



BTC



RESULTS REPORT 2016

SUPPORT TO THE IMPLEMENTATION OF SKILLING UGANDA STRATEGY UGANDA

DGD CODE: NN 3016426

NAVISION CODE: (BELGIUM) UGA 14 027 11

NAVISION CODE: (EU) UGA 16 032 1T

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



**THE BELGIAN
DEVELOPMENT COOPERATION**



Contents

Acronyms.....	3
1 Intervention at a glance (max. 2 pages)	5
1.1 Intervention Form.....	5
1.2 Budget Execution (in EUROS).....	7
1.3 Self-Assessment Performance.....	9
1.3.1 Relevance	9
1.3.2 Effectiveness.....	10
1.3.3 Efficiency.....	11
1.3.4 Potential sustainability.....	11
1.4 Conclusions	12
2 Results Monitoring.....	14
2.1 Evolution of the Context.....	14
2.1.1 General Context.....	14
2.1.2 Institutional Context.....	14
2.1.3 Management context: execution modalities	15
2.1.4 Harmo context.....	15
2.2 Performance Outcome.....	17
2.2.1 Progress of indicators	17
2.2.2 Analysis of progress made.....	17
2.2.3 Potential impact	18
2.2.4 Progress of indicators	18
2.2.5 Analysis of progress made.....	18
2.2.6 Potential impact	19
2.2.7 Progress of indicators	19
2.2.8 Analysis of progress made.....	19
2.2.9 Potential Impact	20
2.3 Performance output 1	21
2.3.1 Progress of Indicators	21
2.3.2 Progress of main activities	21
2.3.3 Analysis of progress made.....	22
2.4 Performance Output 2.....	22
2.4.1 Progress of Indicators	22
2.4.2 Progress of main activities	23
2.4.3 Analysis of progress made.....	23
2.5 Performance Output 3.....	24
2.5.1 Progress of indicators	24

2.5.2	Progress of main activities	25
2.5.3	Analysis of progress made.....	26
2.6	Transversal Themes	28
2.6.1	Gender & HIV.....	28
2.6.2	Environment.....	28
2.6.3	Integration of ICT	29
2.6.4	Vulnerable Groups	29
2.7	Risk management	30
2.8	Steering and Learning.....	38
2.8.1	Strategic re-orientations	38
2.8.2	Recommendations	38
2.8.3	Lessons learned.....	39
3	Annexes.....	40

Acronyms

BMO	Business Membership Organisations
BTC	Belgian Development Agency
BTVET	Business Technical Vocational Education and Training
EU	European Union
GIZ	Gesellschaft für Internationale Zusammenarbeit
ILO	International Labour Organisation
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
N/A	Not Applicable
PMT/U	Programme Management Team/Unit
PS	Permanent Secretary
pSDF	Pilot Skills Development Fund
RTF	Reform Task Force
SDA	Skills Development Authority
SSU	Support to Implementation of the Skilling Uganda Strategy
TVET	Technical Vocational Education and Training
TFF	Technical and Financial File
UGAPRIV	Uganda Private Vocational Institutes Association
ZOA	Zuidoost Africa
VTI	Vocational Training Institute
EDP	Education Development Partners
SC	Steering Committee
DIT	Directorate of Industrial Training
NCDC	National Curriculum Development Centre
SDHR	Skills Development for Human Resource Project
NPA	National Planning Authority
UMA	Uganda Manufacturers Association
USSIA	Uganda Small Scale Industries Association
SDF	Skills Development Fund

TIET	Teacher Instructor Education and Training
PPP	Public, Private Partnerships
DACUM	Develop A Curriculum
WBL	Work Based Learning
UBTEB	Uganda Business Technical Examination Board

1 Intervention at a glance (max. 2 pages)

1.1 Intervention Form

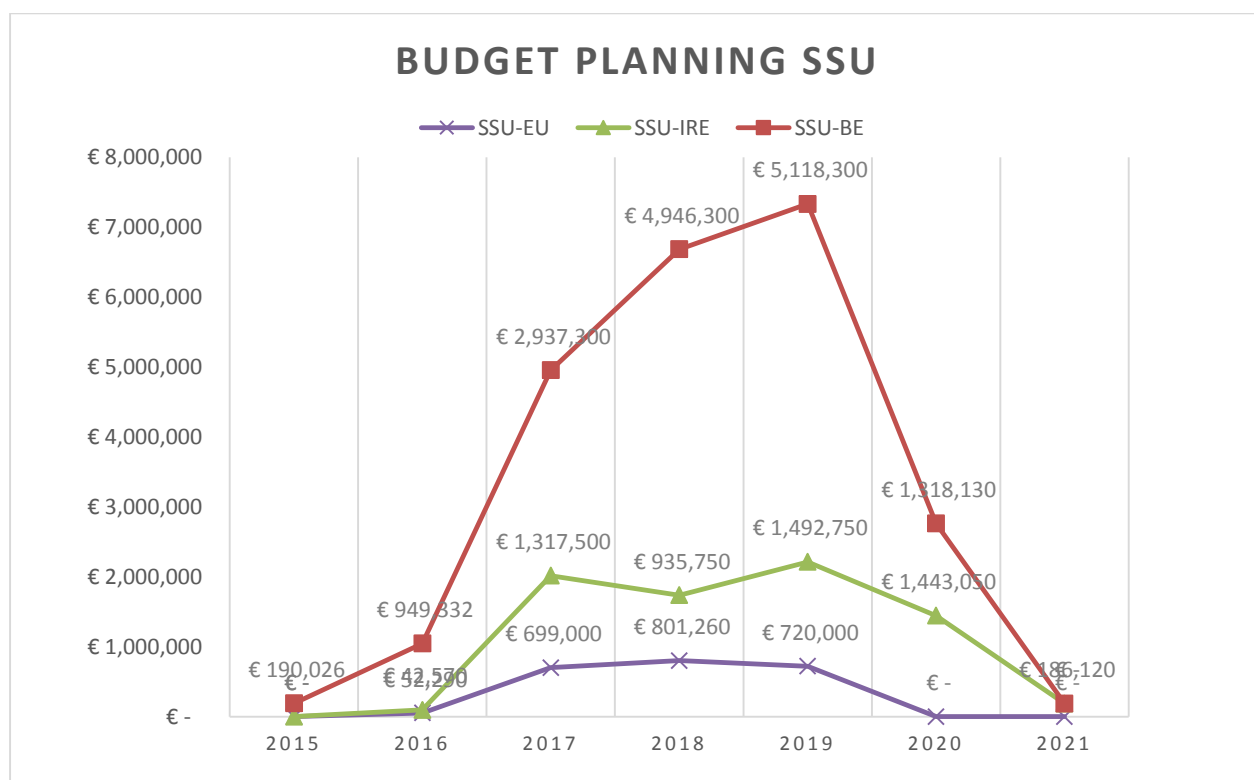
Intervention name	Support to the implementation of the Skilling Uganda Strategy	Annex to the Support to Skilling Uganda Intervention (SSU): Integration of the Karamoja Region	Support to skilling Uganda strategy (SSU) Livelihood and labour market relevant skills development for refugees and host communities
Intervention Code	UGA1402711	UGA 160331T	UGA 160321T
Location	Uganda: Albertine & Rwenzori	Uganda: Karamoja	Uganda: West Nile & Kiryandongo
Budget	16 million (Belgium Gov't)	6 million Euros (Irish Gov't)	2.45 million Euros (EU Trust Fund)
Partner Institution	Ministry of Education and Sports (MoES)	Ministry of Education and Sports (MoES)	OPM & (MoES)
Date intervention start /Opening steering committee	28 th July 2015	July 2016	July 2016
End date specific agreement	27 July 2021	June 2020	June 2019
Target groups	The project supports the implementation of some of the key-reforms of the national BTVET strategy, both on a national/central level, and on the local level, in 4 districts in Western Uganda. In its operation, the project will support a restricted number of training providers in Kasese, Fort Portal, Hoima and Masindi. The project strives for a close collaboration with Business Membership Organizations and private sector companies on all levels of intervention.	The project supports the skilling Uganda strategy specifically for Karamoja Region. It will focus on supporting relevant skills development for Karamojong youth, women and girls. To ensure the relevance of the skilling Uganda strategy to Karamoja context, the intervention will focus more on complementarity of skills development with livelihood activities, short term vocational trainings, emerging markets and possible future economic developments	The project contributes to the skilling Uganda strategy focusing on increasing access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities in three targeted districts of Arua, Adjumani and Kiryandongo. The intervention adheres to the Refugee and Host Population Empowerment (ReHoPE) strategy that empowers refugees through livelihood initiatives for self-reliance
Impact ¹	The employability of youth is increased through better quality of instruction and learning in Skills Development	The employability of youth is increased through better quality of instruction and learning in Skills Development	Sustainably improve food security, nutrition and livelihoods of the refugee population
Outcome	The quality of skills development is enhanced and responsive to labour market needs, in four Districts – Kabarole, Hoima, Masindi and Kasese - in Western Uganda in line with the Skilling Uganda reforms	The quality of skills development is enhanced and responsive to labour market needs, in the Karamoja Region in line with the Skilling Uganda reforms.	Enhance livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Adjumani, Kiryandongo and Arua through short and medium term vocational training and entrepreneurship support
	1. The BTVET and employment (sub)sector has a coordinated and formally agreed governance	1. Provide institutional support to the national SD stakeholders and supporting the BTVET reform agenda	1.Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for

¹ Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

Outputs ²	structure, vision and medium-term strategy		refugees and host communities (with specific focus on youth, women and girls) in three targeted areas
	2. The Pilot Skills Development Fund is established and operates in the Project Area and it serves as a model for the future National Skills Development Fund	2. Develop and support skills development instruments; pilot Skills Development Financing (SDF) mechanism	2. Skills development in the three districts is coordinated and aligned with the skilling Uganda strategy
	3. Quality of training and qualification processes is improved and the access to quality BTVET provision is enhanced with special attention to the needs and potentials of females	3. Improving training provision and upgrading of training providers	

² These are outputs as per the TFF.

1.2 Budget Execution (in EUROS)



SSU - BE

Output/ Result	Budget (Euros)	Expenditure		Balance	Disbursement rate at the end of year 2016
		Previous years	Year covered by report (2016)		
Total	16.000.000	190.026	949.332	14.860.642	7%
Output 1	2.190.000	54.307	245.560	1.890.133	14%
Output 2	357.200		45.870	311.330	13%
Output 3	10.248.000	4.324	308.441	9.935.236	3%
Reserve	538.300			538.300	0%
General Means	2.666.500	131.395	349.461	2.185.644	18%

Analysis of performance

In 2016 the total expenses are 949.332 EUR. This is lower than the planned budget for 2016 (1.636.920 EUR). The total execution rate is 7% (of 16 million euro). This seems a rather a low rate of execution, but since 2016 was still foreseen as an inception phase, this execution rate is acceptable. Moreover, the expenditure in Result 3 is largely dependent on infrastructure spending, which always follows a curve peaking later in a project (see above).

SSU - EU

Output/ Result	Budget (Euros)	Expenditure		Balance	Disburse- ment rate at the end of year 2016
		Previous years	Year covered by report (2016)		
Total	2.289.720		52.298	2.237.422	2.28%
Output 1	1.617.000		5.449	1.611.551	0.34%
Output 2	323.200		17.431	305.769	5.39%
Reserve					
General Means	349.520		29.418	320.102	8.42%

Analysis of performance

In the last 5 months of 2016 the total expenses raised up to 52.298 EUR. This is lower than the planned budget for 2016 (114.720 EUR). The implementation phase for SSU-EU started in august 2016 and the members of the EU-team were recruited during these months. Most of the expenses are related to the project start up, including salary expenses, small ICT-investments and first mission costs. However, the roll out of activities was pending the first project Steering Committee and signature of the other components of the project. This explains a low, but acceptable execution rate of 2% (of a total budget of 2.3 million euro).

SSU – IRE

Output/ Result	Budget (Euros)	Expenditure		Balance	Disburse- ment rate at the end of year 2016
		Previous years	Year covered by report (2016)		
Total	5.398.111		42.577	5.355.534	0.79%
Output 1	393.700		581	393.119	0.15%
Output 2	203.640			203.640	0.00%
Output 3	4.074.100		9.854	4.064.246	0.24%
Reserve	39.371			39.371	0.0%
General Means	687.300		32.141	655.159	4.68%

Analysis of performance

In the last 5 months of 2016 the total expenses raised up to 42.577 EUR. This is below the planned budget for 2016 (162.000 EUR). The implementation phase for SSU-IRE started also in august 2016 and the members of the IRE-team were recruited during these months. Similar to the SSU-EU project, most of the expenses are related to the project start-up, including salary expenses, small ICT-investments and first mission costs. This explains a low but acceptable execution rate of not 1% (of a total budget of 5.4 million euro).

1.3 Self-Assessment Performance

1.3.1 Relevance

	Performance
Relevance	A

The intervention is fully in line with the Skilling Uganda Strategic Plan (10-year BTVET Strategic Plan). In addition, the intervention contributes to the objectives of the overall national development framework: National Development Plan (NDP2) and Vision 2040. The project is deemed relevant and significant to contribute to addressing the youth unemployment concern in Uganda. With support from European Union and Irish Aid, the Project has expanded to cover West Nile, Kiryandongo and Karamoja.

The Support to Skilling Uganda project (SSU) supports the implementation of the 10-year BTVET Strategic Plan 2012 -2021. The plan is expected to result in a systemic change transforming BTVET in Uganda into a comprehensive system of skills development for employment, enhanced productivity and growth. The Project therefore is facilitating interaction between all relevant stakeholders: on the policy level, in the private sector and at Business Technical, Vocational and Education Training (BTVET) training institutions.

Belgian Cooperation

For its field component in the Albertine-Rwenzori region, the project focusses skills development around the priority economic sectors related to oil and gas sector (upstream development until 2021), meaning mainly infrastructure developments of drilling facilities, refinery's, pipe lines, roads etc. However, the region also has a growing tourism sector with important national parks such as Rwenzori, Murchison, and Queen Elizabeth national parks. Agriculture is still the largest economic sector, which includes tea, coffee and cocoa as important export crops.

EU Trust Fund

This component is fully integrated into the *Support to the Refugee Settlements and Host Communities in Northern Uganda* programme of the EU Trust Fund, focusing on initiatives to increase the level of education for refugees and the host communities, develop relevant skills developed for youth, women and girls of refugees and host communities and improve livelihoods of refugees.

The EU component is implemented with the same approach as in the Belgian component in Western Uganda. It supports policy and practice to contribute to improved employment opportunities for refugees and their host communities through short and medium term Vocational Training and Entrepreneurship Support in Adjumani, Kiryandongo and Arua districts in North-Western Uganda.

As such, SSU-EU intends to bridge humanitarian support to vulnerable communities by integrating not only in the Ugandan Government Settlement Transformative Agenda (STA) & the self-reliance strategy "Refugee and Host Population Empowerment" (ReHOPE) programme in partnership with the United Nations High Commissioner for Refugees (UNHCR); but also in the national BTVET reform strategy by mainstreaming its Skills Development approach, ensuring its relevance for Uganda's refugee population.

Irish Aid

This component follows the same strategic approach, and is contributing to the same objectives

as the SSU-intervention, while targeting a new geographical area, being Karamoja. It is focusing on supporting the “Skilling Uganda” BTVET reform agenda, strengthening the national, regional and local Skills Development stakeholders, and piloting new competitive and demand driven Skills Development funding mechanisms; while addressing the socio-economic concerns of the Karamoja region and enhancing employment for youth, women and girls in Karamoja.

1.3.2 Effectiveness

	Performance
Effectiveness	C

During 2016, considerable effort has been put into setting up systems to support the implementation of the project throughout an inception phase: formulation of a project implementation manual, SDF Manual, baseline studies to further understand the local context in the project areas, tendering processes to define the design and infrastructure requirements for the Institutions and various support activities to the Reform Task Force.

On the other hand, it is important to note that the three projects are at different levels of implementation, in different contexts and therefore tricky to rank using the same yardstick more so at impact level where the project can only influence. It is anticipated that full implementation of all project components will take effect during 2017, now the inception phase is rounded up.

The low C ranking is mostly due to the unclear position of the Government of Uganda on the realization of planned activities at level one, namely a coordinated and unified BTVET system. Reaching effectiveness in this component goes beyond the control of the project team and will require a sustained support and advocacy at a strategic level, e.g. through the Education Development Partners (EDPs) group.

Belgian Cooperation

During 2016, the project managed to facilitate a wider consultative process that led to the final draft proposal for establishment of a Skills Development Authority (SDA), to launch the pilot call for proposals to benefit from the Skills Development Fund (SDF), and to initiate private sector collaborations towards supporting five partner VTIs in the West kick starting the process to design, document and supervise the infrastructure requirements for the partner VTIs.

EU Trust Fund.

Preliminary assessment of refugee settlements and host communities in Arua, Adjumani and Kiryandongo was undertaken. In addition, skills development dialogue has been initiated and communication around the SPRS NU is under development. Full execution is expected to commence in 2017.

Irish Aid

Capitalizing on the Belgian component, the two VTIs in Karamoja (Napiripirit and St Daniel Comboni) have been supported to undertake a self-assessment and development of their own business plans. During this period, the efforts mostly focused on setting up of an internal system to support implementation of activities in Karamoja. It is however still premature to measure the effectiveness to implement the Karamoja component.

1.3.3 Efficiency

	Performance
Efficiency	B

All activities and outputs are considered cost efficient, value for money. However, additional processes, administrative procedures and delays have affected overall execution, e.g. in infrastructure aspects.

Pooling of resources has further increased the efficiency of the project management team, with close collaboration with ongoing Support to the Development of Human Resources programme (SDHR), economy of scale with additional components (EU TF and Irish Aid) and shared staffing with the set-up of Education Programme by BTC Uganda.

Belgian Cooperation

The delayed procurement processes affected the planned timeframe for infrastructure aspects for the five VTIs in the West. To remedy the situation, a close tracking of the delays of the tenders under co-management has been instituted and issue has been scaled up to the Steering Committee for follow up. As a first measure, the procurement of basic equipment has been moved to own-management in order to allow for quick wins and tangible new practices at VTIs in the field.

EU Trust Fund

During the period, there was reported under spending attributed to late signature of the agreements of the implementing partners and delay in setting up of the project steering committee. A fast track strategy has however been put in place to ensure timely implementation of the project activities.

Irish Aid

The formulation of the Irish Aid component and the recruitment of personnel were concluded at the end of the year, as such there was limited implementation of activities. However, sharing of resources and methodology from the other SSU components allowed for a fast tracking of the inception phase in Karamoja. It is anticipated that component will be executed in an efficient manner.

1.3.4 Potential sustainability

	Performance
Potential sustainability	B

The full integration of the project in the Skilling Uganda reform strategy should result in a likelihood of sustainability of the benefits of the intervention. In addition, at all levels of implementation the project seeks a participatory, bottom-up approach, keeping the various constituencies in the driving seat. However, full sustainability is however depended on the sustained adherence of the Government of Uganda and its key skills development stakeholders to the implementation of the Skilling Uganda strategic plan.

Belgian cooperation

Throughout 2016, the management of the five VTIs in the Albertine-Rwenzori has been in the driving seat to design the intervention in their respective institutions. This participatory approach ensures the ownership of the change process. By developing business plan, not only including strategic ambitions but also costing them, should allow the management to prepare the sustainability of the investments done by the intervention.

The plans include the set up of the production unit approach and other income generating activities

that should increase the income of the institutions to cover recurrent costs. Along the lines of Skilling Uganda, also in the field, the approach is of working closely with the private sector is followed through e.g. participation with USSIA.

