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# SUSTAINABLE BUSINESS FOR UGANDA

WORK READINESS  
PROGRAMME  
FRAMEWORK  
SYNTHESIS OF  
MAIN FINDINGS

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LOT 2 - INFRASTRUCTURE,  
SUSTAINABLE GROWTH AND JOBS

A hand is shown placing a white puzzle piece with a blue star cutout onto a dark wooden surface. The puzzle piece is being held by a thumb and index finger. The background is a dark blue gradient with several large, semi-transparent blue stars scattered across it. The overall composition suggests a theme of assembly, progress, or a specific focus within a larger context.

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# 1 BACKGROUND

Initiated by the European Union Delegation (EUD) Kampala and the Private Sector Foundation Uganda (PSFU), and supported by the international consultancy firm CESO<sup>1</sup> under the Sustainable Business for Uganda Platform (SB4U), this document presents a summary of a “Work Readiness Programme” (WRP) framework, designed by the private sector and implemented under a new initiative funded by the EUD and implemented by Enabel and PSFU.

The coexistence of high unemployment and unfilled vacancies in Uganda today is indicative of declining matching efficiencies in the labour market between the skills of youth entering the workforce and the needs of potential employers. Many studies have attributed these inefficiencies to a skill mismatch, which arises primarily due to lack of work experience on the part of graduates and from a lack of appropriate work-related skills (or employability skills) among these, often younger, individuals. To tackle these skill mismatches, the EU and its partners have strongly promoted the development of work-based learning systems.

Evidence finds that closer stakeholder collaboration between the worlds of education and work is a recipe for success, leading to greater employer satisfaction with the skills of new recruits and a greater ability for them to successfully transition into the world of work. Tackling employee skill shortages requires the public sector to fully engage enterprises in this skill formation process.

The WRP framework was created following a diagnostic audit of higher education institution and company-based training programmes across Uganda. The audit exercise defined quality programme indicators and evaluated current training inputs provided by educational institutions and businesses against those indicators, identifying how they are closing skill gaps in the existing labour force that are hindering private sector development in four job-intensive sectors: manufacturing and agro processing, tourism and hospitality, construction and digitisation.

Skills in this context are defined as the abilities and capacities acquired through deliberate, systematic, and sustained efforts to smoothly and adaptively carry out complex economic activities or job functions involving:

- 1 IDEAS**  
COGNITIVE SKILLS
- 2 THINGS**  
TECHNICAL SKILLS
- 3 PEOPLE**  
INTERPERSONAL SKILLS

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<sup>1</sup> CESO Development Consultants.

While many skilling initiatives are critical to helping Ugandan youth transition from school to work, none of the existing programmes target degree-holding graduates from tertiary institutions to support their successful entry into employment. Moreover, few – if any – have standardised a framework for delivering employability, or soft skills, to participants and ensuring youth are certified in acquiring these critical competencies.

This document presents a framework and a set of basic recommendations regarding the main components that will be considered in the design and implementation of the private-section led post-graduate Work Readiness Programme.

## 2 OVERVIEW OF THE WORK READINESS PROGRAMME

### 2.1 · DEFINING EMPLOYMENT UNDER THE WORK READINESS PROGRAMME

Internships or traineeships, as a form of instruction, refer mostly to the acquisition of practical skills for participating youth. From the point of view of the intern or apprentice, an internship is seen as a means of getting first applicable skills which will give them a head start on the market segment they intend to work in. For the employer, this is a screening method for possible future employees and (often) a mechanism for getting certain types of work done which are not highly sophisticated or firm specific. For both sides, it is a process that hopes to achieve a better match between the skills of the graduate and the requirements of the workplace.

For the sake of this framework, we define this period of traineeship as a work-based learning experience led by the private sector for recently graduated university students that provides them with the opportunity to gain the practical experience, knowledge and skills needed to facilitate their successful transition into the job market in their professional field.

At its core, a work readiness programme aims to support a graduate during the first months of their transition to full employment. It facilitates the shift from learning to work and targets the development of remaining skill gaps in graduates that are critical to successful, sustained employment.

Under a work readiness programme, participating graduates are considered employees of the companies where they work, although with a special status, as they are enrolled in a full-time employment programme that requires close supervision, professional training inputs and follow-up by their employer, who co-designs, with other implementing organisations, a tailor-made in-company learning programme for their new employee(s) that focuses on the development of critical technical skills in their sector and within their specific workplace while on the job.

