE parameters, required action for transition to CoVE status in specific chosen priority sectors and self-assessment. Results from the organisational self-assessment conducted by the five partner VTIs during the pilot phase indicated overall improvement from the baseline value of 1.3 to an average of 3.5 in the Albertine-Rwenzori region. During the bridging phase, the five VTIs organized self-assessments using the MoES 13-point CoVE tool for rating systems for a TVET Centre of Excellence. The baseline score on self-assessment for St. Joseph's Technical Institute at 46.7%; St. Simon Vocational Training Centre at 59.5%; Millennium Business School at 57.7%; Uganda Technical College Kyema at 57.7; and Kasese Youth Polytechnic at 43.8%. A second self-assessment was conducted with support from the M&E team and there was a slight improvement with St. Simon Peter attaining the score of class C (68.3%), which is an acceptable mark for the institution to have achieved an aggregated score of 65%-74%; the minimum to be deemed a one-star CoVE. The other four institutions were below 65%. St. Joseph's Technical Institute scored 59.2%, Millennium Business School 60.4%, Uganda Technical College Kyema at 58.8%, and Kasese Youth Polytechnic 57.25%. A consultant was hired to validate the institutes' self-assessment scores, which showed a great improvement.

Achievements were registered in the following areas;

- Strategic and operational management, infrastructural rehabilitation and development;
- Enhancement of relevant equipment for the practical students' teaching and learning;
- Instructors trained in pedagogy and technical skills;
- Collaboration with the private sector strengthened,
- ICT and eLearning capabilities.

III. Support to VTI infrastructure development and equipment

Basing on the priority trades of each institution, there was rehabilitation and expansion in the five VTIs worth Euros 5,247,446. This focused on workshops, dormitories, classroom, computer laboratories, energy efficient kitchen, sanitary facilities, solar powered systems for water and lighting. In addition, they were equipped with tools, equipment, furniture etc

The infrastructure and equipment improved the quality and quantity of training and provided revenue for VTIs. Facilities generating income alongside strengthening training include; the automotive workshop in SJTI & Kyema, carpentry in St. Simon, hotel & hospitality services in MBS, electro installations and renewable energy in KYP. The improved infrastructure and equipment made the VTIs attractive to the private sector whose involvement in WBL/real life projects improved employability of VTI graduates, instructor upskilling and utilisation of provided equipment.

IV. Strengthening of the Private Sector Partnership with the VTIs

Partner VTIs have been supported to set up private sector Coordination desks which have improved private sector involvement in training processes resulting in market-led training. This collaboration enhanced work-based learning interventions, collaborative equipment utilization, and improved practical trainings. It also provided opportunities for training alongside production improving on VTI income generation. To formalise the collaboration between VTIs and private sector, 109 partnership

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agreements with different companies were signed. The partnership areas included student's industrial training, instructors' apprenticeships in industry, involvement of private sector players in VTI real life projects and production units, hence strengthening practical trainings. However, the VTIs are yet to involve the private sector in designing and training modules/ATP of especially short-term courses.

The five VTIs were supported to strengthen their private sector engagements to improve equipment utilization, including developing mechanisms to allow their alumni and other MCPs to use their specialized equipment at a cost. This boosts operations and maintenance of existing equipment while at the same time creating opportunities for further learning and sustainability.

Finally, to strengthen coordination of skills development and private sector involvement, district level Skills Development Platforms (SDPs) were established. These conducted meetings on a quarterly basis and provided a platform for collaboration between VTIs, district authorities and the private sector members. The platforms discussed skills development and training issues. Participation of the private sector in the quarterly SDPs consistently increased with larger scale companies such as Victoria Motors in the Rwenzori Albertine Region.

5 Complementarities

5.2 With other interventions of the Portfolio

The Support to the Development of Human Resources (SDHR) project was instrumental in building the capacity of the managers and instructors of our partner TVET Institutions. Whereas SSU concentrated on technical trainings, SDHR provided tailor made trainings in management and leaderships. The complementarity accelerated the completeness of trainings making the beneficiaries more efficient in their service delivery.

The SSU project collaborated with the Teacher Training Education (TTE) infrastructure development, equipping the partner VTIs with required equipment, facilities, tools, contemporary teaching and learning methods. The excellent collaboration on climate sensitive and environmentally responsive practices in partner institutions has been disseminated at various events to influence policy e.g., at the 2019 Environment Forum, climate manifesto and the close working relations with Construction Management Unit of MoES.

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.

SSU and the Skills and Governance (SG+) project have jointly implemented actions to re-orient employers /private sector as engines for promoting quality and relevant skilling. A national round table discussion was organized between training providers and employers in the tourism and hospitality sector, to enhance private sector participation in the skills development processes. Key areas discussed included WBL, decent work and designing strategies for employers' contribution to funding of skills development in Uganda.

As the SSU project was focussing on skilling, challenges of decent work and resilience to sustain businesses initiated were observed, being some of the lessons that informed a new intervention on social protection and decent work that started in 2022. Under implementation of Ministry of Gender Labour and Social Development (MoGLSD), the project aims at improving the living conditions and resilience of the most vulnerable population by investing in social protection systems and decent work, as well the contributing to the promotion of sustainable and inclusive social economic development.

The SDF supported graduates in the agriculture and tourism sectors, have been linked to Social Protection project. Some of the identified trades include; weaving, Vegetable growing, Fish farming, Tour guiding, Nursery bed, Landscape designing, Mushroom growing, poultry, catering and beekeeping. Organizations potentially focussing on agriculture and tourism, previously supported under SSU were equally identified. A Joint Assessment/ Verification of groups was done to those that the Social Protection intervention can support.

5.3 With third-party assignments

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 supported institutions.

The SSU programme that started as a project funded by the Kingdom of Belgium ended up attracting more partners including Embassy of Ireland European Union and GIZ. This led to expansion in the geographical scope as well as increased number of beneficiaries including training providers, youth and private sector.

5.4 Other synergies and complementarities

The SSU team in the Rwenzori Albertine region has supported monitoring and follow-up of a **WEHUBIT** funded project tracking quality of air conditions in Fort Portal City in conjunction with AirQo. This is a community driven smart city initiative that aims to improve air quality management in African cities. The initiative contributes to improving air quality by availing required information for appropriate decision-making, implemented by AirQo in conjunction with Makerere University, supported by WEHUBIT. Enabel organized a stakeholder meeting for inclusive dialogue with key stakeholders in Fort Portal city and Kabarole district, where results of the air quality initiatives in the region were discussed.

In partnership with Embassy of Belgium in Uganda and **Belgian Investment Bank(BIO)**, 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.

Together with private sector companies, the MoES was supported to establish **WorldSkills Uganda**, an affiliate of WorldSkills International, which was engaged to promote TVET using skills competitions. Enabel, in collaboration with MoES through WorldSkills Uganda and other development partners, especially UNESCO and KOICA, have promoted TVET through skills competitions. The action also attracted private sector involvement.

In collaboration with the Embassy of Ireland and later UNICEF as Chairs of the **EDPs**, Enabel supported coordination among skilling partners under the umbrella of the EDP skilling. The focus was engagements with key skilling partners and strengthening capacity of the TPIWG to deliver on its mandate. Enabel continued to collaborate with the Private Sector Foundation Uganda (PSFU) to advance the skills development agenda. The relationship between the two organizations was further strengthened with the Skills and Governance (SG+) project, funded by the European Union, being implemented by Enabel in partnership with PSFU. The project is strengthening skills development by promoting work readiness skills among graduates and improving governance structures of partner agencies to improve business processes.

As the Chair of the EDP Technical working Group – Skilling (TWG-S), the SSU programme worked closely together 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 TWG-S also provided input in the Education and Sports Sector Strategic Plan (ESSP), particularly the TVET section incorporating the priorities of the development partners. The SSU programme in collaboration with MoES, launched and defined the term "Centre of Excellence" regarding vocational and technical education in Uganda, a concept that has since been adapted by other development partners.

Enabel shared their experience and learning from the SDF in the **EDP Technical working Group – Skilling** (TWG-S), leading to adaptation by the EU and the World Bank. The PSFU with funding from the World Bank, implemented a Skills Development Facility (SDF). Like the pilot Skills Development Fund of SSU, PSFU/SDF facilitated 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 project implementation. In May 2019, the two partnered in the

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organization of the first 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.

In the spirit of promoting PPPs in skills development, Enabel and **MTN Uganda** provided internet connection in five (5) VTIs in the Albertine Rwenzori region. In addition to the internet connection, MTN Uganda provided 30 computer sets, 10 in each VTI to support digitalization for development. The initiative promoted research and connectivity to the world through the use of internet as well as enhancing the digital and computer skills of beneficiary institutions.

Enabel and other local and international partners like Iles de Paix (IDP), the city authorities, and the African Young Environment Activist (AFRIYEA) mobilised, and sensitised community members to participate in safeguarding their environment through a successful clean-up and tree planting exercise along the Fort Portal city green belt, in line with Enabel's commitment to promote green jobs, and environmental conservation.

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.

6 Priority Themes

6.2 The environment and climate change

SSU and TTE with support of the City of Brussels through Brussels Capital Fund funded 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 seven SSU supported institutions. The energy facilities have had great impact on environmental conservation, reducing consumption of firewood from 80% to 20%, hence conserving the environment.

Partner VTIs implemented climate change adaptation and mitigation initiatives including; planting trees and grass in VTI compounds, and fabrication of color-coded dustbins to improve on solid waste management, solar powered lights and kitchens and water harvesting. Waste management awareness campaigns were organised in all the five VTIs and waste bins have since been procured and put in place as well as the installation of incinerators.

Environmental protection awareness has been among the key messages for staff behavioural change. For instance, having reduced printing to save paper and in the long run save trees, water plastic bottles have been eradicated in office premises as well as promoting re-usable utensils. About 40% of SSU project staff have acquired energy efficient pressure cookers, reducing on their family's contribution to the carbon footprint.

Environmental aspects were fully incorporated in the solicitation of design, documentation and supervision services for works and supplies for the partner VTIs. A detailed Environment and Social Impact Assessment (ESIA) was conducted and informed the development of an Environment and Social Management and Monitoring Plan (ESMMP) that contractors followed during execution of works. Environmentally friendly safeguards were incorporated in the design of the infrastructure that were built or renovated in the partner VTIs. Environmentally friendly materials were used for designer environmental impact such as compressed bricks, bamboo sticks, including landscaping and improvement of the outside spaces.

Following the start of the 'World Clean-Up Day' for environmental protection and clean-up, the SSU intervention joined the world clean-up days that commemorated clean-up activities and tree planting activities.

In the partner VTIs, landscaping and tree planting took place around new construction facilities. Building and construction practice workshops at Kasese Youth Polytechnic, UTC Kyema and St. Joseph's Virika were built with Interlocking Soil Stabilised Blocks (ISSB), which are environmentally friendly as they do not need mortar or burn firewood as clay bricks. St. Joseph's Virika VTI and St. Simon Peter VTC classrooms, workshops, and dormitories, as well as MBS demonstration hotel were built with the locally available blocks, which are kiln burnt using coffee husks. The new buildings also emphasize the use of natural lighting, solar energy, thermal comfort, and natural ventilation.

Nearly half of the SDF grantees (48%) in the integrated green activities in the training, including agro-forestry and waste management. The integration of SMART agriculture approaches in training/curriculum especially in VTIs has improved sustainability in agriculture through use of less toxic substances for fertilizer, improved the air quality, and reduced greenhouse gas emissions. This was supplemented by introduction of composting mechanisms as the main method of organic waste reduction especially from kitchen and food waste.