EU Trust Fund

The existing strong coordination mechanism in the refugee response in Uganda, led by the Office of the Prime Minister, UNHCR and the implementing partners presents opportunities for scaling up of initiatives beyond the scope of the project, especially given the EU TF medium time year beyond the regular humanitarian funding cycle. In addition, the integration of the skills development component for refugees and host communities in the standing government policy of Skilling Uganda should guarantee sustainability of the outcomes of the project.

Irish Aid

Similar to the EU component, there is considerable interest of all development stakeholders (including the Government and international donors and civil society actors) in the Karamoja region to address the socio-economic development of Karamoja. Integration of skills development in such an approach presents an opportunity for sustainability. Moreover, the participatory approach in working with management of the VTIs ensures the ownership of the intervention.

1.4 Conclusions

Throughout 2016, the intervention has worked towards supporting Skilling Uganda by implementing a series of activities through a wide set of stakeholder collaborations both at national and grass root level of BTVET institutions. Progress has since been made at different project result areas: technical support provided to the Reform Task Force (RTF) towards the establishment of the final draft SDA proposal and the road map for its approval, various capacity building initiatives (both at local and national level) of BTVET stakeholders in modern skills development approaches, system set up and the development and launch of the pilot Skills Development Fund.

During 2016, the SSU project management team (PMT) integrated two new components (expansion to Karamoja, supported by the Irish Embassy and skills development of refugees and host communities in West Nile, supported by the EU Trust Fund) to the SSU programme and finalized the implementation of the inception work plan through various parallel processes.

Inception

The inception process included finalization of bottom-up business plans by the management of the BTVET partner institutions, development and approval of the Skills Development Fund (SDF) manual and continued (international) benchmarking and coordination with other development actors active in skills development on different issues such as assessment and certification.

This inception phase accumulated into a final Theory of Change (TOC) workshop which was held on 10th - 12th October 2016 in cooperation with BTC headquarters and with MDF as service provider. This workshop enabled the revision of the project log frame and development a unified, updated and gender sensitive M&E matrix and indicators for the 3 project components together.

Belgian cooperation

At national level, after dedicated support from the project throughout 2016, the reform process of Skilling Uganda has come to a stalemate at the end of the year, requiring a reorientation.

At field level, the finalization of the inception phase, with the launch of the business plans of the beneficiary institutions and the commissioning of the tender for design, documentation and


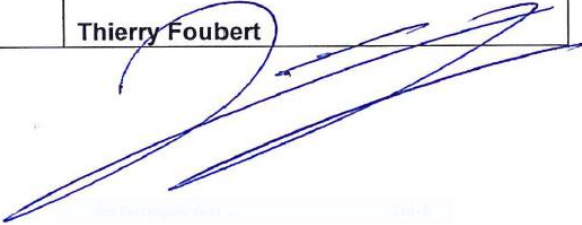
supervision of works and services for the infrastructure developments has put up the foundations for roll out of the support activities to the five partner VTIs in Western Uganda as per the end of 2016.

EU Trust Fund

Following the start-up phase in 2016, including baseline assessments, the building of synergies with the implementing partners and livelihood actors in the region, preparatory work for the implementation of the SDF in collaboration with the other SSU components, the drafting of a communication framework and finally the initiation of the Steering Committee, the project is ready for roll out in 2017.

Irish Aid

Capitalizing on the work effected for the Rwenzori/Albertine component, the inception phase of Karamoja components has been fast tracked by e.g. integrating the start-up of 2 additional BTVET institutes of Karamoja utilizing a similar approach in collaboration with the SDHR programme. In its start-up year, the intervention followed the work plan of a careful inception phase to ensure the positioning of the skills development in both the Karamoja context and in the national BTVET sub-sector in Uganda.

Project Coordinator	Co – Coordinator
Elliot Arinaitwe 	Thierry Foubert 

2 Results Monitoring³

2.1 Evolution of the Context

2.1.1 General Context

The description of the general context of Uganda in general and the BTVET subsector in specific is specified in the Technical and Financial File.

At a national level, the Skilling Uganda strategy advocates for a shift in focus from BTVET as a mere sub-sector of education towards: a comprehensive system of skills development for inclusive employment, enhanced productivity and growth, targeting all Ugandans in need of skills development other than low achieving school leavers, adopt a delivery context based on flexible, workplace oriented environment and not necessarily the formal school system, and promoting a management system focusing on public/private partnerships. In order to achieve this change, Skilling Uganda provides for five specific objectives;

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

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

2.1.2 Institutional Context

The project fits within the objectives of Skilling Uganda strategy, e.g. business plans were developed based on the strategic pillars of Skilling Uganda strategy, launch of the SDF to support skills training through joint venture trainings based on the labor market needs and organization of associations e.g. BMOs, USSIA among others.

Where Skilling Uganda has been spearheaded by two consecutive Reform Task Forces since 2012, little traction has been recorded towards the intended paradigm shift, especially at national level where BTVET management remains highly fragmented. Despite a multitude of support activities pledged by a series of development partners throughout the years, including a wide stakeholder consultation process led by SSU in 2016, little progress is made towards a unified and coordinated management skills development in Uganda, let alone co-led by the private sector. As a consequence, the intervention has limited room for additional progress in the national reform process at the end of 2016.

The roll out of the spirit of SU at field level (namely the public private partnership nature of it) is

³ Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

hampered by the fact that whereas the VTIs business plans provide for 50% of the governing council from the private sector, this contradicts the existing legal framework. This will require high level discussions and agreement prior to implementation. In addition, support the management and successful upgrading of VTIs is further limited by its inadequate staffing at all the partner institutions.

2.1.3 Management context: execution modalities

In 2016, an Education program has been set up to coordinate all the Education project, resulting in a new Program Steering Committee addressing both the Skills Development and the Teacher Training projects. This allows for more focused strategic discussion at SC level, but on the other hand also leaves some key stakeholders out of the high level dialogue, including relevant departments such as BTVET, DIT and private sector representatives such as UMA and USSIA. The project management team therefore ensured that all such relevant stakeholder would have a dedicated focal point appointed. These focal points participated in the Theory of Change workshop in October 2016, but a more formalized structure is yet to be installed.

Project offices have been set up in Fort portal and Karamoja to support the field implementation and coordination with actors in the field and further understanding of the local context.

2.1.4 Harmo context

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

- SSU works in close coordination with the World Bank's supported skills development interventions:
 - Alignment of activities in support to the RTF, sequencing of drafting SDA proposals, consultation processes, etc.
 - Collaboration is ongoing with the Private Sector Foundation Uganda (PSFU) and the World Bank on the Skills Development facility: joint communication on the two funds is foreseen, a joint logo for the two funds was developed, a mutual representation is foreseen at the respective grant and selection committees.
 - Pooling of support activities to the training institutes piloting implementation of SU at field level.
- Pooling of implementation of SU paradigm shift at field level:
 - In May 2016, ITC-ILO delocalized their training on 'Management of training institutions' to Fort Portal in coordination with the intervention. The training was attended by over 50 trainees, all part of the management of 16 different BTVET institutions, supported by 5 development agencies (BTC, WB, AVSI, JICA, WHH). Together this pilot group of over 50 managers of 16 different institutions is at the forefront of implementing the SU change processes at institution level.
 - Close collaboration with GIZ-SOGA programme for skilling in oil & gas context, with AVSI Agri-skills programme to pool resources and capacity building activities and jointly pilot paradigm shift at field level.
 - Planning of sustained peer-to-peer support network between pilot training institutions supported in the framework of Skilling Uganda.
- Expansion of SSU to other regions, with funding from other partners (Irish Aid and EU) has created more opportunities for collaboration and platforms for experience sharing:
 - Synergizing though the SSU intervention committed on supporting specific targets in 5 specific BTVET providers in Western Uganda and 2 in Karamoja,

- Capitalizing on different regional socio-economic realities, feeding systemic change at national level,
- Last but not least, piloting relevant bottom up initiatives through different geographic baskets of the Skills Development Fund, anticipating a future national SDF.

2.2 Performance Outcome

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

In October 2016, a Theory of Change workshop reviewed the project M&E framework integrating all 3 SSU project components. Though the Overall Objective and Specific objective remained, outcome and output indicators were broken down in three common result areas; outcome indicators per each result area are indicated here below:

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

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

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



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

2.2.1 Progress of indicators

Indicators ⁴	Baseline value (2015)	Value 2016	Target 2016	End Target 2020
SDA formally established and operational	N/A	0	0	SDA
Number of SSCs and SDCs established and contributing to making SD relevant	5 SSCs, 0 SDCs	5 SSCs	5 SSCs	14 9 SSCs, 5 SDCs)

2.2.2 Analysis of progress made

The project continuously engaged the Ministry of Education and other stakeholders to fast track the realization of the Skills Development Authority. Following the December 2015 stakeholder's workshop that provided the mandate to support wider consultation process, the project facilitated bilateral and wide participatory stakeholder consultations during April, August and September 2016. The consultations resulted into a final draft proposal and the approved road map that were handed over to RTF to take forward through the relevant approval processes.

In addition, the project intended to gain an understanding of how the Sector Skills Councils operate on the basis of which areas of support will be identified, and this process is still ongoing. In 2016, the project was invited to participate in (only) two SSC meetings (Tourism and Hospitality and Agriculture).

⁴ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

It's however important to note that the project does not have direct control over achieving the outcome at this level. It requires high level political backing and strategic/political discussions at national level towards the establishment of the SDA. Strategic alignment amongst the Education Development Partners is key not to duplicate efforts and to ensure a constructive dialogue towards implementing the common SU strategy..

2.2.3 Potential impact

Its foreseen that if the SDA is not established, there will be a disconnect between (project) achievements implemented at the grass root in the field and a lack of national level coordination of the skills development initiatives at national systemic level. As an early mitigation measure, the project strongly advocates for private sector involvement, strong coordination with other implementing partners and initiation of local skills development committees to support the SU processes at field level.

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

2.2.4 Progress of indicators

Indicators ⁵	Baseline Value (2015)	Value 2016	Target 2016	End Target 2020
Number and % of SDF grant recipients that continue with improved practices (e.g. partnerships / WBL) 6 months after project	NA	0	10%	60%
The level to which the following aspects have been integrated in the new short term training modules: integration of green skills, gender mainstreaming, life skills, HIV, entrepreneurship skills.	N/A	0	10%	50% of grantees integrate cross cutting themes
Number of SDF beneficiaries 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)	N/A (Studies of WN & Karamoja)	0	0	2500 of whom 30% women (500-Albertine, 1,000 EUTF, 1,000 Karamoja)
Number of SDF beneficiaries (disaggregated: vulnerability / gender / origin / refugee) that participate in training in formal BTJET and entrepreneurship training in order to enhance employable skills.	N/A	0	450	3500 of whom 30% women (Albertine 1500, Karamoja 1000, EU 1000)
Utilization rate of start-up kits after 6 months after disbursement	N/A	0	0	40% utilization
Level of adoption/ handing over of SDF management system to national authorities	N/A	0	0	SDF handover the National Authorities

2.2.5 Analysis of progress made

⁵ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

The sub-outcome at this level is to ensure that Skills Development Fund (SDF) grant recipients provide quality skills development programs that are responsive to labour market needs. A fair progress has been made as 2016 focused on set up of the SDF mechanism resulting in a pilot launch in 2016.

A lot of ground work has been done already laying the ground as a springboard to propel activities. The pilot roll out of the fund was successfully launched in December 2016 and the pilot call for proposals was issued on 13th December 2016. Information sessions have been done in the Albertine-Rwenzori region. Applications are expected early February 2017 and the selection will be done during quarter one of 2017. Grants will be awarded to successful applicants and training will commence immediately. Start of training is foreseen by April 2017.

Also in relation to targets made in the matrix above, it was realized that the timeframe for the targets were unrealistic and could not be met in 2016 given that they are dependent on the activities implemented by the grant recipients hence most of them will be achieved in 2017.

2.2.6 Potential impact

Given the awareness created by the fund on provision of demand driven skills training and the importance of working with the private sector, there is high expectations for the fund to foster changed practices for skills development through partnerships between training institutions and the private sector.

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

2.2.7 Progress of indicators

Indicators ⁶	Baseline Value (2015)	Value 2016	Target 2016	End Target 2020
No. and % of beneficiaries (men/women) that have received a certificate in accordance with employer needs, through a recognized technical and vocational certification body (e.g. Workers' Pas / City and Guilds, etc.) and in employment or self-employed.	N/A	0	20%	70% completed course and certified compared to enrolled
% Increase in number of trainees enrolled in priority sectors verses overall enrolment		0	10%	30% increase in enrolment in the priority sectors
Score on self-assessment tool for partner institutions scoring on: (Relevance / Quality / Equitable Access / Effective Management / Efficiency and resource mobilization)	1.3 out of 4.0	1.3	1.5	Average Self-Assessment scores increase to 2.6 out of 4.0
Percentage number of hours trainees spend engaged in WBL vis a vis number of hours trainees spend in BT/VET Institution	N/A	0	5%	25%

2.2.8 Analysis of progress made

The sub-outcome at level three is to do with supporting the seven (7) partner BT/VET training

⁶ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

providers (5 in the Albertine/Rwenzori and 2 in Karamoja) to Establish Centres of Excellence (CoE) in a chosen priority sector for each training provider. The objective of establishing CoE is that they provide quality skills development programs that are responsive to labour market needs, following the 5 pillars of the national Skilling Uganda strategy, including economic relevance, quality of training, equitable accesses, effectiveness and efficiency of resources.

As a starting point for the intervention, the management of the 7 institutions undertook a self-assessment towards the strategic pillars of the SU reform strategy. Throughout the project implementation, there is need for the partner VTIs to do another self-assessment to establish their current status scoring according to the 5 pillars of the Skilling Uganda strategy.

There is need to collect baseline data for 2015/2016 on the number of trainees enrolled in priority sectors vs overall enrolment. Further collection of baseline for the 5 partner VTIs needs to be conducted in the Albertine and Rwenzori region, this is foreseen in Q1 2017. There is also need to revisit and analyze the baseline survey report done for the partner VTIs in Karamoja region due to information gaps that still exist.

With the new BTVET curricula in place, there is a need to collect data/information from the partner VTIs for all the priority sectors. However, for hotel and catering trade the new curriculum is not yet being implemented by the partner VTI. There is also need to collect the industrial training assessment forms for the partner VTIs for those who have undertaken training to compute the percentages. Lastly tracer studies will need to indicate employment records for graduates. These information needs will be filled in 2017.

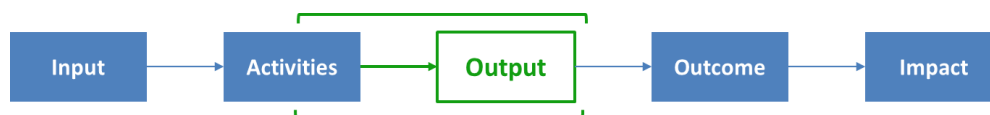
2.2.9 Potential Impact

With the development of Business Plans of the partners training providers based on the Skilling Uganda Strategy 5 pillars, the project shall support the implementation of their plans which involves the following key areas:

- Improved graduate employability through practical market driven skills development
- Strengthening work collaboration with the private sector
- Building of cooperative forms of Work Based Learning (i.e. apprenticeships, Industrial training, internships)
- Increased enrolment of vulnerable youth especially girls in BTVET programmes
- Building of Management capacities for modern TVET and its integration in management processes (HR, financial, academic, maintenance and production management)
- Strengthening of instructors technical and pedagogical for both formal and non-formal skills development
- Improved access to quality BTVET training through improved facilities and equipment
- Integration of ICT in the instruction processes
- Development of production and services systems in the institutes
- Financing of BTVET training through the SDF and cooperative forms of training with the private sector
- Etc.

The achievement of implementation of the paradigm shift to the above stated objectives at field level shall be shared with national stakeholders which could inform future direction of the skills reform from the bottom up.

2.3 Performance output 1



2.3.1 Progress of Indicators

Sub OUTPUT 1: System Change: Capacity of stakeholders is improved in relation to the skilling Uganda strategy				
Indicators⁷	Baseline value (2015)	Value 2016	Target 2016	End Target 2020
No. of priority sector labour market scans (LMS) (including TNAs) and livelihood studies in the project areas conducted, and utilized by partner institutions for skills development training.	World Bank (Oil & Gas); RTF Western Region	3 (West Nile, Karamoja, WB: Transport)	0	6 Comprehensive LMS studies
Level of integration of cross-cutting issues (gender / HIV / environment) in the conducted studies above (scoring on a number of criteria tbd).	N/A	N/A	50%	80% integration of Cross cutting issues in 9 studies
No. of Training initiatives undertaken (training / study tours / bench marking / exchange visits) conducted for SDA, SDC, SSC)	3	3	3	11 (5 for SDA, 3 for SSC & 3 for SDCs)
No. of people possessing and practicing modern BTJET skills as a result of training.	N/A	0	100	250

2.3.2 Progress of main activities

Progress of <u>main</u> activities⁸	Progress:			
	A	B	C	D
1. Support to the Reform Task Force; analyses current functions and identify gaps, support the RTF in coordination function, conduct mapping and publish updates, support piloting and governance of BTJET		X		
2. Establish and M&E system, develop and establish M&E system, conduct baseline study, collect and disseminate good practices		X		
3. Implement a capacity building programme for all key actors, build capacity of all key actors in government and administration build capacity of key actors of BMO and UGAPRIVI		X		
4. Support the establishment of coordination structures at district level, establish a district based BTJET and labour market council			X	

⁷ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

⁸

- A: The activities are ahead of schedule
- B: The activities are on schedule
- C: The activities are delayed, corrective measures are required.
- D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

Labour market observation system				
5.Undertake Action Research			x	

2.3.3 Analysis of progress made

Achievements

- Technical Assistance and support to the Skilling Uganda reform process;
 - SDA final draft proposal developed through a wide consultation process (+100 stakeholders). Bilateral and wide stakeholder workshops were held in Dec 2015, April, Aug, Sept 2016.
 - Continued support to RTF Board
- Review and finalization of the project M&E log frame through a participatory theory of change workshop (oct 2016).
- Capacity building of SU stakeholders: ITC-ILO trainings: Financing for Skills Development (March 2016, Turin), Skills Anticipation and Matching (Turin, October 2016). Modern TVET Management (Fort portal, May 2016), Get Energy conference (Dec 2016), Skills development for sub-Saharan Africa, Dar Es Salaam (Dec 2016).
- Support the setup of sector dialogue in collaboration with other technical and implementing partners: World Bank, GIZ, AVSI, and PSFU among others.
 - Dialogue with Sector Skills Councils towards identification of support areas.
 - Participation to Oil and Gas Conferences to disseminate and align expectations O&G conferences (April & Dec 2016).

Influencing factors

- Where output of support activities is paramount; the overall outcome under this result area (SDA) is beyond SSU project management control.
- Further support towards capacity building of BTVET stakeholders will depend upon the establishment of the SDA.

Unexpected results

N/A

2.4 Performance Output 2

2.4.1 Progress of Indicators

OUTPUT 2: Piloting SDF: Skill Development Fund system operational in the project area, serving as a model for the future national skills development fund.				
Indicators⁹	Baseline value (2015)	Value 2016	Target 2016	End Target 2020
No. of short term training modules developed/upgraded and formalized, based on local livelihood and labour market needs.	0	0	5	At least 20 trainings/niches for which new or adapted

⁹ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

				programmes are developed.
SDF grant system set-up and operational including: manual of operations, fund guidelines for specific baskets.	N/A	Grant system setup	Grant system setup	SDF system handover
Volume of grant agreements signed through SDF	N/A	0	0	4.6 million Euros
Number of awareness + promotions campaigns conducted for enhancing the participation of vulnerable groups (youth, girls, Karamojongs, refugees)	N/A	15	3	45

2.4.2 Progress of main activities

Progress of <u>main</u> activities ¹⁰	Progress:			
	A	B	C	D
1. Design the PSDF, design the PSDF, circulate draft, and integrate experience.		X		
2 Build capacity and elaborate manual of operations, define setup, define selection committee train PSDF staff, validate manual of operations,		X		
3 Operate the PSDF, test run the PSDF, recruit PSDF staff, define thematic and sector choices		X		
4. transfer experience to national SDF, consultancies and workshops	X			

2.4.3 Analysis of progress made

Achievements:

The Skills Development Fund operations manual was developed, benchmarking along other skills development financing facilities including the World Bank funded, the BTC supported Work Based Learning (WBL) fund in Palestine. The operations manual was approved by the Programme Steering Committee as a “live” document which will be updated based on the learning and feedback from rolling out the fund.

