

## Findings

### 1. Relevance

The intervention does respond to the needs of the target groups and beneficiaries.

The final beneficiaries are the 4,400 youth from refugee and host communities in the 4 districts, both vulnerable to livelihood system failure and food shortages. Key stakeholders are the regional institutions, the humanitarian organisations, local NGOS, regional training Institutions, small enterprises and District Education Offices.

The project supports training proven relevant to local market, and is creating new training and employment opportunities. R1 provides funding for relevant, innovative and adapted courses integrated in working situation within the private sector to training providers. Funds are disbursed through a first instrument called the 'Skills Development Fund Grants' (SDF Grants) or Window 1. It also has an "Instant training" instrument (Window 3, - Window 2 being a Bursary scheme which have not started yet) providing high quality livelihood skills to numerous groups. The quality of the support to training institutions, crucial for the sustainability of benefits, is high. R2 intends to ensure skills development is addressed in a coordinated manner in the refugee related structures. This is being achieved through four Skills Development Platforms. These platforms are of a high quality, innovative, flexible and lead to better adapted training to beneficiaries' and private sector needs, assessed through different market surveys.

The intervention is adapted to the capacities of the partner government and key stakeholders, in particular the Ministry of Education and Sports (MoES) and Enabel. The EUTF executed by Enabel is a component within the SSU programme. Prior to this intervention Enabel cooperated these last 10 years with the MoES on its educational reform strategy which led to the BTNET strategic Plan, a fundamental paradigm shift towards skills development only relevant to the labour market, towards flexible, workplace oriented environment and public/private partnerships. Both the MoES and Enabel acquired thorough competences to bridge the skills gaps that limit economic growth.

Concerning the SDF instrument related to R1, grant beneficiaries are consortia with competences in a variety of training fields. They understand the paradigm "shift" and own the "nexus" concept introduced by project which is a shift from humanitarian towards development interventions. This paradigm shift is applied in a vulnerable refugee/host communities' environment.

At operational level, commitment is strong from the Danish Refugee Council (DRC) who leads the 3rd programme component and deals with hundreds of livelihoods groups which it has access to and mobilises in preparation for instant training. The project (Enabel) supplies the trainers and chooses the quality modules available.

SDF beneficiaries "own" the project as it allows them to be acquire their work equipment, diversify their training and improve their own administrative and financial competences.

The skills development platforms reflect good ownership as representatives from partner NGOs, TIs (Training Institutions) and private sector have recognised the need to establish partnerships to skill young people (both female and male, from both host and refugee communities) so that the private sector can acquire demand-driven skilled workers and employees.

District Education Officers actively support the project and the "paradigm shift" of the government BTNET reform.

The Reform Task Force established to lead this reform, with members from MoES and the private sector was discontinued by the MoES in 2017. Therefore, Enabel discontinued its support and waits for clarification from the MoES to understand its present commitment to the Skilling Uganda Strategy.

The Refugee "sector" is coordinated fairly well by the OPM. This sector is a priority for the government. Refugees are allocated areas where they can build houses and restructure their communities. Despite this support, obstacles prevent their self-reliance. Both refugees and host communities lack the necessary skills to be hired in the private sector around refugee camps. This confirms the relevance of the project as it offers both medium- and short-term training in skills identified as gaps and it facilitates accessible training venues and apprenticeship near camps.

There are many interventions managed by donors in NU as a consequence of the huge influx of refugees. UNHCR leads overall coordination of all humanitarian aid in collaboration with the OPM (Office of the Prime Minister, responsible for managing the refugee settlement camps). The numerous organisations present are involved primarily in short humanitarian aid interventions. It needs to be emphasised that the project is unique in introducing skills development to host and refugee youth populations. As such, there are no overlaps. On the contrary, the project is introducing the "nexus" concept which is the shift from immediate, emergency and reactive involvement and logic to long term and sustainable skilling. The aim of its R2 is precisely to stimulate coordination between actors in the sector through its platforms.

Indicators in the project's logframe are not well defined and are not RACER. They are merely quantitative outputs both at SO and Results levels. They fail to reflect the high quality of this innovative shift, of the processes introduced by the SDF instrument and the innovative aspects of the voucher system.

