



End of Project Report, November 2022

Skills Development Facility (SDF)

Component 3 of Uganda Skills Development Project (USDP)

Credit Number 5612 – UG



Foreword



This report highlights the achievements, lessons, continuity and sustainability elements of Component 3 of Uganda Skills Development Project (USDP), Skills Development Facility (SDF). The report summarizes the achievements under the four funding streams (Windows), across six (6) sectors.

Over the last six years, SDF has made tremendous contribution in skilling Uganda's population for employment and economic development. A total of 885 grants were awarded to small, medium and large companies with total funding of US **\$17.8 Million**. A total of **82,247** beneficiaries enrolled for the various skills training opportunities, and **73,811** completed their skilling programs in durations ranging from days, weeks to months spanning up to 12 months. The skilled beneficiaries were employed by companies/organisations, started individual or corporate businesses, while others sought further training and certification to enhance their skills.

More than **1600 jobs** have been created, improvement in productivity and profitability of companies, reduction in production costs, improvement in quality of products and products certification by Uganda National Bureau of Standards, to mention a few. The beneficiaries' certification by national entities such as Directorate of Industrial Training (DIT), or International bodies has not only opened new opportunities and possibilities, but demonstrated the significant reduction in costs for acquiring the certificates.

The capacities of the participating companies/organizations were undoubtedly enhanced into production of new and better goods, they offer better services, marketing and packaging of the products, gaining national and international recognition. The technologically better tools and equipment acquired by the training institutions, particularly under Windows 3 and 4 will go a long way to further train and consolidate upgrading of skills to build a mass of skilled people needed in the country and beyond. In the process of skilling, PSFU ensured social, environmental, health, safety protection and mitigation measures that contributed to the SDF project outcomes. The safety interventions are expected to sustainably maintain a culture of gender sensitivity and inclusiveness.

In spite of Covid 19 pandemic challenge, the project ensured 95% of the grantees completed their skilling project and put continuity plans in place. Several partnership and collaboration were established among both public and private training service providers (Vocational Institutes, Centers of Excellence, Universities, International bodies) and companies or Associations and suppliers; these are key for the sustainability of the project results.

On behalf of the Private Sector, I extend our sincere appreciation to the World Bank, Government of Uganda; the Ministry of Finance, Planning and Economic Development, Ministry of Education and Sports, Ministry of Trade and Industry. Our appreciation also to the Grants Approval Committee (GAC) members for the technical and oversight role they played. We recognize the contribution of each of the 885 grantees in the four Windows, and all the stakeholders' contribution towards the project achievements and lessons.

For God and my Country



Stephen Asiimwe

Chief Executive Officer

Private Sector Foundation Uganda

Acronyms

BCC	Behavioral Change and Communication
BTVET	Business, Technical, Vocational Education and Training
CBO	Community Based Organisation
CEDP	Competitiveness and Enterprise Development Project
CoEs	Centres of Excellence
CSO	Civil Society Organisation
DIT	Directorate of Industrial Training
ESHS	Environment, Social, Health and Safety
GAC	Grants Approval Committee
GASA	Grants Application Support Assistant
GRM	Grievance Redress Mechanism
ICT	Information, Communication and Education
ECITB	Engineering Construction Industrial Training Board
IEC	Information, Education and Communication
MIS	Management Information System
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MGLSD	Ministry of Gender, Labour and Social Development
MIS	Management Information System
MoU	Memorandum of Understanding
M&E	Monitoring and Evaluation
MVGs	Most Vulnerable Groups
NGO	Non-Government Organisation
POM	Project Operations Manual
PSFU	Private Sector Foundation, Uganda
PWDs	Persons with Disability
SDF	Skills Development Facility
SOP	Standard Operating Procedures
TOR	Terms of Reference
Ugx	Uganda Shillings
UNBS	Uganda National Bureau of Standards
USDF	Uganda Skills Development Fund
USDP	Uganda Skills Development Project
VTI	Vocational Training Institute

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Highlights of the Skills Development Facility (SDF) Project

The Government of Uganda received a loan from the World Bank towards implementation of the Uganda Skills Development Fund (USDF). Private Sector Foundation Uganda (PSFU) through a Skills Development Facility (SDF) implemented component 3 of USDF. SDF focused on employer-led short-term training to address the gaps in the skills from the Universities and tertiary training institutions and those much needed by the employers in order to enhance productivity, growth profitability and products competition at the international level.

SDF project commenced on 28th October 2016, with a total disbursement of USD 22.6 Million through the project period. SDF was implemented under four Windows focusing on six sectors: i) *Agriculture*; ii) *Construction*, iii) *Manufacturing/Auto-mechanic*, iv) *Transport and Logistics*; v) *Information, Communication and Technology (ICT)*; and xi) *Tourism and Hospitality*.

Table 1: Summary of SDF achievements and results

Windows		No. of targeted grants (as per PAD)	No. of grants approved	No. of grants declined/ cancelled	Number of grants/ completed projects
Window 1	Companies staff	180	270	32	238
	Internship		75	0	75
Window 2		250	514	19	495
Window 3		15	16	-	16
Window 4		29	10	-	10
		474	885	51	834

Windows		Targeted beneficiaries	beneficiaries enrolled (GAC awards)	No. of beneficiaries who completed	Amount disbursed US\$	Average grant size US\$
Window 1	Company staff	1,350	14,230	13,794	4,898,744	20,542
	Internship	1,500	2,903	2,692	1,045,726	401
Window 2		25,000	56,217	49,062	6,857,356	13,828
Window 3		300	1,146	1,026	2,422,119	148,873
Window 4		725	7,751	7,237	2,525,637	252,564
		28,875	82,247	73,811	17,749,581	

Notes:

- ✚ Enrolment was counted at grant award level, based on the proposed number of trainees for the skilling.
- ✚ The difference between enrolled and completed includes those whose grants were de-allocated and drop outs. Reasons for cancellation and de-allocation were poor performance, mismanagement of projects, delayed implementation or submission of accountabilities.

Window 1: Skills upgrading for the formal sector (medium and large enterprises)

- ✦ More than 1,600 jobs created
- ✦ Improvements in labor productivity of companies; of the small and medium-sized enterprises, their out growers and subcontractors.
- ✦ Improved skills of staff, temporary and casual workers; the skills acquired enabled them to qualify for more stable jobs, hence addressing the employment challenge, especially for the young people.

Window 1: Internship

- ✦ 2692 completed internship placement; majority (79%) were males
- ✦ About 72% of those who completed internship got jobs; of these 20% retained by the companies and 12% are self-employed.

Window 2: Skills upgrading for the informal sector (micro and small enterprises)

- ✦ 49,062 completed training under this window, 48% of them were females
- ✦ Businesses and enterprises in the sectors of agriculture, manufacturing (welding, metal fabrication, leather products making, bakery and others)
- ✦ 314 trainees were persons with disabilities
- ✦ 714 refugees
- ✦ 160 grantees received tools and equipment to enhance their continuing skilling programs

Window 3: Innovative Training

- ✦ Eight 8 public and 3 private training institutions awarded grants to develop curriculum and provide innovative training (cyber security, welding & fabrication, plumbing, aquaculture, silk production, digital skills and tourism). Additional 5 companies for innovative skills training in welding, fabrication, plumbing, building, weaving)

Window 4: Recognition of prior learning

This window was considered the most successful element of SDF due to the job security enhancement, increased remuneration and reduction in the cost of international certification.

- ✦ Five government Vocational Training Institutions; including Uganda Polytechnic Institute, Kigumba, Kiryandongo, Nawanyago, Kibatsi, Iganga VTIs accredited for international certification (City and Guilds), Nakawa Vocational Centre for ECITB. Nile Vocational Institutes and Maganjo Vocational training Centre for a national certification of the Directorate of Industrial Training (DIT). Three companies (Uganda Chamber of Mines, Safe Way Right Way and MAMZA Consult/USSIA) conducted specialized training in manufacturing, transport and logistics, and oil & gas sectors
- ✦ A total of 187 trainers and instructors, assessed, re-trained and certified as international assessors.
- ✦ Overall 7,237 beneficiaries assessed and certified by national and International bodies including City and Guilds, ECITB and Cambridge international; 3415 were assessed and certified by the national DIT.

- ✚ 275 drivers retrained, assessed and certified under East African Community (EAC) curriculum. Two trucks purchased in support of Safe Way Right Way training of drivers.
- ✚ An on-line database to assess, profile and promote certified masons established by Maganjo Institute of Career Training.

Other achievements across the four Windows:

✚ DIT Certification:

A total of 18,781 craftsmen and artisans assessed and certified under DIT across the four windows. The certification provides a market value for employment and opportunity to access higher training.

Window	Number Certified
Window 1	4,234
Window 2	11,132
Window 3	N/A ¹
Window 4	3,415

- ✚ Twelve centres established for DIT assessment and certification; including Kisenyi Jua khali in Kampala, Miisa Foundation, in Luuka, Miracle Internet Café in Lira district, Maganjo Vocational Training Centre (Wakiso), Wobulenzi Vocational Skills Development (Luwero), Genesis Paints Uganda Limited (Mukono), Love a Friend Youth Development Organization (Kampala), Katende Harambe Rural Urban Training Center (Wakiso), Mission Beyond Vocational and Technical Hub (Kaliro) and Mabaale Technical Institute (Kagadi), USSIA (Kampala), Association of Sustainable Agriculture Farmers and Agro processors (ASAFA in Wakiso. The DIT certificates are the evidence of the skills acquired, trainees use them to seek employment in the country and beyond.
- ✚ Seventeen (17) companies' products were certified by Uganda National Bureau of Standards (UNBS), and one by Ministry of Agriculture Animal Industries and Fisheries to export products after SDF skilling and quality improvement.
- ✚ Capacities of grantees across the four windows built in project and financial management, record keeping, monitoring, documentation, accountability, report writing, and social and safety protection, right from proposals writing through implementation and submission of reports as well as structured training workshops and mentoring.
- ✚ Over 1000 partnership with documented Memorandum of Understanding (MoUs) signed across the 4 Windows; between CoES, VTIs and companies hosting interns, training providers/institutions and companies. There were also collaborative MoUs between Universities (Uganda Christian University (UCU), Uganda Martyrs University (UMU), Makerere University, Mbarara University of Science and Technology, Muni University, ISBAT University, and Ankole University; to provide quality training, develop and implement innovative skilling programs. The MoUs ensured working relationship and continuity.
- ✚ Enhanced knowledge of social, health and environment protection among the grantees. As a result, more women trained in non-traditional skills, reduction in GBV and increased household incomes as a result of the skills acquired and the enterprises established.

¹ N/A – Not Applicable because Window three dealt with innovative training in formal institution

Disbursements and Expenditure of SDF funds

- A total of \$22.4 Million was disbursed from IDA, representing 99.8%. An additional US\$ 150,000 was received from Ministry of Education and Sports (MoES) to support SDF closure activities in 2022.

Table 2: Summary of Disbursements as at 30th September 2022

Project Budget	(a)	22,613,000
Cumulative disbursements from IDA	(b)	22,578,842
Cumulative payments by SDF	(c)	22,525,716
Percentage of disbursements	b/a	99.8%
Percentage of cumulative payments	c/b	99.8%
Undisbursed funds	a-b	US\$ 34,158
Exchange loss throughout the project life was US\$ 34,158		

Table 3: Summary of SDF budget performance

Particulars	Project budget (USD)	Actual Expenditure 30 th September 2022 (USD)	% of budget absorption
	(a)	(b)	(c=b/a)*100
Window 1	5,721,000	5,944,470	104
Window 2	7,000,000	6,857,356	98
Window 3	2,500,000	2,422,119	97
Window 4	2,427,000	2,525,637	104
Grants Total	17,648,000	17,749,581	100.6
Staffing costs	1,887,833	1,866,030	99
Institutional fees	386,858	386,858	100
Operating costs	1,253,849	1,137,208	91
Project Management Total	3,528,540	3,390,096	96
Technical Support	1,436,460	1,386,039	97
Grand Total	22,613,000	22,525,716	99.6

Grantees Own Contribution:

Cost sharing mechanisms were built into the design of the component, and larger companies with more complex and expensive training programs, especially those under Window 4 were required to put in significant matching financing in order to access the training. Grantees own contribution was in the range of 10-30% of their budgets. Own-contributions were both in cash (staff salaries, equipment, etc.) and in-kind (office space, training venues, land for demonstration sites of the skilling projects, accommodation, meals, trainee transport, etc.). However, in the years 2022 and 2021, Covid 19 lock down interrupted the cash own-contribution, particularly Windows 3 and 4; that expected to raise funds from the students' tuition and other fees, since the institutions were closed. The training institutions requested for a waiver that was approved by the World Bank, and advised to increase their in-kind contributions.

Table 4: Summary of grantees own-contribution

Window	Ugx	USD
Window 1	4,918,733,594	1,336,315
Window 2	2,436,994,800	676,943
Window 3	1,988,812,376	546,316
Window 4	6,208,230,000	1,705,366
Total	15,552,770,770	4,264,939

Management of SDF Project:

There were several layers that supported the management and supervision of SDF Project; including:

- ✚ The PSFU Board, that provided supervision oversight and guidance to the SDF team. This was done through reports and quarterly meeting.
- ✚ The Grants Approval Committee (GAC); that approved all the 885 grants across the four Windows. The GAC provided oversight and monitoring of the progress of the grants.



GAC Members in one of the monitoring visits

- ✚ At the peak of SDF, the project had a total of 34 staff, headed by a Head, with a Deputy Head. Three grants' specialists, and Grants Application Support Assistants (GASA) that managed the granting process. These were supported by technical staff (Finance, Procurement, Administration). See back page for list of SDF staff. SDF also drew on other PSFU staff to support the mobilisation, training and communication of project activities.

Procurements under SDF

SDF procurement followed the World Bank Procurement guidelines under IBRD Loans, revised in July 2014 and PPDA guidelines. The SDF grants approval committee (GAC) approved the grants. Grantees procurements were largely training materials and equipment related to the skilling program. Procurements were verified by PSFU, before approval. PSFU procurement followed CEDP project, another project funded by the World Bank and the procurement plan (STEP) regularly updated. SDF recruited a procurement specialist to support the procurement activities, and provide guidance to the grantees' procurement. Accountabilities were reviewed, guided and cleared by the SDF Accounts team accordingly, in consultations with the PSFU Director of Finance.

Factors for the success of SDF program

- ✦ Average grant size across the four windows was significantly lower compared to that estimated in the Project Appraisal Documents (PAD) as summarized below.

Window	Average grant Size (As per the PAD) (a)	Actual estimated grant size (b)	Percent $c = (b/a) * 100$
Window 1	250,000	20,542	8.2
Window 2	50,000	13,828	27.7
Window 3	350,000	148,873	42.5
Window 4	300,000	252,564	84.2

This is partly because of the less sophisticated projects and own-contributions. Training were conducted within the grantees locality, with in-kind contributions in form of venue, meals, land for demonstration for agriculture projects, personnel and were, resulting into more trainees. This partly explains why the total number trained is over 10 times the target.