6.3 Gender

This intervention has encouraged participation of women and girls in skills development through the facilities (dormitories, sanitary facilities, fence etc) in the VTIs and the flexible training modalities facilitated by the SDF. These increased enrolments in formal and non-formal trainings. For instance, sanitary pads were procured for the female trainees to boost their menstrual hygiene management and confidence to enhance female participation in skilling.

GBV study findings and recommendations were shared to partner institutions and the general population through online platform discussions. Furthermore, communication materials that included posters, banners, fact sheets and a GBV movie script were developed in partnership with the Teacher Training and Education (TTE) project and Mango Tree company for awareness raising in the five VTIs. VTIs were supported to appoint gender focal persons to provide gender related counselling support. The dissemination of the GBV study findings increased awareness of GBV.

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

TVET awareness campaigns with gender focus at local levels, were conducted including local radio talk shows. This improved the general public's gender sensitivity and boosted female enrolment in Technical Vocational education and Training especially in previously male dominated trades.

The SSU project, under the direct grants, strengthened the gender coordination desks in the five partner VTIs. One of the activities was fast tracking gender related concerns especially GBV. The grant further spurred gender awareness campaigns/trainings (monthly gender radio talk shows) to advocate for integration of more females in skills development programs especially in male dominated trades.

Gender targets were included in the SDF manual, guidelines and selection criteria which require grantees to integrate at least 30% gender component in their training programs. Strict follow-up of these requirements with grantees was done through orientation on SDF grant guidelines and follow-up monitoring. Gender was included in the business plans of the partner VTI's, staff focal points for gender were appointed in the Albertine-Rwenzori project offices to address gender issues.

6.4 Digitalisation

In collaboration with the SDHR project, trainers from the five partner VTIs in the attended online trainings to master utilization of different digital tools under the 'communities of practice (COPs)'. The COPs empowered participants with skills to solve several digital challenges, digital learning skills such as creating visual presentations, designing posters, making a podcast, creating a screencast, and making animated videos. Additionally, staff of VTIs received ICT training at basic, intermediary and advanced levels through an ICDL course with the Uganda Institute of Information and Technology. VTI trainers participated twice in the Hackathon skills competitions under the hashtag "Hackskills4jobs" to showcase skills acquired during the COPs. Hackathon skills competition winners were awarded with computers and tablets on behalf of their respective VTIs to supplement existing ICT equipment and improve usage of the same.

As part of digitalization efforts in partner VTIs, a study visit (digital safari) was organized for VTI management staff in which they visited five big digital hubs in Kampala (Design Hub, Innovation Village, Outbox, Makerere University and MoTiv). The major purpose of the visit was to introduce participants to digital technologies and its ability towards transforming learning in the VTIs, start preparation steps for establishment of digital hubs and orientation workshop to rollout digitalization in

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

The project procured ICT equipment to support digitalization and creation of digital hubs in the VTIs. The procured ICT equipment included desktop computers & related accessories, laptops, servers, projectors, smart screens, heavy-duty photocopiers, and printers. The procured ICT equipment is used to promote e-learning systems, e-learning modules/materials content design, creating digital libraries, digitalization of training materials and manuals, as well as designing short-term ICT curricula for income generation. The project further introduced the use of Virtual Reality in VTIs to enable work-based learning. A few short 360 degree "how to" clips were filmed from facilities of some of Uganda's reputable private sector players. The clips are used for awareness creation and to promote work-based learning.

The SSU project built the capacity of key stakeholders including the MoES, partner VTIs and the 44 SDF grantees on how to conduct digitalized data collection and survey using online tools like open-source technologies i.e., ODK Kobo Collect. This was in a bid to sustainably conduct online tracer surveys even after the project has closed.

Through support from Belgium, SSU partnered with Global Pulse Lab to monitor the attitude of Ugandans towards skills development by taking stock of what Ugandans say about skills development on local radio. The team participated in an event on the use of big data at the European Development Days (EDD) in Brussels in June 2017.

SSU supported the five institutions to participate in the eLearning Africa, the biggest gathering of ICT practitioners drawn across the African continent and beyond. Their participation exposed them to good ICT practices, for learning, adaptation and replication in their institutions. The project participated as a speaker at the eLearning Africa conference in Kigali, Rwanda, on how virtual reality was being piloted as a tool of improving learning in skills development.

The project also introduced the use of local area network eLearning platforms (Kolibri) that provides offline access to free educational content to complement 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 were able to upload training materials (interactive videos, pdf, assessments) onto the platform. Through the established of Wireless Local Area Network (WLAN), students, instructors, and administrators can freely access online/offline training materials using mobile devices and the computers.

The project partnered with the organizers of 'Africa Code Week' (ACW) to extend the initiative to five projects supported VTIs, 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.

6.5 Decent work

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

7 Sustainability

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

The following strategies were embedded in the implementation to ensure sustainability:

- Capacity building of key public and private sector stakeholders; built the capacity of key public and private stakeholders at both national and local levels. This was done through trainings, expertise, benchmarking etc.
- Integration of key reforms in national strategic documents and policies was a critical move to ensure that all stakeholders adopt to the paradigm shift.
- The creation of WorldSkills Uganda as a movement for improving the image and raising standards of TVET in Uganda has inspired change for uptake of TVET programs. Being part of a global skills body WorldSkills International provides an opportunity for benchmarking global TVET standards; networking and partners as well peer to peer learning.
- The capacity building of the VTIs for enhanced quality of instruction and qualification in terms of infrastructure and tools created continued access to training provided the facilities will be maintained.
- Development and nurturing of partnerships with the private sector through Work Based Learning (WBL) and workplace practical skills will continue to provide market-led skills.
- Training with production provides avenues for sustainably raising incomes for partner institutions.

This SSU intervention has in seven years achieved demonstrable impact, especially the Skills Development Fund initiative that enabled access by previously underserved and marginalised groups. However, while it is critical to have private sector led skilling programs for sustainability, need for establishing learning and sharing platforms, as well as investment in transformation institutional development of training providers.

8 Lessons learned

8.2 Successes (What has worked)

Adapting Training Modalities to Needs of the Target Group

Adapting training modalities to the needs of the target group is essential in harnessing equity, hence participation, retention and completion of trainings for vulnerable groups. For instance, under the Skills Development Fund, lactating mothers were allowed to participate in trainings with their infants. This enabled the trainees to complete their training programmes as well as adequately attend to their babies. The flexibility of trainings in terms of (entry) requirements; duration, location, age, (modularized) approach etc allowed equitable access and participation of both males and females.

Have trainings based on Labour market information

The Labour Market Scans (LMSs) are critical in targeting training to the skills gaps in the labor market. This increases the relevance of training and enhances employability. The SDF trainings were aligned to the needs of the employers and explains the average 65% employment outcome achieved.

A special LMS conducted on Green Skills to document possible environmentally friendly practices in the program areas recommended areas for skilling included agroforestry-tree nurseries which when done turned out to be among the trades with high employment rates with about 80% of graduates in employment.

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 access to formal TVET training for marginalized poor youth, women, girls and refugees who were otherwise excluded from training pathways.

Linking Training Provision with employers

The Work-Based Learning (WBL) approach that includes internships, industrial training, real life projects as well as on-the-job training, enhances learners' capacity to acquire practical skills necessary for their transition into the world-of-work. The success of this approach requires a close working relationship with the employers with clear guidelines.

Support to Hospitality and Tourism Sector Skills Council (HTSSC)

Sector Skills Councils proved to be engines for private sector involvement in the skills development value chain. In collaboration with the THSSC, SSU successfully piloted various interventions to improve the quality and relevance in sector skilling. The actions were in areas of development of standards, curriculum development and review, assessment and qualifications in priority sector trades, policy advocacy etc. This however requires strong leadership with foresight and commitment, resilience, enthusiasm and unmatched passion. This therefore requires identification and capacity building of champions from the private to understand the rigors of their responsibility and drive the skilling agenda.

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), the national TVET Policy, the National Development Plan and others. The project also was able to engage various national and local skilling stakeholders to adopt good practices that enhance skilling and employment.

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.

Promote Innovation and Digitalisation

The support to Skilling Uganda has buttressed several dynamics in innovation and digitalisation such 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. These initiatives improved the training and learning processes inside and outside classrooms. VTIs staff were trained through the communities of practice in the use of various digital tools for online teaching and learning. This culminated into the development of the VTI sandbox. Integration and use of ICT in skills development during COVID -19 registered tremendous success. VTI staff were able to adapt and apply ICT skills to develop learning content, in lessons delivery and monitoring students using tools such as Zoom, WhatsApp, Screencast, Podcast etc

Close Monitoring of Trainings

Deployment of field coordinators enabled on-spot monitoring of the quality of the training and capacity building of the training providers. This has for example led to a significant quality of training and increase in completion rates. This requires a lot of investment in terms of time, finances and technical expertise of staff and stakeholders. Joint monitoring and involvement of all project stakeholders enhances cooperation, ownership which are key for achieving resulting and sustainability.

Gender and Social Inclusion

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

Integration of Overarching Cross-cutting Themes

Key packages, like training in soft skills and entrepreneurship, increase the job-readiness of graduates and are critical for transition into the world of work. Other important crosscutting elements for awareness raising within skills development are; health, HIV/AIDS, gender, and the green economy. These boost an interventions relevancy and responsiveness 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. This has also improved the quality of training delivery and monitoring learning outcomes by training providers including the private sector actors. Certification with DIT's workers PAS is backed by a competence-based assessment that is recognized within the East African Community. The workers PAS assures that trainees have acquired the documented competencies, has provisions for future progression and labour mobility.

8.3 Failures (What has not worked in this intervention)

The assumption that the Skills Development Authority-later TVET Council would be established within the project life and support the implementation of the skilling Uganda reforms was over ambitious.

Whereas the process for establishment of coordination structures is still ongoing, a number of key priority areas of the project could not be effectively implemented.

Duration period for the SDF grants was short to allow for adequate skilling and capacity building of grantees.

Securing decent work conditions for trainees during work-based learning and or employment remained a challenge due to limited capacity of the private sector particularly in rural settings.

Female enrolment in VTIs remains much lower than males due to the long-standing negative perception towards vocational education and training, lack of role models, facilities etc.

Digitalisation was a critical component of the bridging period. While support was provided to VTIs in terms of ICT equipment and trainings, operationalising required ICT systems in the VTIs remains a challenge. The transformation process is slowly taking shape but will need continued support for instance, ensuring that the Learner Management Information System, E-library, Moodle; the eLearning systems boost the use of ICT in the five VTIs teaching and instruction.

8.4 Strategic learning questions

Sustainability of skills development coordination mechanisms at national and local levels remains an issue that will need close and intense monitoring as well as support on the policy reform activities for creation of conducive policy environment.

Modularised curriculum that has recently been introduced needs more support to enhance effectiveness. There is need for sufficient expertise of trainers, adequate materials and tools with requisite linkages to the private sector. In the face of the current challenges of the VTIs including staffing gaps, it can only get complicated if no additional funding is secured

Sufficient funding remains a challenge for training providers to offer quality relevant trainings considering the proposed transformative approaches.

8.5 Summary of lessons learned

Table 5: Summary of Lessons Learned

Below is the summary of lessons learned and potentially interested target group.

