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LIST OF ACRONYMS

AfDB	African Development Bank
BIs	Benefiting Institutions
BSc.	Bachelor of Science
BU	Busitema University
GoU	Government of Uganda
GU	Gulu University
HEST	Higher Education Science and Technology Project
KYU	Kyambogo University
MAK	Makerere University Kampala
MUST	Mbarara university of Science and Technology
SRNL	Southern Range Nyanza Limited
S&T	Science and Technology
S/A	Science/Arts
UMA	Uganda Manufacturers Association
UMI	Uganda Management Institute
LU	Lira University
MUBS	Makerere University Business School
NGO	Non-Governmental Organization

EXECUTIVE SUMMARY

Uganda Manufacturers Association (UMA) is running an internship project under Higher Education, Science and Technology project. The Project is funded by African Development Bank (AfDB) in partnership with Government of Uganda (GoU), Ministry of Education, Science, Technology and Sports (MoESTS) and the nine Benefiting Institutions (BIs).

The main goal of the project is **to improve the skills of 2000 interns from nine Benefiting Institutions** (BIs) namely; Kyambogo University (KYU), Busitema University (BU), Makerere University (MAK), Gulu University (GU), Lira University (LU) which was a constituent college of GU that was made a University in 2016, Mbarara University of Science and Technology (MUST), Muni University (MU), Uganda Management Institute (UMI) and Makerere University Business School (MUBS). Ninety percent (90%) of the students to be placed in the respective companies should be offering Science and Technology Courses while ten percent (10%) should be offering Arts courses. The project helps interns to acquire skills required by employers in Uganda to enhance their opportunities of employment in the future.

Uganda management Institute, a degree awarding institution is one of the BIs and falls under the 10% portion of the Arts students in the Project. In the first year of the project implementation, UMI participated under the Pilot Project where nineteen (19) students were recommended and placed in the month of April.

In 2016, thirty-five (35) students i.e. 15 males and 20 females were recommended for the induction training program. There was a percentage increase of 84.21% between the number recommended in 2015 (19 students) and 2016 (35 students). Students underwent a two-day orientation program at the UMA Conference Hall.

As at 31st December 2016, 14 interns (77.77% of the target) had been placed for internship. Nine (9) students are not available for placement for several reasons that will be discussed later in chapter three but the placement process is still on going for the remaining twelve interns (34.28% of the total recommended) who have not yet been placed. The project expects to place these students before the arrival of the next cohort in June 2017. Placement for the 2016 cohort began in July and not June as was the case with other University because UMI students were inducted in June.

Among the various industrial sectors that took on interns in 2016, the Non-Government Services sector had the highest number of interns taken on i.e. four (4) interns, it was then followed by Construction materials and services sector which trained three (3) interns.

The status of recommended interns of both 2015 and 2016 cohorts as at 31st December 2016 is as follows:

- 54 students were recommended (35 in 2016 and 19 in 2015).
- 37 students were targeted to be placed (18 in 2016 and 19 in 2015).
- **36 students were skilled (17 in 2016 and 19 in 2015).**
- 33 students were placed (14 in 2016 and 19 in 2015).
- 4 interns were retained at their companies of training (2 in 2016 and 2 in 2015).
- 9 interns got employment in other companies (1 in 2016 and 8 in 2015).
- 4 interns were given extensions (all in 2016).
- 1 interns set up her own small businesses in 2015.
- 6 interns were not retained and therefore are still unemployed (4 in 2016 and 2 in 2015).
- 3 interns were working and were therefore not placed (all in 2016).
- 6 were not willing to do internship (all for 2016).
- 9 interns did not respond to the survey but had already interned (3 in 2016 and 6 in 2015).
- 12 interns are not placed for internship (all for 2016).

Alongside the respective hard skills in their various fields of study, interns attained soft skills which included interpersonal, communication, networking and management skills.

The Project experienced a few challenges in 2016, these included; complicated terms and conditions set by employers, students' negative attitude towards internship among others.

Coordinating together with the University, the project is targeting 19 interns to be placed in 2017. UMA-HEST Project therefore requests the University to recommend 35 students for the induction training in 2017.

UMI HEST INTERNSHIP SKILLS STATUS SUMMARY

STATUS OF INTERNS RECOMMENDED														
Total 2015 & 2016			2015 Interns Recommended - As At 31st DEC 2016						2016 Interns Recommended - As At 31st DEC 2016					
Status	Overall T.T	Overall %	Total	%	Male	%	Female	%	Total	%	Male	%	Female	%
Total Trained	55		19		8	42.11%	11	57.89%	36		16	42.86%	20	55.56%
Total Recommended after Training	54		19	100.00%	8	42.11%	11	57.89%	35	100.00%	15	42.86%	20	57.14%
HEST Target	37		19						18					
Total Interns Skilled (As of Target)	36	97.30%	19	100.00%	8	42.11%	11	57.89%	17	94.44%	8	47.06%	9	52.94%
Total Interns Skilled (As of Database)	36	66.67%	19	100.00%	8	42.11%	11	57.89%	17	48.57%	8	47.06%	9	52.94%
Total Interns Placed (As of Target)	33	89.19%	19	100.00%	8	42.11%	11	57.89%	14	77.78%	6	42.86%	8	57.14%
Total Interns Paid	33	89.19%	19	100.00%	8	42.11%	11	57.89%	14	77.78%	6	42.86%	8	57.14%
Working														
Employed but not Interned	3	5.56%	0	0.00%	0	0.00%	0	0.00%	3	8.57%	2	5.71%	1	2.86%
Retained in Internship company	4	7.41%	2	10.53%	1	5.26%	1	5.26%	2	5.71%	1	2.86%	1	2.86%
Employed elsewhere after Internship	9	16.67%	8	42.11%	5	26.32%	3	15.79%	1	2.86%	1	2.86%	0	0.00%
Self Employed after Internship	1	1.85%	1	5.26%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Extension in Internship company	4	7.41%	0	0.00%	0	0.00%	0	0.00%	4	11.43%	1	2.86%	3	8.57%
Still on Internship	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Sub Total	21	38.89%	11	57.89%	7		4		10	28.57%	5		5	
Not Working but Interned														
Left Training before completion	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not Employed after Internship	6	11.11%	2	10.53%	0	0.00%	2	10.53%	4	11.43%	2	5.71%	2	5.71%
Sub Total	6	11.11%	2	10.53%	0		2		4	11.43%	2		2	
No Response but Interned														
	9	16.67%	6	31.58%	1	5.26%	5	26.32%	3	8.57%	1	2.86%	2	5.71%
Still at University														
	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not Yet Placed														
	12	22.22%	0	0.00%	0	0.00%	0	0.00%	12	34.29%	2	5.71%	10	28.57%
Not Willing														
	6	11.11%	0	0.00%	0	0.00%	0	0.00%	6	17.14%	5	14.29%	1	2.86%

1 INTRODUCTION

Uganda Management Institute (UMI), a degree awarding institution is one of the Benefiting Institutions under Uganda Manufacturers Association, Higher Education Science and Technology (UMA-HEST) Project. This is a project funded by African Development Bank (AfDB) to the Government of Uganda (GoU) through the Ministry of Education, Science, Technology and Sports (MoESTS) and implemented by Uganda Manufacturers Association (UMA). The Project started the placement process in April 2015 with the Pilot project. This consisted of only two BIs i.e. UMI and MUBS. The students in the pilot project were all placed in April after an induction training program. UMI recommended nineteen (19) students to participate in the UMA-HEST Project.

In the second year of the Project i.e. 2016, UMI recommended 35 students from 13 different courses namely; Diploma in Information Systems Management, Diploma in Public Policy & Governance, Diploma in Human Resource Management, Diploma in Financial Management, Diploma in Procurement & Supply-Chain Management, Diploma in Marketing Management, Diploma in Monitoring & Evaluation, Diploma in Project Planning and Management, Masters in Management Sciences, Masters in Business Administration, Diploma in Records & Information Management, Diploma in Public Administration & Management and Diploma in Business Administration.

To initiate students into the project, they were taken through a two-day induction program to equip them soft skills needed in the world of work; some of these include interpersonal, communication and time management skills. During this orientation, students were also given the overview of the Project and were taught how to use the reporting system. After the induction training, students were placed under company based technical supervisors with whom clear skills acquisition requirements were agreed on. While at the companies, UMA-HEST Team made support supervision visits to ensure that skills acquisition was ongoing to the satisfaction of the company based technical supervisors.

This report is made up of seven chapters. Chapter one contains the introduction of the report, chapter two contains the general information, chapter three is for placements, it explains to the reader where the project stands in regards to placement of interns from UMI, it is followed by chapter four which gives the status of interns as at 31st December 2016, chapter five contains skills

attained by the interns during internship, chapter six is for the challenges the Project team has faced during the placement process and finally the conclusion which is the seventh chapter. There is also an Annex for other attachments.

2 GENERAL INFORMATION

2.1 INTERNS RECOMMENDED

In 2016, 35 students were recommended by UMI and all these participated in the two-day induction training program held at UMA Conference Hall.

The participants from UMI were students in their final year at the University from both S&T and Arts based courses. Using preferred University procedures, interns were recommended and underwent a two-day induction training at the university campus in life and work place based skills in the month of June 2016. From July to December 2016, students were supported to do hands on internship training in companies for 3 months. The students were placed under company based technical supervisors with whom clear skills acquisition programs were agreed on. While at the companies, the UMA-HEST Team made support supervision visits to ensure that skills acquisition was ongoing to the satisfaction of the company based technical supervisors.

2.1.1 Faculty Basis

In 2015, the highest number of students that were recommended for the Pilot project were from School of Distance Learning & information Management, nine (9) students (47%) were recommended. School of Management Sciences recommended the least number of students in the same year i.e. two (2) students, accounting for only 11% of the total number of students recommended. In 2016, because School of Business & Management recommended the highest number of students i.e. fifteen (15) students and the least number of students was recommended by the School of Distance Learning & Information Management.

A cross tabulation for the students recommended on faculty basis is shown in table 1 below.

