**End-term Review of the Intervention**

Support to the Implementation of the Skilling Uganda Strategy (SSU)

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Uganda

Victoria Brown

Phillipa Olwol

Cota

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Les opinions exprimées dans ce document représentent les points de vue des auteurs et ne sont pas nécessairement partagées par Enabel, la Coopération belge ou les autorités du pays concerné.

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# Presentation of the evaluation

In order to coordinate the new TVET system, the Ugandan Government created a Skills Development Authority (SDA) to address the institutional fragmentation of TVET and to ensure strong and focused management controlled by all stakeholders. The reform is strongly supported by several development partners, including Enabel, the World Bank, Ireland, Germany, the UK and the Netherlands.

Belgian-funded support to the implementation of the Skilling Uganda strategy supports a nationwide education and skilling reform process following a wide and overarching sectorial analysis. Given the limited means and absorption capacity of many TVET institutions, a new strategy was conceived to make Skills Development a more relevant intervention and more responsive to the needs of the local market.

The SSU project management and implementation is done by a central SSU project office and field offices at the regional level to reach out to national and regional and district-level stakeholders. This project aims at increasing the employability of youth in the Albertine and Rwenzori through better quality of instruction and learning in skills development following three main result areas:

1. The TVET and employment (sub)sector has a coordinated governance structure, vision and medium-term strategy.
2. The Skills Development Fund is established, operates in the intervention area, and serves as a model for the future financing of Skills Development in Uganda. Alternative mechanisms of financing are explored.
3. The quality of training and qualification processes is improved, and the implementation of quality TVET provision is enhanced, with special attention to the needs and potential of girls and women.

The methodology for executing the end-term review consisted of a mixed methods approach. It was heavily qualitative, focusing largely on Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with stakeholders responsible for implementing, coordinating, managing or benefitting from the programme. Rubrics were also used to triangulate the data collected. The collection of data was both participatory and inclusive, ensuring key stakeholders at national and institutional levels – identified in coordination with the SSU project team – were involved. Five VTIs – Kyema, Millennium Business School, St Simon Peter, St Joseph’s Technical Institute and Kasese Youth Polytechnic – were visited.

# Results and conclusions

## Performance criteria

**Relevance – A**

From 2015-2020 the project successfully aligned with the Skilling Uganda Strategy by providing formal and non-formal trainings that gave youth a basic set of employable skills, developed through a mix of practical instruction in VTIs and in real world settings through work-based learning. Likewise, the bridging project from 2020-2023 is well aligned with the new TVET Policy, launched in 2019, which provides the strategic framework for the current phase of the intervention. The project is also well aligned with the objectives and outcomes set forth in the NDP III, ESSP and within the World Bank’s recently published national Jobs Strategy, which sketches out an employment framework for Uganda that focuses to a great extent on leveraging improved technical training courses and relevant skilling initiatives to get youth working.

Delayed ratification of the new policy into law has limited the advancement of bridging project results related to formally establishing and sanctioning the national TVET Council and Sector Skills Councils, which – while formed – lack the legal framework to enact policy and practice decisions through the new governance structures. As such, major improvements to course offerings and content, training delivery modalities, and assessment and certification frameworks are delayed and will not be formalized before the bridging project ends. Further technical support is required at both national and district levels among government, donors and civil society organisations to ensure the TVET Policy is written into law and that the engagement and needs of the private sector are paramount.

**Coherence – C**

The SSU bridging phase was designed to align with other Enabel projects implemented concurrently – namely the Support to Development of Human Resources (SDHR) Project – which was also extended through a bridging phase for the same period.

Staff from partner VTIs in the SSU project received human resource capacity development under the SDHR project starting in 2021. They undertook a gender mainstreaming course, participated in an EdTech module about introducing technology into the education ecosystem, and learned in another course about approaches to capitalisation. Other courses focused on aspects of institutional administration, management and leadership – including project planning, budgeting, reporting, human resource management, procurement, and monitoring and evaluation. The trainings and e-learning modules were fairly well attended and a range of staff took part.