The SDF Selection Committee that will comprise of members from the private and public sector in the proportion of 50:50 has been proposed, pending appointment. This will ensure that the initiatives supported by the fund are responding to the labour market needs but also shape policy discussions on financing skills development.

The fund has social targeting to ensure access to skills development for the vulnerable youth women and girls. To this end vulnerability was defined to ensure that those that are socially, economically and geographically marginalized in skills development are supported and facilitated to enter the job market.

Also the role played by the promotional/awareness campaigns to sensitize various stakeholders especially

¹⁰ A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

during the pilot call for proposals was remarkable. The promotional activities included engagement of electronic and print media both at national and local levels. Meetings with different agencies, Livelihoods coordination groups and individuals has raised awareness about the needs to finance skills development as well as integrating skills development in livelihoods.

The launch of the SDF Albertine Rwenzori pilot call for proposals (Dec. 2016) with the aim of stimulating joint ventures between training providers and the private sector actors highlighted the need for strong partnerships between these two to ensure provision of relevant skills development trainings. The fund will be the “glue” that holds these two and stimulates their development as they have either been weak and passive or non-existent.

The anticipation of a growing fund (with additional donors) and increased areas of piloting foreseen only for mid-way of the intervention has already been reached in its first year of implementation with additional donor stepping in for West Nile (EU TF) and Karamoja (IrishAid). In addition, the alignment with the Skills Development Facility further strengthens to learning environment for a future national SDF. For example, the creation of the SDF brand was a key achievement, especially that it is a joint logo shared with the World Bank funded matching grant facility. The two financing interventions sharing the same brand will provide a stronger voice in the advocacy and discourse leading to the national skills development fund.

Influencing factors

Other actors that are financing skills development for example the World Bank funded skills development facility implemented by the Private Sector Foundation of Uganda (PSFU). Aligning the two arrangements is key to ensure clarity to the beneficiaries.

To ensure standardization and certification, consultations with national skills development actors in the SU framework is key to develop and strengthen a reference framework for diversified skills supply. Here it is worth mentioning that surprisingly, in July 2016 the Directorate of industrial Training (D.I.T) has taken back the responsibility over the Workers’ PAS and is responsible to have appropriate ATPs for the short training modules developed and certified.

Appointment of SDF selection committee members is pending since November 2016.

Unexpected results

- expansion of the fund through European Union and Irish Aid support (*see above*)
- Skills for livelihoods: window 3 of the SDF helps broadening of skills service delivery to cater for instant (relevant, qualitative and certified) skills needs of beneficiaries supported by livelihood, value chain and IGA actors. This window is expected to professionalize the lower equilibrium skills training segment and increase matching opportunities with actors in economic, agriculture and livelihood development.

2.5 Performance Output 3

2.5.1 Progress of indicators

OUTPUT 3: Support to Establishment of Centres of Excellence: Accessible BTJET centres of excellence, with special attention to BTJET needs and potentials of women and girls.				
Indicators¹¹	Baseline value	Value 2016	Target 2016	End Target 2020

¹¹ Use the indicators as shown in the logical framework (from TFF or last version of logical framework)

	(2015)			
No. of formal agreements signed with the private sector (PPPs)	NA	0	3	14
Number of instructors trained in priority sectors in relation to WBL programs, and using the skills	VTI Self-Assessment	0	10	70
Number of Private Sector master crafts persons trained in priority sectors and in relation to WBL programs	N/A	0	0	500 master craft persons trained in priority sectors vis avis other sectors
No. of CBT curricula developed/upgraded and integrated with crosscutting issues and training programs conducted based on labour market needs (NPA/SU)	N/A	9 (CBT appraisal ongoing)	Long term : 2 Short Term : 4	Long term courses: 12 Short Term courses: 20 Evaluation of BTJET curriculum on going
No. of BTJET institutions and facilities rehabilitated, expanded and equipped (NPA)	NA	0	0	7 Institutions
% increase and Number of enrolled target beneficiaries (disaggregated: vulnerability/gender/origin/ refugee) that attain CBET qualifications	NA	0	5%	30% increase of Vulnerable Youth and 30% increase of females
Number and % of beneficiaries (men/women) that participate in training in non-formal & formal BTJET (with entrepreneurship component) in order to enhance employable skills			5% women; 10% Karamojong	At least 30% girls and women and (70% Karamojong in Karamoja program) 800 West; 200 Karamoja

2.5.2 Progress of main activities

Progress of <u>main</u> activities ¹²	Progress:			
	A	B	C	D
upgrade first group of selected training providers, provide construction equipment and upgrade instructors			X	
upgrade management capacities of the 5 training providers, development of bottom up business plans identify gaps, organize training, equip administrations of schools		X		
supervise development plans of 5 institutions, develop operating means for follow up by field officers		X		

¹² A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

Establish continuous training with Abilonino/Nakawa conduct needs assessment, design courses, organize training, twinning with SYNTRA/VDAB		X		
improve quality of internships, design and run internship programme improve existing traditional apprentices		X		
initiate initiatives for improved training provision and access to training PSDF funds through calls for proposals funds for gender, funds for vulnerable groups		X		
set gender targets, define scope for each call for proposal sensitization campaign, gender and vulnerable groups expert		X		
set social targets, define scope for each call for proposal		X		
set quantitative targets and tracer studies, initiate tracer studies			X	
Provide international and national expertise, district ATN, field component, 4 national field officers.	X			

2.5.3 Analysis of progress made

Achievements

- Business Plans have been developed by the 5 partner training providers and have been approved by MoES for Albertine-Rwenzori and are under development for 2 VTIs in Karamoja, with the support of the SDHR project. HRD plans have been developed by the 5 partner training providers in the West. Based on these plans a number of work packages have been developed by field team to prepare overall support package to the partner training institutes.
- The process for collaboration with the private sector (UMA,,USSIA and other companies) has been initiated with the field coordinators working from the USSIA regional and district office. Meetings with the private sector have been conducted, mainly with UMA, USSIA and UGAPRIVI
- A series of capacity building activities has been initiated including a training on '*Management of training institutions*' organized with ITC-ILO in Fort Portal (May 2016). In addition, the mobilization and sensitization of the groups of people to be trained as master crafts already done for the Albertine and Rwenzori region. Work with TTE National experts for the training of Master crafts is in progress and the training is expected to be initiated by February 2017.
- An assessment of the 9 newly developed CBT curricula is underway (a comprehensive report to be produced by February 2017), investigating major implementation challenges being experienced by partner VTIs and key recommendations for improvement shall be provided to the NCDC.
- With a considerable delay, the infrastructure designs are underway for the Albertine and Rwenzori region and expected to be completed by August 2017. Close monitoring is required to ensure this component remains achievable within the timeframe of the project.
- To fast track quick wins in the VTIs, a list of priority tools and equipment based on the new curriculum have been produced and procurement process is initiated.
- For the Karamoja region the procurement of the design consultant is in advanced stages and the actual designs are expected to be complete by end of October 2017

Influencing Factors

- Positive commitment of the management by the partner training providers towards project activities
- Delays in the infrastructure tender procedures; close monitoring is required.
- Understaffing of instructors in public training institutes (UTC Kyema, Kasese Youth Polytechnic, Nakapiripit VTI).
- Pending law on private sector representation at governing councils of training institutions.

Unexpected results

- Expansion of SSU field intervention to 2 additional VTIs in Karamoja, enlarging the scope of piloting of SU
- Fruitful collaboration with other pilot SU implementing actors, creating opportunities for peer-to-peer learning and exchange between the various management of the pilot SU training institutions

2.6 Transversal Themes

2.6.1 Gender & HIV

The following has been achieved

A gender strategy has been developed for the BTVET sub sector and gender and HIV components have been integrated in the business plans of the partner VTIs and in the pSDF manual. This was done in line with the specific commitments laid down in the TFF. In addition;

- The pillar of equitable access has been integrated in the business plans of all the partner VTIs with specific actions aimed at increasing access to vocational training disaggregated by gender among others
- pSDF manual and guidelines have a window for social targeting which is aimed at increasing opportunities for gender equality
- The projects e.g. Irish and EU funded have an embedded affirmative action aiming at young refugees and Karamojongos girls, women.
- Gender issues are considered in project recruitment in terms of gender balance and a gender/vulnerability officer was recruited to guide the project implementation.

What needs to be done

The partner VTIs will be supported to implement their specific gender and HIV commitments outlined in their business plans ie developing and implementing gender and HIV mainstreaming strategies, formation of clubs, having FPOs and awareness building. Capacity building for BTC staff will be conducted to enable them support the implementation of gender and HIV interventions and continue gender focused communication.

- Support our partners in the development of gender & HIV strategies and selection/targeting criteria: e.g. encourage partner VTIs to have a focal point person to handle among others the issue of vulnerable groups and gender.
- Undertake awareness activities for vulnerable groups regarding the SDF opportunities and equitable access to skills development which may increase their chances for increased access.
- Fast tracking for VTIs to have equitable access (promote gender) to the SDF.

2.6.2 Environment

The following has been achieved

Environment aspects were fully incorporated in the solicitation of design, documentation and supervision services for works and suppliers for the five BTVET institutions that is currently on going in the partner institutions. The consultant is expected to undertake a detailed Environment and Social Impact Assessment (ESIA) and will develop an Environment and Social Management and Monitoring Plan (ESMMP), which the Contractor will follow during execution.

In addition, environment is one of the key areas that was fully analyzed and planned for under the business plans of the institutions. There is also a great level on importance attached to Occupational Health and Safety (OHS) for instructors'/ master craft men in trainings and follow up. The support to implementation of Agro-Forestry projects in two partner institutions in the West is ongoing.

In the SDF, there is a special focus on promotion of green skills for the green economy. In the context of the West Nile intervention a concept is under development for alternative shelter building techniques within the new OPM/UNHCR shelter policy for refugees.

What needs to be done

Plans are underway to support formation of 'Environmental clubs' at the training institutions. Also various activities need to be implemented, such as OHS, agro-forestry planting and business plan follow up to ensure that crosscutting issues are well handled through defining the criteria, tracking utilization and

developing a monitoring tool.

In the arid context of Karamoja, water efficient techniques will be important in skills training, especially in the case of the agriculture trade focus of Nakapiripirit VTI.

2.6.3 Integration of ICT

The following has been achieved

Utilization of online tools such as: mobile money for payment of allowances to participants at field activities, an online survey monkey to conduct the training needs assessment among the livelihood actors, and the use of social media to raise awareness around the SDF. At VTI level, the integration of ICT in education is at a very basic level; nevertheless, ICT needs and gaps analysis is considered in the Business Plans. Pragmatic choices are to be made to upgrade the ICT mainstreaming at the VTIs.

What needs to be done

More needs to be done to reach out to the partners for instance basic ICT training of institution staff and management (foreseen through SDHR), internet connectivity needs to be addressed at the institution level (to be discussed at MOES level), among others.

On the other hand, integration of the hands-on use of ICT in the priority sectors (such as use of App in motor vehicle technology), engaging private sector companies, IT management tools, specialized short term trainings utilizing online videos or applications, etc. On line tracer studies are being prepared. Lastly, recycling of e-waste and repair of IT equipment could be considered.

2.6.4 Vulnerable Groups

The project launched an assignment to define the vulnerable groups and the criteria for their selection as beneficiaries under the SDF. The following categories were identified as vulnerable: refugees, women and girls, people with disability, culturally marginalized groups like the Karamajong, school drop outs, child mothers and people infected and/or affected by AIDS. This feeds the SDF manual and guidelines that have a window for social targeting which is aimed at increasing skills development opportunities for vulnerable groups.

The following has been achieved in this regard:

- The pillar of equitable access has been integrated in the business plans of all the partner VTIs with specific actions aimed at increasing access to vocational training by vulnerable groups.
- An assignment to define vulnerability has been executed by SSU to ensure that the target group is not missed out.
- The projects e.g. Irish and EU funded have an embedded affirmative action aiming at 70% of the beneficiaries having to be either refugees of Karamojongos
- Gender and vulnerability issues are considered in project recruitment in terms of gender balance and a gender/vulnerability. A vulnerable youth officer was recruited to guide the project implementation.
- Integration of the vulnerable group & gender sensitive indicators in the M&E strategy.

What needs to be done:

- Support our partners in the development of vulnerable groups/vulnerability strategies and selection/targeting criteria: e.g. encourage partner VTIs to have a focal point person to handle among others the issue of vulnerable groups and gender.
- Capacity building of project staff and other key stakeholders on mainstreaming vulnerable groups activities in their planning.
- Attempt to involve vulnerable groups in the implementation of project activities e.g. Planning and implementation, especially in the working groups at the local level.
- Undertake awareness activities for vulnerable groups regarding the SDF opportunities and equitable access to skills development which may increase their chances for increased access.
- Fast tracking for VTIs to have equitable access to the SDF for vulnerable groups.

2.7 Risk management

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Lack of consensus on establishment of the SDA, although the SU Strategy has been formally approved by government	Inception stage	DEV	High	High	Very High Risk	Document and disseminate the statements by the President, the Prime Minister and sector Ministers, and of international and national investors who stress the importance of skills for development & work out alternative strategy focusing on fund & field components of the project	PMT + RFT	Continuous	Wide stakeholder consultation (in Dec 2015, April, Aug & Sept 2016- more than 100 participants) in the run up to the SDA has been facilitated by the intervention, including consultations with OPM.	In progress
						Technical support to RTF and all stakeholders involved in SU/SDA reform process	PMT + RTF	Cont	TA throughout 2016, capacity building of BTVET Stakeholders included several international benchmarking visits & training of BTVET, DIT, private sector and other stakeholders	
						Organization of field achievements independently from the creation of the Skills Development Authority	PMT	cont	Set up PMT office (to steer the process at local level) foreseen in Jan 2016, implementation of SU in the field through support to the colleges in collaboration with other implementing partners, Local Skills development committees	
						<i>Insert a line here</i>				
Poor/lack of funding towards National SDF once its set up.	TFF Design phase	DEV	High	Low	Medium Risk	Active presence on the political and the technical level, sustained by the Belgian Embassy and the Resident Representative of BTC, support for a specific Sector Table "BTVET-Employment"	BTC RR	Cont	Active lobbying with the private Sector for when opportunities are presented to use PSDF as a funding mechanism for innovative SD (within SU strategy)	In progress
						Continued dialogue with RTF/SDA to advocate for the creation of a basket Skills Development Fund informed by the experiences of pilot skills development fund	PMT + RTF	Cont.	Communication lines between PMT and PSFU are being set up	

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
						Active support to RTF for the creation of sustainable multi-source funding mechanism for SDF/SDA	PMT + RTF	Cont.	BTC-SSU secured additional funding for implementation of SD in respectively the West Nile (through EU emergency Trust Fund for migration) and Karamoja (with kind support from Irish AID)	
						<i>Insert a line here</i>				
Other funding/Financing arrangements for skills development may compete with SDF	ToC Workshop	DEV	Medium	Medium	Medium Risk	Work closely with other actors engaged in skills development funding to avoid duplication and unnecessary competition	PMT	cont	Partnership and working together with PSFU is already ongoing , Mutual representation on the Grant committee	In progress
						<i>Insert a line here</i>				
poor participation by the Private sector in the project		DEV	Low	Medium	Low Risk	Set up and coach Sector Skills Councils, proactively seek PPP alliances	PMT + RFT	cont	Limited progress due to insufficient access to SSC's via the RTF	In progress
						Participatory approach strategy of the Project: pro-active and continuous communication with District authorities are the first priorities for the Project and its staff	PMT	Cont	installation of field coordinators ongoing in local setting	
						Enquiries with potential employers, search for champions, negotiation with management of BTVET institutions to seek PPP alliances	PMT	Cont	continued work with RTF, SSC and PS partners at level of 5 institutions at USSIA offices	
						Direct lobbying with private Sector for inclusion in the implementation of SU	PMT	Cont	Continuous collaboration with USSIA, UMA etc	
						<i>Insert a line here</i>				

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
Low management capacity of relevant MoES departments to implement SU strategy reforms	TFF design phase	DEV	Low	Medium	Low Risk	Targeted capacity building measures addressing staff of relevant MoES departments (incl.BTVET Department and Department of Industrial Training)	PMT + RTF	Cont	Future SDA capacity building plan will include this aspect; in a meanwhile SSU includes relevant departments in its capacity building activities (ITC ILO training in Turin, annual Local, regional and International SD conferences).	In progress
						Targeted capacity building measures addressing technical staff and human resources officers of business associations, trade unions, and the Association of Human Resources Managers	PMT + RTF	Cont	Future SDA capacity building plan will include this aspect; in a meanwhile SSU includes USSIA, UMA and other associations in its capacity building activities, where possible. Local field offices are in preparation with USSIA.	
						Technical committee to be included as reflection body in project activities with international and local expertise	PMT	Cont	in pipeline	
						Capacity building and coaching addressing the members and staff of the RTF/SDA	PMT + RTF	Cont	Main actors of RTF and SDA are included in high level capacity building activities (ITC ILO training in Turin). Coaching of RTF is ongoing (to extend possible).	
						<i>Insert a line here</i>				
Bureaucracy and rigidity of SDF procedures impede its implementation and scaling up	TFF design phase	OPS	Medium	Medium	Medium Risk	Flexible management, learning by doing, transparency of operation, giving the local Coordination Committee insight	PMT	cont	SDF manual developed and approved by SC	In progress
						Develop the Manual of Operations while test-running the Fund	PMT + RTF	Q2 2016	a small scale test pilot scheme was launched in DEC 2016	
						Ensure maximum participation from the local business community, District and Municipal authorities.	PMT	Cont	pro-active communication campaign is foreseen for roll-out of pSDF; targeting the creation of PPP initiatives	

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
						Foresee capacity building for beneficiary partners	PMT	Q1 2017	In preparation after concept note stage	
						<i>Insert a line here</i>				
Procurement rules and lengthy procedures for construction and equipment tenders may constitute stumbling blocks on the way of implementation and could demotivate project stakeholders	TFF Design phase	OPS	Medium	High	High Risk	Careful planning is ongoing for construction capitalizing on the experiences of the TTE project	PMT	Q4 2016	activities for 2016 foreseen immediate actions at 3 project results level	In progress
						A package of "Quick win" actions can be contracted out right from the beginning, whereas more structured interventions should be planned carefully in the years 2-3-4	PMT	Q4 2016	package of procurement for basic equipment has been moved to own-management to show quick win at BTVET institutions	
						For all steps in tendering procedures, special attention will be given to follow up and minimization of delays.	PMT/CMU	Cont.	Continuously assess available personnel: a) MOES focal points are in place and b) extra International and national Architect are considered at BTC level.	
						Monitoring of accumulative delays in co-management process and timely intervention (partly of full change to own-management) if needed.	PMT/SC	Q1 2017	SC 3 instructed PMT to monitor delays and will discuss potential intervention at next SC.	
						Engage relevant Departments, Ministries and Agencies (MoES, MoFPED) to pay their VAT contribution	PMT/SC			
						<i>Insert a line here</i>				
Unwillingness of BTVET providers and other beneficiary institutions and partner companies to procure training materials. As a consequence, there may not be	TFF Design phase	DEV	Low	Medium	Low Risk	Participatory approach of the Project: pro-active and continuous communication with District and Municipal authorities are the first priorities for the Project and its staff	PMT + RTF	Cont.	installation of field coordinators in the local setting at USSIA offices	In progress
						Negotiation with management of BTVET institutions motivating them to recruit more change minded managers and recruit female instructors and managers	PMT	Cont.	Process initiated in Q4 2015; inclusion of managers of different MOES department in variety of capacity building & coordination activities	