- ✦ The minimal political interference in the SDF project implementation. PSFU selectively involved key political leaders to mobilize companies' uptake of the program and acceptance by the stakeholders.
- ✦ A committed multisectoral Grants Approval Committee (GAC) with majority of government representatives that approved, monitored and supervise the project implementation.
- ✦ A team of dedicated staff and competent and well-connected fund manager
- ✦ Flexibility in the implementation approach, to take stock of the lessons and realities of the program, especially during covid 19 lock down. The SDF Project Operations manual (PoM) provided clear guidelines allowing considerable flexibility.
- ✦ A vibrant information and communication intervention in year 4, through the print media, newspaper, television and social media (face book and twitter).

Key Lessons from implementing SDF:

- There was need for improved coordination between CoEs, VTIs and host companies, in order to meet the expectations of all the parties involved in the internship program (interns, trainers and companies). Students should also be sensitised about the value and benefits of the internship placement.
- Public-Private Partnerships (PPPs) are critical for the continuation of the skilling programs established, especially the innovative one under transport, logistics and marine sector, that require huge amount of resources.
- Institutional skilling program require longer implementation period of at least 20-24 months in order to complete the skilling cycle (research, curriculum development and infrastructure set up, approval before actual training of beneficiaries).

- Innovative skilling programs required start-up capital, in order to support beneficiaries and companies immediately implement the skills acquired; by linking them to financial institutions that offer favorable repayment period and low interest rates.
- The need for urgent review of the BTVET policy guidelines and training institutions curricular to ensure a vibrant and responsive RPL program, including skilling upgrade of the trainers and assessors
- Link RPL and innovative training program to government and financial institutions to acquire start-up or expansion funds and equipment.
- For sustainability of the international accredited certification, institutions should be supported for at least 3-years subscription fees, as these mobilize their own resources.

Future Prospects for SDF

The following are proposed to consolidate the gains and achievements of SDF:

- Provide skills that intensify business development, certification and market linkages including on-line marketing and green skills.
- For Window 2 (jua kali), consider large-scale training programs at district or regional levels in order to reduce on the unit costs of training. Directly engage with pre-selected training institutions for the desired skills, with a clear selection and engagement criteria of the beneficiaries. This may include a few consultancy firms that provide unique skills that are not provided by the institutions.
- Occupational safety and health standards should be integrated in all skills training programs.
- Ensure the M&E is more results-oriented, and more exploration of value for money. The monitoring and supervision could be organized at regional levels, with central level coordination.
- Government should establish a skilling fund/budget line for the private sector; that is accessed on a competitive and proven impact basis.

1.0 Introduction

Government of Uganda received a credit from the World Bank towards implementation of the Uganda Competitive Fund for employer-led short-term training, the Uganda Skills Development Fund (USDF). Private Sector Foundation Uganda (PSFU) through the Skills Development Facility (SDF) implemented component three (3) of the USDF. Skills improvement and innovations is one of the areas emphasised in the National Development Plan (NDP II and III) in order to enhance competitiveness in the Uganda's economy. SDF focused on addressing the skills gaps and shortages in Uganda; contributing to the implementation of the Business, Technical, Vocational Education and Training (BTJET) strategy. The strategy aims at transforming the education sector into a comprehensive system of skills development for employment, enhanced productivity and growth.

SDF project became effective on 28th October 2016 with a budget of USD 21.8 million including operational costs. Subsequently, additional funds were provided making an overall total budget of US\$ 22.6 million. The SDF was extended to beneficiary organisations and companies through four funding streams, referred to as Windows:

Window	Focus
Window 1	Addressing skills shortages in the formal sector
Window 2	Addressing skills shortages in the informal (Jua khali) sector
Window 3	Addressing innovative training
Window 4	Addressing recognition of prior learning and skills certification

SDF skilling interventions focused on six key sectors: i) agriculture; ii) construction, iii) manufacturing/auto mechanic, iv) transport and logistics; v) information, communication and technology (ICT); and vi) tourism and hospitality. These are sectors that are likely to create employment opportunities for youth, women, with huge contribution to economic growth.

2.0 Window-specific Results:

2.1 Window 1: Skills upgrading for the formal sector (medium and large enterprises)

The purpose of this window was to provide short-term skills training for existing employees or persons the grantee intended to employ. Also, sub-contractors supplying goods or services to the company, e.g. farmers, were eligible for support. Another key aspect of this window was internship that offer skilling opportunities before entering the job market.

2.1.1 Window 1: Internship program:

SDF internship program was a response to the government of Uganda's Business, Technical, Vocational Education and Training (BTNET) strategy; aimed at ensuring the diploma and certificate students in public and private training institutions are equipped with ready-to-work skills. The intervention was an opportunity to bridge the gap between the students' classroom theory and actual work practices; offering short-term on-the-job practical, technical and soft skills training. Students from public and private training institutions were placed in companies for a period of 1-4 months under technical instruction and supervision .

- ✦ 75 companies were awarded grants throughout the project period
- ✦ 2,903 students were placed for internship; 2,692 completed their placement training. Majority (79%) were males.
- ✦ About 72% of those who completed the internship got jobs, and 12% are self-employed. At least 20% were retained by their host companies. Retention was a result of the skills acquired, positive attitude to work and behavior. Others formally applied for the jobs as part of the companies recruitment process.
- ✦ The results study of SDF showed that 97.9% of the interns interviewed were satisfied with the guidance and supervision during the internship placement, while 100 percent said were satisfied with the practical instructions during the internship placement.

Benefits of Internship placement:

- Interns acquired several soft skills not taught at school, e.g. team work communication, leadership, self-management, mentoring and supervision, etc. through the work experiences.
- Interns shared knowledge with the company staff and established demonstration garden; for example Chai seeds at Environmental and

Conservation Agricultural Enhancement Uganda, in Mityana; 20 acres of trees and 30 acres of maize and rice at Delight Uganda, in Nwoya district, a maggots project at SIBCO Limited, in Nakaseke and spices garden at R&G, Kampala

- Host communities benefited from the hosting of interns in form of accommodation, transport, and selling food.
- Networks and collaboration established among the host companies, through the SDF joint activities such as orientation, training workshops and information sharing.

Julie was at R&G Investment, Kiwatule Kampala. This is what she had to say - "I learnt many practical things, including making liquid soap". "I know the chemicals and tools used, the expenses involved and the profits I should expect". I also learnt horticulture - potting, how to mix different spices and their benefits. "You can work and reach where you want to be"



Intern at Orchid Farm, Nakasongola

2.1.2 Window 1: Skills upgrading for the formal sector (Medium and large enterprises)

The purpose of this window was to provide short-term skills training for company existing employees or persons the applicant intended to employ, sub-contractors supplying goods or services to the company, e.g. farmers to enhance their productivity, competitiveness and profitability. Companies worked with trainers to provide custom made modern or advance technical trades in order to meet international standards and competitions. In some cases, companies first trained trainers of trainees (ToTs), who in turn trained the workers or employees.

Results under Window 1

- ✚ An estimated more than 2000 new jobs were created
- ✚ Improvements in companies labour productivity; the small and medium-sized enterprises, their out growers and subcontractors.
- ✚ Improved skills of staff, temporary and casual workers; the skilling provided them an opportunity to be absorbed as permanent workers, qualify for more stable jobs, or start their own business, hence addressing the employment challenge, especially the youth.
- ✚ 13,794 staff/employees and other workers trained across the six priority sectors.
- ✚ 4,234 trainees assessed and certified by DIT; the certificates are the evidence of the skills acquired and are used to seek employment in the country and beyond.
- ✚ DIT assessment centres established; including:
 - Mission Beyond Vocational and Technical Hub (Kaliro)
 - Mabaale Technical Institute (Kagadi)
 - Uganda Small-Scale Industries Association (USSIA - Kampala).
 - Katende Harambe Rural Urban Training Center (Wakiso)
 - Namasuba College of Commerce (Wakiso)
 - Okeba Uganda Limited (Mubende)
 - Rwentaga Farm Institute (Mbarara)

✚ New products on the market as a result of the skills acquired; such as,

- Gates and windows frames by Mabaale Technical Institute
- Bicycle frames by Mission Beyond, Kaliro.
- Water ice-pops and flavored lollypops by Krystal Ice Limited
- Coconut and cream bread, cocoa chap butter and strawberry cookies by Hot Loaf Bakery Ltd.
- Metal equipment by Wansa General Metal Crafts Ltd



✚ 17 Companies' products were certified by Uganda National Bureau of Standards (UNBS), and one by Ministry of Agriculture Animal Industries and Fisheries to export products after SDF skilling and eventual quality improvement.



President of Uganda, Yoweri K. Museveni inspecting grantees products during a skills fair

Company Certified by UNBS and the Product	
Abiah Group Limited	Making soap from sodium silicate solution
Asasira Traders Ltd.	Food quality hygiene
Byeffe Foods Company Ltd.	Making pumpkin seed oil
Eastern Rice Company Ltd.	Rice packaging
Food and Diet Processors Ltd.	Mushroom flour and cake
Narka Investments Company Ltd.	Packaging milk products
Prince Kimbugwe Foundation Ltd.	Packaging honey products
Semlino Enterprises U Ltd	Making threads from banana fibres
SYBA Enterprises Ltd	Making and packaging mushroom powder
Silver Building Construction Ltd	Improved ovens
Biggi Herbal Clinic	Extraction and processing of herbal medicine therapies
Grow Wide (U) Ltd	Fortified flour
Katende Harambe Rural Urban Training Centre	Packed organic fertilizers and bio-gas
Zomeka Investments Limited	Waste management and processing
Mission Beyond, Kaliro	Bicycle spare parts
Kyamuhunga Tea Company Ltd	Tea growing
Empower East Africa, a certification to export horticulture by Ministry of Agriculture Animal Industries and Fisheries (MAAIF) export	

Narka Investments Company Ltd received a grant of Ugx. 120,960,000; used some of the funds to train its staff and milk suppliers in dairy cows' breeds selection, pasture establishment and management, pest and disease control, clean milk production, hygiene and sanitation and milk packaging. The company also purchased equipment for milk storage and processing. The company has experienced increase in milk collection, an average of 4100 litres of milk and production of 1000 cans of yourgut per day. The company acquired a UNBS certification after SDF training and supplies yoghurt, ghee and cheese to supermarkets in Kampala. The company received UNBS certification of its products, expanded and has a collection base to Nakaseke, where they plan to establish a bigger production plant. The staff also boast of increased salary pay and improved lives.



Benefits of product certification:

- EUROSAT Group of Companies working in partnership with ECO Link developed a Fundi mobile app for Islamic University in Uganda (IUIU) that sends instant SMS reminders to students.
- Katende Harambee Rural Urban Training Centre supplies biogas and provide training in bio-gas solutions, usage and repair appliances.
- Empower East Africa is exporting avocado, hot pepper, egg plants, passions and bananas to Exim Ltd n UK, H/M Foods in Denmark, Fruit Garden Traders in UAE; and Al Zaid in UAE

More Results under Window 1:

- ✚ Reduction in material wastage during production process, such as Great Lakes Safari, Winna Classic and Hot Loaf Bakery Ltd located in Kampala
- ✚ Improved customer care, under tourism and hospitality companies such as Signature Suites and SS Hotels, both in Kampala
- ✚ Companies' visibility enhanced through TV and radio presentations, talk shows and marketing strategies (sign posts, banners, branded T-shirts, etc); such as Salama Perfect, Love a Friend, Uni-trust.
- ✚ Partnerships and networks with training service providers (VTIs, CoEs), companies and suppliers or contractors that are vital structures for sustainability in both private and public sector.
- ✚ Fundraising and resource mobilization strategies to implement and maintain the established projects.

Results of SDF Result Study² showed that:

- 100 percent of the staff trained were satisfied with the skills training.
- 92.6 percent of the companies had increased productivity as a result of reduced wastage of production materials and time lost due to accidents and injuries that happened before the training.



Trainees of Inspire Africa Limited during a DIT assessment, in food preparation

² Study of the Results of Component 3 of USDP, Skills Development Facility (SDF), 2021

- 66.3% had dedicated human resource function to support staff training in the grantee companies
- 91.3% had time allocated to training
- Increased revenues among the companies
- Increased motivation of workers at the company factories and production plants.

- **Oketcho and Sons Construction and Metal Fabrication Ltd**, situated in Jinja received Ugx. 78,694,226 under Window 1 to train its 52 staff and 140 casual labours; within a period of 4 months.



- They were trained by St. Matia Mulumba Vocational Institute in construction, electrical installation and maintenance, metal fabrication(welding), plumbing and pipe fitting.

- 40 out of the 52 trainees, were certified by DIT.

- 10 of the 52 trainees were women and one received a DIT certificate in plumbing.

- In addition the trainees also got a training in writing skills, necessary for preparing receipts, budgets and acceptance letters.

- The company reportedly has received several contracts for construction, metal fabrication and building contracts.



Robert Kiwanuka and 50 farmers in Luwero district that received training under Silver Nile Exporters that received SDF funds in 2020. The six months training about modern farming methods, included application of fertilizers and provision of free seedlings. After the SDF training, Kiwanuka planted 120 avocado seeds that he received at the end of the training. A kilo of avocado costs Ug shs. 7500. He is also part of the farmers group they formed after the training, aiming at exporting their produce.

The SDF grant to **Idhatuje Agencies Limited in Iganga** district commenced with training of 30 company staff and extension farmers as trainers and monitors of the out-growers' farmers. The 150 farmers had been involved in rice growing since 1997; but their yields were always low. The training enhanced their skills in good agronomic and post-harvest handling practices for maize and rice covered seed selection, land preparation, weeding and use of fertilisers as well as proper harvesting practices for drying, sheering and threshing of maize and rice.

One farmer, David Waiswa said before the training he had never harvested more than 10 bags of rice from his acre of land. But after the training my harvest shot to 25 bags in a single harvest. "From my 2021 harvest, I got shillings 1,500,000, bought more land to further practice the skills acquired.



Tetra Technical Services (U) Limited provides engineering consultancy services and works, powerline construction, maintenance and construction. The company received Ugx. 353,728,550 to train staff in health and safety, solar installation. Key achievements were:

- Reduction in accidents and incidents during field operations, the staff are more safety cautious and enjoy a better working environment and first aid administration.
- Notable improvement in staff morale as depicted in the weekly work hours, early arrival to work and increased output and reduced staff turnover
- Better usage of materials has led to increase in profits.
- There is increased clients' confidence in the company, received more contracts for prepaid and wireless metering systems.
- Company has also experienced increase in interns seeking placement opportunities.

