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**SUSTAINABLE BUSINESS FOR AFRICA
PLATFORM IN UGANDA**

UGANDA

EDUCATION SYSTEM QUALITY AUDIT REPORT

OCTOBER 2020

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Lot 2: Infrastructure,
sustainable growth and
jobs

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SUSTAINABLE BUSINESS FOR UGANDA PUBLIC PRIVATE DIALOGUE PLATFORM

EDUCATION SYSTEM QUALITY AUDIT REPORT

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ABBREVIATIONS

Enable	Enabel (former Belgium Technical Cooperation)
EU	European Union
FGD	Focus Group Discussions
GDP	Gross Domestic Product
GoU	Government of Uganda
HEI	Higher Education Institution
IT	Information Technology
KII	Key Informant Interview
MoES	Ministry of Education and Sports
PQI	Programme Quality Indicator
PSFU	Private Sector Foundation Uganda
SB4U	Sustainable Business for Uganda
TIET	Teacher/Tutor, Instructor Education and Training Department
WRP	Work Readiness Programme

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1 INTRODUCTION

1.1 The Sustainable Business for Uganda Platform and the GreenUP Programme

The Government of Uganda (GoU), the Private Sector Foundation Uganda (PSFU) and the European Union (EU) have partnered to promote private sector investment in order to spur sustainable economic growth and generate decent jobs, in line with the Africa-EU Alliance for Sustainable Investment and Jobs.

To this end, the project “Promoting EU and Uganda Private Sector Investments” initiated a public-private dialogue in December 2018, which brought together over 200 European and Ugandan businesses and public entities to discuss priority investment issues. The stakeholders prioritised “Skills and Attitude”, “Access to Finance” and “Governance and Corruption” as critical investment hurdles in Uganda and proposed specific remedial measures. The dialogue led to the launch of the “EU-Uganda Roadmap to Improved Investment Climate” with the aim of achieving concrete results within a two-year period.

The Government of Uganda, PSFU, the EU and selected European companies also created a “Sustainable Business for Uganda Platform” at the end of the first ever Uganda-Europe Business Forum held in March 2020. The aim of the Platform is to continue the dialogue between public and private actors in order to improve the investment climate, strengthen trade and investment links between the EU and Uganda, and support implementation of the Roadmap.

‘Skills and Attitude’ was prioritized as a major area of concern by both EU and local companies and the Government of Uganda. Actions to improve the matching between skills and attitude with jobs sought by companies are embedded in the first edition of the EU-Uganda Roadmap to Improved Investment Climate. This includes helping public authorities in charge of education service delivery to work alongside the private sector to improve the soft skills of graduates to better prepare them to successfully enter the workforce.

Under the ‘Skills and Attitude’ component of the Roadmap, a Skills Needs Assessment was conducted in late 2019 to understand critical skill gaps in the current labour force that are hindering private sector development and investment. 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); and 3) people (interpersonal skills).

The findings of this assessment fed into the design and completion of an audit of existing higher education institution and company-based training programmes to define and evaluate the current training inputs provided by educational institutions and businesses to close skill gaps for employees in four job-intensive sectors: manufacturing and agro processing, tourism and hospitality, construction and digitisation.

The findings from the training programme audit, which are detailed in this document, will be used to inform the formulation of a ‘Work Readiness Programme’ that will be offered by the private sector and implemented under a new initiative, the GreenUP programme, funded by the EU and implemented by Enabel and PSFU.

1.2 The Youth Labour Force Gap and Existing Skilling Programmes in Uganda

1.2.1 Addressing the Skills Gap

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.

To encounter fewer difficulties in finding and retaining a skilled workforce, companies must commit to offering high-quality traineeships alongside the provision of good quality entry-level jobs, and take a long-term perspective to hiring and managing talent. This talent-management approach is dependent on widening the potential applicant pool and strengthening internal talent pipelines, as well as providing ample learning opportunities for new employees when they begin their careers.

Interaction between education and training providers and labour market actors is crucial to this process, as they must each provide the right incentives and institutional frameworks for fostering employee education and training, including relevant and recognised certification, to ensure new employees are embraced and accepted by their employers.

1.2.2 Existing Skilling Programmes

Since October 2016, PSFU, in partnership with the GoU and with funding from the World Bank, has implemented an employer-led short-term training initiative, the Uganda Skills Development Facility, to address skill imbalances and shortages in Uganda. The Facility provides subsidies to private companies to provide short-term, practical technical and soft skills training to interns for a duration of up to four months. Youth enrolled in or recently graduated from formal and non-formal vocational training programmes are targeted under the initiative.

Enabel is also piloting a specific Skills Development Fund in the Albertine and Rwenzori, Northern Uganda and Karamoja regions that compliments the work being done by PSFU. The learning and experience from both the Fund and Facility will feed into the development of a future national Skills Development Fund for the country. The aim of the current Enabelled component is to stimulate bottom-up initiatives and partnerships between vocational institutions and the private sector by supporting a series of joint ventures between training providers and the labour market to help facilitate youth transitions from the world of school to the world of work.

To date in Uganda, the majority of initiatives such as these which are geared towards tackling skill mismatches and youth employability have focused primarily on apprenticeships and short-term internships for youth in the vocational training sector under the GoU's Skilling Uganda Policy.

Youth graduating from Higher Education Institutions (HEIs) have been largely excluded from these skilling initiatives, despite the fact that all courses in public tertiary institutions have mandated internship components built into their programmes. These university skilling models, however, are often implemented via semi- or unstructured frameworks over short-term after school or holiday programmes.

1.2.3 Understanding the Scope and Quality of Existing Skilling Programmes

Existing school to work readiness schemes both within and without Uganda vary widely in type, focus, duration, terms and regulations. There is also great diversity with respect to how they are designed and linked to educational systems, businesses and labour market structures. A full knowledge and understanding of appropriate and contextualised programme components is fundamental for the establishment and development of effective, successful and sustainable work readiness programmes that provide quality working experiences for recent graduates.

To understand this in a specific country context, including Uganda's, it is critical to explore the process by which the local education sector, via formal and non-formal training programmes (largely) delivered by education institutions and the private sector, produces a graduate ready to enter into and succeed in the world of work. This denotes that a graduate has both the soft skills (workplace skills) and hard skills (technical skills) to succeed in the country's labour force. The quality of the graduate themselves is therefore a significant factor, not just the quality of the programmes they attend.

Conducting an audit exercise of existing skilling programmes within a country is an effective way of documenting and evaluating the current initiatives on offer from the public and private sector. The outcome of the audit process provides a baseline measure of the design and structure of current internship models, offering evidence-based suggestions as to how the public education system and the private sector can be more active in trying to change and influence the environment that they are operating in to produce more employable graduates with the right mix of technical and soft skills for the current labour market.

2 AUDIT DESIGN AND METHODOLOGY

2.1 Objectives of the Audit

To further understand the scope, content, delivery mechanisms and quality of existing skilling programmes executed by HEIs and companies in Uganda, an audit of their existing internship models was conducted. The focus of the audit was to evaluate what tertiary education institutions are currently delivering, or not, in terms of workplace readiness skilling to students through internships – which are a required part of their overall coursework, as well as to identify what gaps the private sector, through in-company training programmes, is trying to close among new or potential hires in the workplace.

A purposeful education institution and company training programme audit process should identify on the front end the complexities of programme execution and the robust returns on investment the programme should provide if aligned with education, economic and workforce priorities. As such, the specific objectives of the audit were to:

1. Help public authorities in charge of education service delivery work alongside the private sector to improve the soft skills of graduates to better prepare them to successfully enter the workforce.
2. Conduct an audit of government-provided tertiary education institution and company-based training programmes to examine how they are working to close skills gaps in the current and future labour force.
3. Evaluate the structure, content, design and delivery of the current training programmes provided by educational institutions and local businesses to close employee skills gaps in job-intensive sectors of Uganda's economy.
4. Use the results to guide the formulation of a 'Work Readiness Programme' offered by the private sector in the form of an accredited on-the-job training programme for technical and soft skills.

The audit exercise explored the training inputs provided by a selection of higher education institutions and local businesses to close skilling gaps among potential new employees in three selected job-intensive sectors: manufacturing and agro-processing, tourism and hospitality and construction. Additionally, HEIs and companies engaged in Information Technology (IT) services, which represents another important growth sector in Uganda's labour market, were included in the audit process.

The outcome from this audit formed the basis for developing a national work readiness programme framework that defines the scope, content, delivery mechanisms and quality measures of a successful company-based training and internship model for recent HEI graduates.

2.2 Sampling of Training Programmes

The selection process for HEIs and companies to include in the audit required careful planning and inputs from key stakeholders, including Enabel, PSFU and representatives from key institutions such as the Ministry of Education and Sports' (MoES) Teacher/Tutor, Instructor Education and Training Department TIET), the MoES' Higher Technical and Vocational Education Department, the Ministry of Gender, Labour and Social Development, the Tourism and Hospitality Sector Skills Council, the Federation of Ugandan Employers, the Uganda Manufacturers' Association and the Uganda Micro and Small Industry Association.

The audit focused on evaluating high performing (best practice) training programmes identified by stakeholders in the working group. As such, the sample of institutions for the audit exercise was not robust or representative, though they were purposefully selected across a range of HEIs and companies providing training programmes or internships in the selected sectors.

The audit was designed to focus on both private sector training programs, which are largely non-formal, short-term training initiatives provided by private sector companies for new hires, and universities providing workplace training experiences as part of their overall instructional model. Current course work in schools and training institutions that are explicitly preparing students with workplace skills and providing career guidance were incorporated into the audit's design to determine how they are integrated into technical training programmes to provide an additional level of workplace experience for students. These programmes were carefully selected to focus on only those providing soft skills, in addition to technical skills, for students or recent graduates. Formal education programmes that also have a component of internship or apprenticeship as part of their coursework were considered.

An initial list of 10 HEIs and 16 companies was created based on the inputs provided by stakeholders and vetted with Enabel, PSFU and the EU. All of these institutions were contacted to participate in the audit. However, some were unavailable or unable to participate. Notably, many of the companies targeted in the audit from the construction sector were unable to participate; further details are provided in the limitations section. The final sample of 8 HEIs and 7 companies who were included in the audit process is provided in the table below.

TABLE 1 – SAMPLED INSTITUTIONS FOR THE AUDIT

Institution Name	Type of Institution	Sector
Fairway Hotel	Company	Hospitality/Tourism
Kakira Sugar Limited	Company	Manufacturing/Agro-Processing
Matoke Tours	Company	Hospitality/Tourism
Mukwano Industries	Company	Manufacturing/Agro-Processing
Roofings	Company	Manufacturing/Information Technology
Spear Motors	Company	Manufacturing
Ugachick	Company	Manufacturing/Agro-Processing
Kyambogo University	HEI	Construction/Manufacturing
Makerere University	HEI	Hospitality/Tourism
Makerere University Business School	HEI	Hospitality/Tourism/Manufacturing/Construction
Mountains of the Moon University	HEI	Hospitality/Tourism
Nkumba University	HEI	Manufacturing/Agro-Processing
Refractory/Clarke International University	HEI	Information Technology
Rwenzori Tourism Academy	HEI	Hospitality/Tourism
Uganda Safari Guides Association	HEI	Hospitality/Tourism

2.3 Methodology

The Skills Needs Assessment conducted prior to the audit highlighted employer-identified gaps in key workplace readiness skills of their current employees that contribute to poor work performance and limited growth. The audit was designed to explore what skills education institution and company training programmes are currently delivering to participants, and to identify the (mis)match between current training content and the required skills employers need. The audit also explored best practices in current initiatives to consider for the design of the work readiness programme.

In order to achieve these objectives, it was critical to first identify the components of high quality training programmes in order to set a standard by which to evaluate the selected initiatives. Desk research and literature reviews helped to highlight the following essential components of high quality training programmes:

1. Funding is leveraged to drive programmatic changes leading to the implementation of education-to-career learning pathways.
2. Educators/trainers/instructors receive ongoing, progressive training and professional development to ensure their instruction is reflective of course standards and current industry work environments.
3. Course standards are robust and accurately represent the academic, technical and employability skills youth must master.
4. Programmes incorporate courses/modules and exams eligible for accreditation where appropriate.
5. Training courses are sequential and progressive in a given programme of study.
6. Programmes incorporate experiential learning and capstone experiences valued by the industry.
7. Programmes align with national, international and industry standards and labour market data.

Based on these components, a set of six Programme Quality Indicators (PQIs) were established to reflect what constitutes a high-quality training programme. The PQIs served as quality thresholds, or benchmarks, to evaluate training programme data against the audit's established priorities. Evaluating programme outcomes against these PQIs helped us better understand: 1) whether a programme meets a high bar for quality (and where it does or does not); and 2) whether it does so for all participants, not just certain populations. The PQIs utilised to evaluate the quality of training programmes in the audit are summarised in the table below.

TABLE 2 – PROGRAMME QUALITY INDICATORS

Programme Quality Indicator Title	Programme Quality Indicator Description
Programme Quality Indicator 1: Programmes Focus on Career Readiness	<ul style="list-style-type: none"> • Programmes incorporate a series of progressive, industry-relevant and industry-valued coursework that is sequential and purposely combines core soft and technical skills learning. • Course standards reflect an elevated level of instructional rigor that matches the desired level of learning. • Completed coursework in a programme of study leads to awarded credit and industry certifications. • Curriculum content and design meet core learning standards and criteria.
Programme Quality Indicator 2: Programmes are Aligned to Education and Industry/Labour Priorities	<ul style="list-style-type: none"> • Programmes fully align with national, international (and where appropriate local) economic and labour priorities and projected growth areas in targeted sectors (disaggregated by education vs. company programmes). • Programmes provide appropriate educational opportunities and content for youth to enter into high-growth, high-demand and high-wage occupations (disaggregated by education vs. company programmes).

Programme Quality Indicator Title	Programme Quality Indicator Description
Programme Quality Indicator 3: Training Programmes are Aligned with System and Employer Needs	<ul style="list-style-type: none"> • Training programmes are vertically aligned with credentialed (certificate) programmes currently offered in education institutions or within established training programmes offered within companies. • Training programmes are fully aligned with national economic and labour priorities. • Vertical sequencing ensures that there are “no dead end” programmes being offered to participants.
Programme Quality Indicator 4: Programmes Provide Appropriate Career Transition Experiences and Skills Development	<ul style="list-style-type: none"> • Programmes promote and provide multiple access points for participants to obtain employability- and career-related experiences. • Content is visibly progressive, culminating with one or more capstone experiences that allow participants to exhibit their skills development. • Capstone experiences include, but are not limited to, work-based internships/apprenticeships and industry-valued certifications.
Programme Quality Indicator 5: Educators/Instructors/Trainers Leading Programmes Receive “Lifecycle” Professional Development	<ul style="list-style-type: none"> • Educators/instructors/trainers are competent and adequately trained and supported to deliver the programme. • Educators/instructors/trainers receive professional development and training complementary to the rigor and relevance of the programme’s coursework. • Professional development reflects and reinforces the necessary conditions and instructional capacities needed to help participants achieve academic and technical learning success. • Utilising the “lifecycle” approach, educators/instructors/trainers are provided with multiple, ongoing touch points over the course of their profession to sharpen their instruction and retain relevant industry know-how and skills reflective of their content expertise.
Programme Quality Indicator 6: Adequate Funding is Leveraged to Sustainably Drive Programme Delivery	<ul style="list-style-type: none"> • Targeted public and private funding is identified and leveraged to deliver quality training programmes and drive attainment of priorities. • Funding is diversified and includes traditionally allocated sources, as well as other funding streams that reflect shared priorities across government agencies, the private sector and donor groups that can be reallocated appropriately, providing greater programmatic returns on investment.

