Enabel

Final Narrative Report – 2014 - 2023
UGA 1188811 - SUPPORT TO DEVELOPMENT OF HUMAN RESOURCES OF BENEFICIARY ORGANISATIONS (SDHR)
Uganda

Staff of Holy Family Hospital Nyapea coaching teenage mothers on a tailoring project after attending a course in Project Planning and Management. The project will help teenage mothers to generate incomes for themselves and their children.

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0 Abbreviations

BO	Beneficiary Organisation
BTVET	Business, Technical, Vocational Education and Training
CD	Capacity Development
COVID 19	Corona Virus Disease 2019
CPD	Continuous Professional Development
D4D	Digital for Development
DAC	Development Accountability Committee
DGD	The Directorate-General for Development Cooperation and Humanitarian Aid
ERDM	Electronic Records and Document Management
ESTDEV	Estonian Centre for International Development
ETR	End-Term Review
GO	Global Objective
GoU	Government of Uganda
HRD	Human Resource Development
HRM	Human Resources Management
HRMAU	Human Resources Managers Association of Uganda
ICDL	International Computer Driving Licence
ICT	Information and Communication Technology
PCT	Project Coordination Team
LMS	Learning Management System
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoH	Ministry of Health
MoICT	Ministry of ICT & Technical Guidance
MoPS	Ministry of Public Service
n.a	Not applicable
NDP	National Development Plan
NITA-U	National Information Technology Authority - Uganda
NTCs	National Teachers' Colleges
OECD	The Organization for Economic Cooperation and Development
PILOT	Monitoring and Reporting Tools
PSC	Public Service Commission
SDHR	Support to the Development of Human Resources
SO	Strategic Objective
SSU	Support to the implementation of Skilling Uganda Intervention
STC	Sector Technical Committee

ToT	Training of Trainers
TTE	Teacher Training and Education Project
UBW	Unit4 Business World
UICT	Uganda Institute of Information & Comm
UNITE	Uganda National Institute for Teacher Education
UPS-HRMnet)	Uganda Public Service Human Resource Managers Network

1 Intervention form

Title of the intervention	Support to the Development of Human Resources of Beneficiary Organisations (SDHR)
Code of the intervention DGD	NN 3014034
Navision code of the intervention	UGA 1188811
Intervention zones	Uganda / National and specific regions /districts
Total budget	Initial budget according to original TFF: **6,482,598 EUR** **Additional budget for the bridging: 2,000,000 EUR** **Nee budget: 8,482,598 EUR**
Partner institution	Ministry of Finance, Planning and Economic Development (MoFPED)
Start date of the Specific Agreement	26 March 2014
End date of the Specific Agreement	26 March 2021
Start date of the execution	27 May 2014
End date of the execution	15 June 2020
New end date of the specific Agreement and the execution	Extension of the Specific Agreement until 27 July 2023 Extension of the execution period until the end of the specific agreement (27th July 2023)
Beneficiaries	Selected beneficiary organisations (BOs) in the health, education and environment sector by providing support to the human resource capacity development process of their staff
Global Objective	Improved service delivery of Ugandan Institutes and organizations.
Specific Objective	Increased skills of human resources and evidence base of selected beneficiary organisations (BOs) in the health, education and environment sectors.
Results	• **Result 1:** BOs are selected and strengthened to define objectives to improve their organisations • **Result 2:** BOs are strengthened to develop their HRD Plan linked to organisational performance goals • **Result 3:** Activities selected from the HRD Plan effectively implemented. A number of trainings is financed and monitored • **Result 4:** Individual scholarships are managed

2 Self-evaluation of performance

The project undertook two end-term review exercises in 2019 for the first phase and in 2022, for the bridging phase respectively. In the bridging phase, the project achieved a rating of A on all the OECD – DAC scores. In the coming sections, the results of the self-evaluation on performance are elaborated.

OECD – DAC criteria - From D to A
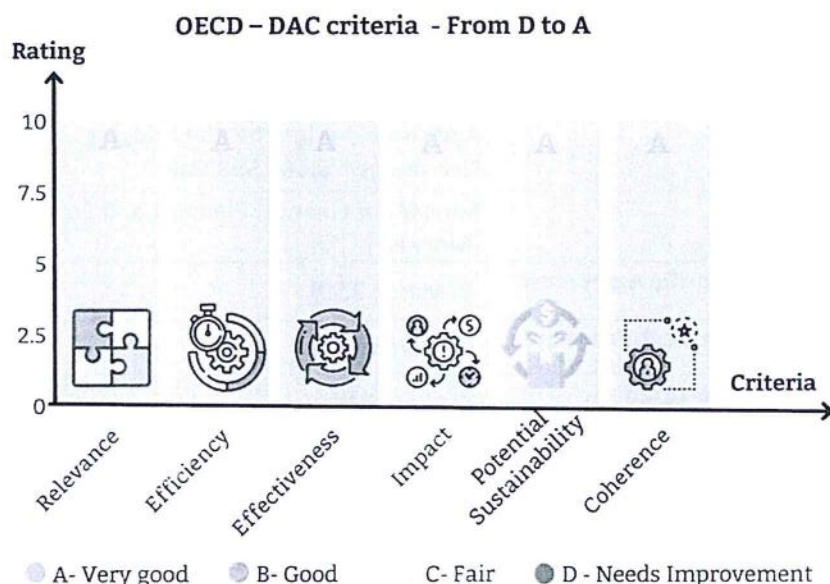
Figure 1: The OECD – DAC Criteria

More details are in **Appendices 1 and 2**– the 2019 and 2022 ETR reports.

2.1 Relevance

	Performance
Relevance	A

The SDHR was found relevant for both GoU and the current and future priorities of the Kingdom of Belgium's development cooperation strategies. For the GoU, SDHR contributes to local human capacity development with a special emphasis on digitalization and ICT literacy and soft skills capacity development, both are key areas of attention in the current National Development Plan (NDP III). The results of the project provide entry points for policy discussions on how to support and improve the performance of local-level public service providers.

For Enabel, the SDHR fits in the strategic direction of supporting capacity development in the health and education sectors. On average, on a scale of 1-4, the satisfaction of participants with the number/quality/relevancy of capacity development activities was 3.59 (3.59, for females and 3.60 for males). The target was 3.6 for both male and female participants. The summary training evaluation results are attached as **Appendix 3 – SDHR Summary Training Evaluation Results.**

2.2 Coherence

	Performance
Coherence	A

After selecting a smaller group of BOs for the bridging phase as compared to the first phase (from 50 to 20), coherence with the main other relevant Enabel projects – SSU for the VTIs and TTE for the NTCs – was more focused; SDHR became the 'CD support' to the other projects. SSU and TTE were larger in terms of budget

and scope. SSU/TTE provided infrastructure and technical educational support, SDHR provided some ICT equipment and organizational development support. Overlapping support topics were in the area of institutional development (ICT literacy, strategy planning and management, leadership and management, project planning and management, proposal writing skills and resource mobilization, etc).

SDHR planned and implemented activities jointly with SSU and TTE, to such an extent that for some BOs it was not clear anymore which project was supporting them. The Enabel approach of 'one Enabel" was achieved.

2.3 Efficiency

	Performance
Efficiency	A

Concerning the efficient use of time and resources, the project managed to implement most of the training activities even though there were delays caused by the outbreak COVID – 19 in the years 2020 – 2021. In September 2022, there was an outbreak of Ebola in the areas of Mubende and Fort Portal, halting capacity-building activities for some time.

The implementation of the actual face-to-face and online training activities got delayed by the rather long tender procedure for the framework contracts of the different service providers. This tender procedure, in which also Enabel – Brussels plays a role, took longer than expected in both phase 1 and the bridging. In the first phase, training activities started in 2017 while the first training activities could only start in July 2022 in the bridging phase.

Mitigating measures were taken by promoting self-paced learning on selected topics available on the e-platform, implementing proactively the gender activities, organizing the requested study tours and coordinating with SSU/TTE who were able to fill some resource gaps. The increased use of online and self-paced learning made the project more cost-effective.

In terms of budget expenditure, 99 % of the total budget has been spent, **see appendix 4 – SDHR Budget Execution**. The project conducted 2 external audits and received a nonqualified opinion. The audit reports are attached as **Appendices 5 and 6 – 2017 and 2022 Audit Reports.**

2.4 Effectiveness

	Performance
Effectiveness	A

The interviews conducted during both ETR missions and the end-of-project satisfaction survey both confirm that skill levels of participants have increased. The application of these newly acquired skills is also positively evaluated, see Figures 2 and 3.

From both satisfaction surveys, there are examples from BO staff and managers how on-the-job performance is improved. This was especially evident in computer use (sometimes from no skill at all to confidence in writing reports and e-mail messages) and staff performance appraisals.
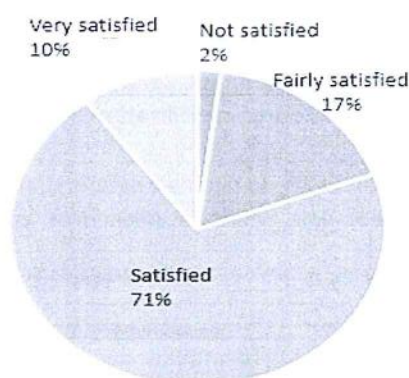
Figure 2: Satisfaction that staff are applying acquired knowledge
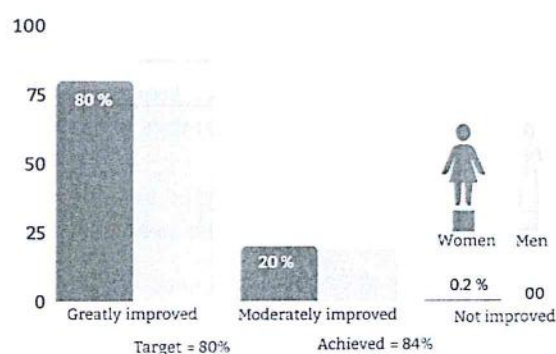
Figure 3: Percentage of trained staff (male/ female) whose performance is improved

Some examples of organisational change are listed below:

1) Weekly talk show by health workers on the local Amina FM station; soliciting feedback via community leaders on monthly talk show (Adjumani Hospital). This hospital jumped from place 20 to 14 in the country-wide annual hospital rating scale in the year 2019;

2) Zombo District Health Office jumped from place 53 in 2016 to place 9 in 2019. Its management attributed this performance improvement to the leadership & strategic planning courses;

3) Bundibugyo hospital introduced a computerised patient register as a consequence of the ICT training;

4) ICT training has been very effective. Training providers keep on receiving requests from BOs, also after their activities were finalised;

5) Various health facilities have enlarged their Continuous Medical Education with organisational topics. These are weekly internal sessions usually covering only medical topics;

6) BOs have regularly trained those not involved in the SDHR training activities. The trainees became trainers. One training provider suggested a more structured ToT programme;

7) Holy Family Hospital Nyapea has appointed focal persons for waste management in each unit;

8) Several organisations have introduced performance contracting, based on their Strategic Plan.

9) Holy Family Hospital Nyapea has acquired resources through proposal writing and resource mobilisation.

In terms of approach, a participatory way of working leading to tailor-made project services was recognized and appreciated since according to the beneficiaries, it was relevant to their own management processes like strategic planning and improvement of work processes.

The project used a three-step method in working towards organisational improvement: OA (guided) self-assessment, CD planning/programming, training with action plan and follow-up/coaching. Clearly, all of these steps are important for effective results. SDHR has learned that the CD planning phase needs special attention, it is not to be rushed. CD does not only cover individual staff improvement areas, but also the organisational ones like policies, strategies, operation procedures and processes. CD planning takes time and if we were to have more than two years, there is a possibility that we would see a ripple effect on the other Government agencies.

As per the End Term Review Report of the bridging phase, the beneficiaries appreciated the simplified organisational assessment tool. Other SDHR development approaches that have proven effective in the CD process are blended learning and the use of inception meetings to generate and develop training content, action planning after training, strategic planning and mapping of work processes within the institutions.

Others mentioned were; the use of the All-Learn e-campus for self-paced learning, the use of trackers on progress for implementation of changes.

2.5 Impact

	Performance
	A
Impact	

The impact statement of SDHR is "improved service delivery of Ugandan institutes and organisations". During the project end review, it was revealed that SDHR successfully initiated service delivery improvements. The BOs that were involved in the Leadership & Management courses are clear about their intentions to increase service delivery.

In addition, many of these cases detail improvements towards the BO clients, i.e. the students at the educational facilities and the patients at the health facilities.

The satisfaction and confidence survey provides information that links SDHR training support to improved service delivery. For the first phase, a satisfaction rate of 83% was achieved against a target of 60%. In the bridging phase, it was 92% against a target of 70 %. See Figures 4 and 5.

Figure 4 – Phase 1 satisfaction with improvement in service delivery of BOs

Figure 5- Bridging phase - % of management satisfied with the improved service delivery (Target - 70%)
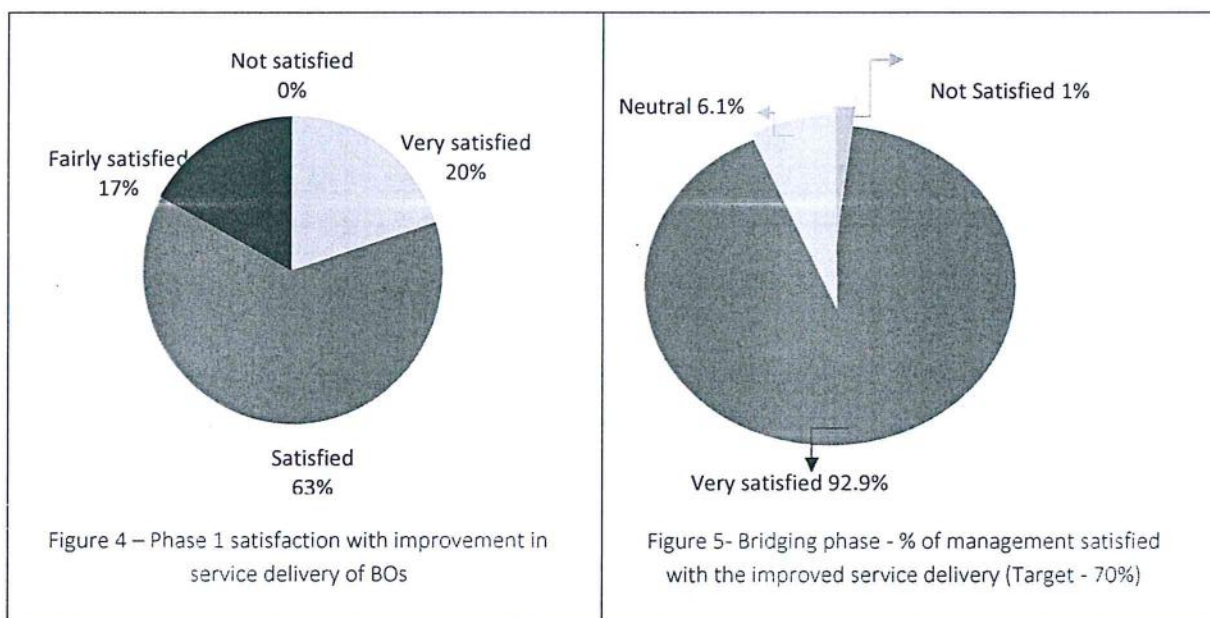
The reports also provide case examples, e.g.:

(1) St. Simon Peter's Vocational Training Centre: ICT has increased student enrolment and private sector engagement.
(2) Bundibugyo District Health Office: Health indicators have significantly improved as a result of the supervision and M&E training activities.

Another sign of improved service delivery is that after the leadership and strategic planning courses, various DHOs have initiated increased coordination at district level to achieve its health indicator targets, e.g. with Agriculture (food security), environment/water and sanitation.

Another measurement of SDHR's impact is the difference between the first organisational self-assessment at the start of the project and the second self-assessment at the end.

Three assessments were done; an overall organisational self-assessment for 48 beneficiary institutions and assessment of the Business, Technical, Vocational Education and Training (BTVET) supported by both the SDHR and SSU[1] projects. The last assessment was done for the bridging phase in 20 BOs.

Figure 6- Overall Baseline and post training Results for the organisational self-Assessments (48 BOs)

Figure 6 - Overall Baseline and Final Organisation Self Assessment Results (phase 1) imrpovement from 1.68 to 2.6 for 48 BOs
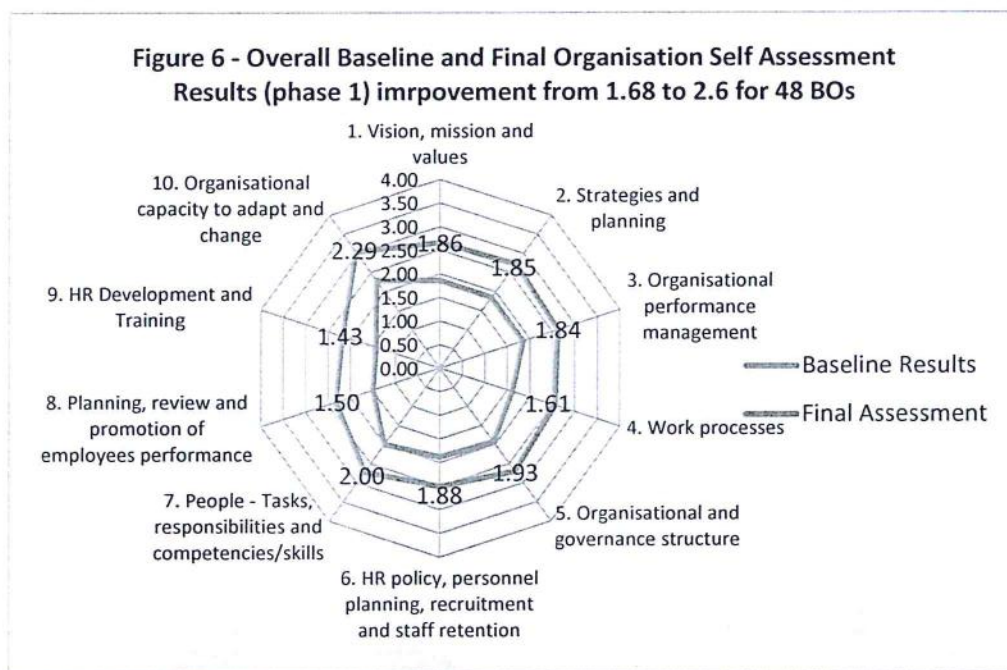
The overall average scores increased from 1.82 at the start to 2.61 at the end of the project, **see Appendix 7** for the detailed pre and post training average scores per parameter assessed.

Figures 7 below shows the change in performance in the bridging phase, indicating progress in all improvement areas.

Figure 7 - Overall Baseline and Final Organisation Self Assessment Results (Bridging Phase) - improvement from 1.57 to 2.84 for 20 BOs
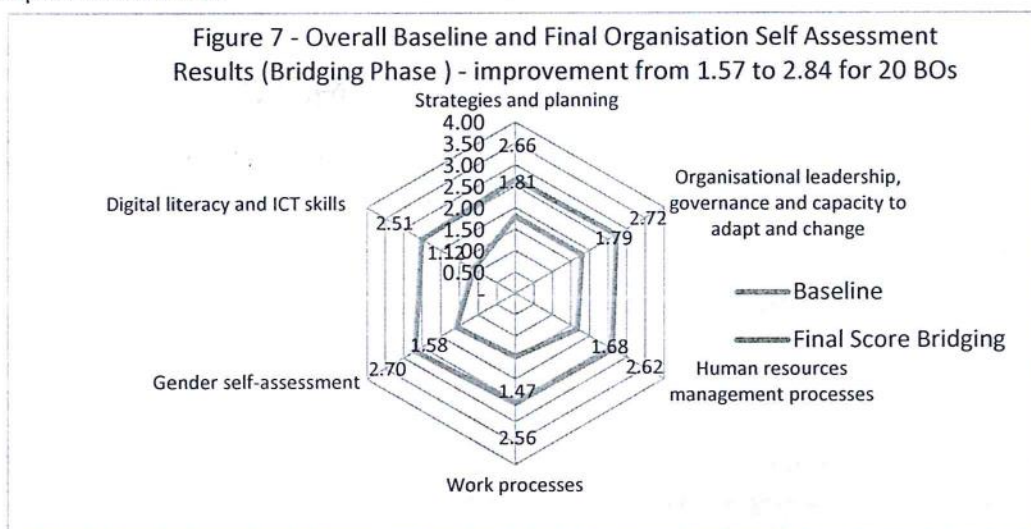
Figure 7- overall baseline and final organisational self-assessment results (bridging phase)

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[1] Synergy was strengthened within Enabel by the approval to include the organisations of SSU also as beneficiary organisations of SDHR. This allowed SDHR to support baseline and business planning processes for SSU and this avoided duplication of efforts and increased efficiency.

The overall average scores increased from 1.57 at the start to 2.84 at the end of the project, **see Appendix 8** for the detailed average pre and post training scores per parameter assessed.