However, there appears to be a lack of dialogue, coordination and knowledge sharing between the projects despite their complementarity. These are missed opportunities for programme strengthening and organisational learning, as well as leveraging regional mechanisms to strengthen core components of the skilling strategy that can also inform national policy dialogue and advocacy on key issues, such as the SDF, relevancy of TVET course content, and teacher professional development and VTI strengthening.

**Efficiency – B**

Enabel’s relationship with SDF grantees was positive and their engagement in grants for non-formal skilling was successful. However, it was not without its challenges; both Enabel and the grantees were overwhelmed by the grant administration process which took a lot of time away from critical technical tasks.

While VTIs have successfully implemented some of their business plan’s income-generating activities, there was staff turnover and while not high, there was still a lack of continuity in some senior management roles for the second half of the project. This restricts the sustainability and impact of the project’s capacity development and knowledge transfer initiatives and has sometimes led to low motivation of staff members in VTIs. Moreover, the digital hubs are not yet active in four of the five VTIs (all except Kasese Polytechnic), leading to missed opportunities for income generation from this resource. Additionally, VTIs are understaffed and have limited capacity to organise knowledge transfer sessions to staff who might need it.

**Effectiveness – B**

Strategic framework – like the TVET Policy – that necessitate significant alterations in the structure of existing national government departments, reallocation of authorities and mandates, the operationalisation of new modalities for implementation, and changes to heavily bureaucratic systems that require formal approvals to change all take time to execute effectively. This is perhaps even more so in a political and economic climate like Uganda’s, where ways of working and the authorities responsible for making approvals are incredibly slow to change.

VTI staff and SDF grantees were effectively provided formal and non-formal training across both sub-regions to youth. The introduction and uptake of modular learning and assessment under DIT has been implemented effectively in both formal training institutions as well as by NGOs in non-formal training environments, and graduates have been certified in skills where relevant. However, there are no pathways available for youth who want to upskill and transition from the informal to the formal education system, or from lower levels of the vocational training system to higher levels of the technical training system. When designed in full, this continuum of skills and certification levels will better serve Uganda’s system, more effectively supporting trainees to enter into training programming at various levels of the system based on their needs and desired certification level.

**Impact – B**

initiatives and the engagement they have with Enabel. Most believe the inputs provided by the project were relevant and met the needs of beneficiaries, appreciating the communication, reflection and learning exchanges that occurred. The infrastructure investments are the most visible example of the partnership, and have greatly improved the attitudes and confidence of VTI instructors and students alike – the VTIs feel like real centres of learning and it is easy to imagine that effective teaching and learning go on there.

The SDF helped grantees increase their reach within their communities and execute training and certification activities with the youth they did not think possible. Grantees have been able to reach youth living with disabilities and those living in the refugee settlements.

**Sustainability – B**

The SDF Platform helped grantees increase their reach within their communities and execute activities they did not think possible. Through their participation in the project, some MCPs have been upskilled and trained in the use of the modern equipment that has been installed in the VTIs. MCPs apply this knowledge in their day-to-day businesses. There has been increased enrolment at VTIs; students are happy with the content they are learning; VTIs are forming important relationships with the private sector; and students are increasingly accessing practical training through Work Based Learning.

There is need to address environmental sustainability at the VTIs, as well as ensure the significant hardware investments are managed and maintained well. Female students are happy to have access to skills training and find it beneficial, but they do not always feel safe and comfortable on site at the VTIs.

Stakeholders at both the national and local levels are extremely positive about the project’s initiatives and their engagement with Enabel. Most believe the inputs provided by the project were relevant and met the needs of beneficiaries, appreciating the communication, reflection and learning exchanges that occurred.