The project is 'diluted, blended' in the Enabel SSU programme and is thus monitored through the SSU global "Monitoring of Operations" tool (MONOP). Performance indicators tracking this specific project's progress are RACER and available. But these are not "owned" by this specific project management because included in the SSU overall LFM while they should be regarded for operational & monitoring purposes as indicators of a stand-alone project.

An impressive amount of data is available, baseline values exist and so do quantitative target values are realistic but they need not be updated.

## 2. Efficiency

The implementation mechanisms are proving to be conducive to achieve the 2 expected results.

For R1, the intervention funds the skills development activities via in particular the mechanism of the Skills Development Fund (SDF) through 2 series of calls for proposals. The SDF instruments has 3 different Windows: W1 - one year grants to TIs and their NGO and private sector partners, W2 - scholarships and W3 - instant, qualitative, innovative and gender sensitive skills responding to skills gaps for refugee settlements' livelihood & market development. To date 5 SDF grantees have been selected, 3 of them have just signed their grant agreement. In addition, 3 instant training courses have taken place (soap making, ecological stoves and piggyery) so far.

For R2: 4 skills development platforms are set up in the 4 districts and attended each by over 30 participants experts in skill development, NGO's, public and private not for profit training providers, private sectors companies, business members' organizations and district officials. The platforms have also stimulated the creation of a 4W's mapping tool (1. Where? 2 Who? 3. What? 4. When) which makes a chart of all training institutions, NGOs involved in the Area and the main enterprises of the economic and productive sector (Hotels, constructions, mechanical workshops).

The project is steered by the project team. However, as this project is a component of the overall SSU programme, the project team has also the support of the SSU technical and financial/operational units.

The commitment of the MoES is not as clear as it used to be as within the Ministry there seems to be differing attitudes towards the BTVET strategy. There is a Steering Committee made up of the EUD, ADA, DRC, the project – SSU experts and the OPM. This committee has met twice so far. It has no contractual decision-making mandate but can make recommendations.

In June 2017, the EUD funded an additional amount of 2,400,000€ for the project as a third component of the EU TF programme. Enabel signed an addendum with the UED for increasing project fund from an initial 2,500,000€ up to 4,900,000€. With this addendum, the project implementation period has been also extended from 36 months to 48 months and has doubled the number of beneficiaries from 2,200 to 4,400. In addition the intervention area has been increased with newly established refugee settlement and host communities in other areas in northern Uganda such as the Yumbe district. This addendum has also allowed 5 full-time additional staff members to better implement the SDF grant application process as well as the coordination with DRC regarding the instant training (Voucher) scheme.

An important delay occurred with the complex and rigorous selection process of applicants to the SDF grant scheme which took nearly 8 months. Nevertheless, most planned activities have been implemented on time and the expected outputs are reached also as planned. Grant committee has assessed in depth that the applicant institutions (i) could manage the training "shift" from conventional courses to more practical skills, (ii) could manage the numbers of planned trainees, (iii) had the adequate qualified staff to ensure good quality outputs and results. Additional delay can be explained because the project did not expect to receive over 40 applications, which meant dealing with an enormous number of documents, interactions with the applicants, the selection committee and the external evaluators.

The project is monitored on a regular basis by various project staff members which include a Kampala based M&E expert, project manager and the NU field manager.

The M&E is based upon the project's logical framework (LF) but the indicators tend to be 'only' quantitative, are overly prudent and insufficient to reflect the totality of outputs and outcomes as explained in 'Relevance'. Thus, although the LF mentions the 'total number of final trainees', it does not inform on the number of nor characteristics groups of SDF grantees selected. These are important "absent" indicators as the SDF Grant and Instant Skills tools should be included as qualitative change indicators. Also, the long rigorous, essential and qualitative selection process is not accounted for. It also does not account for the 4Ws tool (Who? What? Where? When?) used by the Skills Development platform (R2).

M&E is carried out by the M&E expert of Enabel's overall SSU programme. More specifically, Enabel's SSU M&E system captures impact and outcome indicators and tracks progress by means of Tracer Studies. Currently, the SSU M&E is designing two thoroughly detailed questionnaires (one for graduates, one for employers) in preparation of this project's tracer studies.

In summary, the SSU programme monitors this project with relevant and sufficient quantitative and qualitative indicators. However, the project itself, although benefiting from the SSU M&E support and tools, does not have a proactive and autonomous M&E in a separate logframe. Accordingly, current project-related indicators are insufficiently owned by the project team.