Figure 8: Overall Baseline and final BTVET-Assessments results (7BOs)
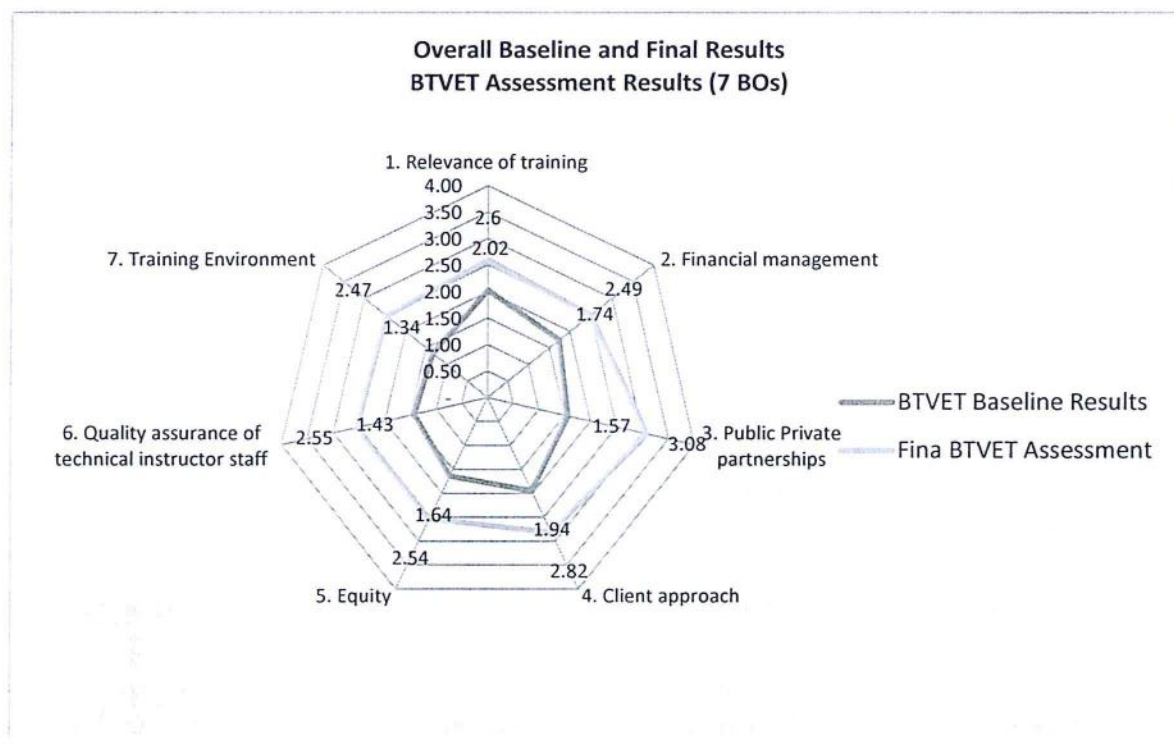
Source: PCT, Enabel.

The overall average scores increased from 1.85 at the start to 2.61 at the end of the project, **see Appendix 9** for the detailed average scores per parameter assessed.

2.6 Sustainability

	Performance
Potential sustainability	A

Two forms of sustainability are foreseen: sustainable development of the beneficiary organisations and sustainability of the SDHR strategies in Uganda's public sector.

For sustainable development in the BOs, the signs are promising. Indications for sustainable change are:

1. Use of the Organisational self-assessment tool in other parts of the organisation
2. Increased staff loyalty to the organisation
3. Increased resource mobilisation practices, less dependent on government subsidies
4. Better proposal writing practices for additional donor funding
5. Increased focus on organisational efficiency
6. Use of digitalisation to improve work processes
7. Better monitoring and tracking of capacity development results
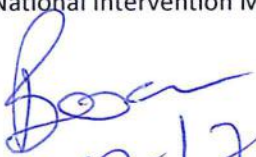
The project has learnt a lesson that management attention towards organisational improvements appears crucial for sustaining these changes. Especially in the government run BOs, managers are transferred more easily than in the private organisations. Middle management improvement may be a mitigating measure even though we currently don't have a guarantee for success.

For making the SDHR strategies relevant and attractive for Uganda's public sector, important steps have been made by the project. Since the end of the first phase, MoPS has created an interest in the way CD was addressed by the project, and by involving them in the preparation and implementation of the Bridging Phase, this interest has remained until now. The SDHR developed an e-campus, to be taken over by the MoPS Civil Service College. The campus will be accessed by all the civil servants in the ministry hence supporting a sustainable learning culture that will continue to take place even when the project has closed.

This was the same for the success achieved on the D4D elements. The SDHR appreciated the guidance and support given by the staff of Ministry of ICT and NG in the achievement of the training in ICT.

2.7 Conclusions

1. The involvement of BO management at each of the phases is key in creating ownership and buy in of the decision makers in the changes created by capacity development
2. We saw an interruption in the operations of the project due to the outbreak of Ebola in one of the regions where the project has Partners but this was quickly mitigated by taking most of the training programs to the Ecampus hence ensuring continuity of learning.
3. While learning and development takes time, the SDHR confirms that the use of systemized approaches and tools can make an impact even in a short period like 2 years.
4. For future sustainability of continued attention to organisational change of field level facilities and agencies, a number of additional national agencies would be important to include as partners; UICT as a partner for ICT training and development, NITA-U as a partner to work on e-procurement by Local Government Agencies; UNITE as a partner to work on standardization of in-service training and Continuous Professional Development (CPD) for teachers and the relevant Line Ministries (MoLGSD, MoH and MoES) as partners in creating an effective loop between policy and practice.

Chairman; SDHR Steering Committee	Intervention Manager - Enabel
Mr. Andrew Masaba Assistant Commissioner Development Assistance and Regional Cooperation Department, MoFPED Date and signature 17/7/23	**Elizabeth Nkwasire** National Intervention Manager – SDHR 17/7/23 Date and signature

3 Assessment of the intervention strategy

3.1 Evolution of the context

3.1.1 General and institutional background

The SDHR project was developed within the general framework of the Government of Uganda's (GoU) 2010 Comprehensive National Development Planning Framework for the next 30 years, called Vision 2040: **"A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years".** At the time SDHR was launched, the second National Development Plan (NDP II, 2015-2020) whose 5-year theme was "Strengthening Uganda's Competitiveness for Sustainable Wealth Creation, Employment and Inclusive Growth" was being implemented. NDP II focused on five key areas with one being Human Capital Development with emphasis being on increasing the stock of a skilled and healthy workforce towards the production of human capital to accelerate the achievement of a demographic divide. In July 2007, GoU approved the Comprehensive National Development Planning Framework (CNDPF), which provides for the development of a 30-year vision to be implemented through: 5-year NDPs, Sector Development Plans (SDPs), Local Government Development Plans (LGDPs), Annual Work Plans and Budgets.

Furthermore, in July 2007 the GoU approved the National Human Resources Development Planning Framework (NHRDP), which provides for the formulation of 10- and 5-year Human Resources Development Plans. This requirement to produce NDPs with attached Human Resource Plans is provided for in the regulations of the National Planning Authority (NPA). The NPA was established by an Act of Parliament of Uganda No.15 of 2002 in compliance with Article 125 of the Constitution of Uganda of 1995 with the primary function of producing comprehensive and integrated development plans for the country elaborated in terms of Vision and Long and Medium–term Plans.

In addition, in 2016 the GoU set up a Manifesto Implementation Unit (MIU) under the President's Office, whose main mandate is to ensure, together with the NPA, implementation of the NDPs in line with Vision 2040.

In 2020, the NDP III was approved by the Government of Uganda. The plan emphasises Human Capital Development.

There is growing recognition that a refocus on human resources policy and management has to be at the core of any sustainable solution to system performance. This recognition is partly a result of the need to upscale capacity in health and education systems to meet the Sustainable Development Goals (SDGs). The intervention will consider **SDG 4** indicators for education: Quality Education to promote lifelong learning opportunities for all and number of youth and adults, by sex, with information and communications technology (ICT) skills, by type of skill.

The main challenges in regard to human resources development in the Ugandan context are:

1. Inadequate human resource planning;
2. Basic work organisation, based on job profiles but many staff are taking up roles without being (sufficiently) qualified;
3. Employment management is challenged by delays in recruitment and confirmation, mismatch between supply and demand, weak regulation and conflicting roles;
4. Staff performance is affected by high rates of absenteeism and low productivity;
5. Compensation management issues (delays in salary payment, perpetual placement in difficult locations, inadequate compensation);

6. Poor working conditions, a poor work climate, poor leadership, lack of basic amenities (water, electricity, internet, etc.), inadequate community support, high work pressure, inadequate supplies and equipment;

7. The HR function in organisations and at sector level is generally weak.

The Ministry of Public Service (MoPS) of Uganda is the responsible body of rolling out and implementing the National Training Policy and should support each Ministry in developing their 5-year Human Resources Development Plan, however the MoPS has faced a number of challenges such as insufficient capacity to enhance service delivery; inefficient coordination among ministries; lack of skilled staff and professionalisation; service delivery challenges because of rapidly increasing populations, etc.

In terms of organisations all HR professionals in the public service are members of the Uganda Public Service Human Resource Managers Network (UPS-HRMnet), which is an association for Human Resources Managers in the Public Service. The private sector has a similar body: The Human Resources Managers Association of Uganda (HRMAU) that governs HR professionals.

It is also important to highlight that Human Resources Development (HRD) and Capacity Development (CD) remains a key focus area for the government of Uganda in the NDP III. The main objective is to strengthen public and private institutions capacity to improve performance and effective service delivery and responsiveness to Ugandan citizens' needs.

The limited supply of digital skills impacts the public sector service delivery in Uganda. The ICT human resources in Ministries, Departments and Agencies (MDAs) average around 1.9% of the total public sector workforce. The low usage of computers by public sector employees exacerbates the real situation. Only 37% of employees in the MDAs routinely use computers, while only 60% of the MDA offers internal ICT training to employees.

However, the National Development Plan states that over the next five years, Uganda will focus on promoting the use of ICT in the entire economy and society through: (i) deployment of secure, integrated and cross sector infrastructure; (ii) developing and promoting usage of quality communication and e-services, (iii) ensuring standardization and interoperability of systems; (iv) enhancement of national cyber security (v) promoting innovation and commercialisation of ICT products; (vi) enhancing digital literacy and developing skills; (vii) supporting development and uptake of emerging technologies such as Fourth Industrial Revolution Technologies; (viii) digital inclusion and citizen participation; and (ix) process re-engineering and automation for end-to-end government business and service delivery.

The WHO has declared the COVID-19 pandemic on March 11, 2020. In Uganda, the first case of COVID-19 infection was confirmed on March 21, 2020 in a passenger who arrived from Dubai, United Arab Emirates.

The pandemic posed health and socioeconomic challenges. The project embraced digital technologies and connectivity to ensure the continuity of learning in the 2 years of the bridging phase.

3.1.2 Management context

In the design of the Implementation Modalities, the TFF took the following positions with regard to execution:

1) The project was fully implemented under the "regie"-modality (Direct Management). This means all administrative and financial processes follow Belgian law and Enabel procedures.

2) Co-management was built-in through establishing sector technical committees to ensure maximum objectivity in the selection and monitoring of training and to empower and involve to the maximum the partner in the management and decision-making during the different phases of granting training.

3) Some elements of co-management were also taken into account for tender procedures and recruitment processes.

The SDHR was a pilot project conceived for the changes made in Enabel's scholarship programme. These changes implied a shift from scholarships to skills training and capacity development, the strategy's name remained unchanged: 'the new scholarship strategy', with the following guidelines:

1) From annual calls for scholarships to a multi-annual project approach;
2) Focus on the priority sectors in the Country's Indicative Cooperation Programme;
3) Align with national sector strategies for capacity development;
4) Focus on transparent and predefined selection of Beneficiary Organisations;
5) Needs assessment and training plan development to be introduced as tools;
6) Various training modalities and contents can be considered;
7) More attention to the post-training period;
8) Search for complementarity/synergy with other sector programmes.

The project document (TFF, March 2014) was formulated with these guidelines in mind and identified a results chain with four output areas aiming to assist in the organisational development of selected Beneficiary Organisations (BOs) from the Health, Education and Water & Environment sectors. After the project baseline process, which took place from September 2014 until June 2015 adjustments in the outputs were formulated and agreed upon, see Table 1.

Table 1: Adjusted outcomes and outputs

Outcomes and outputs at the start of the project	Outcomes and outputs at the end of the project	Justification
Outcome: "Increased skills of human resources in the health, education and environment sectors."	"Increased skills of human resources **and evidence base** of selected beneficiary organisations in the health, education and environment sectors."	The project would find it easy to track evidence of the change
Output 1 - The Sector Technical Committees (STC) for each sector are strengthened to perform effectively their task	BOs2 are selected and strengthened to define objectives to improve their organisations	Better to focus on organisational improvement than on a temporary structure like the STC
Output 2- Selected Beneficiary Institutions (BIs) are strengthened to develop and implement their HR development plan based on an HR needs assessment	BOs are strengthened to develop their HRD plans linked to organisational performance goals	Increased focus on the link to organisational performance goals
Output 1- The human resource capacity of BOs is effectively reinforced	Activities from the HRD plan effectively implemented	Original formulation is very similar to the outcome
Output 4- Individual scholarships are managed	Individual scholarships are managed	

Source: TTF, Baseline Report.

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2 Beneficiary organisation fits better in the Ugandan context than beneficiary institution.

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3.1.3 Partnership modalities

To optimize synergetic opportunities, the project took part in other project activities and attended the regular planned meetings with projects based in the field.

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

In this context, the project had the opportunities below:

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

The project signed an agreement with Uganda Institute of Communications Technology to build the capacity of public sector employees in digital literacy. The institute operates under the Ministry of ICT and NG. The move, which was intended to build sustainability in planning and building the ICT capacity of public employees, has been praised for meeting the goal of the digital transformation objectives in the Government of Uganda.

A joint mission with the national level partners on the offer to improve e-Services delivery to the Estonian government was implemented in March 2022. The objective was to have a joint understanding on the aspects related to capacity development and improved service delivery, leveraging on the use of technology in the supported BOs. From the visit, two Memoranda of understanding were signed between the Estonian Development Cooperation (EstDev) and the Ministries of Education and Sports and also the Ministry of ICT and National Guidance to support digital for transformation initiatives.

3.1.4 Operational modalities

The Support to the Development of Human Resources intervention phase 1 officially closed in March 2020. The SDHR was a relevant intervention both towards the GoU development objectives and the Ugandan - Belgian development cooperation strategies. The intervention aims to contribute to the implementation of the GoU training policy involving most of the relevant government agencies (MoFPED and relevant Line Ministries). Considering the capacity needs of the 49 BOs, the intervention has given a relevant contribution in addressing these needs.

The extension/bridging phase of SDHR had an objective to increase the impact and the sustainability of the results achieved during the implementation of the previous phase. These activities will follow the "Training programmes- Strategic Orientations" document (July 2017) of Eactualized in the "Training, Study & Expertise Programmes Strategic Orientation" document (June 2020). It is also inspired by the End-Term Review recommendations (Nov 2019).

Following these two key documents the intervention focused on two main components linked with 2014 - 2020 results:

1. Support the Ministry of Public Service (MoPS), the HR departments of MoH, MoES and MoWE in their digital transformation (e-services) efforts - **R1,R2, R3**;
2. Implementation of Capacity Development (CD) activities in the area of digital skills through a demand-driven approach with support from Uganda sector interventions (Education, health, Private sector development, Environment, etc.) - **R1,R2,R3**;

The Global Objective of the intervention: "Improved service delivery of Ugandan Institutes and organizations" was maintained.

The Specific Objective of the intervention added a component of of evidence base and became: "Increased skills of human resources and evidence base of selected beneficiary organisations (BOs) in the health, education and environment sectors."

The three results below were maintained:

1. **Result 1:** BOs are selected and strengthened to define objectives to improve their organisations
2. **Result 2:** BOs are strengthened to develop their HRD Plan linked to organisational performance goals
3. **Result 3:** Activities selected from the HRD Plan effectively implemented. A number of trainings is financed and monitored.

The result below was removed since the scholarship scheme had ended.

1. **Result 4:** There are no activities and budget foreseen for this result during the extension.

Digitalisation for development (D4D) was added as a key component of the intervention. As a consequence, the Ministry of ICT was included as a partner and have a strategic role in terms of guidance of the intervention. The Ministry of ICT also became a member of the steering committee.

In May 2022, the project staff shifted to start operations within the Ministry of Public Service in order to get closer to the key HRD/CD partner. The project is managed by an intervention manager together with the project coordination team (PCT). The work of the implementation team is supported by the service hubs responsible for procurement and contracting, finance operations, gender, M&E/ Knowledge Management, Human Resources Management and communications.

The role of Portfolio Manager was key in guiding the direction of the project towards achieving its results and on time. The project participated in the monthly organised **"results first"** meetings where a lot of learning took place ranging from planning, operationalisation, monitoring and evaluation of the project results.

3.2 Significant changes to the intervention strategy

Some adaptations to the original project structures were proposed to the Steering Committee in February 2015 and in November 2020 and were approved. More specifically for the Sectorial Technical Committees (STC), the responsibility for selection of beneficiary organisations was transferred to the line ministries. The STC's core function was then exclusively focused on the assessment of the applications from the Beneficiary Organisations and on the appraisal of the quality of the strategic HRD & training plan. Also, a new structure,

a Co-Coordination Team (CCT), was introduced to ensure the link between the intervention and the ministries, to be closely involved in the operational management and follow-up of the intervention and to take joint operational decisions with the Project Coordination Team.

The project's Theory of Change recognizes the project strategy of going beyond skills development (project outcome) towards BO performance strengthening and ultimately service delivery improvement (project impact).

The project changed and simplified the theory of change during the bridging phase to simplify the implementation path and also take care of the removed output 4 on the implementation of scholarships. **See Appendicess 10 and 11 – 2015 phase 1 and 2021 bridging phase project baseline** reports.

The SDHR Made changes in the implementation period. Originally, a lean project team with 1 ITA/project coordinator, 1 national TA, 1 accountant, 1 driver, 1 secretary and consultancy support for procurement was planned. Considering the amount of work, the MTR of 2017 advised to increase the number of staff, especially the training officers at field level. **Annex 10.11** provides an overview of SDHR staffing during project implementation.

The project redesigned the result areas and updated the indicators. Result areas and indicators were reformulated in the course of the process of development of phase one baseline and M&E framework The indicators further changed in the bridging phase as reported on page 69.

In the steering committee meeting of August 2018, there was a request for approval of the decision to extend the project for one more year. Originally, the project was planned to end in March 2019. This was due to the fact that budget execution was slow at the start, caused by various discussions on BO training plan/budget development and organizing the large number of tenders for service providers. Also, in 2018, there was a directive by the Minister of Finance in Belgium to transfer part of the budget expenditures to 2019. The project transferred Transfer 787,335 EURO from 2018 to 2019. The third reason was that the project needed to ensure quality of the trainings and achieve positive impact in the BOs. The project also experienced delays of training implementation due to procurement processes that ensured recruitment of quality trainers. The team also wanted to support the implementation of action plans to ensure transfer of learning and facilitate proper transition of the activities to the BOs for sustainability. Therefore, the steering committee also approved the project extension of 11 months until February 2020.

In November 2020, the project was further extended to July 2023 to support the bridging of the previous Enabel programs to the new country portfolio.

4 Achieved results

4.1 Performance of outcome

Input → Activités → Outputs → Outcome ---→ Impact

4.1.1 Achieved indicators

Outcome bridging phase - Increased skills of human resources and evidence base of selected beneficiary organisations in the health, education and environment sectors			
Indicators	**Indicator Baseline Value**	**Indicator Target Value**	**Indicator Actual Value**
SO1. Percentage of staff (male/ female) in BOs whose performance is improved	n.a	80%	84% Female, 80% Male; average 88%
SO2. Percentage of staff whose capacity to deliver digital services has improved	n.a	70%	87%

4.1.2 Analysis of progress made

Measuring the indicators was launched in the last quarter of 2022 using the satisfaction survey tool conducted in kobo collect. In the second quarter of 2022, the project embarked on numerous strategies and training modalities to build capacity and promote performance improvement in the BOs. Clear and measurable learning goals, objectives, and outcomes were stated at the start of each training assignment through inception meetings arranged online for the Beneficiary organisations out of Kampala and face to face for those based in Kampala city.

The BOs were guided by the consultants and the SDHR staff to develop their own action plans for linking learning to performance and to describe what they will do differently as a result of what they learned from the training, and also how they will measure success at the end of the training. The action plan is a concrete declaration of the commitment to improve the performance and includes a process of internal and external follow-up.

The baseline report had proposed that the outcome indicators be measured at the end of the project cycle, in this case it would be in March 2023. However, the project team agreed to conduct the survey in 2022 at the time of the ETR to provide data into the exercise.

The final results of the satisfaction survey (20 BOs and a total of 75 respondents) generated a report regarding outcome level. The respondents were asked on a scale of 0- 100%, about the contribution of trainings with regard to increased skills and knowledge in a number of areas including improvement in organisational performance, improved service deliver, identification of learning needs, implementation of capacity development programs and transfer of learning.

1. From 0 – 30%, only 0.2% participants, majorly male, indicated no improvement,
2. From 30 – 70%, 11.8% male and 20% Female indicated moderate improvement in perform and,
3. From 70 – 100%, 80% female indicated improvement as well as 88% male respondents; an average of 84% on a target of 80%.

Figure 9 below shows that the average percentage of improvement with regard to contribution to improvement areas is 84%.

Percentage Improvement in Staff Performance
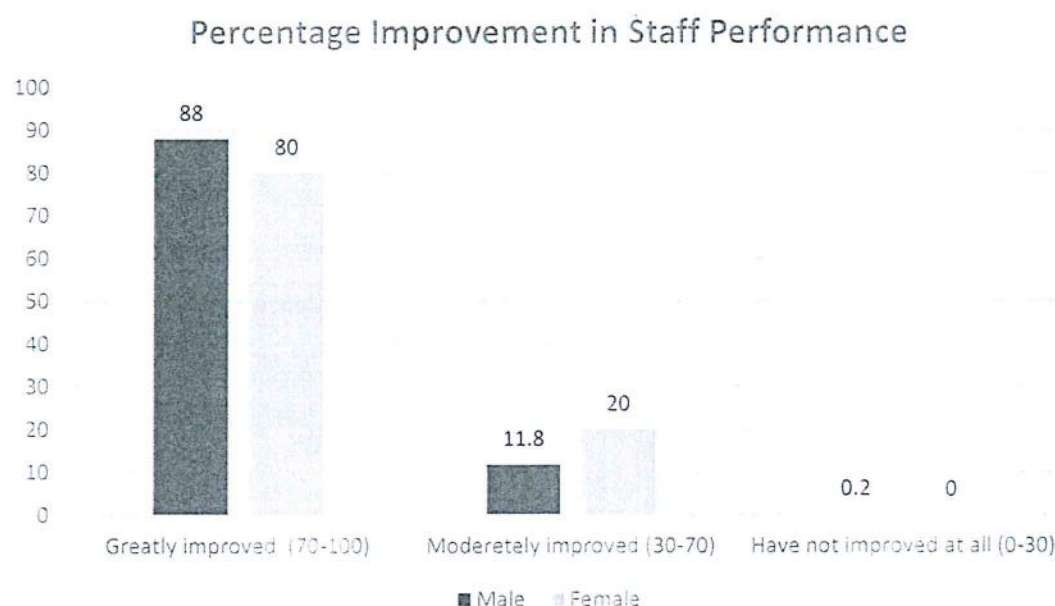
Figure 9- showing improvement in performance in the beneficiary organisations after the training

The improvement was attributed to the following:

1. Identified skills gaps matched the needs of BOs
2. Customized trainings to fill the skills gaps identified
3. Skills gaps identification was done in participatory manner with BO involvement and was further enhanced by the inception meetings.
4. The quality of the trainers

Below is a quote from a National Teachers College Respondent:

{
"I would like to take this opportunity to thank Enabel in conjunction with Ministry of Education for always organising for us CPDs to gain skills and improve our organisations"
}

The statements and the pictures below, are a real-life story of one of a participant from St. Josephs VTI that was sponsored for a long-term course in Mechanical Engineering at Uganda Martyrs University. Nichola Abiine shares his teaching experience before and after the training;

Before the training	After the training
"I started teaching at St Joseph's in 2019 and by that time I had diploma in instructor and technical teacher education from Kyambogo university. I personally was not competent enough to integrate theory learnt in classroom into practical-based learning because I was trained more in pedagogy than required content in my specialization of automotive repairs and maintenance. My teaching skills were basic as I wasn't aware of current methods of teaching (**Active teaching and learning methods**) including online teaching tools in	"I now enjoy my teaching profession because of the improved active teaching and learning environment I have created in the classroom. Students are practical, they solve problems easily and do not struggle with complex questions anymore. They make decisions, propose solutions and explain ideas in their own words after brainstorming and holding discussions then make presentations. This has made learning more enjoyable.