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
sustained practical training - a core condition for quality training and qualification process						Include special clauses regarding financial management and procurement of equipment and training materials in the service contracts. Ensure strict monitoring of the service providers	PMT	2016 onwards	Careful planning for procurement including maintenance clauses	
						<i>Insert a line here</i>				
Corruption for construction and equipment	TFF Design phase	FIN	Low	High	Medium Risk	The relevant construction unit of MoES will be supported in the process	PMT	Cont.	work-in-progress	In progress
						For all steps in tendering procedures, special attention will be given to anti-corruption measures.	PMT	Cont.	in pipeline	
						Final payments are co-signed by MoES & BTC				
						<i>Insert a line here</i>				
Low female participation due to negative community attitudes	TFF Design phase	OPS	Medium	Medium	Medium Risk	Implement career guidance, counselling & equity targeting through SDF	VTIs and Project	Continuous	Foreseen in SDF	In progress
						develop group dynamics and group roles with beneficiaries by third party partners				
						<i>Awareness building on BTJET</i>				
						<i>Insert a line here</i>				
Inability of targeted groups to participate in the training program e.g. Karamojong, refugees, etc.	TFF Design phase	OPS	Medium	Medium	Medium Risk	(Gender sensitive) communication strategy addressing Karamojong and local leaders.	PMT	Q1 2017		In progress
						Working closely with livelihood and humanitarian agencies and actors, to ensure a smooth transfer of beneficiaries between different programmes	PMT	Cont.	participation in livelihood and other donor working groups	
						Provision of short term training, to take into account the specificities of the local context and the real skills needs of Karamojong	PMT	Cont.	dedicated SDF windows	

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
						Provision of parallel socio-professional counselling and guidance, including possibilities to include in SD-provision through the SDF short numeracy and literacy courses	PMT	Cont.	dedicated SDF windows	
						<i>Insert a line here</i>				
Miss use of start up kits	ToC Workshop	DEV	Medium	High	High Risk	Sensitization of beneficiaries	Field staff, SDF unit, third Party actors	cont	foreseen in call	In progress
						<i>Develop group dynamics and group roles with he beneficiaries</i>				
						<i>Insert a line here</i>				
If the country attitude towards refugees, changes, and Ugandan authorities and communities stop accommodating the refugee population, higher conflicts will arise and Skills development for this target group will have limited impact.	Formulation	DEV	Low	High	Medium Risk	Active dialogue with OPM & UNHCR to keep abreast of Uganda's policy towards refugees	PMT	cont	Regular SC at National and Field level	In progress
						Advocate for Skills Development in technical working groups (such as livelihoods) at national and district level	PMT	cont	Dialogue initiated at National Level to be set up at Field level	
						<i>Protection of natural resources neighboring refugee camps ie forests</i>	PMT		promotion of green skills for green economy	
						<i>Insert a line here</i>				
An excessive belief in certificates and diplomas and the attitude of employers who		DEV	Medium	Medium	Medium Risk	A communication strategy which shows cases of "champions" who have invested in training and who are rewarding quality.to be done in alliance with employers and trade unions at the national level and in the project region	PMT + RTF	Cont.	activities foreseen 2017 should results to continue to highlight examples through results 2 (pSDF) and 3 (5 institutions)	New

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
do not honour hands-on competences with better pay (the “low skills equilibrium”) may render improvements brought about by the project irrelevant						A sensitization campaign which explains that it is rewarding to set and reach international qualification standards. This will marginalize assessment bodies which are separating practical competence at work from achieving formal standards.	PMT + RTF	Cont.	PMT is expected to support RTF in communication campaign based on a clear stakeholder analysis	
						<i>Insert a line here</i>				
Skills mismatch: non-responsiveness of BTJET Training providers to local labour market needs, could lead to unemployed youth & if BTJET institutions focus on increased income generation		DEV	Medium	Medium	Medium Risk	<i>Developing training programs that respond to the labour market scans</i>	PMT + RTF	Cont.	develop relevant circular	New
						Participatory approach (regional-local Coordination Committees, participation of business representatives on management boards of BTJET institutions) giving employers a say and bringing productivity and innovation gains to companies and businesses	PMT	Q2 2016 (recommended setting new targets)	PPP strategy to be mapped out in bottom up business plans	
						continuous engagement on the challenges of overcrowding BTJET institutions versus quality of training	PMT	Cont.	PPP strategy to be mapped out in bottom up business plans, with a strong emphasis on Quality of training	
						<i>Insert a line here</i>				
Failure of BTJET Institutional managers failing to adapt to the new changes.		DEV	Low	Medium	Low Risk	A baseline (organizational audit) established in order to adequately assess the management approach of the BTJET institutions	PMT	Q3	baseline established & HRD plans prepared together with SDHR Project	In progress
						<i>Implement HR training plans for partner VTIs</i>				
						Negotiate increase in HR in VTI at a strategic level			awaiting MoES confirmation of staff retention at Institutions	
						<i>Insert a line here</i>				

Identification of risk or issue			Analysis of risk or issue			Deal with risk or issue			Follow-up of risk or issue	
Risk description	Period of identification	Category	Likelihood	Potential impact	Total	Action(s)	Resp.	Deadline	Progress	Status
BTVET Absorption capacity: limited number of BTVET providers are available in the Northern region, let alone prepared to cater for specific skills development for refugee groups.		DEV	Low	Medium	Low Risk	A baseline (organizational audit) established in order to adequately assess the management approach of the BTVET institutions	PMT	Q3	baseline established	In progress
						A positive list of BTVET providers elsewhere in the country will be maintained for absorption of scholarship beneficiaries in quality training	PMT	Q3	baseline established	
						<i>Insert a line here</i>				

2.8 Steering and Learning

2.8.1 Strategic re-orientations

Continued fragmentation at national level

The mismatch in skills development and the fragmentation of the BTVET-sector continues to reign, despite 5 years of implementation of Skilling Uganda. Throughout 2016, the project has supported the Reform Task Force with a set of activities of which outputs have been delivered. However, by end of 2016, limited progress is demonstrated in the reform process. The dialogue around the Skilling Uganda reform remains mostly an internal MOES issue, with limited involvement of private sector representation, in spite of their membership and lead in the RTF board. The lack of progress in change path at national level requires a strategic reorientation of the project on field component of the project, in case: implementing SU at level of pre-selected training institutions. Involvement of the private sector in this bottom up approach will be key as well as continues coordination with other ongoing field initiatives implemented under the same SU strategy.

Piloting Skills Development Fund

The coming in of 2 additional components (EU and Irish aid) led to increased funding for piloting of the SDF in each a specific socio-economic context, namely refugees and host communities in West Nile and youth, women and girls in Karamoja.

The initiation of the Skills Development Facility financed through the World Bank and implemented by the Private Sector Foundation Uganda (PSFU) prompted for realignment as both are piloting models for the future SDF. In order to streamline communication a joint logo was developed; mutual representation is foreseen at the respective selection committees and manuals have been aligned where possible.

2.8.2 Recommendations

Recommendations:

Recommendations/actions	Actor	Deadline
<ul style="list-style-type: none"> Ensure information sharing on SU reform process and advocate for private sector involvement (lead?) in Skilling Uganda reforms 	Embassy level, EDP, private sector	Ongoing/ continuous process.
<ul style="list-style-type: none"> Focus on field components of intervention to support implementation of Skilling Uganda through a bottom up approach 	SSU PMT	Q1 2017
<ul style="list-style-type: none"> Continue close coordination, collaboration and pooling of resources amongst the different actors implementing component of Skilling Uganda strategy 	USDP & ARDP programmes, EDPs, NGOs, Private sector, etc.	Cont.
<ul style="list-style-type: none"> Generate labour market intelligence and relevated skills gaps analysis in each operational district in collaboration with other actors/sectors 	BTC field team	Cont.
<ul style="list-style-type: none"> Use of the voucher scheme to integrate skills development into livelihoods activities 	SDF team	Q2 2017

linking livelihood actors and with quality skills training providers		
<ul style="list-style-type: none"> Need to fast track private sector, vocational assessment of graduates (either through existing schemes or through pragmatic assessment via BMOs) 	SSU team	Q3 2017
<ul style="list-style-type: none"> Documentation of win-win approaches for the fund 	SDF team	Q3 2017

2.8.3 Lessons learned

Lessons learned:

Lessons learned	Target audience
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, BTC EST, RTF.
Participation doesn't necessarily mean ownership: all relevant MOES departments & other actors have been consulted (over 100 stakeholders) throughout the consultative process on the proposal for the SDA in 2016 and all actors publicly declared their support. However, resistance remains outside this forum.	DGD, BTC EST, RTF
Information sessions around launch of SDF show genuine interest at grassroots level to address skills development through non-classic training settings: high interest in short term courses.	MOES
Bottom up approach in development of business plans (fruitful collaboration through SDHR) was highly appreciated by management or training institutions. The approach ensures their ownership in the interventions but also addresses their frustration of not being taken serious as change actors at national level.	DGD, BTC EST, BTC OPS.

3 Annexes

- 3.3 Project Self-assessment
- 3.4 Follow up of SC
- 3.5 Updated Log frame (attached file)
- 3.6 Budget vs Actual
- 3.7 Minutes of Steering Committee (attached file)
- 3.8 Communication products
- 3.9 Updated job descriptions
- 3.10 Inception report for SSU-BE (attached file)
- 3.11 Baseline & Theory of Change report (attached file)
- 3.12 Methodology of business plan development (attached file)

1 Annexes

1.1 Quality criteria

1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries				
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>				
Assessment RELEVANCE: total score	A	B	C	D
	A			
1.1 What is the present level of relevance of the intervention?				
A	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.		
	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.		
	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.		
	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.		
1.2 As presently designed, is the intervention logic still holding true?				
A	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).		
	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.		
	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.		
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.		

2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way				
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D</i>				
Assessment EFFICIENCY : total score	A	B	C	D
		B		
	A	All inputs are available on time and within budget.		
B	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.		
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.		
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.		

2.2 How well is the implementation of activities managed?	
	A Activities implemented on schedule
B	B Most activities are on schedule. Delays exist, but do not harm the delivery of outputs
	C Activities are delayed. Corrections are necessary to deliver without too much delay.
	D Serious delay. Outputs will not be delivered unless major changes in planning.
2.3 How well are outputs achieved?	
	A All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
B	B Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
	C Some output is/will be not delivered on time or with good quality. Adjustments are necessary.
	D Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N					
<i>In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D</i>					
Assessment EFFECTIVENESS: total score		A	B	C	D
				C	
3.1 As presently implemented what is the likelihood of the outcome to be achieved?					
	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.			
	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.			
C	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.			
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.			
3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?					
	A	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.			
	B	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.			
C	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.			
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.			

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
<i>In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A ; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C ; At least one 'D' = D</i>				
Assessment POTENTIAL SUSTAINABILITY : total score	A	B	C	D
		B		
4.1 Financial/economic viability?				
	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.		
B	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.		
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.		
	D	Financial/economic sustainability is very questionable unless major changes are made.		
4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?				
	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.		
B	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.		
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.		
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.		
4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?				
	A	Policy and institutions have been highly supportive of intervention and will continue to be so.		
	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.		
C	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.		
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.		
4.4 How well is the intervention contributing to institutional and management capacity?				
	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).		
B	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.		
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.		
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.		

1.2 Decisions taken by the steering committee and follow-up

	Decision				Action			Follow-up	
N°	Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
1	The PMT to draft a proposal for staff deployment	Nov-15	SC		The PMT to draft a proposal for staff deployment (whether to be located in the field or at the central level) and present that at the next Steering Committee	SSU	Q1 2016	The proposal for distribution of staff by SSU PMT at the Kampala office and the field office in Fort Portal was approved by the steering committee(10th Feb) with the national engineer, the gender & vulnerable youth expert and the pSDF officer based at Kampala office.	CLOSED
2	Clarity is needed on the consolidated work plan of RTF	Nov-15	SC		The ES/RTF should share the consolidated work plan with the Chairperson (PS);	RTF	Q4 2015	tbc	OPEN
					The consolidated RTF work plan should be discussed in the next Steering Committee meeting;	SC	Q1 2016	in preparation	
					<i>Insert a line here</i>				
3	Consultation is needed on RTF/SDA reform process considering a broader group of stakeholders, including the level	Nov-15	SC		The RTF should organize an internal MOESTS meeting to ensure common ground with MOESTS stakeholders to understand what the SDA is;	RTF/MOESTS	Q4 2015	SDA consultants met with all the relevant Departments in the Ministry; DIT, BTVET, NCHE, UBTEB, UNMEB)	CLOSED

	Decision				Action			Follow-up	
N°	Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	of the office of the Prime Minister (OPM) and other higher level stakeholders.				The RTF to organize in 2 weeks time a consultation meeting considering a broader group of stakeholders, including the level of the office of the Prime Minister (OPM)	RTF	Q4 2015	large scale consultation meeting took place on 10 Dec 2015	
					The SSU project should facilitate the RTF to organize the above meeting.	SSU	Q4 2015	SSU project facilitated this meeting	
					<i>Insert a line here</i>				
4	The SSU Project should explore a collaboration with the existing Skills development for Human Resources Project to retain the management of target institutions in self assesment and development of business plans.	Nov-15	SC		The SSU Project should explore a collaboration with the existing Skills development for Human Resources Project to retain the management of target institutions in self assesment and development of business plans.	SSU	Q4 2015	Institutions were integrated in the SDHR list of beneficiaries; on 4 December 2015, an introductory session took place and on 7-9 Dec 2015 the 5 beneficiary instiutions took part in the training on self-assessment organized by SDHR programme and they participated in the SDHR process	CLOSED

	Decision				Action			Follow-up	
N°	Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
							Q1 2016	5 beneficiary institutions of the SSU project concluded the self-assessment, formulation of Business Plans and HRD plans will commence after training	
					<i>Insert a line here</i>				
5	The SSU Project should support the RTF to improve the proposal for the establishment of the Skills development authority and coach the set up of the SSCs	Nov-15	SC		The SSU project should support the RTF to improve the proposal for the establishment of the Skills Development Authority	SSU	Q1 2016	A team of consultants (International and Local) prepared a proposal for SDA establishment consulting different stakeholders from the Education Sector, relevant Ministries and representatives of private Sector bodies. Document handed over to RTF board in aug 2016 and wider stakeholder consultation led by MOES took place on 8 sept 2016	ONGOING
					The SSU project should support the RTF to coach the set up of the SSCs.	SSU	Q4 2016	Project has requested to participate in meetings of SSCs to further understand their mode of operation, plans and requirements; so far PMT has only been invited to 2 meetings	
6	BTC to share the Ministry of Finance, Planning and Economic Development response on MMU proposal with PS	Nov-15	SC		BTC to share the Ministry of Finance, Planning and Economic Development response on MMU proposal with PS	BTC	Q4 2015		OPEN
					<i>Insert a line here</i>				
7	The next steering committee meeting will be a joint meeting with other	Nov-15	SC		Organize next SC joint meeting with other interventions and should take place in the second half of February 2016	BTC	Q1 2016	undertaken on 18 Feb 2016	CLOSED

	Decision				Action			Follow-up	
N°	Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	interventions and should take place in the second half of February 2016				<i>Insert a line here</i>				
8	Ensure knowledge and understanding of the SSU intervention inside the relevant MOESTS departments	Feb-16	SC		Ensure knowledge and understanding of the SSU intervention inside the relevant MOES departments	PMT	Q2 2016	continuous dialogue ongoing with stakeholders at national and field level; wider communication event took place in Fort Portal on 13 dec 2016	ONGOING
					identification of project focal points in each MOES dept.	PMT	Q3 2016	Focal point nominated by respective departments	
					set up of 'technical working groups' to reflect on & align the implementation of the project	PMT/EDU program	Q4 2016	Concept note on the TWGs is referred to the Education Programme Management Unit for further clarification and alignment to streamline within the Ministry.	
					<i>Insert a line here</i>				
9	Approval of project manuals	Oct-16	SC		Project implementation manual (PIM) is approved	PMT	Q4 2016	SC 3 (oct 16) approved of PIM manual. implement project accordingly and keep updating in relation with education programme manual	CLOSED
					SDF manual is approved	PMT	Q4 2016	SC 3 (oct 16) approved of SDF manual. Manual is kept up to date and coordinated in relation to SD Facility implemented by WB and PSFU	
					<i>Insert a line here</i>				
10	Discussion on risk for delayed implementation of construction works and	Oct-16	SC		The purchase of initial equipment for 160.000 Euro under the own-management modality is approved.	PMT	Q1 2017	Specifications for the purchase is in preparation (based on new BTVET curricula and needs identified in business-plans of 5 VTSS)	ONGOING

	Decision				Action			Follow-up	
N°	Decision	Identification period (mmm.yy)	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	delivery of BTVET equipment				Delays in infrastructure and issues of procurement of BTVET equipment shall be monitored and debated at next SC (2017)	SC/PMT	Q1 2017	Discussion differed to next SC (2017) and PMT to monitor progress of infra tenders & TTE to inform on experience of BTVET tender	
					<i>Insert a line here</i>				
11	The expansion of SSU-SDHR collaboration to include St. Daniel Comboni and Nakapiripirit VTIs is	Oct-16	SC		integrate 2 institutions in SDHR beneficiary list	PMT/SC	Q1 2017	deferred until after the official communication on the projects but with the condition that activities will not be stopped.	OPEN
					<i>Insert a line here</i>				

1.3 Updated Logical framework

Updated M&E Monitoring Matrix attached in Excel file format

1.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	Yes, in October 2016
Baseline Report registered on PIT?	Awaiting SC approval (feb 2017)
Planning MTR (registration of report)	N/A
Planning ETR (registration of report)	N/A
Backstopping missions since 01/09/2015	N/A

1.5 "Budget versus current (y – m)" Report

Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**

Budget Version: **C01**

Currency : **EUR**

YtD : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
A To ENHANCE THE QUALITY OF SKILLS DEVELOPMENT AND MAKE			12.795.200,00	56.630,81	961,96	59.592,77	12.735.607,23	0%
01 The BTVET and Employment sector have a coordinated			2.190.000,00	54.307,24	961,96	55.269,20	2.134.730,80	3%
01 Support the RTF		REGIE	500.000,00	1.668,62	894,36	2.562,98	497.437,02	1%
02 ESTABLISH AN M&E SYSTEM		REGIE	140.000,00	0,00	0,00	0,00	140.000,00	0%
03 IMPLEMENT A CAPACITY BUILDING PROGRAMME FOR		REGIE	190.000,00	0,00	0,00	0,00	190.000,00	0%
04 SUPPORT THE ESTABLISHMENT OF COORDINATION		REGIE	170.000,00	0,00	0,00	0,00	170.000,00	0%
05 UNDERTAKE ACTION RESEARCH		REGIE	80.000,00	0,00	0,00	0,00	80.000,00	0%
06 PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE		REGIE	1.110.000,00	52.638,62	67,60	52.706,22	1.057.293,78	5%
02 The Competitive pilot skills development fund is			357.200,00	0,00	0,00	0,00	357.200,00	0%
01 DESIGN THE Psdf		REGIE	60.000,00	0,00	0,00	0,00	60.000,00	0%
02 BUILD CAPACITY AND ELABORATE MANUAL OF		REGIE	100.000,00	0,00	0,00	0,00	100.000,00	0%
03 OPERATE THE Psdf		REGIE	147.200,00	0,00	0,00	0,00	147.200,00	0%
04 TRANSFER EXPERIENCE TO NATIONAL SDF		REGIE	50.000,00	0,00	0,00	0,00	50.000,00	0%

Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**
 Budget Version: **C01**
 Currency : **EUR**
 YtD : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
03 Quality of training and qualification processes is			10.248.000,00	4.323,57	0,00	4.323,57	10.243.676,43	0%
01 UPGRADE FIRST GROUP OF SELECTED TRAINING		COGES	6.210.000,00	0,00	0,00	0,00	6.210.000,00	0%
02 UPGRADE MANAGEMENT CAPACITIES OF THE 5		REGIE	118.000,00	2.513,47	0,00	2.513,47	115.486,53	2%
03 SUPERVISE DEVELOPMENT PLANS OF 5 INSTITUTIONS		REGIE	40.000,00	0,00	0,00	0,00	40.000,00	0%
04 ESTABLISH CONTINUOUS TRAINING WITH		REGIE	260.000,00	0,00	0,00	0,00	260.000,00	0%
05 IMPROVE QUALITY OF INTERNSHIPS		REGIE	100.000,00	0,00	0,00	0,00	100.000,00	0%
06 INITIATE INITIATIVES FOR IMPROVED TRAINING		REGIE	2.000.000,00	0,00	0,00	0,00	2.000.000,00	0%
07 SET GENDER TARGETS		REGIE	152.000,00	0,00	0,00	0,00	152.000,00	0%
08 SET SOCIAL TARGETS		REGIE	0,00	0,00	0,00	0,00	0,00	7%
09 SET QUANTITATIVE TARGETS AND TRACE		REGIE	30.000,00	1.810,10	0,00	1.810,10	28.189,90	6%
10 PROVIDE INTERNATIONAL AND NATIONAL EXPERTISE		REGIE	1.338.000,00	0,00	0,00	0,00	1.338.000,00	0%
BUDGET RESERVE			538.300,00	0,00	0,00	0,00	538.300,00	0%
01 budget reserve			538.300,00	0,00	0,00	0,00	538.300,00	0%
01 Reserve Co-Management		COGES	158.400,00	0,00	0,00	0,00	158.400,00	0%
02 Budget reserve BTC-Management		REGIE	379.900,00	0,00	0,00	0,00	379.900,00	0%

Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**
 Budget Version: **C01**
 Currency : **EUR**
 YtD : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
Z GENERAL MEANS			2.666.500,00	62.458,79	10.366,76	62.825,55	2.603.674,45	2%
01 STAFF			1.779.000,00	4.083,47	8.040,45	12.123,92	1.766.876,08	1%
01 International programme coordination technical assistance		REGIE	360.000,00	0,00	0,00	0,00	360.000,00	0%
02 Finance , administrative, technical and support staff		REGIE	1.419.000,00	4.083,47	8.040,45	12.123,92	1.406.876,08	1%
02 investments			231.000,00	41.510,28	73,28	41.583,56	189.416,44	18%
01 Vehicles		REGIE	141.000,00	24.621,00	0,00	24.621,00	116.379,00	17%
02 Office equipment		REGIE	35.000,00	8.989,18	0,00	8.989,18	26.010,82	26%
03 IT Equipment		REGIE	30.000,00	7.764,24	73,28	7.837,52	22.162,48	26%
04 Office rehabilitation		REGIE	25.000,00	135,86	0,00	135,86	24.864,14	1%

Budget vs Actuals (Year to Date) of UGA1402711

Project Title : **Support to the implementation of Skilling Uganda**
 Budget Version: **C01**
 Currency : **EUR**
 YTD : **Report includes all valid transactions, registered up to today**

	Status	Fin Mode	Amount	Start - 2015	Expenses 2016	Total	Balance	% Exec
03 IT Equipment		REGIE	30,000.00	7,764.24	73.28	7,837.52	22,162.48	26%
04 Office rehabilitation		REGIE	25,000.00	135.86	0.00	135.86	24,864.14	1%
03 running costs			456,500.00	6,865.04	2,253.03	9,118.07	447,381.93	2%
01 Office rent districts		REGIE	120,000.00	0.00	0.00	0.00	120,000.00	0%
02 Maintenance		REGIE	40,000.00	33.80	0.00	33.80	39,966.20	0%
03 Vehicles		REGIE	144,000.00	1,227.49	9.73	1,237.22	142,762.78	1%
04 Telecommunications		REGIE	60,000.00	334.36	35.15	369.51	59,630.49	1%
05 Office consumables		REGIE	10,000.00	625.09	1,050.42	1,675.51	8,324.49	17%
06 Missions		REGIE	27,500.00	516.68	667.90	1,184.58	26,315.42	4%
07 External communication		REGIE	10,000.00	0.00	67.60	67.60	9,932.40	1%
08 Training		REGIE	15,000.00	0.00	0.00	0.00	15,000.00	0%
09 financial costs		REGIE	5,000.00	93.64	19.00	113.44	4,886.56	2%
10 VAT re-imbursement		REGIE	0.00	4,009.05	486.35	4,495.40	-4,495.40	7%
11 Other		REGIE	25,000.00	24.93	-83.92	-58.99	25,058.99	0%
04 audit, monitoring and evaluation and support			200,000.00	0.00	0.00	0.00	200,000.00	0%
01 Monitoring and evaluation (MTR & ETR)		REGIE	100,000.00	0.00	0.00	0.00	100,000.00	0%
02 Audit		REGIE	60,000.00	0.00	0.00	0.00	60,000.00	0%
03 Backstopping		REGIE	40,000.00	0.00	0.00	0.00	40,000.00	0%
99 Conversion rate adjustment								0%
		REGIE	9,631,600.00	111,089.60	11,328.72	122,418.32	9,509,181.68	1%
		COGEST	6,368,400.00	0.00	0.00	0.00	6,368,400.00	0%
		TOTAL	16,000,000.00	111,089.60	11,328.72	122,418.32	15,877,581.68	1%

1.6 Communication resources

Media Report on the launch of the SDF, business plans of 5 partner institutes and opening of the Fort Portal office



Pre-event media coverage

A pre-event media campaign was undertaken to increase the visibility of the pilot SDF, as part of its roll-out strategy. BTC staff participated in talk shows at the following radio- and tv stations, where the business plans were explained and funding possibilities of the pilot SDF were highlighted.

Media House	Date	Time	Participants
UBC Radio - English (Kampala)	Wednesday 7 th /12/2016	7:00pm-8:00pm (Evening)	Mark Nsubuga (RTF) Christine Karungi Ambrose Atusasire
Record TV – English/Luganda (Kampala)	Thursday 8 th /12/2016	8:00am-9:00am (Morning)	Mark Nsubuga (RTF) Christine Karungi Ambrose Atusasire
Radio Maria-English (Kampala)	Thursday 8 th /12/2016	8:30pm-9:30pm (Evening)	Mark Nsubuga (RTF) Christine Karungi Ambrose Atusasire
HITS FM- English/local language (Fort Portal)	Sunday 11 th /12/2016	7pm-8pm (Evening)	Christine Karungi Emmanuel Ikumbe
KRC FM (Fort Portal) English/local language	Monday 12 th /12/2016	7pm-8pm (Evening)	Mark Nsubuga (RTF) Christine Karungi Emmanuel Ikumbe

As part of the pre-event media campaign, adverts were published in the form of an online article in the Observer on 12/12/2016.

<http://observer.ug/education/50240-belgium-supports-vocational-training-for-marketable-skills>

And printed in the New Vision newspaper on 14/12/2016, to be found in attachment.

Post-event media coverage

Reporters from the following media houses were hired for on-site coverage of the event

- 1) NTV
- 2) NBS
- 3) UBC
- 4) Daily Monitor
- 5) New Vision

This resulted in the following press outputs

Media House	Output
NTV	TV reporting on 14/12/2016 at 1pm in news-bulletin
NBS	TV reporting on 14/12/2016 at 7pm (in Luganda) and at 9 pm (in English) in news-bulletin
UBC	TV reporting 14/12/2016 at 8 & 10pm as headline in news-bulletin
Daily Monitor	Newspaper article on 27/12/2016, to be found in attachment
New Vision	Newspaper article on 19/12/2016, to be found in attachment

	Online article on 20/12/2016 http://www.newvision.co.ug/new_vision/news/1442243/belgian-gov-earmarks-sh749m-vocational-education
--	---

In addition, online stories were created by Hanna Dekerk and published on Facebook, the BTC website and the open BTC webpage. Pictures were posted on an online platform and sent to the participants. This was accomplished with the support and on-site photography of Thea Mathues. The results can be found here below:

Medium	Output
BTC Uganda Facebook	https://www.facebook.com/btcUganda/?fref=ts
Skills Development Fund Facebook	https://www.facebook.com/SkillsDevelopmentFund/
BTC Open space	https://open.btctb.org/en/UGA/2142/234/u/from-the-world-of-training-to-the-world-of-work-launch-of-the-skills-development-fund-and-the-business-plans-of-5-partner-institutions.html https://open.btctb.org/en/UGA/2142/235/u/launch-of-the-regional-health-and-education-office-in-fort-portal.html
BTC website	https://intranet.btctb.org/nl/node/17078
Online pictures	https://www.flickr.com/photos/146618483@N07/shares/Wy333c

1.7 Minutes of “1ST Steering Committee”

SIGNED MINUTES OF THE 1ST STEERING COMMITTEE HELD ON 4TH OCTOBER 2016 ARE ATTACHED IN PDF FILE FORMAT

1.8 Updated job descriptions of long-term personnel as of February 2017

As indicated in the Technical and Financial file (TFF).

Project management structure

MoESTS designates a part time national Project Manager within the Planning directorate (part-time, detached by MoESTS after BTC's no-objection. BTC contracts the Co-Manager after the MoESTS' no-objection. The Project co-Managers will be supported by:

- Project staff at central level located within MoESTS in the RTF offices
- A Project field office in Fort Portal
- The Education Program team

At the central level

At the central level within the MoESTS (RTF offices) the project team will be composed of:

Project Staff	Number of months	Contracting Party
Project Coordinator, national, full-time, appointed by GoU	60 months	MoESTS
Project Co-coordinator, International Technical Assistant	60 months	BTC
Assistant Project Manager, national, full-time	60 months	BTC
Accountant	60 months	BTC
Driver	60 months	BTC
Secretary	60 months	BTC

At the local level

At the local level, in the Fort Portal Field office, the project team will be composed of:

Project Staff	Number of months	Contracting Party
Field Project Manager, International Technical Assistant	60 months	BTC
Project Field Officer (National TVET Expert)	60 months	BTC
National Gender and Vulnerable Youth expert & M&E Expert	48 Months	
4 National Field Coordinators (2 Albertine, 2 Rwenzori)	48 Months each	
Logistician	60 Months	
Accountant	60 months	BTC
2 Driver	60 months each	BTC
Secretary	60 months	BTC
Service contract for security services		

Optional (to be defined during implementation)

- Junior experts: international (additional funding outside of the project's budget)
- Short term international (e.g. Syntra) and national expertise on training (trades)
- Ugandan young potentials to be 'linked' with the international juniors (on the budget of the project)

The Education Programme Unit Team

The Uganda-Belgium cooperation sees its number of interventions in the education sector growing and therefore it is logical to advance towards a program approach. In terms of human resources this translates into a pooling of full time experts for the overall Uganda-Belgium education portfolio that are shared between the interventions of the sector according to an allocation key (% of their time).

Project Staff	Number of months	Contracting Party
Education Programme Manager(BTC)	60 months (40%)	BTC
Education Programme Manager (MoESTS)	60 months (40%)	MoESTS
Architect	60 months (15%)	BTC
Administrative and Finance Officer	60 months (40%)	BTC

Procurement Officer	60 months (20%)	BTC
---------------------	-----------------	-----

Junior assistants can also be recruited by BTC, without additional salary costs on the project budget.

Project Focal Points

The key project partners will ensure participation of staff through nominating Focal Points:

MoESTS: Office of PS, BTVET, TIET, Planning, DIT, RTF.

Business Membership Organisations: FUE, UMA, USSIA: UNABCEC, one per organisation.

The 5 preselected BTVET institutions: Kasese Youth Polytechnic, St. Josephs Polytechnic Virika, Fort Portal, Millennium Business School Hoima, St. Simon-Peter's Vocational Training Institute Hoima, and Uganda Technical College Kyema.

The District Administrations of Kasese, Kabarole, Hoima and Masindi, the Municipalities of Kasese, Fort Portal, Hoima and Masindi.

The MoESTS should ensure that the collaborating departments have sufficient staff which can be trained to assume their tasks in connection with the project.

Project Personnel

1.1 The Project Coordinator (PM)

He was selected by MoESTS from within the MoESTS Directorate of Planning, with a 'no objection' agreement of BTC. He/she will supervise the Project Management Team.

(PMT) and will work on a part-time basis in coordination with the International project co-manager. (For 5 years).

1.2 International Sector TVET Expert (Project Co-coordinator)

The International Sector Expert in TVET was selected by BTC and presented to the MoESTS. He is one of the members of the PMT, and will work on a full-time basis in coordination with the project manager. Duration of the assignment: 60 months MoESTS. He is one of the members of the PMT, and will work on a full-time basis in coordination with the project.

Roles and responsibilities	Minimum qualification profile
<p>He is responsible for;</p> <ul style="list-style-type: none"> - Must ensure, in close consultation and collaboration with the respective officers of MoESTS, the coordination between the different stakeholders, including other donor initiatives; - Makes sure the strategy of the project is consistent and ensures a technically sound implementation of the project ; - Provide expertise and guidance to result areas 1 and 2 - Coach the Project team. - Supervise and evaluate the work of PT-members - Oversees the planning and preparation phase of all components of the intervention - Provides direct technical support to all activities and brings a key contribution concerning BTVET policy and instruments; - Co-Presents to the Project Steering Committee the state of progress of project activities; - Participates, without voting right, in the Project Steering Committee meetings and ensures its secretariat. - Develop - and revise if necessary - ToR for all local staff, and ensure proper recruitment of the local staff. - Organises, coordinates and supervises the implementation of project activities in accordance with the approved project work plans; - Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC; 	<ol style="list-style-type: none"> 1) A university degree (minimum Master level) in Education/Social Sciences/Human resource management, together with at least 8 years' experience in project management; 2) Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers; 3) Managed similar international cooperation projects by bilateral or multilateral donors; 4) Proven and extensive experience in BTVET and coaching of professionals 5) Proven experience in federating different stakeholders in BTVET sector 6) Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset; 7) Clear and concise writing skills and experience in preparing reports and other administrative and technical documents; 8) Good communication, presentation and facilitation skills; Fluent in English;

Roles and responsibilities	Minimum qualification profile
<p>He does:</p> <ul style="list-style-type: none"> - The PM will report to the Project Steering Committee (PSC) and ensure that the members are well informed of project progress and are adequately supplied with sufficient information to carry out their decision-making responsibilities. - The PC will feed back to the MoESTS any changes in policy or direction that the PSC may wish to carry out within the Project framework. He will work in continuous cooperation with the project co-manager. - Reporting to MoESTS and BTC the PM's specific tasks include: - Providing overall leadership of the PMT and coordinating its activities with those of MoESTS - Organising, coordinating and supervising the implementation of project activities in accordance with <p>the approved project work plans;</p> <ul style="list-style-type: none"> - Technical guidance on project methodology and strategy; - oversight of financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC; - Contribution to compilation of the project final report at the end of the project; - Coordination and networking with other national and international partners; - Analyse and consolidate monitoring reports and prepare recommendations to the PSC; - Organise bi-annual PSC meetings; - Prepare the contents and agenda of the PSC meetings; co-present to the PSC - Be responsible for regular communication with BTC on the management and supervision of Project implementation; - Act on behalf of the Chairman of the PSC if authorized, and report back to the Chairperson on actions taken; - Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities; - Ensure coordination and exchange of experiences between the project and other related experiences; <p>Reporting</p> <ul style="list-style-type: none"> - The PC shall discuss and agree with the Chairperson of the PSC on the form and frequency of reporting. Besides periodic progress and financial reports the PC shall provide the following reports: - Consolidated and coordinated quarterly and annual progress reports, including recommendations; - Financial reports in accordance with the requirements of BTC and the MoESTS; - A Final report summarising the results of the Project including lessons learnt, conclusions and recommendation on how the achievements of the Project can be sustained; - Any other reports as requested by the Chairperson of the PSC or BTC. 	<p>He has:</p> <ol style="list-style-type: none"> 1) A university degree (minimum Master level); 2) Good project management abilities, an experience in human resource management, and a good knowledge BTVET; 3) Has managed similar international cooperation projects; 4) Has at least 5 years of relevant experience in monitoring and evaluation of education projects; 5) Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers; 6) Proven experience in implementing cross-cutting themes such as gender, HIV/AIDS and environment will be an asset 7) Clear and concise writing skills and experience in preparing reports and other administrative and technical documents; 8) Good communication, presentation and facilitation skills;
<ul style="list-style-type: none"> - Contributes to the compilation of the project final report at the end of the project; - Analyses and consolidates monitoring reports and prepares recommendations for the PSC; - Organises bi-annual PSC meetings; - Prepares the contents and agenda of the PSC meetings; - Is responsible for regular communication with BTC on the management and supervision of Project implementation; - Ensures the capturing and integration of lessons learnt and experience drawn in the implementation of project activities; - Ensures coordination and exchange of experiences between the project and other related interventions and activities; - She Is an authorized account-holder for the accounts. 	<ol style="list-style-type: none"> 9) Able to work under stressful conditions with no objection to working overtime and undertaking field missions; 10) Knowledge of the local context will be an asset.

1.3 International Contracting (20%) and Financial (40%) Expert (RAFI and International Procurement

expert on part time basis)

The International Contracting and Financial experts was selected by BTC and presented to the MoESTS. He will be a member of the PMT. Period: 5 years.

Roles and responsibilities	Minimum qualification profile
<p>He does:</p> <p>Financial management of the program</p> <ul style="list-style-type: none"> - Assist in budget preparation and financial planning - Validate annual budgets - Supervise accounting of main account and operational account - Control and approve the accounting of the implementing unit - Control and validate the financial reports of the implementing unit - Take final responsibility for timely production of FIT statements; and provide guidance and supervision to the accountant who produces the FIT statements. - Validate consolidated financial reports - Monitor budget execution - Control and validate cash requests from implementing units and prepare cash requests to fund main Account - Manage audits and draft actions plans - Execute payments or provide no-objection approval for payments - Provide no-objection approval for commitments - Draft implementation agreements <p>Procurement management</p> <ul style="list-style-type: none"> - Draft the procurement plan - Supervise the procurement process and raise its efficiency - Ensure compliance with the Belgian and Ugandan procurement rules - Supervise the management of the vehicles, infrastructure and materials - Ensure management and contracts follow-up <p>HR management</p> <ul style="list-style-type: none"> - Ensure administrative management of the local personnel with the help of the administrative and accounting officer (contracts, payroll, days-off) - Help the project manager and co-manager with the recruitment process of local staff <p>Technical assistance</p> <ul style="list-style-type: none"> - Provide advice to the MoESTS and schools in order to improve their financial management and procurement - Provide assistance in the development of new procedures and tools - Provide assistance in the development of the project implementation manual. 	<p>He has:</p> <ol style="list-style-type: none"> 1) University degree in administration and accounting; 2) Minimum 8 years' experience in accounting and project administration; 3) Experience with working for an international organization or NGO; 4) Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) a strong advantage; 5) Proficient in English; 6) Mature, good communicator and team player; 7) Able to work under stressful conditions and with no objections to working overtime and undertaking field missions 8) Knowledge in Total Quality Management will be considered an advantage.