Silver Building & Construction received Ugx33,280,000 to train its workers in enhanced machine operation (mixers, packaging, date and batch numbering as well as production of health & beauty products

- 52 youth were trained and certified in machine operation. They can now operate the bread making machines as well as service the bread making machines for companies in Kampala, such as Hot Loaf Bakery.
- The company has also experienced increased production of bread, supplying shops around Ndeeba, Katwe, and Kibuye.
- The company continually receive orders to manufacture bread making machines for companies making bread within Uganda and beyond, such as Burundi, Congo, Malawi. Locally there clientele is mostly within Kampala and Masaka.
- The company received UNBS certificate, which has increased the marketability of their products.



Trainees pose for a photo

2.2 Window 2: Skills Support in the Informal Sector (Jua Khali)

This Window catered for the skills shortages experienced by self-employed, workers and apprentices in the informal (jua khali) sector, master craftsmen, micro and small enterprises and members of cooperatives or trade/cluster associations. The applying company or association was required to identify a trainer from public or private training institution or NGOs/CBOs or business support agencies and advisory centers or rural technology facilities and accredited by Ministry of Education and sports or a recognized body. Trainees were assessed and certified by DIT.

Achievements under Window 2:

- ✚ 514 organizations/associations received grants to skill their members.
- ✚ 56,217 individuals were enrolled for the skilling; 49,062 (87.3 percent of those enrolled) completed the training).
- ✚ 47.4 percent were women and 32.1 percent were youth).
- ✚ 314 persons with disabilities and 714 refugees skilled.
- ✚ 94 (62 percent) districts in Uganda reached; majority were in Kampala (38.8%; n=52) and Wakiso (21%; n=28) districts. More vulnerable districts were targeted in 2019 to reach Budaka, Bukwo, Bundibugyo, Buyende, Ibanda, Kagadi, Kazo, Kyankwanzi, Madi-Okollo, Manafwa, Maracha, Moroto, Rubiriizi and Sironko.
- ✚ DIT assessment and certification: 11,132 trainees assessed and certified by Ministry of Education DIT for various skills (carpentry & joinery, crafts making, tailoring & knitting, apiary establishment, management and hygiene, mushroom value chain, welding, bricklaying and concrete



Gulu Disabled Cooperation Group

practice, bakery, etc.) DIT certificates are the evidence of recognition of skills acquired with no prior learning/formal education. These certificates are used to seek jobs in Uganda and beyond.

✚ As part of DIT assessment, five organizations were accredited as DIT assessment centres;

- Miisa Foundation in Luuka district for tailoring.
- Miracle Internet Café in Lira district for computers repair and graphic design
- Kisenyi Jua khali in Kampala district for metal fabrications, especially making energy saving stoves.
- Wobulenzi Vocational Skills Development Link in Luwero district for metal and fabrication, metal products
- Association of Sustainable Agriculture Farmers and Agro processors (ASAFA) in Wakiso for Agro-processing.

✚ Improved productivity and improved quality products, such as oap, cream/jelly, crafts, mushrooms, bakery, foods, fish, liquid soap, sanitizers and masks.

✚ Increased marketing opportunities, sales, profits and as a result of the business management and marketing skills acquired.

- Uganda mushroom cluster in Kazo, Kampala; sorting, cleaning and packaging mushrooms.
- Buremba Community Initiative in Kazo district, producing and packing ghee and yoghurt.
- Makerere Innovative Systems and Clusters Program in Wakiso district producing and marketing crafts (baskets, wall, door and floor mats and trays) in Uganda and America.
- Uganda Agri business Alliance in Wakiso district, producing sanitary, promoting and training on phytosanitary standards.



Trainees of Arise and Shine Association in Lira district received tenders to supply clothes

✚ Associations, cooperatives and marketing groups formed or strengthened;

- Kasese Fish Farmers Association, expanded its fishponds, harvesting and selling fish in Kasese and Congo.

- Obulamu Bwebugagga in Wakiso district making sweaters, table mats, sewing clothes
- Wives of Soldiers Association in Luwero district, making confectionaries alongside other activities.
- ✚ Additional tools and equipment to associations/organizations for continuity training and their business expansions, such as;
 - Namwendwa Dairy received agricultural equipment (weighing scale, feed grinders, feed mixers, freezers, maize hauler and irrigation machine)
 - Kalamba and Bakyabumba Farmers' Co-Operative Society Limited received agricultural equipment
 - Tukolerawamu Mamba, received moisturizers making equipment
 - Kiwemba Farmers' Cooperative Society Limited received water pumps
 - Doho Irrigation Scheme received spray pumps, tanks, ridges, planter, weeder, ox-plough,
 - Community Link for Development Organization received a cart and groundnut lifters
 - Uganda National association of the blind, the 12 blind trainees received start-up toolkits.
 - Kisoro Women United for Development, received electric ovens, potato peeling machines, juice mixers, ice mixing machine, coffee brewing machine
 - Salaama Perfect Women, received herbs grinding machines and motars for processing medicinal products
 - ROWASA, received commercial ovens
 - Nkugute Youth Development Group, in Rubiriizi, juice extractors
 - Creative Women Development Association Tailoring and Embroidery received industrial and manual sewing machines, sweeter making machines, embroidery, and knitting machines
- ✚ Several new products on the market, alongside improved packaging:
 - Yogurt and cow ghee by Buremba Community Initiative in Kazo district.
 - Bar and liquid soap by Bidhampola Community Development Association and Love a Friend.
 - Herbal medicines, soap and jelly by Salaama Perfect Women in Makindye, Wakiso, Love a friend, Wendigwa and Agali Awamu.
 - Bags made from used straw by Kinawataka Women Initiatives, Slum Habitants, TASO - Entebbe, and Budaka Catholic Women's Guild.

- Shoes and crafts by HUDIP in Hoima, Community Initiative for Sustainable transformation (CISTU) Kyadondo Women and Kira Youth Opportunity Network
- Fireless cooking bags by Kwagalana Women's Group, Empowering Hands Initiatives.
- Briquettes and energy saving stove by Unitrust and National Strategy for Advancement for Women in Uganda, Kampala.
- Processed juice by Uganda Banana Producers Cooperative Union, Mbarara.
- Confectionaries by Lunguja Community Health Caring Organisation and ROWASA
- Necklace, earring and table-mats by Tukolerawamu Youth Development Association.
- Reusable sanitary materials by Unitrust, Bawanguzi Savings Groups, Wakiso and Uganda Agri business Alliance
- Book and chalk making by Unit Trust, Kisule Butanza Development Group, Kabunyata Bazimbi Development Group and Wendigwa Youth Development Group.
- Agro-processed products, Kiwemba, katerera, Katerera Area Cooperative Enterprise Ltd (ACE)
- Honey processing by Balita Lwogi Development Group
- Mushroom growing and value addition by Kyadondo Women Development Association in Wakiso
- Fabricated metal products (Beds, doors, gates, etc.) by Wobulenzi Vocational Skills Development (Luwero), Mulago Youth, USSIA-Luweero and Kiconi Youth Auto Garage.

✚ **New, improved and revised training curriculum;** by the various skilling institutions and Associations, such as:

- Waitron, cookery and tour guide by Innovation and Transformation Unit of the Uganda Tourism Association.
- A pocket sized guide/book for sensitizing entrepreneurship by CEEWA. The company received additional funds from South Africa, to further the entrepreneurship training.

✚ Several associations and organizations are seeking PSFU recommendation for skilling opportunities and funding requests on the basis of the capacity and networks established.

Experience of Bukedi Bee Keepers Association

Waiswa N. Stephen (Phone no. 0782452854) was one of the beneficiaries trained under Bukedi Bee Keepers Association who testifies to having been transformed as a result of the SDF initiative.

"Before the training, I had been involved in the Business of Bee keeping for about 10 years, but I was not satisfied with my skills; so when the opportunity came to be trained under PSFU/SDF project, I enrolled with Bukedi Bee Keepers Association to improve my skills. "... after the training my skills have greatly improved, I'm now able to produce more products from bees than before the training. Some of the products include

1. Propolis
2. Wax bee combs for making candles, shoe polish, body gel
3. Honey juice
4. Bee Venom

Propolis, bee venom and wax from the combs were products I was not aware that should be harvested and processed. I have increased my production from 10 hives to presently 42 hives and each hive gives me about 4 litres of honey in 3 months and 2 seasons in a year.

From honey alone I am earning about Ugx. 6,720,000; that is (4 liters x 42 hives x 40,000). And from two seasons, that is double the earning.

I have also been able to register a CBO, Bugiri Integrated Organic Farmers to skill people in Bee keeping and I acquired the registration certificate. "The CBO will support the skilling of people in bee keeping in four districts of Kibuku, Mayuge Namutumba and Pallisa"

Lwala Girls Abducted Survivors Association, Soroti

Suzan a 33 years old single mother survived Lord Resistance Army (LRA) bush war abduction in North Eastern Uganda in the year 2003. In the process of escaping from the LRA rebels in 2004, she broke her leg and fractured bone, which was not well managed given they were in the bush, that led to her disability. Dues to her disability, Suzan faced rejection and could not find meaningful work. Suzan is a member of Lwala Girls Abducted Survivors Association (LWAGASA), an Association formed by the former abducted girls from Lwala Girls Secondary School to support their social, economic empowerment and human right Advocacy. The members of the association depend on agriculture for their livelihoods, although with poor yields and no value addition.

In the year 2021, Suzan was among 50 women who benefited from the SDF funded skilling in groundnut production and value addition, under Uganda Oil Seed Producers & Processors Association and LWAGASA.

After completing the module in value addition, Suzan shelled a bag of ground nuts and processed using the skills and training equipment funded by SDF. Suzan admits that she could not believe that she had raised much more profit and the demand for her paste. When asked why there was a higher demand for her groundnuts products and yet there were also other community members doing the same business. *"My groundnut paste is the best in the village, customers prefer my paste because it is natural and clean"*. Because of the skills I acquired, I now dominate the market in Soroti Western Division....". *"I supply school canteens and shops around Soroti City."* I save my profits with LWAGASA SACCO and I am able to get a loan whenever I need more money to expand my business.

"I did not know that the mold (aflatoxin) in groundnuts or grains cause liver cancer but with the knowledge from the training I endeavour to make clean paste. Thanks to SDF, WORLD BANK and LWAGASA for giving me hope. I can now support my daughter and son without much struggle. May God bless and reward you abundantly".

Story captured by ARC

2.3 Window 3: Innovative Skills Training

Window 3 dealt with private and 'autonomous' public training institutions interested in developing new innovative skills training models, concepts and training programs responding to an identified need. The innovative training curriculum facilitate the trainees to acquire high demand skills. Partnerships between training providers and private companies were encouraged.

Achievements under Window 3:

- ✚ 16 grants awarded to 8 public, 3 private training institutions and 5 companies for skills enhancement in welding and fabrication, plumbing, building, weaving, aquaculture and silk production technics, cyber security, advanced digital skills and tourism.
- ✚ Nine (9) training curricula developed and approved by National Council for Higher Education (NCHE).
- ✚ 130 trainers and assessors in Universities and Technical Institutes capacities enhanced
- ✚ 1,052 persons trained on the new/innovative courses established; welding and fabrication, plumbing, building, tailoring, ICT, art and design. These have been employed at various levels.
- ✚ Kabasanda Technical Institute, identified as a Centre of Excellence to enhance the capacity of other technical institutes in the country, because of the capacities gained on the project.
- ✚ Staff, Students and Company/Organisation staff acquired specialized skills such as CNC at Kabasanda, Cyber Security at ISBAT and Uganda Freight Forwarders Association at reduced costs.

The specific achievements of each of the 16 innovative projects under this Window are summarised in Table 5.

Table 5: Summary of Innovations and Achievements among Window 3 grantees

Grantee Name	Sector	Innovation projects Funded	Achievements
1. Ankole Western University	Agriculture	<ul style="list-style-type: none"> • Equipping community silk promoters with skills in Bivoltine Sericulture, silk and cyber sericulture extension • Scale-up of prefectural sericultural experimental station at the university, • Develop a teaching curriculum for award of professional certificates and diplomas in sericulture and textile technology. 	<ul style="list-style-type: none"> • A curriculum for certificate and 2-year diploma courses on sericulture and textile technology developed. • 151 beneficiaries trained on mariculture, post-cocoon technology and cyber sericulture extension technology. • Bivoltine silkworm rearing (incubation, black boxing, brushing, cocoon harvesting and defflossing) • Farmers exposure visits to Bushenyi Silk Farmers Association, Kisozi, Uganda Industrial Research Institute and Kawanda Research Institute
2. Kabasanda Technical Institute	Manufacturing & ICT	<ul style="list-style-type: none"> • Adoption of innovative Technical Education Learning Systems (TELS) for technology-based learning and workplace practices in collaboration with AMATROL. • Specialized technology-based learning and workplace practices - like problem solving, teamwork, and effective communication. 	<ul style="list-style-type: none"> • Procured CNC equipment • As a Center of Excellence trained 18 instructors from six (6) technical institutions on TELS - Kabasanda TI, Nawanyago TI, St Joseph TI, Wera TI, Ahmed Seguya TI and Bukalagi TI. • 81 students trained on CNC • Companies staff on TELS; e.g. Coca cola
3. Muni University	Manufacturing	Develop curriculum for basic and specialized welding; at certificate, diploma and degree	<ul style="list-style-type: none"> • Specialized curriculum for welding at certificate, diploma and degree levels developed.

Grantee Name	Sector	Innovation projects Funded	Achievements
		levels in collaboration with Genova University in Italy	<ul style="list-style-type: none"> • Procured training equipment for the welding courses established • Conducted 2-weeks training of 23 Jua Khalis in January 2021
4.Q-Training Limited	Oil and Gas	<ul style="list-style-type: none"> • Conduct a training gaps/needs assessment, and • Establish of a mobile skilling centre (TASC) to offer off-shore Petroleum Industry Organizations (OPITO) standards and Welder Qualification Tests (WQTs) 	<ul style="list-style-type: none"> • Conducted a needs assessment in 2017 conducted by Egyptian Welding Academy, that is accredited by American Welding Society (AWS). • 10 instructors trained and certified in 3G code welding • 25 people trained and certified by ECITB and ISO welding standards. • 25 people trained and certified by American Welding Society (AWS) • 118 trained and certified in health and safety certification. • 14 trained and certified by EWA • Established 2 mobile training units to enhance the company's training capacity. An additional 250 persons assessed and certified
5.Uganda Martyrs University (UMU)	Agriculture	Production of black soldier fly larvae (BSFL) as an alternative for livestock feeds	<ul style="list-style-type: none"> • Developed a curriculum for Black Soldier Fly Larvae (BSFL) farming that was approved by the University senate. Curriculum incorporated in certificate, diploma, and degree courses.