## Specific evaluation questions

**To what extent have the changes in TVET policies and strategies of GoU and establishment of coordination and support mechanism effectively responded to the needs of beneficiaries (policy makers (GoU); public, private, VTIs, beneficiaries and private sector stakeholders in TVET provision) in terms of effective service delivery?**

Delayed ratification of the new policy into law has limited the advancement of bridging project results related to formally establishing and sanctioning the national TVET Council and Sector Skills Councils, which – while formed – lack the legal framework to enact policy and practice decisions through the new governance structures. As such, major improvements to course offerings and content, training delivery modalities, and assessment and certification frameworks are delayed and will not be formalized before the bridging project ends. Further technical support is required at both national and district levels among government, donors and civil society organisations to ensure the TVET Policy is written into law and that the engagement and needs of the private sector are paramount.

**Does the SDF contribute to a fundamental change in TVET provision in the targeted regions (Work Based Learning, upgrading of training manuals, cooperation with private sector etc?**

Presently, work-based learning (WBL) experiences are limited by available resources in private sector partners’ businesses and financing constraints to fully and effectively execute the WBL system. Understanding the capacity – and limitations – of the private sector in providing WBL and internships for trainees versus executing their core function as income-earning businesses is largely lacking in the design of practical training initiatives under the TVET system. This gap will continuously limit outcomes from this component of formal and non-formal training programmes, and over time potentially render this critical component of the system obsolete, as demand for placements far exceeds supply.

While students are generally happy with their course content, there remains a clear skills mismatch between the course content offered at the VTIs and the skills required for the available jobs in the labour market. The training curricula must continue evolving, expand to certify industry-specific technical, soft and workplace readiness skills through recognised certification frameworks. Content must also be packaged in a more accessible and logical way across modules and assessments to make certification requirements align to private sector needs and available technologies. A better understanding of the needs of the economy and today’s labour market will enable more coherent Push-Pull-Match inputs in the future, where Enabel can play a strong role as an aggregator and networker between industries, training programmes, and youth seeking employment.

**Can the Fund be upscaled and become sustainable through national funding?**

Strategic framework – like the TVET Policy – that necessitate significant alterations in the structure of existing national government departments, reallocation of authorities and mandates, the operationalisation of new modalities for implementation, and changes to heavily bureaucratic systems that require formal approvals to change all take time to execute effectively. This is perhaps even more so in a political and economic climate like Uganda’s, where ways of working and the authorities responsible for making approvals are incredibly slow to change.

Case in point: Following the passing of the 2019 TVET Policy, the cabinet of Uganda recently approved the Principles of the TVET bill in July 2022 Government has now requested the first Parliamentary council to draft the bill to be presented to Cabinet and then Parliament and for approval before the policy can become a law. This last part of the process could easily take another two years. The assumptions made in the TFF’s bridging phase that the TVET Council would be formally approved by the end of 2021, or that Sector Skills Councils would be formed and formally given the mandate to take lead on curriculum, assessments and the design of WBL inputs according to industry needs and standards have not been realised by the end of 2022. The effectiveness of this component of the SSU project has therefore not been fully achieved by the end of this bridging phase, though by no fault of Enabel or of the project team.

**Have the necessary measures been taken into account to improve access of young women and vulnerable groups to TVET provision and to the labour market?**

The SDF Platform helped grantees increase their reach within their communities and execute activities they did not think possible. Through their participation in the project, some MCPs have been upskilled and trained in the use of the modern equipment that has been installed in the VTIs. MCPs apply this knowledge in their day-to-day businesses. There has been increased enrolment at VTIs; students are happy with the content they are learning; VTIs are forming important relationships with the private sector; and students are increasingly accessing practical training through Work Based Learning.

**To what extent has the interventions contributed to increased linkages between private sector needs, requirements and the provision of TVET curricula and different training methods, including the use of ‘out-of-institution’ approaches of apprenticeships, where the private sector actors are the key education providers?**

From inception, the project has developed the capacities of the Ministry of Education and Sports, public and private VTIs, private sector organisations and local civil society partners to deliver skilling inputs relevant to their roles against national policy frameworks. In the bridging phase, partners were further engaged in capacity and institutional development initiatives to solidify previous gains and ensure better sustainability of inputs. Explicitly documenting contractual partnerships with civil society organisations (CSOs) through the Skills Development Fund (SDF) and with private sector organisations through Memorandums of Understanding (MOUs) has enabled more structured relationships and improved accountability with partners that are increasing project impact.