Lessons learned	Target group
Description of lesson learned	
Global experiences show that sustained and conducive political economy is required for the implementation of a paradigm shift as propagated by SU. Lack of a high-level champion willing to act as game-changer limits the discussions to a 'reform-from-within' setting.	DGD, EDPs, Employers
Transforming institutions to CoEs provides an opportunity for sustainable provision of quality and relevant skilling. Some of the parameters in this for example Training with production requires conducive policy frameworks, enhancingVTI capacity for quality products and services.	GoU, Training providers association, EDPs

A strong operational and financial follow-up system, close to the action, is key for compliance and success. Good management of Field offices and field staff is key.	Enabel
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.	Enabel
Investing in knowledge management products and capitalization on skills development which highlight is a good approach in documenting good practices and lessons learned to support steering of policy implementation for Skilling in Uganda.	Intervention
Job creation strategies are required to be able to address the mismatch of huge skills supply and few jobs created	GoU, IPs, DGD
In kind contribution of private sector in the skills development process needs to be recognized and quantified to enhance their involvement.	Intervention, Donors, Private Sector, Government
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 is key, as well as specific needs of women and girls and persons with special needs.	Intervention, Donors, Private Sector, Government
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.	Intervention, Donors, Private sector, Government
Support to Skilling Uganda has learnt that skills development programs 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 equitable socio-economic transformation in Uganda.	Intervention, Donors, Private sector, Government
Several new training packages (training modules) have been adapted. However, there is need to support the update of outdated curricula, update reference materials for VTI trainers and develop curricular in tandem with emerging skills areas.	Intervention, Donors, Private Sector, GoU
There is still a need to continue public awareness activities like skills fairs, regional competition, platform meetings, etc. to raise the image of technical and vocational education and training (TVET) and enhance participation in skills training programs.	Intervention, Donors, Private Sector, Government

Integration of functional literacy, digital literacy, financial Literacy, Entrepreneurship and Soft skills into the vocational training processes oriented the mindset of the trainees from only acquiring technical skills to utilizing these skills to start business ideas, this greatly contributed to their ability of starting up different business ventures	Intervention, Grantees
The National Sector Skills Council proved to be a great window for promotion of public private partnerships in skills development. If well institutionalized and linked to district Skills Development platforms, these would provide space for government, training institutions and industry to contribute to the skilling processes, especially in curriculum development and review, facilitating work-based learning and perhaps mobilizing resources to facilitate skilling but largely focused to their respective sectors.	Intervention, Donors, Private Sector, Government
Post training support (mentorships, coaching, start-up kits, linkage to financing facilities, entrepreneurship etc.) greatly contributes to not only skills utilization but also ensures the desired impact i.e., improved livelihoods through sustained self or wage employment	Intervention

9 Recommendations

Table 6: Recommendations

Recommendations	Actor
Description of recommendations	The actor who is responsible for (dis)approving the recommendation
Increased funding for TVET including non-formal flexible modalities of training, funding of vocational training institutions for adequate training materials and enhancing trainer development	GoU
Fastracking the legal framework to operationalise the policy	GoU
Strengthening the governance council/Body is key to ensure ownership and quality monitoring for improved outcomes	GoU
Follow up the maintenance plans for the facilities, equipment and tools at VTIs	GoU
Sensitization through social and behavioural change approaches to improve enrolment of females in male dominated trades	GoU
Revive the District Skills Development platforms with linkages to national and regional sector skills councils to strengthen participation of the private Sector skills development system with clear roles in Curriculum review/development, training and assessment.	Enabel

Strengthen collaborations between MOES and MOGLSD for holistic skilling and decent employment interventions e.g. Enforcement of compliance to decent work conditions	Enabel
Instructors	

10 Annexes

10.2 Quality criteria

1. RELEVANCE: The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.					
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 RELEVANCE: total score		A	B	C	D
		X			
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 commitment 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.			
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 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 EFFICIENCY: total score				
	A	B	C	D
		X		

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

	A	All inputs are available in time and within budget limits.
X	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. 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.
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	

1. At the current stage of implementation, how likely is the outcome to be realised?	
X	A It is very likely that the outcome will be fully achieved in terms of quality and coverage.
	B Negative results (if any) have been mitigated.
	C The outcome will be achieved with a few minor restrictions; the negative effects (if any) haven't had much of an impact.
	D 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.
2. Are the activities and outputs adapted (where applicable) in view of achieving the outcome?	
	A The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.
X	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
1. Financial/economic sustainability?			X		
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.				
X 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.				
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.				
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.
3. What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?		
	A	The intervention receives full policy and institutional support, and this support will continue.
X	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. To what degree does the intervention contribute to institutional and management capacity?		
	A	The intervention is integrated in the institutions and has contributed to improved institutional and management capacity (even though it is not an explicit objective).
	B	The management of the intervention is well integrated in the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required.
	C	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	Intervention relies on punctual instances and a transfer of competences to existing institutions, which is to guarantee sustainability, is not likely unless fundamental changes are made.

10.3 Updated Logical Framework & Monitoring Matrix

SSU-BE MONITORING MATRIX				
IMPACT: Employability of youth is improved through better quality of instruction and learning in skills development:				
Progress indicators/markers ^{1/2}	Base value	Final target	Final value attained	Comments
Percentage of trained graduates absorbed in the labour market or self-employed 6 months after graduation	63%	50%	65%	65% reported on the basis of SDF Tracer Studies 2 and 63% for Tracer Study 1. The 3 rd Tracer Study is on going
Percentage of Employers satisfied with skills level of TVET graduates	87%	66%	86%	80% for the 1st SDF tracer study call 1 BE 86% for the 2nd SDF Tracer Study
% income increase in average monthly incomes of graduates of non-formal trainings, 6 months after graduation	0	80%	82%	Tracer Study 1 SDF graduate's regular trainings: 104% Tracer Study 2 SDG graduate's regular trainings: 82%. The 3 rd Tracer Study is on going
OUTCOME RESULT 1: System Change/Paradigm Shift: Governance structure ensures responsiveness of skills development activities to labor market needs				
Operational and fully functional Sector Skills Councils (Tourism & Hospitality, and Agriculture)- (Bridging & Pilot)	0	1	1	Operational and fully functional National Sector Skills Councils for both Tourism & Hospitality. Need to have the platforms at District level
An operational national private sector led TVET coordination structure, including the TVET Policy Implementation Working Group, TVET Council and TVET Secretariat. (Bridging)	0	1	1	(A national private sector led TVET coordination structure is operational)
Skills Development coordination mechanisms are established, and operational in the intervention's districts/regions of operation and are linked to the national level Sector Skills Councils (Bridging & Pilot)	5 SSCs, 0 SDCs	5	5	District skills development coordination mechanisms were in place by the end of the first 5 years. The bridging intervention, however, prioritized regional coordination. There are no clear linkages between national level SCCs and district/regional skills development coordination mechanisms
Harmonized working relationships, including coordination mechanisms, between MoES and MoGLSD on WBL schemes (Bridging)	0	1	1	Coordination mechanisms between MoES and MoGLSD on work Based Learning scheme in place. They have a platform/coordination mechanism
OUTCOME RESULT 2: Piloting SDF: SDF grant recipients provide quality skills development programs that are responsive to labor market needs				
A financing skills framework is adopted by national stakeholders	0	1	1	A draft Financing skills framework has been developed, yet to be approved and adopted
Tools and instruments of the SDF grant system adopted by national stakeholders (Bridging)	0	1	1	SDF adopted by EU, World bank and Ireland though framework in place yet to be adopted
An operational model of the SDF based on lessons learnt presented to the relevant stakeholders implementing the TVET policy (Pilot)-2.1	0	1	1	No SDF operational model presented to stakeholders. Action research has been conducted with reports, policy notes and infographics developed. Yet to be disseminated
Percentage of SDF grant recipients that continue with improved practices (e.g., partnerships / WBL) 6 months after grant execution period -2.2	0	60%	82%	Majority of the SDF Grantees both Direct and SDF continued with improved practices in relation to public private partnership, Work based learning etc
Percentage of grantees that integrate cross cutting themes (Gender, HIV/Aids, Environment, ICT) in their training modules.	0	50%	100%	Integrate at least one of the CCLs Life skills: 85% Entrepreneurship/numeracy/financial literacy/business dev: 85% Environmental awareness/green skills: 48% HIV/Aids/reproductive health: 39% Gender awareness: 33% Occupational health & safety: 33% ICT: 15%
Number of SDF beneficiaries/trainees that have enhanced their skills through instant (10-100 hours) courses responding to identified	0%	1500 (30% women)	1771 (1179 F & 592 M)	699 trainees (378 female and 321 male) for IT and 1072 (801 female and 271 male) for CET

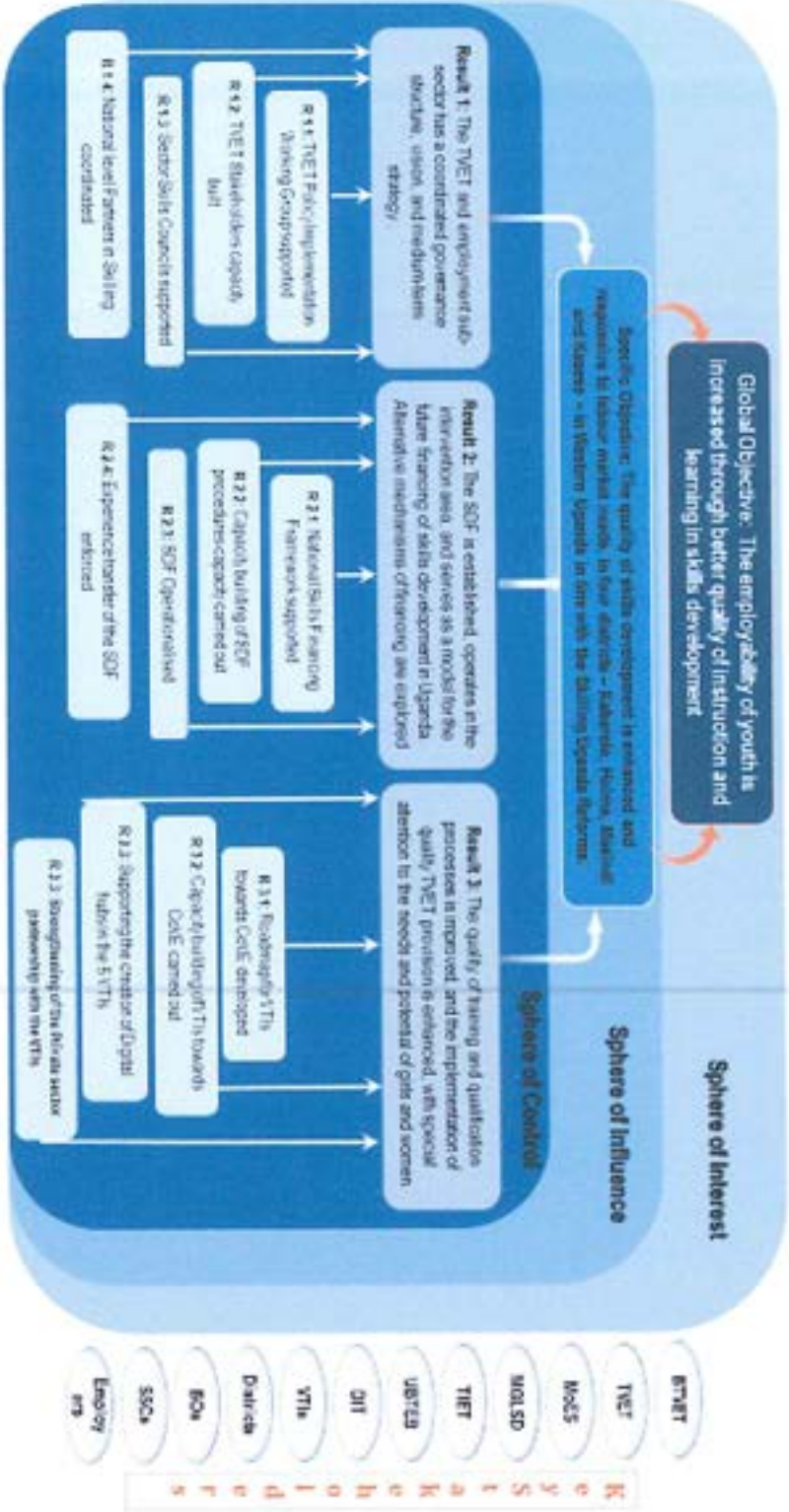
skills gaps for green economy, livelihood & market development and service delivery (disaggregated by vulnerability / gender origin / refugee)				
Percentage of trained SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) certified/successfully completed training in non-formal and formal TVET and entrepreneurship training in order to enhance employable skills	0%	80%	98.9%	4854 (2300 Male & 2554 Female) were enrolled, 4817 (2275 Male & 2542 Female) were trained, and so far, 4766 (2260 Male & 2506 Female) have successfully completed training
Utilization rate of start-up kits 6 months after disbursement	0%	40%	70%	70% on average (69% for SDF regular trainees and 70% for instant trainees)
OUTCOME RESULT 3: Support to Establish Centers of Excellence: Centers of Excellence provide quality skills development programs, that are responsive to labor market needs				
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.)	56%	90%	86%	
Percentage increase in number of trainees (men/women) enrolled in priority sectors in the 7 VTIs	33%	35%	47%	
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization. (Level of excellence)	1.3 out of 4.0	3.0 out of 4.0 for the Pilot	SJVTI = 3.18 UTC Kyema = 3.25 KYP = 3.20 MBS = 3.37 SSPVTC = 3.49	
Score on self-assessment tool developed under the new Ugandan CoVE framework	SSPVTC-59.5% MBS-57.7% UTC Kyema-54.4% St Joseph Virika-47.6% KYP-43.8%	65% as One Star for COVE	-SSPVTC-68.3% -MBS-60.4% -SJVTI-59.2% -UTC Kyema-58.8% -KYP-57.25%	
Percentage of hours trainees spend within a training program engaged in WBL vis a vis number of hours trainees spend in TVET Institution	29%	45%	27%	
OUTPUT RESULT 1: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda strategy				
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies conducted in the project areas by partner institutions for skills development training (Pilot)	1 (World Bank (Oil & Gas); RTF Western Region)	11	9	2 on Green skills, 2 on tourism, CNA for the on Tourism and Hospitality Sector, LMS EU, IRE & BE, TNA for Instant training
Level of integration of CCIs (gender/HIV/environment, green skills) in the LMS (Pilot)	0	100%	100%	
Number of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC (Pilot)	3	10	10	
An operational TVET policy implementation M&E system (Bridging)	0	1	1	
Enhanced monitoring and implementation capacity for TVET reforms by MoES departments (TVET, Education Planning and Policy Analysis, etc.)	0	1	1	
Number of skills development reforms implemented by the TVET stakeholders	0	3	3	3 skills development reforms implemented
Number of initiatives supporting assessments bodies (e.g. UBTEB and DIT) to offer competence-based assessment and offer recognised certificates	0	2	2	2 (DIT & UBTEB) by the end