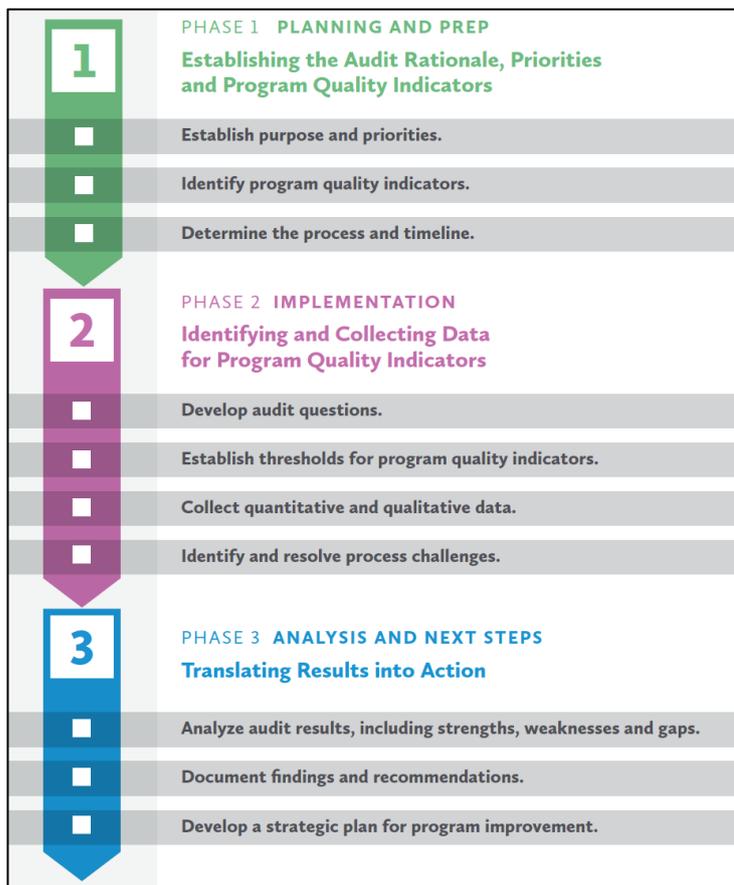
Data was collected on each PQI and analysed to answer the following questions:

1. Looking at the data measures used to score each PQI, what factors influenced those measures positively and negatively? Specifically, from a: 1) policy standpoint; 2) programmatic standpoint; 3) education institution/company standpoint; 4) participant standpoint; or 5) data quality and collection standpoint.
2. For those PQIs that were scored low, what contributed to that performance? Were there misalignments in the objectives or in the programme design or execution?
3. For those PQIs that were scored high, what contributed to that success? And what takeaways can influence the design of the new work readiness programme from a policy or a programmatic standpoint?
4. Looking across all PQIs, what is the broader diagnosis of current training programmes when considered against the established audit rationale, priorities and PQI definitions?
5. Based on learnings, what can be recommended regarding the ownership of future programmes and the best structure for their delivery? Who has the authority/capacity to implement and accredit them?

2.4 Process for Executing the Audit

A consultative process with a 15-member technical working group and a consultative concept meeting attended by over 25 participants was conducted to formulate the process and focus of the audit. Stakeholders formed and validated the audit's purpose and priorities, as well as the PQIs identified for assessment. The process for conducting the audit is summarised in the figure below. It was conducted between January and June 2020, with data analysis and reporting occurring in July and August.

FIGURE 1 – PROCESS FOR EXECUTING THE AUDIT



2.5 Audit Instruments and Tools

A set of five tools were developed to capture information on the following data points:

- Key Informant Interviews (KIIs) with training providers, managers, programme designers, etc.;
- Focus Group Discussions (FGDs) with educators/instructors/trainers and participants in training programmes;
- Evaluation rubrics with quantitative and qualitative measures for each programme quality indicator, designating training programme inputs, content and curriculum as high-quality, moderate-quality or low-quality;
- Checklists for evaluating available human and financial resources, delivery mechanisms, course design, content and schedules, availability and quality of data on assessments and reporting;
- Participant enrolment data and entry requirements, demographic information, course pass rates, employment rates, fees for participation;

- Educator/instructor/trainer demographic information, education levels, certifications, professional development provided, observation frameworks;
- Course records and documentation, including of programme finances, training partners, education institution or company certifications and standards, etc.;
- Curriculum assessments for analysing the skills delivered, module structure and content, instructional methods and course delivery, measurement or assessment of participant progress, linkages to experiential learning, presence of critical learning factors in content to ensure effective delivery;
- Structured observations of training programme lesson/module delivery; and
- Documentation of public-private partnerships or education institution-private sector partnerships for internships or apprenticeships.

The table below summarises the tools developed and utilised in the audit process. A protocol was also developed to guide the audit process. These instruments are included in the annex to this report.

TABLE 3 – AUDIT TOOLS

Tool	Purpose
Training Programme Evaluation Rubric	To assess companies and HEIs against the six Programme Quality Indicators to see how they measure against low, medium and high performance standards
Training Programme Checklist	To assess whether companies and HEIs have an effective structure and appropriate documents and materials in place to run a successful training programme
FGD for Students and Interns	To ask students about their training programme/internship experience
Classroom Lesson Observation	To observe teachers/trainers in a classroom or mentorship session
Curriculum Quality Evaluation Rubric	To assess the effectiveness and quality of a training programme curriculum developed by a company or HEI

2.6 Limitations

The major limitation to the audit process occurred due to the Covid-19 lockdown in Kampala, which occurred in March 2020 at the start of the actual audit process. The lockdown halted the movement of all private vehicles and public transport, and forced the closure of all education institutions countrywide and nearly all businesses. The lockdown resulted in the cancelation of in-person visits previously scheduled with HEIs and companies, aside from those conducted prior to the restrictions on movement. Instead, virtual audits were held with key staff of each institution responsible for their training programme, and interviews and FGDs were carried out using online conferencing programmes like Microsoft Teams, Zoom, Skype and WhatsApp.

Notably, this situation caused the companies identified in the construction sector to become largely unavailable for the audit. This required them to be dropped from the list of audited institutions – despite many attempts over multiple weeks to engage them. As such, only HEIs offering construction courses have been included in the audit.

3 AUDIT FINDINGS

3.1 Programme Quality

The core of the audit focused on analysing the quality of the training programmes offered in a selection of HEIs and companies. Using the training programme evaluation rubric, the training programme checklist, the FGD tool, the classroom lesson observation tool and the curriculum quality evaluation rubric, each institution was assessed based on six programme quality indicators:

- PQI 1: Programme is aligned to education and industry/ labour priorities;
- PQI 2: Training programme is aligned with system and employer needs;
- PQI 3: Programme focuses on career readiness;
- PQI 4: Programme provides appropriate career transition experiences and skills;
- PQI 5: Educators/instructors/trainers leading the programme receive “lifecycle” professional development; and
- PQI 6: Adequate funding is leveraged to sustainably drive programme delivery.

The institutions were scored on a scale for each PQI based on a set of descriptions for each indicator that rated their performance as low, medium or high on a set of descriptors, which acted as sub-indicators. An example of one of these rating tables is provided below for reference for PQI 1. The full set of rating tables can be found in the annex in the training programme evaluation rubric tool.

TABLE 4 – EXAMPLE PQI RATING TABLE

Programme Quality Indicator 1: Programmes are Aligned to Education and Industry/Labour Priorities			
<p>Definition: Training programmes should fully align with national, international (and where appropriate, local) economic and labour priorities and projected growth areas in targeted sectors. Programmes should provide appropriate educational opportunities and content for youth to enter high-growth, high-demand and high-wage occupations.</p>			
Program Quality Threshold	High-Quality (HQ)	Moderate-Quality (MQ)	Low-Quality (LQ)
Quality Threshold Descriptor	<ul style="list-style-type: none"> • The training programme is fully aligned with national, international (and where appropriate, local) economic and labour priorities. • The training programme is fully aligned with projected growth areas in targeted sectors within Uganda. • The training programme encompasses all core soft and technical skills necessary for the aligned occupation. • The training programme provides numerous educational opportunities and content which allow youth to enter high-growth, high-demand and high-wage occupations. • The training programme and corresponding certification is highly valued by participating youth. 	<ul style="list-style-type: none"> • The training programme is partially aligned with national, international (and where appropriate, local) economic and labour priorities. • The training programme is partially aligned with projected growth areas in targeted sectors within Uganda. • The training programme encompasses some of the core soft and technical skills necessary for the aligned occupation. • The training programme provides some educational opportunities and content which allow youth to enter high-growth, high-demand and high-wage occupations. • The training programme and corresponding certification is somewhat valued by participating youth. 	<ul style="list-style-type: none"> • The training programme is not aligned with national, international (and where appropriate, local) economic and labour priorities. • The training programme is not aligned with projected growth areas in targeted sectors within Uganda. • The training programme does not encompass any core soft and technical skills necessary for the aligned occupation. • The training programme does not provide any educational opportunities and content which allow youth to enter high-growth, moderate-demand and moderate-wage occupations. • The training programme and corresponding certification is not valued by participating youth.

Probing Questions	<p>HEIs</p> <ul style="list-style-type: none"> • How is the training programme aligned to national, international and/or local economic and labour policies? • How is the training programme aligned to growth areas in sectors targeted by Uganda’s economic and labour policies? • Do your students gain the core soft and technical skills necessary for their future occupations? Please explain (what soft and technical skills?) • Do your students get provided with educational opportunities and content so they have a better chance of entering high-growth, high-demand and high-wage work? (Onsite through your programme or offsite through internships?) Please explain. • How do students at your institution benefit from internship placements/experiences? Do you think students value their internship experiences? Why or why not? 	<p>Companies</p> <ul style="list-style-type: none"> • How is your training programme aligned to national, international and/or local economic and labour policies? • How is your training programme aligned to growth areas in sectors targeted by Uganda’s economic and labour policies? • Does your training programme help interns gain the core soft and technical skills necessary for their future occupations? Please explain (what soft and technical skills?) • Does your training programme provide interns with educational opportunities and content so they have a better chance of entering high-growth, high-demand and high-wage work? Please explain. • How do you think interns benefit from an internship placement at your company? Do you think interns value the programme? Why or why not? 	
	<p>Validating Data Sources</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> • National, international and local policies and reports • Institution checklist </td> <td style="width: 50%;"> <ul style="list-style-type: none"> • KIIs/FGDs • Curriculum assessment tool • Structured observations </td> </tr> </table>		<ul style="list-style-type: none"> • National, international and local policies and reports • Institution checklist
<ul style="list-style-type: none"> • National, international and local policies and reports • Institution checklist 	<ul style="list-style-type: none"> • KIIs/FGDs • Curriculum assessment tool • Structured observations 		

Using the rating system described above, each institution participating in the audit was given a ranking for their training programme’s performance against the six PQIs. The results of this ranking are provided in the table below for all institutions that participated in the audit. Overall, most institutions scored highest on PQI 1 and 2, and lowest on PQI 4 and 6. They scored moderately on PQI 3 and 5.

These findings demonstrate that, while institutions are largely providing training programmes aligned to industry and labour priorities as well as employer needs, they are falling short on delivering appropriate career transition experiences and skills, and ensuring that they generate enough funding to deliver their programmes sustainably. They are doing a moderate job at ensuring their programmes focus on career readiness, as well as ensuring that the educators, instructors and trainers delivering these programmes are being given the opportunity to continue developing professionally so as to provide the most relevant and effective training programme possible to participating youth.

TABLE 5 – SUMMARY OF PQI FINDINGS FOR ALL INSTITUTIONS

Sector	Type	Name	PQI 1	PQI 2	PQI 3	PQI 4	PQI 5	PQI 6
Hospitality / Tourism	Company	Fairway Hotel	High	High	Medium	Low	Medium	Medium
Manufacturing / Agro-Processing	Company	Kakira Sugar Limited	High	High	Medium	Low	High	Medium
Hospitality / Tourism	Company	Matoke Tours	High	High	Medium	Low	Medium	Medium
Manufacturing / Agro-Processing	Company	Mukwano Industries	High	High	Low	Low	Medium	Medium

Sector	Type	Name	PQI 1	PQI 2	PQI 3	PQI 4	PQI 5	PQI 6
Manufacturing / Information Technology	Company	Roofings	High	Medium	Low	Low	Medium	Medium
Manufacturing	Company	Spear Motors	Medium	Medium	High	High	High	Medium
Manufacturing / Agro-Processing	Company	Ugachick	Medium	High	Medium	Low	Medium	Medium
Construction / Manufacturing	HEI	Kyambogo University	High	High	High	Medium	Medium	Medium
Hospitality / Tourism	HEI	Makerere University	High	High	High	Medium	Medium	Medium
Hospitality / Tourism / Manufacturing / Construction	HEI	Makerere University Business School	Medium	Medium	High	Low	High	Medium
Hospitality / Tourism	HEI	Mountains of the Moon University	High	High	High	Medium	Medium	Medium
Manufacturing / Agro-Processing	HEI	Nkumba University	High	High	High	Low	Low	Medium
Information Technology	HEI	Refractory/ Clarke International University	High	High	High	Medium	Medium	Medium
Hospitality / Tourism	HEI	Rwenzori Tourism Academy	High	High	High	Medium	Low	Low
Hospitality / Tourism	HEI	Uganda Safari Guides Association	Medium	Medium	Medium	Low	Low	Low

In the following graphs, the PQI scores for each institution were converted to numerical values, with a low score equalling a 1, a medium score equalling a 2 and a high score equalling a 3. They were then averaged to provide a mean score for each PQI for all institutions (in the first graph) and separately across companies and HEIs (in the second graph).

As the second graphs shows, HEIs mildly outperformed companies in PQI 1 and 2, while they greatly outperformed them in PQI 3 and 4. Companies, on the other hand, moderately outperformed HEIs in PQI 5 and 6. From these results, it appears that HEI training programmes are better aligned to industry and employer needs, and deliver better career readiness and workplace training skills. However, it appears that company programmes provide better professional development for their trainers and supervisors, as well as generate more adequate funding to continue their training programmes.

FIGURE 2 – AVERAGE PQI SCORE FOR ALL INSTITUTIONS

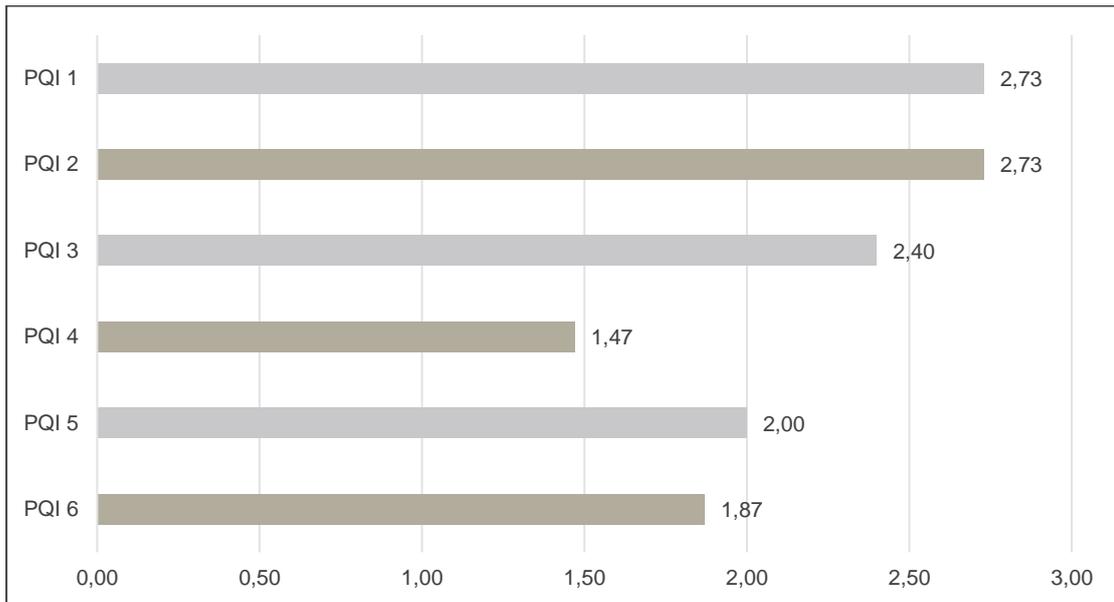
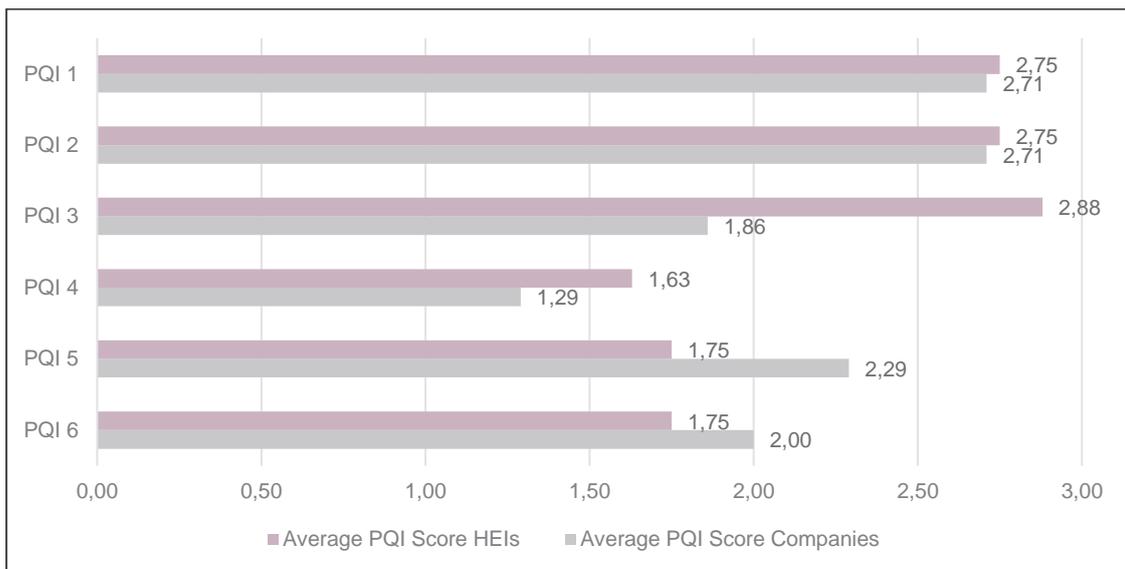


FIGURE 3 – AVERAGE PQI SCORE FOR COMPANIES AND HEIS



3.2 Programme Design

The following section presents findings on the training programme design and structure across companies and HEIs included in the audit. Overall, most institutional initiatives were fairly similar in their scope, with slight variation in their entry requirements, number of participants and programme features related to supervision and structured content.