TVET delivery, ICT skills, use of modern equipment and tools such as the use of projectors, and to train learners together with production because I was more of a talk and chalk instructor in classroom and theory based"

Abiine Nicholas using chalk and talk before the training

Abiine Nicholas using a projector after the training and also following the active teaching and learning methodologies

However, two key areas were mentioned by all respondents as critical areas of improvement:

1. The need to strengthen coaching, mentoring and post training support.
2. Better planning of the training to avoid a situation where too close to one another and without enough time to internalise the learning and act on the change.

Therefore, for future capacity development programs, there will be a need to slow down the speed of implementation to allow transfer of learning and change to take place.
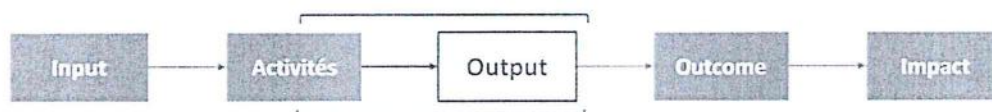
4.1.3 Progress of indicators

Output 1: BOs are selected and strengthened to define objectives to improve their organisations			
Indicators	**Indicator Baseline Value**	**Indicator Target Value**	**Indicator Actual Value**
R11. Level of BOs staff (male/female) satisfaction score on the quality of support given to define training objectives	3.4	3.78 Female, 3.80 Male	3.78 Female, 3.80 Male
R12. Tools and instruments for capacity needs assessment adopted by supported beneficiaries	10	10	6 – some tools are to be used in the long run after implementing the action plans
R13.Number of identified gender capacity development gaps	n.a	3 gaps; Gender assessment, Gender training and Gender communication messages.	3 gaps; Gender assessment, Gender training and Gender communication messages.

R14.Number of potential BOs presented and approved by the steering committee	20	20	20
R15. Number of digital/ ICT initiatives used to enhance service delivery in the supported Bos	n.a	At least 4 per BO	6 initiatives have been implemented with an average of 4 per BO.

4.1.4 State of progress of the main activities

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

4.1.5 Analysis of progress made

Performance output 1 is fully achieved:

1. The project worked with all the 20 organisations as planned.
2. All the BOs fully owned the goals for organisational improvement that are approved by the STCs (= meeting quality criteria).
3. A Memorandum of Understanding is signed with each of the 20 organisations.
4. For activities related to the development of policy, strategy and set of tools there still is some budget space. This budget will be used for partnering with the Ministry of Public Service to support the installation of the e-campus at the Civil Service college Jinja and the development of the academic management system in the 7 VTIs.

4.2 Performance of output 2
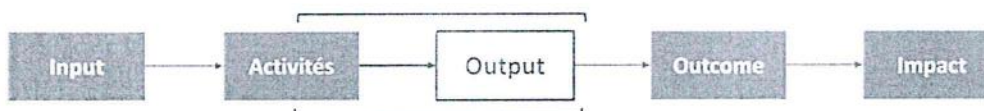
4.2.1 Progress of indicators

Output 2: BOs are strengthened to develop their HRD Plan linked to organisational performance goals.			
Indicators	**Indicator Baseline Value**	**Indicator Target Value**	**Indicator Actual Value**
R21. Number of upgraded human resource development plans and budgets including digital activities developed and rolled out	0	20	**20**

		20	20
R22. Number of revised BOs training plans with the ETR recommendations	20		
R23. Percentage of well-defined training gaps aligned and prioritised to improve the BOs performance	0	100%	100%
R24. Number of installed digital for transformation/ D4D tools (hardware and software) (disaggregated by sector and type)	n.a	5 tools 3 sectors 3 types -	7 initiatives have been implemented: 1. 2 ICT assessments (one on E-Readiness and another on ICT equipment and systems across the sectors 2. 2 eLearning systems have been implemented in the education sector – ICDL and LMSs 3. ICT Equipment were distributed across the sectors to all BOs. 4. QR Code system was implemented in the ministry of Education and Sports 5. ERDM system was implemented in the water and environment sector

4.2.2 State of progress of the main activities

State of progress of the <u>main</u> activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1. Activity A0205: BOs are supported to submit their revised HR development plans		✖		
2. Activity A0206: BOs are supported to install the digital for transformation/ D4D infrastructure (hardware and software)		✖		

4.2.3 Analysis of progress made

Performance output 2 is fully achieved:

1. Guidelines for HRD planning and budgeting were developed and approved.
2. All organisations first developed HRD and training plans based on their organisational improvement areas (output 1). This process was done by each organisation but through a support process consisting of a mobilisation workshop.
3. When the draft plans were ready the STC members were invited for a workshop to validate the HRD and CD plans.
4. 20 BOs have a fully-owned HR and capacity development plans that are approved by the STCs (= meeting quality criteria). The STC decisions were all validated by the steering committee.
5. All the D4D initiatives have been implemented as planned.

4.3   Performance of output 3

Performance output 3 is fully achieved:
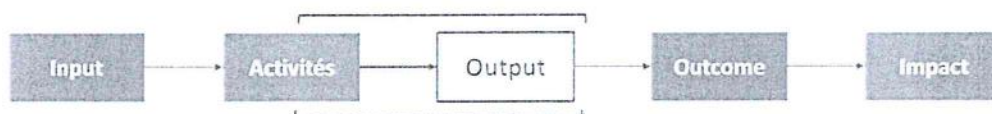
4.3.1   Progress of indicators

Output 3: Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored			
Indicators	**Indicator Baseline Value**	**Indicator Target Value**	**Indicator Actual Value**
R31.Level of the participants satisfaction with the number/quality/relevancy of training activities	3.55 female, 3.60 Male (3.60 average	3.6 (on a scale from 1-4)	3.59 female, 3.60 Male (3.60 average
R32. Number of staff benefitting from HRD (by gender/age/ sector/work and skill type)	0	1,000 (40% female, 60% male)	1,483 (38% female/62% male)
R33. Number staff trained as trainers in ICT and other capacity building interventions	0	At least 5 per BO	90 staff to work as ToTs have been trained in 18 BOs
R34. Number of digital interventions that are aligned to the national digital transformation strategies and the Enabel D4D principles	0	3 (out of 4 targeted initiatives)	7 initiatives have been implemented
R35. Number of HRM departments that have successfully established and utilised digitalised Human Resource Management processes	3	3 Ministries	2 Ministries have been supported: 1. MoES with an a QR code system 2. MoWE with an ERDM system
R36. % of staff in the BOs transferring digital skills for improved service delivery	n.a	67%	**80%**
R37. Number of staff in the BOs transferring skills and knowledge for improved service delivery	n.a	850	**930**
R38, Number of gender capacity development initiatives implemented in the BOs	n.a	At least 3 initiatives per BO	3 initiatives have been implemented per BO (Gender assessment, Gender training and Gender communication messages)

4.3.2   State of progress of the main activities

State of progress of the <u>main</u> activities	State of progress			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1. Support the implementation of digital for transformation and DVD initiatives and training activities		✖		

4.3.3   Analysis of progress made

Target = 8   Achieved = 8

Figure 10: Average

On average, each Beneficiary Organisation planned 8 training programs. Out of these, each beneficiary had an average of 8 Training programs by end of December 2022 as illustrated in figure 10:

At the end of the training, the participants have to express their satisfaction with the trainers and also their immediate reaction on whether the training will help them achieve their improvement objectives. Through individual evaluation forms the satisfaction level with training is measured by scoring the following questions on a scale of 1 (weak) to 4 (excellent):

1. How do you rate the overall course?
2. Usefulness for your daily work? o How do you rate the level of achievement of the course objectives?
3. How do you score the training methodology?
4. How do you appreciate the trainer(s)
5. Did the trainer(s) use practical examples
6. How clear were the lectures and instructions for exercises?

Aggregated scores on already implemented training give an average satisfaction of 3.58 regarding the implementation of the face-to-face training activities.

Through individual evaluation forms an appreciation of the progress in terms of the change in knowledge, skills and/or attitudinal levels is measured before and after the training is measured through scoring the specific learning objectives before and after the training on a scale of 1 (poor) to 4 (very good). Aggregated scores on already implemented training give an average satisfaction score in the improvement of knowledge, skills and/or attitudinal levels from 2.14 before the training to 3.54 after the training. Below is a figure 11 elaborating the evaluation results.

Appreciation of the training on a scale of 1-4

Change in knowledge, skills and attitiude on a scale of 1-4

3.59

0   4

Baseline = 3.5

Target = 3.6   Achieved = 3.59

3.55

0   4

Baseline = 2.3

Target = 2.8   Achieved = 3.55
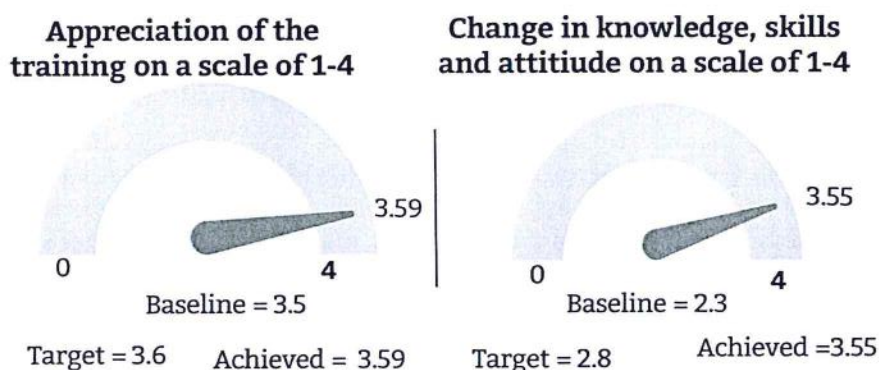
Figure 11: Participants appreciation of the training

Training Participants and Training Modalities

Most of the courses were blended with some being face to face, others being online and self-paced. A number of modalities have been employed in the implementation of courses as per the summary below:

Table 2: Number of participants involved in SDHR training modalities from 2016 to 1 October 2019

Number of participants involved in phase 1	Total	M	F	M %	F %
Long term courses	83	56	27	67.47	32.53
Attach-ments	82	44	38	53.66	46.34
Study visits	193	116	77	60.10	39.90
Short courses	5.260	3.107	2.153	60.10	40.93
TOTAL	5.618	3.323	2.295	59.86	40.14

Table 3: Number of participants involved in SDHR training modalities from 2021 – 2023

Summary Bridging	Short Courses	Study Tours	Long term courses	Total	%ntage
Female	522	39	16	577	39
Male	836	45	25	906	61
Total	1358	84	41	1,483	100

Table 4: Total number of participants involved in SDHR training modalities from 2016 – 2023

Ref	2016 -2019	2021 - 2023	Total	%
Male	3,323	906	4,229	60
Female	2,295	577	2,872	40
Total	5,618	1,483	7,101	100

86%

14%

100 %

0   Target = 90%   Achieved = 86%

Figure 12 - Attendance rate
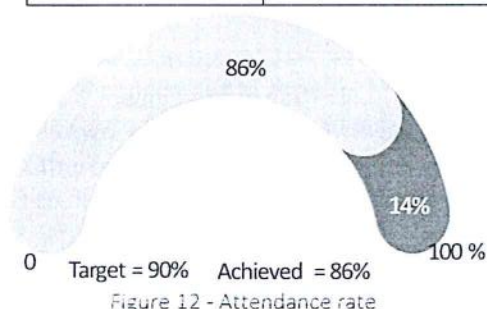
For all short courses since 2016, there was an average attendance rate of 86% meaning that each time there is a training, on average, two people do not turn up. This is observed mostly in the central ministry participants and an investigation needs to be done to find out the factors behind the absenteeism.

To effectively follow-up the training an action plan for linking training to performance was developed. The action plans are put together in one spreadsheet and updated as and when a training is completed. A sample of an action plan template is attached as **Appendix 12.**

To assess results at the impact level, SDHR used the Kirk Patrick model that has been designed to collect data right from the baselining process. With this model, the SDHR team has only been able to collect the most relevant information to enable proper steering of the intervention, foster systematic learning along the way and remain fully accountable as well at the outcome and output levels. Below is figure 13- the Kirkpatrick's Four Levels of Training Evaluation.
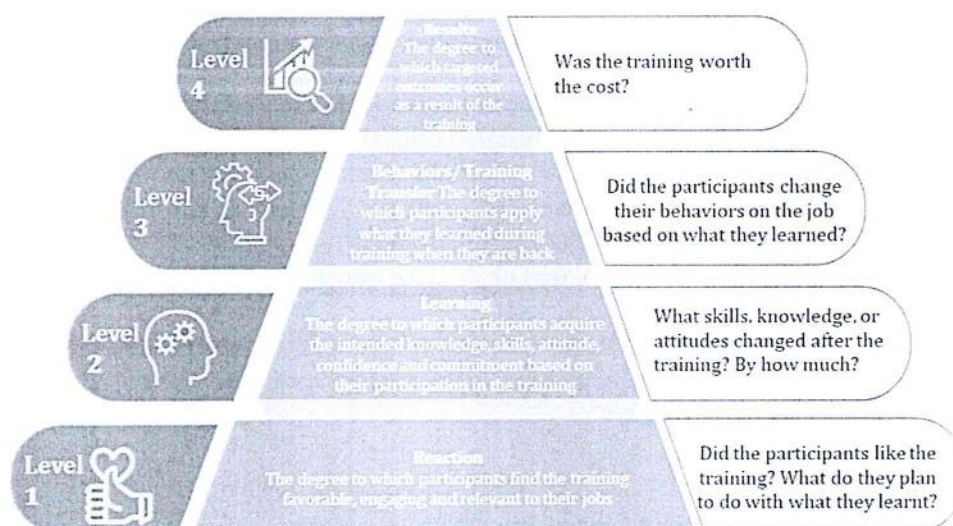
Figure 13 – Kirk Patrick Model of evaluation

4.4 Output 4: Individual scholarships are managed

Performance output 4 is fully achieved:
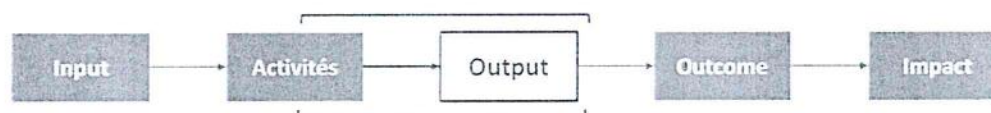
4.4.1 Progress of indicators

Output 4: scholarships are managed			
Indicators	Indicator Baseline Value	Indicator Target Value	Indicator Actual Value
Number of events for members organised	n.a	4	3
Number of obtained academic qualifications	n.a	180	149
Number of on-going scholarships finalised as programmed	198	198	194
Number of scholars returned to the organisations after their studies	n.a	55	117
Number of scholars working in their field of study	n.a	198	160
On-line survey on interest and needs of (potential) members completed	0	Completed	completed

4.4.2 State of progress of the main activities

State of progress of the main activities	State of progress			
	Ahead of time	Within deadline	Delayed	Seriously delayed
Scholarships are managed		✖		

4.4.3 Analysis of progress made

Managing the individual scholarships is a left-over activity from the earlier scholarship strategy, initiated by the Belgian Embassy. In 2014 SDHR took over the scholarship programme. A total of 198 students enrolled in this programme of which 89 were selected in 2014 and using SDHR budget. All students have finalized their studies. Three scholarships took place in Tanzania, one in Kenya and the rest at Ugandan universities. Makerere University was most popular with 41 students. 131 scholarships were Master programmes, 65 Bachelor and 2 Post-Graduate. Sector distribution was health 122, education 57 and environment 19. The male-female ratio was 121-77.

The tracer study of February 2019[4], to which 113 ex-students responded, provides information on opinions and effect of the scholarships. A few highlights:

(1) The scholarships were well appreciated and form good opportunities for the beneficiaries to advance their careers and open gates for better employment and higher salaries
(2) For the GoU the scholarships provided an opportunity to close some staffing gaps, e.g., on anaesthesia expertise in hard-to-reach areas
(3) 73% of the graduates returned to their original work place, 27% did not. There is a 'bonding' agreement with the students obliging them to return to their original work place. It appears this agreement is not always adhered to, nor is it enforced by the employing institutions.

The long-term training programmes described under output 3 fit in the SDHR approach; they are integrated in the organisational development plans of the BOs. But we must admit that these too suffer from the same 'bonding' constraints as the regular scholarship programme.

An important spin-off of the scholarships, especially those that took place in Belgium, is the role alumni play in the Uganda-Belgian relations, both among academic institutions and private sector interests.

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[4] SDHR Tracer Study, Final Version, Enabel, February 2019.

5 Synergies and complementarities

5.1 With other interventions of the Portfolio

One of the key findings in the End-term review exercise was an evaluation of the complementarities/synergies that the project established with other interventions implemented by Enabel in Uganda. The findings below have been considered as key for this report:

BO managers experienced an effective cooperation among the various Enabel support activities in the bridging phase much more than in the first phase. Two NTC managers talked about 'Enabel support' without mentioning the TTE and SDHR interventions separately; a clear sign of synergy. TTE and SDHR work in all 5 NTCs and have done so in a coordinated manner. In terms of capacity and institutional development, SDHR was involved in the organisational assessment, subsequent training activities and action plans, TTE ensured a supporting environment (including infrastructure) in which the action plans can be implemented, and was able to provide continuous quarterly monitoring. TTE and SDHR also made sure that the skills enhancement would be cascaded down in the organisations, e.g. via ToT, making use of the SDHR developed framework contracts. Joint planning, scheduling and field visits ensured the synergies.

With SSU similar arrangements were made in supporting the VTIs. Both projects agreed on a joined concept note and implementation plan, and worked jointly in the ToT.

With the health projects there was less synergy because different BOs were supported, only one was served by both projects. The health project did make use of the SDHR developed framework contract with training providers.

There are many advantages of the project synergy with other Enabel projects. Through its integrated approach towards training, the SDHR has the potential to make the following contributions to other projects:

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

5.2 With third-party assignments

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

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

A joint mission with the national level partners on the offer to improve e-Services delivery to the Estonian government was implemented in March 2022. The objective was to have a joint understanding on the aspects related to capacity development and improved service delivery, leveraging on the use of technology in the supported BOs. From the visit, two Memorandaof understanding were signed between the Estonian development cooperation (EstDev) and the Ministries of Education and Sports and also the Ministry of ICT and National Guidance to support digital for transformation initiatives.

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

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

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

1. The project had a partnering opportunity with MTN to improve the training strategy in the VTIs through training and building capacity through video capturing and sharing.
2. There has been Concrete collaborations between the SDHR project and the staff of other Enabel staff in different countries regarding the implementation of e-Learning and online training. Support was offered to the offices of Rwanda, Burundi, Mozambique, Morocco and the HR in the Brussels to design and implement courses on the - https://open-learning.enabel.be/courses
3. Coordination with other relevant development partners (DP) has been established. Ad hoc communication and information exchange is taking place until the SDHR implements a number of trainings and uses the data generated to share experiences and lessons learnt.

5.3 Other synergies and complementarities

No activity was done in relation to other Belgian and/or other development actors; whether synergy or complementary or harmonised initiatives have been developed.

6 Priority themes

The transversal themes as mentioned in the TFF of the SDHR Phase 1 were gender, environment, children's rights and HIV/AIDS. In the bridging phase, it was gender and digitalisation. The project considered how to integrate these themes after realizing that they barely came out as training priorities in the organisational assessment and identification of the improvement areas.

The Steering Committee approved the project's proposal to take a proactive position and address these themes per sector.

6.1 The environment and climate change

Energy efficiency, waste management, occupational health and safety trainings were implemented. An action plan resulting from these trainings was put into practice by the BOs; especially the National Teachers Colleges, the Vocational Training Institutes, the Water and Environment sector BOs and some of the medical institutions.

6.2 Gender

The project committed itself to have attention for gender and more specific for **equal participation of women and men in HRD and training activities**. The following measures were undertaken in the project approach:

1. In the baseline process, the attention for guaranteeing equal participation of women and men in the HRD and training activities was built in the redefined indicators below:

    a. R32 "Number of staff participating in HRD (by gender/age/ sector/work and skill type".
    b. R38, Number of gender capacity development initiatives implemented in the BOs

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

2. The principle of **"ensure equality of opportunities and appropriate access"** has been integrated in the Memorandum of Understanding (MoU) on Human Resource Development (HRD) & Training Support that was signed between the Belgian development agency and each Beneficiary Organisation. In the MoU each beneficiary organisation has committed itself to facilitate equal access of women and men to learning opportunities.

3. The project also has made an inventory of the current staffing situation of all beneficiary organisations. This **"gender audit"** allows the project to have a good view on gender aspects related to staffing and also to follow up on the principle of equal opportunities. Based on the data available the potential beneficiaries within the 20 beneficiary organisations are 1,506 persons (650 women and 856 men) (43% women and 57% men)). In planning for the capacity development and HRD initiatives, women form 41% of the total number of anticipated participants.