1.4 National Assistant Project manager

1 National assistant project manager. She is on a full-time basis under direct supervision of the Technical Advisor and international project co-manager. She is responsible for giving support to the project manager and the Technical Advisor ITA during the implementation of the SSU Project. *(Please note that to avoid confusion this function is further referred to as National Technical Advisor)*

Roles and responsibilities	Qualification profile
<p>She works autonomously on the following result areas:</p> <ul style="list-style-type: none"> - Capacity building (30%) - Develop a capacity building strategy for the national and local (decentralized) partners of the SU-interventions, and supervise CB-activities - Preparation of different CB-instruments (guidelines, 	<p>She has :</p> <ol style="list-style-type: none"> 1) A masters /degree in social science, education or economy / administration 2) At least 6 years of professional experience 3) Min 4 years' experience in working for a bilateral or multilateral agency.

<p>manual, grant agreements</p> <ul style="list-style-type: none"> - Liaise with the Scholarship intervention - Liaise with other donors and technical partners in BTVET - Liaise with the regional (Fort Portal) office, - Coach the 4 field officers in any CB-activity - Provide guidance and instruments and facilitate M&E - Contribute to the development of a PPP strategy on the national and local level (30%) - Preparation of manuals and guidelines on PPP in BTVET - Provide expertise to Sector Skills Councils - Coordinate working groups <p>M&E (20%)</p> <ul style="list-style-type: none"> - Set-up of the baseline and of the data-gathering methodology for the baseline - Gather M&E data and compile M&E reports. - Operational planning & reporting (10%) - Compile (monthly and) quarterly progress and activity reports, and submit them for approval to the project manager and co-manager <p>She will also (10%)</p> <ul style="list-style-type: none"> - implement additional technical activities assigned to him according to the joint team planning - Ensure when necessary the follow-up of administrative files in support of the project managers and under supervision of the International financial and administrative officer. - Contribute to the compilation of the project final report at the end of the project; 	<ul style="list-style-type: none"> 4) Relevant experience in the TVET sector, expert in PPP, M& E and or/ Capacity building 5) Profound knowledge of and experience in project management. 6) Soft skills such as to work in a team, to work autonomously,
--	---

1.5 National Infrastructure Expert

1 National Infrastructure Expert (NEI). He is recruited to operate within the project team. He/she will work under the direct supervision of the International Sector Expert Infrastructure and the PMT. The NEI will be working closely with the counterpart of the MoESTS, in particular with the CMU and the PDU.

Roles and responsibilities	Qualification profile
<p>He is responsible for;</p> <ul style="list-style-type: none"> - Overall planning of the project activities related to construction, rehabilitation, equipping and furnishing of the training institutions that are part of the TFF; - Organising, coordinating and supervising the implementation of all project activities related to the first task, including follow up of procurement process; - Controlling of quality, time and costs of all project activities related to the infrastructure component of the project; - Organising and coordinating MoESTS inputs in the project, especially with CMU and PDU, but also with BTVET, Reform Task Force and beneficiary training institutions; - Ensuring timely participation, involvement and decision making by the various stakeholders; - Organising the infrastructure activities, including capacity development and awareness raising, in coordination with the other project activities and with a special focus on involving the training institutions in the preparation and execution of works; - Supervising engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure; - Conducting regular site inspections during rehabilitation/ construction works; 	<ul style="list-style-type: none"> 1) Master's degree in civil or architectural engineering; 2) At least 7 years' experience in construction; 3) Proven experience in school building projects; 4) Proven experience in working with public tendering procedures; 5) Independent professional and capable to work with limited supervision; 6) Mature, good communicator and team-player; 7) Fluent in English; 8) Able to work under stressful conditions and with no objection to working overtime and undertaking field missions.

<ul style="list-style-type: none"> - Organising the partial and final handover of both works and equipment, including furniture supply; - Monitoring consultants, contractors and suppliers during all phases of the construction and supply process, including programme, design, tendering, execution and maintenance; - Reviewing and recommending for approval all certificates related to the infrastructure component of the project, for services, supplies and works; - Introducing 'State of the Art' environment protection, energy efficiency and gender sensitive principles into MoESTS guidelines and strategies; - Contributing to the financial and activity reporting of the PMT; - Keeping complete administration (both hard and soft copies) of all project activities related to the infrastructure component of the project, including correspondence, approved documents, finance, reports, procurement, etcetera). 	
--	--

1.6 Finance and Administration Officer

The Administrative and Financial Officer is responsible for responsible for a variety of administrative and finance-related tasks including the ones listed below. She works under direct supervision of the International Contracting and Financial Coordinator in relation to administering and reporting on all types of expenses.

She works in full-time capacity under direct supervision of the International Sector Expert.

Roles and responsibilities	Qualification profile
<p>She was selected by BTC and presented to the MoESTS and is responsible for a variety of Administrative and finance-related tasks including the ones listed below;</p> <ul style="list-style-type: none"> - Banking, cheque and cash management - Prepare, register and keep cheques - Prepare staff payrolls for bank transfers at the end of each month. - Ensures all invoices from external parties (contractors, suppliers,...) are paid in time, by bank - Transfer, cheque or cash and arrange those documents by date. It will be her/his task to prepare bank - Transfers and cheque documents, and also to manage pipeline payment to external parties. - Attend to, and record, all bank transactions, maintain bank accounts, ensure monthly bank statements and account overviews - Take final responsibility for the cash management, and supervise the person allocated the role of petty cash management: this includes regular daily cash counts, verification of balance of cashbook and cash-on-hand, assisting the cashier in solving imbalances, establishing and signing of cash count statements. - Ensure liquidation of any internal advances and update advances outstanding by the end of each month and report accordingly to the Finance officer. - Be responsible for sound cash planning & cash withdrawals, in order to avoid cash shortages or large amounts of cash left in the safe (security issue). - Updates fixed asset register, and follows up consultancies, contractor contracts and the stationary stock. <p>Financial activity reporting</p> <ul style="list-style-type: none"> - Record all project expenses properly in FIT, following the set guidelines and within the required deadline being at the latest the 15th of the following month. - Produce FIT statements for checking and control by the PMU management; make all necessary corrections; and make all necessary 	<ol style="list-style-type: none"> 1) University degree in Administration and accounting; 2) Minimum 5 years' experience in accounting and project administration; 3) Experience of working for an international organization or NGO; 4) Very good hands-on knowledge of Excel and Word are essential. Other programs (Database, accounting programs) will be considered a strong advantage; 5) Proficient in English; 6) Mature, good communicator and team player; 7) Able to work under stressful conditions and with no objections to overtime working and undertaking

<p>preparations for the monthly closing of the accounting.</p> <ul style="list-style-type: none"> - Supervise daily entry of expenses in the cashbook by the cashier. - Supervise and ensure the smooth sub-accounting of schools – including verification of financial reports, expenses and supporting documents. - Produce FIT statements for control by the International and Contracting Coordinator, make all necessary corrections and make all preparations for the monthly closing of the accounting. - Supervise daily entry of expenses in the cashbook by the cashier. - Check and control to ensure quality and completeness of justification and supporting accounting documents of all expenses following the set guidelines. - Ensure accounting coding and budgeting lines are correct: this includes verification of financial reports, expenses and supporting documents. - Keep track of accounting data by putting reference as GT and AT on the specific documents on a monthly basis. - Ensure monthly balance of FIT/Cashbooks/Cashboxes and bank statements are the same, and take responsibility for completion and approval of reconciliation statements if any. - Be responsible for the transparent and consistent filing of all accounting, banking and cash management documents (that are arranged by the cashier). - Ensure that copies of all supporting Bank documents are taken, and check cash document copying by cashier, before these documents are sent to LAF on a monthly basis. <p>Financial Administration</p> <ul style="list-style-type: none"> - Check to ensure correct application of allowances by verifying the calculations of cashier. - Assist PCT with a variety of tasks: e.g. cost calculations, filing finance-related documents, monthly and weekly financial planning, managing pipeline payments...etc. <p>Budgeting and financial planning</p> <ul style="list-style-type: none"> - Provides all necessary accounting data and information to the Managers and International and Contracting Coordinator, for him/her to be able to follow up on budget and planning. - Assist the International and Contracting Coordinator in the elaboration of reports, budgets and plans. 	
---	--

1.7 Project Management Assistant

The Project Management Assistant is responsible for Assisting in daily programme management, file keeping, archiving, internal and external communication, etc. The Project management assistant will work under the supervision of the project management.

Roles and responsibilities	Qualification profile
<p>She is responsible for:</p> <ul style="list-style-type: none"> - Ensure well-functioning and effective administrative, secretarial and office support to the project office. - Ensure systematic documentation, records keeping and/or filing system. - Timely and credible replenishment of requests for office imprest and its accountability. - Handling all communications and proper liaison between the offices and other relevant authorities. - Participation in preparation of quarterly project progress reports, work plans and project activities (upon request). - Keep inventory of all assets and equipment of the project and provide logistics support to the project staff, and follow up on the overall maintenance of offices, assets and equipment. - Keep small petty cash for the office. - Facilitating editing and translation of programme documents; - Make necessary arrangements for missions and consultants 	<p>Minimum profile</p> <ol style="list-style-type: none"> 1) Degree in Social Sciences, Arts, Business Administration or a related discipline. 2) Proven practical experience of at least 3 years in a reputable organization or institution. 3) Post Graduate Qualifications in Public Administration, Procurement, Office management and Social Administration is considered an advantage. <p>Additional requirements</p> <ol style="list-style-type: none"> 4) Excellent writing and presentation skills 5) Excellent communication skills: both professional and

<p>(hotel, transport, reservation, meetings etc.</p> <ul style="list-style-type: none"> - Assisting with travel arrangements - Perform duties as requested by the project coordinator. 	<p>interpersonal skills</p> <ul style="list-style-type: none"> 6) Excellent computer skills, especially MS office programmes (Microsoft Word, Excel, Power Point) 7) Proven knowledge and experience in daily admin & office management (Filing, registration, scanning, etc. skills)
--	---

1.8 Driver

Roles and responsibilities	Qualification profile
<ul style="list-style-type: none"> - Drive persons and/or equipment for projects of BTC Uganda at the duty Accompany station (Kampala, Fort Portal or Arua) the staff on missions outside duty station. - Deliver and pick up mail/correspondence for the project and perform other administrative and logistical tasks as requested - Keep the official vehicle papers and logbook up to date - Drive the assigned vehicle in accordance with Ugandan regulation and with respect for the safety of vehicle users and the public in general. - Keep the vehicle in a good and clean condition and well maintained - Report immediately to the project officer any damage caused to the vehicle by any means. - Ensure that the vehicle is not used for unauthorized purposes - Vehicle maintenance records and ensure report immediately to the project administrator any required repairs or maintenance. - Ensure that all licenses, taxes and insurances are paid and up to date prior to entering the vehicle - Drive safely and ensure safety of your passengers at all times 	<p>He has :</p> <ul style="list-style-type: none"> 1) In possession of valid driving licence (B) 2) Minimum 5 years of experience as driver for a reputable organisation 3) Be punctual and on time 4) Fluent in English 5) Certificate of defensive driving, first aid courses, basic mechanics... are an additional asset.

1.9 (International) Project Field manager Fort Portal

Roles and responsibilities	Qualification profile
<ul style="list-style-type: none"> ● Is responsible for the Implementation of all activities under Result area 3 ● provide technical inputs and feedback in achieving Result Area 2 (design of the pSDF) TFF Skilling Uganda (UGA 14 027 11) Final Version 135 ● coach and support the 5 selected institutions to carry out a needs assessment and development plan ● Collaborate with BMO's and private sector companies to form a regional platform and articulate PPprojects. ● Provide expert guidance and advice to the leadership and governance of the institutions , and to the ● MoESTS, regarding strategic aspects of the operational and educational sides of the institution including in relation to management, governance, maintenance and physical infrastructure and education and training ● Provide advice and guidance to the institution and to the MoESTS in relation to the selection of ● priority fields of study in relation to the labour market ● Ensure the performant functioning of the pSDF (dev of ToR, supporting the selection and grant Committee, provide quality assurance). ● Coordinate with relevant stakeholders (private sector companies) and donors to join the pSDF. 	<p>Minimum profile -</p> <ul style="list-style-type: none"> ● A Master's degree or equivalent in technical fields, social Sciences/ management/ education ● At least 7 years of proven successful experience in the field of strategic / organizational management in BTVET ● Relevant experience in strategic planning of the education and training in BTVET institutions ● Fluent in English ● Able to work under stressful conditions and having no objection to working overtime ● At least 5 years of experience in working with the private sector in BTVET. ● Experience in (supporting) setting up and managing Training Funds.

<p>Reporting</p> <ul style="list-style-type: none"> ● The project field manager shall assist the PMT in the preparation of periodic progress reports and Financial reports. In particular s/he shall assist the PM in preparing: ● Consolidated and coordinated quarterly and annual progress reports including recommendations; ● Financial reports in accordance with the requirements of BTC; ● A Final report summarizing the results of the Project including lessons learnt, conclusions and ● recommendation on how the achievements of the Project can be sustained; ● Any other reports as requested by the MoESTS, PSC or BTC. 	
---	--

1.10 International Infrastructure expert (15% on this intervention)

Roles and responsibilities	Qualification profile
<p>Tasks</p> <ul style="list-style-type: none"> ● Oversee the infrastructure project activities in close cooperation with the PMT and MoESTS; ● Assist in the identification of key stakeholders for the project; ● Maintain close relationships with the MoESTS and other relevant Ugandan agencies, Ministries and the donor community; ● Supervise and guide the contracting of international and local technical consultancy services in close collaboration with the PMT and MoESTS; ● Supervise and guide the contracting of capacity building organizations and other training providers in close collaboration with the PMU; ● Provide technical guidance on project methodology and strategy; ● Assist the PMT and MoESTS in the writing of the terms of reference and all related technical specifications required for the execution of the project activities in the area of infrastructure provision and equipment; ● Provide an input in terms of innovative approaches and technologies related to capacity-building, awareness-raising and alternative design and construction of infrastructure facilities and their evaluation; ● organize activities to evaluate and capitalise on the lessons learned both for MoESTS and BTC; ● Set up the methodology, the tools, and the assignment of responsibility for the technical site ● supervision of the rehabilitation and extension works; ● Supervise engineers and consultants during the preparation and tendering of contracts for ● procurement of works, goods and services; ● Provide support to the PCT in the management of the project; ● Prepare in collaboration with PMT the Project progress reports; ● Coordinate with the PM the preparation of project work plans in cooperation with the PMT; ● Organize, coordinate and supervise the implementation of project activities in accordance with the ● approved project work plans; 	<p>Minimum profile</p> <ul style="list-style-type: none"> ● Degree in civil or architectural engineering; ● At least 10 years' experience in construction and at least 5 years' experience in development cooperation projects (emphasis on public procurement); TFF Skilling Uganda (UGA 14 027 11) Final Version 138 ● Proven experience in school buildings and capacity building activities is an asset; ● Proven knowledge in sustainable projects using energy efficiency principles, alternative technologies and renewable energy production is an asset; ● Fluent in English; ● Mature, good communicator and team-player; ● Able to work under stressful conditions with no objection to working overtime and undertaking field missions; ● Knowledge of the local context will be an asset.

<ul style="list-style-type: none"> ● Assist the PM and co-PM in their role of supervising the preparation of regular financial reports for the Belgian contribution; ● Coordinate and facilitate the financial audit for the Belgian contribution; ● Contribute to the compilation of the project final report at the end of the project; ● Coordinate and network with other national and international partners. <p>Reporting He/she shall assist the PMT in the preparation of periodic progress reports and financial reports. In particular s/he shall assist the PM in preparing:</p> <ul style="list-style-type: none"> ● Consolidated and coordinated quarterly and annual progress reports including recommendations; ● Financial reports in accordance with the requirements of BTC and the MoESTS; ● A Final report summarizing the results of the Project including lessons learnt, and providing conclusions and recommendation on how the achievements of the Project can be sustained; ● Any other reports as requested by the MoESTS, PSC or BTC. 	
--	--

Minimum profile

- Degree in civil or architectural engineering;
- At least 10 years’ experience in construction and at least 5 years’ experience in development cooperation projects (emphasis on public procurement); TFF Skilling Uganda (UGA 14 027 11) Final Version 138
- Proven experience in school buildings and capacity building activities is an asset;
- Proven knowledge in sustainable projects using energy efficiency principles, alternative technologies and renewable energy production is an asset;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions with no objection to working overtime and undertaking field missions;
- Knowledge of the local context will be an asset.

The process of recruitment of the following positions is underway:

1.11 Project National Field Officer

Roles and responsibilities	Qualification profile
<p><i>He/she will be responsible for:</i></p> <ul style="list-style-type: none"> ● Oversee planning and implementing activities for the roll out of the support to the regional BTJET stakeholders and their private sector stakeholders; ● Contribute to the quality assurance and technical guidance of the pilot Skills Development Fund in the Western districts; ● Coaching and supporting the 4 project field coordinators in their tasks; ● Implement additional technical activities assigned to him/her according to the joint team planning; ● Ensure when necessary the follow- up of administrative files in support of the project managers and under supervision of the International financial and administrative officer, based in Kampala; <p>Coaching and supporting 30%</p>	<p>Minimum profile -</p> <ul style="list-style-type: none"> ● A Master’s degree or equivalent in technical fields, social sciences/ business management/ education ; ● At least 6 years of proven, relevant experience in strategic planning and organisational change management of private sector organisations and/or training institutions; ● Profound knowledge of and experience in project management; ● Relevant experience in

<ul style="list-style-type: none"> ● Coaching and supporting the 5 selected BTVET institutions in the Albertine region in setting up and implementing their strategic business development plans; ● Support the skills development in the Western Uganda by providing support to a) the demand side (industry) in identifying the current and future skills requirements of the construction, mechanical, and hotel and tourism sectors, and to b) the supply side (5 selected BTVET institutions) to be able to professionally respond with technical and entrepreneurial training required by the industry; ● Coaching and supporting the regional business membership organizations (BMO's) in identifying the skills gaps within their members; this should include mater-crafts persons, apprentices, and company interns; ● Support the design and implementation of skills development by focussing on <ul style="list-style-type: none"> ○ upgrading instructors of the selected BTVET institutions technically and pedagogically (in service training); ○ developing work-based learning (WBL) schemes as well as its modalities and build the capacities of both employers and training institutions in its implementation; ○ setting up the "Production Unit" approach in the through capacity building and coaching; ○ developing and implementing IT management systems for selected the 5 BTVET institutions; ○ introducing certification for short term courses (such as the workers' PAS in the training and assessment offer of UGAPRIVI and its partners) in the Albertine and Rwenzori region; <p>Reporting/knowledge sharing 30%</p> <ul style="list-style-type: none"> ● Support the setting up of a BTVET knowledge sharing platform for BTVET stakeholders & BMO's at regional level; ● Oversee the monitoring of progress towards business plans of the selected BTVET partners (including tracer studies and supervision), as well as the implementation of the training and other investments financed by the pSDF together with the field coordinators in each district; ● Compile (monthly and) quarterly progress and activity reports, and share with the Project Management Team (PMT) and the international field manager; ● Contribute to the compilation of the project final report at the end of the project. 	<p>facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage;</p> <ul style="list-style-type: none"> ● Experience working with/in the private sector would be an advantage. ● Experience working for a bilateral or multilateral agency would be an advantage. ● Fluent in English, with excellent reporting skills; ● Soft skills such as to work in a team, to work autonomously, etc. ● ICT skills in word, excel, power point and internet; ● Able to work under stressful conditions and having no objection to working overtime.
---	--