3.2.1 Size, Length and Timing

All HEIs reported that they were unsure of the number of participants passing through their programmes annually; some companies also reported the same. For those companies who kept records of their participant numbers, Mukwano had the lowest number of trainees per year at 20 individuals, while Kakira had the highest at 200; both Spear and Roofings reported accepting 100 trainees per year into their programmes. These ranges indicate that both HEIs and companies face a variety of potential scale up and absorption challenges if they are to increase the number of trainees they take on per annum, as well as likely documentation issues that must be addressed through improved record keeping.

In total, 9 institutions had training programmes of 3 months, 2 had programmes lasting 5-6 months, and 2 organisations had longer programmes lasting 9 and 12-24 months, respectively. Companies, on average, had short periods of engagement lasting 3 months on average for 6 of the 7 companies audited; one had a programme of 12-24 months (Spear). HEIs, on the other hand, had an average programme length of 5-9 months for 4 of the institutions, while the other 4 had programmes lasting between 1-3 months. Overall, these findings indicate that training programmes vary quite widely in their length, likely resulting in a range of experience and content delivered to participants – with many receiving very little on-the-job instruction in the workplace. Evidence shows that programmes of less than 6-9 months are not suitable to deliver quality instruction and training, meaning that institutions must rethink their approach to internships to ensure participants receive the exposure they require to adequately grow and hone quality technical and soft skills.

Overall, both companies and HEIs largely offer only full-time training programmes to participants (93% of all institutions). All the HEIs audited (100%) require a full-time commitment for training, while 86% of companies do. These findings are positive in the sense that training participants are required to commitment full time to a programme and focus all their efforts on developing their skills in a real working environment.

3.2.2 Entry Requirements, Payment and Certification

Entry requirements vary at each institution. However, companies largely require that participants are enrolled in or have recently completed a course at an HEI, except for Spear, which only requires an O-level certificate. All HEIs require an A-level certificate to attend university, and therefore to participate in a training programme as part of their coursework. The only exceptions to this are the Refactory programme at Clarke University, which has no entry requirement save for interest or passion to work in IT, and the tourism academies, which require a minimum of a P7 certificate. Overall, entry requirements are largely accessible to the majority of youth who have attended school, and most institutions are quite clear regarding the necessary credentials participants must have to attend their training programme.

The majority of programmes are unpaid (67% in total); 57% of companies do not offer any compensation (e.g. wages) during their training programmes, while 75% of HEIs (6 out of 8) offer no wages or stipends to participants. However, 5 institutions do provide stipends in the form of meals. These findings indicate that monetary value is not placed on the time participants spend interning or attending a training programme, which could be a result of limited resources on the part of host organisations to finance compensation packages, or a desire to limit financial investments in youth who are largely not qualified for the job and cannot be hired after their internship. If training programmes are to become more professionalised, providing a package of compensation in the form of wages and stipends will be a critical factor in standardising initiatives across a range of sectors and host organisations, and will likely require a substantial investment of capital to support companies to gradually assume these fees.

Most institutions (80% in total) do not offer any certification for their training programme to participants. In total, 86% of companies and 75% of HEIs offer no certification following an internship. Certificates are provided by three institutions: Spear, through the Uganda National Examinations Bureau and the National Council of Higher Education; Refactory, through Clarke University; and Rwenzori Tourism Academy, through Makerere University.

Overall, certification is critical to professionalise and standardise the content offered in training programmes – specifically regarding soft, workplace readiness skills – and it must be provided to participants undertaking accredited training or internship programmes. While technical skills are difficult to certify using a uniform standard (given that they vary across sector and across jobs within a sector), it is possible to assess and certify the acquisition of a set of key soft skills in trainees using a standardised set of metrics. Given the gaps identified by employers around specific sets of soft skills, developing an assessment and certification process for this component of future skilling programmes is critical.

3.2.3 Orientation, Supervision and Content

The table below summarises findings regarding the structure of audited training programmes, including orientation of participants, supervisor oversight and professional development, and the presence of a written training curriculum and capstone experience, which is an assignment or project given to each participant that they must complete to demonstrate achievement of their assignment as well as showcase the skills and knowledge they gained from their participation.

Overall, both companies and HEIs largely provide orientation and supervisors to their trainees. However, only half of HEIs and all the companies audited provide professional development to their supervisors. HEIs provide a written curriculum and capstone experience for trainees at far higher rates than companies, likely because internships are part of the standard coursework in each education institution and are a required credit for graduation. As such, HEI training programmes are given more of a structure regarding their content delivery via a written curriculum and a defined assessment at the close of the process, conducted through a culminating project.

TABLE 6 – TRAINING PROGRAMME ORIENTATION, SUPERVISION AND CONTENT

	Orientation Provided	Supervisor Provided	Professional Development Provided for Supervisor	Written Curriculum Provided	Capstone Experience Provided
All Institutions	80%	80%	73%	60%	47%
Companies	86%	71%	100%	14%	14%
HEIs	75%	88%	50%	100%	75%

3.2.4 Budget

All the institutions audited reported that they are self-funded except for Rwenzori Tourism Academy, which is completely privately funded. The 7 HEIs stated that they also receive public funding. Additionally, all institutions reported funding gaps in their training programmes except for Spear. Interestingly, none of the institutions could report their annual budgets in exact figures except for Clarke University, which operates its training programmes for US \$500,000 per year.

This finding begs the question of how large funding gaps really are for running training programmes, and what exactly requires additional funding to improve the institutional models within companies and HEIs. Moreover, if gaps already exist to operate these training programmes, adding additional fees for providing compensation (i.e. wages and stipends) to participants will likely further increase costs that both companies and HEIs are already unable to meet.

3.3 Work Readiness Skills

The audit established, via KIIs and FGDs, the type of soft skills taught to participants through the training programmes they attend. The skills identified for inclusion in the audit are broken down into three key areas, each with a sub-set of relevant skills that are critical in any sector and position to ensure an employee can succeed as a professional in the work place.

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

Professional Competencies

- 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

The skills identified above are based upon findings from a recent (2019) Skills Needs Assessment conducted prior to the audit. The list was derived following a series of in-depth interviews conducted with over 100 professionals and Ugandan and European businesses operating in Uganda, and is based on skill gaps the private sector has consistently identified in their current and potential employees. The list is aligned with international standards for soft and workplace readiness skills and represents the range of transferrable skills modern day employees need in the current economy.

Research studies within Uganda and globally, including from the European Union, have shown that employees who lack these skills often struggle to acquire or retain a job, and typically have extreme difficulty transitioning into different professional environments and positions over their career. Combating these challenges means that employee training programmes must focus on not just technical skilling, but also on the development of core workplace readiness skills that are the foundation for a lifetime of successful employment.

Overall, most institutions reported incorporating all of these skills in some way into their training programmes, though the intensity of the instruction likely varies widely. These results are detailed in Figure 4. Notably, institutions all reported work ethic, collaboration and teamwork, and managing time and resources as the most common skills provided to trainees through their programmes. The least developed skill was big-picture thinking, followed by respect for diversity, creativity and innovation, and career and life management.

On the whole, HEIs and companies reported in Figure 5 that they deliver soft skills in their training programmes at about the same rate. However, HEIs were more likely to provide skilling related to conflict resolution, respect for diversity and customer service at a much higher rate than companies. Companies, on the other hand, reported that they were more likely to deliver skills related to career and life management, continuous learning and adaptability, workplace safety and application of literacy, technical and numeracy skills.

These findings indicate that, while positively, all institutions are concerned with delivering soft skills to their trainees, they need help to expand and standardise this content to deliver it in an integrated way specific to their sector. Additionally, they require support to evaluate the skills development of their trainees to ensure they are adequately assessed on their understanding and uptake of these competencies following completion of their training programme.

Importantly, all the data in this section is self-reported by each institution and could not be independently verified via classroom observations (due to school closures and lockdown) or written curricula (as no institution provided it). Further assessment of each institution's delivery of soft skills would be useful to confirm the effectiveness and quality of the training provided, and to link those findings to the uptake of these critical skills among youth participating in skilling programmes.

FIGURE 4 – SKILLS PROVIDED BY ALL INSTITUTIONS

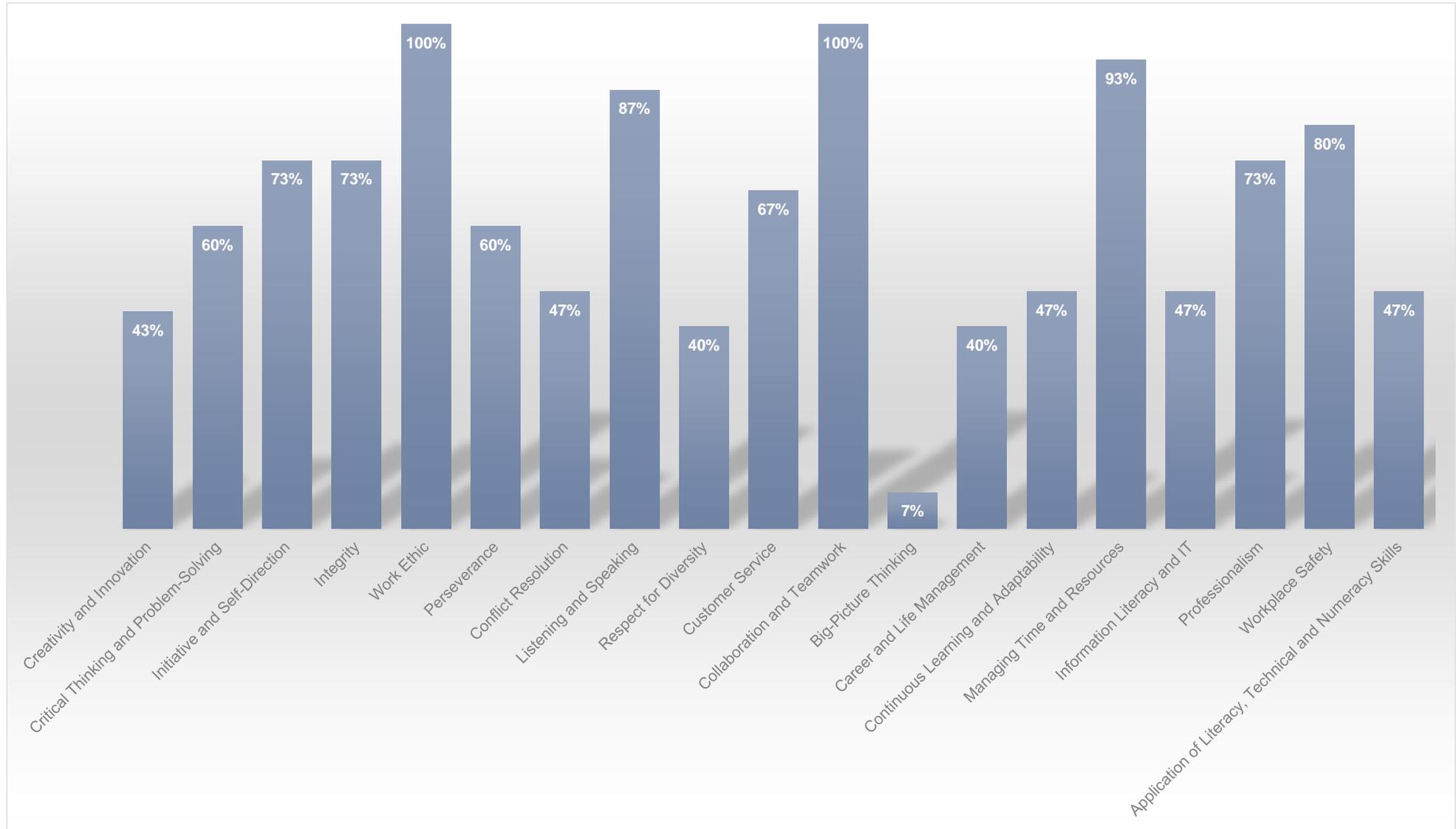
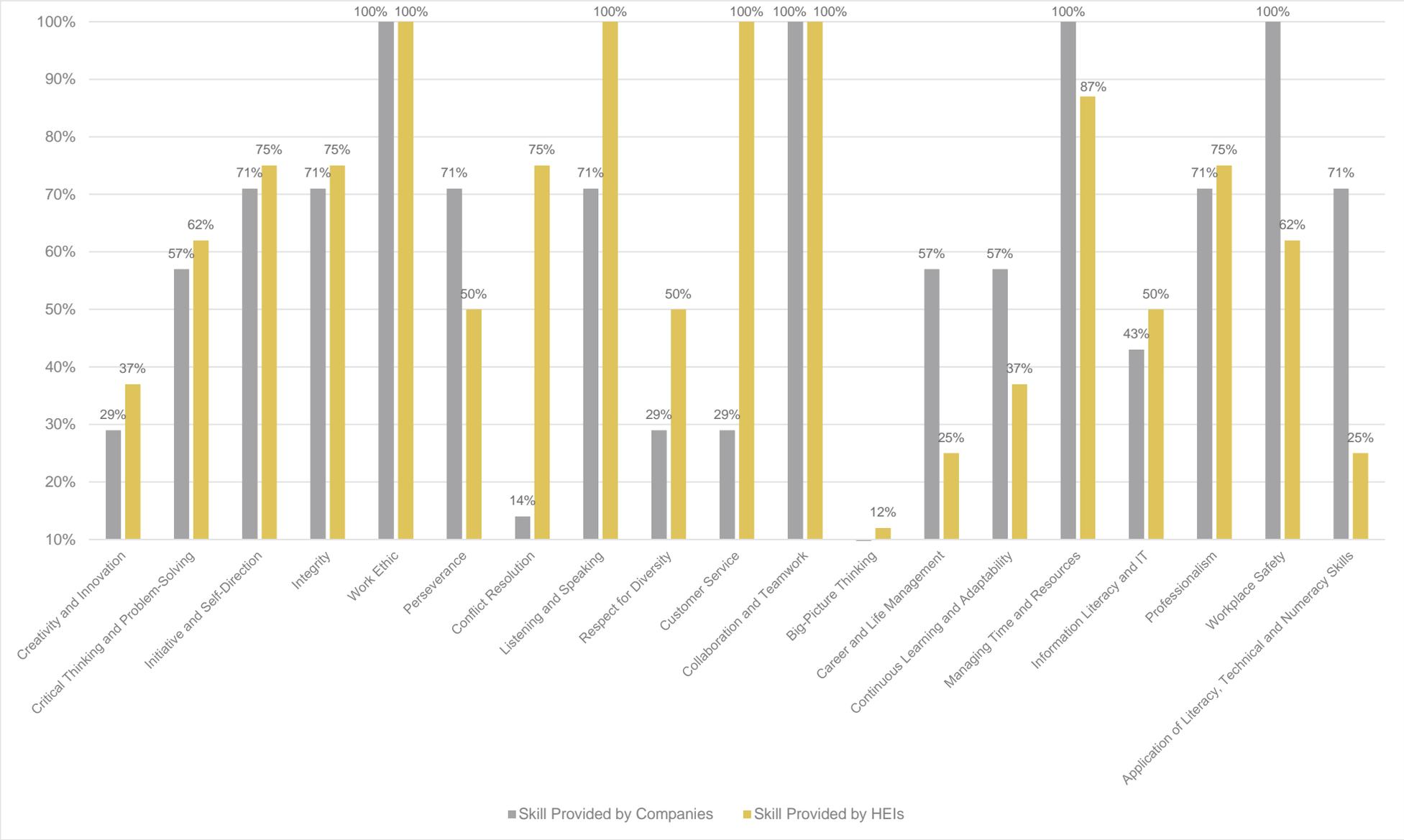


FIGURE 5 – SKILLS PROVIDED BY COMPANIES AND HEIS



4 AUDIT SUMMARY TABLES

This section presents summary findings for each of the audits conducted in selected HEIs and companies. Each summary table provides an:

- Overview of the training programme;
- The PQI scores for each indicator with a justification for the score;
- A programme snapshot of its goals, successes, challenges and structure;
- Overview of programme participants and supervisors;
- Summary of training content; and
- Details on the programme's funding.

These summaries are a brief reflection of the more detailed audit findings for each institution that are included as part of the annexes to this report. Audit findings for each HEI are included first, followed by those for each company.

These details are meant to offer specifics about the design, structure, delivery methods, content and management of successful training programmes currently being implemented in Uganda in order to feed into the design of the work readiness programme.