4. The specific needs of women with regard to the organisation and timing of training the project have been taken into account. More specifically, there is attention in training planning for: duration, enabling environment (for example allow women to move with caretakers and feed them at the training venue), and modality (focus on the job, online training, etc are aimed to increase the participation of women who for one reason or the other may not attend the training physically).

5. The project also intentionally planned that all the 20 BOs assess themselves on a set of parameters that led to the planning of the gender activities below:

a. A training on gender mainstreaming focusing on the Sustainable Development Goal 5 (gender equality) in all the 20 BOs.
b. Conducting a gender mainstreaming environment assessment per institution and develop a proposal to address the gender issues in the areas of management and the way infrastructure is designed. **See Appendix 13** For the gender assessment report.
c. Defining a clear reporting, referral and follow up procedure for addressing Gender Based Violence (GBV) issues in the beneficiary organizations
d. Developing and implementing a comprehensive communication campaign to create an enabling environment for speaking about and reporting on GBV in the beneficiary organizations including the following aspects: levels and effects of violence, its causes and consequences, gender attitudes and norms, bystander behaviours and reporting attitudes. The communication messages have been developed in the form of posters, murals, podcasts, TV spots, videos and poetry recitals along the themes: gender equality and gender-based violence. They will be ready for sharing in January 2023.
e. Implementing gender awareness raising activities especially on Gender Based Violence in the BOs.
f. As part of the base-line organisational self-assessments of October 2021, the BOs provided information on gender issues, divided in four aspects: gender equality, gender equity, gender sensitive budgeting and gender capacity. The average assessment was 1.58 (on a scale of 4) with a range of 1,00 to 2,00. The assessments were taken as the basis for formulating the gender paragraph of the BO capacity development plans. The most common improvement topics were:
    - Gender policy development and customisation
    - Gender mainstreaming
    - Gender equity and equality
    - Building gender capacity
    - Gender sensitive planning and budgeting

A blended, tailor- made training programme, targeting the BO key staff, was designed to facilitate mainstreaming of gender issues across the 20 beneficiary organizations. The programme (3-day face-to-face and 2-day online) has been implemented in in all the beneficiary organizations in addition to study tours for a wide range of target groups: Board of Governors, managers, HR staff and teachers, both male and female. This training was informed by a needs assessment study among the BOs, providing important information as to the contents of the training. Classroom training was complemented with self-directed learning materials available through SDHR's e-learning platform - https://open-learning.enabel.be/course/view.php?id=157 .

Four BOs took the initiative to organise a study tour to an institution with more experience in gender policies and practices, like the Ministry of Gender, Labour and Social Development and Makerere University's Gender Mainstreaming Unit.

The classroom training activities ended with formulating priority strategies for immediate implementation. Even though most of the training was conducted in (August/September 2022), the ETR asked during the interviews if there was already an effect noticeable from these activities. These are the main responses:

1) Gender Focal Persons were appointed in all BOs
2) Set up of Gender Committees in the BOs
3) Development and roll out of Gender Inclusion Policies

4) Availability and monitoring of Gender Reports, Statistics, and Data
5) Inclusion of Gender Matters into meeting agendas
6) Gender training sessions conducted within BOs
7) Advocacy for gender issues in some BOs

A good example of the training effect comes from NTC Mubende, one of the BO's. After the study tour and participating in the gender mainstreaming training, the management appointed a gender focal point person, put in place an active gender committee. A spectacular m'onument was erected infront of the resource centre to remind the staff of the need for both genders to have equal opportunities within the college.

One of the participants from NTC Mubende had this to say;

> "Gender concerns had no place in the College's vocabulary. The illiteracy of over 90% of college staff about Gender matters, the absence of a gender focal person, gender guidelines that speak to the college specific environment and symbols that communicate gender issues cast realization of a gender responsive college environment to the books of imaginations".

In cooperation with the Ministry of Gender, Labor and Social Development, water and environment, communication messages in gender and environment were developed and integrated in the training as discussion materials.

Some of the long-term courses requested for by the BOs such as Anesthesia, Obstetrics and Gynaecology were intended to curb down neonatal and maternal death rates which were high. After the training beneficiaries noted that the number of patients recovering without complications after surgical procedures especially mothers that have undergone caesarean sections had increased at hospitals that trained staff in the above areas; Bwera hospital, Arua Regional Referral Hospital and Fort Portal Regional Referral Hospital.

On the whole, there is a general understanding that the end goal of gender mainstreaming is transforming unequal power relations and discriminatory practices and norms to ensure gender equality. There is also need to promote men with a passion to foster gender issues as gender champions or allies.
The post training organisational self-assessment on gender issues increased from 1,58 to 2,93 in November 2022.

6.3 Digitalisation
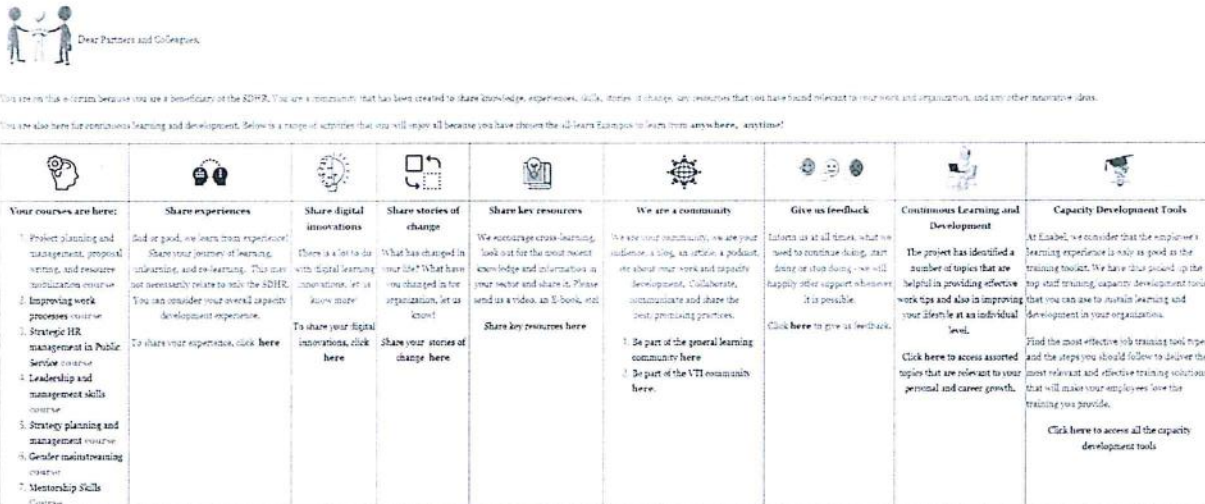
As compared to the first phase of the project, the digitalisation area became quite extensive during the Bridging Phase. Reasons for this expansion were the gaps as assessed earlier, the increased attention by GoU on digitalisation issues and the sudden expansion of online learning and communication during the covid pandemic. A large part of the bridging phase budget was spent on ICT equipment and training, necessary to improve ICT skills, processes and structure. All BOs had large needs on ICT improvement as evidenced by the OA results and the subsequent CD plans. Only for MoICT and UICT, digitalisation was less a priority. The overall assessment rating on digital literacy and ICT skills during the base-line was 1.11 out of 4.00, the lowest among all six assessment areas.

SDHR organised elaborate support activities on digitalisation through classroom training, online courses and self-paced learning. The regular courses were on basic, intermediate and advanced ICT skills. Special courses were organised on topics such as ICT in mechanical engineering, use of e-learning platforms, ICT policy development and automation of work processes. Courses were supplemented with on-the-job or online coaching. Three BOs organised a study trip to learn from digitalisation processes.

With most of the training activities and study visits now being finalised, and the on-the-job coaching started, a new organisational assessment was done in November 2022 where the rating for ICT skills had increased to 2.45, see Figure 2. This is in line with the ETR interviews in which BO managers expressed appreciation about the quality and results of the ICT training activities, both the face-to-face and online activities. Examples of achievements towards improved digitalisation practices are:

1. Training of 155 participants in basic and advanced ICT skills in 20 BOs. Another grant was to enable 95 participants access advanced ICT skills. Enabel therefore awarded these direct grants to UICT in order to:
    1) Develop a well-grounded ICT professional workforce
    2) Develop an ICT professional's quality assurance framework
    3) Provide digital literacy training
    4) Implement targeted capacity building for teachers to incorporate ICT in Pedagogy
    5) Install ICDL and LMS centres in the teaching and training institutions.
2. Increased use of ICT equipment such as projectors for lecturers in BOs in all the NTC and the seven VTIs supported by Enabel
3. Digitalisation of e-Services in the ministries such as the Quick Response (QR) coding system, at the Ministry of Education and Sports. The service shall eliminate the manual process of generating teacher education key documents such as appointment, posting, and deployment letters. The system will print out the above letters with a security feature embedding the QR code. The Ministry of Water & Environment Records Information System, at the Ministry of Water & Environment shall digitize the records management processes at the ministry.
4. Introduction of online meetings in all BOs via online tools such as zoom.
5. Improved Financial Management Systems and Reporting in the VTIs.
6. Digitisation of payments e.g., payment of school fees via Mobile Money in St. Simon Peter thus improving collection and reconciliation of fees
7. The establishment of All-**Learn-Ecampus** that works as:
    1) A platform for all the courses that the SDHR implemented face to face; providing the participants a chance to learn at their own pace. It is also an efficient modality of learning.
    2) Platform for communities of practice have been opened and are active
    3) A resource center for all the project tools and knowledge products

The platform will be migrated to the Civil Service College upon completion for them to use the material and sustain the learning. Below is a snapshot of the **All-Learn-Ecampus as figure 14.**

Figure 14: The SDHR All-Learn-Ecampus

7 Sustainability

In the bridging phase, the project concentrated more on the internal functioning of organizations and systems (structures, strategies, staff, skills, attitudes, etc.) financial/economic viability to maintain and reproduce the benefits the project. Since the SDHR-project has limited leverage on the national budget framework and national decision on investments in training. It focused on the aims of the national training policy to improve training provision and raised the lack of training funding and training coordination to national stakeholders through its steering committee level.

General staff involvement in budgeting and strategic planning, increased level of confidence to develop own budget at the work place.

For activities related to the development of policy, strategy and set of tools the project worked with the study fund to support the finalization of Human Resource of Human Resource Capacity Development Policies, Plans and Frameworks that are geared towards capacity and capability of Human Resources in the public service. A costed budget was included in the report at the end of the assignment. This has provided concrete guidance to the ministries on the elements to consider while budgeting for HRD activities.

One of the training programs was a Training of Trainers focused on increasing the skills and capacity of the BOs to carry on with the training initiatives. The modules under the course, together with all the other courses have been handed over to the Ministry of Public Service for eventual scaling up.

Nevertheless, financial/economic sustainability to maintain and reproduce the benefits of the SDHR in the long run, is not without problems. The project notes that there is very low investment in HRD by the target ministries. This might imply that the project is reduced to a one off HRD-intervention when continuous budget is not available for the selected beneficiary organisations any more. Other risks relate to national training policy and its implementation and retention of trained HR. Although the National Training Policy could play an important role in stimulating and regulating HRD in the public sector, it is not supported by a solid budget, making the established procedures and structures (such as training committees) not very relevant.

In conclusion, key to obtain that sustainability is a good implementation of the capacity development framework, exploration and realization of synergy with other interventions (from the Ugandan-Belgian cooperation or other Development Partners).

8 Lessons learned

In its capitalization report[5], SDHR has not only explained its approach in working with a large number of local organisations towards improved performance, it also lists per development phase a series of lessons at operational level and lessons to be considered for future programming. A summary of some of the lessons for future programming are listed below: For more information on lessons learnt, **see Appendix 14- Capitalization report.**

1. Training is about adult learning. Adults come to a learning situation with their own priorities and attitudes. They are ready to learn when they decide to open their minds and spirits to it. How can you get them to do this, especially if they are determined not to do so?
2. Involve the right national stakeholders and negotiate a higher involvement (of line ministries). If a national training policy exists, then the responsible ministry should be part of the project.
3. In selecting beneficiary organisations assess their readiness for change. Without readiness you better not engage with an organisation as it will imply a waste of time and money.
4. Training provision needs strong engaging training providers. First, for a training project selecting these providers is a key task. The volume of tender work and contract management cannot be underestimated for training projects that have a significant budget to be spent on training multiple organisations in multiple sectors. Secondly, Enabel should reflect on the instruments to engage training providers: are there other instruments that need to be developed?
5. How to get more government buy-in: SDHR implementation has realised that lasting effects of training to local organisations needs more buy-in from the side of the government, more than involvement as PSC members and the initially planned STCs. Discussions with PSC members and chairman confirm the need for more support actions at national level. Not only in training, but also in getting CD higher on the (budget) agenda.
6. Mutual learning among BOs: Regular joint events among all BOs were planned with the objective to learn from each other's experiences. This appeared less the case than anticipated. Exchanges among sectors, or even sub-sectors like DHOs, hospitals, VTIs and NTCs, might have been better
7. Identification of general training needs is a must-do step for every training project, providing it with its rationale. Not doing this step well implies taking the risk that a training project might start training without a clear rationale. On the other hand, some of the HR context analysis can be done at project formulation allowing for faster start-up.
8. Identification of general training needs takes time and budget. None of these parameters were planned for well in the original project design of SDHR.
9. Ensuring ownership creates a strong foundation for capacity development. The principle that organisations (working groups), and not external consultants, drafted their own assessment and decided on their own improvement areas proved to be crucial. The option for self-assessment is assessment by external consultants. This approach is not only more expensive but often creates less ownership. We however cross checked by an external consultant the self-assessment score for TVET institutions. Scores varied only slightly and not sufficient enough to motivate mainstreaming external assessors.
10. Transversal themes need a proactive approach. These themes are an issue because they are neglected but crucial from a development perspective.

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[5] Helping people learning better at their job. Training and development in the workplace in 44 Ugandan organisations. Lessons from SDHR. Updated version. June 2019.

11. Working with a single point of contact per organisation is crucial as the training project had no staff in all organisations. Where sector projects are having staff on the ground this staff needs to be engaged in this process too.

12. For assessing applications from different sectors, assessors need a technical background to be able to appraise problem definition and skill gap definition. Good composition of sector committees is crucial and cooperation from sector projects is important.

13. To speed up the analysis and arriving faster to training needs identification, the call procedure proved to be time consuming. Training all organisations at the start would have enhanced the understanding. Although this can be considered from an efficiency perspective, it likely would cover up to a certain extent the readiness of change of organisations and it allows less insight in the real status of the knowledge and skills base of employees.

14. Digitalisation for development came with many opportunities and excited most of the participant. All the beneficiary VTIs are now ICDL certified and will provide such a service to the students and communities around them, while generating some income. eLearning has taken root in all the institutions and will go a long way in promoting distance and self-paced learning, giving the public employees a change to do other things.

8.1 Successes

1. The organisational assessment and improvement areas (phase 1) enabled the project to collect in an efficient way sound information useful for project M&E and implementation. It was also adapted for the bridging phase. The practice has proven to be an important step in ensuring that training provision has a relevant basis.

2. By getting the BOs to conduct their own self-assessment, and plan for their Capacity and HR development, we can guarantee that the results so far obtained are of high quality. In a bid to build stronger capacities for ownership and sustainability, the project has planned for a capacity development session for an orientation on the use of available tools for the BOs to make deliberate choices in their roll out and use.

3. Even before COVID-19, the SDHR had already adopted the use of education technology and had made progress in online learning. This readiness made it possible to quickly migrate the courses we had planned to have face to face and were all implemented online making the project effective and efficient in delivering the already planned training activities. The online learning platform is also good for continuous capacity building activities in case of a crises that limit in person meetings.

4. The SDHR has information in form of learning resources, organisational self-assessment tools, capacity development tools, e-learning tools and models etc. The e Learning tools especially the resource centre will support the BOs to share their own learning experiences in real time. The installed zoom accounts will make it easy to use mobile technology for interacting with colleagues, partners and the project team. The online resource centre will facilitate knowledge sharing through the online community of practice.

5. The project has taken time to consider the interests and demands of those that influence capacity building processes and those who will be influenced by them within and outside Enabel. The project has observed and discovered that the engagement of stakeholder perspectives is an important arena for promoting capacities by forming supportive collaborations, dealing with opposition to change, and offering a demand driven offer. This has proved very beneficial and critical to the smooth operations of the SDHR.

6. The deployment of digital systems in the ministries will improve efficiency and transparency in the ministries. It the EDUCATION sector, it will reduce cases of forgery in deploying and confirming the

teaching staff in both primary and secondary schools. In the ministry of Water, the system will reduce the use of paper in the sector, hence promoting environmental protection.

8.2 Failures

1. Developing the capacity to deliver better services often requires coordination, collaboration and communication across multiple sector and organizational boundaries. Incentives and capabilities to do this are often limited unless there is strong leadership from the top. The project observes that in the central ministries, top leadership is not highly engaged in the project activities and will often wish to be facilitated in order to increase their levels of involvement for activities done in the central region.

2. It may be useful for Enabel to seek more policy coherence and then focus CD efforts on what individual organizations have to deliver in this bigger picture. This could very well address the risk that has been identified about the hierarchical structures and processes involved in the partner ministries wanting to approve all the policies and yet the process to do so takes a long time.

3. Most operations in sectors and at local levels are shaped by core country systems (e.g., HR planning, recruitment and selection, performance appraisals) and other civil service employment conditions such as planning and budgeting, establishment of the right learning and ICT infrastructure etc. Ad hoc and narrowly conceived capacity efforts cannot work in environments where broader, multi-facetted reform processes addressing country systems may be required. Enabel needs to be aware of this and much as the BOs have taken time to plan and prioritise their training activities, these conditions remain key in determining the level of performance and improved service delivery.

4. In general, the long-term nature, complexity and multi-dimensionality of capacity development make it difficult to assess whether the changes triggered by the SDHR project support are sustainable. At the moment, we depend on the enthusiasm of the MoPS staff to carry forward the capacity development agenda. By focusing on outputs and quantitative data, the more intangible medium and long-term effects of capacity development support processes are rarely captured. Enabel projects can start to capitalise experiences early enough in the project in order to use achieved success as points of advocacy.

5. The beneficiary organisations also often struggle to retain existing capacity; staff turnover increases the risk of losing the capacity that has been built up to cause immediate and long-term change.

6. In digitising the BOs Enabel should always try and use a user-centric approach. Design thinking is an important element of a user-centric approach to design highest-value digital platforms, products and services. Develop a user segmentation model and target the digital content. What happens here is a paradigm shift from implementing digital initiatives to connecting the citizens with the government using digital/ electronic means. Critical to this will be to formulate solutions that are already planned and endorsed by the government.

8.3 Strategic learning questions

As a continuation and improvement of SDHR's first phase, and as a preparation for the new Enabel Portfolio 2023-2027, the SDHR Bridging Phase has proven to be effective. The ETR revealed that the selected BOs not only benefitted from the CD support provided by the project, they are also moving towards increased financial sustainability by better positioning themselves within their wider communities. At the same time, SDHR has developed strategies that are well suited for inclusion in the next phase of the Uganda-Belgium partnership.

SDHR has generated a few learning questions, to be taken into account when continuing with CD interventions and CD mainstreaming within the Enabel Portfolio:

1. Considering that capacity development initiatives take long to organise and the results of one phase feed into the other, a key question for Enabel will be; what does a capacity development program that follows an integrated capacity development model need to consider in terms of assessment, planning and implementation timelines? Who will participate at each phase and what will be the contribution of each participant?

2. Getting the right mix between online and face-to-face learning is a topic of attention and there is no single solution. Online learning is usually not as engaging as face-to-face, but provides a cost-effective and ready to use addition. The balance normally depends on content complexity, theory-practice mix, e-readiness of participants, prior knowledge, attractiveness of the online learning environment, connectivity, budget, etc. This should be an important question when considering the blended learning approaches in the future portfolio.

3. The national level partners deserve a different approach than the field level service organisations. The first phase ETR recommended that by involving the national HR Departments in the SDHR activities, linkages with the field level HRD issues would become more practical and easier to solve. This appeared more difficult than anticipated. The lesson is that these departments do not consider themselves as partners, rather they prefer to be direct beneficiaries. Enabel may wish to consider capacity building components that are dedicated to building buy in at consensus at the central level as they roll out change oriented initiatives in the ne portfolio. The key question will be; how does Enabel distinguish between the capacity development needs and the actual responsibility/duties of the central ministries?

4. Successful capacity development depends primarily on the change readiness shaped by the context, the vision, capacity and power of those leading and managing change. This underscores the critical need to focus on implementation processes which, in conjunction with analysis of emerging gaps in specific skills, can promote more common vision and attention to capabilities that transform mindsets and create change. Enabel will be answering questions regarding the ability of the procured trainers to bring about change and if the BOs will be ready for the changes.

5. Taking the general and operational context into account implies recognizing – operationally - that capacity development should be much more than a technical discipline. It affects interests, reshapes public service reforms and policies, and generates or diminishes energies of external and internal stakeholders. Successful capacity change requires constant strategizing and building collaborative relationships. Dealing pragmatically with these issues is a major challenge that has to be addressed by being more realistic about context factors, stakeholder and change readiness. Where there is an urgent need to perform better in a given sector (e.g., a crisis), policy-makers become more receptive to measures which improve such performance. The question is; will it be possible for the supported BOs to strategize, build more partnerships and respond to changes in a proactive manner and also sustain the results/changes brought about by capacity development? Will Enabel also consider specialised expertise in the implementation of capacity development programs?

6. Capacity development is at the heart of sector development; capacity for policy making, for public financial management, for front-line delivery, for interaction and co-ordination between national and non-national stakeholders, for monitoring and for stronger institutions capable of performing these vital tasks. It cannot be treated as an after-thought that is dealt with once sector policies, programmes and results frameworks have been developed. Yet, few sector strategies or plans systematically address capacity development as a strategic objective. Efforts are being made through learning, policy guidance, and training to bring capacity development upfront but challenges remain. The question is if the Enabel partners will be able to sustain the achievements of the capacity development initiatives.

7. Digitalisation for development takes time. The project lifespan of 2 years raises very good learning questions on the capacity development project lifespan. Well, planned, it is a good solution to disruptive calamities as pandemics and other forms of crises that can interrupt training Will Enabel

adapt a strategy to make D4D transversal right from the start of the project in order to get ready for such crises?