Under this model, the new employee is given a temporary employment status akin to a junior associate within the company, and is able to enjoy the basic rights and responsibilities ascribed to a functioning member of the company's staff – including regarding remuneration at a minimal acceptable wage within their sector. This distinction of graduate trainee as temporary employee is critical, as it ensures that private sector employers are responsible for contracting temporary

employees for a specified period of time and ensuring they are paid a basic remuneration that is not directly dependent upon the revenue of the unit for which they work, but is rather akin to a starting salary for a new employee in their industry.

In parallel, a soft skills training programme will be provided under the work readiness programme to complement the technical on-the-job training inputs provided by employers. This off-the-job component of the training programme will focus on the development of workplace readiness, transferrable skills and competences that are critical to a workers' overall employability, and which align to the needs of today's employers and work places. Examples of these skills include critical and creative thinking, communication, problem-solving, teamwork, integrity, work ethic, professionalism, time management, initiative and self-direction, customer service, career and life management, continuous learning and adaptability, etc.

The soft skills training programme can be organised by either a specialised training provider or by the company itself, and takes place within the company one day per week or another suitable training venue. This off-the-job training component will represent 20% of the total working time of the temporary employee, and will be closely linked with their on-the-job training through an interactive system of learning loops that allows for continuous monitoring, regular assessment and timely feedback mechanisms between employee, employer and trainer. Through this process, the temporary employee will gain relevant certifications in the hard and soft skills needed for the workplace.

## 2.2 · OBJECTIVES OF THE WORK READINESS PROGRAMME

For University Graduates

- To apply knowledge acquired in their course of study in a real work environment.
- To discover, confirm or rule out an interest in a particular career.
- To acquire the skills and competences demanded by employers.
- To gain practical and professional experience in a given field.
- To improve employability and an easier transition to employment.
- To build a broader professional network.

For Host Companies/Associations (HCs)

- To reduce the existing skill shortage amongst recent graduates in industry-specific technical skills.
- To improve graduate recruitment strategies (talent acquisition and growth) and promote early career development policies (talent management).
- To strengthen the commitment and visibility of business engagement in traineeships as part of a sound human capital development strategy.
- To benefit from a net profit on the investment made, either during the traineeship or soon after, by employing a fully trained, competent worker.
- To enrich Corporate Social Responsibility strategies and actions.
- To increase diversity in the workplace.

#### For Higher Education Institutions (HEIs)

- To offer graduates from higher education institutions the opportunity to acquire the personal and professional skills required by the job market in their sector, thus increasing their employability and employment readiness.
- To attain a closer alignment between higher education institutions and employers with regards to graduate employment and professional development, strengthening cooperation with the private, public and non-governmental sectors.

#### For Specialised Soft Skills Training Providers

- To reduce the existing skill shortage amongst recent graduates in soft and workplace readiness skills.
- To develop competency-based, sector-specific curricula for soft and workplace readiness skills that align with international standards.
- To develop an assessment and certification framework for soft and workplace readiness skills that is recognised and validated by sector actors.

#### For Implementing Organisations (IOs)

- To serve as the principle catalyst for the achievement of the abovementioned objectives for higher education institutions, host companies and graduates.
- To facilitate the development of effective employment schemes in all phases of their life-cycle (from design through evaluation and follow-up), relieving higher education institutions and host companies of the responsibility for tasks such as: day-to-day operations, legal, administrative and financial management; programme marketing and promotion; recruitment, selection, validation and engagement of host companies; graduate candidate recruitment, short-listing and pre-selection; programme monitoring and measurement of impact.
- To become a key observatory for youth employability and employment readiness trends, providing useful and critical information to policymakers and stakeholders to expand and grow the programme.
- Respond to the specific goals and needs of various business sectors, particular companies, graduates with a specific academic profile, graduates with special needs and ensuring gender equality in access to the employee traineeship programme.

# 3 TARGET GROUP DESCRIPTIONS AND CRITERIA FOR INCLUSION

## 3.1 · GRADUATES FROM HIGHER EDUCATION INSTITUTIONS

The direct beneficiaries of the WRP are degree-holders from universities and other higher education institutions in Uganda who have graduated in a relevant discipline targeted by the programme. They must be:

- Not more than 2 years after graduation;
- Seeking work in the targeted sectors (in the pilot programme, this includes manufacturing/ agro-processing, construction, tourism and hospitality, and digitisation); and
- Willing to commit to a 6-month work readiness programme.