S/N Faculty	2015						2016					
	Total	%	Male	%	Female	%	Total	%	Male	%	Female	%
1 School of Distance Learning & Information Management	9	47%	3	15.8%	6	31.6%	9	26%	3	8.6%	6	17.1%
2 School of Business & Management	8	42%	4	21.1%	4	21.1%	15	43%	6	17.1%	9	25.7%
3 School of Management Sciences	2	11%	1	5.3%	1	5.3%	11	31%	6	17.1%	5	14.3%
Total	19	100%	8	42.1%	11	57.9%	35	100%	15	42.9%	20	57.1%

Table 1: Students recommended on faculty basis.

In 2016, School of Distance Learning & Information Management and School of Business & Management recommended more female students than male. School of Distance Learning & Information Management had 6 six (6) females and three (3) male well as School of Business & Management had nine (9) females and six (6) male.

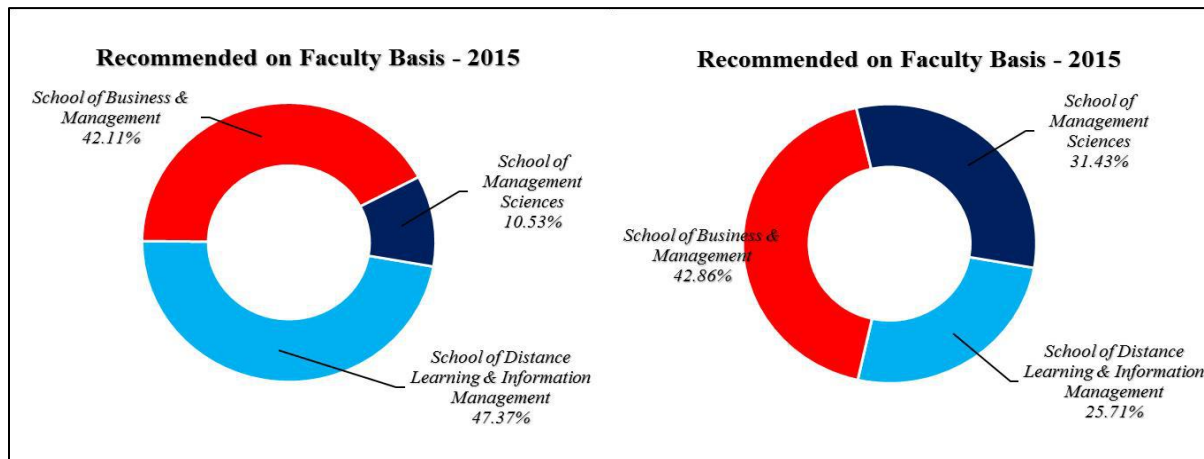


Figure 1: Pie charts showing students recommended on Faculty basis for both 2015 and 2016.

2.1.2 Course Basis

In 2016, students recommended to participate in the UMA-HEST Project were from thirteen (13) courses unlike 2015 which had only seven (7) courses. Diploma in Monitoring & Evaluation, Diploma in Project Planning & Management and Diploma in Human Resource Management were some of the courses included in 2016 that were not in 2015.

Table 2 below shows students recommended for both 2015 and 2016 on course basis.

S/N Courses	2015						2016					
	Total	%	Male	%	Female	%	Total	%	Male	%	Female	%
1 Diploma in Information Systems Management	7	36.8%	3	15.8%	4	21.1%	8	22.9%	2	5.7%	6	17.1%
2 Diploma in Marketing Management	5	26.3%	2	10.5%	3	15.8%	2	5.7%	2	5.7%	0	0.0%
3 Diploma in Public Administration and Management	0	0.0%	0	0.0%	0	0.0%	4	11.4%	0	0.0%	4	11.4%
4 Diploma in Business Administration	0	0.0%	0	0.0%	0	0.0%	2	5.7%	2	5.7%	0	0.0%
5 Diploma in Financial Management	2	10.5%	1	5.3%	1	5.3%	2	5.7%	0	0.0%	2	5.7%
6 Diploma in Human Resource Management	0	0.0%	0	0.0%	0	0.0%	1	2.9%	1	2.9%	0	0.0%
7 Diploma in Project Planning and Management	0	0.0%	0	0.0%	0	0.0%	2	5.7%	0	0.0%	2	5.7%
8 Diploma in Procurement and Supply-Chain Management	1	5.3%	1	5.3%	0	0.0%	5	14.3%	0	0.0%	5	14.3%
9 Masters in Business Administration	1	5.3%	0	0.0%	1	5.3%	2	5.7%	2	5.7%	0	0.0%
10 Masters in Management Science	0	0.0%	0	0.0%	0	0.0%	1	2.9%	1	2.9%	0	0.0%
11 Diploma in Monitoring and Evaluation	0	0.0%	0	0.0%	0	0.0%	1	2.9%	1	2.9%	0	0.0%
12 Diploma in Records & Information Management	2	10.5%	0	0.0%	2	10.5%	1	2.9%	1	2.9%	0	0.0%
13 Diploma in Public Policy & Governance	1	5.3%	1	5.3%	0	0.0%	4	11.4%	3	8.6%	1	2.9%
Total	19	100%	8	42.1%	11	57.9%	35	100%	15	42.9%	20	57.1%

Table 2: Students recommended on course basis in 2015 vis-a-vis 2016.

In 2015, Diploma in Information Systems & Management recommended the highest number of students i.e. seven (7) students, it was followed by Diploma in Marketing Management with five students. Diploma in Procurement and Supply-Chain Management, Masters in Business Administration and Diploma in Public policy & Governance recommended the least number of students with one (1) student each.

The highest number of students recommended in 2016 were from Diploma in Information Systems Management with eight students with the highest percentage of 22.9% well as Diploma in Monitoring & Evaluation, Diploma in Records & Information Management, Diploma in Human Resource management and Master in Management Science had the least number of students recommended i.e. one student each. More of this information is shown in figure 2 below.

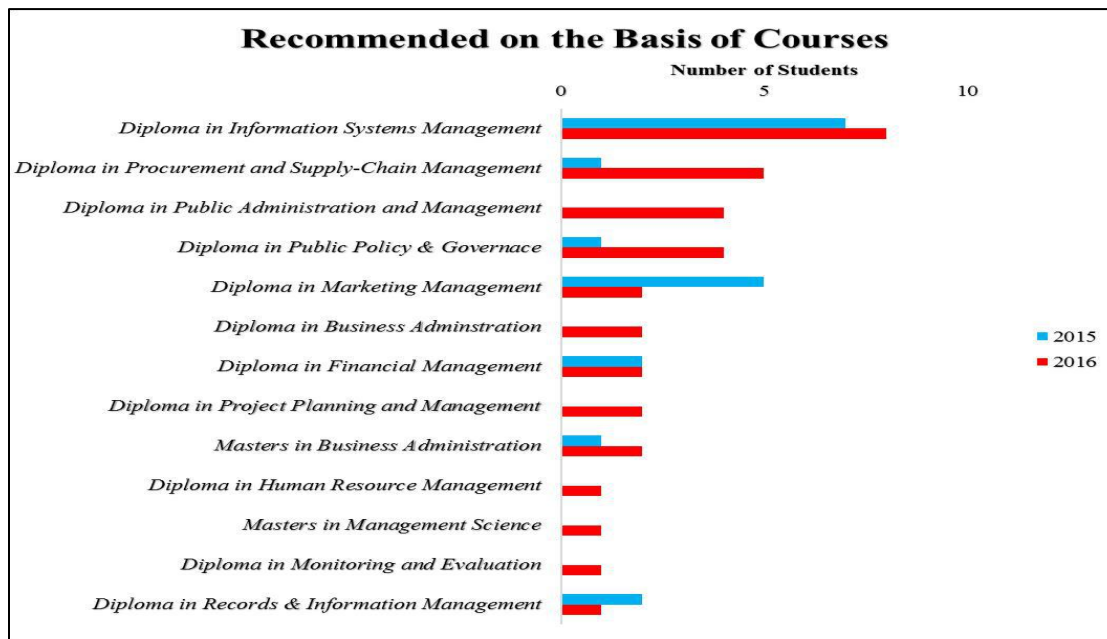


Figure 2: Graph showing students recommended on course basis.

From table 2 and figure 2 above; for the year 2016, Diploma in Information systems Management had the highest number of female students recommended i.e. six students, this was followed by Diploma in Procurement and Supply-Chain Management with five female students. Diploma in Project Planning and Management recommended the least number of female students i.e. two students. The number of female students recommended in both 2015 and 2016 was higher than the number of males.

3 PLACEMENT OF INTERNS

In 2016, placement of interns commenced in July and not in June as was the case with other Universities because UMI students were trained in June. The placement process continued up to December and will go on until the 2017 cohort of students is trained. As per the main objective of the project, interns were placed in their relevant fields of study. Support supervision was conducted during their training period to ensure that the interns have obtained the required skills. In addition, feedback was obtained from employers as a way of finding out the level of skills attained. Some students who were able to get placements on their own were encouraged to present their acceptance letters to the Internship Placement Officer (IPO) for approval and thereafter facilitated provided they uploaded signed or stamped monthly reports. All the 19 interns from the 2015 cohort were placed.

Of the thirty-five (35) interns recommended by UMI for 2016 cohort, fourteen (14) have been placed for internship as at 31st December 2016. The placement process will go on in 2017 for the remaining students in the database.

3.1 MONTHLY BASIS

Since placement of UMI students begun in July, four (4) interns were placed in July, five (5) interns were placed in August, one (1) was placed in September and four (4) in October. There were no interns placed in the months of November and December, this was mainly because some interns refused to go to the companies they had been placed.

3.1.1 Total vis-a-vis Actual Placement

In general, 19 students were placed and actually paid in 2015 well as 14 students were placed and actually paid in 2016 as shown in table 3.

In 2015, all the nineteen (19) interns were placed in April since they were part of the Pilot Project. The highest placements in 2016 were made in the month of August where 5 interns were placed, these accounted for 35.71% of the total placements. Four (4) of these interns were female.