Grantee Name	Sector	Innovation projects Funded	Achievements
			<ul style="list-style-type: none"> • Acquired a feeds mills and established a demonstration site at the University • Trained 10 farmers groups in BSFL farming and distributed farming kits. • The Project BSFL technology was launch on 24th September 2021 at the University, currently implemented in Luwero, Mbarara, Mpigi and Wakiso
6. Africa Institute for Strategic Animal Resource Services and Development (AFRISA).	Agriculture	<ul style="list-style-type: none"> • Develop an Entrepreneurial Development and Accreditation model – incorporating science, technologies and Innovations generated through research in higher institutions of learning; • Use the research to develop a curriculum and training materials for integrated aquaculture horticulture and poultry production and value chain. 	<ul style="list-style-type: none"> • A curriculum and training materials for integrated aquaculture poultry and horticulture developed • Two functional fish ponds - aquaponic system established with capacity to hold 5000 - 6000 catfish, with a reservoir dam of 2000 litres • Established a poultry unit and fish smoking kiln (NARO FIK-3) • 200 farmers trained on pond fish farming, tank catfish production, aquaponics, harvesting and value addition.
7. Datamine Technical Business School	Manufacturing	<ul style="list-style-type: none"> • Innovative Computerized Numeric Control (CNC) technology training; an engineering based program encompassing metal cutting, shaping 	<ul style="list-style-type: none"> • Accredited by National Council for Higher education to offer CNC training • CNC workshop refurbished and installed

Grantee Name	Sector	Innovation projects Funded	Achievements
		and sculpturing with very high precision and occupational safety for quality products.	with training and welding machines <ul style="list-style-type: none"> 78 instructors trained on CNC software simulation
8.TEXFAD LTD	Manufacturing	<ul style="list-style-type: none"> Develop a curriculum for banana fibre extraction and usage Training in turning banana pseudo-stems and fabric waste materials into textiles. 	<ul style="list-style-type: none"> Curriculum developed and approved by NCHE. 10 (2 male and 8 female) trainers skilled in turning banana stems into fabric materials 150 community members (women and youth) trained in making banana fibre products At least 3 contracts (in-country and 2 international, to train youth in banana fibre products. Quality products from banana pseudo including bags, shoes, clothes and briskets, with exports to Germany and Italy.
9.African College of Commerce & Technology	ICT	<ul style="list-style-type: none"> Develop a training course in Internet of Things (IoT) and related products such as domestic IoT control boards, remote home switching and monitoring systems 	<ul style="list-style-type: none"> Developed IoTs App and a curriculum for proficiency and certificate level courses approved by DIT. Computer training laboratory refurbished and stocked with 40 computers 40 students trained in IoTs and received DIT in October 2022. One trainee was retained by ACCT as a trainer and one employed by UMEME, an Electricity distribution company.

Grantee Name	Sector	Innovation projects Funded	Achievements
			<ul style="list-style-type: none"> • IoTs products such as irrigation devices, domestic switch control, automatic door switches and security lights developed • Training of second batch of 22 trainees ongoing.
10. Delight Uganda Ltd	Agriculture	<ul style="list-style-type: none"> • Develop an organic fruit fly management technology that is harmless to human health, using integrated ecological, pest management for mass trapping, baiting, mating disruption of the fruit flies. 	<ul style="list-style-type: none"> • Curriculum for mango value chain and integrated organic fruit fly technology management system developed. • Acquired training equipment • 60 trainers trained in fruit fly technology management
11. Life Care Charity	ICT	<ul style="list-style-type: none"> • Develop a skilling model dubbed the Social Skilling Ecosystem; to equip learners with modern vocational skills integrated with business management fundamental skills 	<ul style="list-style-type: none"> • E-learning app developed • Trained 50 learners on the E-learning hub
12. ISBAT University	ICT	<ul style="list-style-type: none"> • Developing a cyber-security digital forensic lab and • Establish a training program for preventing and defence against cyber threats/attacks, security systems, networks and data. Will cover aspects of cyber security awareness, risk management, digital forensics and all 	<ul style="list-style-type: none"> • Established a cyber security training laboratory, the one of its kind in Sub Sahara Africa and was launched in October 2021 • Trained two staff as trainers • 65 students trained completed diploma courses in June 2022. Four students

Grantee Name	Sector	Innovation projects Funded	Achievements
		<p>defensive mechanisms used in cyber technologies</p>	<p>immediately employed by Diamond Trust Bank.</p> <ul style="list-style-type: none"> • Various clients staff trained on cyber security (US Embassy (14) URA (12) Uganda Police (4), Ministry of Internal Affairs (2). These companies used to spend huge sums of funds for cyber training abroad, training at ISBAT, realized huge cut back on costs.
<p>13. Mbarara University of Science and Technology</p>	<p>Agriculture</p>	<ul style="list-style-type: none"> • A linking of research to practice, referred to as I-soft; for bio-organic farming techniques, value addition and employment. • The innovation involved development and application of high-quality bio-fertilizers that combine solid bio-slurry and prosperous-rich Tithonia and bio-char (3 in 1 bio-fertilizer). 	<ul style="list-style-type: none"> • I-soft curriculum and training manual for bio-organic fertilizer technology developed • Fertilizer zonal demonstration farms established at MUST and MBAZARDI and extension worker trained as facilitators • 192 community members and 125 students trained on using and establishing bio-fertilizers • 11 bio digesters set up and operationalized at and community sites • 4 outreach satellite centers for bio-fertilizer production established • Twelve community champions including 23 men and 23 women produced by MUST, MBAZARDI and BSU. • One mobile iSOFT app fully developed and 317

Grantee Name	Sector	Innovation projects Funded	Achievements
			beneficiaries trained in its use
14. Uganda Christian University	Tourism	<ul style="list-style-type: none"> Develop a curriculum for birding and conservation and incorporated in Bachelor of Tourism and Hospitality course 	<ul style="list-style-type: none"> Birding and conservation curriculum developed and approved by the University Council. 40 people completed an 8-weeks on-line course conducted between April and June 2021 Curriculum upgraded to a course unit in the Universities Tourism and Hospitality degree course.
15. Uganda Freight Forwarders Association	Transport and Logistics	<ul style="list-style-type: none"> Develop a competence based FIATA Diploma in International Freight and Forwarding accredited by FIATA association members, based on the FIATA's 14 minimum standards 	<ul style="list-style-type: none"> Curriculum for Diploma in International Freight and Forwarding developed and approved by FIATA 33 ToTs trained and certified in June 2022
16. UTC Kichwamba	ICT	<ul style="list-style-type: none"> Develop a mobile Fundi App and introduce College staff and students to ICT through short innovative courses. Develop a training curriculum for the new ICT courses. Train 30 staffs in digital literacy for Mobile Technologies and marketing, Digital Satellite TV technology, CCTV Camera and Internet of things 	<ul style="list-style-type: none"> Mobile FUNDI app developed 30 trainers (ToTs) trained in digital CCTV, marketing, IoTs, systems and TV installations 200 students trained, within a period of 6 months; awarded certificates in June 2022

Window 3 Achievements in photos....



Instructors at Kabasanda Technical Institute demonstrating how the CNC Machines works



Technology for black soldier fly larvae production at Uganda Martyrs University



AFRISA's Aqua farm demonstration of juvenile catfish harvesting



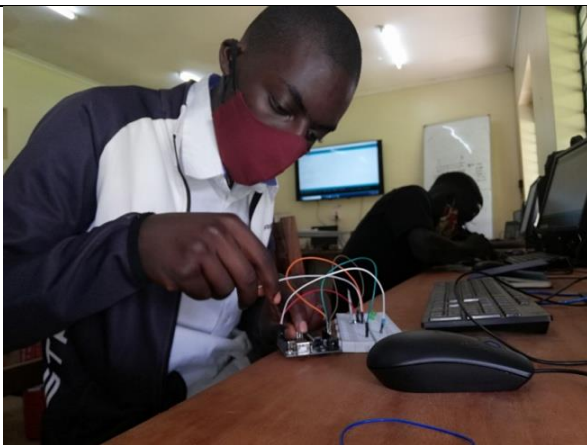
AFRISA Training on the integration of sociology in catfish production



Bio-digester development and demonstration of products- Bio gas at Mbarara University of Science and Technology



ISBAT University Cyber Training Laboratory Centre, that was equipped with SDF support



Internet of Things Workshop at ACCT, Kabale



In a Training Session, Uganda Freight Forwarders Association, during the Development of FIATA curriculum



Overall my experience was very good, it is one of my best learning experiences. The guidelines given by FIATA training of trainers were excellent. It was a well designed course with practical experiences. FIATA has optimized my training skills. Mr. Gerald Mawanda
Head of Operations Roshana Enterprises Ltd



The FIATA diploma was timely...on top of the new skills, knowledge and techniques that I acquired from the various training sessions (PQE & TOT) with the FIATA lead trainers, I have been in position to share my expertise both as a senior customs officer and a module leader during the curriculum development process;

Mr. Sylvester Kiwanuka, Manager, Customs External Operations URA

Testimonies from Uganda Freight Forwarders Association Participants certified by FIATA

2.4 Window 4: Recognition of Prior Learning (RPL) and Certification

This Window was designed to fund initiatives by training institutions and organizations interested in the development of a system for certification of skills and competencies acquired through informal and non-formal means. It focused on construction, manufacturing, oil and gas subsector, which require highly qualified and specialized labour force. It aimed at accreditation of private, public training institutes and certification of workers by national bodies like DIT and international bodies such as City & Guilds, ECTIB, OPITO; Cambridge International; that would make the international courses more affordable.

Achievements of Window 4:

This window is considered the most successful element of SDF due to its higher remuneration and increased job security and reduction in costs for international certification.

- ✚ Ten (10) organizations received grants, including five government vocational training institutes (VTIs) - *Kiryandongo VTI, Nawanyago VTI, Kibatsi VTI, Iganga Technical Institutes and Nakawa Vocational Institute* to be accredited for international certification. Two private institutions (*Nile Vocational Institute and Maganjo Institute of Career Education*) for national DIT certification, and three companies trained beneficiaries in specialised skills required in manufacturing, heavy-goods vehicles and oil and gas.
- ✚ Four (4) institutions were accredited by City & Guilds (*Iganga T/I, Kiryandongo VTI, Nawanyago VTI and Kibatsi VTI*), two were accredited for ECITB (*Nakawa VTI and Nile VI*).
- ✚ USSIA/MAMZA Consulting Firm, set up three master crafts guilds accredited by Cambridge International College UK.
- ✚ 187 trainers and instructors across the 10 institutions and companies were assessed, retrained and certified as international assessors.
- ✚ A total of 7,237 trainees assessed and certified; 3,415 were certified under DIT and 213 drivers certified for heavy trucks under the EAC standard curriculum for drivers. Majority of these are employed at their previous places, whole others got new jobs.

Table 6 provide the summary of achievements for each of the 10 institutions that benefited under Window 4.

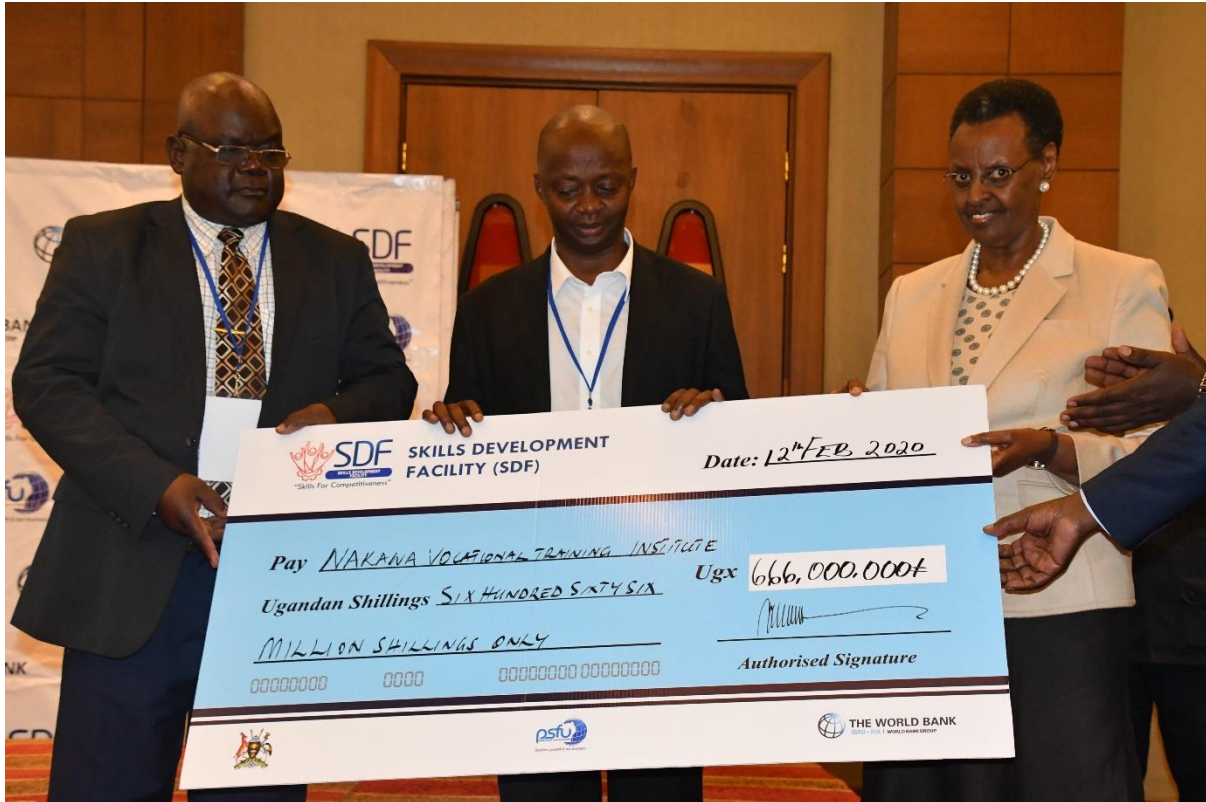
Table 6: Summary of Window 4 Achievements by Grantee