Number of private sector-led national skills forums supported	0	2	2	
Number of youth and women umbrella organizations supported to participate in the policy dialogue on skilling	0	5	2	National Youth Action Platform, Female national Tour guide Associations
Number of supported initiatives to operationalise the Tourism-Hospitality and Agriculture Sector Skills Councils	0	3	4	4 (3 For Tourism-Hospitality and 1 for Agriculture Sector Skills Councils)
Number of Districts with operational coordination structures (For Skilling)	0	6	1	Only and fully operational in Kasese District
Number of piloted national coordination initiatives to promote skilling in Uganda	0	2	3	World Skills Uganda, Tourism Sector skills sector, National Skills Fair
Number of priority sector labour-market scans (LMS) (including Technology Needs Assessments) and livelihood studies conducted in the intervention areas by partner institutions for skills development training	0	1	3	1 LMS in tourism, 2 for World Bank in Manufacturing and Agriculture
Number of national coordination initiatives to promote skilling in Uganda	0	4	5	The National TVET Council conference conducted in December 2021 and the Regional Skills Competition conducted in May 2022 among others
Number of national coordination initiatives to promote skilling in Uganda	0	4	3	National Group
OUTPUT RESULT 2: Piloting SDF: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.				
No. of short-term training modules developed /upgraded and formalized, based on local livelihood and labour market needs	0	20	72	Inclusive of modules for both IT and regular training
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	0	1	1	Grant system set up and operational ready for handover
Volume of grant agreements signed through SDF	0	4.7 million Euros	C3.1746M	
Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, refugees)	0	22 for only SSU-Be	33	16 radio talk shows by end of bridging and 17 for the Pilot
Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in non-formal and formal BTET and entrepreneurship training in order to enhance employable skills.	0	1500	4817 (2275M & 2543F)	4817 trainees acquired skills in various trades
Number of award/grant agreements signed through SDF (Bridging)	0	44	44	
Number of market-relevant sectors and trades promoted (Bridging)	0	4	4	Agriculture, ICT, manufacturing and Tourism
The number of SDF beneficiaries who have received start-up kits (Bridging)	0	1600	1793 (707M and 1086F)	(Bridging)
OUTPUT RESULT 3: Support to Establishment of Centres of Excellence: Accessible BTET centers of excellence, with special attention to BTET needs and potentials of women and girls				
Number of formal agreements signed with the private sector (PPFs) by the partner VTIs (Pilot+Bridging)	0	39	151	109 for the pilot and 42 for the bridging
Number of instructors trained in pedagogy and technical trainings	0	70	209	
Number of Private Sector Mastercraft persons trained in pedagogy and technical trainings	126	250	228	
Number of CBET curricula developed/upgraded and integrated with crosscutting issues and based on labour market needs (NPA)	0	32 Long term courses: 12 Short Term courses: 20	40	(Long-term courses- 10, Short term courses-30)
Percentage completion of rehabilitation, expansion and	0	100%	100%	

Number of trainees (men/women) that participate in non- formal & formal BTVEI training (with entrepreneurship component) to enhance employable skills (for only the VTIs)	0	5000 (30% Female)	16755 (12436F & 4310M)	12605 in formal and 4150 in non-formal
Roadmap towards CoVE available in the 5 target VTIs	0	5	5	
Number of management and academic staff of 5 target VTIs are trained on the key elements of a CoVE	0	100	133 (33F & 100M)	
Number of awareness and advocacy campaigns conducted on Gender GBV and environmental management/Green skilling	0	32	38	
Number of VTIs successfully establishing and utilising digital hubs	0	5	4	All the 5 VTIs have fully established digital hubs but only 4 are fully utilising the hubs apart from UTC-Kyema
Number of VTI staff trained in digitisation and utilisation of the digital labs, and applying e-learning in their courses	0	50	131 (41 & 90M)	
Number of trainees enrolled for ICT courses (VTIs)	300	250	636 (199 and 437M)	
Number of VTIs with a digital library	0	5	2	Only UTC-Kyema and St Joseph Virika
Short-term ICT curricula for income generation (A short-term ICT curriculum in place and operational by Dec 2022)	0	1	4	Developed ICT modules by SSPVTC, MBS, St Joseph & KYP
Number of roundtables/employers forums organised within the 5 supported VTIs	0	20	10	63 companies attended with a total of 372 employers participating
Number of skills devt platforms/regional sector skills committee meetings held in the Albertine and Rwenzori regions	4	6	6	3 in Albertine and 3 in Rwenzori region

10.4 Updated Theory of Change (Bridging period)

Theory of Change for the SSU-BE Bridging Phase



10.5 Decisions taken by the Steering and monitoring committee

☐ Give an overview of important strategic decisions taken by the Steering Committee in the course of the year and ensure the follow-up of these decisions.

Decision to take			Follow-up		
Decision to take	Period of Identification	Deadline	Action	Progress	Status
The steering committee to approve the extension of the implementation period up to the end of the memorandum of understanding = 30/6/2023 (finalization of activities - constructions, document lessons learnt, etc.) including extension of some staff contracts until 30/6/2023 (based on needs and performance)	27/10/2022	31/12/2022	The steering committee approved the extension of implementation period up to 30/6/2023	This was approved	Completed
The steering committee to approve the closure plan	27/10/2022	27/10/2022	The closure plan was approved	This was approved	Completed
Affirmative action to encourage the enrolment of girls in the technical institute should be given attention.	30/06/2022	31/03/2023	Gender issues to be integrated including female trainers as role models but also creation of gender friendly training environment	Gender focal point persons and offices were established at the VTI to promoted gender mainstreaming and monitoring committee	Completed
Certification of all graduates	30/06/2022	31/03/2023	Integrated into the planning for future trainings under SDF and Instant Trainings.	DTT assessment is ongoing for most SDF grantees and majority await certificates from DIT while others have been internally certified	Completed
Old laptops to be given to partner TVET Institutions	30/06/2022	31/12/2022	Old laptops to be given to partner TVET Institutions	This was approved	Completed

Extension of staff contracts for 6 months - from Sept 2022 to March 2023	30/06/2022	01/09/2022	Staff contracts were extended to March 2023	This was approved	Completed
The 2021 result report for SSU Belgium was approved.	22/02/2022	22/02/2022	The report was approved	This was approved	Completed
The recruitment of a 3rd accountant was approved	22/02/2022	28/02/2022	The recruitment of a 3rd accountant was approved	This was approved	Completed
The HR modifications were approved	22/02/2022	28/02/2022	All HR modifications were approved	This was approved	Completed
The budget foreseen for the gender expert can be used for a M&E Expert.	22/02/2022	28/02/2022	027/UCAI402711 - The budget foreseen for the gender expert can be used for a M&E Expert.	This was approved	Completed
Recruitment of national Project Managers	01/04/2021	02/03/2022	National managers were recruited	This was approved	Completed
Recruitment of 2 international experts	01/04/2021	02/03/2022	Two national experts were recruited	This was approved	Completed
Approved the budget changes to take care of staff extension to 31/03/2023	01/04/2021	31/05/2022	Approved the budget changes to take care of staff extension to 31/03/2023	Staff extension done	Completed
Approved the report and plan for next 6 months	01/04/2021	31/12/2021	The report was approved	This was approved	Completed
Mapping of TVET providers prepared by the TVG. Scaling of the EDPs should be shared with the Ministry of Education and Sports	29/10/2020	30/12/2020	Present the mapping tool to the RTVET Working Group for discussion	RTVET working group approved the mapping tool and forwarded it to the M&E working group for consideration, this was fully approved	Completed
The direct grants to the VTIs of the SSU Programme need to be extended given that COVID-19 led to delays in implementation due to the lockdown and school closure;	29/10/2020	31/12/2020	Extension of direct grants to partner VTIs on a case by case basis	3 Direct grants (Millennium Business School, St. Simon VTC and Kasee Youth polytechnic) were extended to end of February 2021.	Completed

Approval of the bridging period activities	29/10/2020	31/12/2020	Enabled to finalize and share the technical and financial file with MoES	The technical and financial file was shared with the department of planning and BTVET and was finally approved	Completed
Defined framework pushed to the next approval process of the MoES	20/02/2020	31/12/2020	The defined CoE framework to be presented to the M&E working group for discussion	The concept was approved by the M&E WG and adopted by the MoES. The framework is to be operationalized and will be used in the SSU Bridging Programme.	Completed
The Sub-Committee formed to be supported by the Commissioner planning to follow up the VAT arrears on 4 tax invoices issued before 1st July 2017 for a total amount of 27,424,440 UGX. Invoices issued after 1/7/2017 fall under new law and are exempted of VAT payments	20/02/2020	31/12/2020	Follow-up to be done and finalized	Auditors from Ministry of Finance Planning and Economic Development did not pass the claim because the original documentation was not provided	Completed
Power and staffing issues in the supported institutions	September 2016		List of Public VTIs to be connected to the grid submitted to Rural Electrification Authority (REA).	Ministry of Education and Sports submitted a list of public VTIs to the REA	Completed
Definition of the Centre of Excellence Framework	3/9/2019	31/3/2020	Technical assistance provided to define CoE framework, presented to key BTVET stakeholders and it was approved with amendments	Centre of Excellence defined and piloted in the partner institutions	Completed
Document and share project good practices	3/9/2019	30/6/2020	During capitalization good practices will be compiled and shared	Documentation was done and various products produced	Completed
Explore representation of the project districts on Steering Committee	February 2019	31/12/2019	RDC teams to represent Albertine and LC 5 Chairperson, Kahorole to represent Rwenzori	The proposed members were approached and communicated to, they joined the Steering Committee on 3/9/2019.	Completed
Payment of VAT Arrears	2018	30/9/2019	Finance and Contracting Coordinator to follow up	This was claimed. However there are other invoices of current period that are being followed up	Ongoing

10.6 Resources in terms of communication

In this optional Annex interventions should list all available materials (articles, books, videos, etc.) regarding the effects of the intervention on the beneficiaries, including studies, knowledge-building reports or (scientific) publications. The use of materials with client-centred approaches ('story telling') is greatly appreciated. Also indicate which documents or publications are related to strategic learning.