Implementing organisations will define additional criteria during the WRP to further refine participant selection criteria that takes into account equity in terms of gender, origin, ability, motivation, etc. Additionally, it is important to note that the target group of graduates for the programme should not be senior workers of a very mature age; rather, the programme seeks to engage youth graduates from universities and other higher education institutions.

## 3.2 · HOST COMPANIES AND ASSOCIATIONS

In order to apply for, and participate in, the WRP, Host Companies or Associations (HCs) must:

- Be an officially registered company that adheres to decent work principles, including for-profit companies, industry associations, social companies and cooperatives;
- Operate in the targeted sectors (manufacturing/ agro-processing, construction, tourism and hospitality, digitisation);
- Have the financial capacity or going concern to operate beyond their current and next fiscal period using their existing assets to execute planned operations and meet their financial obligations;
- Be seeking new employees in targeted sectors and/or be a company leader in their industry whose reputation is well known and respected;
- Have a strong interest and buy-in to the programme;
- Have an absorptive capacity for new employees;
- Be able to contribute increasingly over time to absorb the costs of temporary employees (e.g. stipends/salaries, insurance, transportation fees);



- Have training/mentoring capacity within their company among the staff managing temporary employees, and must be willing to engage in upskilling for their staff to provide improved facilitation and mentoring support to temporary employees<sup>2</sup>; and
- Demonstrate a firm commitment to hire graduates following their participation in the programme (evidenced by signing an MOU with the implementing organisations, which details their commitment to employing a portion of their temporary employees after the programme).

### 3.3 · SPECIALISED TRAINING PROVIDERS

Training providers specialised in soft skills instruction for workers in the targeted sectors will be selected to deliver the off-the-job training component of the WRP. They are responsible for developing and implementing a soft skills curriculum aligned to the needs of each sector for participating graduates, and must be:

- Able to offer high-quality training and coaching services to graduates enrolled in the work readiness programme and to participating in-company trainers and coaches;
- Able to develop a participatory, quality skills and attitude curriculum that applies adult learning principles for skills development that can be rolled out on a large scale within a specified sector; and
- Officially registered and certified for providing training and coaching in soft skills as a local or international company registered in Uganda or their home country (though with operating capacity to work in Uganda).

Further specifications for identification and engagement of soft skills training providers will be established during the pilot phase of the WRP.

### 3.4 · HIGHER EDUCATION INSTITUTIONS

Higher education institutions can include universities or tertiary training institutions. They will contribute to the WRP by promoting the programme among recent and soon-to-graduate students. They must be:

- Committed to advertising the programme and participating in matching fairs with graduates by promoting WRP options to soon-to-graduate students as well as recent graduates from their institutions.

<sup>2</sup> This upskilling for HCs will be provided by implementing organisations and external training partners.

### 3.5 · IMPLEMENTING ORGANISATIONS

Implementing organisations can include both private sector social impact agencies and development partners. They must have the following capacities to oversee the WRP, including:

- Ability to provide oversight and administration of the programme;
- Extensive experience in financial management and budgeting; and
- Capacity to provide a portion of each temporary employee's stipend/wage, insurance and transport fees during the programme (in a sliding scale, with host companies increasingly taking on more of the cost burden over time).

## 4 BENEFITS FOR PARTICIPATING HOST COMPANIES AND ASSOCIATIONS

Some of the clear benefits host companies and associations will receive for their participation in the work readiness programme include access to a pipeline of high-quality new employees and extended technical support from the programme's implementing organisations and specialised training providers to create a structured trainee programme within their companies.

However, employers must clearly see, and realise, additional benefits from engaging in such a programme. Establishing a structured WRP within a company, while critical to ensuring employees have the necessary skills to perform their tasks, can also be time consuming and expensive. In order to expand benefits to the private sector for participating in the programme, the following actions are envisioned under the WRP:

- Provision of free training courses in soft skills curriculum delivery for company-based trainers and mentors, with the aim of helping companies embed a trainer of trainer's model within their businesses.
- Provision of free training in coaching, mentoring and facilitation for company-based trainers and mentors, who will deliver soft and technical skilling inputs and supervision for their temporary employees, as well as oversee the onsite execution of the WRP.
- Provision of technical support and guidance from implementing organisations and specialised training providers for establishing a structured WRP within participating companies.
- Delivery of a matching process overseen by implementing organisations between host companies and temporary employees to effectively and efficiently link graduates with relevant skills and profiles to employment opportunities in host companies. This will reduce human resource costs in sourcing new talent and limit some of the risk involved in the hiring process.
- Enhancement of corporate social responsibility mechanisms within companies and national recognition for training programmes and decent work environments via the positive reputation companies will gain from their participation in the programme.