Institution Name	Sector	Proposed activities	Achievements
1. Nawanyago Technical Institute	Construction & Manufacturing	<ul style="list-style-type: none"> • Accreditation as an assessment centre for City & Guilds • Provide modular retraining to workers before assessment by City & Guilds. • Undertake modular assessment and retraining of beneficiaries in building and construction, welding and fabrication 	<ul style="list-style-type: none"> • 12 trainers assessed, retrained and certified as international assessors. • Accredited by City & Guilds in August 2020 • Two cohorts of trainees; 150 in June 2021 and 58 in November 2021 assessed by City and Guilds
2. Kiryandongo Technical Institute	Construction	<ul style="list-style-type: none"> • Accreditation for City & Guilds certification • RPL workers testing and certification • Provide Modular retraining to workers before assessment by City & Guilds 	<ul style="list-style-type: none"> • 20 assessors re-trained and certified by City and Guilds • Accredited by City & Guilds in August 2020 • 150 trainees assessed by City and Guilds.
3. Nile Vocational Institute	Construction & Manufacturing	<ul style="list-style-type: none"> - Accreditation as an assessment and certification centre for ECITB - Undertake a gap assessment for workers in welding, fabrication, craftsmanship, artisans - Conduct a work-based training and assessment in collaboration with ECITB 	<ul style="list-style-type: none"> • Accredited for ECITB certification in August 2021 • 633 artisans assessed and certified under DIT
4. Nakawa Vocational Training Institute	Construction	<ul style="list-style-type: none"> - Produce curriculum materials for level 2 standards in MMA welding, MIG welding, flame cutting, electrical installing & testing. - Accreditation as ECIT assessment and certification Centre - Upgrade training equipment, train & certify workers to match the curriculum - Train workshop facilitators/assessors to 	<ul style="list-style-type: none"> - Developed curriculum - Accredited by ECITB for i) International Health and Safety Passport Training, Annex 9; ii) Technical Test International (Electricity and Welding). Annex 10 and iii) ICE levels 2 and 3 Training, Annex 11. Currently listed on the ICITB website as a recognized international training provider - 33 instructors/assessors from 5 Institutions (Nakawa (10), Ntinda (7), Jinja (6), Lugogo (5) and Save Engineering (5)

Institution Name	Sector	Proposed activities	Achievements
		meet international standards	<p>assessed, retrained and certified by ECITB (35 for level 1 International Safety and Health Passport (IHSE-P); 10 for ICE pipe fitting Level 2; 12 for ICE electrical level 2 and 11 for ICE non critical welding level 2)</p> <ul style="list-style-type: none"> - Established safety and quality management system and the Vocational Institute - Instructors skills validation for RPL assessment and certification for pipe fitting and electrical fitting.
5. The Association of Principals of Technical & Vocational Institute of Uganda (TAPTUVU)	Construction & Manufacturing	<ul style="list-style-type: none"> - Accreditation of two assessment and certification centre for City and Guilds (Iganga T/I & Kibatsi T/I) - Identify and select competent artisans and workers for RPL assessment and certification - Develop test materials - Procure equipment for testing at the two accredited centres - Induct artisans and skilled workers on the assessment process - Assessment and certification of staff (60 assessors and 15 verifiers) 	<ul style="list-style-type: none"> - Iganga T/I and Kibatsi T/I accredited by City & Guilds. - 20 assessors and 6 moderators retrained, assessed and certified by City & Guilds. - Procured testing equipment and established quality management system at the Institutes
6. Maganjo Institute of Career Education	Construction	<ul style="list-style-type: none"> - Identify 700 artisans with competences for assessment and certification under DIT - Establish assessment centres in 5 regions of Uganda 	<ul style="list-style-type: none"> - Accredited as a DIT test centre - Developed Jupa on-line database for profiling artisans and mason for assessing, certification and marketed for work opportunities. - 2782 trainees retrained, assessed and certified by DIT - Built a 3-roomed community health center at Kigoogwa Church as part of the masons demonstration of their skills during the assessment

Institution Name	Sector	Proposed activities	Achievements
7. Uganda Chamber of Mines & Petroleum/ SEAOWL	Construction	<ul style="list-style-type: none"> - Train & assess Uganda Chamber of Mines & Petroleum (UCMP) member companies' employees in pipe fitters and obtain international certification with ECITB & International occupational safety and health (IOSH) 	<ul style="list-style-type: none"> - Developed electronic database for profiling and identification of the trainees - Acquired the training equipment - 112 trainees assessed and certified with ECITB
8. Mamza Consulting/ Uganda Small Scale Industries Association	Manufacturing	<ul style="list-style-type: none"> - Identify and certify 500 master crafts persons in 10 districts in Uganda - Establish a master crafts persons guild with Cambridge International College of UK 	<ul style="list-style-type: none"> - Developed RPL curriculum, assessment system and established test centres - 201 masons and artisans assessed and certified by Cambridge International College of UK - Established 5 regional assessment centres for master craftsmen
9. Safeway Right Way Consortium	Auto Mechanic	Identify and train drivers from and assess them for international East African Curriculum (EAC) Standards	<ul style="list-style-type: none"> - 4 master trainers/instructors trained under East African Community (EAC) standard curriculum for drivers - Developed an online application system for the drivers to participate in the training - 275 drivers trained and certified - Acquired two semi-trailer heads in April 2021 in support of training heavy duty truck drivers
10. Uganda Petroleum Institute Kigumba (UPIK)	Manufacturing	Train 50 persons in 3G welding and certified under City and Guilds	<ul style="list-style-type: none"> - 47 persons retrained and certified in 3G welding by City & Guilds. All trainees are employed in companies such as Roofing Rolling Mills, Bolts-Multi Engineering Ltd, FARO Uganda Limited, Karuma falls dam Project, Parombo Cotton Factory, Wagaba Mixed Farm, Fabrication Systems Uganda Limited, Tingo Enterprises Uganda Limited, and UIRI . One trainee retained as a workshop facilitator and 5 reportedly are self-employed.

Institution Name	Sector	Proposed activities	Achievements
			- UPIK earmarked as a center of Excellence (CoE) for oil and gas offering City and Guilds and ECTIB certification.



The First Lady Hon. Janet Museveni, at the grants awarding ceremony for Window 4 – Recognition of Prior Learning and skills certification



Heavy Goods Vehicle Trainees under Safe Way Right Way

UPIK Trainees Experience



I work with Roofing Rolling Mills Limited as a welder and fabrication. Before the training, I had some skills, but I did not have a certificate from any Institution. The training at Uganda Polytechnic Institute Kyambogo enabled me to acquire the knowledge and skills in vertical welding and fabrication. I plan to upgrade my skills in pipe-welding, 5-G welding. I am confident I have a bright future, because of the certification". I am grateful to UPIK and SDF"

Alinda Regan, works at Roofing Rolling Mills Limited

Impact and Lessons of Recognition of Prior Learning (RPL) Program³

Introduction: A study was conducted between November 2021 and June 2022; to document the lessons and impact of Recognition of Prior Learning (RPL) under Window 4 of SDF. The study documented the lessons and impact of RPL on the beneficiaries and training institutions. Mobility of trainees was considered on three aspects including; geographical, changes in income and career progression.

Objectives of the study:

- I. Assess the impact of RPL on beneficiaries and the training institutions
- II. Establish status of RPL at policy and institutional levels
- III. Document benefits, lessons and sustainability elements of RPL, and
- IV. Provide recommendations for future similar skilling program

Methodology: The study was conducted in two phases, the first in December 2021, and the second in June 2022. The first focused on RPL in the informal sector, while the second phase focused on RPL in the formal institutions accredited by international bodies including City and Guilds and ECITB. The second phase also looked at the status and implications of the policy guidelines on the implementation of RPL. The methods used in both phases included document review, interviews and focus group discussions with the policy makers, trainers and trainees. A total of 180 trainees were interviewed and 6 FGDs with the trainers. Quantitative and qualitative data were summarised accordingly.

Findings: More married (64.4%) were interviewed and majority (45.0%) were in the age group of 25-35 years. Forty seven percent had stopped between S1-S4, while 36.6% had only acquired primary education. The minimum education for Safe Way Right Way trainees was O-level (S4), there was no female respondent. Over 90% said their lives had improved after the RPL certification. Regarding employment before and after RPL certification, the results show that over 72 percent were either partly or fully employed in the trades they were assessed as shown below:

Status of employment	Before certification		At the time of the study	
	(n)	Percent	(n)	Percent
Fully employed	60	33.3	81	45.0
Partly employed	71	39.4	63	35.0
Temporary/casual employment	49	27.2	33	18.3
Not employed	-	-	3	1.7
Total	180	100	180	100

Majority returned to their previous jobs/employment, except a few who got new jobs or started their own companies (0.8%). These are working within their home districts, and a few (0.3%) mentioned getting work contracts within their districts and beyond.

³ Impact and Lessons of Recognition of Prior Learning (RPL) Program, Skills Development Facility, September 2022

While majority (52.2%) said their income had increased, 46.1% said their income did not change. The explanation for the minimal change could be the older trainees aged 35-50 years (28.4 percent who were already established in their jobs with lesser desire to move to look for jobs as well as the effect of Covid19 during the RPL program implementation period and the study, that had travel restrictions. Although age and income were not a factor at selection.

Regarding employment and income, majority (97%) were still employed at the same jobs they were before the assessment and certification. Findings showed that more than half (52.2 percent) said there was change in income as shown below.

Change income status	(n)	Percent
Income increased	94	52.2
Income remained the same	83	46.1
Income reduced	1	0.6
Do not know	2	1.1
Total	180	100

Regarding whether the change in income was as a result of RPL certification, 62% said yes, 35.0% said no and said 2.2% said they did not know, 2.8% did not respond to the question. There were several immediate and long-term benefits of RPL certification to the beneficiaries, but these were yet to be full realized.

The five major benefits of the certification were as below:

Benefits after assessment and certification	(n=180)	Percent
Improved skills	168	93.3
Got a job/contract using the certificate	108	60.0
Moved to another area	54	30.0
Got Better pay	33	18.3
Certification/received workers pass	17	9.4

While there is excitement about certification, there was no major change in incomes yet. Of those interviewed, 55% respondents said their income had increased, 42.5% of the respondents' income had not changed.

Regarding geographical mobility for job or employment after certification, 55.8% said were still in the same district or region. About 38% reported had moved to work in more than three districts, but these tended to be in the same region and fewer to other regions. Very few (0.7%) got new jobs and only one had established his own company. None of the respondents was working out of the country at the time of the interview. Only two trainees reported going to Kenya and one to Sudan, but these were temporary movements, and they returned immediately after the end of their short-term work contracts.

In spite of the very high (91%) desire to go for further training among the respondents, they lacked resources and follow-on SDF programs to respond to their need. Those who chose to seek further training are subjected to formal assessment procedures that do not regard their prior experiences and would need some institution support, and government policies to facilitate access to formal training, that recognize their experiences and skills.

At policy level, the RPL program is still in infancy stages. While the TVET policy acknowledges both formal and non-formal RPL, there were gaps in the TVET qualifications framework. For instance, the level descriptors that describe how one can

move from one level to another, they lacked clear targets and guidance for the transition from one level to another. There is still limited coordination and quality assurance towards the RPL training providers.

Conclusion: RPL is yet to be well established with clear legal and implementation framework. There are gaps in the current TVET implementation framework, that is guided by the DIT. The study also revealed inconsistencies national policy and guidelines for RPL and training institution practices. The study results are in line with the objectives of SDF RPL program; there were both immediate and long-term benefits, and more is yet to be realised. The minimal change in income was largely explained by the majority of beneficiaries, aged 35-50 years (28.4 percent) and the implementation interruption under Covid19. There are varied benefits and impact of the program to individual beneficiaries and institutions. Generally, there is appreciation of the certification/workers pass, and growing evidence of its effect on the employment mobility and productivity. While there is high desire (91%) of the beneficiaries to go for further training, they lacked resources and responsive government policies to facilitate their access to formal training that recognizes their experiences, skills and certificates acquired.

Recommendations: Were provided at two levels i) System level (Government and PSFU) and ii) at Trainers levels:

At the government and PSFU level;

- i. Enhance and streamline policies, guidelines and minimum standard for RPL for use by the DIT to regulate and supervise the program and then ensure regular, possibly annual assessments and certifications with funding support to the training institutions.
- ii. Develop standard RPL curriculum for each occupation/trade and ensure the required modular assessment by DIT.
- iii. Develop standards for trainers/assessors and routinely assess their capacity to mobilize, retraining, assessment and certify trainees.
- iv. Clarify assessment framework for informal RPL
- v. Raise funds and support institutions in form of annual subscription fees to support international assessment and certification for RPL.

The trainers/Institutions should:

- i. Involve the trainees in the planning and implementation of the RPL assessment process.
- ii. Standardize duration of assessment (at least 4 weeks) before certification
- iii. Continue sensitizing trainees and community about RPL and its opportunities, including formal and further training.

3. Achievements and sustainability of mitigation of Environment, Social, Health and Safety (ESHS) Risks under SDF

SDF put measures in place for mitigating environmental, social and risks and grievances associated with the skills projects; regarding trainees, family and community members, trainers and company employees. SDF was not a high-risk project as per World Bank standards.

3.1 ESHS and grievance mitigation interventions

- ✚ Development and dissemination of a user friendly ESHS safeguard manual and customized guides for adoption by the grantees
- ✚ Development and dissemination of ESHS IEC/BCC and risk management materials. The soft copies are available at PSFU/SDF website, <https://www.psfuganda.org>
- ✚ Orientation of all grantees across the four Windows on concepts, national policies and legal frameworks for gender equality and inclusiveness and protection against GBV. Others areas of orientation included children's rights, economic empowerment of women, international best practice on GBV prevention and response and related risk mitigation measures. Grantees were also oriented on policies and legal frameworks for Environment protection and management.
- ✚ Mainstreaming of ESHS risk management in the grants' management cycle and tools.
- ✚ Ensuring there were companies/organisations in more vulnerable districts of Arua, Nebbi and Zombo in West Nile region, Abim and Kotido in Karamoja region that received grants for the skilling opportunities.
- ✚ Incorporated elements of ESHS in the monitoring and supervision of grantees, to document emerging issues, mitigation and resolution actions taken. Grantees were given monitoring and reporting templates, that had elements for capturing outputs and outcome on ESHS.
- ✚ Technical support to some grantees to develop policies on gender equality and inclusiveness; such as Nawanyago VTI Equal Opportunities Policy. Lessons of SDF ESHS risk mitigation interventions were integrated into PSFU Gender Equality Policy.

3.2 Key achievements of the ESHS interventions

The ESHS mitigation and risk management contributed to the achievements of SDF outcomes. The SDF ESHS interventions are expected to continue for a sustained culture of gender sensitivity and inclusiveness.

- ✦ **Increased grantees' appreciation of relevant Uganda's national policies, legal framework** and international best practices for ESHS.

- ✦ **Increased capacity of SDF staff and grantees to handle ESHS issues**, such as prevention of GBV, violation of children's rights, compliance with Covid 19 SOPs and use of PPEs. For instance Gulu Catholic Archdiocese mainstreamed ESHS risks in all their skilling interventions.

- ✦ **Enhance culture of health and safety;** the SDF skilling, required grantees to obtain the necessary safety permits issued by MDAs such as MGLSD. Benefits related to safety are reduced hours of work lost due to accidents and injuries, reduced number of grievances, court cases and associated costs related to accidents and injuries. No serious accidents and injuries were reported during and after SDF skilling interventions. The improved safety and health culture will lead to increased productivity and profitability of grantees.