Direct funding of local CSOs and Non-Governmental Organisations (NGOs) through the SDF was highly relevant in ensuring that local partners were financed to work within local communities and local delivery systems for skills development. Training programmes were largely non-formal (though certified) and targeted a cross-section of youth that had either dropped out of or never had the opportunity to complete and/or continue in school. This segment of the youth population in Uganda is substantial, especially within the target districts for this project, as well as across the country more generally. Developing strategies and effective programmes that meet their needs is critical to getting more youth working, especially in a stable job – even if it is informal.

**Transversal themes**

**Gender:** Under the SSU project, Students are generally happy with their course content, there remains a clear skills mismatch between the course content offered at the VTIs and the skills required for the available jobs in the labour market. The training curricula must continue evolving, expand to certify industry-specific technical, soft and workplace readiness skills through recognised certification frameworks. Content must also be packaged in a more accessible and logical way across modules and assessments to make certification requirements align to private sector needs and available technologies. A better understanding of the needs of the economy and today’s labour market will enable more coherent Push-Pull-Match inputs in the future, where Enabel can play a strong role as an aggregator and networker between industries, training programmes, and youth seeking employment.

**Environment:** The programme design specifies to reduce the environmental impact of construction through use of locally produced and recycled materials and the procurement of materials that are environmentally friendly produced. It also specifies enhancing and greening the environment and grounds in the TVETs that preserves local biodiversity, land and water sources. Emission reduction was also identified as a key feature of the intervention to reduce transportation-related emissions and reduce energy consumption through renewables such as solar and biogas. Thus, it is important to consider “*to what extent and how are environmental concerns integrated in TVET*” and “*how receptive are enterprises to change their environmental behaviour”*?

**Result oriented steering**: A project Steering Committee is in place and meets bi-annually to evaluate and review progress and make strategic decisions on the part of the project. The Steering Committee has helped to ensure that issues raised in the project such as backlogs in the certification of students that have finished their examination were addressed. The Steering Committee provides oversight to guide the project at a strategic level, evidenced by meeting minutes and focus group discussions with stakeholders during the fieldwork mission. The project follows the recommendations of backstopping missions and generally seeks to gain advice and buy-in for key decisions through the MoES, the VTI management teams and the principal’s forum at the national level as well as the Steering Committee. Overall, the project has a strong and effective working relationship with the government and Enabel is viewed as a key development partner by the MoES. The project also produced significant data and evidence on progress, and findings were shared and discussed to inform improvements.

**Monitoring:** M&E system design. The project documents attest to this and were made readily available to the review team both before and after the field mission. Additionally, the SSU project made its documents available to us, including institutional strategic plans, self-assessments assessments and internal progress reports produced by the project. A review of the contents of the SSU project indicated they were complete and well-organised, including the mid-term and quarterly progress reports, the M&E framework, data collection tools, training materials and action plans for institutional development. The M&E framework was revised during the course of the project and the most recent version was utilised for the ETR assessment. The output targets set in the M&E plan are numerous and correspond to the many activities set by the project for execution within the project period. The project has managed to achieve many of these targets.