4.1 Audit Summary Tables for Higher Education Institutions

Audit Summary: Kyambogo University		
Type of Institution: Higher Education Institution (HEI)		Location of Institution: Kampala
Date of Audit: 20/3/2020		Place of Audit: Remote
Training Programme Sector(s): Engineering		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The engineering training programmes are aligned with national priorities because the manufacturing, construction and agriculture sectors are priority areas for government and they all use engineering services. Students get the necessary technical skills for their field and also some exposure to soft skill development. Students get educational opportunities within the training programme framework as well as in required internships. These opportunities, coupled with practical industrial training, give students a high chance of entering high-demand, high-wage work. Students benefit through the hands-on experience they gain, the contacts they make and the prospect of networking with professionals in their fields.
PQI 2: Training programme is aligned with system and employer needs	High	The institution keeps up-to-date with emerging trends within the engineering profession. The department looks for industry-relevant internship placements for students. Employers value students who come from Kyambogo because they are well-trained due to the industrial training they undergo. Companies benefit from hosting the interns because they use it as part of their Corporate Social Responsibility strategies. However, interns will only be employed by their host organisations if there are job openings and the demand for internships far exceeds the number of job opportunities within host organisations. This means the internship may be a 'dead end' for some students, although the training programme overall is not a dead end as many will find employment with other companies after graduation.
PQI3: Programme focuses on career readiness	High	The training programme is progressive and builds students' skills gradually, as evidenced by the first year industrial training that precedes the internship placement. Students are assessed and passed according to rigorous training programme standards and students who pass are awarded an industry-valued certification.
PQI4: Programme provides appropriate career transition experiences and skills	Moderate	The training programme requires students to participate in two internships during their course of study. In their second and third years, students undertake two 10-week internships at companies (both internships are equal to about five months). Students do not have the opportunity to showcase their skills through a capstone project other than the internship experience, although they do have the opportunity to practice their soft skills through a variety of group projects during the training programme.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	Staff are recruited based on their competencies and experience and are assumed to have knowledge to deliver the training programme. Senior staff train new recruits, but there is no set training content. The last continuous professional development (CPD) training was a workshop in 2018 or 2019 for junior academic staff, showing that CPDs are not very frequent. Staff development is mainly through self-initiative.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The university is public (government-owned). The government sponsors some students although most pay privately and most of the university's funding is generated through the private students' tuition. The funding is insufficient to meet all the needs of the training programme and efforts to increase student tuition are met with resistance/strikes from students. The interviewee did not have figures/estimates on the increase or decrease in funding and was unable to state the amount of additional funding that was required.

Programme Snapshot
Programme Goals: To support students to get practical skills which they can use to set up their enterprises or apply at the workplace.
Programme Successes: The programme is recognised and supported by management, the governing body and the University Council. This support enhances the programme's effectiveness as the required resources are allocated and released in a timely manner. In addition, since students begin with practical industrial training, they are better able to gain higher level skills at their internship placements. Their training makes them technically proficient which makes them very competitive when they enter the job market.
Programme Challenges: 1) There is high competition due to the limited number of placements on the programme; 2) Some industries have different requirements for interns (e.g. they may want interns for only 5 weeks which is less than what is required by Kyambogo's training programme, but due to competition there is no choice and students must obtain multiple placements in order to meet their programme requirements; 3) More funds are needed to make internship supervision more effective through more frequent supervision visits; 4) The government departments would be good placements for interns; however, there is a mismatch between the university's internship placement period and what would be the best time for interns to go to the departments and get the best, most beneficial experience.
Typical Programme Duration (in months): 36 months (for Bachelor's degree) or 24 months (for Diploma); both programmes require two one-semester internships
When in session, the programme is: Full-time
Brief Description of Training Programme Components/Typical Daily Schedule: In the first year, students attend lectures alongside practical industrial training. When students go to their internship placements, the schedule is determined by the company.
Certification Given: Yes Type of Certificate: Bachelor's Degree or Diploma Awarded by: Kyambogo University
Programme Participants and Supervisors
Minimum Entry Requirements for Participants: Bachelor's degree seekers must have taken science courses in secondary and achieved 2 principle passes in their Higher Secondary Certificate (HSC) exams to be accepted to the programme. Diploma seekers must have taken science courses in secondary school and achieved 1 principle pass in their HSC exams.
Average Number of Participants in a Programme Cohort: Unknown
When in Session, Programme Participants: Are unpaid while doing the training programme, but may receive a stipend during their internship placement which is at the discretion of the individual companies
Programme Orientation for Participants: Yes
Dedicated Supervisor(s) for Participants: Yes
Description of Supervisor's Roles: The programme supervisor looks out for internship opportunities for students, notes the number of potential placements available to students and allocates supervisors to visit the students during the internship. They also allocate supervisors when students find their own internship placements.
Professional Development for Supervisor(s): No

Training Content		
Written Training Curriculum: Yes		
Description of Training Content: The Engineering Department at Kyambogo develops the training curricula and keeps up-to-date with the relevant trends within the profession.		
Number and Duration of Capstone Experiences: 2 internships for an average of one semester (2.5 – 3 months) each		
Nature of Capstone Experiences: Students are placed in internships at relevant companies during their second and third year of study.		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Creativity and innovation	Listening and speaking	Continuous learning and adaptability
Critical thinking and problem-solving	Customer service skills	Managing time and resources
Initiative and self-direction	Collaboration and teamwork	Workplace safety
Work ethic		
Perseverance		
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (About 70% from private student tuition)	Receives government/public funding (About 30% from government)	Receives private funding (from African Development Bank)
Funding Gaps: Programme has funding gaps, but the interviewee could not specify the amount.		
Additional Notes		
The Engineering Bachelor's Degree training programme at Kyambogo University begins with an in-house, practical industrial training experience during the first year of study, followed by internship placements during both the second and third years. This structure allows for a lot of practical work and exposure for students. Most HEIs require only one internship, something often identified by them as a setback to the effectiveness of their training programmes. In this respect, Kyambogo stands out.		

Audit Summary: Makerere University		
Type of Institution: Higher Education Institution (HEI)		Location of Institution: Kampala
Date of Audit: 27/3/2020		Place of Audit: Remote
Training Programme Sector(s): Tourism/Hospitality		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programme trains students in the tourism sector which is aligned to economic and labour priorities and projected growth areas in Uganda. Students gain some soft skills during the programme although technical skills are more emphasised. Students get numerous educational opportunities through study tours and an internship that give them a better chance to enter high-growth, high-demand and high wage work. Students benefit from and value the internships they experience through the training programme.
PQI 2: Training programme is aligned with system and employer needs	High	The programme is fully aligned to current job profiles within the profession and the institution mostly attaches students to internships matching their profession. Students' employability after the training programme could not be fully confirmed as this is not being monitored by the institution, although some companies do offer employment to former interns. Employers value the interns sent by the training programme and request for students to come to their companies for internship.
PQI3: Programme focuses on career readiness	High	The training programme is well-sequenced, starting with theory and building to enhancing students' skills. It focuses on regularly refreshing skills, including soft skills. Instructional standards are built into the programme and students who pass are awarded an industry-valued certification.
PQI4: Programme provides appropriate career transition experiences and skills	Moderate	The training programme requires students to participate in one internship during their course of study, although it is not of a significant duration (6 months); the internship only lasts for 2 months. Students have the opportunity to showcase their skills through a capstone project, which is done in the form of a research project during their third year of study.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	The minimum qualification for educators is a Master's degree. Educators/instructors are not initially trained, but are briefed by their head of department before they start. At least 60% of instructors get the opportunity for professional development trainings which are relevant in sharpening their knowledge, giving them international exposure to best practices and helping them impart knowledge to students better. Educators have had at least 3 professional development opportunities in the last 2 years.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The university is public (government-owned). The government sponsors some students although most pay privately and most of the university's funding is generated through the private students' tuition. There has been a minimal 3% increase in funding available over the past 2 years. Funding is somewhat diversified as it comes from two sources (government funding and student tuition), but the programme has funding gaps.
Programme Snapshot		
Programme Goals: The university's goal is to be an excellent research and training institution in Uganda. They also aim to prepare students to ably compete in the work environment.		
Programme Successes: 1) The university has partnerships with other organisations/companies which helps place students in internship. Internships also give opportunities for Makerere to market its programmes by showcasing the quality of Makerere students to the various organisations where the students do their internship. This helps increase enrollment in Makerere's programmes. 2) Students are excited about placement and implementing theory in a real work environment.		
Programme Challenges: The internship period is short (only 8-10 weeks) which is inadequate for ample exposure. Moreover, students only experience one internship during the entire 3 year degree programme. It would be more effective if students had to do an internship each year.		

Typical Programme Duration (in months): 36 months (for Bachelor's degree) or 24 months (for Diploma); both programmes require a 2 – 2.5 month internship, usually done between May and August		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: During the training programme, students primarily attend lectures. When students go to their internship placements, the schedule is determined by the company.		
Certification Given: Yes Type of Certificate: Bachelor's Degree or Diploma Awarded by: Makerere University		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Bachelor's degree seekers must have achieved 3 principle passes in their Higher Secondary Certificate (HSC) exams to be accepted to the programme. Diploma seekers must have achieved 2 principle passes in their HSC exams.		
Average Number of Participants in a Programme Cohort: Unknown		
When in Session, Programme Participants: Are unpaid while doing the training programme, but may receive a stipend during their internship placement which is at the discretion of the individual companies		
Programme Orientation for Participants: Yes Length: One week internship programme orientation		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: Supervisors' roles are to coordinate the internship process. They identify opportunities for internships, give out internship application letters to the students, orient the students, follow up on the placement, do supervision checks while students are at their placements, help resolve any issues the students face during the internship and review the students' final internship report.		
Professional Development for Supervisor(s): Yes Description: Workshops, regional conferences		
Training Content		
Written Training Curriculum: Yes		
Description of Training Content: The department lecturers on the curriculum committee at Makerere University develop the training curricula.		
Number and Duration of Capstone Experiences: 1 internship for an average of 2 months		
Nature of Capstone Experiences: All 2 nd year students must participate in an internship. There is no minimum GPA required for this, but top performing students are allocated to specific requesting companies.		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Critical thinking and problem-solving	Conflict-resolution	Managing time and resources
Integrity	Listening and speaking	Information-literacy and IT skills
Work ethic	Respect for diversity	Professionalism
	Customer service skills	Workplace safety
	Collaboration and teamwork	

Programme Funding	
Annual Programme Budget: Unknown	
Funding Sources:	
Self-funding by institution/company (About 70% from private student tuition)	Receives government/public funding (About 30% from government)
Funding Gaps: Programme has funding gaps, but the interviewee could not specify the amount.	

Audit Summary: Makerere University Business School (MUBS)		
Type of Institution: Higher Education Institution (HEI)	Location of Institution: Kampala, Mbarara, Arua, Mbale, Jinja	
Date of Audit: 17/03/2020	Place of Audit: On-site	
Training Programme Sector(s): Marketing and International Business		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	Moderate	The programme is partially aligned with national economic and labour priorities as it trains students in marketing and international business which cuts across all of the government's high-priority sectors and projected growth areas such as construction, agribusiness and tourism. Students gain core technical skills and get to practice them in a real work environment at a required internship. They also gain soft skills by making presentations and taking courses like leadership and management. Soft skills are also built through career guidance and at the skills development centre. The training programme and internships are highly valued by students.
PQI 2: Training programme is aligned with system and employer needs	Moderate	The programme is fully aligned to current job profiles within the profession. MUBS tries to match students to relevant internships, but matching depends on what placements are available. This means that students may be matched to an internship relevant to their specific skills or may be placed in a more generalist internship. About 10% of students are retained by the organisations where they intern. This means the internship may be a 'dead end' for some students, although the training programme overall is not a dead end as many will find employment with other companies after graduation. Employers value student interns in business areas because they gain all around skills during the training programme.
PQI3: Programme focuses on career readiness	High	The training is appropriately sequenced with the first year providing the foundation of knowledge and building up to more advanced content in subsequent years. In addition to technical skills, the programme develops soft skills through its leadership programmes. Students are also free to attend the skills development programme that mainly targets 3 rd year students. The training programme meets the National Council for Higher Education programme and instructional standards. Students who meet these standards are awarded an industry-valued certification.

PQ14: Programme provides appropriate career transition experiences and skills	Low	The training programme requires students to participate in one internship during their course of study, although it is not of a significant duration (6 months); the internship only lasts for a maximum of 3 months. Students do not have the opportunity to showcase their skills through a capstone project other than the internship experience.
PQ15: Educators/Instructors/Trainers leading the programme receive “lifecycle” professional development	High	Induction is mandatory for the junior lecturers where they are required to sit in during the senior lecturers’ classes. However, induction is not mandatory when senior lecturers are recruited as they are assumed to have knowledge of delivering the training programme based on their experience. Many of the instructors have access to training opportunities as some are available at the university and others are sponsored by the university. Professional development is rigorous and helps the instructors to deliver on their jobs.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Most of the training programme’s funding comes from internally generated funds via student tuition fees. As the student numbers grow, so has the contribution from internally generated funds. In addition to this, government also contributes to funding the university, meaning funding is somewhat diversified and comes from 2 sources. Overall, however, funds are insufficient to run the training programme.
Programme Snapshot		
Programme Goals: The overall goal of the institution’s internship programme is to expose students to a professional setting.		
Programme Successes: 1) Feedback from the organisations where the students do their internship is mostly positive. Where job vacancies exist the students are retained and/or good recommendations are given to the students. 2) The skills the students gain at the internship can be applied in other organisations. 3) There has been a learning curve through the placements the students have undertaken which has helped the university continuously improve the programme.		
Programme Challenges: 1) The university needs to do more in terms of identifying internship opportunities for the students, but there is a lot of competition from other institutes of higher learning; 2) The cost of supervising students is very high and ways to bring this down need to be explored; 3) Students not sponsored by government are not supported during the internship (receiving transport or food). During the early years of internship, a fee for internships was part of the tuition and this would be given to the student at the time of the internship, but this became difficult to administer and was stopped; 4) The internship programme is too short; 5) Government needs to evolve based on the current demands in society – government organisations are not evolving to encourage critical skills like negotiation, critical thinking, etc.; 6) Some female students face harassment. If this is identified early, the student may be placed in another internship and allocated a different supervisor. Some students undertake more than one internship in circumstances like these.		
Typical Programme Duration (in months): 36 months (for Bachelor’s degree) or 24 months (for Diploma); both programmes require a 2 – 3 month internship		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: During the training programme, students primarily attend lectures. When students go to their internship placements, the schedule is determined by the company.		
Certification Given: Yes Type of Certificate: Bachelor’s Degree or Diploma Awarded by: For Diploma, MUBS; for Degree, Makerere University		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Bachelor’s degree seekers must have achieved 3 principle passes in their Higher Secondary Certificate (HSC) exams to be accepted to the programme. Diploma seekers must have achieved 2 principle passes in their HSC exams.		
Average Number of Participants in a Programme Cohort: Unknown		
When in Session, Programme Participants: Are unpaid while doing the training programme, but may receive a stipend during their internship placement which is at the discretion of the individual companies		
Programme Orientation for Participants: Yes Length: Half day internship programme orientation		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor’s Roles: The supervisor’s roles include assigning students to internships based on their area of specialisation, briefing students before they go for internship, meeting with the workplace supervisor, visiting the student at the workplace at least once during the internship, and administering the student assessment tool.		
Professional Development for Supervisor(s): Yes		

Training Content		
Written Training Curriculum: Yes		
Description of Training Content: The department lecturers on the curriculum committee at MUBS develop the training curricula.		
Number and Duration of Capstone Experiences: 1 internship for an average of 2 – 3 months		
Nature of Capstone Experiences: Students are placed in internships at relevant companies during their second year of study.		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Creativity and innovation	Conflict-resolution	Managing time and resources
Critical thinking and problem-solving	Listening and speaking	Information-literacy and IT skills
Initiative and self-direction	Customer service skills	Professionalism
Integrity	Collaboration and teamwork	
Work ethic		
Programme Funding		
Annual Programme Budget:		
Funding Sources:		
Self-funding by institution/company (About 70% from private student tuition)	Receives government/public funding (About 30% from government)	
Funding Gaps: Programme has funding gaps, but the interviewee could not specify the amount		
Additional Notes		
MUBS has a skills development centre where students are free to attend advertised sessions that build interpersonal and soft skills that are not part of the university curriculum. A site visit was done for this audit, but it was not possible to do a classroom observation or focus group discussion because the students were out of class attending a job fair at the time.		