- ✦ **Enhanced appreciation of environment protection;** grantees were oriented on national policy and legal framework and international best practice on environment, to ensure compliance as applicable. Grantees Under Window 1 and 2 skilled and practiced environmentally smart agronomy and businesses. Gudie Leisure Farm (R&G) under Window 1 and AFRISA under Window 3 successfully utilized fragile ecosystems, the wetlands in full compliance with National Environment Management Authority (NEMA) regulations.



- ✦ **More inclusion of VMGs;** the measures taken by SDF to promote gender equality and inclusiveness led to more women, youth, PWD, refugees, sex workers, etc. participate in the skilling projects:

- There was increased female participation in the skilling interventions across the 4 Windows. For example, under Window 2, the number of

females rose from 30 percent in 2017 to 47.4 percent in 2022 and 48 percent females were certified under DIT.

✚ **Improved household livelihoods and stability:** The more women participating in the skills interventions led to improved family incomes. Trainees reported benefits of keeping their children in school as a result of increased earnings from the businesses and enterprises started or expanded after SDF skilling. There is more stability and improved sense of self-worth among women, spouse involvement, leading to reduced likelihood of GBV at households level. These are contributors to the success and sustainability of the SDF skills interventions.

✚ **Increase knowledge and strengthened partnerships and collaboration for ESHS** mitigation and management among grantees; including MDAs, CSOs and CBOs. Grantee were oriented on the key partnerships for ESHS risk management and referrals. These are vital for the continuation and sustaining ESHS risk management. Grantees appreciated the role of ESHS risk management in enhancing their brand, social license to operate (SLTO)⁴ and overall performance. Companies are more aware of the need to allocate their own resources or fundraising and seeking technical support from other partners for ESHS risk management.



✚ **Social protection policies** in place; to meet international standards before accreditation. E.g. Nawanyago VTI and Nakawa Vocational Centre.

✚ **Improved monitoring and reporting of ESHS;** overall, the culture of the grantee's internal monitoring and reporting of ESHS and external reporting to MDAs such as MGLSD, NEMA and local governments was enhanced. This is key for sustainability of ESHS risk management and reporting.

✚ **Better management of SDF grievances,** under the SDF GRM that was established. There was no case of GBV, sexual harassment and violation of children's rights including SVAC were reported under SDF. The SDF grievance management system demonstrated that a decentralized GRM is a more sustainable, effective and efficient system for managing project related grievances, especially at grantee level. These are critical in stakeholder engagement even after the closure of SDF.

⁴ SLTO means the goodwill that an organization enjoys from the community and other stakeholders

4. Other Achievements under SDF

4.1 SDF contribution to the oil and gas sub-sector

- ✚ SDF grantees skilled and certified artisans, craftsman and masonry in plumbing, welding, electricians, pipefitters, metal fabrication, machine fitting and operators, scaffolders and heavy goods vehicle drivers that needed and can be employed in the oil and gas subsector.
- ✚ Uganda Chamber of Mines and Petroleum, under Window 4 assessed, trained and certified 112 workers from the oil and gas member companies in metal fabrication, welding, scaffold and Health and Safety in collaboration with ECITB.
- ✚ 201 craftsmen & masons certified by Cambridge International, under Uganda Small Scale Industries Association (USSIA) in partnership with Mamza Consulting Ltd.



HGV acquired with PSFU grant to Safe Way Right Way

- ✚ 275 Heavy Goods Vehicle (HGV) drivers retrained and certified by Safe Way Right Way under the East African Community (EAC) drivers Curriculum.
 - ✚ 9 instructors and over 600 trainees assessed and certified by OPITO, ECITB & AWS, under Q-Training/TASC. Majority of these have been employed by Total Uganda.
- ✚ The craftsmen and artisans assessed and certified by international bodies including City & Guilds, ECITB, OPITO, and Cambridge International and nationally by DIT to acquire workers pass. The certification/workers pass provides evidence of the market value for the skills necessary for employment or further training in the oil and gas sector. There is enhanced awareness about occupational health and safety for the manufacturing and oil and gas sub sector.
 - ✚ The accredited institutions (*Kiryandongo, Nawanyago, Kabasti, Iganga Technical Institutes and Uganda Petroleum Institute, Kigumba (UPIK)*) offer international certification at significantly reduced fees. These institutions are members of the oil and gas trainers Association of Uganda (OGTAU), there expected to share information and experiences as well as meaningful lobbying for employment of their trainees.

- ✚ Muni University developed Welding courses at certificate, diploma and degree levels.

4.2 DIT assessment and certification of trainees

- ✚ A total of **18,781** craftsmen and artisans under three windows (1, 2 and 4), were assessed and certified by DIT of the Ministry of Education and Sports in varied trades (carpentry and joinery, crafts making, tailoring and knitting, apiary management, cookery, foods value chain, welding, bricklaying & concrete practice, bakery) among others.
- ✚ The DIT certificates are evidence of the skills acquired by trainees with no prior formal education and they enhance their possibility of employment in Uganda and beyond.

Table 7: Summary of DIT Certification

Window	Number Certified
Window 1	4,234
Window 2	11,132
Window 3	N/A ⁵
Window 4	3,415
Total	18,781

- ✚ As part of expanding opportunities for DIT assessment and certification under SDF, seven (7) centres were established including Maganjo Institute of Career Training (Wakiso), Wobulenzi Vocational Skills Development (Luwero), Genesis Paints Uganda Limited (Mukono), Love a Friend Youth Development Organization (Kampala), Katende Harambe Rural Urban Training Center (Wakiso), Mission Beyond Vocational and Technical Hub (Kaliro) and Mabaale Technical Institute (Kagadi), USSIA (Kampala).

4.3 Grantees capacities built

- ✚ SDF built capacities of grantees across the four Windows to close the skills gaps identified during grants application, due diligence and monitoring of implementation. Capacities built include records keeping, accountability, report writing, entrepreneurship, marketing, governance and leadership. Others were communication and computer skills; that were very handy during Covid 19 lockdown, ESHS risks management and Covid-19 prevention and safety. Capacities were built through

⁵ There was no DIT assessment under Window 3, the window dealt with innovative training in informal institutions.

- Orientation of grantees before they signed the grants contracts, to ensure they understood the granting, monitoring, reporting and accountability requirements.
 - Window specific capacity building workshops of 1-3 days with demonstrations and handouts
 - Some grantees, particularly those under Window 2 were provided with basic financial documents (vouchers, requisition forms, cashbooks) to support their record keeping, financial management and reporting and a simplified M&E guide.
 - On-line meetings and capacity building session during covid 19 lockdown that triggered and enhance grantees ICT skills.
 - Experience sharing and learning events held in October 2019 and October 2021; that provided platforms for grantees to jointly share experiences and lessons as well as networking, marketing and partnership opportunities.
 - Deliberate effort to award grants to vulnerable districts, especially under window 2 such West Nile region Kasese and Karamoja regions.
- ✚ Capacities of staff (Grants Specialists, Grants Application Support Assistants (GASA) and technical staff) enhanced in the process of supporting and working with the grantees. The knowledge and skills acquired facilitated the successful implementation and monitoring of the skilling projects, improved company management practices, increased productivity and quality of the products.

4.4 Special interest groups under SDF

The measures taken by SDF under the ESHS to promote gender equality and inclusiveness, minimize GBV and other forms of violation of the rights of special groups, led to more women, youth and MVGs such as PWD, refugees, sex workers skilled. The ESHS interventions and IEC/BCC materials made grantees (companies and Institutions) more aware of the issues, mitigation interventions and more benefiting.

- **Women:**
 - 47.4 percent of the SDF beneficiaries were women; 48 percent females were certified under DIT.
 - Women led and dominant projects skilled under Window 2
- **Youth:**
 - Internship under Window 1 mostly targeted youth

- 32 percent of Window 2 beneficiaries were youth, engaged in progressive skills such as welding, metal fabrication, leather products making, bakery and digital skills.
- **PWDs**
 - 320 PWDs skilled in welding, bakery, phone repair and shoe making, in order to reduce their vulnerability and earn income. Table 8 provide a summary of PWDs benefiting from SDF.

Table 8: PWDs benefiting from SDF Skills interventions

Grantee	Skills and number
Bugweri Disabled persons organizations; Bugweri	30 out of the 45 trainees in crafts making, bags, wallets and shoes were PWDs
Hoima District Union of persons with disabilities; Kampala	45 PWDs in phone repair and tailoring
Lungujja Community Health Caring Organisation (LUCOHECO); Kampala	6 PWDs out of 30 trainees skilled in cakes making
Help Disabled Children Excel; Kampala	6 out of the 25 beneficiaries trained in tailoring in digital skills were PWDs
Human Rights of Disabled Women and Girls; Kampala	23 women with disabilities trained in tailoring
Obulamu Bwebugga Hydrocephalus Spina Bifida and Cerebral Palsy Parents Support Association; Luwero	24 trained in knitting skills
Hands of Mercy Uganda (HMU); Mukono	20 of 25 in Tailoring

- **Refugees**
 - 15 companies/organizations in refugee host districts of Arua, Isingiro, Kamwenge, Kiryandongo, Yumbe, Kibaale and Mbarara districts received SDF grants.
 - 741 trainees in refugee communities were skilled (making cooking stoves, box cases, chairs, welding fabrication, African art, handcraft, solar installation and maintenance, motorcycle repairs and maintenance, black smith, brick laying and concrete practice, sheet metal and plumbing, woodwork, motorcycle repairs and maintenance, black smith, brick laying and concrete practice).

4.5 Collaboration, Partnerships and Networks established

- ✚ Over documented 1,000 partnership were established across the four Windows with Memorandum of Understanding (MoUs) signed.
 - Between Centres of Excellence (CoEs)/VTIs and companies to continue hosting interns. The CoEs/VTIs include UTC Bushenyi, UTC Lira, Nyamitanga VTI, Kalera VTI, Lake Katwe VTI, Kaberamaido VTI, Kasodo VTI, Kaliro VTI, Butalejja VTI, Kitgum VTI, Ora VTI and Kalongo VTI. Others include Bukalasa Agricultural College, Rwentanga Farm Institute and Ssesse Farm Institute. The companies they signed MoUs include Delight Uganda Limited, Nwoya farm, Kakira Sugar Limited, Steel and Tube Industries Limited, Orchid House Farm Limited, Hima Cement Limited, Multiplex Limited and Electric Control and Switch Ltd.
 - Skills training providers (Universities, CoE, VTIs) and companies; to train their staff, suppliers, subcontractors and out-growers. The relationship are expected to continue even after the SDF project period. The trainers are expected to integrate the lessons in their training curriculum and improvement of the training materials.
 - Public and private Universities (Uganda Christian University (UCU), Uganda Martyrs University (UMU), Makerere University, Mbarara University of Science and Technology (MUST), Muni University, ISBAT University, and Ankole University.
 - International collaborations among Universities such as ISBAT with certifying bodies (ORACLE, Cyber Vault, Vmware, CISCO, etc.); Muni University with Genova University in Italy for the curriculum development, for the retraining and certification of trainers and trainees.
 - Partnerships between MDAs/local governments staff and CSOs for the ESHS orientation, risk management and referrals.
- ✚ SDF closely worked with Enabel, a World Bank funded skilling intervention; collaboratively shared granting information to minimise duplication of resources. PSFU continues to nurture the relationship for jointly implemented projects such as SG+ and Covid response.
- ✚ SDF closely worked with government line Ministries including Ministry of Education and Sports (Permanent Secretary, BTVET, DIT and other staff) in the sharing of information, monitoring and supervision of SDF interventions. PSFU also closely worked with Ministry of Finance Planning and Economic Development (MoFPED), Ministry of Gender and Social Development (MGLSD), Commerce and Trade and autonomous bodies such as National Planning Authority (NPA).

These and others partnerships and relationships that are yet to be formalised contributed to the SDF results, are part of the continuity and sustainability of the

skills outcomes as well as platform for sharing experiences and future prospects of SDF.

4.6 Media campaigns under SDF

SDF conducted Television (TV), print media and radios talk shows across the country to promote and publicise SDF results. Examples of these are UBC and Bukedde Televisions, New Vision, a daily national newspaper and regional/district level radio stations. The media campaigns peaking in 2021, aimed at highlighting the project achievements, lessons, innovative and unique skills program established. Grantees used these programs to launch their products, communicate certification events, benefits of the skilling programs and future prospects. Several dignitaries participated in these events; including the President of the republic of Uganda, Y.K. Museveni, the First Lady and Minister of Education and Sports, Ministers, officials from line ministries, PSFU Board members, technical staff, Districts, Divisions and Subcounty leaders. They all used the opportunities to articulating the benefits and prospects of the skills acquired and motivating beneficiaries to immediately implement the knowledge and skills acquired.

5. Monitoring and Evaluation of SDF

Monitoring and Evaluation (M&E) of the SDF skilling interventions ensured the grantees activities were implemented as planned for the desired results.

- ✚ In July 2017, SDF recruited a consultancy firm, Business Synergies to support the routine monitoring and verification of grantees activities, assess value for money and document ESHS issues among other issues. The Consultancy firm ensured a grantee was visited at least once in a quarter, and supported them submit monthly and quarterly reports.
- ✚ Before implementation, the firm oriented grantees on the skilling results, monitoring, reporting and accountability templates. They were also trained on documentation, record keeping, reporting requirements and data entry of their profiles in the M&E data base. The firm also documented grantees close out reports capturing their experiences and success stories and impact of their skilling projects.
- ✚ Grantees were also provided a simplified M&E guide for their use.
- ✚ On a quarterly basis, the firm submitted performance reports and individual grantee's monitoring visit reports. The summarized report guided PSFU on the required support, decisions and spot checks.

- ✚ **SDF Indicators Performance:** SDF continually updated the project performance indicators, presented in Annex 1. Generally, there is over performance on all the project indicators.
- ✚ **SDF Management Information System (MIS);** PSFU developed an on-line MIS to support the grants application process across the 4 Windows; from the submission of concepts or proposals, due diligence, proposal evaluation and approval. The system captured grantees background information; which was connected and compared with the M&E MIS data (enrolment, training, completion and drop out,) through an Application Programming Interface (API) connector. Data from the two-system assisted to aggregate and summarise data for indicator performance reporting. Data collected in the two systems is available at SDF for future reference.
- ✚ **Results Study of Component 3 of USDP - SDF, 2021;** SDF conducted a results study of Windows 1 and 2, assessing labour productivity, employment, revenue, income, benefits and impact of the SDF project. The report was validated by stakeholders in December 2020 and report completed in February 2021. The report was widely shared with the stakeholders and is available on the PSFU website. In addition, SDF also documented lessons and impact of Recognition for Prior Learning under Window 4. Here below are the extracts from the reports.