Additionally, in recognition of each companies' active engagement in the WRP and to compensate for the 20% off-the-job training time their temporary employees will spend gaining soft skills from a certified training provider, employers will receive partial salary support from the implementing organisations towards the wage costs of their WRP temporary employees. This financial support will be provided in greater sums at the beginning of the WRP and will be scaffolded down over time as employers assume more of the remuneration costs for their trained and certified employees. At the request of employers, implementing organisations can also support host companies or associations to acquire recognised accreditation for their in-house work readiness training programmes.

In return for the benefits outlined above, employers are expected to commit before the start of the WRP to offering full employment contracts to their temporary employees at the end of the 6-month training programme. These employment contracts must last for a period of at least one year from the close of the 6-month training programme and provide remuneration against the same wages and employment conditions of other employees in the company with equivalent functions.

A Memorandum of Understanding (MOU) signed between the host company, participating graduate and implementing organisations at the start of the WRP will define the exact terms and conditions of this commitment and the rights and duties ascribed to the signing parties.

## 5 STEPS IN THE WORK READINESS PROGRAMME MODEL

The following diagram outlines the critical steps involved in the WRP model, which are described in more detail below.

FIGURE 1 - STEPS IN THE WORK READINESS PROGRAMME



SOURCE: AUTHOR

### STEPS IN THE WORK READINESS PROGRAMME

1. Identification and selection of participating HCs, external soft skills training providers
2. Contracting and MOUs between IOs, HCs, training providers
3. Graduates apply to programme
4. Push-Pull-Match process between graduates, HCs
5. Graduates selected and contracted by HCs, IOs as temporary employees
6. Temporary employees participate in paid, 6-month, structured programme
7. Temporary employees are assessed and certified in relevant technical and soft skills
8. Temporary employees graduate from programme and are employed full-time

## STEP 1: IDENTIFY

### Identification and selection of participating host companies and external soft skills training providers

A public procurement process will be launched at the start of the programme to contract private sector host companies and external soft skills training providers for the WRP. Potential applicants in each category will be informed about the details of the programme and criteria for applying. Multiple channels will be employed by the implementing organisations to share the details regarding application processes and procedures, including via print, digital and social media, sector skills councils, trade advisors at European embassies, local business platforms and private sector associations, roadshows, promotional campaigns and events, etc. Informational campaigns will be organised by sector depending on the platforms that are most likely to reach relevant applicants with information.

Following the informational campaigns, a public call for interest to participate in the WRP will be launched for private sector companies and external soft skills training providers working in the specified sectors. The application and selection process will be managed by the implementing organisations, and nomination will be determined by a selection committee appointed for the exercise.

## STEP 2: CONTRACT

### Contracting and MOUs between implementing organisations, host companies and soft skills training providers

Once selected, a Memorandum of Understanding (MoU) will be signed between the implementing organisations and host companies and between the implementing organisations and soft skills training providers. The MoUs will outline the expected roles and responsibilities of each party, the terms and conditions of the commitment and the rights and duties of the signing partners.

## STEP 3: APPLY

### Graduates apply to programme

To inform graduates about the WRP, the implementing organisations will organise, in close cooperation with relevant tertiary education institutions, awareness raising campaigns about the programme. A range of marketing tools will be utilised, including online platforms (websites, social media, digital flyers), radio and newspaper advertisements, and in-person career and networking events and job fairs (likely held at tertiary education institutions or other appropriate venues).

Eligible graduates in the identified sectors who are interested in taking part in the WRP will formally apply to participate, ideally through an online application form. The basic documents required for an application will include a CV, academic records, certificates and/or degrees, foreign language certificates (if relevant) and references. Other documents may be requested in order to meet specific requirements laid out by the host companies, including proof of course registration and motivational letters.

The application process will be managed by the implementing organisations. Depending on the volume of applications, a private company can be contracted to oversee the initial pre-selection of applicants based on a specified rating criteria.