### 3. Effectiveness

Progress of each output is as planned so far.

For R1: the SDF Manual of Operations is available and in each district, awareness and promotion campaigns have been made. Importantly, the project has facilitated the selection of 40 SDF applicants. End 2017, the SDF Selection Committee selected 5 awarded applicants (BRAC, OXFAM, WHH, AAH and Cheshire Services Uganda) allocating the one million Euros grant. Project has continued to develop the instant skills training component. Three additional training sessions (piggery management, efficient fuel saving stove and eco-friendly brick making and construction techniques in Adjumani, Arua and Kiryandongo) have been organised.

For R2: project has updated the supply of information on skills development for both communities through information collection. 4 skills development platforms have been set up in the 4 districts, attended by over 80 participants from a wide range of actors engaged in SD, national and international NGO's and CBO's, public and private not for profit training providers, private sectors companies, business members' organizations and district officials. The platforms stimulated the creation of a 4W's mapping tool.

For R1, with the completion of the project team and the set-up of the field office in Arua, the project will further increase its analysis capacity, technical appraisal of quality skills development and support to the community of relevant actors in the region. With the arrival of the grants expert, project will increase its tracking capacity. It will develop an online M&E system that allows real time monitoring of progress and grants follow up in which SDF grantees will participate.

For R2, project team continues to facilitate skills development platforms to stimulate dialogue on SD activities at field level, update the 4Ws tool and participate in national and regional dialogues on the refugee response.

At the end of project, its skills developing instruments such as SDF, the voucher system, its platforms and 4Ws tool, success stories, outcomes and recommendations will be presented to the MoES to feed into its reform efforts within the BTVE Strategy.

The project's communication unit has sent the final communication and visibility manual. Additional visibility products have been developed and are operational, including a two-pager on the intervention. The SDF – North and EUTF brochures has been updated. The Enabel Single Point of Contact (SPOC) documents on best practices and success stories have been uploaded on AKVO web pages. Visibility of this SPRS-NU project is continuously made via Facebook and the Twitter account with regular updates, using the daily internal WhatsApp Group to show real-time progress of the project.

The quality of outputs is very satisfactory so far.

In R1, the SDF Grant system has shown its quality through the rigour and completeness of its selection process of 40 SDF applicants. After the technical evaluation, nine out of the thirteen remaining applicants underwent the organisational assessment by an independent assessor. The Selection Committee has selected 5 successful grantees. 3 of the grantees were visited during this ROM mission and shown to be well equipped (pedagogical skill tools, building, staff, proximity) and fully motivated to adapt their training within the "shift paradigm".

The Voucher system is a very innovative tool. It breaks down ("atomises") skills provision into its smallest possible form and supports livelihood and income generating activities for refugees and host communities. DRC mobilises the beneficiary groups but the project selects the training institute, making sure the level is of high quality, from Oxfam or Save the Children modules for example. In R2, the platforms established are regarded as of high quality and dynamic by the participants.

The Communication and Visibility Manual is very well designed and useful. It defines the project communication's 3 specific objectives; identifies and describes all relevant stakeholders and their communication needs, includes a complete 'interest-power matrix with 4 groups (A, B, C and D) allowing project to tailor make its communication according to the those in interest groups and identify those with which it has to lobby, inform, meet and collaborate with.

internal and external communication strategies and effective communication tools such as press releases, web-based communication, banners, promotional items, audio-visual production etc.

Outputs are likely to lead to the expected outcomes although, as mentioned, the LF and its indicators are rather defined as quantitative outputs and do not sufficiently reflect all the likely outcomes of the intervention. Nevertheless, results of tracer studies done in other regions where Enabel SSU used the same SDF tools, verify the relevance and effectiveness of the strategy as final beneficiaries both from the host and refugee communities do now have access to employment and self-employment. These tracer studies will also be carried out towards end of project and should confirm the existing positive results.

The expected outcomes will most likely be reached: (i) 2,200 beneficiaries will have participated by the end of the project in formal and non-formal skills development programmes through the SDF instrument (of which 1,400 benefitting from the first lots of SDF grants in 5 TIs); (ii) 2,200 will have enhanced their skill through instant trainings and 60% of beneficiaries will have received a certificate in accordance with employer needs. Given the activities already implemented and outputs reached, given the successful use of the SDF and Instant training tools, the expected "outcomes" will be attained.