Indicators	Baseline Value	Study Results (Feb 2021)
Improved participation of employers in skills training programs	82.5%	89.6%
Satisfaction with skills acquired by trainees in supported firms	6%	94.6%
Elements of Employers Participation in Skilling		
Had budget allocated to skilling		60.5%
Had dedicated human resource function		60.4%
Owners dedicated time to skilling		80.3%
Satisfied trained employees work		
Underpinning knowledge in their work		48.3%
Application of skills acquired to produce expected work outputs		47.5%
Satisfactory use of tools and equipment to produce expected outputs		48.4%
Employers' rating of competency of trained employees		
Rating of competency		Value
Saving on Inputs		62.6%
Producing an output within the required time		66.9%
Relevance: SDF was highly relevant because of its alignment with the national development program (NDP II and III) as well as the positive results it has created among the grantees (companies and organisations) and the beneficiaries. The project contributed to improvement of skills for increased productivity, profitability and employment in both the formal and informal sectors.		

SDF focused on key sectors - agriculture, manufacturing, construction, transport/logistics, ICT and hospitality for private sector development.

- 97.1% of Window 1 and 93.3% of Window 2 grantees indicated the training initiative had a positive impact on their competitiveness and profitability.
- 97.4% of the grantees reported that SDF has had a positive impact on their gross sales revenue; their average profits rose between 2018-2020.

Effectiveness:

- SDF enhanced the knowledge, skills and productivity of employees, employment creation and competitiveness of the firms, employers' participation in the training and their sales and profitability.
- Both grantees and the beneficiaries were very satisfied with the SDF skilling interventions presented below:

Area of satisfaction	Window 1	Window 2
Trainees satisfied with SDF sponsored training	100%	91.8%
Grantees satisfied with the way trainees use the acquired skills to improve their work	100%	91.8%
Grantees reporting savings on input costs after trainings	100%	100%
Grantees indicating that the trainings improved their competitiveness	100%	96.7%
Grantees reporting that the trainings enhanced productivity of trained people.	100%	88.5%
Grantees reporting improved trainee attitude towards work	100%	100%
Grantees reporting positive impact on enterprise turnover	97.2%	93.4%
Trainees who felt their employment prospects have been improved	45.2%	46.7%
Trainees who felt more secure at their jobs after the trainings	26.0%	30.0 %
Trainees given higher level responsibilities after the training	47.9%	48.6%
Trainees who felt were doing their jobs better after the training	78.1%	76.2%
Interns who got jobs after the internship attachment	72.2%	
Interns who started their own business after internship completion	11.8%	
Interns satisfied with the career guidance and supervisor support and career guidance during internship	97.9%	
Interns satisfied with the support and guidance during internship	100%	
Interns satisfied with practical instruction during internship	100%	

Impact of the Skilling on the Interns:

- 97.9% of those interviewed were satisfied with the career guidance, supervisor and the practical instruction during internship
- 87.2% said they received the skills they needed
- 27.7% reported that their income increased as a result of the SDF-sponsored training

Efficiency:

- 581 companies/firms in 80 target districts had received grants by March 2020
- US\$ 11, 862,238 was spent on grants by March 2020 to train 32,034 people. This translates to about US\$ 370 per trainee, which is considerably low average cost, in comparison with the

cost of short-term artisan training in South Africa of 47,000 Rand (about USD 2,760)⁶. Moreover, part of the grant funds was spent on buying equipment for technical training and vocational institutions who will use them to train many more people in the future, thus further reducing cost per beneficiary.

Continuity and Sustainability:

The continuity and sustainability of SDF will depend on the government of Uganda's decision about this highly effective skilling model in addressing unemployment and enterprise competitiveness. This notwithstanding, the key pointers to the continuity and sustainability of the SDF and its benefits are:

- Grantees that reported improved productivity, 92.6% indicated they intend to continue with practical training /of employees through collaboration with practical training institutes and through internships.
- SDF has created scalable models that can be adopted to address national unemployment, especially in the context of the National BTJET Strategy
- The collaboration and networks established during implementation will leave vital institutional memory with several private and public sector entities that can later participate in the scaling up of the established skilling program.
- About 68% of the grantees now have training budgets, 66.3% had dedicated human resource functions and 91.3% of the enterprise leaders allocate time for training – showing dedication to continuing with practical training.
- The training of the Trainers/assessors that has built a pool of people available to continue training employers within companies, trainees in institutions for sustained skills enhancement.

Collaboration and stakeholder satisfaction

The SDF process for selecting grantees and trainees was transparent and collaborative, following laid down procedures. There was a lot of collaboration with the public and private sectors in the governance and management of SDF, including seats on the Project Steering Committee, Grants Committee, external monitoring and evaluation. Stakeholders interviewed in the KIIs were all satisfied with SDF collaboration.

Conclusion: SDF has been effective in implementing activities to fulfil its purpose and mandate, to the satisfaction of its stakeholders.

Impact of SDF

Impact of any project was not be meaningfully assessed, because SDF project was still under implementation, and some parts of it, such as Window 3 and 4 have just commenced. Elements of the impact as explained under “effectiveness” were:

- i) Increased technical competence, confidence and employment opportunities including retention of interns
- ii) Boost in courage reported by interns and other trainees to start up and run their own businesses
- iii) SDF contributing improving employee and enterprise productivity as observed during the assessment
- iv) Positive in increasing the sales and profits of grantees
- v) SDF contribution towards improved market competitiveness of the grantees
- vi) Increased collaboration between companies and training institutions for mutual benefit, potentially creating ground for perpetuating some of SDF-initiated benefits
- vii) Demonstrated evidence to government of Uganda a scalable model for TVET to boost country-wide skills development and economic development.

⁶ <https://www.gtac.gov.za/perdetail/20.2%20Technical%20report%20.pdf>

Lessons Learnt:

- i) Purposive design is crucial to optimize project results – making the structure, governance and processes of the project responsive to intended impact has helped SDF achieve
- ii) Good project governance (structure, representation, processes) ensures high level of effectiveness
- iii) Effective project management delivers results effectively and efficiently
- iv) Well documented processes guide suitable action for speedy realization of outcomes
- v) Beneficiary targeting works, even in a demand driven project – while general information dissemination works, it can be accelerated by targeting potential beneficiaries using existing channels
- vi) Relevant vocational training and internships improve employment prospects
- vii) Collaboration is key in achieving project results
- viii) Even the less formally educated can be skilled with practical training
- ix) Adequate time is necessary for practical skilling-up training
- x) Certification after training is important
- xi) Seed funding for kick-starting is necessary for trained people to start enterprises
- xii) Business and marketing skills are a necessary complement in practical training
- xiii) Flexibility adds to the gains, and thus approaches should be flexible in the project design.

Recommendations:

- i) Scale-up SDF benefits to cover the whole country in a follow-on initiative whose design is refined using the lessons learnt from SDF and these recommendations
- ii) Improve delivery for the remaining life of the initiative, to further improve responsiveness and efficiency
- iii) Boost employment creation, in part by equipping trainees to start their own enterprises
- iv) Focus on local experts more than foreign ones; this works both for trainer availability in case of need for follow-on, and affordability by enterprises
- v) Further clarify the M&E framework of SDF
- vi) Help grantees to provide necessary information in a timely way
- vii) Extend and revise Grant Agreements due to the effects of COVID-19.
- viii) Comprehensively document lessons learnt to inform future programming for similar PPP initiatives
- ix) Mainstream financing of skill development into the national budget
- x) Wean-off enterprises and trainees after benefiting once.

Key lessons from M&E of SDF

- The need to ensure M&E is more results-oriented, and more exploration of value for money. The monitoring and supervision could be organized at regional levels, with central level coordination.
- Skilling interventions are more effective when combined with work-based and structured off-the-job classroom training.
- The need for standardized training guidelines/manuals and delivery methodologies, including recorded videos for Competence Based Education Training (CBET) for the monitoring and evaluation of the skills interventions across the four Windows.
- There were delays in scheduling some monitoring visits, done after the skilling activities were completed, resulted in gaps in documenting some achievements, outcomes and ESHS issues.
- The documented experiences and outcomes of the innovative projects, sustainability and impact elements of the self-employed opportunities should be a key factor in justifying the follow-on skilling projects.
- The grantees' capacity gaps in the use zoom, telephone, SMS, whats-up and email were a major limiting factor for grantees monitoring and capacity building during covid-19 lockdown.

5.1 Factors for the Success of SDF Project

- i. Average grant size across the four windows was significantly lower compared to that estimated in the Project Appraisal Documents (PAD) as summarized below. This is because the training were conducted within the grantees locality, with in-kind contributions in form of venue, meals, free land for demonstration for agriculture projects, personnel and were less sophisticated, resulting into more trainees. This partly explains why the total number trained is over ten (10) times the target.

Window	Average grant Size (As per the PAD) (a)	Estimated grant size (b)	Percent c= (b/a)%
Window 1	250,000	20,542	8.2%
Window 2	50,000	13,828	27.7%
Window 3	350,000	148,873	42.5%
Window 4	300,000	252,564	84.2%

- ii. There was minimal political interference in the award and implementation of the SDF grants. PSFU selectively involved key political leaders for mobilization,

acceptance and uptake of the program. On the other hand SDF benefitted from a strong and well-organized private sector in Uganda as grantees.

- iii. A committed multisectoral Grants Approval Committee (GAC) with majority of government representatives, that approved, closely supervised, guided and monitored the project implementation.
- iv. Competent and well-connected fund manager and dedicated staff
- v. Flexibility in the implementation approach, taking stock of the lessons, realities of the program especially during the Covid 19 lock down and gradual easing. The SDF Project Operations Manual (POM) provided clear guidelines while at the same time allowing considerable flexibility.
- vi. The vibrant communication strategy, of using the public media, the newspaper, television and social media, particularly in the fourth year of project implementation.

5.2 Challenges of implementing SDF Project

1. The Covid-19 pandemic and lock down, affected SDF granting process and skills interventions in several ways:
 - Interrupted and delayed granting process; disbursement, training, monitoring and submission of accountabilities and reports because of the restricted work procedures for both staff and grantees
 - Closure of training institutions especially under Window 3 and 4, interrupted enrolment of students, collecting students' fees and revenue, initially pledged as their own-contribution.
 - Delayed implementation of some skilling interventions and certification of trainees; some company and institutions staff could not travel for international training; on the other hand, international trainers could not travel to Uganda to conduct assessments and training as scheduled. There was also delays in the procurement of some training and assessment materials/equipment.
 - Changes in skilling implementation modalities; training and meeting activities required social distancing, in some cases fewer trainees. Some grantees revised their budgets to cater for the safeguards/prevention SOPs. Some institutions took up on-line training, encountering internet costs and connectivity challenges.
 - Companies, institutions and suppliers or their family members fell sick, delaying the implementation.
 - Numerous contract extensions to cover for the lost implementation period in order complete the skilling projects.
 - Decline in productivity, production, marketing and profits.

SDF adopted several Covid 19 epidemic response measures including:

- Grantees were sensitised on prevention and safety measures; PSFU developed and distributed prevention guidelines to all the grantees (companies, institutions) and their subcontractors.
- Distributed masks to grantees and beneficiaries
- On-line activities including due diligence, GAC meetings, orientation and training sessions on zoom platform and telephone.
- Extension of grantees contracts to ensure completion of the affected activities.
- Waiver of cash own-contributions by public training institutions under Window 4, after clearance by the Grants Approval Committee (GAC) and approved by the World Bank.

Opportunities arising out of Covid 19 challenge

In spite of the challenge, some companies seized opportunities, including:

- New products on the market such as masks, sanitizers, hand washing soap, prevention IEC/BCC materials.
 - Enhanced technology; for online training, meetings, experience sharing, international assessments. For example, Uganda Christian University completed an 8 weeks' birthing training on-line. On-line assessment, retraining of instructors before their institutions were accredited for international certification such as City and Guilds and ECITB.
 - Increased awareness about work place health risks and safety measures.
2. Lack of standard trainers curriculum. Use of varied trainers, some had lengthy or complicated curriculum, or did not clearly articulate the objectives of SDF to fully address the needs of the beneficiaries, especially those under Window 2 where a large number of trainees are semi illiterate. There was need to translate some training materials into local languages (content, examples and demonstrations).
 3. Lack of funds by the grantees to pursue the UNBS certification, that enhances the marketing of the new or improved quality of the existing products. The certification was not foreseen in the grantees plans and budgets.
 4. Some trainees could not implement the knowledge and skills acquired due to lack of start-up tools, equipment or capital tailoring machines, carpentry tools,



scaffolds, land/space, etc., especially for the marginalized vulnerable groups (MVGs). This was not provided under SDF, only provided tools and equipment to companies and associations. There was also lack of funds to secure some required complementary machinery, technology to the skill acquired, in order to enhance the skilling outcomes in terms of efficiency and effectiveness.

5. The durations of implementing projects particularly under Window 1 and Window 3; was short to fully document the after training outcomes.
6. Overwhelming number of good/innovative skilling proposals, contrary to the Project Appraisal Document (PAD) risk assumption of insufficient demand for skilling due high cost of skills training in the private sector. Many proposals were turned down due to limited resources. Table 9, provides a summary of grants applications across the four Windows compared to those that were funded.

Table 9: Number of Grants Application and Awarded:

	Number of Applications	Number of Grants approved	Percent
Internship	285	75	26.3
Window 1 Call 1&2	513	157	30.6
Window 1 Call 3	456	113	24.8
Window 2 Call 1	1,823	236	12.9
Window 2 Call 2	1,472	161	10.9
Window 3 Call 1	188	8	4.3
Window 3 Call 2	353	8	2.3
Window 4 Call 1	122	10	8.2

7. Some special groups (youth, women, OVC, PWDs) could not participate in the skilling process, because of the high competition for the grants; several had challenges of articulating their unique skilling approaches.
8. In spite of the capacity building opportunities, some companies/institutions had challenges of submitting accountabilities. Time was spent helping them complete their accountabilities and in some cases eventual deallocation of funds due to failure to account the initial disbursement.
9. While grantees were oriented and guided on monthly and quarterly reporting, there were challenges of grantees reporting in a timely manner and submitting quality reports, this was worse during Covid 19, when required to submit by emails.
10. Whereas grantees were guided and expected to put in place continuity and sustainability plans, several grantees had challenges of raising own-resources to implement follow up activities in order to realize skilling outcomes.