## Conclusions

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| **Policy Dialogue** |
| 1. The programme aligned well to the Skilling Uganda strategy, and the new TVET policy offers additional opportunities for expanding flexible training options and engaging the private sector. However, significant investment is still needed in the Albertine and Rwenzori Sub-regions for localised skilling and practical training opportunities to be effective and sustainable, as VTIs and private sector partners cannot meet the cost burden required to continue offering on- and off-site content that continuously evolves based on sector dynamics and advancing technologies. |
| 1. Addressing the skills mismatch between training and employment using appropriate, relevant and current labour statistics and economic analysis is key in bridging the gap between school to work programming. Market scans fall far short of the critical technical evidence required to form a national jobs strategy grounded in core principles of labour economics, which differ widely from standard macro and micro economic assessments. |
| 1. Advancing the formation, capacities and roles of Sector Skills Councils at national and regional levels has proven to date to be a key challenge under the new TVET policy, largely due to sector fragmentation and lack of financing to permanently establish these critical structures. Ongoing efforts under the programme are commendable, but the sustainability of these key private sector bodies is largely dependent on external financing and coordination to maintain them – putting the future of this key input at risk once the project closes. |
| 1. Operationalizing and legalizing the new TVET Policy is an ongoing process that is not likely to be achieved for at least one or two years. The TVET Council Secretariat can play a key role establishing the groundwork for the activities of the future TVET Council, but without a clear mandate and authority to execute important actions, its effectiveness is greatly limited. Ongoing efforts to ratify the Policy while encouraging policymakers to action important initiatives in the meantime remains the greatest challenge facing the TVET sector going forward. |
| **Skills Development Fund** |
| 1. The SDF was successful in providing funding directly to local organizations for programme implementation; it should be continued and scaled going forward to grow accessible and practical skilling opportunities for youth, especially women and other vulnerable groups. Yet, the SDF’s administrative process for managing grants was demanding for both Enabel and SDF grantees, resulting in implementation and funding delays that threatened the success of the initiative. While important for accountability and transparency, grant management and reporting processes were time consuming and diverted energy from critical technical tasks for both Enabel and grantees. Lack of financing for private sector organizations restricted the availability of much-needed funding to support local business growth and development – both of which are key to growing the local private sector and allowing their greater engagement in training programming. |
| 1. Strengthening connections between public and private actors in the Albertine and Rwenzori Sub-regions was a key input provided by the programme that supported achievement of impact and sustainability targets. Sector Skills Councils are promising avenues for stakeholder engagement within key sectors, and further operationalising them at both the national and regional levels is key to creating opportunities for learning, sharing and collective action that can grow local businesses and economies. The SSCs are well placed to support future SDF initiatives and to guide the direction of content and accreditation in similar non-formal programmes. |
| 1. Grantees lack additional, alternative pathways to financing, partnership and engagement following their initial SDF grant, despite their need for greater support to sustain their commitment to skilling and their permanent presence in the region. As there is a paucity of public and private sector organizations operating in the sub-regions that directly partner with and finance local organisations to implement larger programmes, deeper engagement with grantees over a more sustained period can further strengthen their roles, and the scope and quality of the training and employment opportunities they provide. Grantees can also work together to implement future initiatives, and have readily expressed their desire and ability to do so to ensure full coverage of successful programming across all districts and sub-counties within each region. |
| 1. Beneficiaries rightly require access to skilling programs that are relevant to employment in the local economies of Albertine and Rwenzori. Recognised certification pathways for formal and non-formal skilling programs are a critical step towards employment. The courses developed through the program are a step in the right direction, as they value the acquisition and demonstration of technical skills equally with academic achievement. Additional certification pathways must be developed for other technical and soft skills courses under the national accreditation framework currently under development. As evidenced, private sector engagement in curriculum development is key, along with providing opportunities for project-based assessments to evaluate key skills. The TVET Secretariat, though lacking the mandate and authority to operationalise an accreditation framework or course content, can support the development of these materials as the TVET Policy moves through the legal processes required to ratify it. |