Months	2015								2016							
	TOTAL				ACTUAL				TOTAL				ACTUAL			
	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female
January	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
February	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
March	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
April	19	100.00%	8	11	19	100.00%	8	11	0	0.00%	0	0	0	0.00%	0	0
May	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
June	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
July	0	0.00%	0	0	0	0.00%	0	0	4	28.57%	1	3	4	28.57%	1	3
August	0	0.00%	0	0	0	0.00%	0	0	5	35.71%	4	1	5	35.71%	4	1
September	0	0.00%	0	0	0	0.00%	0	0	1	7.14%	0	1	1	7.14%	0	1
October	0	0.00%	0	0	0	0.00%	0	0	4	28.57%	1	3	4	28.57%	1	3
November	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
December	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Total	19	100.0%	8	11	19	100.0%	8	11	14	100.0%	6	8	14	100.0%	6	8

Table 3: Total number of interns placed in 2015 and 2016.

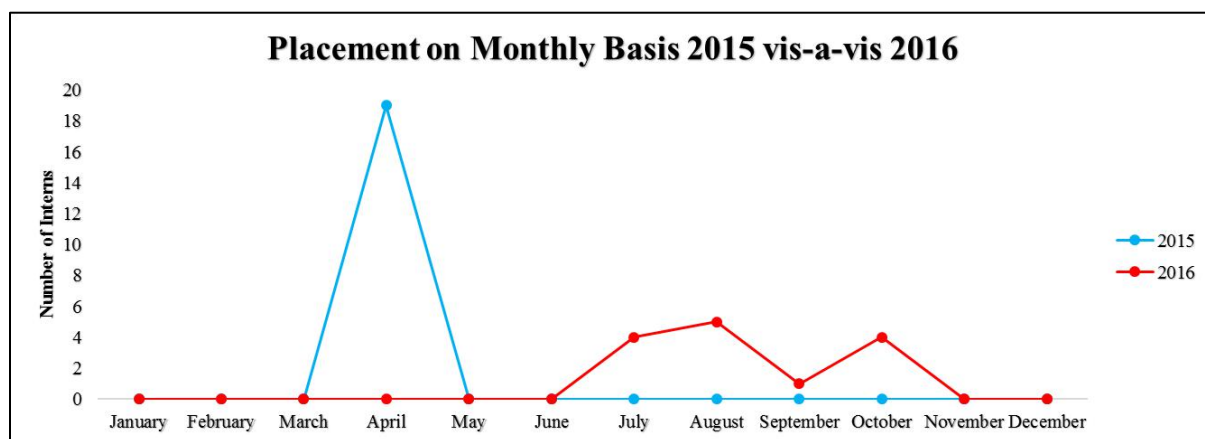


Figure 3: A graph showing the number of interns placed on a monthly basis.

3.2 FACULTY BASIS

It was observed that some faculties have courses that are highly demanded by employers than others. Students from the School of Business & Management were placed most i.e. eight (8) interns were placed from this Faculty.

3.2.1 Total vis-a-vis Actual

Table 4 below displays both the placements of students based on faculties and those who were actually paid. It can be noticed that all interns who were placed actually received payments which means they actually attended the Internship.

Faculty	2015								2016							
	TOTAL				ACTUAL				TOTAL				ACTUAL			
	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female
School of Distance Learning & Information Management	9	47.37%	3	6	9	47.37%	3	6	3	21.43%	1	2	3	21.43%	1	2
School of Business & Management	8	42.11%	4	4	8	42.11%	4	4	8	57.14%	3	5	8	57.14%	3	5
School of Management Sciences	2	10.53%	1	1	2	10.53%	1	1	3	21.43%	2	1	3	21.43%	2	1
Total	19	100.0%	8	11	19	100.0%	8	11	14	100.0%	6	8	14	100.0%	6	8

Table 4: Interns placed on faculty basis.

In figure 4 below are pie charts detailing the above.

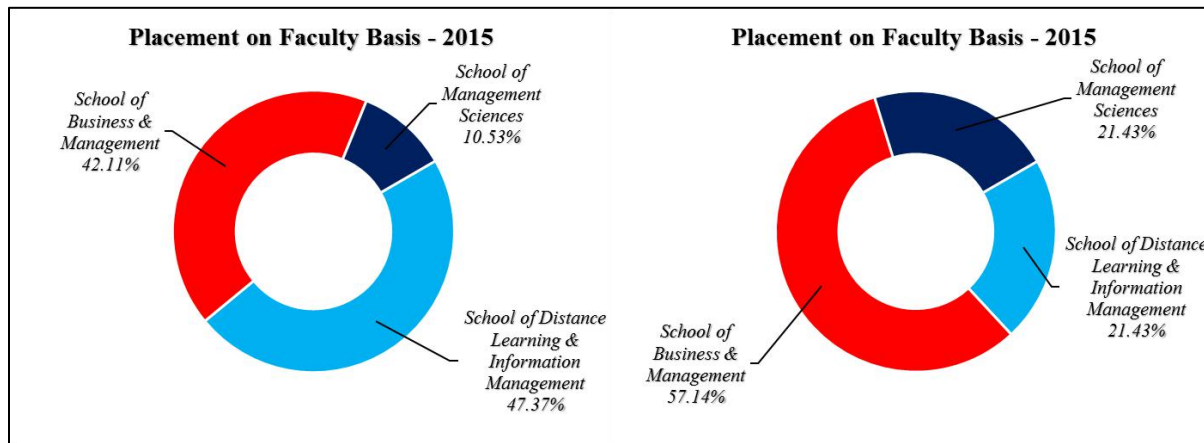


Figure 4: Pie charts showing the numbers of interns placed per Faculty.

3.3 COURSE BASIS

All the fourteen (14) interns placed were only nine (9) courses out of the thirteen (13) courses that were recommended. Diploma of Procurement & Supply-Chain Management had the highest number of interns placed i.e. 3 (14.29%) interns. All these were female interns. Most of the interns placed were female i.e. eight (8) interns with a total percentage of 57.14%.

3.3.1 Total Vs Actual

All the interns placed were actually paid. Much as some left the companies in the middle of Internship after they had received part of the money.

S/N Courses	2015								2016							
	TOTAL				ACTUAL				TOTAL				ACTUAL			
	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female
1 Diploma in Information Systems Management	7	36.84%	3	4	7	36.84%	3	4	2	14.29%	0	2	2	14.29%	0	2
2 Diploma in Procurement and Supply-Chain Management	1	5.26%	1	0	1	5.26%	1	0	3	21.43%	0	3	3	21.43%	0	3
3 Diploma in Public Administration and Management	0	0.00%	0	0	0	0.00%	0	0	1	7.14%	0	1	1	7.14%	0	1
4 Diploma in Public Policy & Governance	1	5.26%	1	0	1	5.26%	1	0	0	0.00%	0	0	0	0.00%	0	0
5 Diploma in Marketing Management	5	26.32%	2	3	5	26.32%	2	3	2	14.29%	2	0	2	14.29%	2	0
6 Diploma in Business Administration	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
7 Diploma in Financial Management	2	10.53%	1	1	2	10.53%	1	1	0	0.00%	0	0	0	0.00%	0	0
8 Diploma in Project Planning and Management	0	0.00%	0	0	0	0.00%	0	0	2	14.29%	0	2	2	14.29%	0	2
9 Masters in Business Administration	1	5.26%	0	1	1	5.26%	0	1	1	7.14%	1	0	1	7.14%	1	0
10 Diploma in Human Resource Management	0	0.00%	0	0	0	0.00%	0	0	1	7.14%	1	0	1	7.14%	1	0
11 Masters in Management Science	0	0.00%	0	0	0	0.00%	0	0	1	7.14%	1	0	1	7.14%	1	0
12 Diploma in Monitoring and Evaluation	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
13 Diploma in Records & Information Management	2	10.53%	0	2	2	10.53%	0	2	1	7.14%	1	0	1	7.14%	1	0
Total	19	100.0%	8	11	19	100.0%	8	11	14	100.0%	6	8	14	100.0%	6	8

Table 5: Total number of interns placed per course vis-a-vis Actual for both 2015 and 2016.

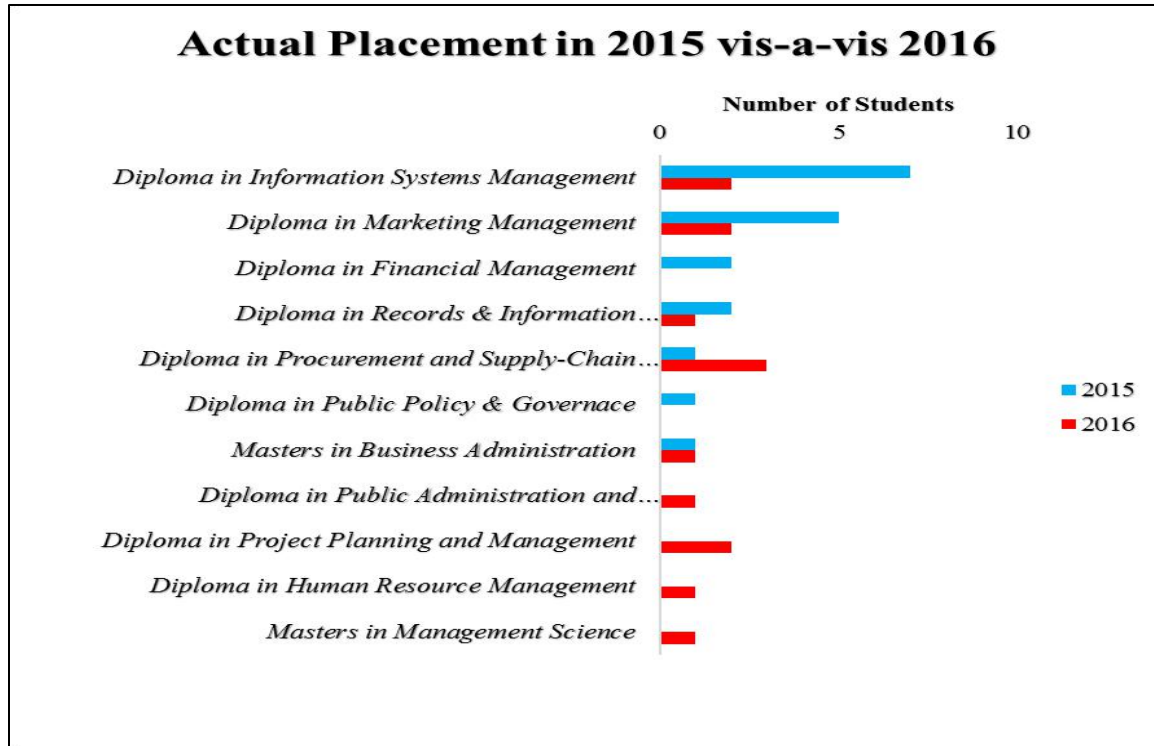


Figure 5: Graph showing number of interns placed per course between the two years.