Enabel is supporting the MoES in implementing the 2012 national BTVE Strategic Plan, "Skilling Uganda Strategy", under a 5 year-project - Support to Skilling Uganda (SSU). This project supports the SSU plan expected to result in a systemic change transforming BTVE in Uganda into a comprehensive system of skills development for employment, enhanced productivity and growth. It facilitates interaction between all relevant stakeholders: on the policy level, in the private sector and at Business Technical, Vocational and Education Training (BTVE) training institutions.

#### 4. Sustainability

Key stakeholders are acquiring institutional and human capacities to ensure the continued flow of benefits. These are the training institutions and private sector units involved in the SDF grant system, and NGOs who would have benefitted from project support in capacity building (including better equipment), conceived modules geared towards skills demanded and established relations between themselves to offer better, more relevant courses and practicals for trainees. It is unlikely that the TIs will revert back to strict academic courses unrelated to skills needed by the market. Entrance fees are low and accessible to both refugee and host trainees. The introduction of the BTNET reform is being propagated and widely supported by the 4 district platforms and this gives some assurance that the institutional interaction between TIs, livelihood NGOs and the private sector will continue.

To be noted that selected SDF grantees have to include the element of sustainability in the design, implementation and management of their projects and that continued capacity support to SDF beneficiaries is important to ensure the sustainability of their partnerships with the private sector in Skills Development.

However, in the final instance, the sustainability of the intervention, as a pilot intervention in N-U depends on the continued support by the Government. With the abolishment of the private-led Reform Task Force by the MoES in 2016, the position of the Government on the reform strategy became unclear. The "new" TVET Council proposal to steer the strategy at policy level is a reassuring step towards potential institutional sustainability.

As mentioned, the private sector is in dire needs of skills, wants to move away from the academic certification system often not relevant to its work skill needs and is prepared to contribute to a harmonised funds.

The role of the EUD has been respectful of the leading role of the partner in the management and monitoring of the intervention.

It is the first time that "Skilling Uganda" is being executed in an "emergency" situation, meaning a "refugee context" with vulnerable refugee and host communities alike are recipient of short term humanitarian interventions such as food, health, literacy, conflict resolution actions and some livelihood skills. Hence the important "pilot" aspect of this project for the EUD in a context where normally sustainability is not taken into account such as lifelong skilling. The EUD wants it to be monitored rigorously to see whether this intervention can become a model for replication in other potential intervention areas.

It is too early to ascertain whether benefits will be affordable for target groups on the long term. However, it can be said that the training institutions in N-U will have diversified their courses, improved their course contents, their institutional and financial profile and benefitted from improved material and equipment. Similarly, the NGO and private sector partners of the SDG partnerships have acquired by the end of this intervention new organisational skills and established permanent relations with the actors in the sector.

Members of the platforms will continue to benefit from the shared information and relations established through the platforms and enriched by the 4Ws mapping too.

The private sector is only involved to some extent in the sustainability of the project. Private sector enterprises and/or workshops are involved both in the SDF grant partnerships as well as in the 4 N-U districts platforms. They will continue to support skills training in order to recruit skilled workers for their enterprises. In Adjumani for example, the high need for skilled workers is underlined by the platform in the construction and hotel/restaurant sectors. As the town of Adjumani is growing, largely due to the presence of refugees, the construction sector is developing, as is the hotel sector which needs to have competent and reliable staff. At the national level, the private sector is welcoming the new initiative of the MoES to set up a Skills Development Council, on the condition that 60% of its board members should come from the private sector, specifically to build the bridge from skilling to employment, to have a say in funds allocation and to guarantee accountability and visibility. The suggestion from the private sector is that funding or pooling of resources between sectors should be harmonised in order to skill youth and potential employees.

The project is taking some necessary measures which address environmental issues. It is encouraging the introduction of "green skills" modules among the TIs and of instant training modules to reduce the negatives effects of the huge refugee population and their sudden arrival in settlements in a given geographical ecosystems: houses have to be built, food cooked and charcoal made from wood.

No specific measures were taken to specifically enhance the role of women. As mentioned, for most indicators a minimum of 30% girls/women is demanded when it concerns the skilling of training beneficiaries.


