## STEP 4: PUSH-PULL-MATCH

### Push-Pull-Match process between graduates and host companies

A push (from the application process above), pull (based on employee job descriptions or profiles provided by host companies), match (between graduates, implementing organisations and host companies) process will be applied to connect graduates that pass the initial selection phase above with participating host companies in need of their skills. This process will be repeated during each application phase and will be led by the implementing organisations. In order to guarantee an adequate match of applicant profiles with the needs and demands of a given host company, each host company will clearly define temporary employee profiles and job descriptions that outline the tasks graduates will perform during the programme.

Through the push-pull-match process, each host company or association will receive a list of at least three suitable candidates for their open positions based on the job profiles provided. Participating host companies have the right to opt out of this list in case none of the proposed candidates fulfil their minimum criteria. In this case, the implementing organisations will propose a new list of candidates for the host company to choose from.

## STEP 5: SELECT

### Graduates selected and contracted by host companies and implementing organisations as temporary employees

Once the selection process has been successfully completed, an MoU or contract will be signed between the employer, the graduate and the implementing organisations defining the exact terms and conditions of the programme engagement and the rights and duties of the signing parties. This document will serve as a guarantee of participation in the WRP and ensure the commitment of each party to the programme, including provision of remuneration and insurance to the participating graduate. Host companies will also sign a temporary 6-month employment contract with their graduates according to their internal regulations and Ugandan labour laws.

## STEP 6: PARTICIPATE

### Temporary employees participate in a paid, 6-month, structured programme

Following formal contracting, graduates will begin a paid, 6-month, structured WRP in their host company focusing on the acquisition of technical and soft skills relevant for the workplace in their specified sector. Four days a week, the WRP temporary employee will engage in a tailor-made, in-company learning programme where they are fully integrated into the work process through on-the-job training under the guidance and mentorship of an in-company trainer or coach. One day a week the WRP temporary employee will participate in a training and coaching programme designed and led by a qualified soft skills training provider that focuses on the acquisition of workplace readiness competencies. Each soft skills training provider will utilise a standardised curriculum framework for training WRP temporary employees in non-occupational, labour-market orientated training and workplace readiness skills enriched with sector-specific content.

During the programme, each temporary employee will receive a monthly stipend for their work that equates to a value of up to 50% of the salary costs of an equivalent full-time employee in their respective host company. In addition to the stipend, employers will provide other benefits to their temporary employees based on standards within their companies and globally-accepted decent labour practices. The implementing organisations will provide insurance to temporary employees in addition to this package.

A scaffolded payment scheme for temporary employee stipends will be agreed upon between the host companies and implementing organisations. In principle, this will start from a nearly full coverage of stipend costs under the WRP from the implementing organisations in the first two months of the programme, with an increasing contribution provided from employers from months three to five, and culminating with a nearly full salary package provided by the employer in the final month.

However, if the implementing organisations determine that a graduated payment scheme might risk the long-term financial commitment or overall engagement of host companies in the programme due to a required investment in salary costs for temporary employees, the payment scheme can be altered to suit the needs of private sector partners. Options may include providing for the costs of temporary employees throughout the duration of the training programme, or to require that host companies provide a larger initial cost for the stipend up front, with additional funding offered by the implementing organisations on a restricted basis throughout the training period.

Throughout the 6-month WRP, each temporary employee will be monitored and assessed on their performance and acquisition of technical and soft skills by their host company and the soft skills training providers.

The in-company trainers within host companies will oversee the skilling and coaching of temporary employees throughout the programme in sector-specific, technical competencies. Company-based trainers are responsible for developing a tailor-made, in-company learning programme and plan for each temporary employee that will be presented to the implementing organisations for formal approval. Implementing organisations will provide technical support and guidance to each host company's training team to design these materials, as well as offer a free coaching programme for helping trainers adopt and apply relevant facilitation and mentoring skills to the oversight of their temporary employees throughout the WRP.

In-company trainers will conduct daily monitoring of each temporary employee's progress using a continuous assessment recording form. A full assessment of the skills acquired by each temporary employee will be made on a monthly basis by trainers using an assessment report format provided by the implementing organisations.

Along with monitoring progress, trainers and employers are responsible for identifying any major challenges or issues with temporary employees that may jeopardise the training programme for that individual, as well as any larger issues that threaten the delivery of the WRP in a specific company or sector. This includes identification of temporary employees who are making insufficient progress or facing other major issues such as dropout, illness, etc. In these cases, a consultation session will be held between the employer, temporary employee and implementing organisations to find a solution. Reporting channels for these issues will be established by the implementing organisations at the start of the programme.