6. Pointers to Sustainability of SDF outcomes

1. The certified trainers and assessors in the accredited training institutions; for example Ntinda, Jinja and Lugogo centres under Nakawa Vocational College, Nawanyago VTI, Nile VTI and Uganda Polytechnic Institute Kigumba will continue to train and assess individuals and companies needing the skills.
2. In the course of training, institutions and companies identified and retained well performing staff, interns or managers at different levels. For instance, Safe Way Right Way retained 3 drivers to support the heavy duty drivers training program. Doho Rice Farmers Scheme retained three trainees to support the company's extension services and ACCT under Window 4, retained one trainee to support the training program.
3. Institutions developed policies, guidelines, tools, training manuals and health, and established safety and quality management systems that facilitate continued structured and quality training captured the changing training needs and demands
4. Increased enrolment, revenue collection under the accredited institutions for assessment and certification.
5. Several grantees/Associations under Window 2 are seeking funding from government program such as Parish Development Model, Emyoga, Presidential Livelihood Program and CSOs-led financial programs; to enhance the established skilling programs and businesses.
6. The innovative new skills programs paved way for new and more courses in the training institutions. For instance, Safe Way Right Way currently conducts several other driving courses at the request of institutions interested in their training program. Institutions accredited for international certification are marketing the courses, with increased enrolment. The same is happening across Windows. For instance, Kawempe Division Children Protection Forum, raised resources to expand their leather shoes and bags training program, to incorporate fashion designs.
7. Institutions charge training fees of the courses/training programs established in order to cover operational costs such as instructors, equipment and maintenance. Buremba Community Initiative located in Kazo district fees for training interested persons in yoghurt and ghee making.
8. The lessons garnered by the training institution will inform the revision and reforms of the BTVET curriculum.

9. Collaboration, partnerships and networks established among training institutions (VTIs, CoEs) and companies; companies and suppliers that are vital structures in both private and public sector.
10. Trainees/beneficiaries formed association and SACCOs to raise funds to implement the skills and enterprises established after the skilling. For instance, Bidhampola Community Development Association, after the SDF training, they formed a SACCO to raise funds to buy soap making ingredients. Some trainees, after setting up own-businesses are training other community members.

All these have multiplier effects for the sustainability of the SDF achievements.

7. Lessons Learnt

Several lessons learnt under the SDF are presented below per Window:

Internship:

- The need for improved coordination between CoEs/VTIs and host companies, in order to meet the tripartite expectations (interns, trainers and companies) of the internship program. Students should be well sensitised about the benefits of the internship opportunities.
- Public-Private Partnerships (PPPs) are critical for the continuation of the skilling programs established, especially the innovative one under transport, logistics and marine sector, that require huge amount of resources.

Window 2:

- In addition to the technical skills, grantees needed marketing, ICT, entrepreneurship, partnership and coordination skills that facilitate quality improvement and marketing the products.
- The administrative requirement of M&E data accountability and reporting is still a challenge for Window 2 grantees (Jua khali).

Window 3:

- Institutional skilling program require longer implementation period of at least 20-24 months in order to complete the skilling cycle (research, curriculum development and infrastructure set up, approval before actual training of beneficiaries).
- Innovative skilling programs required start-up capital, in order to support beneficiaries and companies immediately implement the skills acquired; by linking them to financial institutions that offer favorable repayment period and low interest rates.

Window 4:

- The need for urgent review of the BTVET policy guidelines and training institutions curricular to ensure a vibrant and responsive RPL program, including skilling upgrade of the trainers and assessors
- Link RPL and innovative training program to government and financial institutions to acquire start-up or expansion funds and equipment.
- For sustainability of the international accredited certification, institutions should be supported for at least 3-years subscription fees, as these mobilize their own resources.

8. Future Prospects for SDF

The following proposals will consolidate the gains and achievements of SDF:

- Provide skills that intensify business development, certification and market linkages including on-line marketing and green skills.
- For Window 2 type of training, consider large-scale training programs at district or regional levels in order to reduce on the unit costs of training. Directly engage with pre-selected training institutions for the desired skills, with a clear selection and engagement criteria of the beneficiaries. This may include a few consultancy firms that provide unique skills that are not provided by the institutions.
- Occupational safety and health standards should be integrated in all skills training programs.
- Ensure M&E is more results-oriented with more exploration of value for money. The monitoring and supervision could be organized at regional levels, with central level coordination.
- Government should establish a skilling fund/budget line for the private sector; that is accessed on a competitive and proven impact basis.

Annex 1: Indicator Performance Table – November 2022

	Indicator Name	Unit of measure	Baseline 2017	Target Y3 (2019)	Actual Y3 (2019)	Target Y4 (2020)	Actual Y4 (2020)	Actual Y5 (2021)	Actual Y6 (Oct 2022)	Overall Target	Comments and notes
Outcome Indicators											
1	Improved [Increased] participation of employers in skills training programs	% age	82.5%	85%	86%	90%	89.6%	89.6%	89.6%	90%	SDF results study report, February 2021
2	Satisfaction with skills by trainees in supported firm <i>[disaggregated by sectors and size]</i>	%age	6%	50%	89.7%	70%	94.6%	94.6%	94.6%	70%	SDF results study report, February 2021
4	Employers' rating of competency of trained employees	%age	35%	50%	91.7%	75%	95.8%	95.8%	95.8%	75%	SDF results study report, February 2021
Intermediate Indicator											
	No. of collaboration agreements between enterprises and training service providers	Number	44/196	355	545	199	740	873	992	598	Indicator changed from <u>number of agreements signed and activated by training (POM)</u> Includes national and international partners
	Internship		2		5		26	28	75		
	Window 1 Companies				143		157	250	278		
	Window 2				353		513	545	545		
	Window 3				12		12	18	56		
	Window 4				30		32	32	38		
Window 1											
1.1	Number of grants awarded	Number	0	60	143		327	345	345	180	Internship (75) and companies' staff (270)

	Indicator Name	Unit of measure	Baseline 2017	Target Y3 (2019)	Actual Y3 (2019)	Target Y4 (2020)	Actual Y4 (2020)	Actual Y5 (2021)	Actual Y6 (Oct 2022)	Overall Target	Comments and notes
1.2	Number of collaboration agreements signed between enterprises and training providers	Number	0	60	143		178	353	353	180	Internship (75) and companies' staff (278)
1.3	Number of Companies training employees for productivity	Number	0	30	143		157	238	238	90	Cumulative over the project period
1.4	Number of employees/supplier/sub-contractors trained to improve skill for productivity	Number	0	450	10,123		14230	14,230	14,230	1350	Cumulative over the project period
1.5	Number of companies taking on interns	Number	0	10	52		57	75	75	30	Cumulative over the project period
1.6	Number of interns enrolled under the skilling program	Number	0	250	1928		2122	2,903	2,903	750	Cumulative over the project period
1.7	Number of Interns who completed the internship under the skilling program	Number	0	250	1341		1540	2403	2,692	1500	Target revised in 2019 from 750 and more funds were allocated
1.8	Number of Apprentices enrolled under the skilling program	Number					N/A	N/A	N/A		Indicator dropped in the revised POM

	Indicator Name	Unit of measure	Baseline 2017	Target Y3 (2019)	Actual Y3 (2019)	Target Y4 (2020)	Actual Y4 (2020)	Actual Y5 (2021)	Actual Y6 (Oct 2022)	Overall Target	Comments and notes
8	Number of trainees enrolled under the voucher scheme	Number	0	50			N/A	N/A	N/A	125	Indicator dropped in the revised POM
Window 2											
2.1	Number of grants awarded	Contracts signed	0	50	353		514	514	514	250	Cumulative over the project period
2.2	Number of organisations enrolled to participate in the skill training program	Number	0	50	353		514	495	495	250	19 cancelled after award and contract signing
2.3	Number of trainees [craftsmen and artisans] enrolled for skilling	Number	0	2,500	40,743		48,419	56,217	56,217	25,000	Target revised in 2019 from 12,500 and more funds allocated
2.4	Number of trainees [craftsmen and artisans] who completed skilling	Number	0	2,500	27,011		29,412	48,541	49,062	25000	Number cumulative over the project period
2.5	Number of organizations equipped with skilling tools	Number	0	50			150	160	160	250	Number cumulative over the project period
2.6	Number of trainees equipped with skilling tools	Number	0				N/A	N/A	N/A		SDF provided tools for trainers instead of trainees
2.7	Number of trainees assessed and certified under DIT	Number	0		1,585		5,604	16,296	18,871	N/A	No target set; W1 (4234); W2 (11.132); W4 (3,415). W3 did not undertake DIT
Window 3											

	Indicator Name	Unit of measure	Baseline 2017	Target Y3 (2019)	Actual Y3 (2019)	Target Y4 (2020)	Actual Y4 (2020)	Actual Y5 (2021)	Actual Y6 (Oct 2022)	Overall Target	Comments and notes
3.1	Number of grants issued	Number	0	6	8		16	16	16	15	Initial target was 140; revised to 15 in POM
3.2	Number of new innovative skills training programs supported	Number	0	6	8		14	16	16	15	All grants awarded on basis of innovative curriculum and skilling proposals
3.3	Number of trainees enrolled for the new innovative courses	Number	0	120	0		1,146	1052	1052	300	
3.4	Number of trainees who complete the training in the new courses	Number	0	120	0		446	844	1,024	300	
3.5	Number of new innovative training courses accredited	Number	0	6	0		7	7	7	15	
Window 4											
4.1	Number of grants awarded	Contracts signed	0	19	10		10	10	10	29	Same number through the project period
4.2	Number of selected test centers accredited for awarding certificates to workers	Number	0	19	0		6	7	7	29	Kiryandongo, Nawanyago, Kibatsi, Iganga VTIs Nakawa VTC, Nile VI and Mamza/ USSIA.
4.3	No of competency test centers equipped	Number	0	19	0		2	2	2	29	Maganjo and Mamza/USSIA
4.4	Number of assessors and supervisors trained	Number	0	28	0		187	187	187	58	Includes DIT, City & Guilds, ECITB and Cambridge International

	Indicator Name	Unit of measure	Baseline 2017	Target Y3 (2019)	Actual Y3 (2019)	Target Y4 (2020)	Actual Y4 (2020)	Actual Y5 (2021)	Actual Y6 (Oct 2022)	Overall Target	Comments and notes
4.5	Number of trainees tested under the RPL certification system	Number	0	225			2,558	4286	7237	2725	Includes DIT (3415); others by City & Guilds, ECITB, & Cambridge international.
4.6	Number of skilling areas for which curricula and test materials have been developed	Listing of skilling areas	0		0		6	11	11	-	No target set
Other Indicators in the POM											
	Total number of grants awarded			565			864	885	885		W1(345); W2(514); W3 (16) and W4 (10)
	Total number of trainees enrolled						76,666	82,247	82,247	75,132	Target revised in 2021; W1 (17,133); W2 (56,217); W3 (1,146) and W4 (7,751)
	Number of entrants (trainees) who completed the targeted short courses	Number	0				44,026	66,415	73,811		W1 (16,486); W2 (49,062); W3 (1,024); W4 (7,237)
	Proportion of female intakes in the targeted training programs	%	15					47.4%	47.4%	25%	Number based on Window 2 beneficiaries
	Number of fast-tracked approval grants	Number	0				0	2	2	N/A	2 grantees under W (4); Safe Way Right Way and Maganjo Institute of Career Education
	Number of applications received	Number					1824	5211	5211		Internship (285); W1 (969); W2 (3,295); W3 (540) and W4 (122)



Curriculum development for FIATA Diploma in International Freight Forwarding - A project implemented by Uganda Freight Forwarders Association (UFFA)





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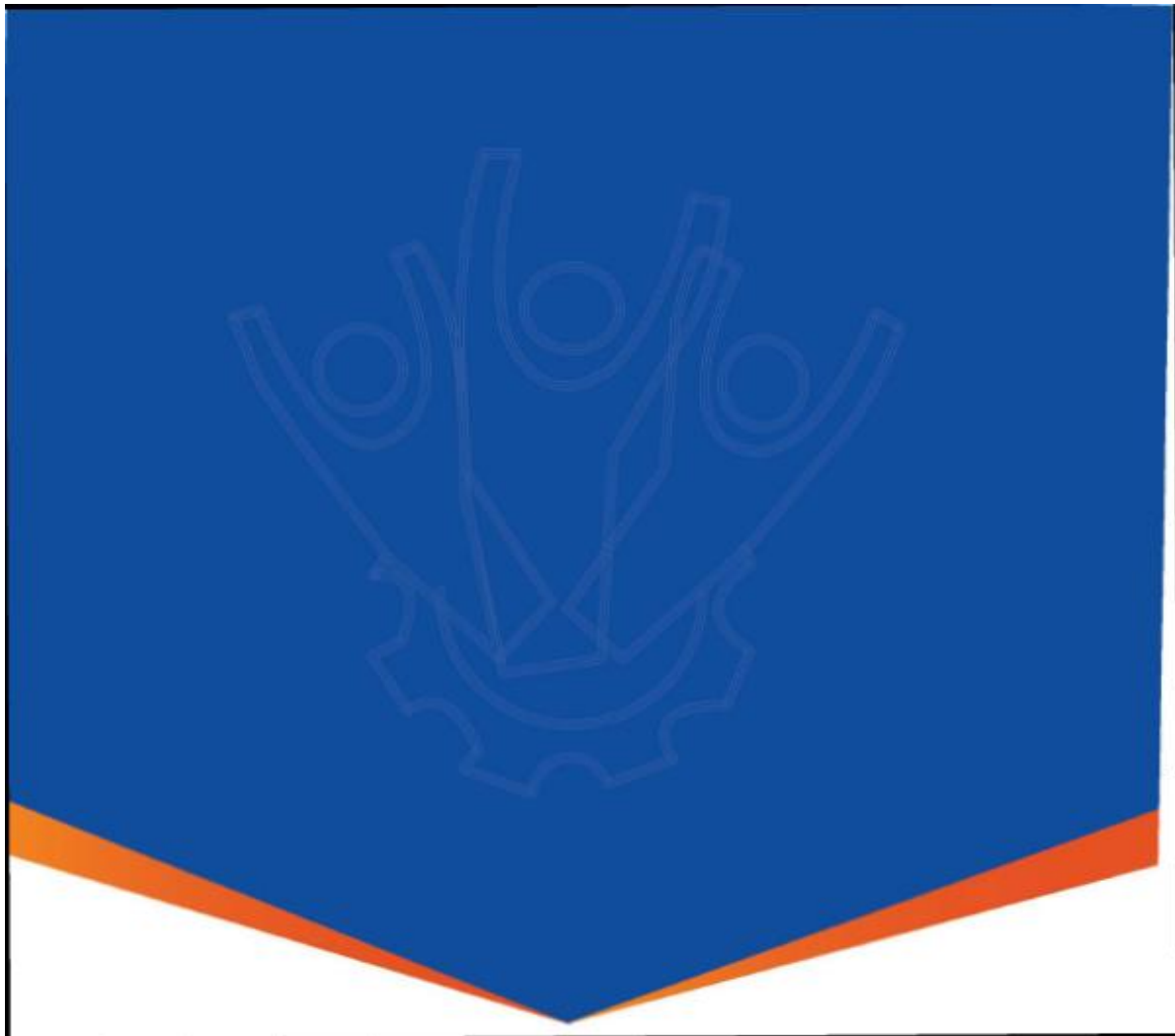
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I would like to appreciate the technical staff of SDF, staff and management of PSFU for the leadership and support for implementing SDF project

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Business growth is our business



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