3.4 COMPANY INFORMATION

In 2016, most of the companies that took on interns were able to accommodate only one or two interns, this was because most of the students got themselves the placements. Tuf Foam Uganda Limited and Mayondo Engineering Works took on two interns each. Students had a bias on small and young companies, they were therefore not willing to go them. This was also the case with companies headed by Indians.

More information on companies is shown in table 6 below.

No. Companies	2015			2016		
	Total	Male	Female	Total	Male	Female
1 Tuf Foam Uganda Limited	0	0	0	2	2	0
2 Basco Products	0	0	0	0	0	0
3 Channel 44	0	0	0	1	1	0
4 Africa Youth Leadership Forum	0	0	0	1	0	1
5 Copy Cat	0	0	0	1	0	1
6 Pehan Construction Limited	0	0	0	1	0	1
7 Special Children Special People	0	0	0	1	1	0
8 Southern Western Institute For Policy & Advocacy	0	0	0	1	1	0
9 Volt-Mark (U) Limited	0	0	0	1	0	1
10 Brazafric Enterprise Ltd	1	0	1	0	0	0
11 Conte Designers & Artists Ltd	1	0	1	0	0	0
12 Equata Tobacco	2	2	0	0	0	0
13 Intelligent Solutions Ltd	2	1	1	0	0	0
14 Runis Media	6	1	5	0	0	0
15 Soana Investments Ltd	1	0	1	0	0	0
16 Steel & Tube Industries Ltd	4	2	2	0	0	0
17 Top Security Securities Ltd	0	0	0	0	0	0
18 Ministry of Foreign Affairs	0	0	0	1	0	1
19 Mayondo Engineering Works	0	0	0	2	0	2
20 St Francis High School Buloba	0	0	0	1	1	0
21 Uganda Red Cross Society	0	0	0	1	0	1
22 UMA	2	2	0	0	0	0
Total	19	8	11	14	6	8

Table 6: Companies that took on interns in both 2015 and 2016.

In 2015, Runis Media took on the highest number of interns (6 interns) well as Soana Investments Ltd, Conte Designers & Artists Ltd and Brazafric Enterprises Ltd had the least number of interns (one intern).

3.4.1 Sectors and Size

Interns were placed in seven different sectors. These included Advertising, Marketing and promotion Sector, Chemicals, Paints, Rubber & Foam Products Sector and Education Sector among others. The NGO sector took on the highest number of interns i.e. four (4) interns. The Highest number of female interns were trained in the Construction Materials & services Sector.

S/N	SECTORS	2016		
		TOTAL	MALE	FEMALE
1	ADVERTISING,MARKETING & PROMOTION	1	1	0
2	CHEMICALS,PAINTS,RUBBER & FOAM PRODUCTS	2	2	0
3	CONSTRUCTION MATERIALS & SERVICES	3	0	3
4	EDUCATION	1	1	0
5	INFORMATION,COMMUNICATION & TECHNOLOGY	2	0	2
6	NGO	4	2	2
7	PUBLIC SECTOR	1	0	1
	TOTAL	14	6	8

Table 7: Number of Interns placed per sector.

3.5 TARGET ACHIEVEMENT

The UMA-HEST Team had a target to place nineteen (19) interns from UMI in 2015, this target was achieved by 100%. In 2016, the target placement was 18 interns, however, placement is at 77.78% and therefore, the 2016 target has not been achieved yet. The Project expects to place all the twelve (12) students who are still willing to train in 2017 so that the target can be surpassed.

3.5.1 Total Vs Actual

Table 8 below indicates that the total number of interns that were placed is equal to the actual number of interns for both 2015 and 2016. This means that all the interns placed successfully completed their internship and were actually paid.

2015				2016			
Total	Actual	HEST Target	% of HEST Target	Total	Actual	HEST Target	% of HEST Target
19	19	19	100.00%	14	14	18	77.78%

Table 8: HEST Placement target versus Actual Placement.

3.6 INTERNS NOT YET PLACED

Of the thirty-five (35) students recommended, fourteen (14) were placed, three (3) got employed before internship, six (6) are not willing to do internship. Therefore, only twelve (12) students have not yet been placed.

Reasons why students were not interested in the Internship include;

- Some students adamantly refused to report to their companies of placement.
- Others suggested that there wasn't much for them to learn at these Companies (Basco Paints).
- Some students complained that the companies were far (Jinja) even though an upcountry allowance has been provided for.
- Others reported to the companies for a few days but did not go back and failed to communicate.
- Others felt they were "too big" for internship.

3.6.1 Faculty Basis

None of the students from the 2015 cohort were not placed.

Of the students from the 2016 cohort, all the three faculties had an equal number of students that have not yet been placed i.e. four (4) students from each School.

This is illustrated in table 9 below.

S/N	Faculty	2016			
		Total	%	Male	Female
1	School of Distance Learning & Information Management	4	33.33%	0	4
2	School of Business & Management	4	33.33%	1	3
3	School of Management Sciences	4	33.33%	1	3
Total		12	100.00%	2	10

Table 9: Students that have not yet been placed on Faculty basis.

The bar graph in figure 6 below also continues to illustrate the students that have not yet been placed on Faculty basis.

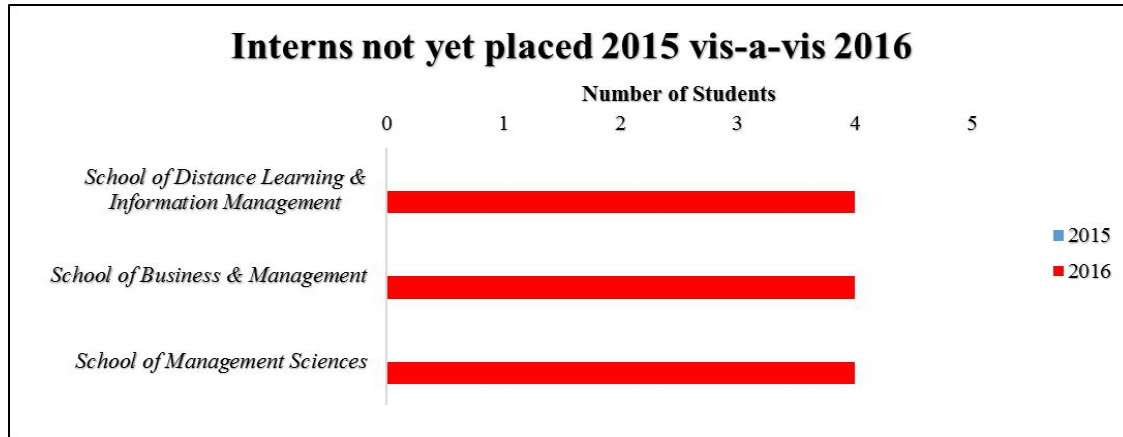


Figure 6: Graph showing interns not yet placed in 2015 vis-a vis 2016.

3.6.2 Course Basis

As at 31st December 2016, the course with the highest number of interns that had not yet been placed was Diploma in Information Systems Management with four (4) interns. It was followed by Diploma in Public Policy & Governance and Diploma in Procurement & Supply-Chain Management with two (2) interns each. It can be noted that much as Diploma in procurement & Supply-Chain Management had the highest number of interns placed, it also had the highest number of interns not yet placed.

S/N Courses	2016			
	Total	%	Male	Female
1 Diploma in Information Systems Management	4	33.33%	0	4
2 Diploma in Marketing Management	0	0.00%	0	0
3 Diploma in Financial Management	1	8.33%	0	1
4 Diploma in Records & Information Management	0	0.00%	0	0
5 Diploma in Procurement and Supply-Chain Management	2	16.67%	0	2
6 Diploma in Public Policy & Governace	2	16.67%	1	1
7 Masters in Business Administration	0	0.00%	0	0
8 Diploma in Public Administration and Management	2	16.67%	0	2
9 Diploma in Business Adminstration	0	0.00%	0	0
10 Diploma in Project Planning and Management	0	0.00%	0	0
11 Diploma in Human Resource Management	0	0.00%	0	0
12 Masters in Management Science	0	0.00%	0	0
13 Diploma in Monitoring and Evaluation	1	8.33%	1	0
Total	12	100.00%	2	10

Table 10: Students not yet placed on course basis.