1. <https://open.enabel.be/en/UGA/2142/1994/u/uganda-house-help-turned-entrepreneur.html>
2. https://open.enabel.be/en/UGA/2142/1993/u/uganda-skills_development-secures-kizza-s-future.html
3. https://open.enabel.be/en/UGA/2142/1910/u/in-uganda_handover-of-a-fully-furnished-ict-laboratory-to-millennium-business-school.html
4. <https://open.enabel.be/en/UGA/2142/1909/u/uganda-9-6-billion-shillings-albertine-region-vocational-education-infrastructure-commissioned.htm>
5. <https://open.enabel.be/en/UGA/2142/1864/u/in-uganda-basemera-excels-in-hairdressing.html>
6. <https://open.enabel.be/en/UGA/2142/1863/u/in-uganda-johnson-ategeka-defies-hard-start-in-life-to-become-an-entrepreneur.html>
7. <https://open.enabel.be/en/UGA/2142/1804/u/uganda-catherine-defies-odds-to-resume-school-after-pregnancy.html>
8. <https://open.enabel.be/en/UGA/2142/1799/u/uganda-private-sector-companies-pledge-to-support-skilling.html>
9. <https://open.enabel.be/en/UGA/2142/1770/u/deaf-teenager-in-uganda-tailors-her-way-into-becoming-a-business-owner.html>
10. [Action Research of the Skills Development Fund https://padlet-uploads.storage.googleapis.com/918283315/e54cf5fb2170921d569259465d4bacf6/Skills_Development_Fund_Action_Research_Infographic.pdf](https://padlet-uploads.storage.googleapis.com/918283315/e54cf5fb2170921d569259465d4bacf6/Skills_Development_Fund_Action_Research_Infographic.pdf)
11. [Revitalizing Industrial Training in Uganda through Work-Based Learning https://padlet-uploads.storage.googleapis.com/918283315/6d1c9be834873359a56e27ec8b10e8ee/Revitalising_Industrial_training_and_The_Private_Sector_Coordination_Desk.pdf](https://padlet-uploads.storage.googleapis.com/918283315/6d1c9be834873359a56e27ec8b10e8ee/Revitalising_Industrial_training_and_The_Private_Sector_Coordination_Desk.pdf)
12. [Instant training as a means to address livelihood needs https://padlet-uploads.storage.googleapis.com/918283315/62a0f2286ceb69a90215f440733b4a78/Instant_training_Infographic.pdf](https://padlet-uploads.storage.googleapis.com/918283315/62a0f2286ceb69a90215f440733b4a78/Instant_training_Infographic.pdf)

MEDIA MENTIONS

<https://chimpreports.com/education-ministry-trains-36-tourism-hospitality-personnel-in-digital-marketing/>

<https://www.newvision.co.ug/articledetails/137429>

[Round Table discussion-UBC TV.mp4](#) [ROUND TABLE DISCUSSION.mp4](#)

STUDIES:

13. Tracer studies of the Skills Development Fund https://padlet-uploads.storage.googleapis.com/918283315/22fd0efb8196748d7c1a425bc6da6085/Skills_Development_Fund_Tracer_Study_Infographic.pdf

VIDEOS:

14. Renewable energy in Ugandan education institutions <https://www.youtube.com/watch?v=nj8tVDFcbtY>
15. Support to Skilling Uganda Programme https://www.youtube.com/watch?v=rDd_4A3_LaU

10.7 Personnel of the intervention

UGA1402711-SSU BE HR CONTRACTS DETAILS 2015 to 2023						
No	Position	First name	Family name	SEX	Type of contract	Contract start Date End date
1	National technical Skills Expert_Kla	Ham	LUKURWE	Male	National	01/04/2021 30/06/2023
2	National Skills Sector Expert SDF	Christine	Karungi	Female	National	01/04/2021 31/03/2023
3	Intervention Officer SSU BE	Ivan	Kato Eria	Male	National	01/04/2021 31/03/2023
4	International Skills Expert Digitalisation 4 D	Bart	Cornille	Male	International	01/04/2021 30/06/2023
5	National D4D Officer	Jimmy	Amatre	Male	National	01/03/2022 31/03/2023
6	M&E + KM/KS	Adam Timothy	Magemba	Male	National	01/04/2021 30/06/2023
7	National Project Manager SSU-BE	Irene	Kharono	Female	National	01/04/2022 30/06/2023
8	National technical Skills Expert_NTA FP	Godfrey Bazira	WABWIRE	Male	National	01/04/2021 30/06/2023
9	Field Coordinator Masindi	Daniel	MPATA	Male	National	01/04/2021 30/06/2023
10	Field Coordinator_Fort portal	Emmanuel	IKUMBE	Male	National	01/04/2021 30/06/2023
11	Field Coordinator_Kasese	Emmanuel	Muhumuza	Male	National	01/04/2021 30/06/2023
12	National Junior Expert_Fort Portal	Amos Fudson	Tumuhimbise	Male	National	01/07/2021 30/06/2023
13	National Junior Expert_Hoima	Edith	Nyungoma	Male	National	01/07/2021 30/06/2023
14	Procurement/legal ECA	Lieven	Callaewert	Male	International	01/01/2021 28/02/2023

15	Financial controller	Patrick	BAGYENT	Male	National	01/04/2021	30/06/2023
16	Accounting Assistant Kila	Douglas	Muhairwe	Male	National	01/12/2021	30/04/2023
17	Project & Management Assistant Kila	Brenda	MASABA	Female	National	01/04/2021	30/06/2023
18	Driver (Kila)	Francis	MUSOKE	Male	National	01/04/2021	30/06/2023
19	Driver (Kila)	Paul	KADALI	Male	National	01/04/2021	30/06/2023
20	Driver (FP)	Patrick	Tuesige	Male	National	01/04/2021	30/06/2023
21	Driver (FP)	John	LYOMOKI	Male	National	01/04/2021	30/06/2023
22	Project & Management Assistant	Florence	GITHINJI NJERI	Female	National	01/04/2021	31/03/2023
23	Finance Officer Direct Grants	Hannan	MUWANGALA	Male	National	01/04/2021	30/09/2022
24	Finance Officer SDF Grants	Florence	AWOR	Female	National	01/04/2021	30/06/2023
25	Accounting Assistant F/P	Prossy	NABBOSA	Female	National	01/04/2021	30/06/2023
26	Finance and administrative officer (Kila)	Viola	Ikilai	Female	National	01/04/2021	30/06/2023
27	Assistant Communication Officer	Racheal	Akelo	Female	National	01/04/2021	31/03/2023
28	Procurement Officer BE	Caroline	Niwagaba	Female	National	01/06/2021	31/01/2023
29	Logistics Officer	Mariat	Namakula	Female	National	15/06/2021	30/06/2023
30	Communications Officer	Catherine	Bekunda	Female	National	07/01/2021	31/03/2023
31	International Finance and Contracting Coordinator SSL-BE (50%)	Katrien	Gielis	Female	International	01/04/2020	30/11/2022

32	Finance and Contracting Coordinator SSU-BE (50%)	Bonny	Ssekunda	Male	National	01/12/2022	30/06/2023
33	Finance Officer Direct Grants	William	Bwoye	Male	National	16/06/2022	30/06/2023
34	International Intervention Officer	Jan	Hendrickx	Male	International	01/03/2022	30/06/2023
35	Programme Manager-SSU Projects	BJNENS	Jan	Male	International	1/10/2016	12/31/2020
36	International skills Development Expert-SSU-FP	DUEMBERG	Lothar	Male	International	1/05/2019	12/31/2020
37	Financial Controller-ERP	MUYITI	Peter Weishe	Male	National	29/01/2018	12/31/2020
38	Driver	SATYA	Augustine	Male	National	1/3/2018	12/31/2020
39	Driver	DEO	Sunday	Male	National	1/12/2015	12/31/2020
40	Field Co-ordinator Hoima	ATUSASIRE	Ambrose Adison	Male	National	5/05/2016	12/31/2020
41	Monitoring & Evaluation Officer	ECURU	Beatrice	Female	National	5/9/2016	12/31/2020
42	Procurement and Logistics Officer	MUHUMUZA	BENON	Male	National	6/2/2017	12/31/2020
43	National Architect	MAGAMBO.T.	Esther	Female	National	7/8/2017	12/31/2020
44	National Junior Assistant-Digitalisation for SD	MUWANGUZI	Emmanuel	Male	National	1/8/2018	12/31/2020
45	Field Co-ordinator-Kasese	KITAMIRIKE	Charles	Male	National	02/18/2019	12/31/2020
46	National Architect	TUKAHURRWA	Joan	Female	National	10/07/2019	12/31/2020
47	Junior Expert in Knowledge Management	GOLBIN	Silke	Female	International		12/31/2020
48	Partnership Officer	MUREKATEETE	Juliet	Female	National	2/3/2020	12/31/2020

49	Finance Officer	ASIMWE	Clovice Collins	Male	National	1/7/2020	12/31/2020
50	International Intervention Manager-SSU	HOREMANS	Bart	Male	International		12/31/2019
51	Finance & Contracting Co-ordinator-SSU	ALWERX	Sammy	Male	International	1/09/2016	12/31/2019
52	International Infrastructure Expert	PIANI	Mathias	Male	International	1/10/2017	12/31/2019
53	International Grants Expert	LADRIERE	Geraldine	Female	International	1/01/2018	12/31/2019
54	National Infrastructure Expert	SSEBUGWAWO	Athanasius	Male	National	01/04/2016	12/31/2019
55	Junior Assistant-SSU-M&E	TAMINAU	Laura	Female	International	1/01/2018	12/31/2019
56	Finance & Admin Officer	BAKO	Christine	Female	National	1/08/2016	12/31/2019
57	Skills Development Fund Officer	ODWOGO	Francisco	Male	National	11/3/2019	12/31/2019
58	Interim National Architect	Feni	Pascal	Male	National	10/07/2019	12/31/2020
59	Program Management Assistant	Alwoch	Patience	Female	National	6/1/2016	15/09/2017
60	Sector National Assistant	Namubiru	Betty Jackie	Female	National	4/1/2016	4/09/2017
61	Financial controller	Onen Namugalo	Pauline	Female	National	02/22/2017	1/10/2017
62	Driver	Zaiko	Grant Zaire	Male	National	04/11/2016	13/12/2017
63	Field Coordinator-Kasese	Ouvili Okun	Francis	Male	National	06/01/2016	15/02/2018
64	Program Management Assistant	Nakkazi	Solome Barbara	Female	National	10/01/2017	16/03/2018
65	Driver	Okoo	John Chris	Male	National	04/05/2016	22/06/2018
66	Finance Officer	Lumala	Steven	Male	National	08/15/2016	1/08/2018