Trainers housed at soft skills training institutions will follow a similar approach. They are responsible for monitoring the progress of temporary employees on a weekly basis and conducting a monthly assessment of their progress and acquisition of key workplace readiness skills against the curriculum. In-house trainers in companies, soft skills trainers, employers and implementing organisations will remain in close contact and communication throughout the programme to ensure outcomes are readily shared and the performance of temporary employees is closely monitored.

Importantly, progress measurements for workplace readiness skills, like technical skills, should be assessed using practical, hands-on activities and projects in order to evaluate each temporary employee's ability to put their new knowledge and learning into practice. While written assessments may at times be relevant to administer, the focus of the WRP should be on developing skills that can be physically documented and analysed against a set of key competencies for technical and workplace readiness skills.

## STEP 7: CERTIFY

### Temporary employees are assessed and certified in relevant technical and soft skills

After completing the 6-month work readiness programme, temporary employees will be given a final assessment of the technical and soft skills they have acquired by their trainers. The assessment tools and reporting templates for this final evaluation will be developed by the host companies, soft skills training providers and implementing organisations through a collaborative process before the completion of each phase of the WRP. The final assessment of temporary employees' skills and competencies will be aligned to industry and sector standards, the content of the training programme provided and international standards.

If a temporary employee successfully passes these final assessments, and has performed to expectation throughout the training programme, they will receive a certificate from the soft skills training provider for the soft skills they acquired, and from the implementing organisations and employer for the technical skills they acquired through the on-the-job training component.

## STEP 8: EMPLOY

### Temporary employees graduate from the programme and are employed full-time

At the end of the WRP and based on their successful completion of the programme and achievement of soft and technical skills certification, temporary employees will be offered a full-time employment contract lasting at least one year by their host company in accordance with the provisions of the MoU, including the agreed salary and benefits package. If full-time employment is not possible within the host company, employers and implementing organisations will attempt to match the temporary employee with another company working in the sector to ensure their successful transition into the workforce full time.

## ADDITIONAL ACTIONS

### Standardised Curriculum and Accreditation

In addition to the steps above, it is expected that, following the pilot programme for the WRP, standardised curricula for soft skilling will be developed and validated by the implementing organisations and their partners. These curricula will be sector-specific to cater for the application of soft and workplace readiness skills for employees working in specific industries.

Additionally, a process will be developed for the accreditation of companies and associations for their in-house training programmes, as well as external soft skills training providers for their programmes. Under the WRP framework host companies and associations, after an initial period of implementation and review of their performance and outputs, can request to become officially accredited as a private sector training provider.

Overall, standardised curricula for soft skilling and accreditation processes and procedures under the WRP must be further defined following the initial phase of its implementation in consultation with the primary implementing partners and host companies, as well as with Sector Skills Councils, Government bodies and other private sector and education stakeholders.



## WORK READINESS PROGRAMME



### Graduates from higher education institutions

- Not more than 2 years after graduation
- Seeking work in targeted sectors
- Willing to commit to a 6-month programme

### Implementing organisations (IOs)



- Oversight and administration of the programme
- Financial management and budgeting
- Provide portion of wages, insurance and transport fees for temporary employees



### STEPS IN THE WORK READINESS PROGRAMME

1. Identification and selection of participating HCs, external soft skills training providers
2. Contracting and MOUs between IOs, HCs, training providers
3. Graduates apply to programme
4. Push-Pull-Match process between graduates, HCs
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8. Temporary employees graduate from programme and are employed full-time



### Host companies/associations (HCs)

- Seeking temporary employees in targeted sectors
- Ability to contribute increasingly over time to absorb temporary employee costs
- Provide technical training to temporary employees
- Commitment to hiring temporary employees full-time after programme

### Higher education institutions (HEIs)



- Advertise the programme
- Identify graduates to apply



# SOFT SKILLS AND COMPETENCIES

## PERSONAL QUALITIES AND ABILITIES

- Creativity and innovation
- Critical thinking and problem-solving
- Initiative and self-direction
- Integrity
- Work ethic

## INTERPERSONAL SKILLS

- Conflict-resolution
- Listening and speaking
- Respect for diversity
- Customer service skills
- Collaboration and teamwork

## INTERPERSONAL SKILLS

- Big-picture thinking
- Career and life-management skills
- Continuous learning and adaptability
- Managing time and resources
- Information-literacy and IT skills
- Professionalism
- Workplace safety
- Application of technical, literacy and numeracy skills to occupation