Inventory of documented experiences	Documentation products	Publication	Communication
The SDHR capitalisation report from phase 1	Lessons learned, project approaches/methodologies and recommendations	No	The SDHR knowledge sharing event
The SDHR story book	Stories of change, lessons learned, project approaches/methodologies and recommendations	No	The SDHR knowledge sharing event

Table 5– Documented experiences

8.4 Summary of lessons learned

Lessons learned	Target group
1. While learning and development takes time, the SDHR confirms that the use of systemised approaches and tools can make an impact even in a short period like 2 years. The organisational assessment and improvement areas (phase 1) enabled the project to collect in an efficient way sound information useful for project M&E and implementation. It also has proven to be an important step in ensuring that training provision has a relevant basis.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)
2. The Principles for Digital Development serve as an excellent reference framework for designing, planning and implementing digital initiatives. The nine Principles constitute the basis for the responsible handling of technology and provide a set of criteria to guide the planning, development and evaluation of new initiatives.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)
3. The involvement of BO management at each of the phases is key in creating ownership and buy in of the decision makers in the changes created by capacity development. In the new country portfolio, formalise the links between programs to maximize the benefits that come with both internal and external synergy.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)
4. For an HRD and training intervention to be effective, sufficient attention needs be given to other conditions that are needed so that staff are able to transfer their learning to the workplace (minimal conditions with respect to infrastructure, policy reforms, Human Resources Planning, HRD budget, equipment ...). The project has limited resources to guarantee these conditions and counts on the ability to budget and plan for these by the government in future.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)
5. A consistent focus on ownership and participation is a key characteristic to ensure sustainable capacity development. The BOs have been able to formulate their own improvement goals and develop their own capacity development and training plan. In itself, this consistent approach has been recognised as capacity building. The project has realised this through engaging the organisation mobilization workshops for the broader organisation, memorandums of understanding working groups per organisations and hands-off consultancy support.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)

6.	For future sustainability of continued attention to organisational change of field level facilities and agencies, a number of additional national agencies would be important to include as partners; UICT as a partner for ICT training and development, NITA-U as a partner to work on e-procurement by Local Government Agencies; UNITE as a partner to work on standardization of in-service training and Continuous Professional Development (CPD) for teachers and the relevant Line Ministries (MoLGSD, MoH and MoES) as partners in creating an effective loop between policy and practice.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)
7.	We saw an interruption in the operations of the project due to the outbreak of Ebola in one of the regions where the project has Partners but this was quickly mitigated by taking most of the training programs to the Ecampus hence ensuring continuity of learning. Enabel capacity building projects need to be ready for unprecedented calamities and plan for them accordingly.	PSC, Enabel Representation, Enabel Portfolio, HQ (OPS, EST)

Table 7 – Summary Lessons learned

9 Recommendations

The SDHR was a pilot. A pilot for Enabel to gain experience with another strategy to work on CD support, and for GoU institutions to gauge implications of this approach for national level organisations. In case Enabel and GoU wishes to continue and use the pilot results for a new CD support programme, we would recommend it takes into account the following elements:

To Enabel in Uganda

Recommendation	Source	Target Audience
1. Focus on an innovative and digital training offer on training courses: Target specifically trainings, studies and expertise with a strong innovative identity, which will be achieved by relying on "cutting edge" Belgian expertise;	End of project report	Enabel programs in the portfolio
2. Assure a quality approach in implementing training courses, a phased integrated capacity development model and transfer of competencies;	End of project report	Enabel programs in the portfolio
3. Foster flexibility in the types of training: individual trainings, grouped training, e-learning, on-the-job training, coaching, internships, scholarships, seminars, study tours, exchange of expertise with a strong focus on digital training;	End of project report	Enabel programs in the portfolio

Table 5 – Recommendations to Enabel in Uganda

To the Government of Uganda

Recommendation	Source	Target Audience
Finally, since innovation in the civil service is a topic that is addressed in other African countries already for some time (e.g. Kenya, Ghana), it is suggested to include a South-South learning component in a new CD support programme.	End of project report	Ministry of Public Service
Make capacity development a priority. Provide an enabling environment that addresses the systemic impediments to institution, team and individual capacity development efforts. Ensure proper integration of capacity development priorities in key national, local, sector and thematic strategies.	End of project report	Ministry of Public Service
To sustain the existing efforts, strengthen National and local capacity to implement policies and manage public resources. Sustain all the good practices and use the opportunity of the SDHR as a starting point in cascading good learning innovations.	End of project report	Ministry of Public Service
Tailor capacity development efforts to specific needs of the institutions. A one size fits all approach may not be suitable for change and transformation in all the institutions.	End of project report	Ministry of Public Service
Work towards demand-driven solutions and promote the use of local and regional resources, including South-South arrangements and benchmarks.	End of project report	Ministry of Public Service
Enable institutions to play their role in capacity development. Support institutions to conduct thorough organisational self-assessment and plan for capacity development programs on an annual basis.	End of project report	Ministry of Public Service

Digitalization for development should be embedded in all the capacity development efforts as a key lever to accelerating national economic and social development by connecting the government and the citizens electronically.	End of project report	Ministry of Public Service

Table 8 – Recommendations to Government of Uganda

10 Annexes

10.1 Quality criteria

1. RELEVANCE: extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.

Calculate the total score for this quality criterion as follows: at least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C', no 'D' = C; at least one 'D' = D

Assessment of RELEVANCE: total score	A	B	C	D
	✖			

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

✖	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	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: extent to which the resources of the intervention (funds, expertise, time, etc.) have been economically converted in results.

Calculate the total score for this quality criterion as follows: at least two 'A's, no 'C' or 'D' = A; two 'B's = B, no 'C' or 'D' = B; at least one 'C', no 'D' = C; at least one 'D' = D

Assessment of EFFICIENCY: total score	A	B	C	D
✖				

2.1 How well are inputs (financial, HR, goods & equipment) managed?

✖	A	All inputs are available on time and within budget.
	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	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	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 outputs are/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.

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3. EFFECTIVENESS TO DATE: extent to which the outcome (specific objective) is achieved as planned at the end of year N

Calculate the total score for this quality criterion as follows: at least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C', no 'D' = C; at least one 'D' = D

Assessment of EFFECTIVENESS: total score	A	B	C	D
✖				

		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	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	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).

Calculate the total score for this quality criterion as follows: at least three 'A's, no 'C' or 'D' = A; maximum 2 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D

Assessment of POTENTIAL SUSTAINABILITY: total score	A	B	C	D
	✖			

		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	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 extent of ownership of the intervention by the target groups and will it last after the external assistance ends?

✖	A	The Steering Committee and other relevant local entities are strongly involved in all stages of implementation and are committed to continue producing and using results.
	B	Implementation is based in a good part on the Steering Committee and other relevant local entities, which are also somewhat involved in decision-making. Likeliness 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 entities to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
	D	The intervention depends completely on ad-hoc entities 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 the 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	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 entities and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
	B	Intervention management is well embedded in institutional entities 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 entities instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
	D	Intervention is relying on ad hoc entities and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

Table 9 – OECD DAC Criteria

10.2 Updated Logical framework and/or Theory of Change

10.2.1 The SDHR Bridging Theory of Change
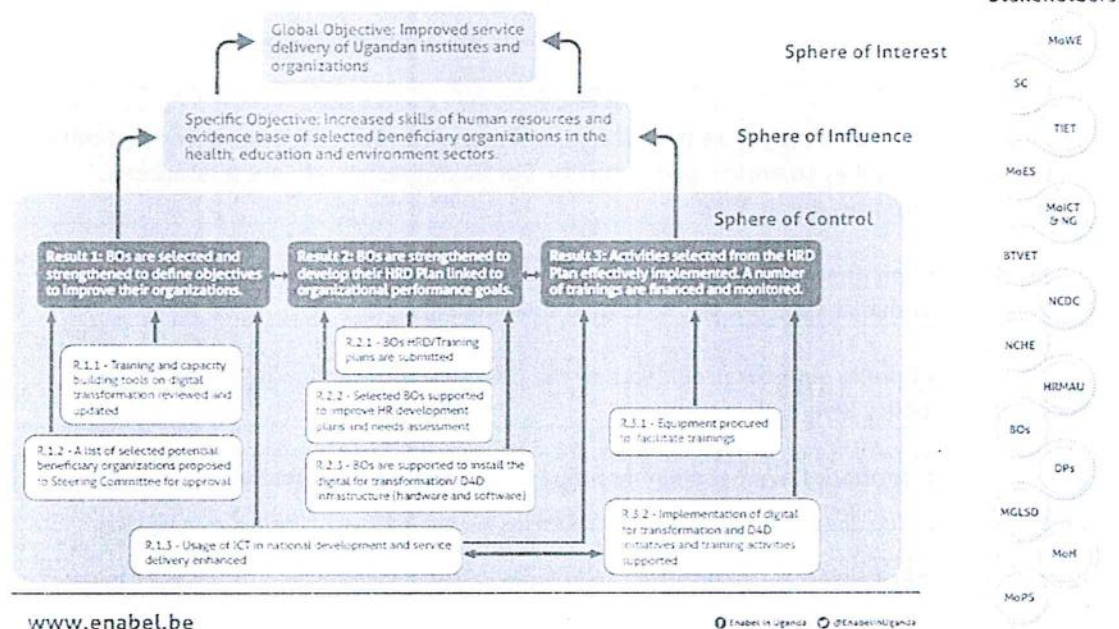
Figure 15: The revised theory of change

10.2.2 The SDHR bridging logical framework

	Logical of the intervention	Indicators	Baseline Value	Target for 2022
GO	**Global Objective:** Improved service delivery of Ugandan institutes and organizations.	GO 1. Percentage of management satisfied with the improved service delivery in their Beneficiary Organisations.	67%	70%
		GO 2. Level of BO management's satisfaction with the HRD of their Beneficiary Organizations	1.57	2.8
SO	**Specific Objective:** Increased skills of human resources and evidence base of selected beneficiary organisations in the health, education and environment sectors	SO1. Percentage of staff (male/ female) in BOs whose performance is improved	n.a	80%
		SO2. Percentage of staff whose capacity to deliver digital services has improved	n.a	70%
R 1	**Result 1:** BOs are selected and strengthened to define objectives to improve their organisations **Activity A0104:** Review and update the training	R11. Level of BOs staff (male/female) satisfaction score on the quality of support given to define training objectives	3.4	3,6 (on a scale from 1-4)
		R12. Tools and instruments for capacity needs assessment adopted by supported beneficiaries	10	Continued use of the SDHR assessment tools in the BOs

	and capacity building tools to focus on digital transformation. **Activity 0105:** Intervention staff propose for approval to Steering committee a list of potential Beneficiary Organisations **Activity 0106:** Enhance usage of ICT in national development and service delivery	R13.Number of identified gender capacity development gaps	n.a	At least 3 per BO
		R14.Number of potential BOs presented and approved by the steering committee	20	20
		R15. Number of digital/ ICT initiatives used to enhance service delivery in the supported Bos	n.a	At least 4 per BO
R 2	**Result 2:** BOs are strengthened to develop their HRD Plan linked to organisational performance goals. **Activity A0205:** BOs are supported to submit their revised HR development plans **Activity A0206:** BOs are supported to install the digital for transformation/ D4D infrastructure (hardware and software)	R21. Number of upgraded human resource development plans and budgets including digital activities developed and rolled out	20	20
		R22. Number of revised BOs training plans with the ETR recommendations	20	20
		R23. Percentage of well-defined training gaps aligned and prioritised to improve the BOs performance	n.a	100%
		R24. Number of installed digital for transformation/ D4D tools (hardware and software) (disaggregated by sector and type)	n.a	5 tools 3 sectors 3 types
R 3	**Result 3:** Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored **Activity A0304:** Support the implementation of digital for transformation and DVD initiatives and training activities	R31.Level of the participants satisfaction with the number/quality/relevancy of training activities	n.a	3.6 (on a scale from 1-4)
		R32. Number of staff benefitting from HRD (by gender/age/ sector/work and skill type)	1,500	1,000
		R33. Number staff trained as trainers in ICT and other capacity building interventions	n.a	5 staff per BO
		R34. Number of digital interventions that are aligned to the national digital transformation strategies and the Enabel D4D principles	n.a	3 (out of 4 targeted initiatives)
		R35. Number of HRM departments that have successfully established and utilised digitalised Human Resource Management processes	3	3
		R36. Number of staff in the BOs transferring digital skills for improved service delivery	0	67%
		R37. Number of staff in the BOs transferring skills and knowledge for improved service delivery	1000	850
		R38, Number of gender capacity development initiatives implemented in the BOs	n.a	At least 3 initiatives per BO

Table 10 – Updated Logical Framework

10.3 Decisions taken by the Steering and monitoring committee

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
68	Present a timeline and beneficiary allocation for the transfer OF assets	Feb 2023	JCLB	JCLB	Have a meeting with ministry SC representatives and agree on the modalities of transferring assets to the Partner Ministries	SDHR project Manager	By next steering committee (June 2023)	A meeting to sicuss the transfer of assets was held on 17th May 2023	CLOSED
67	Invite the members of the steering committee to participate in a capitalization exercise to be held in February 2023	October 2022	JCLB	JCLB	The members of the SC to be invited in the knowledge sharing event in February	PM	February 2023		CLOSED
66	Add the Project Management Professional (PMP)® course to the catalogue to be implemented under the grant	October 2022	JCLB	JCLB	The course unit to be included in the list of the courses being implemented	PM	December 2022	PMP was added to the course catalogue to be undertaken by MoICT	CLOSED
65	Consider arranging trainings that involve central ministries participants away from Kampala. However, as Ms. Virgine the Co-chair responded, this should not be at the expense of the planned outputs and results of the project.	October 2022	JCLB	JCLB	The project to consider the costs involved in such arrangements and make decisions	PM	May 2023	The staff in central ministries will continue to participate in the courses arranged in their region from where they work which is Kampala	Cancelled

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
64	Share the platform analytics and other reports for the members of the steering committee to be informed on the performance of the participants in the system	November 2022	JCLB	JCLB	Most of the members of the SC are participants in the courses.	PM	October 2022	Reports were shared in the SC meetings of February and September 2022. and shared with the SC in October. Another one will be shared in Feb 2022	CLOSED
63	SDHR to continue advocating for the supply and maintenance of equipment in the supported BOs.	May 2022	JCLB	JCLB	The list of equipment requests to be presented to respective ministries for their action.	PCT	Q3 2022	The lists were shared with all the line ministries.	CLOSED
62	Hire a D4D Officer and Office caretaker.	March 2022	JCLB	JCLB	D4D officer to be hired by May 2022 and also the care taker. These should be on board by the time the office is remodeled to be used by the SDHR staff	PM	May 2022	The two staff were recruited by May 2022	CLOSED
61	Prepare the extension of contracts based on performance and project needs.	When contracts end	JCLB	JCLB	Extend staff contracts up to March 2022	PM	End of each contract	All staff contracts were extended up to March 2023	CLOSED
60	Edit the SC regulations 1. To delete the repetition on the point of consensus 2. To mention that the meeting will be conducted if the voting members	Immediately	JCLB	JCLB	Have the revised regulations submitted and signed together with the SC minutes	PM	March 2022	The SC regulations were signed	CLOSED

Final report of the intervention

	Decision		Action					Followup	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	constitute 2/3 of the members present 3. To clarify that the yearly planning is submitted for approval (instead of information)								
59	Proposal to add the Ministry staff as direct beneficiaries of the SDHR intervention.	04th October 2021	JCLB	JCLB	Add the staff of the ministry as key beneficiaries of the SDHR project	PCT	October 2021	This was done	CLOSED
58	Approval to adapt the SDHR action plan	04th October 2021	JCLB	JCLB	Adapt the SDHR project action plan with revised indicators	PCT	October 2021	The results framework was reviewed to include the revised indicators	CLOSED
57	Approval to increase the budget for purchase of equipment	04th October 2021	JCLB	JCLB	Increase the budget allocated to equipment from 5 to 10%	PCT	October 2021	Equipment worth 200,000 Euros was procured for the 20 BOs	CLOSED
56	Approval to hire a D4D Officer	04th October 2021	JCLB	JCLB	Hire a D4D Officer to support D4D activities	PCT	October 2021	The process for hiring a D4D expert has been initiated	CLOSED
55	Approve the SDHR implementation manual and have it operationalized	04th October 2021	JCLB	JCLB	Operationalize the project implementation manual	PCT	October 2021	The manual is now guiding the operations of the project	CLOSED
54	Rename and transfer activity - AO3O3 (BOs submit their HR development plans and needs	23rd March 22021	JCLB	JCLB	Transfer activity A0303 from R3 to R2 (A0206) and rename it to read "BOs are supported to install the digital for transformation/	NIM	March 2021	In a budget modification processes, the activity was moved together with its budget	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	assessment) to result areas 2 was approved				D4D infrastructure (hardware and software)"				
53	Rename activity A0304 (training activities) was approved	23rd March 22021	JCLB	JCLB	Rename activity – A0304 to read "Support the implementation of digital for transformation and D4D initiatives and training activities"	NIM	March 2021	The activity was renamed and included in the theory of change	CLOSED
		23rd March 22021	JCLB	JCLB	Specify and clarify the beneficiary organizations in the ministry of ICT and National Guidance also the Ministry of Public Service.	Ministry of ICT and PCT		The staff of the ministry of ICT and National Guidance included the staff of the central division as beneficiaries.	CLOSED
52	The SC approved the list of Beneficiary organizations	23rd March 22021	JCLB	JCLB	Work with the ministries to ensure that the selection of the beneficiaries should fit the purpose and scope of the Enabel thematic areas.	Ministries and the PCT	April 2021	The Ministry of Public Service will involve relevant departments according to the identified needs of the BOs.	CLOSED
	Recruit one more Intervention Officer, hire a Driver at 100% and upgrade the roles of the Gender Expert and M&E/ Knowledge Management Expert from level 5 to 6.	23rd March 2021	JCLB	JCLB	Start the recruitment process for the approved additional staff (1 Driver and 1 Intervention Officer)	NIM	April 2021	The project hired a driver at 100%. The project decided to hire a D4D officer to cater for the D4D aspects in the project.	CLOSED
51		23rd March 2021	JCLB	JCLB	Start the recruitment process for the staff whose roles have been upgraded from level 5 to level 6 (Gender and M&E/ Knowledge Management Experts from level 5 to 6) in line with the new salary scales of Enabel.	CPM	April 2021	Gender and M&E/ Knowledge Management Experts were recruited	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
50	Modify the budget to reflect the actual plan and activities of the intervention	23rd March 2021	JCLB	JCLB	Further review the budget to allocate appropriate amounts of money for the staff training and international missions	FC	March 2021	Staff training budget was reviewed to 5,000 for the entire project lifetime.	CLOSED
		23rd March 2021	JCLB	JCLB	Allocate budget for the salaries of additional staff (Intervention Officer)	FC	March 2021	The budget for staff training in 2021 was reduced to 5,000 Euros	CLOSED
		23rd March 2021	JCLB	JCLB	Move the activity budget under A0303 to result area 2 under budget line A0206	FC	March 2021	The activity was moved and the budget modified to match the amounts needed for the result area	CLOSED
		23rd March 2021	JCLB	JCLB	Allocate more budget to the position of driver following increased time to 100%	FC	March 2021	This was done	CLOSED
					Plan and present a more detailed report on project progress and lessons learnt with the MoPS.	PC & NTA	Q4 2019	This was done and completed	CLOSED
					Share the summary assessment reports in the coming steering committee meeting	PC & NTA	Q4 2019	This was done and completed	CLOSED
49	SDHR to share a much more detailed report of the lessons learnt.	Aug-19	JCLB	JCLB	The SDHR project to share detailed TNA results; the initial and post training TNA reports	PC & NTA	Q4 2019	This was done and completed	CLOSED
					MoPS to take lead in spearheading total ownership and sustainability of the changes realized by the SDHR Project	PC & NTA	Q4 2019	The project has designed an exit strategy showing the lessons learnt, the capitalisation reports and the	CLOSED

| N° | Decision | | Source* | Actor | Action(s) | Resp. | Deadline | Progress | Status |
	Identification period	Decision						
								learning platform. The project tools and training materials will be handed over to MoPS for dissemination to other employees in different ministries.	
					Ensure proper scheduling in order not to overwhelm the remaining staff.	PC and HR	Q4 2019	This was done and completed	CLOSED
					Make redundant the positions of training officers (2), National Junior-communication officer	PC and HR	Q4 2019	This was done and completed	CLOSED
48	Aug-19	SDHR Project Restructure	JCLB	JCLB	Reduce to 0 the contribution of 33% of the salary for the ICT Officer as well as the contribution of the driver from 100% to 50%.	PC and HR	Q4 2019	This was done and completed	CLOSED
					Seek appropriate legal advice regarding the above 2 points.	PC and HR	Q4 2019	This was done and completed	CLOSED
					Ensure legal opinion and support engage the process.	PC and HR	Q4 2019	This was done and completed	CLOSED
47	Feb-19	Consider **6,815** trainees as final target value for the indicator "number of trainees" of Result 3- Activities selected from the HRD plan	JCLB	JCLB	Merge the skills gaps and bring down the number of target trainees from 10, 023 to 6.815.	M&E and PC	Q2 2019	The SDHR managed to train 5,618 participants.	CLOSED