1.12 National Field Coordinators (NFCs)

Roles and responsibilities	Qualification profile
<p>BTVET advisor (30%)</p> <ul style="list-style-type: none"> ● Organise and support the assigned partner colleges and affiliated business membership organisations (BMO's), in a comprehensive programme of training and coaching in practical skills delivery of teaching and learning covering all teaching and training staff (including for Industry); ● Provide the specialist knowledge, expertise and experience of modern BTVET, necessary to bring about a paradigm shift to cooperate with private sector and demand-driven BTVET provision; ● Assist in the design, preparation, adaptation and refinement of teaching support materials for teaching staff; ● Introduce throughout the college the "course manual preparation" approach into the BTVET institution; ● Assist BMO's & BTVET institutions in roll out of training programmes financed through the pSDF; 	<p>Minimum profile:</p> <ul style="list-style-type: none"> ● Diploma level, in a technical field (preferably in either in the following civil engineering, mechanical engineering, or hotel and tourism sectors); ● At least 5 years of proven successful BTVET experience; ● At least 3 years' experience in a private company; ● ICT skills in word, excel, power point and internet; ● Proven expertise in the practical side BTVET delivery, using partnerships with private sector; ● Mature, good communicator and

<ul style="list-style-type: none"> Support and monitor all work-based learning (WBL) interventions supported by the project in the designated region. <p>Coaching (30%)</p> <ul style="list-style-type: none"> Organise, coordinate and supervise the implementation of project activities in accordance with the approved business and strategic development plans of the respective institutions and the approved project work plans; Organise regular workshops with college staff & private sector partners to review progress, deliver further information and guidance, and troubleshoot any problems or difficulties being experienced; Support the college in liaising with the private sectors, in particular on joint BTVET governance, WBL programmes and student career guidance; Actively promote the pilot Skills Development Fund (pSDF) in the district and support the BMO's & BTVET institutions in defining their labour market training needs and help them to prepare training requests for financing to the pSDF; <p>Monitoring, reporting and knowledge sharing (30%)</p> <ul style="list-style-type: none"> Support monitoring of progress towards business plans of the selected BTVET partners (including tracer studies and supervision); Monitor the implementation of the training and other investments financed by the pSDF in his/her regions and provide recommendations to the pSDF management; Advise the Project Management Team (PMT) on successes and challenges and contribute to a BTVET knowledge sharing platform for BTVET stakeholders; Contribute to (monthly and) quarterly progress and activity reports, as agreed with the PMT and the international field manager; <p>Other (10%)</p> <ul style="list-style-type: none"> Any other tasks of a similar nature, that may be prescribed from time to time, necessary to achieve improvement in teaching and learning and the objectives of the intervention 	<p>facilitator;</p> <ul style="list-style-type: none"> Fluent in English; Able to work under stressful conditions and having no objection to working overtime; Motorcycle driving license.
--	---

1.13 National Gender & Vulnerable Youth Expert / M&E Expert

Roles and responsibilities	Qualification profile
<p>Gender and Social Targeting 40%</p> <ul style="list-style-type: none"> Set up the framework for gender and social targeting for the relevant project's components; Lead the gender mainstreaming approach and gender audit of the project; Contribute to the development of gender and vulnerable youth eligibility and selection criteria in the framework of the pilot Skills Development Fund (pSDF) to a) facilitate active promotion of specific groups of concern through dedicated target windows of the pSDF and b) monitor impact on specific groups of concern; Ensure gender and social sensitive labour market information gathering; <p>Advocacy and networking 30%</p> <ul style="list-style-type: none"> Lead the promotion campaign to increase the participation of specific disadvantaged groups to Business Technical Vocational Education and Training (BTVET), addressing vulnerable youth, specific groups such as refugees as well as gender disparities; Liaise with relevant M&E, gender and social working groups and other relevant coordination structures; 	<p>Minimum profile -</p> <ul style="list-style-type: none"> A Master's degree or equivalent in gender studies/ social sciences/ business management/ education ; At least 4 years of proven, relevant experience in gender mainstreaming and/or social targeting At least 4 years of proven, relevant experience in Monitoring and Evaluation Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage; Experience working with/in the private sector would be

<ul style="list-style-type: none"> Actively coordinate and seek synergies with other programmes targeting gender and disadvantaged youth; Contribute to the mainstreaming of other cross cutting issues of the project, including disability, environment, and HIV-AIDS mainstreaming <p>M&E/knowledge sharing 30%</p> <ul style="list-style-type: none"> Contribute to the set-up of the project's monitoring framework following BTC's MORE results guidelines in collaboration with the relevant governmental departments and private sector stakeholders, Support gender sensitive and social disaggregated monitoring of project, including tracer studies of pSDF other project beneficiaries; Ensure monitoring of the project's M&E matrix, including mainstreaming and disaggregation of data on gender and social background in regular project progress and activity reporting; Compile lessons learned on promotion of gender and social targeting from project supported activities; Support the setting up of a knowledge sharing platform for gender sensitive and social targeting in BTVET provision at both regional and central level; 	<p>an advantage.</p> <ul style="list-style-type: none"> Experience working for a bilateral or multilateral agency would be an advantage. Fluent in English, with excellent reporting skills; Soft skills such as to work in a team, to work autonomously, etc. ICT skills in word, excel, power point and internet; Able to work under stressful conditions and having no objection to working overtime;
--	---

1.14 PSDF Officer

Roles and responsibilities	Qualification profile
<p>Tasks: The pilot Skills Development Fund (pSDF) officer shall work closely with the project coordinators as well as with the national technical advisor and the project field managers, as follows:</p> <p>Fund management 40%</p> <ul style="list-style-type: none"> Set up the framework, lead the planning and the development of guiding principles for the pilot Skills Development Fund; Lead development and ensure quality of pSDF grant facility operational manual; Oversee quality control of the implementation of activities in support to the Business Technical Vocational Education and Training (BTVET) & private sector stakeholders through the functioning of the pilot Skills Development Fund; Ensure gender equity and social targeting of the pSDF through active promotion of specific target windows of the pSDF and monitoring of eligibility criteria; Ensure when necessary the follow- up of administrative files of the pSDF in support of the project managers and under supervision of the International financial and administrative officer; <p>Coaching and promotion 30%</p> <ul style="list-style-type: none"> Lead the promotion of the competitive pSDF as an agent for change and innovation in Skills Development in Uganda; Coaching and supporting the private sector organisation and the BTVET institutions in the Albertine (and potentially other) regions in Uganda in introducing quality proposals in in the framework of the fund, based on a sound identification of regional skills gaps; Coordinate the positioning of the pSDF in the overall support landscape to BTVET providers and private sector partners, building on international experiences; Support the setting up of a pSDF knowledge sharing platform for BTVET & private sector stakeholders & contribute to high level discussions and scenario 	<p>Minimum profile -</p> <ul style="list-style-type: none"> A Master's degree or equivalent in technical fields, social sciences/ business management/ education ; At least 6 years of proven, relevant experience in grant management ; Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage; Experience working with/in the private sector would be an advantage; Experience working for a bilateral or multilateral agency would be an advantage. Fluent in English, with excellent reporting skills; Soft skills such as to work in a team, to work autonomously, etc.; ICT skills in word, excel, power point and internet; Able to work under stressful conditions and having no objection to working overtime.

<p>development around pooled funding for Skills Development; Monitoring and reporting 30%</p> <ul style="list-style-type: none"> ● Support monitoring (including tracer studies) and supervision of the selected pSDF partners & activities; ● Compile regular PSDF progress and activity reports and compile lessons learned from pSDF supported activities; ● Contribute to the compilation of the overall project reporting. 	
--	--

1.15 EU Communications Officer

Roles and responsibilities	Qualification profile
<p>Tasks: He/she will work closely with the Project Director as well with the International Technical Advisor, as follows:</p> <p>Coordination of communication and visibility activities 40%</p> <ul style="list-style-type: none"> ▪ Set up the communication and visibility framework & manual following EU guidelines on visibility for the various EU Emergency Trust Fund project's components; ▪ Be available as Single Point of Contact (SPOC) on Communication and Visibility for EU delegation and the 3 different implementing partners; ▪ Coordinate and facilitate the communication exchange and meetings between the 3 implementing partners of EU Emergency Trust Fund through: <ul style="list-style-type: none"> ○ regular COMM meetings, ○ regular monitoring visits to the 3 district areas; ▪ Contribute to the development, mainstreaming and quality assurance of communication and visibility material for various components of the EU Emergency Trust Fund; <p>Advocacy and knowledge sharing 30%</p> <ul style="list-style-type: none"> ▪ Lead the promotion campaign on SD component of the EU Emergency Trust Fund, promoting the participation of specific disadvantaged groups in Business Technical Vocational Education and Training (BTVET); ▪ Contribute to the mainstreaming of other cross cutting issues in the communication of the project, including disability, environment, and HIV-AIDS ▪ Support knowledge sharing on communication in BTVET provision at both regional and central level targeting different social and gender groups; <p>Reporting 30%</p> <ul style="list-style-type: none"> ▪ Compile best practises and lessons learned amongst 3 implementing partners of EU Emergency Trust Fund for dissemination purposes; ▪ Collect, edit and publish dissemination material for 3 implementing partners of EU Emergency Trust Fund for dissemination purposes (e.g. for EU day); ▪ Contribute to SDF progress and activity reports and compile lessons learned from SDF supported activities; 	<p>Minimum profile -</p> <ul style="list-style-type: none"> ▪ A Master's degree or equivalent in communication/social sciences/business management & administration/ education ; ▪ At least 4 years of proven, relevant experience in communication ▪ Experience working for civil society, bilateral or a multilateral agency would be an advantage. ▪ Fluent in English, with excellent writing and reporting skills; ▪ Soft skills such as to work in a team, to work autonomously, etc. ▪ ICT skills in word, excel, power point, communication platforms; ▪ Having no objection to undertake regular field missions & working overtime.

1.16 EU Project Director

Roles and responsibilities	Qualification profile
<p>Tasks: S/he will work under the direct supervision of the International Project TVET Expert and will be responsible for:</p> <p>Coordination and project management 40%</p> <ul style="list-style-type: none"> ▪ Oversee planning and implementation of activities for the roll out of the support to the EU Trust Fund project ▪ Contribute to the quality assurance and technical guidance of the Skills Development activities in the Northern three districts; ▪ Actively coordinate and seek synergies with other programmes targeting gender and disadvantaged youth in Northern Uganda; ▪ Implement additional technical activities assigned to him/her according to the joint team planning; ▪ Ensure the follow-up of administrative files in support of the supervisor(s) <p>Coaching and supporting 30%</p> <ul style="list-style-type: none"> ▪ Support the overall implementation of the Skill Development component EU Emergency Trust Fund in Northern Uganda, by providing guidance on skills development and livelihood opportunities for refugee and host community ▪ Support the setting up of a BTVET knowledge sharing platform for BTVET stakeholders (regional business membership organizations (BMO's), humanitarian livelihood coordination, district education partners and skills development coordination bodies)Coaching and supporting the selected Skill Development providers in the three Northern districts in design, adaptation and quality assurance of Skills Development training programmes for refugees and host communities ▪ Lead on undertaking Skills Needs Assessments in North-West Uganda; <p>Reporting/knowledge sharing 30%</p> <ul style="list-style-type: none"> ▪ Oversee the monitoring (including baseline) of progress towards plans of the selected BTVET partners, as well as the implementation of the training and other investments financed by the SDF together with the implementing agencies in each district; ▪ Compile (monthly and) quarterly progress and activity reports as required ▪ Facilitate/support the External monitoring and audits; ▪ 	<ul style="list-style-type: none"> ▪ A Master's degree or equivalent in technical fields, social sciences/ business management & administration/ education ; ▪ At least 6 years of proven, relevant experience in strategic change management of private sector organisations and/or BTVET training institutions; ▪ Profound knowledge of and experience in project management; ▪ Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage; ▪ Experience working with/in the private sector would be an advantage. ▪ Experience working for a bilateral or multilateral agency would be an advantage. ▪ Fluent in English, with excellent reporting skills; ▪ Soft skills such as to work in a team, to work autonomously, etc. ▪ ICT skills in word, excel, power point and internet; <p>Having no objection to undertake regular field missions & working</p>

1.17 Communication and Capitalization officer (International Junior)

Roles and responsibilities	Qualification profile
<p>Tasks: Project's Single Point of Contact (SPOC) for internal and external communications and is to assist the PMT in documenting lessons learned and good practices from project activitiesShare experiences, achievements, lessons learned, have sufficient PR and promotion of project activities</p> <ul style="list-style-type: none"> ▪ Manage SSU intervention PR vis-à-vis large group of stakeholders, including its line ministry, Private Sector, other development partners, etc ▪ - Support the production of PR materials and 	<ul style="list-style-type: none"> ▪ Master Degree in Social and/or Human Sciences, Communication, Pedagogy or any other related fields ▪ Background in Public Relations, Media and Communication (is considered an advantage) ▪ International Relations with a special interest in Africa (is

<p>communication products</p> <ul style="list-style-type: none"> ▪ - Manage the relationship with the outside media ▪ - Assist the pSDF officer with set up, roll out and follow up of the pSDF promotion campaign ▪ Disseminate relevant SSU reports, capitalisation reports and facilitating feedback session ▪ Ensure integration is SSU cross cutting themes in all communication strategies and products (green skills, gender mainstreaming, HIV, Digitalisation for Development, etc. ▪ SSU communication strategy. ▪ - SSU communication and information products such as brochures, leaflets, powerpoints, film clips and others ▪ pSDF campaign products ▪ SSU online communication products <p>Capitalisation Officer</p> <p>Development of a system or practical mechanisms for capitalisation of SU best practises and assist the PMT in documenting lessons learned and good practices on modern, relevant and demand driven skills development building further on 'Skilling Uganda' pilot projects of Western Uganda and other regions</p> <ul style="list-style-type: none"> ▪ Set up a capitalisation and documentation system to document good practices and lessons learned from the pilot Skills Development Fund ▪ Participate in capitalisation studies ▪ Undertake field visits to BTVET providers & partners involved in R3 and other project activities ▪ - Synthesise and develop stories and reports based on field visits ▪ - Capitalise on change processes undertaken within the various project activities, including a focus on integration of the SSU cross cutting issues ▪ Compilation of show cases for further sharing or replication purposes ▪ A well functioning capitalisation and documentation system ▪ A full archive of capilisation reports on project achievements <p>Capacity building</p> <ul style="list-style-type: none"> ▪ Fostering relations and capacity building of key stakeholder in communication around Skilling Uganda reform strategy ▪ Assist RTF and other stakholders in roll out of Skilling Uganda promotion campaign ▪ Assist communication officer of RTF secreteriat in developing and implementing SU promotion campaign ▪ - Support the RTF secreteriat and other SU key actors in the development of communication products ▪ Assist 5 BTVET providers in developming and implementing an appealing (to youth), gender sensitive, labour market relevant promotion campaign ▪ Support the 5 BTVET providers and their key private sector partners in innovative communication on SD ▪ SU communication strategy. ▪ - Skilling Uganda (SU) promotion materials ▪ SU key stakeholders network (off or online: webtools) ▪ communication products of the 5 BTVET providers 	<p>considered an advantage)</p> <ul style="list-style-type: none"> ▪ PR and media work ▪ Computer knowledge – Ms Office, Graphic Designing, etc. ▪ Multi-media knowledge using modern online forums (Facebook; Twitter, etc.) ▪ Strong (written and oral) communication: expressing ideas and opinions clearly in properly structured manner that appeals to the reader, facilitator bringing various stakeholders together ▪ Strong analytical skills:identifying problems; recognizing significant information; making connections between data; tracing possible causes of problems ▪ Independent research skills, investigating relevant data and managing information ▪ Taking initiative and creativity: Recognizing opportunities and acting on them; selfstarting, coming up with original solutions for job-related problems, devising new methods of work ▪ Adaptability: maintaining effectiveness by adapting to changing circumstances, tasks, responsibilities and people
--	---

1.18 SDF Manager and M&E Expert

Roles and responsibilities	Qualification profile
-----------------------------------	------------------------------

<p>Tasks: The Skills Development Fund (SDF) manager shall work closely with the project director as well as with the international technical advisor, as follows: Fund management 30%</p> <ul style="list-style-type: none"> ▪ Set up the framework, lead the planning and the development of guiding principles for the Skills Development Fund for Northern Uganda; ▪ Lead development and ensure quality of SDF grant facility operational manual following BTC Grant Agreements regulations; ▪ Oversee quality control of the implementation of activities in support to the Business Technical Vocational Education and Training (BTVET) & private sector stakeholders through the functioning of the Skills Development Fund; ▪ Ensure gender equity and social targeting of the SDF through active promotion of specific target windows of the SDF and monitoring of eligibility criteria; ▪ Ensure when necessary the follow- up of administrative files of the SDF in support of the project managers and under supervision of the International financial and administrative officer; <p>Coaching and promotion 20%</p> <ul style="list-style-type: none"> ▪ Lead the promotion of the competitive SDF as an agent for change and innovation in Skills Development in the context of Northern Uganda; ▪ Coaching and supporting the (international) NGO's, private sector organisation and the BTVET institutions in the Northern Uganda in introducing quality proposals in in the framework of the fund, based on a sound identification of regional skills gaps; ▪ Coordinate the positioning of the SDF in the overall humanitarian support landscape to refugees and host communities settlements, building on international experiences; 	<ul style="list-style-type: none"> ▪ A Master's degree or equivalent in technical fields, social sciences/ business management/ education ; ▪ At least 6 years of proven, relevant experience in grant management ; ▪ Relevant experience in facilitating the cooperation between BTVET institutions and private sector stakeholders would be an advantage; ▪ Experience working with/in the private sector would be an advantage; ▪ Experience working for a bilateral or multilateral agency would be an advantage. ▪ Fluent in English, with excellent reporting skills; ▪ Soft skills such as to work in a team, to work autonomously, etc.; ▪ ICT skills in word, excel, power point and internet; ▪ Able to work under stressful conditions and having no objection to working overtime.
---	---

1.19 International Field Manager Moroto-Kampala

Roles and responsibilities	Qualification profile
<p>Tasks: The International Field Manager is part of the intervention team management, and works on a full-time basis in coordination with the MoESTS intervention change manager.</p> <ul style="list-style-type: none"> ▪ Ensuring, in close consultation and collaboration with the respective officers of MoESTS, the coordination between the different intervention stakeholders, including other donors; ▪ Making sure the strategy of the project is consistent and ensuring a technically sound implementation of the project ; ▪ Providing expertise and guidance to result areas 1 and 2 ▪ Coaching the Project team. ▪ Supervising and evaluating the work of PT-members ▪ Overseeing the planning and preparation phase of all components of the intervention ▪ Providing direct technical support to all activities and bringing a key contribution concerning BTVET policy and instruments; ▪ Co-Presents to the Project Steering Committee the state of progress of project activities; ▪ Participates, without voting right, in the Project Steering 	<ul style="list-style-type: none"> ▪ University degree (minimum Master level) in Education/Social Sciences/Human resource management, together with at least 8 years' experience in project management; ▪ Proven relevant experience in leading a team of professionals, in supervising staff and in coaching co-workers; ▪ Managed similar international cooperation projects by bilateral or multilateral donors; ▪ Proven and extensive experience in BTVET and coaching of professionals ▪ Proven experience in federating different stakeholders in BTVET sector ▪ Proven experience in implementing cross-cutting

<p>Committee meetings.</p> <ul style="list-style-type: none"> ▪ Developing - and revising if necessary - ToR for all local staff, and ensure proper recruitment of the local staff. ▪ Organising, coordinating and supervising the implementation of intervention activities in accordance with the approved operational planning; ▪ Supervising financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC; ▪ Contributing to the compilation of the intervention annual result reports and the final monitoring report ▪ Analysing and consolidating monitoring reports and preparing recommendations for the PSC; ▪ being responsible for regular communication with BTC on the management and supervision of Intervention implementation; ▪ Ensuring the capturing and integration of lessons learnt and experience drawn in the implementation of intervention activities; 	<ul style="list-style-type: none"> ▪ themes such as gender, HIV/AIDS and environment will be an asset; ▪ Clear and concise writing skills and experience in preparing reports and other administrative and technical documents; ▪ Good communication, presentation and facilitation skills; Fluent in English; ▪ Able to work under stressful conditions with no objection to working overtime and undertaking field missions; ▪ Knowledge of the local context will be an asset.
---	--

1.20 Financial Controller

Roles and responsibilities	Qualification profile
<p>Tasks: The Financial Controller is responsible for a variety of administrative and finance-related tasks. S/he works under direct supervision of the Finance and Contracting Coordinator of the project.</p> <ul style="list-style-type: none"> ▪ Ensure the proper budget control of commitments ▪ Sign payments with a certain threshold ▪ Check and follow up on contracts with Local Governments ▪ Follow up on audit recommendations ▪ Responsible for the administrative HR management ▪ Ensure consolidation and reporting towards the partner ▪ In charge of capacity building of finance team and partner staff ▪ Follow up and improve the internal control system ▪ Manage budget and cost analysis ▪ Check accountability on a monthly basis ▪ Financial Management of SDF ▪ Contribute to the design of financial management manual of SDF funding mechanism; ▪ Lead on capacity building on financial SDF manual to Third parties; ▪ Day-to-day follow up on financial management of SDF fund; ▪ Ensure correct application of BTC procedures by Third party implementers within the SDF by verifying the application of BTC regulation, through: <ul style="list-style-type: none"> ▪ financial monitoring reports, ▪ regular financial monitoring visits; ▪ Budgeting and financial planning & reporting ▪ Prepare quarterly financial planning; ▪ Provides all necessary accounting data and information to the Managers and International and Contracting Coordinator, for him/her to be able to follow up on budget and planning; 	<ul style="list-style-type: none"> ▪ Degree in accounting, finance and/or administration or related field ▪ Certified Accountant with ACCA, CPA, CIMA or similar and a member of a professional body e.g. ICPAU ▪ Knowledge of and experience with tax related matters in Uganda ▪ A minimum of 7 years' experience in accounting, preferably in a similar position ▪ Experience in project management ▪ Experience with an international organization or NGO experience is an added advantage ▪ Very good hands-on knowledge of excel and word is essential ▪ Experience working with Local Government and Ministries is an added advantage ▪ Good conceptual and analytical skills ▪ Team management orientation ▪ Concern for standards and attention to details ▪ Able to work independently and under stressful conditions ▪ Proactive work ethics and ability to take initiative ▪ Able to lead and develop others ▪

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Assist the International and Contracting Coordinator in the elaboration of reports, budgets and plans. | |
|--|--|

SUPPORT TO THE IMPLEMENTATION OF THE SKILLING UGANDA STRATEGY

Methodology for the development of Business Plans for 5 initial partner Institutions

Update October 2016

Background

BTC Uganda and the Ministry of Education and Sports are jointly implementing a 5-year project (2015-2020) to *Support the implementation of Skilling Uganda strategy*. This project is currently supported by the Belgian Government, the Irish Government and the European Union. The “Skilling Uganda” strategic plan (2012-2021) is expected to transform Business Technical and Vocational Education and Training (BTVET) in Uganda into a comprehensive system of skills development for employment, enhanced productivity and growth.

