**UGANDA RURAL DEVELOPMENT AND TRAINING INSTITUTE**

YOUNG AFRICA WORKS UGANDA

ACTIVITY REPORT ON YAW PARTNERS QUARTERLY MEETING

|  |  |
| --- | --- |
| **AREA/ Activity** | **INFORMATION** |
| **Date** | 12th December 2023 |
| **Venue** | Skyz Hotel Kampala |
| **Purpose** | * To participate in the Quarterly review meeting on the integration of Apprenticeship in programing organized by PSFU |
| **0utcome** | * 2 URDT-I staff articulate the integration of Apprenticeship in programing |
| **Key activities conducted** | * Participation in the meeting |
| **Results of the activity/Findings** | Cecilia, the PSFU Investment specialist, introduced Mr. Mutambi Enoch the skills specialist from the ministry of Gender Labor and Social Development**.**  Highlights from Mr. Mutambi presentation included the following  **Apprenticeship**  He defined Apprenticeship as a form of employment-based learning that takes place through a structured on the job learning and assessment for a whole set of competencies of a specific occupation.  **Rationale of the Apprenticeship**  Technical and vocational skills required in the labor market are often perceived to be a lower form of education. They are underdeveloped and have a low investment  The labor market experiences a shortage of technical and professional skills  **Why Apprenticeship**  Resolves the ‘No experiences, No job and No job, no work experience’ paradox  Cost effective form of skills education and training delivery  Facilitates quicker transitions to employment, matching skills supply to fast changing labor market needs and increasing productivity and sustainability of enterprises  Learning takes place with the latest facilities and qualified trainers  Resolves the skills mismatch: Employers develop the exact skills and talent they need for the present and the future important for hard to fill roles.  **Policy and legal framework**   * National Employment Policy,2011 * Employment Act, 2006 * SDGs 4(Inclusive and quality equitable education for lifelong learning) * NDP III * TVET Policy * UNAF,2018   **Rationale for the framework**   * Deliver outcomes both in terms of employment and skills development * Address skills shortage on sectoral basis * Promote partnership   The framework lays down the roles of each stake holder.  The key stakeholders include;   * Ministry of Gender, Labor and social development * Ministry of education and sports * The off -job training institutions * The employers * The apprentice   **Role of Ministry of Education and Sports**   * Accrediting training institutions to offer off-the job training * Quality assurance of the off the job training delivered by training organizations * Assessing and certifying apprentices * Developing regulations and guidelines about the implementation of the UVQF * Verifying training   **Role of the Off-the -Job Training Institutions**   * Delivering the designated training programme in a flexible manner to the agreed standards * Visiting the apprentice in the workplace * Complementing workplace training and close any identified gaps * Providing necessary guidance and counselling to the apprentices * Establishing linkages with the workplace trainers * Updating the log book in a timely manner   **Role of Ministry of Gender, Labor and Social development**   * Regulating the apprenticeship programs in Uganda * Social marketing and promotion of apprenticeships in partnership with key stakeholders in each sector * Liaising with the MoES to identify accredited training organizations to deliver the off the job training * Jointly undertaking the spot audits of workplaces with social partners to ensure that enterprise eligibility criteria, quality of training and apprenticeship contracts are correctly implemented * Acting on complaints associated with implementation of the apprenticeship scheme   **The roles of the Employers**   * Employing the apprentices * Paying a wage during the period of apprenticeship training * Nominating a workplace trainer responsible for the training of the apprentice * Supervising the workplace trainer * Attesting that the apprentice has reached the required skill level by signing the competency log book as skills are achieved   **The roles of the apprentices**   * Complying with the terms and conditions set out in the apprenticeship contract * Identifying workplaces accredited by MoES to offer training opportunities * Completing all the on and off the job training requirements * Filling in daily activities as per spelt out in the log book * Liaising with relevant social partners to raise any issues or concerns associated with the apprenticeship   **PSFU PRESENTATION**  One of the programs being implemented by PSFU is the Work Readiness Program (WRP)  This program is tailor made in a company learning programme for new employees and is about;   * Mentorship and coaching * Supervision by company supervisor/ contact officer * Periodic assessment over the WRP period of 6 months * Provision of salary to graduate employees for 6 months (80% based on company salary scale) * GPA insurance cover to graduates under the WRP for 6 months * Personal protective equipment * Soft skills training   **Highlights of their journey**  Come up with a curriculum  Mobilized graduates  Looked around for companies  Matching the graduates and the companies  Their achievements so far;  475 graduates taken up  58% rentation  Challenges and lesson learnt  Challenges  Large companies rarely have new vacancies, most staff stay until retirement  WRP preferred sectors mostly take on diploma and certificate holders  Failure for some companies to account on time  Lessons learnt  Continuous follow up to ensure application is submitted  Small companies are more willing to take on new recruits  Thorough due diligence needs to be done to ensure compliance to statutory obligations and other workplace laws  Obtain reputable companies through thorough due diligence to ensure compliance to statutory obligations and capacity to account on time  **CHALLENGES AND OPPORTUNITIES TO ADOPT APPRENTICESHIP**   * Mindset * Attitude * Duration of time * Opportunities * Certification * Job Opportunities   **CLOSING REMARKS FROM MELANIN**  Melanin expressed her appreciations and gratefulness to the team for what the Foundation achieved in 2023. Below are some of the achievements in 2023;   * 737,000 young people in work * Impact measurement was done * Safeguarding training which geared to creating a safer environment for all * EXCO visit * Documenting impact stories * 3 new partnerships contracted   Melani closed the meeting by wishing everyone a MERRY XMAS AND HAPPY NEW YEAR |
| **Emerging issues/**  **Key lesson** | * Once the youth have skills, transition is a walk over * Apprenticeship training is one of the pathways for improving employment outcomes * Inadequate skills are largely due to low levels of formal education attainment because of high school dropout rate but also acquiring skills which are not relevant * The youth transition to employment is blocked largely by inadequate technical skills and work experience * Youth unemployment and under employment are a serious issue in the country * The economy is facing low production because of semiskilled labor * The difference between apprenticeship and internship is that Internship is work exploitation, no assessment and its not structured whereas apprenticeship is structured with a curriculum, assessment and certification. * The major way to address skills mismatch is through Apprenticeship * Apprenticeship is a long-term training that takes a minimum of one year   EVERY PARTICIPANT WAS GIVEN A HAMPER COMPRISING PRODUCTS MADE BY THE YOUNG PEOPLE IN WORK |
| **Challenges and mitigation** | None |
| **Key actions/ Recommendations** | Timely response by the zonal leads to emails |

**Report submitted by: Approved by:**



**Mwenyango Betty Akinyi Prilla**

**MERL Officer Project Manager**

**03/01/2023 03/01/2023**