Audit Summary: Mountains of the Moon University (MMU)		
Type of Institution: Higher Education Institution (HEI)	Location of Institution: Fort Portal	
Date of Audit: 2/04/2020	Place of Audit: Remote	
Training Programme Sector(s): Tourism		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programme trains students in the tourism sector which is aligned to economic and labour priorities and projected growth areas in Uganda. MMU focuses more on the technical skills, rather than soft skills, when instructing students. The content students receive is adequate to enable them to enter high-demand, high-wage work. The internships students engage in expose them to real-life work situations and the practical skills needed to join the labour force or start their own businesses. Students benefit through exposure and networks, gaining practical skills and opportunities for jobs.
PQI 2: Training programme is aligned with system and employer needs	High	The programme is fully aligned to current job profiles within the tourism profession. Students are matched to internships which match their course of study. Employers value the interns from MMU and send MMU adverts for internship vacancies. Students' employability after the training programme could not be fully confirmed as this is not being monitored by the institution.
PQI3: Programme focuses on career readiness	High	The training programme is progressive, beginning by providing students with a foundation of knowledge and building up to more advanced concepts. There is no particular focus on soft skills, but students participate in group assignments, group projects and classroom presentations which are assumed to build their soft skills. Instructional standards are built into the programme and students who pass are awarded an industry-valued certification.
PQI4: Programme provides appropriate career transition experiences and skills	Moderate	The training programme requires students to participate in two internships during their course of study. In their first and second years, students undertake two 8-10 week internships at companies (both internships are equal to four or five months). Students do not have the opportunity to showcase their skills through a capstone project other than the internship experience, although they do have the opportunity to practice their soft skills through a variety of group projects during the training programme.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	Many instructors are highly knowledgeable, but they do not receive induction training for delivering the training programme. Staff do have access to mandatory training funded by the Netherlands, South Korea, China and the UK that has enabled them to upscale their knowledge.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	MMU began as a community university but was taken over by the government in 2019 which has meant a decrease in the financial contributions from MMU. The government now contributes about 50% of funds available. The remaining funds come from a combination of donations, grants and student tuition. MMU is still growing with the student and staff numbers increasing. Investments still need to be made in infrastructure, equipment and staff wages, etc., but there are funding gaps.

Programme Snapshot
Programme Goals: The goal of the internship programme is to groom a practically skilled graduate who meets the requirements of the workplace. Student internship is one of MMU's pillars, alongside research and teaching.
Programme Successes: 1) Internships have exposed current and future students to a pool of potential employers and the university to future potential internship relationships. 2) The university keeps close ties with the companies and several of them request for MMU graduates when they have vacancies. 3) Companies give the university feedback about the internship programme which helps them identify areas where they can improve and identify future areas for research.
Programme Challenges: 1) The internship is costly for the students, especially when the internship location is far from where the students reside and where accommodation is not provided by the company. 2) Some host organisations exploit the interns and make them work long hours. 3) The process of getting internships (the pre-placement work, supervision, etc.) is tedious for the university and requires more resources. The cost of supervising interns is extremely high, especially when students get placements outside of the areas surrounding MMU. 4) The COVID-19 pandemic has interrupted the pre-placement process and there will be a lot of catching up to do when it resumes.
Typical Programme Duration (in months): 36 months (for Bachelor's degree) or 24 months (for Diploma); both programmes require two 2 – 2.5 month internships
When in session, the programme is: Full-time
Brief Description of Training Programme Components/Typical Daily Schedule: During the training programme, students primarily attend lectures. When students go to their internship placements, the schedule is determined by the company.
Certification Given: Yes Type of Certificate: Bachelor's Degree or Diploma Awarded by: Mountains of the Moon University
Programme Participants and Supervisors
Minimum Entry Requirements for Participants: Bachelor's degree seekers must have achieved 2 principle passes in their Higher Secondary Certificate (HSC) exams and 5 credits at O'level to be accepted to the programme. Diploma seekers must have achieved 1 principle pass in their HSC exams and 3 credits at O'level.
Average Number of Participants in a Programme Cohort: Unknown
When in Session, Programme Participants: Are unpaid
Programme Orientation for Participants: Yes Length: One or two-day internship programme orientation
Dedicated Supervisor(s) for Participants: Yes
Description of Supervisor's Roles: Intern supervisors participate in the pre-placement, placement and evaluation phases of the internship process.
Professional Development for Supervisor(s): No
Training Content
Written Training Curriculum: Yes
Description of Training Content: The department lecturers at Mountains of the Moon University develop the training curricula.
Number and Duration of Capstone Experiences: 2 internships for an average of 2 – 2.5 months each
Nature of Capstone Experiences: Students are placed in internships at relevant companies during their first and second year of study.

Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Initiative and self-direction	Conflict-resolution	Managing time and resources
Integrity	Listening and speaking	Workplace safety
Work ethic	Respect for diversity	
	Customer service skills	
	Collaboration and teamwork	
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (About 67% from private student tuition)	Receives government/public funding (About 42% from government)	Receives private funding (About 25% from donations and grants)
Funding Gaps: Programme has funding gaps, but the interviewee could not specify the amount. The interview did specify that funding is needed for infrastructure development, equipment and staff wages.		
Additional Notes		
During tourist season, students are very busy because tourist companies employ them temporarily to help manage the large numbers of tourists who need tour guides.		

Audit Summary: Nkumba University		
Type of Institution: Higher Education Institution (HEI)	Location of Institution: Entebbe	
Date of Audit: 27/03/2020	Place of Audit: Remote	
Training Programme Sector(s): Manufacturing, Agri-business		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programme trains students in the manufacturing and agri-business sectors which are aligned to economic and labour priorities and projected growth areas in Uganda. The focus is more on the technical skills, rather than soft skills, when instructing students. However, numerous educational opportunities through teaching and an internship equip students to compete for high-growth, high-demand and high-wage work. Students value their internship experience as an opportunity to convert theory into real work experiences, learn new skills, get an opportunity for future employment, showcase their abilities, and build networks.

PQ1 2: Training programme is aligned with system and employer needs	High	The programme is fully aligned to current job profiles within the profession and is up-to-date with current digital and technology trends. Students are placed in internships which match their course of study and future career preference. Employers value students who are trained in the programme, demonstrated by repeated requests for student interns each year. Students' employability after the training programme could not be fully confirmed as this is not being monitored by the institution, although some companies do offer employment to former interns.
PQ13: Programme focuses on career readiness	High	The training programme is well-sequenced and gradually builds students' skills over time. The programme is biased towards core technical skills and there isn't a particular focus on soft skill development. The curriculum is aligned to Ministry of Education and National Council for Higher Education regulation. Success is measured through individual and group assessments based on continuous student assessment, field assessments, an internship report, and company assessment. Students who pass these assessments are awarded an industry-valued certification.
PQ14: Programme provides appropriate career transition experiences and skills	Low	The training programme requires students to participate in one internship during their course of study, although it is not of a significant duration (6 months); the internship only lasts for 3 months. Students do not have the opportunity to showcase their skills through a capstone project other than the internship experience.
PQ15: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Low	Many instructors are highly knowledgeable, but they do not receive induction training for delivering the training programme. There is limited professional development for instructors and no known professional development in the last 2 years.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The university is entirely funded by student tuition fees, meaning that although Nkumba University has full control of its resources, they are not diversified and the training programme has a funding gap.
Programme Snapshot		
Programme Goals: The goal of the training programme is to impart critical skills to students so they can gain relevant experience.		
Programme Successes: The success of the training programme's internship programme can be seen in terms of students learning new skills, students acquiring work experience rather than only receiving lectures, students learning ethics and team dynamics and being exposed to a real work environment.		
Programme Challenges: Students are sometimes not fully supported during the internship due to limited resources. Some students are unable to pay for transport to their internships during the entire internship period. They sometimes fail to go to their company of choice due to far distances and have to change their placement to a less favorable or less relevant company that is closer to their residence.		
Typical Programme Duration (in months): 36 months (for Bachelor's degree) or 24 months (for Diploma); both programmes require a 3 month internship		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: During the training programme, students primarily attend lectures. When students go to their internship placements, the schedule is determined by the company.		
Certification Given: Yes Type of Certificate: Bachelor's Degree or Diploma Awarded by: Nkumba University		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Bachelor's degree seekers must have achieved 2 principle passes in their Higher Secondary Certificate (HSC) exams to be accepted to the programme. Diploma seekers must have achieved 1 principle pass in their HSC exams.		
Average Number of Participants in a Programme Cohort: Unknown		
When in Session, Programme Participants: Are unpaid while doing the training programme, but may receive a stipend during their internship placement which is at the discretion of the individual companies.		
Programme Orientation for Participants: Yes Length: One week internship programme orientation		

Dedicated Supervisor(s) for Participants: Yes			
Description of Supervisor's Roles: The Internship Programme Coordinator arranges the internship timetable and directly handles all matters concerning student internships.			
Professional Development for Supervisor(s): No			
Training Content			
Written Training Curriculum: Yes			
Description of Training Content: The department lecturers at Nkumba University develop the training curricula.			
Number and Duration of Capstone Experiences: 1 internship for an average of 3 months			
Nature of Capstone Experiences: Students are placed in internships at relevant companies after completing their second year of study, irrespective of their GPA.			
Soft Skills Taught During Programme:			
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies	
Work ethic	Listening and speaking	Managing time	
	Customer service skills	IT skills	
	Collaboration and teamwork	Professionalism	
Programme Funding			
Annual Programme Budget: Unknown			
Funding Sources:			
<table border="1"> <tr> <td>Self-funding by institution/company (100% is from private student tuition)</td> </tr> </table>			Self-funding by institution/company (100% is from private student tuition)
Self-funding by institution/company (100% is from private student tuition)			
Funding Gaps: Programme has funding gaps, but the interviewee could not specify the amount.			

Audit Summary: Rwenzori Tourism Academy		
Type of Institution: Higher Education Institution (HEI)		Location of Institution: Rwenzori (Fort Portal) and Karamoja
Date of Audit: 27/3/2020		Place of Audit: Remote
Training Programme Sector(s): Hospitality/Tourism		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programme trains students in the hospitality/tourism sector which is aligned to economic and labour priorities and projected growth areas in Uganda. Youth participants highly value the training they receive from the programme, demonstrated by the high number of applicants who applied for the second cohort of the programme and those who still request for it to take on a new cohort. The programme equips students with many core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Youth in the programme have numerous opportunities to practice their technical and soft skills during the first month of training as well as in the subsequent 4 months of their hotel internship.
PQI 2: Training programme is aligned with system and employer needs	High	Students are trained according to skills that hotels have reported as being important for their workers to possess. The Academy also includes a mandatory 4-month internship as integral to the programme. On account of this practical experience and training from international tourism consultants, 99% of students find a job within 2 months of completing the programme, meaning it is not a 'dead-end' for them. Hotels where students find employment place high value on students who completed the Academy programme.
PQI3: Programme focuses on career readiness	High	The programme uses their own training curriculum called UQurim, which includes training students on technical and soft skills that hotels have deemed most important for workers to learn. Students are assessed by DIT and Makerere University assessors on their skills at the end of the programme. All students have an opportunity to get industry-valued certificates.
PQI4: Programme provides appropriate career transition experiences and skills	Moderate	In order to complete the programme, all students must complete a 4-month internship at a hotel. Although this does not meet the qualification of being of a significant duration (6 months), students do have the ability to gain an industry-valued certificate after completion. However, students do not have the opportunity to access a capstone experience.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Low	No professional development or initial training for trainers was mentioned during the audit. No mention of touch points or feedback was mentioned during the audit.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Low	The programme is entirely reliant on private donor funding. In the past, they have been funded by Enabel, Rena Foundation and Booking.com, meaning they have diversified funding. However, they get a low score for this indicator because funding is not sustainable and they currently cannot run programmes because they lack funding.
Programme Snapshot		
Programme Goals: The goal of the training programme is to skill youth who don't have jobs.		
Programme Successes: The Academy has a high completion rate and a lot of students get jobs after finishing the programme. Part of the reason for this is that some of the trainers are from Netherlands and have international information about working in a hotel. Once students are out looking for a job, they can go to international hotels because of their international experience. Many hotels have an appreciation for the Academy and value what students learn there.		

Programme Challenges: The programme is not continuous. It is now at a standstill because of a lack of funding.		
Typical Programme Duration (in months): 5 months (1 month training + 4 months internship)		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: For the first month, students attend daily training on different modules at one central hotel which has been rented out for training. They learn both theory and practical skills related to cooking, housekeeping, customer service and management. For the next four months, students are placed in hotels across the country to work. They are overseen by the staff at the hotel (either the kitchen department, housekeeping department or customer care department). Students sleep and eat at their hotel and work on hotel tasks throughout the week.		
Certification Given: Yes Type of Certificate: Practical Training Certificate in either Housekeeping, Cooking or Service Awarded by: DIT (Directorate Industrial Training)		
Type of Certificate: Management Certificate Awarded by: Makerere University		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: The Academy wants students to have at least secondary school qualifications, but there are some students who only completed primary school. Some students are also university students. The most important qualification is to have the interest in hospitality and the ability to communicate in English.		
Average Number of Participants in a Programme Cohort: 25-30 students per location (Rwenzori and Karamoja)		
When in Session, Programme Participants: Receive a stipend (Accommodation and meals)		
Programme Orientation for Participants: No		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: The Academy trainers also act as mentors and they check in with the student and their supervisor at the placement hotel weekly to find out how the internship is going.		
Professional Development for Supervisor(s): No		
Training Content		
Written Training Curriculum: Yes		
Description of Training Content: The curriculum includes modules on housekeeping, customer service and cooking as well as on management.		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Critical thinking and problem-solving	Conflict-resolution	Career and life-management skills
Initiative and self-direction	Listening and speaking	Continuous learning and adaptability
Integrity	Respect for diversity	Managing time and resources
Work ethic	Customer service skills	Professionalism
Perseverance	Collaboration and teamwork	Workplace safety
		Application of technical, literacy and numeracy skills to occupation

Programme Funding	
Annual Programme Budget: Unknown	
Funding Sources:	
Receives private funding (100% of budget)	
Funding Gaps: Programme has funding gaps (The entire programme is at a standstill because it currently lacks funding)	
Additional Notes	
<p>The wide-reaching internship possibilities made this training programme stand out. Students have an opportunity to intern in hotels of international standards all around Uganda and many find jobs after the programme because their skills and experiences are highly sought after by hotel employers. However, the programme is currently non-functional because it lacks funding from donors and it does not charge tuition fees to students.</p> <p>Quotes: "The students get motivated when they realise that the skills/principles they have learnt at the Academy are not in practice at their internship hotels and they can bring their knowledge to help improve them." - Paul Rwabwogo, Lead Facilitator and Mentor</p> <p>"Even more people were interested in joining the second cohort of the programme. We were overwhelmed by the interest and even now people are asking for the academy to start again." - Paul Rwabwogo, Lead Facilitator and Mentor</p> <p>"A benefit of the Academy programme is that it does not have a lot of infrastructure that must be built or maintained. Instead, we are relatively lean and are able to efficiently use donor money so that it gets directly to the beneficiary faster." - Paul Rwabwogo, Lead Facilitator and Mentor</p>	

Audit Summary: Uganda Safari Guides Association (USAGA)		
Type of Institution: Higher Education Institution (HEI)	Location of Institution: Nakawa, Kampala	
Date of Audit: 30/3/2020	Place of Audit: Remote	
Training Programme Sector(s): Tourism		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	Moderate	The short courses provide training to tour guides who work in the tourism sector which is aligned to economic and labour priorities and projected growth areas in Uganda. Different short courses equip trainees with different core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Trainees have some opportunities to practice their technical and soft skills throughout each short course. In this audit, it was not possible to ask trainees how much they value these short courses, so a judgement about this could not be made.
PQI 2: Training programme is aligned with system and employer needs	Moderate	Short courses are fully aligned to the skills and job profiles that tour guides in Uganda require. The majority of trainees are already involved in tour guiding and therefore the short courses help to strengthen their employability as they help them gain additional technical and soft skills, meaning they are not a 'dead end'. However, trainees do not have an opportunity to participate in an internship as part of the programme. In this audit, it was not possible to determine if these trainings are highly valued by employers.