| 1. Scholarships and bursaries for vulnerable youth, especially women, to access non-formal training proved especially key to improving access and completion of SDF training programmes for many students. The costs of formal training programmes are far too high for most families in these sub-regions to afford; thus, non-formal pathways may offer the only chance many students have to gain employable skills. If enrolment rates in formal skilling programmes are to improve – and even increase – in the sub-regions, especially after the economic fallout due to COVID-19, significant investments in scholarships and bursaries are required in the coming years. These can be designed within a broader social protection programme framework, which the current project design does not incorporate. However, Enabel’s focus in the new Country Programme on social protection and improving the TVET system provide space for such initiatives and opportunities for advancing access to formal training programmes that offer recognized technical certificates to graduates. |
| **Vocational Training Institutes** |
| 1. VTIs benefitted from the program’s capacity development and resource investments. However, poor staffing, staff changes and transfers limited sustained uptake of some new methods and approaches. VTIs still require support to achieve their organizational growth goals, particularly at the senior management level regarding operations and at the instructor level regarding improved pedagogy and instructional methods. VTIs also need guidance and mentoring to help them build lasting relationships with the private sector and generate income-earning production units to offset running costs. |
| 1. Financial investment in both human resource and hardware is needed throughout the next phase to strengthen VTI capacity to implement their income generating projects and business development plans. Importantly, creating a high-quality training institute requires a significant investment of time, resources, capital and talent, all of which are still needed in both VTIs. |
| 1. Defining and measuring Centres of Vocational Excellence is an important step in strengthening the BTVET sector and formal skilling programming in Uganda. However, the framework’s thematic areas and indicators for assessment do not align with the local context or evaluate appropriate areas for growth and development of VTIs in Uganda, and particularly VTIs in Albertine and Rwenzori. Narrowing the scope and diversity of training courses within VTIs designated as Centres of Excellence is critical. These VTIs must focus on developing deep training expertise and capacity in skilling programming within a specific, single sector – rather than spreading their coursework across several professions with limited success. By focusing only on a specific sector, such as construction, transport, renewable energy or tourism, VTIs can offer superior, industry-relevant training programmes to students with direct pathways to employment, truly developing as Centres of Excellence in their designated field. |
| **Cross-Cutting** |
| 1. The focus on green skills within the programme was somewhat limited in Albertine and Rwenzori, with few respondents speaking to its role. There is evidence the programme achieved some gains in green skilling, such as the development of the tourism sector platform and the distribution of ISSB machines to VTIs to promote green building practices. SSU’s focus on skilling in the tourism and hospitality, construction, transport and energy sectors provides sector-specific opportunities for integrating green growth and green-related employment opportunities in training courses, though it appears VTIs have not put much effort into prioritising green skilling and training opportunities. |
| 1. While female students have greatly benefitted from access to formal and non-formal training at VTIs, their safety appears to be a low priority for both schools. Female students lack access to basic reproductive health care, are not housed securely on the VTI compounds, and have limited or non-existent childcare options available to them at the VTIs to allow them to attend classes or work-based learning internships and complete their education. Women are poorly represented in VTI senior management, and gender gaps remain in student enrolment, completion and female engagement in male-dominated training courses. |
| 1. Opportunities for young people to secure decent work, or employment they call dignified and fulfilling, must be continually expanded in Albertine and Rwenzori, as current conditions offer limited job options – nearly all of them in the informal sector. Crucially, dignified work means youth have access to and control over decent work and its rewards,[[1]](#footnote-1) while achieving dignity at work requires both independence and interdependence from employees, as well as the ability to demonstrate recognition, trust, autonomy and self-mastery[[2]](#footnote-2). To realize this vision, the program must work with other actors in-country and in Albertine and Rwenzori to improve the quality of education and vocational training so that it equips young people with the skills employers need. Activities must connect employers and job-seekers, and enable entrepreneurs and small businesses to expand through access to financial services. The needs of young people vary by age, gender, geography, level of formal education, level of family income and stage of life. Some segments of youth, such as young women, rural youth, and those who are financially disadvantaged, face unique challenges. Strategies for achieving decent work conditions for youth in Albertine and Rwenzori must address their specific realities and needs depending on their location and local employment opportunities. |