67	Finance Officer	Asaba	Fredrick	Male	National	08/15/2016	07/08/2018
68	Field Coordinator-Kasese	Abote	Robinson	Male	National	02/14/2018	31/12/2018
69	Sector National Assistant	Namyalo	Celia Verity	Female	National	01/17/2018	31/03/2019
70	Driver	Kalyango	Solomon	Male	National	02/15/2017	18/04/2019
71	Driver	Okot Ogyoo	David	Male	National	10/10/2018	1/5/2019
72	Project Coordinator	Foubert	Thierry	Male	International	09/.. /2015	16/03/2018
73	International Skills Development Expert	Rothe	Ralph	Male	International	10/.. /2015	31/12/2018

10.8 Public procurement

External Reference Number	Subproject	Title of the tender	Type of contract (T)	Award procedure	Modality	Status (T)	Awarded amount in €	Amen ded amount in €	Total amount in €
UGA1402 711-10008	UGA140 2711	Lot 6-Supply of BIVET Equipment: Hotel & Catering	108 New Framework Agreement	OP		Completed	155,103,25	0	155,103,25

UGAI402 711-10009	UGAI40 2711		Lot 3-Supply of BVET Equipment: Welding and Automotive	108 New Framework Agreement	OP		Completed	300,116.08	0	300,116.08
UGAI402 711-10010	UGAI40 2711		Lot 4-Supply of BVET Equipment: Electricity & Renewable energy	108 New Framework Agreement	OP		Completed	162,057.10	0	162,057.10
UGAI402 711-10011	UGAI40 2711		Lot 5-Supply of BVET Equipment: Construction	108 New Framework Agreement	OP		Completed	193,312.00	0	193,312.00
UGAI402 711-10015	UGAI40 2711	UGAI402711_A0 30305	Lot 1A- Refurbishment and Construction of new facilities in UTC Kyema in Hoima		OP	REG	Completed	639,596.59	91,407.54	731,004.13
UGAI402 711-10016	UGAI40 2711	UGAI402711_A0 30305	Lot 1B- Refurbishment and construction of on new facilities in Millennium Business School	107 New Framework Contract	OP	REG	Completed	627,679.00	0	627,679.00

UGAI402 711-10017	UGAI40 2711	UGAI402711_Ao 30305	Lot 1C-Refurbishment and construction of new facilities in St Simon Peters VTI	OP	REG	Completed	1,064,559. 00	0	1,064,559. 00
UGAI402 711-10018	UGAI40 2711	UGAI402711_Ao 30305	Lot 2B-Refurbishment and construction of new facilities in Kasese Youth Polytechnic	OP	REG	Completed	960,407.15	57,224. 42	1,017,631.5 7
UGAI402 711-10019	UGAI40 2711	UGAI402711_Ao 30305	Lot 2A-Refurbishment and construction of new facilities in St Joseph's VTI -Virika	NPWOP P	REG	Completed	847,091.33	0	847,091.33
UGAI402 711- 10032	UGAI40 2711		Consultancy services for Action research on change processes and lessons learned of the implementati	108 New Framework Agreement		Completed	84,135.00	0	84,135.00
UGAI402 711- 10033	UGAI40 2711	UGAI402711_Ao 30302	Consultancy for the Team Leader to Coordinate development of list, installation, training, ma intenance	108 New Framework Agreement	REG		0	0	0

UGA1402 711- 10036	UGA140 2711	UGA1402711_Ao 30101	Supervision Construction works for 5VTLs in A-R LOT 1 and Lot2	107 New Framework Contract	CD	COG	Completed	292,803.92	0	292,803.92
UGA1402 711-10037	UGA140 2711	UGA1402711_Ao 30101	Supervision Payment 13	108 New Framework Agreement	CD	COG	Completed	116,796.61	0	116,796.61
UGA1402 711- 10066	UGA140 2711	UGA1402711_Zo 40100	Review of Project Log Frame and Monitoring Indicators	109 Purchase in an existing Framework Contract Field	NPWOP P	REG	Completed	12,751.00	0	12,751.00
UGA1402 711-10067	UGA140 2711	UGA1402711_Zo 30200	Office caretaker & Gardener	One shot	NPWOP P	REG	In execution	11,251.10	0	11,251.10
UGA1402 711- 10070	UGA140 2711	UGA1402711_Ao 10801	Consultancy services to support WorldSkills Uganda in organizing National & International Skills Com	One shot	NPWOP P	REG	Completed	23,172.32	0	23,172.32

UGA1402 711-10071	UGA140 2711	UGA1402711_Ao 10901	Consultancy services to develop Manuals, Strategies & Framework for Tourism & Hospitality Sector Ski	One shot	NPWOP P	REG	Completed	23,812.45	0	23,812.45
UGA1402 711-10074	UGA140 2711	UGA1402711_Zo 20300	Purchase ICT equipment			REG	Completed	36,818.00	0	36,818.00
UGA1402 711-10076	UGA140 2711	UGA1402711_Ao 20701	Consultancy services_cfp selection process follow up			REG	Completed	30,750.00	8,785.16	39,535.16
UGA1402 711-10078	UGA140 2711	UGA1402711_Ao 11001	Action plan			REG	Completed	24,000.00	0	24,000.00
UGA1402 711-10079	UGA140 2711	UGA1402711_Ao 20601	Consultancy TVEET unit cost determination			REG	In execution	29,400.00	0	29,400.00
UGA1402 711-10081	UGA140 2711	UGA1402711_Ao 31401	Procurement of a contractor to procure and install equipment and furniture in the digital hubs	One shot	CNP	REG	Completed	74,353.97	0	74,353.97
UGA1402 711-10081	UGA140 2711	UGA1402711_Ao 31401	Procurement of a contractor to procure and install equipment and furniture in the digital hubs	One shot	CNP	REG	Completed	54,886.00	0	54,886.00
UGA1402 711-10081	UGA140 2711	UGA1402711_Ao 31401	Procurement of a contractor to procure and install equipment and furniture in the digital hubs	One shot	CNP	REG	Completed	4,484.23	0	4,484.23

UGAI402 711-10096	UGAI40 2711	UGAI402711_20 30300	FMS Services for BE Vehicles					REG	In executio n	816	0	816
UGAI402 711-10099	UGAI40 2711		Circular economy furniture for 7 Bits hubs in the VTIs						Comple ted	16,509.00	0	16,509.00
UGAI402 711-10104	UGAI40 2711	UGAI402711_Ao 10701	Procurement of Laptops for TVEET					REG	Comple ted	1,894.07	0	1,894.07
UGAI402 711-10108	UGAI40 2711	UGAI402711_Ao 20701	Consultancy services to conduct tracer studies among SDF trainees in Albertine-Ruenzori, NU & Karimo					REG	In executio n	15,000.00	0	15,000.00
UGAI402 711-10109	UGAI40 2711	UGAI402711_Ao 20701	Consultant for competency enhancement training (80- 120 hours) for skills development amon					REG	Aborted executio n	6,182.21	0	6,182.21
UGAI402 711-10109	UGAI40 2711	UGAI402711_Ao 20701	Consultant for competency enhancement training (80- 120 hours) for skills development amon					REG	Aborted executio n	6,182.21	0	6,182.21
UGAI402 711-10109	UGAI40 2711	UGAI402711_Ao 20701	Consultant for competency enhancement training (80- 120 hours) for skills development amon					REG	In executio n	11,057.61	0	11,057.61

UGA1402 711-10109	UGA140 2711	UGA1402711_A0 20701	Consultant for competency enhancement training (80- 120 hours) for skills development anon				REG	In executio n	9,801.06	0	9,801.06
UGA1402 711-10109	UGA140 2711	UGA1402711_A0 20701	Consultant for competency enhancement training (80- 120 hours) for skills development anon				REG	In executio n	9,926.72	0	9,926.72
UGA1402 711-10109	UGA140 2711	UGA1402711_A0 20701	Consultant for competency enhancement training (80- 120 hours) for skills development anon				REG	In executio n	15,003.17	0	15,003.17
UGA1402 711-10109	UGA140 2711	UGA1402711_A0 20701	Consultant for competency enhancement training (80- 120 hours) for skills development anon				REG	In executio n	10,806.30	0	10,806.30
UGA1402 711-10110	UGA140 2711	UGA1402711_A0 31501	Provision of consultancy services for private sector skills needs and partnership scan in Albertine				REG	Comple ted	46,500.00	0	46,500.00

UGAI402 711-10111	UGAI40 2711	UGAI402711_Ao 20501	consultancy services in support of skilling Uganda reforms on determining the unit cost of TVET train				REG	Canceled procedure: tender not launched	0	0	0
UGAI402 711-10112	UGAI40 2711	UGAI402711_Ao 11001	Consultancy services for Mapping and promoting Partnerships between WSU & Industry				REG	Completed	20,548.53	0	20,548.53
UGAI402 711-10113	UGAI40 2711	UGAI402711_Ao 10901	Consultancy services for support to national skilling partners (Tourism & Hospitality and TVET Asses				REG	Completed	28,947.40	0	28,947.40
UGAI402 711-10113	UGAI40 2711	UGAI402711_Ao 10901	Consultancy services for support to national skilling partners (Tourism & Hospitality and TVET Asses				REG	In execution	19,250.00	0	19,250.00
UGAI402 711-10115	UGAI40 2711	UGAI402711_Ao 20701	Branded Unisex Overalls			NPWOP P	REG	Completed	38,671.04	0	38,671.04
UGAI402 711-10117	UGAI40 2711	UGAI402711_Zo 40100	ETR for SSU BE project				REG	Completed	20,970.00	0	20,970.00

UGAI402 711-10118	UGAI40 2711	UGAI402711_Ao 10801	Supply of office furniture & fittings for TVET Departments - MOES			REG	Completed	7,224.43	0	7,224.43
UGAI402 711-10119	UGAI40 2711		Group Personal Accident Policy for trainees participating in short-term SDF trainings	109 Purchase e in an existing Framework work Contract t Field			Completed	3,434.49	0	3,434.49
UGAI402 711-10120	UGAI40 2711	UGAI402711_Zo 30700	Supply of wall plaques and other signages			REG	Completed	5,289.73	0	5,289.73
UGAI402 711-10121	UGAI40 2711	UGAI402711_Ao 20501	Consultancy services for rapid assessment of skills development financing mechanisms in Uganda, East			REG	Completed	24,642.16	0	24,642.16
UGAI402 711-10123	UGAI40 2711	UGAI402711_Zo 20200	Supply and installation of solar batteries for Fort portal Office			REG	Provisional Acceptance	5,668.23	0	5,668.23
UGAI402 711-10124	UGAI40 2711	UGAI402711_Ao 20701	Catering Services for Competence Enhancement training of 900 trainees in Albertine-Ruenzori Region			REG	In execution	10,427.29	0	10,427.29
UGAI402 711-10125	UGAI40 2711	UGAI402711_Ao 20701	Purchase of Equipment & Tools as startup kits for			REG	Completed	20,148.53	0	20,148.53

			competence enhancement training in Albertine Regi							
UGA1402 711-10126	UGA140 2711	UGA1402711_Z0 30700	Supply of videography services (documentary videos, success stories & short social media videos)			REG	In executio n	4,421.91	0	4,421.91
UGA1402 711-10133	UGA140 2711	UGA1402711_A0 20701	Monitoring of Competence Enhancement Trainings for SDF trainees in the Albertine Region			REG	In executio n	15,600.00	0	15,600.00
UGA1402 711-10134	UGA140 2711	UGA1402711_A0 20701	Training materials for foods and beverages			REG	In executio n	16,869.60	0	16,869.60
			Competence Enhancement trainings in Albertine region							
UGA1402 711-10135	UGA140 2711	UGA1402711_A0 20701	Purchase of Agriculture supplies for Competence Enhancement training			REG	In executio n	16,883.97	0	16,883.97
			start up kits in Albertine Regi							
UGA1402 711-10136	UGA140 2711	UGA1402711_A0 10801	Venue for the training of Management and staff of Uganda Business Examination Board (UBTEB) from 11			REG	Comple ted	42,700.00 0.00	0	42,700.00 0.00
UGA1402 711-10137	UGA140 2711	UGA1402711_A0 20701	Trainers for organic farming with focus on apiculture management			REG	In executio n	9,975.57	0	9,975.57