PQI3: Programme focuses on career readiness	Moderate	At the time of the audit, the short training courses had not been appropriately sequenced into clearly defined and assessed levels yet – a process still being undertaken by USAGA, Directorate Industrial Training (DIT) and Uganda Tourism Board (UTB). Individual short courses are partially industry relevant and incorporate some of the necessary technical and soft skills, though this will likely improve when the courses are streamlined through the USAGA-DIT-UTB coordination process. At the time of the audit, trainees on the short courses did not have access to industry-valued certifications, though this is planned to change.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The short courses do not provide trainees with any internships where they can obtain career-related experiences or capstone experiences where they can showcase their soft skill development. However, it should be noted that many of the trainees are already working as tour guides and may not have need to participate in internships. However, for new, young tour guides, this experience is clearly missing from this HEI.
PQI5: Educators/Instructors/Trainers leading the programme receive “lifecycle” professional development	Low	USAGA does not have the capacity to provide professional development for trainers. They hope to engage trainers in a Training of Trainers (ToT) when they get funding from Enabel.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Low	Short courses are run depending on demand from USAGA members since their course fees fund the entire programme. USAGA does not have government or private funding anymore. This financial gap means they cannot run continuous training programmes or offer training programmes to under-resourced communities as they would like to.
Programme Snapshot		
Programme Goals: To empower members of the Uganda Safari Guides Association (USAGA) with enough knowledge so they can offer memorable and valuable services to tourists.		
Programme Successes: The guides offering tours in Uganda before 1998 used to be Kenyans and Tanzanians. However, now Ugandans can be the ones who take tourists around Uganda. This is one of the successes of the USAGA training courses. USAGA guides have even started exporting their services to Namibia, South Africa and Kenya.		
Programme Challenges: There has been a delay in the coordination with Uganda Tourist Board (UTB) and Directorate of Industrial Training (DIT) to streamline the training courses into levels (Bronze, Silver and Gold) with corresponding assessments for industry-relevant certificates. This coordination process is almost complete and they almost have a complete training and assessment package. Another challenge is not having a higher level of guides who have become researchers so USAGA can produce their own training manuals and research books. This kind of development and innovation is what sustains the tourism industry, but USAGA members are currently not contributing to this.		
Typical Programme Duration (in months): Depends on the short course, but most last about 3 weeks with a maximum duration of 1 month		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: Depends on the training course, but most are skills-based, practical trainings conducted in the National Parks.		
Certification Given: No		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Enrollment in the short courses is open to both USAGA members as well as people who are thinking of becoming members. They have trained people with all levels of education – S4 and S6 certificates, university graduates, and master’s graduates. The main qualifications are an interest in the topic and the willingness to pay the course fee.		
Average Number of Participants in a Programme Cohort: Varies		
When in Session, Programme Participants: Are unpaid		

Programme Orientation for Participants: No		
Dedicated Supervisor(s) for Participants: No		
Description of Supervisor's Roles: N/A		
Professional Development for Supervisor(s): No		
Training Content		
Written Training Curriculum: Yes		
Description of Training Content: Each short course has its own training guide. Training content depends on the type of training, e.g. birding, geology, wildlife behaviour, cultural tourism, etc.		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Initiative and self-direction	Conflict-resolution	Professionalism
Integrity	Listening and speaking	Workplace safety
Work ethic	Respect for diversity	
Perseverance	Customer service skills	
	Collaboration and teamwork	
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget from participant course fees – on average 1,000,000 – 1,500,000 per short course.)		
Funding Gaps:		
Programme has funding gaps (Running trainings are limited by participant demand and willingness/ability to pay short course fees)		

Audit Summary: Refactory		
Type of Institution: Higher Education Institution (HEI)		Location of Institution: Tank Hill Road, Muyenga, Kampala
Date of Audit: 13/3/2020		Place of Audit: On-site
Training Programme Sector(s): Information Technology (IT)		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programmes train students in IT which is aligned to economic and labour priorities and projected growth areas in Uganda. Youth participants highly value the training and certificate they receive from the training programmes. The programmes equip students with many core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Students in the programmes have opportunities to practice their technical and soft skills through work on a final project (Catalyst Programme) and by working on a real client's project (Bootcamp Programme).
PQI 2: Training programme is aligned with system and employer needs	High	Refactory consults industry partners to determine the skills they need their employees to possess and then builds the training programmes around teaching those skills. As a result, the programmes are highly valued by employers because students gain skills that they don't get from more traditional academic programmes. In Boot Camp's first cohort, 10 out of 12 students found employment meaning the programme is not a 'dead-end' for the majority of students. Neither Catalyst nor Bootcamp place students in external internships because most companies don't have structured internship programmes in place and Refactory cannot guarantee the quality of their experience. As such, the lack of internship experience does not detract from the overall High Score for this PQI.
PQI3: Programme focuses on career readiness	High	The Catalyst programme is sequenced in modules which address different technical skills (programming, software engineering) and soft skills (leadership, human-centred design). A written curriculum (trainer guide) is still in process, meaning that learning competencies have not all been clearly defined; however, the team is actively working to create a clear training curriculum. Students complete a final project which is rigorously assessed by a panel and all Catalyst students have an equal access to achieve an industry-valued certificate for participating in the Refactory programme.
PQI4: Programme provides appropriate career transition experiences and skills	Moderate	In the Catalyst programme, 100% of students have the opportunity to undertake and present a final project to showcase their skills. They do not have opportunities for other internship and apprenticeship opportunities. Only slightly more than half of Catalyst students get accepted into Bootcamp and have an opportunity to work on a 6-month project for a real client. Both the Catalyst final project and the Bootcamp client project are aligned to the training programmes.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	Facilitators have has some opportunities for professional development, but these opportunieis have been somewhat limited (only 1 in-person training and access to a virtual professional development platform).
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The programmes are primarily funded by external private funding (through NORAD). Clarke University also takes some of the funding burden by collecting Catalyst Programme participant tuition fees and by collecting contributions from Bootcamp company partners.

Programme Snapshot		
Programme Goals: The 5-year goal of the programme is to become an industry learning partner in technology/software engineering. They want to provide students with technology/engineering skills and training that employers highly value. Their big aspiration is to franchise the idea of Refactory to other parts of Uganda.		
Programme Successes: Working with industries to create a training programme that is beneficial to students and that employers in the technology/engineering sector highly value. In the past they had a challenge of recruiting the right facilitators for the Catalyst Programme. The open calls for instructors they were doing weren't working because they were mostly attracting academics. They solved the challenge by sourcing facilitators directly from industry so they now have facilitators who have experience working in the industry instead of from academia.		
Programme Challenges: They feel that the quality of students that they are getting should be better. They want students with more passion.		
Typical Programme Duration (in months): Catalyst Programme: 3 months / Bootcamp Programme: 6 months		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: In the Catalyst programme, students have four hours of class in the morning, break for lunch and then have two hours of meeting with the Technical Coach and to work on their final projects. / The schedule for the Bootcamp programme depends on the stage. In the first two months, students attend some lectures in the morning and then work on their client projects in the afternoon. In the last four months, students are seriously focused on their client projects. They have scrum meetings for 15 minutes in the morning to communicate their progress to the client and then proceed to work all day on their project. Sometimes they have meetings with their client on Friday afternoons as well.		
Certification Given: Yes	Type of Certificate: Programme participation certificate	Awarded by: Refactory/Clarke International University
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: In order to be accepted to the Catalyst programme, applicants must have demonstrable interest for what they do in terms of what they are reading/what they're exposing themselves to/websites they have created/etc. Refactory doesn't want people who are just looking for another certificate; they look for passion and then academic qualifications are a bonus.		
Average Number of Participants in a Programme Cohort: Catalyst Programme: 30 / Bootcamp Programme: 16 (4 students X 4 project teams)		
When in Session, Programme Participants: Are unpaid in the Catalyst Programme and must pay 750,000 UGX in programme fees Receive a stipend in the Bootcamp Programme of \$200 USD per month plus lunch		
Programme Orientation for Participants: Yes		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: In the Catalyst Programme, the Technical Coach meets with students to coach them for two hours every day in the afternoon. / In the Bootcamp Programme, project teams have an assigned advisor (Refactory staff member) who checks in with them and helps them solve project or internal challenges periodically.		
Professional Development for Supervisor(s): Yes Frequency: Once, so far Description: A trainer from the UK trained them on Adult Learning; they also have access to Linked In Learning from Microsoft.		
Training Content		
Written Training Curriculum: Yes, in progress but not completed as of March 2020		
Description of Training Content: In the Catalyst Programme, students learn through different modules. Technical training content includes programming, software engineering, Java Script and NoteJS. Non-technical training content includes leadership, emotional intelligence, community engagement, project management using Agile methodology, human-centred design, lean start-ups and the voice of the customer.		

Number and Duration of Capstone Experiences: 1 capstone experience for an average of 6 months in the Bootcamp Programme		
Nature of Capstone Experiences: In the Bootcamp programme, students work for 6 months in a project team on a project for a real client who has a real problem to solve. They start the programme by creating a Vision Scope document to explain what their project will achieve and then the team is assessed against this document at the end of the 6 months. They have daily or weekly check-in meetings with their client along the way.		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Creativity and innovation	Conflict-resolution	Big-picture thinking
Critical thinking and problem-solving	Listening and speaking	Career and life-management skills
Initiative and self-direction	Customer service skills	Continuous learning and adaptability
Integrity	Collaboration and teamwork	Managing time and resources
Work ethic		Information-literacy and IT skills
Perseverance		Professionalism
		Application of technical, literacy and numeracy skills to occupation
Programme Funding		
Annual Programme Budget: \$500,000 USD		
Funding Sources:		
Self-funding by institution/company	Receives private funding (NORAD)	
Funding Gaps: Programme has funding gaps (Estimated gap: \$500,000 USD)		
Additional Notes		
<p>Refactory was very impressive in terms of their focus on equipping students with relevant technical and soft skills that are in-demand in the technology and engineering sectors. Refactory has created programmes which go far beyond academic, theoretical learning and strive to give their students hands-on training and experience from real industry practitioners and by solving real-world problems. A classroom observation and a focus group discussion with 3 Bootcamp students were done during the on-site visit.</p> <p>Quotes: “The level of innovation in learning has not kept pace with the newest tools and the newest technologies. HEIs have been slow in catching up to that. We are trying to see how innovative we can be with the way students learn and teachers teach.” – Dr. Rose Clarke Nanyonga, Vice Chancellor, Clarke International University</p>		

4.2 Audit Summary Tables for Companies

Audit Summary: Fairway Hotel		
Type of Institution: Company		Location of Institution: Nakasero, Kampala
Date of Audit: 17/5/2020		Place of Audit: Remote
Internship Programme Sector(s): Hospitality/Tourism		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	All of the hotel operations follow international/local labour policies. The training programme falls under the tourism sector which is a high-growth area for the country and a sector from which it earns a lot of revenue. The tourism sector requires soft skills and these are highly emphasised during the training programme induction. The content is practical and progressive from the time the interns join the hotel until the time they leave, so it prepares them for future employment in hospitality. The interns value the training programme because they get the opportunity to intern at a big, reputable hotel.
PQI 2: Training programme is aligned with system and employer needs	High	The interns have no job descriptions; however, their training fits the needs of the different departments at Fairway Hotel. Very few of the students get employed by the hotel after the internship because Fairway has its core staff and the interns primarily fill in the gaps, especially when there are large events. However, since Fairway Hotel is a respected hotel, most interns find employment after their internship, meaning the internship programme is not a 'dead end' for them.
PQI3: Programme focuses on career readiness	Moderate	There is no set curriculum for the internship programme and thus no clear learning competencies/skill acquisition criteria. However, there is a training timetable that begins with housekeeping and is progressive and builds the students' skills gradually. Students are assessed at the end of the internship, graded and given a recommendation letter for future opportunities.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The internship does not provide interns with any capstone experiences where they can formally showcase their soft skill development. However, interns get an opportunity to showcase their soft skills as they move through the various departments at the hotel and begin interacting with guests. This especially happens when interns work in the hotel restaurant.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	There are no instructors specifically assigned to deliver the internship programme. As such, there is no induction training before hotel staff begin working with interns. Staff differ in their level of qualifications from certificates to diplomas and degree holders in hospitality. Fairway Hotel conducts continuous hospitality-related training for its staff. Some trainings are conducted internally while some have external trainers, like one recently held by Stanford University about customer care.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The funding for the training programme comes solely from Fairway Hotel. Due to rising costs, the percentage of business revenues dedicated to the internship programme has increased over the years, though the exact increase is unknown. Funding is not diversified since it comes only from the hotel, and the interviewee was unable to comment on whether the funding is sufficient for the programme's needs.

Programme Snapshot
Programme Goals: The goal of the internship programme is to equip students with skills in the various areas of hospitality management (stores, procurement, foods and beverages, etc.)
Programme Successes: When interns first come to the hotel, they only have the theory of what they have been taught in school and cannot do things practically such as place cutlery on a dining table professionally. By the time they leave the internship, it is easy to see the difference of what the internship has done for them in terms of the skills they possess.
Programme Challenges: What is not successful sometimes has to do with the interns themselves. Some are more interested in doing well at the internship while others do not fully exert themselves.
Typical Programme Duration (in months): 2- 3 months
When in session, the programme is: Full-time
Brief Description of Training Programme Components/Typical Daily Schedule: Interns engage in day-to-day tasks within different departments. Interns progress through the different departments, starting in housekeeping and progressing slowly to work in departments where they have more interaction with hotel guests, such as at the hotel restaurant.
Certification Given: No
Programme Participants and Supervisors
Minimum Entry Requirements for Participants: The intern must be enrolled in a catering, hospitality, tourism or similar course. The hotel normally takes interns from Jimmy Sekasi Catering Institute and YWCA and some from universities and other higher education institutions. The intern/training institution must have applied to the hotel and been accepted before they can begin the internship. The year of study is not important because some students may be seeking diplomas while others are seeking degrees, etc.
Average Number of Participants in a Programme Cohort: Unknown
When in Session, Programme Participants: Are unpaid, but receive lunch. They will be paid overtime if they work events that go beyond normal hours.
Programme Orientation for Participants: Yes Length: 2 days
Dedicated Supervisor(s) for Participants: No. There are no specific supervisors, but each department head oversees the interns while they are learning within their department. The Human Resources department is the overall coordinator for the internship programme and has overall responsibility/oversight over the interns.
Description of Supervisor's Roles: The selected department head oversees the interns while they are in their department.
Professional Development for Supervisor(s): Yes Frequency: No set frequency Description: Customer care
Training Content
Written Training Curriculum: No
Description of Training Content: N/A
Number and Duration of Capstone Experiences: 0
Nature of Capstone Experiences: N/A

Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Initiative and self-direction	Listening and speaking	Managing time and resources
Integrity	Respect for diversity	Workplace safety
Work ethic	Customer service skills	
	Collaboration and teamwork	
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget)		
Funding Gaps: Unknown		

Audit Summary: Kakira Sugar Limited		
Type of Institution: Company	Location of Institution: Jinja	
Date of Audit: 8/5/2020	Place of Audit: Remote	
Internship Programme Sector(s): Manufacturing, Agro-processing		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	This programme trains interns in the sector of manufacturing and agro-processing which is aligned to economic and labour priorities and projected growth areas in Uganda. Every year, the company receives more than 500 applicants to their training programme and every year they host 200 interns at the estate. During the internship, interns are equipped with a number of soft and technical skills that are sought after in the industry, however the programme does not touch on all the soft skills determined as important for 21 st century employees. The training programme gives participants numerous educational opportunities.
PQI 2: Training programme is aligned with system and employer needs	High	Students are assigned to departments according to their learning goals and are then given contracts that highlight the duties they are expected to carry out during the training period. Students who show good performance during the training programme are sought after by Kakira and will be offered employment when they finish school. Kakira allows students to be hands-on during the internship programme which gives them practical experience that is highly valued by employers. This gives those interns who are not hired by Kakira a good chance of employment with other companies in the future.