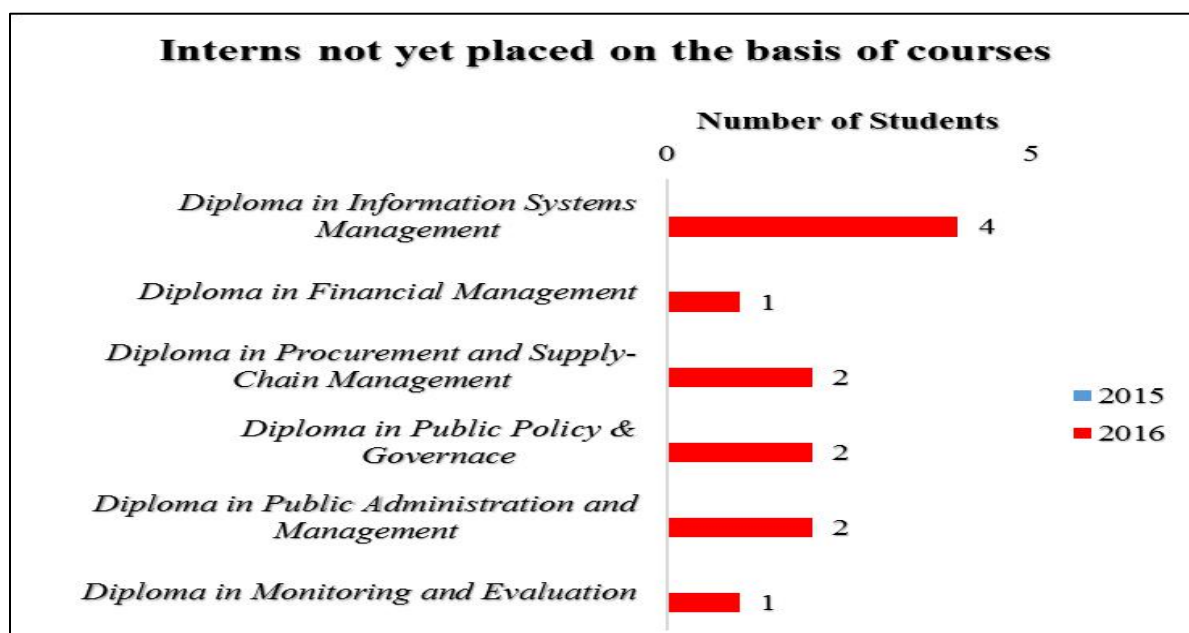


Figure 7: Graph showing interns not yet placed on course basis.

4 STATUS OF INTERNS AS AT 31ST DECEMBER 2016

Since the main objective of the UMA-HEST Internship Project is to skill students and prepare them for employment, the project is therefore interested in finding out what has become of students become after their internship period. To be able to establish this, a tracer survey was carried out on the interns recommended in 2015 and 2016. Nine variables were used during the survey, these were: Retained, Employed, Extension, Self Employed, Working, Not retained Not Placed, Not Willing and No response. The variables are explained in the table below.

Variable	Meaning
Retained	This means that the intern worked with a certain company which later employed him/her.
Employed	This means that the intern trained with a certain company X and after internship started working with another company Y.
Extension	This means that the intern trained with a certain company for 3 months and the company decided to keep him/her as an intern for 3 more months.
Self-Employed	This means that the intern set up his/her own business after the 3 months training.
Working	This means that the intern got employed before being placed for internship.
Not retained	This means that the intern trained with a company for three months and left.
Not Yet placed	This means that the students have not yet been sent to companies to train.
Not Willing	These students did not want to participate in the Project.

No Response	This means the interns were not able to give a response either because they did not pick up or their telephone number were not available.
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Table 11: A table explaining the variables used in the tracer survey.

4.1 STATUS AND EMPLOYMENT TREND

A tracer survey was conducted on the interns placed in 2015 and 2016 to find out their status after their 3 months of internship. During the first survey that was conducted in December 2015, it was found that; of the 19 students recommended in 2015, 8(42.11%) interns were employed, 2(10.53%) interns were retained and 1(5.26%) intern set up his own business. Two (2) interns were not retained and six (6) did not respond to the survey. All the 19 interns placed in 2015 were contacted.

The total number of students that have been trained through the induction training program for the two years of the UMA-HEST Project is fifty five (55) i.e. 19 were trained in 2015 and 36 in 2016. Fifty-four (54) students were recommended after training and thirty six (36) have been skilled through placement at companies. This accounts for 66.67% of the total number of students recommended.

In 2016, of the thirty-five (35) students recommended; three (3) interns were able to obtain employment before they were placed, two (2) were retained at their companies of training, one (1) intern got employed in another company after internship and four (4) were given extensions.

More information is provided in the table 12 below.

STATUS OF INTERNS RECOMMENDED										
	Total 2015 & 2016		2015 Interns Recommended - As At 31st DEC 2016				2016 Interns Recommended - As At 31st DEC 2016			
Status	Overall T.T	Overall %	Total	%	Male	Female	Total	%	Male	Female
Total Trained	55		19		8	11	36		16	20
Total Recommended after Training	54		19	100.00%	8	11	35	100.00%	15	20
HEST Target	37		19				18			
Total Interns Skilled (As of Target)	36	97.30%	19	100.00%	8	11	17	94.44%	8	9
Total Interns Skilled (As of Database)	36	66.67%	19	100.00%	8	11	17	48.57%	8	9
<u>Working</u>										
Employed but not Interned	3	5.56%	0	0.00%	0	0	3	8.57%	2	1
Retained in Internship company	4	7.41%	2	10.53%	1	1	2	5.71%	1	1
Employed elsewhere after Internship	9	16.67%	8	42.11%	5	3	1	2.86%	1	0
Self Employed after Internship	1	1.85%	1	5.26%	1	0	0	0.00%	0	0
Extension in Internship company	4	7.41%	0	0.00%	0	0	4	11.43%	1	3
Still on Internship	0	0.00%	0	0.00%	0	0	0	0.00%	0	0
Sub Total	21	38.89%	11	57.89%	7	4	10	28.57%	5	5
<u>Not Working but Interned</u>										
Left Training before completion	0	0.00%	0	0.00%	0	0	0	0.00%	0	0
Not Employed after Internship	6	11.11%	2	10.53%	0	2	4	11.43%	2	2
Sub Total	6	11.11%	2	10.53%	0	2	4	11.43%	2	2
<u>No Response but Interned</u>										
	9	16.67%	6	31.58%	1	5	3	8.57%	1	2
<u>Still at University</u>										
	0	0.00%	0	0.00%	0	0	0	0.00%	0	0
<u>Not Yet Placed</u>										
	12	22.22%	0	0.00%	0	0	12	34.29%	2	10
<u>Not Willing</u>										
	6	11.11%	0	0.00%	0	0	6	17.14%	5	1

Table 12: Interns' status as at 31st December 2016.

More information is provided in the chart below clearly defining the percentages of interns retained, not retained, extensions, self-employed, working and employed interns for both 2015 and 2016.

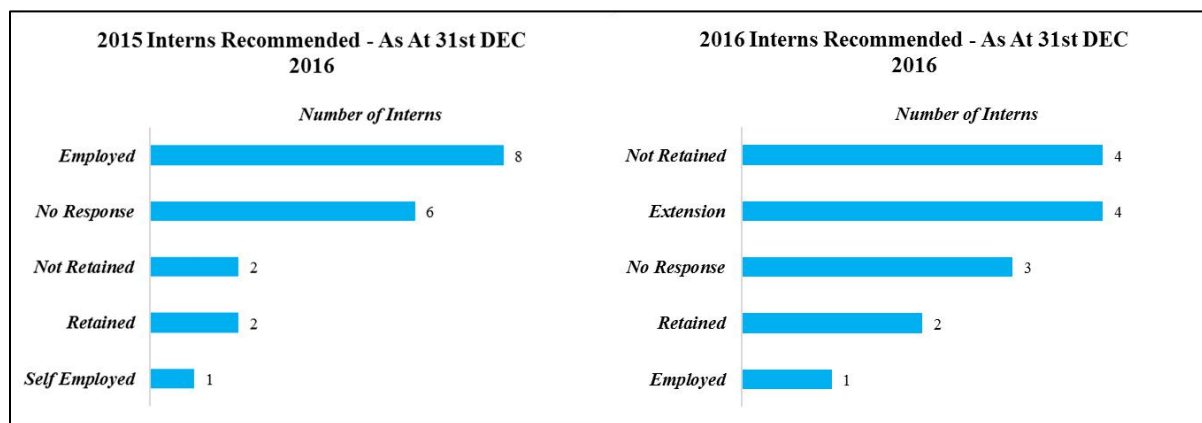


Figure 8: Graphs showing interns' status after Internship for both 2015 and 2016.

4.2 FACULTY BASIS

Interns contacted were from all the three faculties i.e. School of Distance Learning & Information Management, School of Business & Management and School of management Sciences.

2015 Interns Recommended - As at 31st Dec 2015

Status	Total	%	School of Distance Learning & Information Management		School of Business & Management		School of Management Sciences	
			Male	Female	Male	Female	Male	Female
Employed	8	42.11%	2	1	2	2	1	0
Not Retained	2	10.53%	0	1	0	0	0	1
Self Employed	1	5.26%	1	0	0	0	0	0
Retained	2	10.53%	0	0	1	1	0	0
No Response	6	31.58%	0	4	1	1	0	0
Total	19	100.00%	3	6	4	4	1	1

2016 Interns Recommended - As at 31st Dec 2015

Status	Total	%	School of Distance Learning & Information Management		School of Business & Management		School of Management Sciences	
			Male	Female	Male	Female	Male	Female
Employed	1	2.86%	1	0	0	0	0	0
Not Retained	4	11.43%	0	1	2	1	0	0
Retained	2	5.71%	0	0	1	1	0	0
No Response	3	8.57%	0	1	0	1	1	0
Extension	4	11.43%	0	0	0	2	1	1
Working	3	8.57%	1	0	0	0	1	1
Not Willing	6	17.14%	1	0	2	1	2	0
Not Yet Placed	12	34.29%	0	4	0	4	0	4
Total	35	100.00%	3	6	5	10	5	6

Table 13: Interns' status after internship on faculty basis for 2015 and 2016.

In 2015, the two interns retained were from the School of Business and Management and one of them was female. Of the eight (8) interns employed in 2015, only one of them was from the School of Management Sciences.

In 2016, it was still noted that the two interns retained were from the School of Business & Management. Of the four interns that were given extensions, two of these were female. Two (2) female students were not willing to do internship.

4.3 COURSE BASIS

The survey was conducted on all the nineteen (19) interns of 2015 and thirty five (35) of 2016. In 2015, Diploma in Information Systems Management had the highest number of interns that obtained employment after their internship.

More information on this is showed in table 14 below.