Conclusions	
N°	Conclusion
C1	<p>Relevance</p> <p>This project is highly relevant because, as the Component 2 of the larger EU-TF programme, it introduces the needed shift from humanitarian short-term interventions to the sustainable skilling of youth, male and female, from refugee and host communities in order to give them useful skills to improve their livelihood on the long run, through employment or self-employment. It is to be noted that the intervention is not about understanding the causes of immigration nor to reduce it.</p> <p>As such, the project is part of the greater Support Skilling in Uganda programme implemented by the Belgian Technical Cooperation (now Enabel) since 2012 within the Government of Uganda's major educational reform, the BTJET Strategic Plan. The project is benefitting from Enabel SSU's experience.</p> <p>The project systemic relevance is linked to labour market studies and surveys to determine both the skill needs of the market, the activity sectors demanding workers and the skills or jobs desired by the youth.</p>
C2	<p>Relevance</p> <p>Indicators related to this project, component 2, are not well defined in the overall Enabel logframe. They are outputs' indicators rather than indicators of results or specific objectives. Furthermore, qualitative aspects of the intervention are not captured with the current quantitative indicators. For example, the number of SDF grantees and the reinforcement of skills acquired through the grants are not captured, nor are the number of voucher scheme trainings neither the quality of these short courses and the intervention in general which is introducing profound changes and a shift from traditional and humanitarian training towards skilling for employment and self-employment.</p> <p>However, quality indicators are available in Enabel's overall SSU indicators' matrix (Viz.C5). The problem is therefore rather to introduce them in the project logframe.</p>
C3	<p>Efficiency</p> <p>Complementarity exists between the 3 partners (components) of the EU-TF NU programme, ADA and DRC. Strong complementarity and collaboration exist between project and the DRC consortium as livelihood groups are mobilised by DRC so that the project can rapidly apply the voucher system and have a guaranteed access to the 2,400 trainees foreseen. It also needs to be pointed out that other partners involved in the SDF Grant scheme, for instance Oxfam as a SDF Grantee, have been sensitised to the concept of the "nexus" whereby organisations traditionally involved in humanitarian actions, see the need for a shift to sustainable improvements in the livelihood of beneficiaries as well as the importance to pass on skills demanded by the private sector.</p> <p>In complementarity with the SSU programme, through this project, Enabel is operating concretely the "paradigm shift" of the BTJET reform Strategy in a vulnerable refugee context, and as such will achieve results as a "pilot" project.</p>
C4	<p>Efficiency</p> <p>Overall, implementation has been efficient but long, so far.</p> <p>Key instruments are well designed, of high quality and ensure optimal selection of training and NGO partners. They are (i) the SDF grant system (Window 1) which, through it extremely rigorous selection process managed to sign agreements with tripartite partnerships (NGO, Training Institutions and Private sector) (ii) the Instant Training through the voucher system (Window 3) which allows for livelihood groups to benefit from short courses, ranging from 10 to 100 hours in specific, requested and often green friendly IGAs such as eco-friendly stoves, solar energy and compressed bricks making. These courses take place in situ and geographical access is rendered very easy; (iii) the 4Ws mapping tool used by skills development platform member to obtain a detailed "who's who and who's doing what, where?" in the 4 districts.</p>
C5	<p>Efficiency and effectiveness</p> <p>It is important to bear in mind that the project is integrated within Enabel's global SSU programme and that on the positive side, project is benefitting from the accumulated experience, advice, tools which Enabel is applying in other regions. However, on the negative side, the project relies on the greater SSU, in particular in the case of indicators monitoring. In short, relevant indicators of project's progress exist but are blended in the SSU overall LFM and captured by the overall SSU monitoring instruments. Project specific indicators and logframe are not in place, questioning the ownership of the current overall indicators of performance by the project team as they are beyond their direct control.</p>
C6	<p>Efficiency</p> <p>Institutional relations between the project and the MoES are not clear and the Ministry's commitment and involvement with the BTJET strategy seems irregular and fragmented. The new MoES Permanent Secretary seems to have an indifferent and non-reactive attitude towards both SSU and the project. These aspects need also to be placed in the context of the Ministry's suspension of the Reform Task Force established in 2016 as a coordination mechanism to lead the reform and which included a majority of representatives from the private sector. One of the effects was that Belgian SSU stopped its support to the RTF and is awaiting a new proposal from the MoES. This raised the question as to whether the actual application of the "paradigm shift" within the Ministry is seen as a threat to some officials who fear that an internal restructuring within the Ministry and the departments may take place.</p> <p>The project can continue to implement its activities as there is no financial agreement or convention with the Ministry. As the project supports the MoES own BTJET strategy, it is obvious that clear communication channels are needed to ensure some sustainability.</p>
C7	<p>Efficiency</p> <p>The project experienced a major delay related to the complex selection procedures of the applications of the SDF grantees which took nearly 8 months. The project did not expect to receive so many applications (over 40), mostly of good quality and that meant dealing with an enormous number of documents, interactions with the applicants, the selection committee and the external evaluator. The human resources mobilised for the selection process were considerable.</p> <p>Hopefully most delays have been overcome.</p>