# Recommendations

Recommendations focus on ways to refine intervention approaches and areas of focus to achieve maximum impact and sustainability. These recommendations are valuable for the future extension of the project and should be reviewed and prioritised by the Enabel team and local stakeholders to support improved delivery. Recommendations are presented in tabular form for easier review; key stakeholders and priority levels (low, medium and high) for implementation are also provided.

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| **Policy Dialogue** | **Targeted actors** | **Level 1- 4** | **Priority Level** | **Operational**  **/Strategic** |
| **1A: In coordination with the MoES, support the creation and/or further development of national sector skills councils under the new TVET policy.** Focus on sectors currently supported by Enabel – tourism and hospitality, construction, manufacturing, transport and renewable energy. These inputs should carry on from the work done at a national level under the current programme and extend support to roll out the new policy. | Project Steering Committee (National - KLA), MoES TVET Secretariat/ Council, Enabel | 1, 2 | High | Strategic |
| **1B:** **Drive the creation and/or development and recognition by district local governments of regional sector skills councils in Albertine and Rwenzori under the new TVET policy.** Focus on sectors currently supported by Enabel – tourism, construction and agriculture. Operationalising the policy’s objectives in Albertine and Rwenzori must be a strategic priority on its own, apart from other national actions. | DLGs, National SSCs, MoES TVET Secretariat/ Council, Enabel | 1, 2 | High | Strategic |
| **Skills Development Fund** | **Targeted actors** | **Level 1- 4** | **Priority Level** | **Operational**  **/Strategic** |
| **2:** **Hire a grants management team to facilitate and administer the overall SDF and its grantees.** A grant administrator or fund manager should be engaged to oversee grant management so the technical team can focus on critical tasks. As the list of grantees grows, human resources will be required to oversee the grant making and management process, reporting and funds management. | Enabel | 1, 2, 3 | Medium | Operational |
| **3A: Support and facilitate sector platform meetings and other networking events for TVET stakeholders in the public and private sector in Albertine and Rwenzori to promote partnerships, learning and sharing.** Continue developing the private and public sector ecosystem around skilling and youth employment in the region. Promote platforms to allow for greater learning, sharing and networking – all of which are critical to growing the local economy in a remote region like Albertine and Rwenzori with a nascent private sector and low public demand. | Enabel | 1, 2 | Medium | Strategic, Operational |
| **3B: Back training programmes that provide income-earning opportunities or employment within local value chains in Albertine and Rwenzori.** Look to the sectors of focus for partner VTIs – construction and agriculture. Look for opportunities for benefitting from circular, local economies within the region’s growing sectors to expand employment options. Upcycling and service delivery along local value chains can generate jobs and keep work close to home. | Enabel, Donor | 1, 2, 3, 4 | High | Strategic |
| **4A: Develop various funding pathways for grantees following their initial grant, including via longer-term financing from the SDF.** Ideally, ensure grantees have a chance to grow into follow on funding if their initiative works. | Enabel, Donor | 1, 2, 3, 4 | High | Strategic |
| **4B: Plan for long-term engagement to achieve impact and sustainability in Albertine and Rwenzori.** Achieving outcomes in this content requires a greater investment of time and resources than most places. | Enabel, Donor | 3, 4 | Medium | Strategic |
| **5: Conduct a technical, economic labour market impact assessment (LMIA) in Albertine and Rwenzori and use findings to improve training programme content and available courses.** Training modules must be continuously refined to meet current and evolving sector needs; this must be a priority for the TVET sector overall and for specific SSCs and private sector businesses and should be based on a truly macroeconomic labour market impact assessment. | MoES TVET Secretariat/ Council, MoGLSD, SSCs, DLGs, Enabel, Donor | 1, 2, 3, 4 | High | Strategic |
| **6: Provide additional funding for bursaries, especially for women in low-income households, to attend formal and non-formal training programmes.** Bursaries must be continuously provided for youth, especially women, to access any form of skilling or training program. Enrolling more students in VTIs requires additional funding to provide support and bursaries due to the low- income levels in local households. | MoES TVET Secretariat/ Council, DLGs, SSCs, Enabel, Donor | 3, 4 | Medium | Strategic |