The SSU project aims at playing a vital role to accelerate and promote the BTVET reform process foreseen in the Skilling Uganda (SU) Strategy. The project is working to effectively implement Skilling Uganda at national and grass root levels, through a multilevel focus which is expected to mutually reinforce each other. With the aim of making the SU paradigm shift a reality, it focuses on improving the quality of skills development at a training institution level and making it more responsive to labour market needs; focusing on Western Uganda (Kabarole, Masindi, Hoima, and Kasese), Karamoja, and on refugees and host communities in West Nile and Kiryandongo.

In order to put the Skilling Uganda paradigm shift in practice, the SSU Project aims at empowering the five (5) public and private not-for-profit providers in Western Uganda to become modern, relevant, demand driven, flexible and qualitative Skills Development Centres (SDCs) or even Centres of Excellence (CoEs) in skills development, in a selected number of vocations with economic growth potential.

Post-primary Technical Schools and Community Polytechnics will be converted into Skills Development Centers (SDC). The centers will offer modularized programmes with flexible entry and exit points, along with short, community oriented non-formal training programmes. SDCs will target P.7 leavers providing options for both educational progression and employment. However, their mandate will also be to serve training needs for adults in the communities. (*Skilling Uganda, 2012, page 21*)

Ultimately, if the necessary capacity is present, the institutions could become Centres of Excellence (CoEs) in one specific vocation/trade that is relevant to the (local/national) economy.

CoEs are places where technical expertise (experienced staff, assisted by outside experts) is concentrated for particular occupations. The CoEs will be located close to the relevant industries and labour markets to facilitate a close relationship between training and the world of work. Where possible, CoEs will be managed by or in cooperation with industry (or industry associations). Cooperation will be explored in the construction industry, which has expressed its desire to foster skills development in its sector. (*Skilling Uganda, 2012, page 25*)

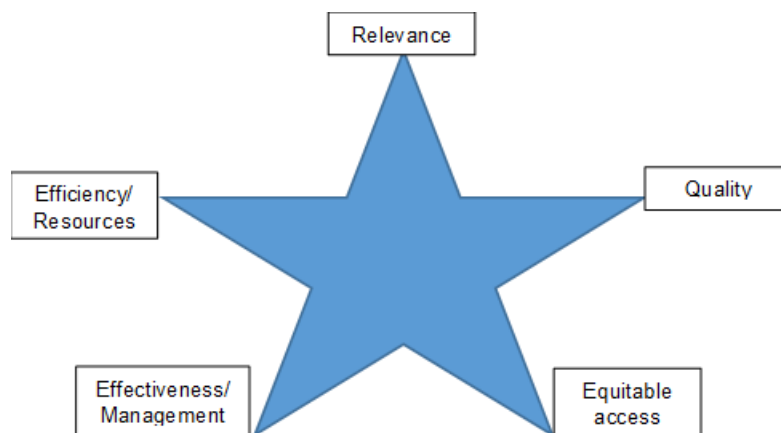
The 5 institutions include:

1. Kasese Youth Polytechnic (Kasese),
2. St. Josephs Virika Vocational Training Institute (Fort Portal),
3. Millennium Business School (Hoima),
4. St Simon-Peter Vocational Training Institute (Hoima)
5. Kyema Uganda Technical College (Masindi).

The SSU intervention will focus on strengthening the BTVET providers in terms of management, quality of training and build sustainable partnerships with economic operators around. The support includes both infrastructure, relevant equipment and coaching in terms of improving work-based learning practices, assessing market relevance of training programmes, career guidance, tracing of graduates, etc.

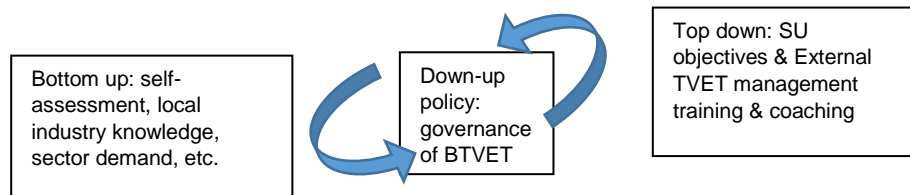
Inception phase

During the inception phase of the intervention, the process of developing business plans for the 5 project partner institutions was spearheaded and owned by the institutions themselves. BTC Uganda only played a facilitating role, including coaching and technical support. This role was done in close collaboration with the Skills Development for Human Resources (SDHR) project who contracted the Ernst and Young - Bringing Being into Business (BBB) consultants to facilitate the process.



The bottom up approach of self-appraisals and development of business plans has been complemented with external benchmarking at a local level (reference to the SU objectives) and international trends and best practices in TVET management (such as International Labour Organisation (ILO) and City & Guilds).

The INTERNAL self-assessments (bottom up) and the EXTERNAL SU-objectives & TVET management training & coaching together should result into respective Business Plans for each of the technical Institutes.



As a result of this approach, it is envisaged that the business plans provide a road map that will lead the institutions to become Skills Development Centres (SDC) in occupations were they each possess a

competitive advantage. Each of the 5 institutions is expected to work out its own performance indicators, based on /adopted from the Skilling Uganda Strategic Plan to set realistic targets and allow for follow up on achievement of the set objectives.

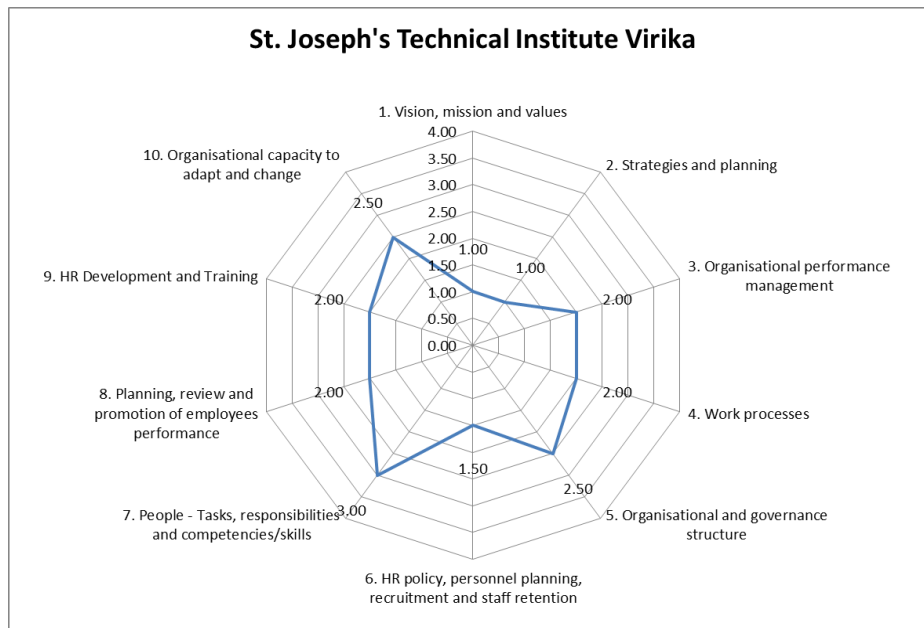


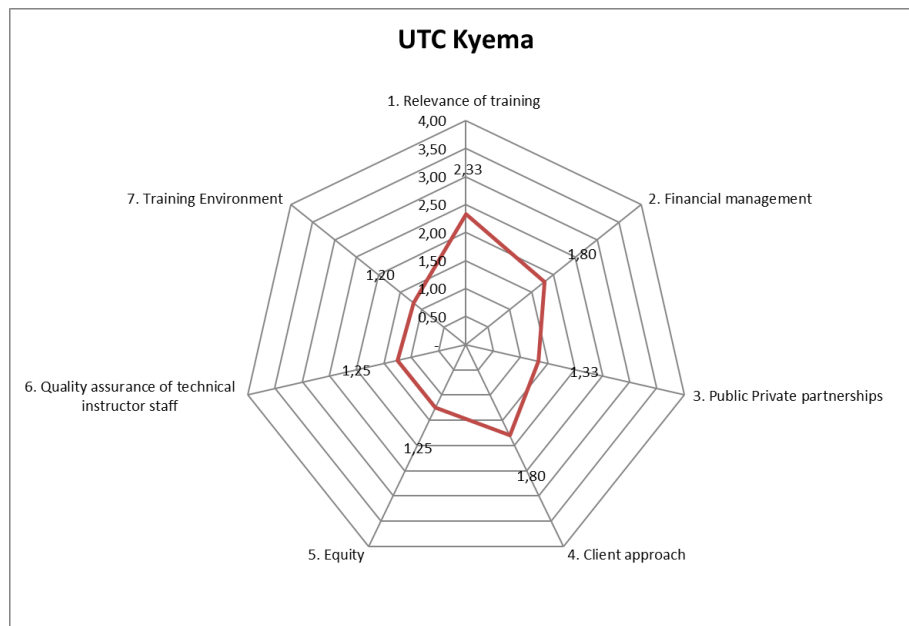
Discussions in the individual institutions and plenary presentations for peer to peer learning during activity planning and budgeting workshop 12-13 July, 2016

Self-appraisal

Following the bottom up approach, the 5 institutions were requested to undertake a self-assessment of their respective institutions. Following a training workshop by SDHR in December 2015, each collage undertook their own strategic assessment of each of the 5 institutions, including a) an organizational scan and b) BTVET self-assessment. This scan serves as a baseline value for the intervention. Spider diagrams were used for this analysis and by the end of the process each institution had assessed and plotted their position on the scale of 0-4 in terms of performance, basic knowledge, attitude and practices of modern skills provision (as per the Skilling Uganda strategy).

Each institution has following representation of both organisational self-assessments and BTVET assessments:





Some of the conclusions drawn from the above assessment were:

- Institutions identified their level of performance under each assessment area
- Priority areas of improvement were discussed and agreed upon
- Improvement strategies were drawn that culminated into processes towards development of business & HRD training plans

External benchmarking

Selected managers and governors of the partner institutions above were also exposed to the global trends in modern BTVET provision by participating in a 5-day training on 'Management of training institutions' (2-6 May, 2016 in Fort Portal), organized by BTC Uganda in partnership with the ILO/ITC training centre who provided all the technical facilitation and input. Global trends and international best practices were debated in a bid to strengthen participants' technical knowledge, analytical and managerial capacities.

The training was attended by over 50 trainees, all part of the management of 16 different BTVET institutions and supported by 5 different development partners including: BTC, World Bank, AVSI, WHH and JICA. Together this pilot group of over 50 managers from 16 different institutions is at the forefront of implementing the SU change processes at institution level. This was a great experience and interaction that made a tremendous contribution to the business development process.

CODE A159356	Title: "Management of Training Institutions"	Language of the course: English	from: 2-6/5/2016	Fort Portal/Uganda
------------------------	--	---	-------------------------	---------------------------



International Training Centre

Activity Manager: Alexis Hoyaux • Course Secretary: Svetlana

Time	Monday 2-5	Tuesday 3-5	Wednesday 4-5	Thursday 5-5	Friday 6-5
9:00 – 10:30	Opening (ITCILO) with opening words MOESTS & Belgian Embassy Introduction of participants Course Introduction Action Plan (groups) Icebreaker Administrative procedures	<i>Jan van den Hoogen</i> From job analysis to competencies, (CBET) to curriculum Assignment 3: Assessment of an Occupational chart (CBET) ***** 10:30 Group photo	<i>Bert Hofma</i> Monitoring and Evaluation: An Introduction, including tracer studies Assignment 5: M&E case study	<i>Jan van den Hoogen/VDAB-Belgium</i> Management of people: HRM in TVET including Uganda HR plan Assignment 9: Job performance of staff	<i>Jan van den Hoogen/HWK-Q-sourcing</i> Public - Private Partnerships in training: an introduction: * Nakawa VTC Industrial Training (UMA, USSIA, HWK) * Q-sourcing & St Simon-Peter's VTI PPP (Irishaid) Assignment 11: Analysing PPP cases
10:30 – 11:00	Coffee/Tea break				
11:00 – 13:00	<i>Jan van den Hoogen</i> A system's approach to training including skills forecasting WB-case on oil-gas labour force anticipation Assignment 1: Analysing the BTVET school and its environment	<i>Jan van den Hoogen</i> Towards a Vocational Pedagogy: CBET as a model Assignment 4: A Vocational Pedagogy in Uganda? Key note reference: BTVET/NCDC (tbc)	<i>Bert Hofma</i> Quality Assurance: An Introduction Assignment 6: Internal Quality Assurance System design	<i>Bert Hofma/Ernst&Young-BBB</i> Performance management: methods, concepts. Assignment 10: PM in TVET	<i>Alexis Hoyaux/Ralph Rothe</i> Work based learning: apprenticeships discussion
13:00 – 14:00	Lunch				
14:00 – 15:30	<i>Jan van den Hoogen/Richwell Lukonga NTA</i> <ul style="list-style-type: none"> Stakeholder management, including clients and marketing; Set up industrial skills committee Namibia Assignment 2: Analysis and management of stakeholders	<i>Alexis Hoyaux ITCILO/Richwell Lukonga NTA</i> <ul style="list-style-type: none"> Financing VT, including autonomy VTC and business plan Set up of national training fund Namibia Discussion	<i>Jan van den Hoogen/VDAB-Belgium</i> Management of schools: an introduction Assignment 7: The TVET-Centre manager: competencies and skills	<i>Richwell Lukonga</i> Namibia: The relation between the National Training Authority and VTC discussion	<i>Alexis Hoyaux, BTC</i> Evaluation and Certification Closing
15:30 – 16:00	Coffee/Tea break				
16:00 – 17:00	<i>RTF/CINOP-UMI</i> <ul style="list-style-type: none"> "Skilling Uganda", a paradigm shift CINOP-UMI project on BTVET 	<i>Jan van den Hoogen</i> Career guidance, introduction Key note reference: YES (tbc)	<i>Bert Hofma/DIT-UGAPRIVI</i> Accreditation and Benchmarking: Best practices of "Worker's pas" Assignment 8: How to get your Programs and Centres accredited	<i>BTC</i> Visit to St Joseph Virika VTI & production workshop	

In a further stage, the intervention foresees a technical appraisal of the workshop of the respective institutions by City & Guilds, and this in collaboration with the World Bank and GIZ.

Business plans development

Facilitation and technical support above, took on a participatory approach and keeping the respective institutions in the driver's seat. The kick-start activity was an organizational self-assessment process. All the institutions were facilitated through these organizational assessments and reflection processes along salient organizational management and development areas as follows:

- Vision, mission and values;
- Strategies and planning;
- Organizational performance management;
- Work processes;
- Organizational and governance structure;
- HR policy, personnel planning, recruitment and staff retention;
- People - Tasks, responsibilities and competencies/skills;
- Planning, review and promotion of employees' performance;
- HR Development and Training; and
- Organizational capacity to adapt and change.

Furthermore, key stakeholders from each of the 5 partner institutions were supported to analyze their internal and external environment. Key tools used here were the SWOT, PESTEL, as well as Stakeholders matrix. The World Bank and BTC Uganda labour market scan reports as well as the national BTVET

strategic plan were key references and provided important data that informed their respective strategic choices on vocational training and skills development. Key outcomes of this process were:

- Reviewed strategic directions; i.e. reviewed vision and mission statements
- Replication of the BTVET strategic plan objectives as pillars in each of the strategic plans. Important here was the recognition of the BTVET paradigm shift especially the role of the private sector in vocational training and skills development.
- Identified key sector for positioning as a Centre of Excellence (CoE), as per the SU strategic plan.

In June, two workshops were organized to facilitate the data analysis and the process of compiling business plans as well as HRD training plans. 5 participants were representing the board, management, and instructors from each of the 5 institutions. This process was followed-up by both online technical support as well as on the spot field support by the consultants and the SSU field team.

Finally, a 3-day activity planning and budgeting workshop was facilitated by the SSU field team. Attendance was again by the categories of board members, management and relevant instructors for the respective institutions. Major activities were written out as guided by the strategies that had been prioritized for each output under each pillar. Indicative budget requirements were also mapped out focusing on priority activities for the first year of implementation. As a result, the work was not completed during the workshop days, further field and on spot support was given by the field team that saw the process completed and submission of the plans for review.

A technical review was done by a committee comprising of SSU team and the MOES. All five bottom up business plans were found to have been adequate and reflecting the national BTVET strategic plan albeit needing slight further reviews to emphasize issues like the private sectors roles and involvements, approaches like WBL, placements and industrial training, among others. The SSU field team facilitated this process and the 5 business plans have been finalized and submitted in September 2016.

Next steps

Among the key issues in the next steps are as follows:

- Final approval on the plans in writing by the Permanent Secretary MoES to all the 5 institutions.
- Extracting transversal activities from the 5 plans into technical support work package
- Harmonizing common capacity building areas with SDHR project
- Undertake City & Guilds technical appraisal
- Concretizing on partnership/collaboration with partners such as GIZ, WB and other key players like USSIA, UMA, government bodies DIT, NCDC, etc.