2015 INTERNS RECOMMENDED							
No.	Status	Total	Employed	Not Retained	Self Employed	Retained	No Response
1	Diploma in Information Systems Management	7	3	1	1	0	2
2	Diploma in Marketing Management	5	3	0	0	2	0
3	Diploma in Financial Management	2	0	0	0	0	2
4	Diploma in Records & Information Management	2	0	0	0	0	2
5	Diploma in Procurement and Supply-Chain Management	1	1	0	0	0	0
6	Diploma in Public Policy & Governace	1	1	0	0	0	0
7	Masters in Business Administration	1	0	1	0	0	0
8	Diploma in Public Administration and Management	0	0	0	0	0	0
9	Diploma in Business Administration	0	0	0	0	0	0
10	Diploma in Project Planning and Management	0	0	0	0	0	0
11	Diploma in Human Resource Management	0	0	0	0	0	0
12	Masters in Management Science	0	0	0	0	0	0
13	Diploma in Monitoring and Evaluation	0	0	0	0	0	0
Total		19	8	2	1	2	6

2016 INTERNS RECOMMENDED										
No.	Status	Total	Employed	Not Retained	Retained	No Response	Extension	Working	Not Willing	Not Yet Placed
1	Diploma in Information Systems Management	8	0	1	0	1	0	1	1	4
2	Diploma in Marketing Management	2	0	2	0	0	0	0	0	0
3	Diploma in Financial Management	2	0	0	0	0	0	0	1	1
4	Diploma in Records & Information Management	1	1	0	0	0	0	0	0	0
5	Diploma in Procurement and Supply-Chain Management	5	0	1	1	0	1	0	0	2
6	Diploma in Public Policy & Governace	4	0	0	0	0	0	0	2	2
7	Masters in Business Administration	2	0	0	0	0	1	1	0	0
8	Diploma in Public Administration and Management	4	0	0	0	0	1	1	0	2
9	Diploma in Business Administration	2	0	0	0	0	0	0	2	0
10	Diploma in Project Planning and Management	2	0	0	0	1	1	0	0	0
11	Diploma in Human Resource Management	1	0	0	1	0	0	0	0	0
12	Masters in Management Science	1	0	0	0	1	0	0	0	0
13	Diploma in Monitoring and Evaluation	1	0	0	0	0	0	0	0	1
Total		35	1	4	2	3	4	3	6	12

Table 14: Interns' status after 3 months internship on course basis.

4.4 COMPANY INFORMATION

Over twelve (12) companies from various sectors took on interns. Well as majority are big, there are some other small and medium companies which took on interns. Some of the companies include; Tuf foam, Mayondo Engineering Works, Ministry of foreign affairs, Copycat, Channel 44 among others.

No.	Company/Status	Total	Employed	Not Retained	Retained	No Response	Extension
1	Tuf Foam Uganda Limited	2	0	2	0	0	0
3	Channel 44	1	0	0	1	0	0
4	Africa Youth Leadership Forum	1	0	0	0	0	1
5	Copy Cat	1	0	1	0	0	0
6	Pehan Construction Limited	1	0	0	0	0	1
7	Special Children Special People	1	1	0	0	0	0
8	Southern Western Institute For Policy & Advocacy	1	0	0	0	0	1
9	Volt-Mark (U) Limited	1	0	1	0	0	0
18	Ministry of Foreign Affairs	1	0	0	0	1	0
19	Mayondo Engineering Works	2	0	0	1	0	1
20	St Francis High School Buloba	1	0	0	0	1	0
21	Uganda Red Cross Society	1	0	0	0	1	0
Total		14	1	4	2	3	4

Table 15: Status of Interns per company.

4.4.1 Sectors and Size

In 2016, Interns from UMI were placed in various sectors both big, medium and small. The Non-Government Services sectors had the highest number of interns taken on four (4) interns followed by Construction materials and services sector which trained three (3) interns. Out of the fourteen (14) students placed, six (6) were male and eight (8) female interns. This implies a great improvement in the placement of female students in comparison to the males. Some of the other sectors include; Advertising, Marketing & Promotion, Chemicals, Paints, Rubber & Foam Products, Construction Materials & Services, Education, Information, Communication & Technology. Table 16 below shows the different sectors that took on interns.

S/N	SECTORS	2016		
		TOTAL	MALE	FEMALE
1	ADVERTISING,MARKETING&PROMOTION	1	1	0
2	CHEMICALS,PAINTS,RUBBER &FOAM PRODUCTS	2	2	0
3	CONSTRUCTION MATERIALS& SERVICES	3	0	3
4	EDUCATION	1	1	0
5	INFORMATION,COMMUNICATION & TECHNOLOGY	2	0	2
6	NGO	4	2	2
7	PUBLIC SECTOR	1	0	1
	TOTAL	14	6	8

Table 16: Interns status on company basis.

5 SKILLS ATTAINED

Most students in universities receive theoretical trainings that are not readily applicable in the practical situations in the current competitive world of work. This is attributed to the way universities equip students with knowledge rather than practical skills. Therefore, the project seeks to bridge that gap and offer a solution of skilling over 2000 graduates from nine BIs by placing them in companies for a 3-month internship with consideration of their fields of study. The major aim of this is to help them acquire hands-on practical skills, knowledge and experience in line with what they studied at University.

With emphasis on the project objective of skilling over 2000 graduates, a tracer survey was conducted in December 2016 to collect data on the different variables for each intern i.e. Skills acquired during internship, Department of work, Current status, overall rating of the UMA-HEST Internship among others. It was aimed at helping us identify the nature of skills acquired and the nature of work the interns were engaged in during their internship among others. With respect to the tracer survey, interns were required to highlight at least three (3) skills either hard or soft that they were able to acquire.

UMI has recommended 54 students since the start of the project in 2015 i.e. 19 students in 2015 and 35 students in 2016. Of these, 33 have been placed with majority in 2015 (19 interns) as compared to 2016 (14 interns). After their internship, it was of great significance to find out if the internship helped to skill the interns which is the major objective of the project. All the 14 interns who formed the population of students placed in 2016 were contacted during the survey however, only 12 participated in this survey resulting into a response rate of 85.71%. Therefore a total of 36 responses was the expected outcome since interns were required to highlight at least three (3) skills either hard or soft that they were able to acquire but 34 responses were obtained from the 12 respondents.

In this particular chapter, emphasis has been put on the different skills the interns acquired. The different range of skill sets the interns acquired were classified into two major categories i.e. soft and hard (functional) skills. Below is a brief description of the various sub categories of skills under major categories.

MAJOR CATEGORY	DESCRIPTION
SOFT SKILLS	Are personality traits, attitudes, habits and behaviours you display when working with others.
SUB CATEGORIES	DESCRIPTION
Report Writing	Drafting documents containing information organized in narrative, graphic or tabular forms prepared on ad hoc, periodic or regular basis as required
Communication	Effectively conveying messages at a workplace using both verbal speech and other methods so that it is clearly and successfully delivered.
Team Work	Cooperation at a work place using their individual skills and providing constructive feedback despite any personal conflict between individuals
Interpersonal	Skills used by a person to interact with others properly i.e. the ability of an intern to get along with others while getting the job done
Leadership	The ability of the interns to set direction, build an inspiring vision, create something new among others
Management	Ability of the intern to improve performance, delegation of tasks, and managing other people, training others/ developing their skills and knowledge.
Confidence	The ability of the intern to surely feel that he/she is equal to the task at hand.

MAJOR CATEGORY	DESCRIPTION
HARD SKILLS	These are specific, teachable abilities that can be defined and measured, such math, use of software among others.
SUB CATEGORIES	DESCRIPTION
IT	Skills the interns acquired in fields of Networking, Software and programming, Database Administration and Hardware Repair and Maintenance

Engineering	Skills the interns acquired in fields of Electrical, Civil, Mechanical, Mining, Environmental, Textile and Design and Chemical.
Agricultural	Skills the interns acquired in fields of Crop production, Livestock and poultry, Fishing and Aquaculture, Agricultural Extension and Agricultural maintenance.
Management	Skills the interns acquired fields of Accounting and Finance, Marketing, Audit, Organizing and Planning, Decision making, Project management and Delegation.
Science	Skills the interns acquired fields of Health and Natural Sciences.

5.1 NATURE OF SKILLS

5.1.1 Soft Skills

Under the soft skills category, Problem solving, Adaptability and Critical thinking skills were all expressed according to the skills the interns engaged in.

Soft skills are very critical skills that all interns need at the workplace since they need to communicate effectively and interact while getting the job the done. The interns emphasized to have acquired more soft skills as compared to the hard skills according to the survey.

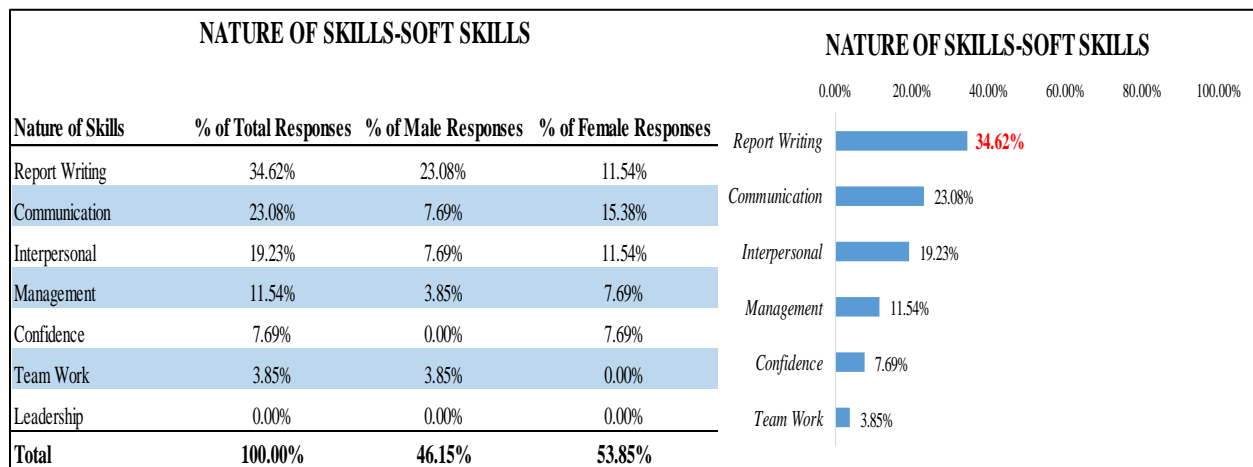


Table 17: Soft skills acquired by interns.