Conclusions	
N°	Conclusion
C8	<p>The following good practices should be highlighted:</p> <ol style="list-style-type: none"> <li>1) The SDF Grants formula (Window1) which granted partners capable of quality skill development training and at the same time of improving their institutional competences and introducing skills adapted to the private sector's needs.</li> <li>2) The innovative "instant training" through the Voucher System which is offering responsive, small, relevant modules (ranging from 10 to 100 hours) to livelihood groups whilst maintaining and insisting on the quality of the training contents and modules. Examples are piggery management and eco-friendly mud stoves making.</li> <li>3) The 4Ws mapping tools which allow all actors in training and skilling to have an updatable tool informing on the needs and offers available in the district. When the 4Ws table is completed, it will allow for better coordination between these actors.</li> <li>4) The Stakeholders' mapping within the Communication and Visibility guides which analyses the interests and information needs of four distinct, detailed groups of stakeholder / beneficiaries. With this analysis, communication and visibility go beyond the distribution of pamphlets and stickers as it targets the various groups' specific information needs.</li> </ol>
C9	<p>Sustainability of the approach and its application will depend on the announced Skills Development Council and the discussions and negotiations that will take place concerning future financing.</p> <p>In the long term, the SDF should be a government owned instrument, funded through government budget, donor contributions and private sector contributions (potentially through a training levy or a common harmonised Trust Fund in which the Private Sector should participate). For the moment, the SDF is a funding instrument set up by Enabel/BTC with the MoESTS, and managed under Belgian procedures.</p> <p>This pilot project is leading with the EU TF Programme an intervention in SDF for skills development for refugees and should the results of the project be positive, other donors and the MoES, Ministry of Finance and OPM should recognize the advantages of this instrument (economy of scale, flexibility, rapid response, skilling responding to market gaps and needs, improved employed/self-employment and livelihood levels). This would confirm the strategic choices Uganda has made in its ten year BTNET strategic plan. It could convince other donors to channel their funding for BTNET through the skills development fund, either earmarked (regional, thematic, sectoral, in terms of beneficiaries) or as an overall contribution to BTNET.</p>