	Decision				Action			Follow-up	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	effectively implemented.								
46	Start to implement attachments and study tours for technical courses where there are no providers.	Feb-19	JCLB	JCLB	Make arrangements to implement all the attachments and study tours by June 2019 and present an implementation status to the next steering Committee.	PC	Q2 2019	This was done and completed	CLOSED
45	Allocate the remaining budget under A_01_2 (40,000 €) to reviewing the human resources capacity development policies in the Ministry of Public Service in two areas ; Development of a competence framework and Development of a capacity building framework	February 2019.	JCLB	JCLB	Develop a proposal for the support from Enabel stating what is already done, the areas of priority, a clear budget and completion timelines.	PC	Q3 3019	A concept paper written by the Ministry of Public Service requesting for support and funding was submitted and approved by the SC members. The assignment for development of a Capacity Building Framework and Plan is ongoing	CLOSED
					Present the proposal to the Steering committee members on March 19th March 2019.	HRM MoPs	Q1 2019.	This was done and completed	CLOSED
					Arrange and coordinate a meeting to review competence framework and development of a capacity building framework.	PC and HRM MoPS	Q1 2019.	This was done and completed	CLOSED
					Share the concept paper written by the Ministry of Public Service requesting for support and funding of	PC	Q1 2019.	The steering committee Members suggested that the	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
					the development of a competence framework and development of a capacity building framework.			study fund project fully funds the activity.	
44	The ministry of public service needs to be deliberately involved in the project activities.	Dec-18	JCLB	JCLB	Enabel and MoFPED to follow-up the increased involvement of MoPs at the next policy dialogue between Uganda and Belgium	RR/PCT	Q4 2018	The ministry of Public Service is being supported to conduct a training needs anlysis exercise and develop a capacity building program.	CLOSED
43	Present the main findings of the equipment review exercise per sector was approved.	Aug-18	JCLB	JCLB	Develop a schedule with the ministries of Education and Public Service and deliver the equipment review exercise report.	PCT	Q3 2019	This was done and completed	CLOSED
42	Follow-up on the MTR recommendations to follow up the trainings implemented	Aug-18	JCLB	JCLB	Engage the working groups in the follow-up of training and consider training them, focus on developing the Action Plan and follow-up its implementation. Coach and train them on how to perform the role.	M&E	Q3 2018	This has been done effectively. Each BO will get a report with a compilation for their Implementation status so far. They will be asked to continue and sustain what is being done.	CLOSED
41	Inclusion of a realistic target indicator on number of trainees considering the available budget.	Feb-19	JCLB	JCLB	Present the status of final target figure in the next steering committee meeting supported by clear data of the remaining budget	PCT and M&E	Q1 2019	This was done and completed	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
40	Ensure equal opportunity to all the planned trainings	Oct-18	JCLB	JCLB	Use the data on current staff list of BOs employees to make decisions on gender balance during trainings.	PCT together with MoPs	Q3 2018	This will take time. It needs planning right from the start to the end of the project	Ongoing
39	Support the implementation of the action plans, enhance accountability and train in transversal themes and ICT for 20 BOs that have implemented training activities of 40- 100%	Jan-19	JCLB	JCLB	Coach, follow-up the implementation of action plans, implement ICT and transversal themes training workshops.	SDHR Project team	Q1 2019	This was done and completed	CLOSED
38	Improve the implementation of training activities up to at least 50% in 29 BOs by that have implemented activities of 0 – 39%.	Jan-19	JCLB	JCLB	Target to reach at least 50% of HRD plan implementation	SDHR Project team	Q1 2019	This was done and completed	CLOSED
37	Ensure quality trainings, facilitate proper transition of the activities to the BOs for sustainability	Feb-20	JCLB	JCLB	Extend the project 12 months until March 2020.	SDHR Project team	Q1 2020	This was done and completed	CLOSED
36	Use the budget reserve to enhance general means (human resources, operational costs, etc)	Feb-20	JCLB	JCLB	Modify the budget to support the proposal to extend the project 12 months until March 2020	ICFE and PCT	Q1 2020	This was done and completed	CLOSED
35		Feb-18	JLCB	JCLB	Measure the Outcome target indicator in Q4 2018	PCT and M&E	Q4 2018	This was done and completed	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
	Review the SDHR project outcome target				Explain the scale in the footnote of the results report of 2017.	PCT and M&E	Feb-18	This was done and completed	CLOSED
					The suggested outcome targets should be incorporated in the results framework.	PCT and M&E	Feb-18	This was done and completed	CLOSED
34	Develop an effective communications strategy to roll out the new Enabel brand and name	Feb-18	JLCB	JLCB	Use of print media for a press release where Enable can put together stories of change and insert them in the most regular and widely read newspaper in the country	RR/PCT	Feb-18	This was done and completed	CLOSED
					Develop a deliberate strategy to emphasize the reason why there was a change in both the name and the brand for the public to appreciate and embrace it faster.	RR/PCT	Feb-18	This was done and completed	CLOSED
33	Halt funding to HMDC	Oct-17	JLCB	JLCB	Respect the decision of the Special Partner Committee to discontinue funding the facility.	CHAIR / PC	Q4 2017	A letter was sent to HMDC by Enabel	CLOSED
32	Include VTI in Karamoja, without affecting the SDHR budget.	Oct-17	JLCB	JLCB	Inform SSU Steering committee about the decision	PCT	Q4 2017		CLOSED
31	Follow-up of proactive approach Transversal Themes	Oct-17	JLCB	JLCB	Inform SC on progress of the proactive approach to Transversal Themes	PCT	Q1 2018	Trainings on waste management and energy efficiency conducted. Mainstreaming in HR and leadership courses planned through	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
								procurement, Trainers available through Framework contract UGA 317.	
					The project will engage in continuous discussions with the environment sector and take care of double funding issues in case they come up.	PCT / MOWE	Q1 2018	This was done and completed	
					Critically analyse the existing training initiatives in the sector and exclude what has been done by the ministry already.	PCT / MOWE	Q1 2018	This was done and completed	
					Fast track the mission on transversal themes planned in the month of March 2018.	PCT	Q1 2018	ToT workshop with the participation of line ministers was done and training materials are under review by Ministries and Enabel HQ. Trainings are expected to start in August 2018.	
30	Approval of the budget modification proposal	Oct-17	JLCB	JLCB	Implement the actions that come with the decision	PCT	Q4 2017	Modifications processed in FIT	CLOSED
29	Compensate small costs made by the CCT members	Oct-17	JLCB	JLCB	Formal and transparent agreement on it (1 page contract signed by both the organisation (director), the CCT member and Enabel)	PCT	Q4 2017	An MoU addendum has been signed and all members of the CCT are now getting money for the coordination allowances	CLOSED

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
					Buy an internet stick for all CCT members (70.000 UGX each)	PCT	Q4 2017	The internet sticks are out of stock currently but the processes of acquiring them have started	
					255,500 UGX per person per quarter. Trimester payment of a lump sum through Mobile Money. The payment will be split into 2 payments: the part of airtime will be sent to the numbers as a monthly bundle	PCT	Q1 2018	This fee was paid in the month of October 2017 after approval by the STC.	
28	Projects should show that good practices are implemented in areas of gender and GBV. / Line ministries should develop a tracking matrix for the Belgian funded projects to ensure that actions are taken to address gender-based violence at their institutions.	Apr-17	SPC	SPC	GBV included in transversal proactive training proposal	PCT	End Q3 2017	Procurement finalised. To be taken up in the transversal approach (see above).	
					Training programs in the short courses on Leadership, M&E, Human Resource Management and proposal writing and strategy development include elements of transversal themes.	PCT	Q1 2018	The courses are designed with elements on transversal themes incorporated and planning is done to implement the most critical actions.	CLOSED
					ToT to develop a curriculum with the a participation of the three-line ministries and ministry of gender	PCT	Q2 2018	Curriculum designed, training providers trained and three days training for each BO planned. Trainings	

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
								to start on August 2018.	
					Engage the working groups in the follow-up of training and consider training them, focus on developing the Action Plan and follow-up its implementation.	PCT	Q3 2018	The Action Plan for Linking Learning to Performance is the concrete basis for follow-up within the organisation (by the working group) and by the project team. The Action Plan for Linking Learning to Performance is not mentioned in the project indicators and could be picked-up.	
27	Follow-up MTR	Feb-17	JLCB	JLCB	Formalize the link with the sector projects so that their field staff can be engaged in follow-up.	CO-CHAIR	From now onwards	For TTE a joint letter was developed and sent to NTC principals and monthly coordination meetings ongoing. SDHR Participates in SSU Planning meetings.	CLOSED
					As almost all organisations are shared with the sector projects, more leverage in terms of support can be expected from the respective sector steering committees.	CO-CHAIR	From now onwards	Participation in SC Education program and the respective management committees of TTE and SSU, still no involvement in SC of Health	

	Decision			Action				Follow-Up		
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
					Enhance the team capacity. Recruit 3 instead of 1 Training Assistant, work station = Kampala with frequent travel up-country and extend the contract of the ITA to the end of the project period.	Enabel	Q1 – Q2 2017	Closed	
					Verify equipment needs through a consultancy. If verification proofs additional investment in equipment is needed then there are 2 options: ensure investments from sector projects AND/OR enhance the expenditure threshold within the training plans (implying less training events per plan implemented).	PCT	Q1 2017– Q1 2018	Closed	
					Allow flexibility around age limit for people over 40 years for long-term training = no flexibility for full-time courses but flexibility for part-time (weekend/evening courses).	PCT	ongoing	Closed	
					Create a monitoring system for follow-up of BO-engagement with reporting on the status to Steering Committee. Evaluation of the engagement of the organisations (with actions such as budget	PCT	From now onwards	Training and budget trackers (tool) for each BO showing the status of their training plan and budget are in place and permanently updated.	

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
					modifications at the level of training budget per organisation) beginning 2018.				
					Formal engagement of SDHR in all relevant meetings of sector project/programs. Strengthen the SDHR-agenda in those meetings. Formal agreement of collaboration between SDHR and projects.	CO-CHAIR	From now onwards	For all education projects participation to their management meetings is ongoing. For Health no formal engagement yet.	
					MoFPED to facilitate inter-ministerial dialogues.	PCT	From now onwards	Closed (integrated in Decision 39)	
					Develop with the CCT a concrete policy agenda on a few strategic HR and CD related topics (on budget of A_01_02 / study fund) (agenda points can be for example: bonding, institutional diagnosis of the civil service system (strategic HR management ...).	PCT	Q2 2017	Closed (integrated in Decision 39)	
26	Compensate small costs made by the SPOCS	Feb-17	JLCB	JLCB	Formal and transparent agreement on it (1 page contract signed by both the organisation (director), the SPOC and Enabel)	PCT	Q1 2017	Realized	CLOSED
					Buy an internet stick for all SPOCs (70.000 UGX each)	PCT	Q2 2017	Realized.	
					335,000 UGX and 255,500 UGX per person per quarter for the Hard-to-Reach BOs and NOT Hard	PCT	Q2 2017	Realized	

	Decision			Action					Follow-up	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline		Progress	Status
					to Reach BOs respectively. Trimester payment of a lump sum to the SPOCs through Mobile Money. The payment will be split into 2 payments: the part of airtime will be sent to the SPOCs numbers as a monthly bundle					
26	Approval of proactive approach Transversal Themes	Oct-16	JLCB	JLCB	The project will engage in continuous discussions with the environment sector and take care of double funding issues in case they come up.	PCT / MOWE	Q1 2017			CLOSED
					Critically analyse the existing training initiatives in the sector and exclude what has been done by the ministry already.	PCT / MOWE	Q1 2017			
					Procure training services	PCT	Q1- Q2 2017			
					Assess the HR needs of the project during the midterm review and assess the recommendations of the midterm review.	MTR / SC	Q1 2017			
25	Approval of proposal update HR-plan	Oct-16	JLCB	JLCB	Develop a job description and profile for a training assistant and include the role to cater also for quality assurance issues and M&E + recruitment.	PC/RESREP	Q4 2016			CLOSED
					Extend the contract of the Scholarship Officer until the project ends (addendum).	PC/RESREP	Q4 2016			

	Decision		Identification period	Source*	Actor	Action		Follow-up	
N°	Decision					Action(s)	Resp.	Progress	Status
24	Mid-Term Review		Oct-16	JLCB	JLCB	Share the results of the MTR in the next SC meeting scheduled for February 2017.	SC		CLOSED
23	Approval update financial manual		Oct-16	JLCB	JLCB	Include the updates in the manual and distribute a copy to all members. Include the reference to the market study in the update.	PC		CLOSED
22	Inclusion of Transversal Themes - SC (11th February 2016)		Feb-16	JLCB	JLCB	Develop a proactive training offer to ensure that the ambitions expressed in the indicator "number of training activities organized addressing cross-cutting aspects" are met.	PCT		CLOSED
21	Participation of MoPS in the project - SC (11th February 2016)		Feb-16	JLCB	JLCB	Enabel will write a letter responding to the requests of MoPS (MoPs will participate in the SDHR on the Steering Committee and Sectorial Technical Committee, they will not be considered as an additional BO but will be considered for relevant matters related to Human resource development (policy development ...))	ResRep / PO	February – March 2016	CLOSED
20	Proposed Update to HR Plan - coordination of ICT-training - SC (11th February 2016)		Feb-16	JLCB	JLCB	Include a provision for a project manager at the side of the service provider for coordination of ICT-training (include in the tender).	PCT	Q1 2017	CLOSED

	Decision			Action				Follow-up		
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status	
					Discuss the situation and options in the Co-Coordination Team. The additional analysis made by the Co-Coordination Team will be further discussed between the project Coordinator and the Chair and Co-Chair of the project	PCT	February – March 2016			
19	Budget distribution to the BOs – approval of general parameters - SC (11th February 2016)	Feb-16	JLCB	JLCB	Long-term training = max 2% of staff per BO = maximum total of 830,000 EUR (=27% of the available budget) (@10.000 EUR (estimate) per long term training / 83 persons can benefit).	PCT	2/1/2016			
					The ICT budget is likely to be underestimated and needs to be enhanced since ICT capacity gaps were observed in all the BOs and at all levels.	PCT	2/1/2016		CLOSED	
					The budget for other equipment is likely to be underestimated but can be enhanced and taken care of by other Enabel projects implementing similar activities. The principle of 5% can be maintained.	PCT	2/1/2016			
					In disbursing allowances to the staff in the BOs, use the government rates as the standard.	PCT	2/1/2016			
					For the long-term training the cost is estimated at	PCT	2/1/2016			

	Decision			Source*	Actor	Action			Follow-up	
N°	Decision	Identification period				Action(s)	Resp.	Deadline	Progress	Status
						10,000 Euros as and average for scholarships basing on the current rate – Break this cost down and indicate what amount is needed for Tuition, Allowances, accommodation and any other related costs.				
						Follow OPTION 2 that follows the principle of an average budget per employee (not taking into account sector budget distribution of the TFF).	PCT	2/1/2016		
						Offer support to the BO that did not submit their application the second time Karugutu HC IV will receive onsite support for three days in case they still don't tender in an improved application.	PCT	3/1/2016		
18	Approval of the status Report 2016 (follow up Last SC and Approval of Planning) - SC (11th February 2016)	Feb-16		JLCB	JLCB	Take out the budget reserve in financial performance overviews in order to effectively track performance.	PCT	2/1/2016		CLOSED
						Remove "skills" from the project name and leave only the word "support". The abbreviation will be "SDHR" and the full name will be "Support for Development of Human Resources of Beneficiary Organisations". Change	PCT	2/1/2016		

	Decision			Source*	Actor	Action		Follow-up		
N°	**Decision**	**Identification period**				**Action(s)**	**Resp.**	**Deadline**	**Progress**	**Status**
						and integrate this decision in all communication and documents.				
						About spending against the planning – add a table which give a table of original spending plan, the actual and the planned and make a comparison in the next steering meeting	PCT	Q4 2016		
						Revise and enhance the general budget for basic ICT and relate it with the great capacity ICT needs observed in all the BOs.	PCT	2/1/2016		
						With regard to accreditation of short courses, fast-track the situation analysis through a study or consultative workshop with relevant stakeholders in order to generate ideas on how best to handle the issue. Now that the new representative of the MoES is appointed as new HRM commissioner coordination with him on this matter needs to be established.	PCT	February – April 2016		
17	Approval of the 2015 results report - SC (11th February 2016)	Feb-16		JLCB	JLCB	On performance output 3, make a detailed breakdown of the project status, which organisations are in phase 1, 2 and 3	PCT	Q4 2016		CLOSED
						On Performance output 4, make a detailed	PCT	Q4 2016		

N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
					presentation of the Alumni disaggregated by gender, courses undertaken, time period and % of those that have responded to the survey.				
16	Approval of update of HR-planning - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Ensure project accountant is 100% on the project	Resrep	1/1/2016		
					Arrangements to formalize attachment of the Regional Financial and Administrative Officer (mr. Hannes Decraene) to the project team with 5-10% of his time until the end of the project	Resrep	1/1/2016		CLOSED
15	Basic ICT-skills for Beneficiary Organisations - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Start with a ICT-basic skills-training programme for relevant cadres in all beneficiary organisations	PCT	Q1 2016		CLOSED
14	Ensure efficient and effective approval processes by line ministries - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Reemphasise the role of STC and their supportive and informative role to the Permanent Secretaries in order to get their quick action.	PC	Q1 2016		
					If needed, STC and MOFPED will take necessary action to facilitate swift approvals.	MOFPED	Q1 2016		CLOSED
13	Approval budget modification - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Insert budget modification in FIT (additional funding Scholarship officer to take from budget reserve)	PC	Q1 2016		CLOSED

	Decision				Action			Follow-up	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
12	Approval M&E Toolbox - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	All PSC-members provide comments	PSC	Q1 2016		CLOSED
11	Ensure use of the available training budget - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Develop a strategy note on the situation	PC	1/1/2016		CLOSED
10	Ensure maximum efficiency and delivery of the project - SC 4 (28th September 2015)	Sep-15	JLCB	JLCB	Monitor the performance of the current team and revert to the Steering committee for advice should there be urgent need to enhance its performance	PC	1/1/2016		CLOSED
9	Approval Project Operational Manual - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	All PSC-members provide comments	PSC	2/20/2015		CLOSED
8	Approval of update of HR-planning - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	Extension of the scholarships officer until end 2016	PCT	Q3 2016		CLOSED
					Transition of the scholarship officer to training officer (through recruitment)	PCT	Q3 2016		
					Change the functions of the Project Officer to Training Manager	PCT	Q3 2016		
					Organize the procurement support within Enabel office in the meantime was approved	PCT	Q3 2016		
7	Validation of selection of Beneficiary Institutions - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	MOH to present its selection officially	MOH	2/20/2015		CLOSED

	Decision			Action			Follow-up	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline	Progress	Status
6	Start-up with a co-coordination team - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	Ministries to nominate CCT-members	MIN	Q3 2016		CLOSED
5	Change the beneficiary of the activity A_01_02 (Development of policy, strategy and set of tools) from STC to HRD division and the Training Committee of each ministry - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	Change wording in next year's operational planning / analyse specificity of the activity next to activities in Result 3	PCT	Q3 2016		CLOSED
3	Handover the responsibility of selecting beneficiary organizations from the STC to the line-ministry (with a validation by the PSC as planned for) - SC 3 (13th February 2015)	Feb-15	JLCB	JLCB	Ministries to confirm their selection decisions	MIN	Q3 2016		CLOSED
					Instruct STCs in installation meeting	MIN	5/1/2015		
2	Approval of individual scholarships in 2014 - SC 2 (22th August 2014)	Aug-14	JLCB	JLCB	Drop 10 slots for short training courses for MoESS /HQ staff and replace by LT training course	MoES	Q1 2015		CLOSED
					Notify beneficiaries and start contracting	SO	31/10/2014		
					Review award of scholarship to private sector (Petroleum Studies) and Health sector (Msc Clinical Epidemiology and Biostats)	PCT	Q1 2015		
1		May-14	JLCB	JLCB	Revision training areas	MIN	28/05/2014		CLOSED

	Decision				Action				Follow-up	
N°	Decision	Identification period	Source*	Actor	Action(s)	Resp.	Deadline		Progress	Status
	Organize extra call for individual scholarships in 2014 for 1M Euros in priority training areas per sector - SC 1 (27th May 2014)				Post advert and organise preselection	JM	2/6/2014			
					Nominate names of staff that assist to selection process	MIN	Q1 2015			

Table 11– Steering Committee Decisions

10.4 Complete monitoring matrix

Ref	Logical of the intervention	Indicators	Baseline Value	Target for 2022	Indicator Actual Value	Indicator Actual Comment
GO	**Global Objective:** Improved service delivery of Ugandan institutes and organizations.	GO 1. Percentage of management satisfied with the improved service delivery in their Beneficiary Organisations.	67%	70%	84% Female, 80% Male; average 88%	We have good quality stories of change (written format). We currently have 20 stories and are compiled in a story book.
		GO 2. Level of BO management's satisfaction with the HRD of their Beneficiary Organizations	1.57	2.8	87%	We conducted a survey and the report is available in the SDHR databank
SO	**Specific Objective:** Increased skills of human resources and evidence base of selected beneficiary organisations in the health, education and environment sectors	SO1. Percentage of staff (male/ female) in BOs whose performance is improved	n.a	80%	84%	We conducted a survey and the report is available in the SDHR databank
		SO2. Percentage of staff whose capacity to deliver digital services has improved	n.a	70%	83%	We conducted a survey and the report is available in the SDHR databank

R 1	**Result 1: BOs are selected and strengthened to define objectives to improve their organisations**	R11. Level of BOs staff (male/female) satisfaction score on the quality of support given to define training objectives	3.4	3,6 (on a scale from 1-4)	3.78 Female, 3.80 Male	We conducted a survey and the report is available in the SDHR databank
	Activity A0104: Review and update the training and capacity building tools to focus on digital transformation.	R12. Tools and instruments for capacity needs assessment adopted by supported beneficiaries	10	Continued use of the SDHR assessment tools in the BOs	6 – some tools are to be used in the long run after implementing the action plans	We conducted a survey and the report is available in the SDHR databank
	Activity 0105: Intervention staff propose for approval to Steering committee a list of potential Beneficiary Organisations	R13.Number of identified gender capacity development gaps	n.a	At least 3 per BO	3 gaps; Gender assessment, Gender training and Gender communication messages.	There is a gender analysis report in place, there are gender communication materials – 1. 3 posters 3 2 podcasts 4 2 videos 5 1 TV Spot message 6 2 slams
	Activity 0106: Enhance usage of ICT in national development and service delivery					
		R14.Number of potential BOs presented and approved by the steering committee	20	20	20	The information was captured in a baseline report
		R15. Number of digital/ ICT initiatives used to enhance service delivery in the supported Bos	n.a	At least 4 per BO	7 initiatives	The information was captured in a baseline report
R 2	**Result 2: BOs are strengthened to develop their HRD Plan linked to organisational performance goals.**	R21. Number of upgraded human resource development plans and budgets including digital activities developed and rolled out	20	20	20	The information was captured in a baseline report
	Activity A0205: BOs are supported to submit their revised HR development plans	R22. Number of revised BOs training plans with the ETR recommendations	20	20	20	The information was captured in a baseline report
	Activity A0206: BOs are supported to install the digital for transformation/ D4D infrastructure (hardware and software)	R23. Percentage of well-defined training gaps aligned and prioritised to improve the BOs performance	n.a	100%	100%	The information was captured in a baseline report
		R24. Number of installed digital for transformation/ D4D tools (hardware and	n.a	5 tools 3 sectors	7 initiatives have been implemented	• 2 ICT assessments (one on E-

	software) (disaggregated by sector and type)	3 types		• Readiness and another on ICT equipment and systems across the sectors • 2 eLearning systems have been implemented in the education sector – ICDL and LMSs • ICT Equipment were distributed across the sectors to all BOs. • QR Code system was implemented in the ministry of Education and Sports • ERDM system was implemented in the water and environment sector
R 3	**Result 3**: Activities selected from the HRD Plan effectively implemented. A number of trainings are financed and monitored			
	R31.Level of the participants satisfaction with the number/quality/relevancy of training activities	3.6 (on a scale from 1-4)	n.a	3.59 female, 3.60 Male (3.60 average)	Training reports and trackers are in place with scores on course evaluation
	Activity A0304: Support the implementation of digital for transformation and DVD initiatives and training activities				
	R32. Number of staff benefitting from HRD (by gender/age/ sector/work and skill type)	1,000	1,500	1,483 (38% female/62% male)	There are training reports with numbers of participants
	R33. Number staff trained as trainers in ICT and other capacity building interventions	5 staff per BO	n.a	90 ToTs have been trained in 18 BOs	The reports have participants lists of the staff who took part in the ToT course