| **Vocational Training Institutes** | **Targeted actors** | **Level 1- 4** | **Priority Level** | **Operational**  **/Strategic** |
| **7A: Provide ongoing capacity development for VTI trainers and explore options for retaining them in place following training to facilitate knowledge transfer.** Ongoing capacity development must be provided to new staff and knowledge management and transfer procedures put in place; explore options for keeping trained staff in place for a guaranteed period of time after training. | MoES TVET Secretariat/ Council, SSCs, DLGs, VTIs | 1, 2 | Medium | Strategic, Operational |
| **7B: Expand and formalise relationships between VTIs and the private sector both within and outside of Albertine and Rwenzori.** VTIs must increasingly expand and formalize their relationships with the private sector, who also must be supported to engage in a more structured way with trainee students. | MoES TVET Secretariat/ Council, SSCs, DLGs, VTIs, Enabel | 1, 2 | High | Strategic, Operational |
| **8A: Formalise communication structures, working groups, and formal meeting structures among stakeholders to help them better execute key tasks – especially at the regional and local levels where the project is implemented.** More structured communication and engagement between stakeholders working with the VTIs at the local and institutional level will help them plan and execute their tasks better; consider working groups and formal meeting structures to achieve this, using the models implemented at a national level (where they work effectively) as guidance. | MoES TVET Secretariat/ Council, Enabel | 1, 2 | Medium | Strategic, Operational |
| **8B: Support flexible learning pathways to help youth access formal and non-formal skilling.** A more aligned training system between the formal and non-formal skilling pathways will allow for flexible learning and alternative models to accessing more rigorous certification options. | MoES TVET Secretariat/ Council, SSCs, VTIs, Enabel, Donor | 1, 2, 3, 4 | Medium | Strategic, Operational |
| **9: Help VTIs focus on one dominant sector for their training programming to develop into true centres of excellence.** Defining a Centre of Excellence in this context must be further explored and refined, especially regarding elements in the framework related to standardization, sustainability, broad and narrow areas of focus, and public versus private training models. Consider having VTIs focus on one group of courses, in one sector, to really develop excellence in their training programming and become a Centre of Excellence in a particular field. | MoES TVET Secretariat/ Council, SSCs, VTIs, Enabel, Donor | 1, 2, 3, 4 | High | Strategic, Operational |
| **Cross-Cutting** | **Targeted actors** | **Level 1- 4** | **Priority Level** | **Operational**  **/Strategic** |
| **10: Look for opportunities in the tourism, construction and agriculture sectors to integrate green growth and green-related employment opportunities more formally into future programming.** | MoES TVET Secretariat/ Council, SSCs, VTIs, Enabel, Donor | 1, 2, 3, 4 | Medium | Strategic, Operational |
| **11: Conduct a Gender Analysis and create specific action plans annually for each VTI to improve gender responsive inputs in the next programme phase.** Findings should be used to steer the project’s actions in accordance with gender specific outcomes, including results from a social protection lens. This exercise should be implemented regularly in order to keep abreast of changing situations at the VTIs, especially as programming evolves, more students are registered, and VTI infrastructure safety and access changes over time due to wear and tear. | MoES TVET Secretariat/ Council, SSCs, VTIs, | 2, 4 | High | Strategic, Operational |
| **12: Creating a decent work definition and framework for Albertine and Rwenzori can help stakeholders define what dignified and fulfilling work looks like in their context.** Strategies for achieving decent work conditions for youth in Albertine and Rwenzori must address their specific realities and needs, depending on their location and local employment opportunities. | MoES TVET Secretariat/ Council, MoGLSD, SSCs, VTIs, Enabel, Donor | 1, 2, 3, 4 | Medium | Strategic |

1. Boyle, G. (2016). Dignified Work – What is it? And why is it crucial for women’s economic empowerment?, Available at: <https://insights.careinternational.org.uk/development-blog/dignified-work-what-is-it-and-why-is-it-crucial-for-women-s-economic-empowerment> [↑](#footnote-ref-1)
2. Valcour, M. (2014). The Power of Dignity in the Workplace, Available at: <https://hbr.org/2014/04/the-power-of-dignity-in-the-workplace> [↑](#footnote-ref-2)