PQI3: Programme focuses on career readiness	Moderate	Kakira does not have a set curriculum in place; however, education institutes are expected to provide their students with learning objectives that they would like the company to fulfil. Kakira then works to meet their expectations. Students are expected to fill in a field attachment form every week where they document their learning experiences. Failure to submit this form will mean that their pay is docked. At the end of the training programme, students are provided with a Certificate of Field Attachment which they can present to future employers. Interns do not have the opportunity to earn an industry-valued certification from Kakira, but the internship contributes to the diplomas and degrees they are pursuing.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The internship does not provide interns with any capstone experiences where they can showcase their soft skill development.
PQI5: Educators/Instructors/Trainers leading the programme receive “lifecycle” professional development	High	Kakira has a training section that is headed by the Training Manager. The section has a training centre that is well-fitted to plan, organise and conduct trainings for staff development. Departments are expected to submit their training needs to the HR Manager on a yearly basis. In-house trainings, external trainings and foreign trainings are then provided to staff as needed.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Kakira funds 100% of its training programmes for both staff and students. The students' training programme has been running for more than 25 years while being solely funded by them. Although this means that Kakira is fully responsible and in charge of how funding is spent, funding is not diversified and there is a funding gap in the current programme.
Programme Snapshot		
Programme Goals: To give back to the community as the training programme is under the company's Cooperate Social Responsibility strategy.		
Programme Successes: 1) The training programme has been running for more than 25 years. 2) The General Manager and Management are very supportive of the programme. 3) Interns who have taken part in the Kakira training programme have a competitive advantage in the industry because of the training they receive. 4) Kakira offers up to 200 internships a year		
Programme Challenges: 1) The company is overwhelmed by the number of applications that they receive in year. 2) Education institutes do not prepare students well. For example, institutions are expected to come up with learning objectives for their students, but they do not always do so and the company is then unsure of how to help the students during the training programme. 3) Students are not well-prepared for the training. For example, they are expected to show up with their own protective gear but they don't and the company doesn't always have enough equipment for them. 4) The training programme is fully funded by the company and they feel like it is not enough. 5) Sometimes students are only interested in the pay they will receive and not their work and so they don't always do a good job.		
Typical Programme Duration (in months): 3 months		
When in session, the programme is: Full time		
Brief Description of Training Programme Components/Typical Daily Schedule: On a daily basis, interns come to work in their assigned department. They do not attend training sessions, but rather do the day-to-day work of the department where they are assigned. Interns typically work in departments such as the electrical, food, agriculture, horticulture, dairy, and finance departments.		
Certification Given: No		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Kakira offers internship opportunities to students pursuing a bachelor's degree, students who attend a vocational school or tertiary school, and also students who are in S6 vacation.		
Average Number of Participants in a Programme: 200 per year (The cohort from June-August has 120 and the cohort from December-February has 80)		
When in Session, Programme Participants: Earn a stipend		

Kakira has a pay scale for each of the internship groups that they host. Students pursuing a bachelor's degree earn 222,000 UGX a month; students in tertiary and vocational schools earn 168,000 UGX; students working to get certificates earn 145,000 UGX; and students in S6 vacation earn 122,000 UGX.		
Programme Orientation for Participants: Yes		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: The intern supervisor and the training manager work together. The intern supervisor oversees interns on a day-to day basis and submits reports to the training manager every week. The supervisors from the HEIs are required to visit their student interns twice during the internship period.		
Professional Development for Supervisor(s): Yes Frequency: Throughout the year Description: This depends on what kind of professional development the person has applied for at the beginning of the year.		
Training Content		
Written Training Curriculum: No		
Description of Training Content: N/A		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Critical thinking and problem-solving	Collaboration and teamwork	Career and life-management skills
Initiative and self-direction		Continuous learning and adaptability
Integrity		Managing time and resources
Work ethic		Professionalism
Perseverance		Workplace safety
		Application of technical skills to occupation
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget)		
Funding Gaps: Programme has funding gaps (Unknown amount)		
Additional Notes		
Quotes: "Many institutes only offer students theory and no skills, making the youth unemployable. The opportunity at Kakira gives them the work experience they need to work in the industry." – James Mutenyo, Training Manager		

Audit Summary: Matoke Tours		
Type of Institution: Company	Location of Institution: Kansanga, Kampala	
Date of Audit: 31/3/2020	Place of Audit: Remote	
Internship Programme Sector(s): Tourism		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The programmes train office interns and tour guides to work in the tourism sector which is aligned to economic and labour priorities and projected growth areas in Uganda. Youth participants, especially tour guide trainees, highly value the training they receive from the training programmes. The programmes equip interns/trainees with many core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Youth in the programmes have numerous opportunities to practice their technical and soft skills either through daily work doing hands-on tasks in the office or working directly with clients on tours.
PQI 2: Training programme is aligned with system and employer needs	High	Office interns are trained on vital skills needed in the reservations/accountability departments of tour guide companies. After the internship, Matoke Tours prefers to hire their office interns when employment is available. Tour guide trainees are trained on customer care and other skills needed to be an effective tour guide. As a result, Matoke Tours hires 60-70% of them when they are finished their training. Proving that the training is not a 'dead-end' and that other employers highly value the training programme, Matoke Tours actually finds that the trained tour guides are in high demand by other tour companies and they are not always available when Matoke Tours wants them.
PQI3: Programme focuses on career readiness	Moderate	There is no set training curriculum for either office interns or tour guide trainees. However, office interns are engaged every day in hands-on, practical tasks making reservations for clients and tour guide trainees get practical experience working with clients on tours. Skills are not formally assessed, but judging by how in-demand tour guide trainees are after their training, what they learn during the training is industry-relevant and matches the desired level of learning. Neither office interns nor tour guide trainees receive an industry-level certification.
PQI4: Programme provides appropriate career transition experiences and skills	Low	Neither office staff interns nor tour guide trainees seem to have any capstone experiences in which to showcase their soft skills.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	There is no initial training for senior tour guides or office staff to train them on how to work with interns/trainees. Some senior tour guides each year have access to First Aid training and they also have had cultural sensitivity training. Senior guides get verbal feedback after each trip with a tour guide trainee. They also have an opportunity to meet annually as senior guides to discuss successes and challenges.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Matoke Tours funds both the office staff intern programme and the tour guide training programme entirely on its own. Although this means that Matoke Tours is fully responsible and in charge of how funding is spent, funding is not diversified and the programmes are often underfunded and therefore inconsistently run.

Programme Snapshot
Programme Goals: The main goal is to find and train more tour guides and office staff that Matoke Tours can employ. Another goal is to give back to the tourism industry by helping to train tour guides.
Programme Successes: The people they train as tour guides are very busy and they are able to get jobs as tour guides in other companies. They don't have much negative feedback from their trainees.
Programme Challenges: They sometimes train tour guides and then rarely use them because they are in high demand. Some of the people they have trained are in demand and busy with other companies so Matoke Tours can't take advantage of their skills.
Typical Programme Duration (in months): Office staff internship: 3 months / Tour guide training: Starts with a 17-day tour, continues until trainee has been on enough trips with a senior tour guide and is determined to be capable of leading solo trips
When in session, the programme is: Full-time for office intern staff / According to trip schedules for tour guide trainees
Brief Description of Training Programme Components/Typical Daily Schedule: Office interns come to office 5 days a week and engage in normal office work under the supervision of the operations manager. They work on real client bookings to make reservations and manage client relations. / Tour guide trainees go on trips with clients and a senior tour guide. They work to ensure client satisfaction, manage some logistics and provide wildlife information. They are mimicking the job of the senior tour guide as best as they can, under his supervision.
Certification Given: No
Programme Participants and Supervisors
Minimum Entry Requirements for Participants: Most office interns come from universities as 3rd year students waiting for graduation. They typically have studied Tourism at university. / Tour guide trainees need to have a background of tourism or have done a guiding course. They should not be people without any tourism experience and it is preferred that they have actually studied a Bachelor's of Tourism at university.
Average Number of Participants in a Programme Cohort: Depends on funding available
When in Session, Programme Participants: Earn a stipend or are paid. Office interns receive a stipend between 150,000 – 200,000 UGX for transportation and lunch. Tour guide trainees receive a stipend of 500,000 UGX plus all trip expenses covered during their first 17-day trip. After that, they are paid \$40 USD per day for subsequent trips under senior guides.
Programme Orientation for Participants: No
Dedicated Supervisor(s) for Participants: Yes
Description of Supervisor's Roles: The office intern manager oversees their daily tasks and checks their work each day as they are communicating with clients and making reservations. / Senior tour guides oversee tour guide trainees during their trips to ensure they are acting appropriately, providing appropriate information to clients, etc.
Professional Development for Supervisor(s): Yes Frequency: Occasionally Description: Some have access to First Aid training, most have also had cultural sensitivity training)
Training Content
Written Training Curriculum: No
Description of Training Content: Office interns are trained on daily tasks of doing office work like communicating with clients and making reservations. Tour guide trainees are trained on customer satisfaction, managing trip logistics and wildlife information.
Number and Duration of Capstone Experiences: 0
Nature of Capstone Experiences: N/A

Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Critical thinking and problem-solving	Conflict-resolution	Career and life-management skills
Initiative and self-direction	Listening and speaking	Continuous learning and adaptability
Integrity	Respect for diversity	Managing time and resources
Work ethic	Customer service skills	Information-literacy and IT skills
Perseverance	Collaboration and teamwork	Professionalism
		Workplace safety
		Application of technical, literacy and numeracy skills to occupation
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget)		
Funding Gaps: Programme has funding gaps (Unknown amount)		
Additional Notes		
<p>Something impressive about Matoke Tours was how their programme's "challenge" is that they are unable to use the tour guides they have trained because they are so in demand by other companies. Although this presents a challenge for Matoke Tour's growth, it indicates that their trainees are highly sought after by other companies and their training is highly valued in the industry.</p> <p>Quotes: "Many of the interns/trainees come back and say "thank you" because they feel that they are what they are today because of what they learned from Matoke Tours." – Conny, Operations Manager</p> <p>"The biggest lesson I have learned from the last 10 years of working with interns– be patient when working with them. Some people are fast or slow learners, some are emotional and some don't even know how to turn on a computer. They are all different and you have to be patient with them." – Conny, Operations Manager</p>		

Audit Summary: Mukwano Industries		
Type of Institution: Company		Location of Institution: Kampala
Date of Audit: 2/5/2020		Place of Audit: Remote
Internship Programme Sector(s): Manufacturing, Agro-processing		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	This programme trains students in the sector of manufacturing and agro-processing which is aligned to economic and labour priorities and projected growth areas in Uganda. Students are equipped with a number of soft and technical skills that are sought after in the industry; however, the programme does not touch on all the soft skills determined as necessary for 21st century employees.
PQI 2: Training programme is aligned with system and employer needs	High	Mukwano only accepts students who are pursuing degrees in Engineering, Mechanics and Food Science. Students are assigned to departments according to their learning goals. The interns have no job descriptions; however, their training fits the needs of the different departments at Mukwano. The company gives students opportunities to have hands-on experiences which give them the skills development that they need. Students who perform well during the training programme are offered jobs at Mukwano when they finish school – the company employs up to 90% of the students who take part in their training programme. In this audit, it was not possible to determine if the internship programme is highly valued by other employers.
PQI3: Programme focuses on career readiness	Low	There is no curriculum in place and this audit did not uncover instructional standards that measure interns' competencies and skills throughout the programme. Interns do not have the opportunity to earn an industry-valued certification from Mukwano, but the internship contributes to the diplomas and degrees they are pursuing.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The internship does not provide interns with any capstone experiences where they can showcase their soft skill development.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	In July 2018, Mukwano received funding for the Skills Development Facility (SDF) training from PSFU and supported by the UN. The objective is to provide 20 trainings to staff according to needs identified by human resources. Some of these trainings include: client services, marketing skills and leadership skills. As of May 2020, 14 training have been conducted with the remaining 6 to be completed by end of 2020. However, there is no induction training before Mukwano staff begin working with interns, meaning that professional development is not geared towards training staff to relate with and oversee interns.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	The funding for the training programme comes solely from Mukwano Industries. Although this means that Mukwano is fully responsible and in charge of how funding is spent, funding is not diversified and there are gaps in the programme's funding.
Programme Snapshot		
Programme Goals: To give interns work experience		
Programme Successes: The interns are future employees of the company and up to 90% of them are given jobs at the end of the training programme.		
Programme Challenges: According to Mukwano, there is nothing unsuccessful about the programme.		
Typical Programme Duration (in months): 3 months		

When in session, the programme is: Full time		
Brief Description of Training Programme Components/Typical Daily Schedule: On a daily basis, interns come to work in their assigned department. They do not attend training sessions, but rather do the day-to-day work of the department where they are assigned.		
Certification Given: No		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: Mukwano offers internship opportunities to students who are pursuing a diploma or a degree in Engineering, Mechanics and Food Science, and to students who are pursuing CRAFT certificates.		
Average Number of Participants in a Programme : 20+		
When in Session, Programme Participants: Are unpaid		
Programme Orientation for Participants: Yes		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: The supervisor guides the interns on company policy and works hand-in-hand with their supervisor from the education institution to make sure their learning goals are achieved.		
Professional Development for Supervisor(s): Yes Frequency: Throughout the year Description: Training provided is as identified by human resources.		
Training Content		
Written Training Curriculum: No		
Description of Training Content: N/A		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Work ethic	Collaboration and teamwork	Career and life-management skills
Perseverance		Managing time and resources
		Professionalism
		Workplace safety
		Application of technical skills to occupation
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget)		
Funding Gaps: Programme has funding gaps (Unknown amount)		

Audit Summary: Roofings		
Type of Institution: Company		Location of Institution: Lubowa, Namanve, Bugolobi Industrial Area, Arua, Banda and Jinja
Date of Audit: 26/3/2020		Place of Audit: Remote
Internship Programme Sector(s): Manufacturing, Information Technology (IT)		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	High	The internship provides training to students who are studying to work in the industrial manufacturing and IT sectors which are aligned to economic and labour priorities and projected growth areas in Uganda. Internships equip students with some core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Interns have numerous opportunities to practice their technical and soft skills through daily work in their assigned department. In this audit, it was not possible to ask students how much they value these training courses, so a judgement about this could not be made.
PQI 2: Training programme is aligned with system and employer needs	Moderate	Students follow the job descriptions of employees working in their assigned department, meaning the work they do in the internship is fully aligned to company needs in their sector. However, the internship may be a dead-end for many interns since Roofings cannot absorb all of them for full-time employment, especially those who intern in the office-based departments (IT, audits, accounts). In this audit, it was not possible to determine if the internship programmes are highly valued by employers.
PQI3: Programme focuses on career readiness	Low	There is no training curriculum used in internship programme, since interns only engage in day-to-day work in their assigned departments. This audit did not uncover evidence of instructional standards measured through expected competencies or skills. Interns do not have the opportunity to receive an industry-valued certificate. However, it should be noted that the day-to-day work interns engage in gives them a taste of the industry and the core and technical skills they will need to work in it, which is valuable experience in its own right.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The internship does not provide interns with any capstone experiences where they can showcase their soft skill development.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	There is no initial training for staff or intern supervisors to train them on how to work with interns. Most staff have access to professional development training; however, these do not necessarily train them on how to support or relate to interns.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Roofings funds the internship programme entirely on its own. Although this means that Roofings is fully responsible and in charge of how funding is spent, funding is not diversified. They are able to meet all of the financial needs of the current internship programme, but they are unable to expand the programme as they may want without additional funding.
Programme Snapshot		
Programme Goals: Roofing's goal is to develop a strong bank of workers who can be recruited to work at Roofings, as well as help create a strong, skilled labour force that can serve the nation by producing quality products. They have a long-term goal to bring their internship programme to other places in the country, outside of Kampala.		
Programme Successes: Roofings feels that they are successful because they are doing something by having internships as part of their corporate social responsibility approach, even if it is not perfect. They are proud that they at least have a starting point from which to grow.		
Programme Challenges: They have not been able to reach all of the people in the country who might want to have an internship with them; they have only been able to reach people close to Kampala. They are continuously introducing new products in their product range, so they need to continuously train people on how to use them so occasional trainings in other parts of the country are not enough.		

Typical Programme Duration (in months): 2-3 months		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: Roofings hosts students for internships in industrial training as well as in their IT, accounts and auditing departments. On a daily basis, interns come to work in their assigned department. They do not attend training sessions, but rather do the day-to-day work of the department where they are assigned, including attending department meetings. They shadow people in the department and take part in the daily operations. They get to know everything about the various peoples' jobs in their department and they follow the job descriptions of the full-time staff to whom they work with each day. Interns typically work in the plant, factory and offices.		
Certification Given: No		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: They mainly take on people from technical schools and other institutions and universities (people in the process of earning certificates, diplomas, degrees, etc). Interns must also be able to cope with Roofings' high standards.		
Average Number of Participants in a Programme Cohort: They usually have about 100 interns at any given time.		
When in Session, Programme Participants: Receive a stipend Amount/benefits: They receive a stipend (unknown amount) to cater for their transportation and towards their upkeep. They also get meals and tea while at the internship.		
Programme Orientation for Participants: Yes Length: 1 week		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: Someone within each department is in charge of all of the interns in the department. All interns in the department report to that person and the supervisor is responsible for giving interns feedback and guidance.		
Professional Development for Supervisor(s): Yes Frequency: Unknown Description: Staff receive professional development training, but it is not necessarily related to engaging with or supervising interns.		
Training Content		
Written Training Curriculum: No		
Description of Training Content: There is no training content. Interns partake in the day-to-day operations of their assigned department. They do not take part in any training sessions that are specific to them as interns.		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Creativity and innovation	Listening and speaking	Career and life-management skills
Critical thinking and problem-solving	Collaboration and teamwork	Continuous learning and adaptability
Initiative and self-direction		Managing time and resources
Integrity		Information-literacy and IT skills
Work ethic		Professionalism
Perseverance		Workplace safety
		Application of technical, literacy and numeracy skills to occupation

Programme Funding	
Annual Programme Budget: Unknown	
Funding Sources:	
Self-funding by institution/company (100% of budget)	
Funding Gaps: Programme is fully funded as it currently exists, but has funding gaps in terms of their expansion goals.	
Additional Notes	
“People have been going abroad to learn how to use advanced technologies. At Roofings, we now have this advanced equipment and systems in Uganda. We are able to train 20 people to use it, spending the same amount of money as it would cost to send just one person abroad.” – Stuart Mwesigwa, Business Development	

Audit Summary: Spear Motors		
Type of Institution: Company	Location of Institution: Nakawa, Kampala	
Date of Audit: 26/3/2020	Place of Audit: Remote	
Training Programme Sector(s): Manufacturing		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	Moderate	The training programmes provide training to students who will work in the manufacturing sector which is aligned to economic and labour priorities and projected growth areas in Uganda. Both training programmes equip students with some core soft and technical skills, although they do not touch on all of the soft skills determined as crucial for 21st century employees. Trainees have some opportunities to practice their technical and soft skills throughout each training programme. In this audit, it was not possible to ask students how much they value these training courses, so a judgement about this could not be made.
PQI 2: Training programme is aligned with system and employer needs	Moderate	Students who enrol on these training programmes are usually already working in the vehicle mechanics field and are coming to upskill themselves. Therefore the training programmes help to strengthen their employability as they help them gain additional technical and soft skills. However, motor vehicle students are trained only on Mercedes Benz vehicles which are not common in Uganda. In this respect, the training programme may be a ‘dead end’ for some students who cannot find work with Mercedes Benz vehicles. Spear Motors, the leading supplier of Mercedes Benz in Uganda only employs 5% of the students. However, some students do internships in other relevant fields like water and furniture manufacturing.
PQI3: Programme focuses on career readiness	High	The training curriculum is developed by NCDC and all students take UNEB exams in order to gain an industry-valued certificate. The caveat to this is that the students who receive the certificate are trained to work only on Mercedes Benz vehicles, which is only partially industry-relevant.