Recommendations	
N°	Recommendation
R1	<p>To Project Management including M&amp;E expert: (from C2)</p> <p>It is recommended to improve the existing indicators of the logframe. They are quantitative and do not reflect sufficiently the qualitative process or change aspects project introduces. Improvements could be the following:</p> <ol style="list-style-type: none"> <li>1) All relevant indicators in the logframe need to be sex-disaggregated.</li> <li>2) Indicator(s) of the SO should measure the planned "Enhanced livelihood and labour market relevant skills for youth, women and girls of the refugees and host communities in Northern Uganda" and not the 'total number of beneficiaries trained' which is an output. Here, a few key indicators could be extracted from the tracer studies such as 'the number of ex trainees in employment' and 'comparative improvement of their income/livelihood situation'.</li> <li>3) R1 indicators as they stand do not measure the "Increased access to quality skills development (training, entrepreneurial skills and start-up kits) for refugees and host communities (with a specific focus on youth, women and girls) in Northern Uganda, including Kinyadongo". This new indicator could be extracted and defined from SSU's existing tracer studies which do inform on that aspect. (to be continued below)</li> </ol>
R2	<p>To Project Management including M&amp;E expert: (from C2)</p> <p>It is recommended to add indicators to a specific project LF matrix.</p> <p>At specific objective level, new indicators should capture:</p> <ul style="list-style-type: none"> <li>- the number and percentage of trained graduates entered in the labour market or self-employed (M/F) 6 months after graduation,</li> <li>- the percentage of employers satisfied with graduates (M/F) and</li> <li>- the percentage of graduates (by gender, vulnerable youths, refugees) indicating improved socioeconomic situation, 6 months after graduation.</li> </ul> <p>At result level, additional indicators should trace</p> <ul style="list-style-type: none"> <li>- the number of SDF trainees with enhanced skills through instant courses addressing current skill gaps for e.g. green economy, livelihood &amp; market development and service</li> <li>- the number of SDF beneficiaries participating in training in non-formal BTNET and entrepreneurship training to enhance employable skills - 80% Youth; 35% females; 70% refugees and 30% host communities.</li> </ul> <p>At output level, new indicators should account for the number of training initiatives undertaken and the volume of grant agreements signed through SDF.</p> <p>It is recommended to select well-defined indicators from within the MONOP matrix as these do already exist. In particular the previous tracer studies done in other regions do indicate increased employment and incomes. However, as this is a "pilot" project in a very complex situation dealing with vulnerable population, it is also recommended to lower the quantitative aspects of these indicators, i.e. define very realistic and achievable targets, perhaps "ad minima" so that at least the qualitative aspect (improved employment and livelihood) can be reflected.</p> <p>A more complete set of indicators within the project's own logframe would also increase the sense ownership and give autonomy to project's M&amp;E system.</p>
R3	<p>To Project Management including M&amp;E expert: (From C7)</p> <p>It is recommended to make sure that corrective measures are taken by involving more staff for the second call for the SDF Grant proposal in March 2018 and by demanding from the start more complete and detailed concepts notes and better labour market analysis in the proposals of the SDF grants applicants, as these two elements should eliminate a certain number of applicants from the beginning.</p> <p>It is also recommended to request the private sector or training workshop institutions to prove that the number of trainees skilled will actually find work.</p>



Recommendations	
N°	Recommendation
R4	<p>R4 To Project management, SSU and involved departments of the MoES: (from C6)</p> <p>It is recommended to hold discussion with the MoES members responsible for BTVET strategy application both on the higher institutional/political level as well as on the technical levels with the various departments in order to envisage the possibility of appointing one single focal point person within the Ministry to be the project's "privileged" interlocutor. The focal point could thus liaise with all the technical departments whose support would benefit the project such as the Certification Department for instance.</p> <p>It is suggested that this possible focal point could be from the Dept. of planning who, to date, has had fruitful and committed relations with the project.</p>
R5	<p>To project management and team, SSU direction: (From C5)</p> <p>It is recommended that the project's relation with the global SSU programme of which it forms an integral, an organic and "indivisible" part be analysed and possibly redefined to give the project a greater amount of autonomy. As mentioned, the project relies on the SSU programme for its M&amp;E.</p> <p>Without taking away any of the positive aspects of the existing organigram, the introduction of existing indicators within a specific project logframe matrix (as recommended in R1 &amp; R2) would give greater autonomy and "ownership" to the project and allow it to act and be perceived as fully-fledged EU TF component.</p>
R6	<p>To Project, SSU, EUD:</p> <p>First, the project, SSU and the EUD should make sure they are part in the future discussions on funding of the newly announced Skills Development Council encompassing the next BTVET interventions in Northern Uganda. The BTVET Act makes provision to finance a Skills Development Fund and the SDF grant system should be a government owned instrument, funded through government budget, donor contributions and private sector contributions.</p> <p>Second, the project, SSU, and the EUD should hold serious discussions with the private sector, in particular through its 4 district platforms, to understand to what extent the latter would be prepared to finance, even if partially, the SDF Grant system in geographical and/or economic sector areas where there are skills gaps. The SDF Grant system would then ensure better long term sustainability of the "shift" changes introduced.</p>

Scoring overview											
Relevance	1.1	1.2	1.3	1.4	1.5	1.6	1.7 a)	1.7 b)	1.7 c)	1.7 d)	1.7 e)
											
Efficiency	2.1	2.2	2.3 a)	2.3 b)	2.3 c)	2.4 a)	2.4 b)	2.4 c)	2.5	2.6	
											
Effectiveness	3.1	3.2	3.3	3.4							
											
Sustainability	4.1	4.2	4.3	4.4	4.5	4.6	4.7				
	