From the table above, most of the interns who acquired soft skills (34.62% of the total responses) acquired report writing skills as it was important for them to report findings for the work done to their supervisors.

Communicational skills came second (23.08% of the total respondents), as interns emphasized that they all needed to communicate effectively at the work place. In this particular case, interns of Diploma in Marketing Management and Diploma in Procurement & supply-chain management highlighted that effective communication with clients at the work place or in the field was key for them in making business deals and also this was used as a performance indicator at the work place.

Interns also stated to have acquired interpersonal skills (19.23% of the total response) as it was important for them to interact well at the workplace with clients and workmates, as this became a basis for retention of some interns.

This was followed by management skills (11.54% of the total responses), confidence (7.69% of the total responses) and team work skills (3.85% of the total responses). However, there was no response on leadership skills.

5.1.2 Hard Skills

Hard skills are very critical for any employee when it comes to execution of tasks at a work place i.e. data analysis and management, finance and accounting, programming among others.

Interns were able to acquire skills namely; management skills, Information Technology (IT) skills and Science.

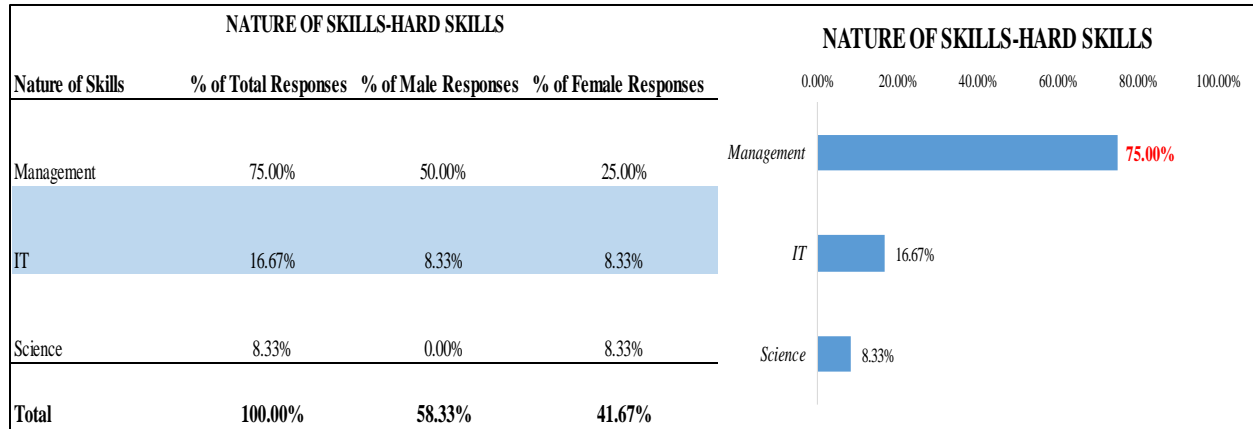


Table 18: Hard skills acquired by interns.

According to the survey, majority of the interns who acquired hard skills emphasized to have acquired management skills (75.00% of the total responses). This was mainly attributed to the nature of courses at UMI where majority belong to the Arts (business background). Followed by Information Technology (IT) skills 16.67% of the total responses and science (8.33%)

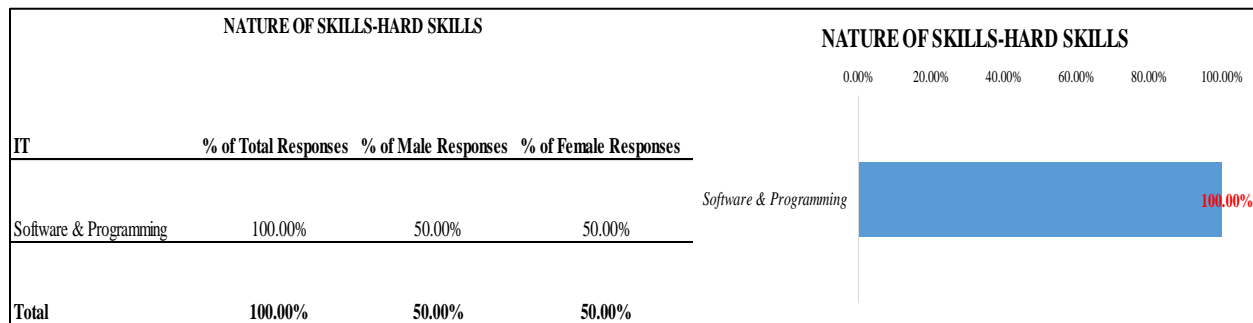


Table 19: Nature of hard skills acquired under IT.

From the table above all the interns emphasized to have acquired software & programming skills from the IT background (100%).

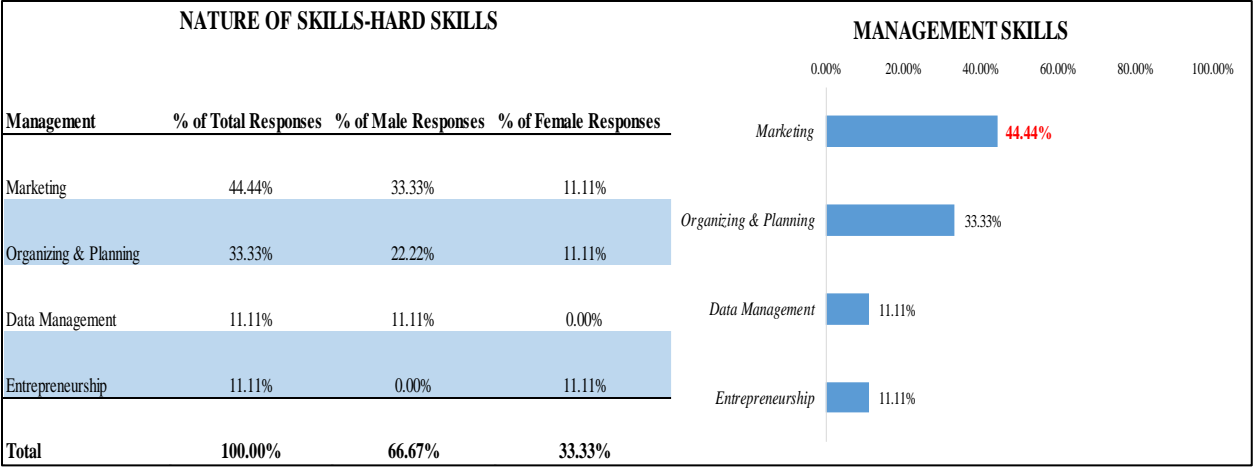


Table 20: Nature of hard skills attained under Management.

It was noted that most of the interns who acquired relevant management skills emphasized to have acquired skills mainly in line with marketing (44.44%). This was followed by Organizing & planning (33.33%), Data management and Entrepreneurship carried equal percentage of (11.11%).

6. CHALLENGES AND MITIGATIONS

Challenge	Mitigation
<p>1. Complicated terms and conditions set by companies</p> <p>Some companies set very harsh terms and conditions that the interns could not cope with, they therefore left the companies.</p>	<p>The HEST Team sat down with the employers and agreed on how the company can reduce on these terms to enable the interns fit in.</p>
<p>2. Employers' failure to honor their word.</p> <p>Due to the dynamism of the private sector, companies request for a given number of interns but they may change their minds at any given time. This causes a delay in placement of interns.</p>	<p>The UMA-HEST Team is lining up more companies to take on the increasing number of interns.</p>
<p>3. Students do not value Internship</p> <p>Since students from UMI are usually those upgrading and therefore offering postgraduate diplomas or Masters, they tend to undertook internships.</p>	<p>The project team has endeavored to encourage these students by explaining to them that internships are a stepping stone for them to get jobs.</p>
<p>4. Delay to hand in reports</p> <p>Some students take long to send their monthly reports. This makes it hard for the Placement Officer to process their monthly stipends in time since the interns are facilitated after sending reports.</p>	<p>The HEST team starts reminding the students immediately after they have started their internship to send their reports and monthly targets.</p>
<p>5. Students offering more than one course.</p> <p>Some students offer over three courses and fail to specify the particular fields they would like to train in, this makes it had for the HEST Team to know where to place them.</p>	<p>An attribute for field of interest will be included on the registration form to enable students fill in what they want to be trained in.</p>
<p>6. Examinations interfered with placement</p>	<p>The students will be required to include the month they wish to train in so that the</p>



	<p>Since some students were awaiting to do their final examinations, they were not available at the time of placement and keep on asking to be placed a month later. This led to placement of fewer students.</p>	<p>UMA-HEST Team schedules its placements according to that of the students.</p>
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7. CONCLUSION

The UMA-HEST target of placing 18 students from UMI in 2016 is at 77.78% (14 interns). Much as the target has not yet been met, the Project has done well amidst the various challenges faced mainly on the students' side and still expects to hit and surpass its target by June 2017. Of the 35 students recommended, fourteen (14) have been placed, six (6) are not interested, three (3) are working and twelve (12) interns have not yet been placed.

Higher Education being the heart of Education as well as the core of National and Development Systems, the UMA-HEST Project team would like to thank the Government of Uganda (GOU), Funders (AfDB), University Coordinators, Employers, Interns and other stakeholders at large who have played a tremendous role in the implementation of the HEST Project.

The UMA-HEST Team expects to place 19 interns in 2017 and therefore requests for 35 students. The Project looks forward to ensuring that all interns placed benefit from the program by gaining skills in their fields of study so that even when they fail to get employment, they can start up their own businesses.

ANNEX

Annex 1. List of Interns Placed as at 31st December, 2016.