			and horticulture (vegetable growing							
UGAI402 711-10137	UGAI40 2711	UGAI402711_Ao 20701	Trainers for organic farming with focus on apiculture management and horticulture (vegetable growing			REG	In executio n	4,000.23	0	4,000.23
UGAI402 711-10139	UGAI40 2711	UGAI402711_Ao 20701	Consultant for provision of training in value addition for cereal, fruits & vegetables			REG	In executio n	8,250.47	0	8,250.47
UGAI402 711-10140	UGAI40 2711		Vehicle Repair and Maintenance works on UAX 951X				Comple ted	2,744.16	0	2,744.16
UGAI402 711-10144	UGAI40 2711	UGAI402711_Ao 20501	Supply and delivery of start-up kits and PPEs for the struggling SDF graduates in Hoima and Kasese			REG	In executio n	7,187.27	0	7,187.27
UGAI402 711-10145	UGAI40 2711	UGAI402711_Ao 20701	Catering Services for Competence Enhancement trainings in Hoima			REG	In executio n	8,815.88	0	8,815.88
UGAI402 711-10146	UGAI40 2711	UGAI402711_Ao 20701	Catering Services for Competence Enhancement trainings in Kikuube			REG	In executio n	6,300.61	0	6,300.61

UGA1402 711-10147	UGA140 2711	UGA1402711_Ao 20701	Catering Services for Competence Enhancement trainings in Masindi				REG	In executio n	24,297.64	0	24,297.64
UGA1402 711-10148	UGA140 2711	UGA1402711_Ao 20701	Provision of training in Entrepreneurship and liquid soap production				REG	In executio n	13,108.73	0	13,108.73
UGA1402 711-10148	UGA140 2711	UGA1402711_Ao 20701	Provision of training in Entrepreneurship and liquid soap production				REG	In executio n	5,675.09	0	5,675.09
UGA1402 711-106	UGA140 2711	UGA1402711_Ao 20701	Training insurance policy for trainees in Albertine- Ruenzori, Northern Uganda and Karamoja Regions				REG	Comple ted	13,278.00	0	13,278.00
UGA2022 -04	UGA140 2711	UGA1402711_Zo 40200	Mixed Audit 2021				REG	Comple ted	20,799.54	0	20,799.54

DIRECT GRANTS TO INSTITUTIONS DURING THE IMPLEMENTATION PERIOD

SSU-BE Direct Grants Summary						
Grantee	GA number	Title	Status	Amount in EURO	Total amount of the Grant in UGX	
DGA No.01 (2016 to 2020)				577,931	2,311,726,952	
Nakawa VTI	UGA1402711/GA/001	Improve the practical TVET instruction in the seven VTIs leading to increased employability of BT/ET graduates	Closed	59,085	236,340,532	
Kasese Youth Polytechnic	UGA1402711/GA/002	Support to KASESE YOUTH POLYTECHNIC to become a Centre of Excellence in Electrical Installation and renewable energy sector in line with the Skilling Uganda Strategy (SSU).	Closed	88,704	354,817,500	
St JOSEPH	UGA 14 027 11/GA 003	Support to St-JOSEPH VIRIKA to become a Centre of Excellence in Motor vehicle technology and metal fabrication sector in line with the Skilling Uganda Strategy (SSU).	Closed	111,571	446,284,212	
ST SIMON PETER	UGA1402711/GA/004	Support to ST SIMON PETER'S VTC (hereinafter SSPVTC) to become a Centre of Excellence in Aluminium fitting, welding & woodwork technology and motorcycle repair sector in line with the Skilling Uganda Strategy (SSU).	Closed	119,837	479,346,800	
Millennium Bussiness School	UGA1402711/GA/005	Support to MILLENNIUM BUSSINES SCHOOL to become a Centre of Excellence in catering and Hotel management sector in line with the Skilling Uganda Strategy (SSU).	Closed	98,938	395,753,908	
UCT KYEMA	UGA1402711/GA/006	Support UTC-KYEMA to become a Centre of Excellence in producing skilled craftsmen/ women for the construction sector in line with the Skilling Uganda Strategy (SSU).	Closed	99,796	399,184,000	
DGA No.02 (2021-2023)				859,956	3,654,811,311	

KASESE YOUTH POLYTECHNIC	UGAI402711-10040	Attain Centre of Vocational Excellence status in electrical installation & renewable energy through	Closed	176,999	752,245,866
UGANDA TECHNICAL COLLEGE KYEMA	UGAI402711-10041	• Strategic objective: To attain Centre of Vocational Excellence status in the construction sector t	Closed	161,920	688,155,000
ST. JOSEPH TECHNICAL INSTITUTE VIRIKA	UGAI402711-10042	• Strategic objective: To attain a Centre of Vocational Excellence (CoVE) status in Motor Vehicle TVET	Closed	199,838	849,311,190
ST SIMON PETERS VOCATIONAL TRAINING COLLEGE	UGAI402711-10043	• Strategic objective: Attain Centre of Vocational Excellence status in transport and construction t	Closed	193,299	821,523,405
MILLENNIUM BUSINESS SCHOOL	UGAI402711-10044	• Strategic objective: Attain Centre of Vocational Excellence status in Catering and Management thro	Closed	127,900	543,575,850
				1,437,887	5,966,538,263

SSU-BE SDF GRANTS SUMMARY

Name of the Grantee	GA Number	Title of the GA	Total amount Awarded in C	Total amount Awarded in UGX
CALL 1 (2015-2018)			199,445	797,959,100
Better World	UGA 14 02711 /AP/001/ GA/001	Provide defensive driving skills to youth in response to the oil and gas in Albertine	20,000	80,000,000
Buhimba VTI	UGA 14 02711/AP/001/ GA/002	Equip vulnerable youth and women with BCP skills and competences for employability	20,000	80,000,000
Youth Encouragement Services	UGA 14 02711/AP/001/ GA/003	Supporting youth in non-formal training to enhance employability	20,000	80,000,000
St. Joseph VTI	UGA 14 02711/AP/001/ GA/004	Supporting youth in non-formal training to enhance employability	20,000	80,000,000
St. Simon Peter VTI	UGA 14 02711/AP/001/ GA/005	Equip vulnerable youth especially females with employable technical skills	19,990	79,963,000
Youth and Women Empowerment Foundation	UGA 14 02711/AP/001/ GA/006	To provide employable skills to young people that meet the job market demand	20,000	80,000,000
Nyabugye Forest College	UGA 14 02711/AP/001/ GA/007	Enhance employability of bee keeping graduates	19,455	77,996,100

Rosa Mystica VIT	UGA 14 02711/AP/001/GA/008	To up skill vulnerable youth and women with employable and marketable skills for enhanced productivity and self-reliance	20,000	80,000,000
USSIA	UGA 14 02711/AP/001/GA/009	Up skill 30 entrepreneurs with modern highly marketable skills in pastry, bakery and fruit processing	20,000	80,000,000
Millennium Business School	UGA 14 02711/AP/001/GA/010	Equip vulnerable youth with employable skills in African cuisine and modern housekeeping for self-sustainability	20,000	80,000,000
CALL 2(2019-2020)			611,134	2,444,502,719
Youth Encouragement Services (YES)	UGA 1402711/Call 4/ GA 001	Equipping vulnerable youth marketable relevant certifiable vocational skills for employment within the industry	50,000	200,000,000
Kabarole District Farmers Association	UGA 1402711/Call 4/ GA 002	Skilling youth in Agro-production, processing and marketing for better health and increased employment opportunities	44,598	178,393,500
Tree Talk Plus	UGA 1402711/Call 4/ GA 003	Green skills and entrepreneurial development for forestry practitioners at community level	47,781	191,122,000

<i>Rosa Mystica Institute of Business and Vocational Studies</i>	<i>UGA 1402711/Call 4/ G.A 005</i>	<i>Skilling vulnerable school dropout youth with modern skills in a bakery and pastry for enhanced productivity and economic growth</i>	<i>28,081</i>	<i>112,325,500</i>
<i>St.Joseph Technical Institute Vĩrĩka</i>	<i>UGA 1402711/Call 4/ G.A 006</i>	<i>Upskilling of vulnerable youth in priority trades through formal and work-based approach for enhanced employability</i>	<i>38,326</i>	<i>153,305,000</i>
<i>Alliance for Children and Youth</i>	<i>UGA 1402711/Call 4/ G.A 007</i>	<i>Skilling the youth of Kasese District in Motorcycle and motor vehicle repair and maintenance</i>	<i>39,024</i>	<i>156,095,000</i>
<i>Karambi Action for Life Improvement</i>	<i>UGA 1402711/Call 4/ G.A 008</i>	<i>Strengthening youth empowerment through vocational training and skills development in Kasese District</i>	<i>49,999</i>	<i>199,996,004</i>
<i>Conservation and Development Agency</i>	<i>UGA 1402711/Call 4/ G.A 009</i>	<i>Vocational and entrepreneurship skills for youth economic empowerment in Kasese District</i>	<i>39,522</i>	<i>158,057,000</i>
<i>Uganda Wildlife Research and Training Institute</i>	<i>UGA 1402711/Call 4/ G.A 010</i>	<i>Enhancing youth and women employability skills in renewable energy, tourism and hospitality in Ruenzori region</i>	<i>89,165</i>	<i>356,659,080</i>
<i>African Evangelistic Enterprise</i>	<i>UGA 1402711/Call 4/ G.A 011</i>	<i>Building competencies and skills market value for improved livelihood</i>	<i>49,988</i>	<i>199,953,000</i>

<i>Ruenzori Forum for Peace and Justice</i>	<i>UGA 1402711/Call 4/ G.A 012</i>	<i>Skills training for survivors of 2014-2016 violence in Kabarole and Bunyangabu Districts through work-based learning</i>	<i>34,654</i>	<i>138,614,635</i>
<i>Rena Foundation</i>	<i>UGA 1402711/Call 4/ G.A 013</i>	<i>Ruenzori Tourism Academy, supporting youth to develop marketable skills in the hospitality industry</i>	<i>49,996</i>	<i>199,982,000</i>
<i>Holy Dove Vocational</i>	<i>UGA 1402711/Call 4/ G.A 014</i>	<i>Skills training and research centre for environment and health friendly energy saving wood stoves</i>	<i>50,000</i>	<i>200,000,000</i>
<i>CALL 03 (2020-2021)</i>			<i>943,606</i>	<i>3,774,420,629</i>
<i>Ruenzori Forum for Peace and Justice</i>	<i>UGA 1402711/Call 7/ G.A 001</i>	<i>Skills training for persons infected and affected by HIV/AIDS in specialised visual arts and crafts, fashion and design through Work-Based Learning</i>	<i>123,364</i>	<i>493,455,327</i>
<i>Masindi District Farmer Associations</i>	<i>UGA 1402711/Call 7/ G.A 002</i>	<i>Train 80 youths in Masindi to fabricate and market appropriate farm and Agro processing equipment.</i>	<i>115,817</i>	<i>463,267,500</i>
<i>Mountains of the Moon University</i>	<i>UGA 1402711/Call 7/ G.A 003</i>	<i>Enhancing practical skills and competencies of workers in the Hotel Sector in Kabarole and Kasese districts</i>	<i>184,139</i>	<i>736,554,862</i>