Indicator				
R34. Number of digital interventions that are aligned to the national digital transformation strategies and the Enabel D4D principles	n.a	3 (out of 4 targeted initiatives)	7 initiatives have been implemented	
R35. Number of HRM departments that have successfully established and utilised digitalised Human Resource Management processes	3	3	2 Ministries have been supported	• MoES with an a QR code system • MoWE with an ERDM system
R36. Number of staff in the BOs transferring digital skills for improved service delivery	0	67%	80%	A survey report on digital initiatives is available
R37. Number of staff in the BOs transferring skills and knowledge for improved service delivery	1000	850	930	A survey report on digital initiatives is available
R38. Number of gender capacity development initiatives implemented in the BOs	n.a	At least 3 initiatives per BO	3 Gender assessment, Gender training and Gender communication messages.	A survey report on digital initiatives is available and training on gender mainstreaming reports

Table 12 – Monitoring Matrix

10.5 Resources in terms of communication

The table below shows the tools and formats developed by the SDHR in the three phases of project implementation. These tools were helpful in planning and executing all aspects of the project management process. The project relied on the tools to ensure that each task is completed on time and to also help balance staff workload for optimal time management. All the information as listed below is on SharePoint on this link - 50 Communication and Knowledge Management and also on the SDHR Knowledge Management board on this link - https://padlet.com/TeacherTrainingUganda/knowledge-management-board-4eswiad0xr7b4pwv

A	Analysis 1: identify general training needs
1.	A generic organisational self-assessment tool + an additional self-assessment tool for TVET institutions
2.	Sheet to identify key improvement areas
3.	Training materials for supporting organisation self-assessment and identification of key improvement areas
4.	Assessment sheet for evaluating organisational self-assessment and key improvement areas
5.	A standard Memorandum of Understanding
B	Analysis step 2: training planning
6.	A generic training plan format
7.	Overall budget envelops definition
8.	Training budgeting guidelines
9.	A training budgeting format (Excel)
10.	Training materials for supporting training planning and budgeting
11.	Assessment sheet for evaluating training plan and budget.
C	Training development and implementation
12.	Format for terms of reference linked to work orders (specific per training activity
13.	Work order
14.	Training status report
15.	Action plan template
16.	Post training support
17.	The SDHR All-Learn-Ecampus
D	Training evaluation
18.	Questionnaire on satisfaction of Beneficiary Organisation on the contribution of training to organisational improvement
19.	Survey on satisfaction with HRD planning processes
20.	Training status report format
21.	Training evaluation format
E	Capitalisation
22.	Capitalisation report
23.	Story book
24.	7 videos
25.	3 posters
26.	2 slams
27.	2 podcasts
28.	1 TV spot message
29.	1 mural

Table 13 – Communication resources

10.6 Personnel of the intervention

Personnel title	Name	First name	M/F	Start	End	Type
1) Project Coordinator	Van Damme	Wouter	M	1/09/2014	31/10/2017	International experts
2) Project Coordinator	Pedreira	Bieito	M	1/01/2018	29/02/2020	International experts
3) Project Manager	Nkwasire	Elizabeth	F	1/09/2015	27/07/2023	Training personnel, locally recruited
4) Training Officer	Murekatete	Juliet	F	1/07/2014	30/06/2023	Training personnel, locally recruited
5) Accountant and Administration Officer	Agaba	David	M	1/10/2014	30/10/2017	Support personnel, locally recruited
6) Driver/logistician	Rubongoya	George	M	1/12/2014	30/10/2019	Support personnel, locally recruited
7) Training Officer	Lukwago	Julius	M	1/04/2017	30/10/2019	Training personnel, locally recruited
8) Training Officer	Igella	Evelyn	F	1/04/2017	30/06/2023	Training personnel, locally recruited
9) Training Officer	Kisoma	Robert	M	1/04/2017	30/06/2023	Training personnel, locally recruited
10) Training Officer	Oloya	Catherine	F	1/10/2018	30/10/2019	Training personnel, locally recruited
11) Accountant and Administration Officer	Emai	Catherine	F	1/02/2018	30/07/2019	Support personnel, locally recruited
12) RAFI	Lecomte	Sebastien	M	1/07/2017	25/03/2019	International experts
13) ICT officer	Abwang	Walter	M	1/07/2017	18/06/2019	Support personnel, locally recruited
14) M&E officer	Athieno Kato	Rose	F	1/11/2017	29/02/2020	Support personnel, locally recruited
15) Finance Officer	Asiimwe	Collins	M	4/03/2018	29/02/2020	Support personnel, locally recruited
16) Communications assistant	Ayebale	Rachael	F	4/03/2018	30/10/2019	Support personnel, locally recruited
17) Accounts Assistant	Namalwa	Bridget	F	01/03/2021	30/06/2023	Support personnel, locally recruited
18) Financial Controller	Namulondo	Lydia	F	01/03/2021	27/07/2023	Support personnel, locally recruited
19) RAFI	Hereem	Michael	M	01/03/2021	27/07/2023	International experts
20) RAFI	Geils	Katrien	F	30/10/2022	30/06/2023	International experts
21) D4D Officer	Okello	Ambrose	M	01/03/2021	30/06/2023	Support personnel, locally recruited
22) Driver	Nuwamanya	Polly	M	01/03/2021	27/07/2023	Support personnel, locally recruited by
23) Office Caretaker	Ndagire	Maxensia	F	01/03/2021	27/07/2023	Support personnel, locally recruited by
24) Accountant	Asekenye	Gloria	F	01/03/2021	27/07/2023	Support personnel, locally recruited

Table 14 –Project Personnel

10.7 Public procurement

CONTRACT TITLE	CONTRACT TYPE	Currency	Amount Euros/estimated	BUDGET LINE	CONTRACT STATUS	AWARD DATE	EXECUTION END DATE	REMARKS
Provision of consultancy services for organisational assessment and capacity development planning lot 2 "Assessment and Review of ICT Systems"	Service	Euro	30,000	UGA1188811_A0100	Closed	01/08/2021	02/09/2023	Framework contract
Provision of consultancy services for organisational assessment and capacity development planning lot 1 "Assessment of capacity gaps	Service	Euro	70,000	UGA1188811_A0100	Closed	01/08/2021	02/09/2023	Framework contract
Contract for provision of customised training and other capacity development services in the area of Gender main streaming.	Service	Euro	70,000	UGA1188811_A0304	Ongoing	25/02/2022	24-Jul-23	Framework contract
Provision of customized capacity development and training services in the area of Human Resource Management;	Service	Euro	80,000	UGA1188811_A0304	Ongoing	25/03/2022	24-Sep-23	Framework contract
Provision of customized capacity development training services in the area of Leadership and Management;	Service	Euro	70,000	UGA1188811_A0304	Ongoing	25/03/2022	24-Sep-23	Framework contract
Provision of customized capacity development training services in the area of strategy planning and development	Service	Euro	50,000	UGA1188811_A0304	Ongoing	25/03/2022	24-Sep-23	Framework contract
Provision of customized capacity development and training services in the area of project planning, management and proposal writing.	Service	Euro	50,000	UGA1188811_A0304	Ongoing	25/03/2022	24-Sep-23	Framework contract
Provision of customized capacity development training services in the area of work processes	Service	Euro	50,000	UGA1188811_A0304	Ongoing	25/03/2022	11-Sep-23	Framework contract
Provision of car rental services	Service	Euro	20,000	UGA1188811_A0304	Ongoing	18/02/2022	22-Jan-23	Framework contract
"Provision of Customized digitalisation services related to work processes	Service	Euro	200,000	UGA1188811_A0304	Ongoing	31/05/2022	45229	

Description	Type	Currency	Amount	Code	Status	Date	Date	Remarks
provision of customized digitalization services related to work processes and supply of assorted ICT equipment in the Ministry of Education and Sports, as well as the Ministry of Water and Environment - Lot 1 QR Code	Service	Euro	62,500	UGA1188811_A0305	Ongoing	20/12/2022	30-Jun-22	
provision of customized digitalization services related to work processes and supply of assorted ICT equipment in the Ministry of Education and Sports, as well as the Ministry of Water and Environment - Lot 2 ERDM	Service	Euro	37,000	UGA1188811_A0306	Ongoing	20/12/2022	01-Jun-22	
Provision of works for office refurbishment	Works	Euro	5,000	UGA1188811_Z030200	Closed	14/02/2022	44620	
Finalization of human resource capacity building policies for Ministry of Public Service (MoPS)	Services	EUR	80,000.00	A_01_02	Closed	Q2 2019	Q2 2019 onwards	Approved by Belgian Embassy and to be discussed in the next SC (14th February 2019)
Supply of small equipment needs	Supplies	EUR	0	A_03_02	Closed	Q4 2017	Q1 2018 onwards	Bought with HQ
Training provision on Aeronautical metrology	Services	UGX	3,000.00	A_03_02	Closed	Q4 2018	Q4 2018 onwards	Framework contract
Training provision on financial Management	Services	EUR	50,000.00	A_03_02	Closed	Q1 2019	Q1 2019 onwards	Framework contract
Training provision on Basic ICT	Services	EUR	50,750 €	A_03_02	Closed	Q3 2018	Q3 2018 onwards	Framework contract
Training provision on Basic ICT	Services	EUR	141,664 €	A_03_02	Closed	Q3 2018	Q3 2018 onwards	Framework contract
Training provision on Basic ICT	Services	EUR	199,270 €	A_03_02	Closed	Q3 2018	Q3 2018 onwards	Framework contract
Training provision on Health Research	Services	EUR	35,672.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Internal/General Medicine	Services	EUR	4,644.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract

Description	Type	Currency	Amount	Code	Status			Contract
Training provision on Health Quality Improvement	Services	EUR	54,600.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Medical Waste Management	Services	EUR	5,250.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Communication	Services	EUR	70,185.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Examination Management and examination Quality assurance	Services	EUR	9,499.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Development materials and text books	Services	EUR	35,100.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Higher Education Management	Services	EUR	3,393.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Development of CBE programs	Services	EUR	36,522.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Educational Technology / E-Learning and Integration of ICT in Teaching and Learning	Services	EUR	75,012.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Quality Management in Education	Services	EUR	24,426.00	A_03_02	Closed	Q1 2018	Q1 2018 onwards	Framework contract
Training provision on Records Management	Services	EUR	21,560.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Financial Management	Services	EUR	57,834.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Asset Management	Services	EUR	83,100.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Procurement / Contract Management	Services	EUR	30,672.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Marketing	Services	EUR	27,700.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Paediatric/Gynaecology/Obstetrics	Services	EUR	7,538.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Emergency Care	Services	EUR	30,000.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract

Description	Type	Currency	Amount	Code	Status			
Training provision on Supply Chain management in Health	Services	EUR	5,930.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Nutrition	Services	EUR	7,904.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
IT supplies	Supplies	USD		A_03_02	Closed	Q3 2017	Q3 2017	
Office Supplies - IT supplies	Supplies	UGX	#DIV/0!	Z_03_05	Closed	Q3 2017	Q3 2017	
Office Supplies - Stationary VIII	Supplies	UGX	#DIV/0!	Z_03_05	Closed	Q3 2017	Q3 2017	
IT supplies	Supplies	USD	#DIV/0!	A_03_02	Closed	Q3 2017	Q3 2017	
Training provision on Occupational Health and Safety	Services	UGX	45,000.00	A_03_02	Closed	Q3 2017	Q3 2017 onwards	Framework contract
Training provision on Educational Research	Services	EUR	14,400.00	A_03_02	Closed	Q3 2017	Q3 2017 onwards	Framework contract
Assistance to communication activities	Services	UGX	0.4	Z_03_04	Closed	Q3 2017	Q3 2017 onwards	Framework contract
Training provision on GIS	Services	EUR	12,257.00	A_03_02	Closed	Q3 2017	Q3 2017 onwards	Framework contract
Training provision on HR	Services	EUR	190,715.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Leadership	Services	EUR	119,797.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Policy Development, Planning and Proposal writing	Services	EUR	111,286.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
Training provision on Monitoring and evaluation	Services	EUR	337,960.00	A_03_02	Closed	Q4 2017	Q4 2017 onwards	Framework contract
External verification of equipment needs	Services	UGX	35,000.00	A_03_01	Closed	Q2 2017	Q2 2017 onwards	Framework contract
Workshop arrangements (framework contract Arua)	Services	EUR	190,500.00	A_03_02	Closed	Q3 2017	Q3 2017 onwards	Framework contract
Supply Car Rental Services	Services	EUR	190,000.00	A_03_02	Closed	Q2 2017	Q2 2017 onwards	Framework contract
Workshop arrangements (framework contract Hoima/Masindi)	Services	UGX	119,000.00	A_03_02	Closed	Q2 2017	Q2 2017 onwards	Framework contract
Workshop arrangements (framework contract Fort Portal/Kasese)	Services	UGX	188,000.00	A_03_02	Closed	Q3 2017	Q3 2017 onwards	Framework contract

Workshop arrangements (framework contract Kampala)	Services	UGX	500,000.00	A_03_02	Closed	Q1 2017	Q1 onwards	Framework contract
IT supplies	Services	USD	0	A_03_02	Closed	Q2 2017	Q2 2017	
Supply and installation of cabling materials and cabinet for server upgrade	Services	UGX	0.96	Z_02_03	Closed	Mar-17	asap	
Office Equipment - IT Equipment	Services	USD	0.97	Z_02_03	Closed	Mar-17	asap	
Office Equipment – Chairs	Services	UGX	0.98	Z_02_02	Closed	Mar-17	asap	
Office Supplies - IT supplies	Services	UGX	0.95	Z_03_02	Closed	Jan-17	Jan-17	
Supply and Delivery of Branded Notebooks	Services	UGX	0.97	Z_03_04	Closed	Jan-18	Jan-17	
Provision of Workshop Arrangement on Leadership for management event	Services	UGX	1.01	A_03_03	Closed	Jan-17	Jan-17	
Office Supplies - IT supplies	Services	UGX	1	Z_03_05	Closed	Jan-17	Jan-17	
Office Supplies - Stationary VII	Services	UGX	1.03	Z_03_05	Closed	Jan-18	Jan-17	
Provision of Moderator services for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Provision of Workshop Arrangement on Project Development (B) for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Provision of Workshop Arrangement on Project Development (A) for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Provision of Workshop Arrangement on Leadership (B) for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Provision of Workshop Arrangement on Leadership (A) for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Provision of Workshop Arrangement on Business Planning for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Supply and Delivery of Press Backdrop for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Supply and Delivery of Photography Services for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Supply and Delivery of Communication Materials for alumni event	Services	UGX	1	A_04_04	Closed	25/11/2016	06/12/2016	
Supply and Delivery of Videographic Services for alumni event	Services	UGX	0.95	A_04_04	Closed	25/11/2016	06/12/2016	
Supplies - IT supplies	Services	USD	0.97	A_03_02	Closed	19/12/2016	06/12/2016	

Description	Type	Currency	Value	Code	Status	Date 1	Date 2	Notes
Vehicle Supplies – Tyres	Services	UGX	0.85	Z_03_03	Closed	16/08/2016	Aug-16	
Office Supplies - IT supplies	Services	UGX	0.85	Z_03_05	Closed	10/08/2016	Sep-16	
Workshop Arrangement	Services	UGX	0.94	A_04_01	Closed	Jul-16	Jul-16	
Workshop Arrangement	Services	UGX	0.94	A_04_01	Closed	Jul-16	Jul-16	
Office Supplies - Stationary VI	Services	UGX	0.85	Z_03_05	Closed	Jun-16	Jul-16	
Office Supplies - IT supplies	Services	UGX	1	Z_03_05	Closed	Jun-16	Jun-16	
Workshop Arrangement	Services	UGX	1	A_02_01	Closed	May-16	May-16	
Workshop Arrangement	Services	UGX	0.52	A_02_01	Closed	Apr-16	May-16	
Office Supplies - Stationary V	Services	UGX	0.85	Z_03_05	Closed	Apr-16	May-16	
Workshop Arrangement	Services	UGX	0.98	A_02_01	Closed	Apr-16	May-16	
Office Supplies – Airconditioning	Services	UGX	0.8	Z_02_02	Closed	Apr-16	April 2016 onwards	
Workshop arrangements (framework contract Arua)	Services	UGX	0.05	A_02_01	Closed	Apr-16	April 2016 onwards	Framework Contract
Workshop Arrangement	Services	UGX	1.23	A_02_01	Closed	Mar-16	Apr-16	
Workshop Arrangement	Services	UGX	0.99	A_02_01	Closed	Mar-16	Mar-16	
Workshop Arrangement	Services	UGX	1.07	A_02_01	Closed	Mar-16	Apr-16	
Workshop Arrangement	Services	UGX	1.04	A_02_01	Closed	Mar-16	Mar-16	
Workshop Arrangement	Services	UGX	0.97	A_02_01	Closed	Mar-16	Mar-16	
Workshop Arrangement	Services	UGX	1	A_02_01	Closed	Feb-16	Mar-16	
Workshop Arrangement	Services	UGX	0.82	A_02_01	Closed	Mar-16	Mar-16	
Workshop Arrangement	Services	UGX	0.95	A_02_01	Closed	Mar-16	Mar-16	
Workshop arrangements (framework contract Fort Portal)	Services	UGX	0.09	A_02_01	Closed	Apr-16	April 2016 onwards	Framework contract
Workshop arrangements (framework contract Kampala)	Services	UGX	0.76	A_02_01	Closed	Apr-16	April 2016 onwards	Framework contract
Workshop Arrangement	Services	UGX	0.7	A_02_01	Closed	Feb-16	Mar-16	
Workshop Arrangement	Services	UGX	1	A_02_01	Closed	Feb-16	Mar-16	
Workshop Arrangement	Services	UGX	1.33	A_02_01	Closed	Feb-16	Mar-16	
Workshop Arrangement	Services	UGX	0.94	A_02_01	Closed	Feb-16	Feb-16	
Workshop Arrangement	Services	UGX	1.03	A_02_01	Closed	Feb-16	Feb-16	
Workshop Arrangement	Services	UGX	0.96	A_02_01	Closed	Feb-16	Feb-16	
Workshop Arrangement	Services	UGX	1.11	A_02_01	Closed	Feb-16	Feb-16	
Office Supplies - Stationary V	Supplies	UGX	0.85	Z_03_05	Closed	Mar-16	Mar-16	

Description	Type	Currency	Rate	Code	Status	Jan-16	Feb-16	Notes
Workshop Arrangement	Services	UGX	1.02	A_02_01	Closed	07/01/2016	Asap	
Office Supplies - IT supplies	Services	UGX	0.85	Z_03_05	Closed	26/11/2015	1 & 7-9/12/2015	
Workshop Arrangement	Services	UGX	1.12	A_01_04	Closed	09/11/2015	Asap	
Office IT Support	Services	UGX	1	Z_02_03	Closed	12/11/2015	16-17/11/2015	
Workshop Arrangement	Services	UGX	0.97	A_01_04	Closed	12/11/2015	16-17/11/2015	
Workshop Arrangement	Services	UGX	0.92	A_01_04	Closed	12/11/2015	16-17/11/2015	
Workshop Arrangement	Services	UGX	0.82	A_01_04	Closed			
Workshop Arrangement	Services	UGX			Closed	02/11/2015	3-11/11/2015	To be paid by Enabel Uganda for Enabel Tanzania
Workshop Arrangement	Services	UGX	0.88	A_01_04	Closed	28/10/2015	2-3/11/2015	
Workshop Arrangement	Services	UGX	1.11	A_01_04	Closed	29/10/2015	3-4/11/2015	
Supply Car Rental Services	Services	UGX	0.86	A_01_04	Closed	16/10/2015	19-24/10/2015	
Workshop Arrangement	Services	UGX	1.02	A_01_04	Closed	21/10/2015	26-27/10/2015	
Workshop Arrangement	Services	UGX	0.88	A_01_04	Closed	14/10/2015	20-21/10/2015	
Supply Car Rental Services	Services	UGX	0.75	A_01_04	Closed	08/10/2015	11-16/10/2015	
Workshop Arrangement	Services	UGX	0.93	A_01_04	Closed	09/10/2015	20-21/10/2015	
Workshop Arrangement	Services	UGX	0.99	A_01_04	Closed	08/10/2015	12-13/10/2015	
Workshop Arrangement	Services	UGX	1.02	A_01_04	Closed	06/10/2015	12-13/10/2015	
Workshop Arrangement	Services	UGX	0.95	A_01_04	Closed	24/09/2015	5-6/10/2015	
Office Supplies - Stationary IV	Services	UGX	0.85	Z_03_05	Closed	25/09/2015	Asap	
Workshop Arrangement	Services	UGX	1.48	A_01_04	Closed	23/09/2015	28-29/09/2015	
Workshop Arrangement	Services	UGX	2.58	A_01_02	Closed	21/09/2015	12-16/10/2015	
Supply Car Rental Services	Services	UGX	0.54	A_01_04	Closed	22/10/2015	23/10/2015	Framework contract