PQ14: Programme provides appropriate career transition experiences and skills	High	All students must present a final project at the end of their programme to showcase the technical skills they learned. These projects are directly related to what they learned in the programme and during their internship.
PQ15: Educators/Instructors/Trainers leading the programme receive “lifecycle” professional development	High	All trainers receive training on motor vehicle technology, specific to Mercedes Benz. Sometimes a master trainer will get a more specialised training in Germany and come back to Spear Motors to train other instructors.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Spear Motors does not contribute any funding to the programmes – they are entirely funded by student tuition. This means funding can easily be reallocated according to the programme's needs and it is not reliant on public or private funding. However, it is not diversified because it comes from only one source (students who are willing and have the resources to pay). As of the audit, the programme was fully funded from student tuition.
Programme Snapshot		
Programme Goals: To skill youth		
Programme Successes: Many people who have come for their training courses have gone on to keep skilling themselves. Spear Motors has a partnership with Kyambogo University and many students continue there to get a Diploma in Mechanical Vehicle Engineering. Another success is that some students have been taken to Germany to work in Mercedes Benz (by their own initiative).		
Programme Challenges: The nature of the mechanical repairs students are being taught is only for Mercedes Benz vehicles. When students actually go out into work, there is a small market for their skills since there are not many Mercedes Benz vehicles in Uganda.		
Typical Programme Duration (in months): 24 months for Motor Vehicle Inspection Certificate Part 2 and 12 months for Automated Mechanics Certificate Part 2		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: Students are taught both theory and practical training at the Spear Motors compound. For 2 months of their programme, students intern at one of the three companies within the compound: Spear Motors, Wavah Water or GM Tumpeco (furniture fabrication). During the internship, students rotate through all different workshop stations within one company so they get experience working in all aspects of the company.		
Certification Given: Yes Type of Certificate: Motor Vehicle Inspection Certificate Part 2 or Automated Mechanics Certificate Part 2 Awarded by: National Council for Higher Education/UNEB		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: UCE (O Level certificate – completing S4)		
Average Number of Participants in a Programme Cohort: 80-100 students across both programmes per year		
When in Session, Programme Participants: Are unpaid		
Programme Orientation for Participants: Yes Length: 1 week		
Dedicated Supervisor(s) for Participants: Yes		
Description of Supervisor's Roles: During the school year, the instructors teach students theory and administer exams. During internship, they are in charge of the workshop stations where students are and supervise them. The instructors always know what is happening with the interns.		
Professional Development for Supervisor(s): Yes Description: All trainers receive training and a certificate on motor vehicle technology, specific to Mercedes Benz. Some trainers get specialised training in Germany and come back to train other Spear Motors instructors		

Training Content		
Written Training Curriculum: Yes		
Description of Training Content: It was developed by National Curriculum Development Centre (NCDC). It includes technical skills needed for working on Mercedes Benz vehicles as well as some soft skills like IT, business management and languages (English and Swahili).		
Number and Duration of Capstone Experiences: 1 capstone experience		
Nature of Capstone Experiences: A final project that students must develop and present to demonstrate the technical manufacturing skills they have learnt over the course of the programme.		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Creativity and innovation	Listening and speaking	Managing time and resources
Critical thinking and problem-solving	Collaboration and teamwork	Information-literacy and IT skills
Initiative and self-direction		Professionalism
Integrity		Workplace safety
Work ethic		Application of technical, literacy and numeracy skills to occupation
Perseverance		
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget from participant course fees – 800,000 UGX per term)		
Funding Gaps: Programme is fully funded		

Audit Summary: Ugachick		
Type of Institution: Company	Location of Institution: Magigye, Wakiso District	
Date of Audit: 02/04/2020	Place of Audit: Remote	
Internship Programme Sector(s): Agro-processing		
Programme Quality Indicator (PQI) Ratings		
Programme Quality Indicator	Rating	Justification
PQI 1: Programme is aligned to education and Industry/Labour Priorities	Moderate	Ugachick is a law-abiding company, satisfying the provisions laid out by various local and international policies. Agriculture is a key sector targeted by Uganda's economic policies and the operations of Ugachick support this. Soft skills are not emphasised during the internship, but interns have the opportunity to gain many relevant technical skills including value addition and agro processing. At the end of the programme, students are given letters of completion which they can show to prospective employers, something interns highly value.

PQI 2: Training programme is aligned with system and employer needs	High	Interns do not get job descriptions, however the training schedule interns experience is fully aligned to the profession. Interns benefit from the internship due to the high-quality and up-to-date skills they acquire from Ugachick, a leading player in the poultry industry. Employers value students who intern at Ugachick because they know interns will receive a full lifecycle training experience that shows them the poultry handling processes from beginning to end.
PQI3: Programme focuses on career readiness	Moderate	The training for the interns is appropriately sequenced and interns learn processes from beginning to end. The coursework is fully industry-relevant and industry-valued, reflecting mainly the core technical skills necessary for the occupation. The technical skills will depend on the department where the student is placed. No attention is placed on developing soft skills and soft skills are only learnt independently by interns, if at all. Interns do not have the opportunity to earn an industry-valued certification from Ugachick, but the internship contributes to the diplomas and degrees they are pursuing.
PQI4: Programme provides appropriate career transition experiences and skills	Low	The internship does not provide interns with any capstone experiences where they can showcase their soft skill development.
PQI5: Educators/Instructors/Trainers leading the programme receive "lifecycle" professional development	Moderate	There are no instructors specifically assigned to deliver the internship programme. As such, there is no induction training before Ugachick staff begin working with interns. The instructors have different qualifications depending on their area of expertise. Poultry technical staff continuously undergo professional development relevant to their department. Training is conducted by consultants and monthly by the more experienced staff, particularly those who have been sponsored by the company to travel overseas to learn new techniques.
PQ6: Adequate funding is leveraged to sustainably drive programme delivery	Moderate	Ugachick funds the internship programme entirely on its own. Although this means that Ugachick is fully responsible and in charge of how funding is spent, funding is not diversified.
Programme Snapshot		
Programme Goals: The internship training programme is aimed at enabling interns to translate what they have learnt in theory into practice and to enable them to acquire technical skills.		
Programme Successes: Ugachick's training is very comprehensive and well-rounded so interns who go through it are highly regarded and find it easy to get employment in similar industries.		
Programme Challenges: The interns sometimes see the internship as a step to passing their degree and not an opportunity to learn, grow and get skills. They therefore do not seek out as much knowledge as they would otherwise gain if they exerted themselves more. The HEIs need to prepare students to think of internships as more than just to pass exams.		
Typical Programme Duration (in months): The internships last for 2-3 months. Length depends on the requirements of the training institution where students come from.		
When in session, the programme is: Full-time		
Brief Description of Training Programme Components/Typical Daily Schedule: There is no typical daily schedule and will vary by the intern's training course requirements. For example, if the intern's training programme is science-based or related to animal health, they will learn about how carry out a post-mortem, bio security, vaccination, etc. If the student's training programme is for hatchery, they will be responsible for grading the eggs, setting the eggs on setter trays for incubation, culling, etc. In general, interns go through all the departments for their particular specialty so they can appreciate and understand what happens in a real work environment.		
Certification Given: No		
Programme Participants and Supervisors		
Minimum Entry Requirements for Participants: The company endeavors to take on interns whose training matches the company's operations like agricultural courses, animal health related courses, food science, and veterinary sciences. There are no minimum qualifications, but generally the interns taken on are from universities or technical colleges. The year of study will be determined by the HEI, but are usually second year students.		
Average Number of Participants in a Programme Cohort: Unknown		

When in Session, Programme Participants: Are unpaid but receive lunch and medical coverage		
Programme Orientation for Participants: Yes		
Dedicated Supervisor(s) for Participants: No		
Description of Supervisor's Roles: There are no specific supervisors, but people in each department oversee the interns while they are learning within their department.		
Professional Development for Supervisor(s): Yes Frequency: At least once a month		
Training Content		
Written Training Curriculum: No		
Description of Training Content: N/A		
Number and Duration of Capstone Experiences: 0		
Nature of Capstone Experiences: N/A		
Soft Skills Taught During Programme:		
Personal Qualities and Abilities	Interpersonal Skills	Professional Competencies
Work ethic	Collaboration and teamwork	Managing time and resources
	Listening and speaking	Continuous learning and adaptability
		Workplace safety
Programme Funding		
Annual Programme Budget: Unknown		
Funding Sources:		
Self-funding by institution/company (100% of budget)		
Funding Gaps: Unknown		
Additional Notes		
Ugachick has a training programme for staff that takes place centrally every month and more frequently at departmental level. The training gives staff updates on better ways for doing their work so as to improve staff productivity, make them relevant, grow their careers and increase productivity. This professional development training is a win-win for the employer and the employee.		

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Headline Findings

Finding 1: HEI and company training programmes equally focus on career readiness and are aligned to industry priorities. But, HEI programmes offered credentialing for coursework, progressive content and capstone experiences, which company programmes did not. They also delivered a slightly wider range of career readiness and workplace training skills.

These results, however, are reflective of internship programmes that are delivered in short bursts and are largely directly unmanaged within host organisations by HEI staff themselves. Findings also showed that company programmes provide better professional development for their trainers and supervisors, and generate more adequate funding for their training programmes. In sum, it appears both HEI and company training programmes have room for improvement, and can learn something from one another.

Finding 2: Training programmes vary widely in timing, size and length across HEIs and companies.

These ranges indicate that both HEIs and companies face a variety of potential scale up and absorption challenges if they are to increase the number of trainees they take on per annum, as well as likely documentation issues for participants that must be addressed through improved record keeping.

The wide variety in the length of training programmes likely results in a range of experiences and content delivered to participants – with many receiving very little on-the-job instruction in the workplace over 1-3 months. Evidence shows that programmes of less than 6-9 months are not suitable to deliver quality instruction and training, meaning that institutions must rethink their approach to internships to ensure participants receive the exposure they require to adequately grow and hone quality technical and soft skills.

The full-time training programmes offered to participants do demonstrate a positive commitment, however, allowing trainees to focus all their efforts on developing their skills in a real working environment. This finding can be built upon going forward.

Finding 3: Programmes are accessible to youth who have a secondary level education, but the majority are unpaid and do not certify their trainees.

Overall, most institutions are quite clear regarding the necessary credentials participants must have to attend their training programmes, which largely hinge on participants having a secondary level education.

Yet, the majority of programmes are unpaid, indicating that little monetary value is placed on the time participants spend interning or attending a training programme. This could be a result of limited resources on the part of host organisations to finance compensation packages, or a desire to limit financial investments in youth who are largely not qualified for the job. If training programmes are to become more professionalised, providing a package of compensation in the form of wages and stipends will be a critical factor in standardising initiatives across a range of sectors and host organisations, and will likely require a substantial investment of capital to support companies to gradually assume these fees.

Most institutions do not offer any certification for their training programme to participants. Yet, certification is critical to professionalise and standardise the content offered in training programmes – specifically regarding soft, workplace readiness skills – and should be provided to participants undertaking accredited training or internship programmes. While technical skills are difficult to certify using a uniform standard (given that they vary across sector and across jobs within a sector), it is possible to assess and certify the acquisition of a set of key soft skills in trainees using a standardised set of metrics. Given the gaps identified by employers around specific sets of soft skills, developing an assessment and certification process for this component of future skilling programmes is critical.

Finding 4: Most institutions provide orientation and supervision for their trainees, but few companies provide a written curriculum or capstone experience.

Overall, both companies and HEIs largely provide orientation and supervisors to their trainees. However, only half of HEIs and all the companies audited provide professional development to their supervisors. HEIs provide a written curriculum and capstone experience for trainees at far higher rates than companies, likely because internships are part of the standard coursework in each education institution and are a required credit for graduation. As such, HEI training programmes are given more of a structure regarding their content delivery via a written curriculum and a defined assessment at the close of the process, conducted through a culminating project.

Finding 5: All institutions have funding gaps. But, most are not aware of their actual annual budgets, making it difficult to identify what resources they need to improve their training programmes.

Nearly all the institutions audited reported that they are self-funded and have funding gaps in their training programmes. Interestingly, none of the institutions except one knew their annual budget. This finding begs the question of how large funding gaps really are for running training programmes, and what exactly requires additional funding to improve the institutional models within companies and HEIs. Moreover, if gaps already exist to operate these training programmes, adding additional fees for providing compensation (i.e. wages and stipends) to training participants will likely further increase costs that both companies and HEIs are already unable to meet.

Finding 6: All institutions provide soft skilling during their training programmes. But, they need help to expand their offerings across the range of workplace readiness skills new employees require, and to standardise the content they deliver within each sector.

Overall, most institutions reported incorporating a range of soft skills in some way into their training programmes, though the intensity of the instruction likely varies widely. Notably, institutions all reported work ethic, collaboration and teamwork, and managing time and resources as the most common skills provided to trainees through their programmes. The least developed skill was big-picture thinking, followed by respect for diversity, creativity and innovation, and career and life management.

On the whole, HEIs and companies reported that they deliver soft skills in their training programmes at about the same rate. However, HEIs were more likely to provide skilling related to conflict resolution, respect for diversity and customer service at a much higher rate than companies. Companies, on the other hand, reported that they were more likely to deliver skills related to career and life management, continuous learning and adaptability, workplace safety and application of literacy, technical and numeracy skills.

These findings indicate that, while positively, all institutions are concerned with delivering soft skills to their trainees, they need help to expand and standardise this content to deliver it in an integrated way specific to their sector. Additionally, they require support to evaluate the skills development of their trainees to ensure they are adequately assessed on their understanding and uptake of these competencies following completion of their training programme. Further assessment of each institution's delivery of soft skills would be useful to confirm the effectiveness and quality of the training provided, and to link those findings to the uptake of these critical skills among youth participating in skilling programmes.

5.2 Implications for Designing the Work Readiness Programme

Findings from the audit indicate that HEIs and companies are striving to deliver effective training programming to youth in the country, though the content, duration and quality of these programmes varies widely. The design of the work readiness programme must take this into account and ensure above all that these elements are standardised in the programme that will eventually be delivered. Expanding the length and structure of soft skilling under the programme will go a long way in ensuring youth benefit from the training they receive, and better guarantee they are prepared for the work of work once they leave school or their internship.

HEIs and companies can work together to ensure that the skills and knowledge provided in education institutions is clearly aligned to industry needs and standards, and to the realities of Ugandan work places. Likewise, ensuring youth are placed in internships with clear structures, guidance, supervision and evaluation points will help to promote better outcomes from these skilling programmes, and help young workers gain the experience they need to be employable. Certification and accreditation are key to this process and should form a clear part of the work readiness programme that is designed – especially for a standardised set of soft skills.

Finally, the costs of delivering a longer training programme of at least 6 months, and financing the payment of wages and stipends for participants, will clearly present a challenge to the design and execution of the work readiness programme which must be addressed. Even if the new programme is to provide funding for the first round of internships, a scaffolded model whereby host organisations gradually assume the costs of financing their interns must be embedded in the programme for it to be sustainable. Host organisations must also buy into the model and believe that it is worth their time and effort to participate in. This is achievable as long as the programme is focused on providing quality content, appropriate training length and delivery mechanisms, supervised training, and a final assessment as confirmation that participants have mastered the skills required to be successful in the workplace.

ANNEXES

The annexes to this report are included as separate files due to their length and number. The first set of annexes includes the tools and protocol utilised for the audit. Specifically, these documents include:

1. Education Audit Protocol
2. Education Audit Summary Table
3. Education Audit Rubric
4. Education Audit Checklist
5. Education Audit FGD for Students and Interns
6. Classroom Lesson-Session Observation Tool
7. Quality Curriculum Assessment Tool

The second set of annexes includes the completed, detailed tools for each HEI and company audited. In each folder, the audit summary table, audit rubric and audit checklist are provided in full. The results from the FGD and classroom observations (when they were conducted) are included in the audit rubric evaluation and as separate files in the folders. The curriculum assessment tool was not completed for any institution, as they failed to produce any curricula for review.