Voluntary Services Overseas (VSO)	UGA 1402711/Call 7/ G.A 004	ENHANCE-Vocational Skills and Competencies in Albertine and Ruenzori	104,651	418,602,840
Lake Albert Children Women Advocacy & Development Organisation	UGA 1402711/Call 7/ G.A 005	Training 100 Youth in Welding, Plumbing & Electrical Maintenance for Oil and Gas Sector	186,694	746,775,000
St Simon-Peter Vocational Training Center	UGA 1402711/Call 7/ G.A 006	Increasing pool of competent & certified workers among youth and women in the Albertine region	228,941	915,765,100
Call 04 (2022-2023)			1,417,692	6,003,030,355
CONSERVATION AND DEVELOPMENT AGENCY (CODEA)	UGA1402711-10045	Skills for Jobs in Tourism and Hospitality (SKLJOT Project)	95,000	403,749,150
Agency for Co-operation in Research and Development Uganda (ACORD)	UGA1402711-10046	Training Women and Youth on Integrated Fish and horticultural Crop Farming Practices in Kasese and K	94,430	401,327,038
Kind Initiative for Development	UGA1402711-10047	Scaling up practical skills training among vulnerable youth in Refugee & host communities of Kyegegw	94,885	403,262,600
CHESHIRE SERVICES UGANDA	UGA1402711-10048	Advancing their livelihoods: Inclusive skills training for 150	93,526	397,486,123

		refugee and host community youths in		
Private Sector Development and Consultancy Centre (PRICON)	UGA1402711-10049	Enhancing Sustainable Employability for youth through Agro Tourism Skills Development	94,982	403,675,400
Natural Resource Defence Initiatives (NRDI)	UGA1402711-10050	Enhancement of youth employment opportunities through green growth development in Fort Portal Tourism	80,408	341,735,534
LAKE ALBERT CHILDREN WOMEN ADVOCACY AND DEVELOPMENT ORGANISATION	UGA1402711-10051	Equipping 80 Youth with Vocational Skills for Self-Employment & Improved Livelihood	150,000	637,499,990
RWENZORI FORUM FOR PEACE AND JUSTICE	UGA1402711-10052	Enhanced livelihood skills of 135 urban youth and 90 vulnerable women in and around Fort Portal Tour	94,292	400,739,192
ALLIANCE FOR CHILDREN AND YOUTH UGANDA	UGA1402711-10053	Skilling Kasese youth for Productive involvement in tourism and hospitality (SKYPITH).	94,911	403,372,120
FINN CHURCH AID	UGA1402711-10054	Transforming digital learning to earning in Kyegegwa District	95,000	403,749,621
Maendeleo Ya Jamii	UGA1402711-10055	Skilling Youth for jobs in Agribusiness	64,936	275,978,418

Youth Integrated Development Organisation (YIDO)	UGAI402711-10056	Promotion of livelihood skills & Social-Economic Development for 200 Out of School Youth in Kamukenge	93,121	395,764,000
Kasese District Association of Persons with Disabilities (KADUPEDI)	UGAI402711-10057	Skilling young persons with disability for inclusion	92,856	394,639,320
Kabarole Research and Resource Centre	UGAI402711-10058	Skilling the youth in banana stem fibre extraction & product development in Kabarole & Bungangabu di	90,690	385,432,209
The Uganda National Apiculture Development Organisation	UGAI402711-10059	Bee Green Enterprises for Youth Employment and Decent Life in Hoima & Bulisa Districts (Bee-Green j	88,655	354,619,640
Totals-All Calls			3,171,877	13,019,912,803

11 Equipment

10.10.1 Assets & Equipments purchased under SSU-BE UGA1402711 for Partner Beneficiaries

Table: Assets & Equipments purchased under SSU-BE UGA1402711 for Partner Beneficiaries						
External Reference Number	Title of the tender	Contractor (TJ)	Delivery Date	Amount Awarded/Budget	Amount paid /Actuals	Comment
UGA1402711-10008	Lot 6-Supply of BVET Equipment: Hotel & Catering	Global Relief Aid and Development Company BV	3/30/2021	155,103.25	149,482.32	Completed
UGA1402711-10009	Lot 3-Supply of BVET Equipment: Welding and Automotive	NEO-TECH SA	2/26/2021	300,116.08	300,116.08	Completed
UGA1402711-10010	Lot 4-Supply of BVET Equipment: Electricity & Renewable energy	BOSS PRO-TEC	9/29/2021	162,057.10	150,147.36	Completed
UGA1402711-10011	Lot 5-Supply of BVET Equipment: Construction	BOSS PRO-TEC	6/1/2020	193,312.00	155,533.90	Completed
UGA1402711-10081	Supply and Installation of equipment and furniture in the digital hubs	Pynet Technologies Ltd	12/20/2021	74,353.97	74,353.97	Completed
UGA1402711-10081	Supply and Installation of equipment and furniture in the digital hubs	Qbranch U Ltd	12/7/2021	54,886.00	54,886.00	Completed
UGA1402711-10081	Supply and Installation of equipment and furniture in the digital hubs	Lakhi Hightech Ltd	12/30/2021	4,484.23	4,484.23	Completed
UGA1402711-10099	Circular economy furniture for 7 Bitshubs in the VTIs	BackSpace Iug (U) Ltd	4/14/2022	23,112.00	23,112.00	Completed
UGA1402711-10104	Procurement of Laptops for TVET	Qbranch U Ltd	12/21/2021	1,894.07	1,894.07	Completed

UGA1402711-10118	Supply of office furniture & fittings for TVEY Departments - MoES	Nima Interiors Limited	6/28/2022	7,224.43	7,224.43	Completed
UGA1402711-10125	Purchase of Equipment & Tools as start up kits for Competence enhancement training in Albertine Regi	Siker Management Service Ltd	3/20/2023	20,148.53	19,630.34	Completed
UGA1402711-10134	Start Up equipments- foods and beverages Competence Enhancement trainings in Albertine region	Tebbystar Investments Limited	3/29/2023	16,869.60	7,759.90	Completed
UGA1402711-10135	Purchase of Agriculture supplies for Competence Enhancement training start up kits in Albertine Regi	Tebbystar Investments Limited	3/18/2023	16,883.97	12,678.11	Completed
UGA1402711-10144	Supply and delivery of start-up kits and PPEs for the struggling SDF graduates in Hoima and Kasese	Tebbystar Investments Limited	6/14/2023	7,187.27	0.00	Yet to be delivered
UGA1402711-10015	Lot 1A- Refurbishment and Construction of new facilities in LTC Kyema in Hoima	Muga Services Limited	8/14/2020	731,004.13	730,753.77	Completed
UGA1402711-10016	Lot 1B- Refurbishment and construction of on new facilities in Millennium Business School	Trodint Limited	5/15/2019	627,679.00	627,602.02	Completed
UGA1402711-10017	Lot 1C- Refurbishment and construction of new facilities in St Simon Peters VTI	Prisma Limited	12/13/2019	1,064,559.00	1,064,272.00	Completed

UGA1402711-10018	<i>Lot 2B- Refurbishment and construction of new facilities in Kasese Youth Polytechnic</i>	Rohi Services Ltd.	4/16/2021	1,017,631.57	1,016,659.78	Completed
UGA1402711-10019	<i>Lot 2A- Refurbishment and construction of new facilities in St. Joseph's VIT - Virika</i>	Prisma Limited	11/26/2020	847,091.33	846,855.95	Completed
	Total			5,325,597.53	5,247,446.23	

12 10.10.2 Assets & Equipment's purchased under SSU-BE UGA1402711 for Enabel's utilisation on the intervention

SSU-BE ASSEST/INVENTORY LIST 2023						
NO	Asset /Inventory Name	Description	Unit	QTY	Yr. of Purchase	Amount (Euros)
1	Vehicles	*UAX 951Z-Nissan Patrol-WHITE *UAX 975Z-Nissan Patrol GL Station Wagon *UAX 863Z-Toyota Hilux Double Cabin *UAX 453X-Toyota Rav 4 -WHITE *UBA 626C-SUZUKI Grand Vitara -Grey	Vehicles	5	*2016 *2016 *2016 *2015 *2017	113,829.00
2	Motor Cycles	*UEK 176Z-Yamaha XTZ125 *UEK 175Z-Yamaha XTZ125 *UEK 177Z-Yamaha XTZ125 *UEK 178Z-Yamaha XTZ125	Motor Bikes	4	*2016	9,820.00
3	Laptops	*Dell Vostro- 25 pcs *Dell Latitude- 3pcs	Pcs	28	*2021	23,324.00
4	Laptop Batteries	*DELL -4Pcs *Lenovo-1pc	Pcs	5	*2021 *2015	378.20
4	Tablets	Samsung	pcs	7	*2018	1,409.00
5	Mobile Phones	Samsung	Pcs	24	*2018	4,794.00
6	Solar Equipment/ Systems	*12 Panels *12 Batteries *1 Inverters	Pcs	1	*2016 *2022	9,377.00
7	Cameras	*Sony-1pc *Canon - 2pcs *Panasonic DMC-3pcs *Lumix 1pc *Nikon- 1pc	Pcs	8	*2017 *2016	5,238.00

8	CCTV Camera	*Barefoot Power 040-30-0019-Flat Screen,5 Cameras	Pcs	1	*2021	3,975.00
9	Heavy Duty Photocopiers	*Kjocera TASKalfa 301ci MFP	Pcs	2	*2016 *2015	6,025.00
10	Printers and Stabilisers	*Colour Printers_ HP LaserJet Pro, each with a power stabiliser	Pcs	5	*2016 -4pcs *2018-1pc	1,890.00
11	Projectors	*EPSON LCD *ACER DLP Black	pcs	9	*2016 -5pcs *2017-2pcs *2021-2 pcs	4,911.00
12	Monitor Screens/Keyboard/Docking Stations/Docking station	*Philips Flat Screen- 5pcs *Dell Vestro - Flat screen- 15pcs	pcs	20	*2015-12 pcs *2016-8pcs	10,492.00
13	Filing Cabinets	*Metallic, glass steel closed, wooden ...	Pcs	63	*2016 -2021	15,845.00
14	Chairs	*Cool Mesh Pro Value, Swivel chair, Stackable Chair, Black -cloth,fabric adjustable,...	Pcs	83	*2015-2021	12,144.00
15	Tablets	*Get60 Office Desk,4 seater workstation, Oval Conference table, Office table with drawers ,Standing Table	Pcs	50	*2015-2021	8,403.00
16	Benches	*Ditto ordinary benches ,Gazebo seats	Pcs	4	* 2016	264.00
17	Kitchen Equipment	*Coffee Maker (1pc) - Philips,4 burner cooker (1pc), Water Dispensers(2pcs) -Saurch, Micro Wave(2pcs),Refrigerators (2pcs); 1 Set in FP office &1 set Legacy Towers	Pcs	2	*2016-2021	1,453.00

18	Internet Server& Monitor	*Dell Power Edge T20 Internet Server	Pes	1	*2016	3,406.00
19	Portable External Hard Drives	*Transcend-Stor Jet 25M3	Pes	2	*2021	176.00
20	SSD Cards	*Kingston 512GB SSD	Pes	10	*2023	820.00
21	Speakers	*Rally Plus	Pes	1	*2021	100.00
22	Money Safes	Ss-Q3rd Compact Sized Fire Resistant Safe W/non Changeable Combination Lock	Pes	2	*2015	389.00
23	Office landline Phones	*Reachcom-GSM-200	Pes	2	*2017	70.00
24	Power Cables	*Extension Cable with a 13 amp fuse	Pes	12	*2022	292.00
		Total				238,824.20