Description	Type	Currency	Ratio	Code	Status	Date	Timing	Remarks
Office Supplies - IT supplies	supplies	UGX	1	Z_03_05	Closed	15/09/2015	asap	
Office Supplies - Stand-alone Banners	supplies	UGX	1	Z_03_04	Closed	14/09/2015	asap	
Workshop Arrangement	services	UGX	0.76	A_01_04	Closed	11/09/2015	21/09/2015	
Office Supplies - Stationary III	supplies	UGX	0.85	Z_03_05	Closed	14/08/2015	1 week	
Office Equipment – Chairs	supplies	UGX	1	Z_02_02	Closed	31/07/2015	asap	
Office Equipment - IT Equipment	supplies	USD	0.77	Z_02_03	Closed	20/07/2015	asap	
Office Supplies - Window Blinds	supplies	UGX	1	Z_03_05	Closed	16/07/2015	asap	
Office Equipment - Furniture III	supplies	UGX	1	Z_02_02	Closed	09/07/2015	asap	
Office Supplies - Reams Photocopying papers	supplies	UGX	0.85	Z_03_	Closed	07/07/2015	asap	
Office Supplies – Enveloppes	supplies	UGX	1	Z_03_05	Closed	20/05/2015	asap	
Workshop Arrangement	services	UGX	0.6	A_02_01	Closed	30/03/2015	14 and 16/04/2015	
Workshop Arrangement	services	UGX	0.58	A_02_01	Closed	31/03/2015	23/04/2015	
Workshop Arrangement	services	UGX	0.79	A_02_01	Closed	31/03/2015	21/04/2015	
Office Supplies - Stationary II	supplies	UGX	0.85	Z_03_05	Closed	26/03/2015	1 week	
IT supplies	supplies	UGX	1	Z_02_03	Closed	25/02/2015	Immediate	
Office Equipment - Network facility	services	UGX	0.85	Z_03_05	Closed	17/02/2015	Immediate	
IT supplies	supplies	USD	0.99	A_04_01	Closed	16/02/2015	Immediate	
Development of Strategic HRD and Training Plans for Beneficiary Institutions (framework contract)	services	UGX	0.86	A_02_01	Closed	13/11/2015	Starting after awarding	Framework contract
Organizational Development Services for Beneficiary Institutions (framework contract)	services	UGX	0.79	A_01_04	Closed	19/082015	Starting after awarding	Framework contract
Consultancy to Develop a Databank with Training Providers and Training Services in Uganda	services			A_03_01	Closed			Approach changed upon remarks of auditors
Flight Ticket - Scholar Anthony Otunga	supplies	UGX	1	A_04_03	Closed	22/01/2015	asap	
Office Equipment - Maintenance Services	services	UGX	0.94	Z_03_02	Closed	19/12/2014	1 year	
Office Rehabilitation	works	UGX	1.12	Z_02_04	Closed	09/02/2015	2 weeks	
Office Supplies - Window Blinds	supplies	UGX	0.9	Z_03_05	Closed	19/12/2014	1 week	
Office Equipment - Furniture II	supplies	UGX	0.92	Z_02_02	Closed	19/01/2015	1 month	
Office Supplies - IT supplies	supplies	UGX	0.84	Z_03_05	Closed	19/12/2014	1 week	
Office Supplies - IT supplies	supplies	UGX	1.01	Z_03_05	Closed	19/12/2014	1 week	
Office Supplies – Stationary	supplies	UGX	0.92	Z_03_05	Closed	19/12/2014	1 week	
Copies for Workshop	services	UGX	1.02	A_01_02	Closed	21/11/2014	asap	

Workshop Arrangement	services	UGX	0.91	A_01_01		Closed	18/11/2014	26/11/2014
Office Equipment - Projector & color printer	supplies	UGX	0.97	Z_02_03		Closed	21/11/2014	asap
Office Equipment – Stabilizer	supplies	UGX	1.01	Z_02_03		Closed	25/11/2014	asap
Office Equipment - IT Equipment	supplies	UGX	0.78	Z_02_03		Closed	31/10/2014	28/01/2015
Office Equipment - Printer Scanner Copier	supplies	UGX	1.01	Z_02_03		Closed	16/10/2014	asap
Office Equipment – Chairs	supplies	UGX	1.1	Z_02_02		Closed	15/10/2014	29/10/2014
Office Equipment – Furniture	supplies	UGX	0.89	Z_02_02		Closed	06/10/2014	06/11/2014
Office Rehabilitation	supplies	UGX	0.98	Z_02_04		Closed		
Office Rehabilitation	supplies	UGX	1.21	Z_02_04		Closed		
Selection Scholarships	services	UGX	1.03	A_04_01		Closed		
Office Rehabilitation	supplies	UGX	1	Z_02_04		Closed		
Office Rehabilitation	works	UGX	0.67	Z_02_04		Closed	13/05/2014	06/08/2014
Office Rehabilitation	works	UGX	0.9	Z_02_04		Closed	23/05/2014	Jun-14
Office Rehabilitation	works	UGX	0.94	Z_02_04		Closed	06/052014	May-14
Vehicle	supplies	UGX	0.89	Z_02_01		Closed		

Table 15 – Procurement

10.8 Grants

EXTERNAL REFERENCE NUMBER	GRANT TITLE	ESTIMATED VALUE	AWARD PROCEDURE	NAME OF PARTNER	START DATE	END DATE
UGA11188811-10022	Provision of ICT literacy - basic and intermediate skills to be done online	25,000.0	Direct grant to a public institution	The Uganda Institute of information, and Communication Technology	02-Jan-22	31/05/202
UGA1188811-10026	Provision of Advanced Digital Literacy Services, Installation of ICDL Centres and eLearning Platforms to be delivered in Uganda	49,987.0	Direct grant to a public institution	The Uganda Institute of information, and Communication Technology	11/03/2022	30/05/2023

Table 16 – Grants

10.9 Specific Cooperation Agreements

The SDHR did not have execution partner. We therefore do not have any public agreements except those made between the project and service providers as indicated in the procurement table.

10.10 Equipment and Assets

Project Vehicle

Code	Description	Brand	Model	Serial No/ Chassis	Purchase date	UGX amount	Amount Euro	Name of supplier	Location	Responsible	Status
ENABEL/UGA1188811/VEH/0063	ENABEL SDHR CAR	TOYOTA	LANDCRUISER JTEEB71	JTEEB71JOO7 024706	12/04/2014	110,947,200	26,670.00	Purchased through HQ	Kampala	Representation office	In good Condition
ENABEL/UGA1188811/GEN/0066	Vehicle Roof Rack	TOYOTA	LANDCRUISER JTEEB72	JTEEB71JOO7 024707	15/04/2018	1,650,000	402.44	Isingoma and Sons Auto Garage	Kampala	Representation office	In good Condition
Total							27,072.44				

ICT Equipment

Code	Description	Brand	Model	Serial No/ Chassis	Purchase date	UGX amount	Amount Euro	Name of supplier	Location	Responsible	Status
SDHR-0001	Laptop	Dell	Latitude E7440	1SFQP12	11/18/2014	3,490,240	839	Purchased by HQ	Kampala	Polly Nuwamanya	Good
SDHR-0002	Laptop	Dell	Latitude E7440	F9MQP12	11/18/2019	4,343,040	1,044	Purchased by HQ	Kampala	Representation Office	Fair- Battery worn out
ENABEL/UGA1188811/ICT/0006	Laptop	Dell	Latitude E7440	8ZDQP12	11/18/2019	3,490,240	839	Purchased by HQ	Kampala	Ndagire Maxensia	Fair
SDHR-0004	Laptop	Dell	Latitude E6440	270PO12	7/30/2015	4,937,920	1,187	Purchased by HQ	Kampala	Elizabeth Nkwasire	Good
SDHR-0037	Laptop	Dell	Latitude E6440	G9QNF12	3/31/2017	4,301,440	1,034	Purchased by HQ	Kampala	Issued to SSU (Jan B)	Good
SDHR-0038	Laptop	Dell	Latitude E6440	FQYXL12	3/31/2017	4,301,440 UGX	1,034	Purchased by HQ	Kampala	Administration	Stolen from former Staff- Reported
SDHR-0039	Laptop	Dell	Latitude E6440	1K6NP12	3/31/2017	4,301,440 UGX	1,034	Purchased by HQ	Kampala	Issued to SSU (Jan B)	Good

Asset ID	Type	Brand	Model	Serial Number	Date	Value		Supplier	Location	Issued to	Condition
SDHR-0053	Laptop	Dell	Latitude 3480	5KXQLI2	1/15/2018	2,850,000 UGX	685		Kampala	SSU-Karamoja	Good
SDHR-0054	Laptop	Dell	Latitude 3480	3LXQLI2	1/15/2018	2,850,000	685		Kampala	Representation - Finance Office	Good
SDHR-0055	Laptop	Dell	Latitude E6440	6661K12	5/24/2018	4,233,051 UGX	1,018		Kampala	Rose Athieno	Good
SDHR-0005	Printer	HP	Laserjet Pro M451dn	CNFF339691	11/21/2014	1,274,000 UGX	306	Computer Empire LTD	Kampala	Representation Office	Good
ENABEL/UGA1188811/ICT/0028	Photocopier	Kyocera	Taskalfa 3010i	LCA4806491	10/22/2014	15,519,077 UGX	3,731	MFI Document Solns	Kampala	SDHR Office	Good
ENABEL/UGA1188811/ICT/0060	Projector	Dell	1210S	CN-OK98J8-S0081-42F05404	11/21/2014	1,485,000 UGX	357	Computer Empire LTD	Kampala	SDHR Office	Good
ENABEL/UGA1188811/ICT/0048	Camera	Canon	EOS 1200D	43072064755	11/25/2014	1,768,000 UGX	425		Kampala	SDHR Office	Good
ENABEL/UGA1188811/ICT/0025	Desktop	Dell	Dell 24" Monitor	CN-05K4MY-74261-66Q-0U9U-A01	3/31/2017	915,200 UGX	220		Kampala	Juliet Murekatete	Good
SDHR-0041	Desktop	Dell	Dell 24" Monitor	CN-05K4MY-74261-66Q-0U0U-A01	3/31/2017	915,200 UGX	220		Kampala	Representation Office	Good
ENABEL/UGA1188811/ICT/0017	Desktop	Dell	Dell 24" Monitor	CN-05K4MY-74261-66Q-0W3U-A01	3/31/2017	915,200 UGX	220		Kampala	Robert Kisoma	Good
ENABEL/UGA1188811/ICT/0009	Desktop	Phillips	Phillips 24" Monitor	ZV0A1437000630	11/18/2014	549,120 UGX	132		Kampala	Ambrose Okello	Good
SDHR-0060	Desktop	Phillips	Phillips 24" Monitor	ZV0A1437000621	11/18/2014	549,120 UGX	132		Kampala	Representation Office	Good
SDHR-0048	Desktop	Phillips	Phillips 24" Monitor	ZV0A1437000624	11/18/2014	549,120 UGX	132		Kampala	Representation Office	Good

Asset No.	Type	Brand	Model	Serial No.	Date	Value			Location	User/Office	Condition
ENABEL/UGA1188811/ICT/0014	Desktop	Dell	Dell 24" Monitor	CN-0M3JRH-74445-52A-BBYU	7/30/2015	936,000 UGX		225	Kampala	Elizabeth Nkwasire	Good
ENABEL/UGA1188811/ICT/0023	Desktop	Dell	Dell 24" Monitor	CN-01521F-72872-6AV-C3US-A01	1/15/2018	700,000 UGX		168	Kampala	Igella Evelyn	Good
ENABEL/UGA1188811/ICT/0001	Desktop	Dell	Dell 24" Monitor	CN-01521F-72872-6AV-C43U-A01	1/15/2018	700,000 UGX		168	Kampala	Gloria Asekenye	Good
SDHR-0043	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-638-167F-A00	3/31/2017	998,400	240		Kampala	SDHR Office	Good
SDHR-0044	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-48D-10A8-A00	3/31/2017	998,400		240	Kampala	SDHR Office	Good
SDHR-0045	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-638-144E-A00	3/31/2017	998,400		240	Kampala	SDHR Office	Good
SDHR-0050	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-554-0789-A00	7/30/2015	881,920		212	Kampala	SDHR Office	Good
SDHR-0058	Docking Station	Dell	JCJWD	CN-0JCJWD-25960-68C-40JE-A02	1/15/2018	756,000 UGX		182	Kampala	SDHR Office	Good
SDHR-0058	Docking Station	Dell	JCJWD	CN-0JCJWD-25960-68C-40K6-A06	1/15/2018	756,000 UGX		182	Kampala	SDHR Office	Good
SDHR-0034	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-638-16DE-A00	3/31/2017	998,400 UGX		240	Kampala	SDHR Office	Good
SDHR-0035	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-638-1439-A00	3/31/2017	998,400 UGX		240	Kampala	SDHR Office	Good
SDHR-0061	Docking Station	Dell	DP/N 0PKDGR	CN-0PKDGR-E2899-48D-1085-A00	3/31/2017	998,400 UGX		240	Kampala	SDHR Office	Good
SDHR-0083	Docking Station	Dell	DP/N 035RXK	CN-035RXK-12961-641-4832-A00	18/10/2018	932,203 UGX		224	Kampala	Rose Athieno	Good

Code	Description	Brand	Model	Serial No/Chassis	Purchase date	UGX amount	Amount Euro	Name of supplier	Location	Responsible	Status
ENABEL/UGA1188811/ICT/0061	Stabiliser	Sollatek	3.5KVA	3999400167	11/25/2014	835,000	201	Computer Empire LTD	Kampala	SDHR Office	Good
SDHR-0071	Mobile Phone	Tecno	Pouvoir 2	VC 378063	03/09/2018	520,000	125		Kampala	George Rubongoya	Good
SDHR-0072	Mobile Phone	Tecno	Pouvoir 2	VC 237334	03/09/2018	520,000	125		Kampala	Marie Nakato	Spoilt
ENABEL/UGA1188811/ICT/0007	Laptop	Dell	Vostro	DP/N 4N3K6A01	18/07/2021		800		Kampala	Bridget Namaalwa	Good
ENABEL/UGA1188811/ICT/0043	Laptop	HP			01/12/2020		800		Kampala	Elizabeth Nkwasire	Good
ENABEL/UGA1188811/ICT/0002	Laptop	Dell	DELL VOSTRO	5LC02H3			800		Kampala	Gloria Asekenye	Good
ENABEL/UGA1188811/ICT/0008	Desk Printer	HP	HP Officejet		15/03/2022	976,999.99	257		Kampala	SDHR Office	Good
ENABEL/UGA1188811/ICT/0026	Laptop	LENOVO	THINKBOOK 14G2ITL	MP25705P			924		Kampala	Evelyn Igella	Good
ENABEL/UGA1188811/ICT/0020	Laptop	LENOVO	THINKBOOK 14G2ITL	MP25JN9Q			924		Kampala	Juliet Murekatete	Good
ENABEL/UGA1188811/ICT/0059	Laptop	LENOVO	THINKBOOK 14G2ITL	MP25KLMJ			924		Kampala	Project Office	Good
39	Total ICT						23,954				

Office materials

Code	Description	Brand	Model	Serial No/Chassis	Purchase date	UGX amount	Amount Euro	Name of supplier	Location	Responsible	Status
SDHR-0010	Office Desks	-	-	-	11/26/2014	1,800,000	433		Kampala	Representation	Good
SDHR-0033	Office Desk				09/02/2015	1,200,000	288		Kampala	Representation	Good
SDHR-0052	Office Desk				03/03/2016	550,000	132		Kampala-Former Finance Office	Representation Office	Good
ENABEL/UGA1188811/FUR/0035	Meeting Table				11/26/2014	600,000	144		Kampala	SDHR Office	Good

ID	Type	Category	Locable Beneath	Date	Amount	Qty	Supplier	Location	Used by	Condition
SDHR-0017	Book Shelf			11/26/2014	500,000	120		Kampala	CPM	Good
ENABEL/UGA1188811/F UR/0034	Book Shelf		L-Shaped	11/26/2014	800,000	192		Kampala	Representation	Good
ENABEL/UGA1188811/F UR/0012	Office Chair	Ergonomic	Cool Mesh multifunction	10/17/2014	1,060,053	255	Performance Furnishings	Kampala	Gloria Asekenye	Good
ENABEL/UGA1188811/F UR/0013	Office Chair	Ergonomic	Cool Mesh multifunction	10/17/2014	1,060,053	255	Performance Furnishings	Kampala	Okello Ambrose	Good
ENABEL/UGA1188811/F UR/0015	Office Chair	Ergonomic	Cool Mesh multifunction	10/17/2014	1,060,053	255	Performance Furnishings	Kampala	Elizabeth Nkwasire	Good
ENABEL/UGA1188811/F UR/0019	Office Chair	Ergonomic	Cool Mesh multifunction	7/31/2015	1,110,900	267	Performance Furnishings	Kampala	Robert Kisoma	Good
ENABEL/UGA1188811/F UR/0024	Office Chair	Ergonomic	Cool Mesh multifunction	03/27/2017	1,237,350	297	Performance Furnishings	Kampala	Juliet Murekatete	Good
ENABEL/UGA1188811/F UR/0027	Office Chair	Ergonomic	Cool Mesh multifunction	03/27/2017	1,237,350	297	Performance Furnishings	Kampala	Igella Evelyn	Good
ENABEL/UGA1188811/F UR/0040	Office Chair	Ergonomic	Cool Mesh multifunction	03/27/2017	1,237,350	297	Performance Furnishings	Kampala	Bridget Namaalwa	Good
ENABEL/UGA1188811/F UR/0030	Guest Chair			10/17/2014	1,988,772	478		Kampala	Maxensia Ndagire	Good
ENABEL/UGA1188811/F UR/0031	Guest Chair			10/17/2014	1,988,772	478		Kampala	SDHR Office	Good
ENABEL/UGA1188811/F UR/0032	Guest Chair			10/17/2014	1,988,772	478		Kampala	SDHR Office	Good
ENABEL/UGA1188811/F UR/0033	Guest Chair			10/17/2014	1,988,772	478		Kampala	SDHR Office	Good
ENABEL/UGA1188811/F UR/0036	Guest Chair			10/17/2014	1,988,772	478		Kampala	SDHR Office	Good
ENABEL/UGA1188811/F UR/0083	Guest Chair			10/17/2014	1,988,772	478		Kampala	SDHR Office	Good
SDHR-0036	Air Conditioner	Daikan		12/20/2016	9,750,000	2,344		Kampala-Finance Office	Representation Office	Good

Code	Item	Material	Shape	Date	Amount	Number	Wood Word	Kampala - Former Procurement Office	Representation	Condition
SDHR-0051	Air Conditioner	Daikan		12/20/2016	9,750,000	2,344				Good
ENABEL/UGA1188811/GEN/0029	Paper Shredder			05/11/2018	1,400,000	337		Kampala	SDHR Office	Good
ENABEL/UGA1188811/GEN/0037	Filing Cabinet	Universal	5 - Cabined	04/01/2019	1,500,000	361		Kampala	Representation Office	Good
ENABEL/UGA1188811/GEN/0072	Fixtures	Wooden	Pin Boards and Shelves	11/26/2014	1,110,000	267	Wood Word	Kampala	Representation - Finance	Good
ENABEL/UGA1188811/FUR/0049	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Gloria Asekenye	Good
ENABEL/UGA1188811/FUR/0050	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Ndagire Maxensia	Good
ENABEL/UGA1188811/FUR/0051	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Bridget Namaalwa	Good
ENABEL/UGA1188811/FUR/0052	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Elizabeth Nkwasire	Good
ENABEL/UGA1188811/FUR/0053	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Robert Kisoma	Good
ENABEL/UGA1188811/FUR/0054	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Igella Evelyn	Good
ENABEL/UGA1188811/FUR/0055	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Juliet Mureketete	Good
ENABEL/UGA1188811/FUR/0056	Office Desk	Wooden	L - shaped	18/06/2022	2,000,000	526		Kampala	Ambrose Okello	Good
ENABEL/UGA1188811/FUR/0038	Tea table	Wooden	Round Shaped		3,800,000	1,000		Kampala	SDHR Office	Good
ENABEL/UGA1188811/GEN/0045	Microwave	Metallic	Kenwood			105		Kampala	SDHR Office	Good
ENABEL/UGA1188811/FUR/0039	3 Filing Cabinets	Wooden			9,000,000	2,368		Kampala	SDHR Office	Good

Code	Item	Material	Type	Date	Value		Supplier	City	Location	Condition
ENABEL/UGA1188811/F UR/0070	Wooden cabinet	Wooden			2,600,000	684		Kampala	Project Office	Good
32	**Total office materials**				**20,122**					
Infrastructure										
SDHR-0030	Container and Its base	Metalic	-	6/17/2014	43,114,240	10,364		Kampala	Represent ation Office	Good
SDHR-0031	Gazebo			8/20/2014	75,424,960	18,131		Kampala	Represent ation Office	Good
SDHR-0032	Wall around Generator - Noise Mitigation			3/23/2015	5,403,840	1,299	Trust Group	Kampala	Represent ation Office	Good
ENABEL/UGA1188811/F UR/0003 -0005	Office partitioning	Wooden	Multiple	15/06/2022	13,304,000	3,501	Skylight General Services Ltd	Kampala	SDHR Office	Good
30	**Total**				**72,229**					

Table 17 – Project assets

10.11 List of Appendices:

1. The 2019 Phase 1 ETR report
2. The 2022 Bridging Phase ETR report
3. SDHR Summary Training Evaluation Results.
4. SDHR Budget Execution report
5. 2017 Audit Report
6. 2022 Audit Report
7. Pre and post training Organization Self-Assessment Results (phase 1)
8. Pre and post training Organization Self-Assessment Results (Bridging phase)
9. Pre and post training Organization Self-Assessment Results (TVET phase 1)
10. 2015 phase 1 project baseline report
11. 2021 bridging phase project baseline
12. A sample of an action plan template
13. The gender assessment report
14. SDHR project capitalization report