SN	SURNAME	FIRST NAME	SEX	COURSE	HEST-NUMBER	MONT H	TELEPHONE	COMPANY
1	Nalubowa	Fatumah Semujju	F	Diploma in Information Systems Management	IP16UMI/01/010	October	0773-671743	Ministry of Foreign Affairs
2	Shimanya	Shimmy	M	Diploma in Marketing Management	IP16UMI/02/A8	August	0775-940974	Tuf Foam Uganda Limited
3	Okurut	Ivan	M	Diploma in Marketing Management	IP16UMI/07/A8	August	0701-569290	Tuf Foam Uganda Limited
4	Molo	Geoffrey Nickson	M	Diploma in Human Resource Management	IP16UMI/15/A8	August	0703-020350	CHANNEL 44
5	Ayot Achika	Abigail	F	Diploma in Project Planning and Management	IP16UMI/16/A8	August	0785-578525	Africa Youth Leadership Forum
6	Nasirumbi	Sharon	F	Diploma in Procurement and Supply-Chain Management	IP16UMI/19/010	October	0752-217278	Mayondo Engineering Works
7	Akumu	Fisa Daphine	F	Diploma in Procurement and Supply-Chain Management	IP16UMI/20/010	October	0775-414140	Mayondo Engineering Works
8	Mulugwe	Lawrence	M	Masters in Management Science/DPAM	IP16UMI/23/010	October	0785-718751	St. Francis College Buloba
9	Babirye	Tamy Agnes	F	Diploma in Information Systems Management	IP16UMI/30/J7	July	0774-083349	Copy Cat
10	Nabukenya	Angella	F	Diploma in Public Administration and Management	IP16UMI/29/J7	July	0773-495671	PEHAN CONSTRUCTION LIMITED
11	Walungama	Juma Kinobe	M	Diploma in Information Management Analysis	IP16UMI/31/J7	July	0775-810856	SPECIAL CHILDREN SPECIAL PEOPLE
12	Balaba	Fred	M	Masters in Business Administration	IP16UMI/32/A8	August	0701-115523	SOUTHERN WESTERN INSTITUTE FOR POLICY & ADVOCACY
13	Komuhendo	Sylvia	F	Diploma in Project Planning and Management	IP16UMI/33/S9	September	0788-788191	Uganda Red Cross Society
14	Tumukunde	Maria	F	Diploma in Procurement and Supply-Chain Management	IP16UMI/35/J7	July	0788-881633	VOLT-MARK(U) LIMITED

Annex 2. List of Interns that are not Available for Placement

SN	SURNAME	FIRST NAME	SEX	COURSE	TELEPHONE	Reason
1	Kaitesi	Anna Maria	F	Diploma in Public Administration and Management	0703-681273	Working
2	Muhumuza	Brian	M	Diploma in Information Systems Management	0780-641966	Working
3	Muwanika	Sosan	M	Masters in Business Administration	0774-033810	Working
4	Kyomukama	Tibamwenda Vincent	M	Diploma in Business Administration	0774-255183	Not Interested
5	Mbonye	Mark Levis	M	Diploma in Business Administration	0774-249333	Not Interested
6	Nyambuza	Philippe	M	Diploma in Information Systems Management	0754-283828	Not Interested
7	Okwany	James Bond	M	Masters in Business Administration	0772-337815	Not Interested
8	Ojao	Juliet	F	Diploma in Financial Management	0773-017133	Left the Company
9	Obaya	James Paul	M	Diploma in Information Systems Management/MBA	0752-954331	Left the Company

Annex 3. List of students that have not yet been placed.

SN	SURNAME	FIRST NAME	SEX	COURSE	TELEPHONE	ALTERNATIVE CONTACT	EMAIL
1	Lunkuse	Esther	F	Diploma in Information Systems Management	0704-940728	0756-441977	lunkuseesther23@gmail.com
2	Apwono	Goretti	F	Diploma in Public Administration and Management	0781-508598	0752-569698	apwono@gmail.com
3	Amulen	Mary Magdaline	F	Diploma in Public Administration and Management	0789-419682	0704-786280	maryatesot@gmail.com
4	Alitubeera	Gloria	F	Diploma in Financial Management	0778-258001	0751-733636	alitubeerazim@gmail.com
5	Akwi	Beatrice Bena	F	Diploma in Procurement and Supply-Chain Management	0785-689930	0782-864280	abeatricebena@gmail.com
6	Nyangweso	Anita	F	Diploma in Information Systems Management	0773-153296		anita.nyangweso@gmail.com
7	Kengoma	Florence	F	Diploma in Information Systems Management	0782-972416	0753-969696	amanflorence@yahoo.com
8	Ahimbisibwe	Hilda	F	Diploma in Information Systems Management	0702-491760	0776-171439	ashabahilda13@gmail.com
9	Nahirya	Dianah Sharon	F	Diploma in Financial Management	0783-555730		
10	Acheng	Jennifer	F	Diploma in Procurement and Supply-Chain Management	0782-264583		achengjennifer22@gmail.com
11	Lwetutte	Deogratius	M	Diploma in Monitoring and Evaluation	0782-003178	0782-071282	deo1g@yahoo.com
12	Muhereza	Nicholas	M	Diploma in Public Policy	0776-888030		

Annex 4. Status of Interns as per 31st December 2016

No	SURNAME	FIRST NAME	SEX	COURSE	MTH	COMPANY	STATUS	Skills Acquired During HEST Internship
1	Nalubowa	Fatumah Semujju	Female	Bachelor of Computer Science	October	Ministry of Foreign Affairs	No Response	
2	Shimanya	Shimmy	Male	BSc. In Computer Engineering	August	Tuf Foam Uganda Limited	Not Employed	competitive analysis, communication skills, market survey
3	Kaitesi	Anna Maria	Female	BSc. In Computer Engineering	N		Working	
4	Kyomukama	Tibamwenda Vincent	Male	BSc. In Computer Engineering	N		Not Willing	
5	Mbonye	Mark Levis	Male	Bachelor of Computer Science	N		Not Willing	
6	Okurut	Ivan	Male	Bachelor of Computer Science	August	Tuf Foam Uganda Limited	Not Employed	Customer care, marketing research, sales
7	Muhumuza	Brian	Male	Bachelor of Computer Science	N		Working	
8	Lunkuse	Esther	Female	Bachelor of Information Technology	N			
9	Apwono	Goretti	Female	Bachelor of Computer Science	N			
10	Amulen	Mary Magdaline	Female	Bachelor of Computer Science	N			
11	Alitubeera	Gloria	Female	Bachelor of Computer Science	N			
12	Ojao	Juliet	Female	Bachelor of Information Technology	N	Basco Products	Not Willing	
13	Molo	Geoffrey Nickson	Male	Bachelor of Information Technology	August	Channel 44	Retained	Team work and building, coming up HR manual, Job analysis
14	Ayot Achika	Abigail	Female	Bachelor of Information Technology	August	Africa Youth Leadership Forum	Extension	Programming, monitoring, Employee relations
15	Acheng	Jennifer	Female	Bachelor of Information Technology	N			
16	Nasirumbi	Sharon	Female	Bachelor of Information Technology	October	Mayondo Engineering Works	Extension	Socialisation with people, skills in stores, learnt the 5S in stores, creativity
17	Akumu	Fisa Daphine	Female	Bachelor of Information Technology	October	Mayondo Engineering Works	Retained	Organising skills, Issuing
18	Akwi	Beatrice Bena	Female	Bachelor of Information Technology	N			
19	Muwanika	Sosan	Male	Bachelor of Information Technology	N		Working	

No	SURNAME	FIRST NAME	SEX	COURSE	MTH	COMPANY	STATUS	Skills Acquired During HEST Internship
20	Mulugwe	Lawrence	Male	Bachelor of Computer Science	October	St Francis High School Buloba	No Response	
21	Nyangweso	Anita	Female	Bachelor of Computer Science	N			
22	Lwetutte	Deogratius	Male	Bachelor of Information Technology	N			
23	Kengoma	Florence	Female	BSc. In Computer Engineering	N			
24	Ahimbisibwe	Hilda	Female	BSc. In Computer Engineering	N			
25	Nyambuza	Philippe	Male	BSc. In Computer Engineering	N		Not Willing	
26	Babirye	Tamy Agnes	Female	BSc. In Computer Engineering	July	Copy Cat	Not Employed	Analytical skills, customer care, communication skills
27	Nabukenya	Angella	Female	Bachelor of Computer Science	July	Pehan Construction Limited	Extension	Communication, Management, Emotional Intelligence
28	Walungama	Juma Kinobe	Male	Diploma In Science Laboratory Technology	July	Special Children Special People	Employed	Programming, monitoring, Employee relations
29	Balaba	Fred	Male	BSc. In Computer Engineering	August	Southern Western Institute For Policy & Advocacy	Extension	Research, How to coordinate
30	Komuhendo	Sylvia	Female	BSc. In Computer Engineering	September	Uganda Red Cross Society	No Response	Communication, presentation, first aid
31	Tumukunde	Maria	Female	Bachelor of Computer Science	July	Volt-Mark (U) Limited	Not Employed	presentation, reporting, negotiation,
32	Muhereza	Nicholas	Male	Bachelor of Information Technology	N			
33	Okwany	James Bond	Male	Bachelor of Information Technology	N	Basco Products	Not Willing	
34	Nahirya	Dianah Sharon	Female	Bachelor of Information Technology	N			
35	Obaya	James Paul	Male	BSc. In Computer Engineering	N		Not Willing	

Annex 5: Copy of UMI student report.

HEST

A Project of UMA



Daphne Fisa Akumu

HEST No: IP16UMI/20/010
 UNIVERSITY: Uganda Management Institute
 COMPANY: Mayondo Engineering Works
 Email Address: daphny.fisa@gmail.com
 Supervisor Name: Babirye Fatumah



2nd Month Report

Week	Target	Achievements	Challenges	Lessons Learnt
Week 1	<ul style="list-style-type: none"> - Continuous Cleaning of the store - Visiting the show room to count inventory - Entering data in the system including: Job orders, Requisitions and goods received 	<ul style="list-style-type: none"> - Taking stock of items in the show room - 	<ul style="list-style-type: none"> - Constant flu due to the dust from the workshop 	<ul style="list-style-type: none"> - the seven wastes in an organisation - Learnt to measure the finished products
Week 2	<ul style="list-style-type: none"> - Reorganizing the store for better access to commonly used items - Preparing a Schedule for all goods pending delivery due to non- payment or technical delays - Computing requisition list as per job orders to insure availability of materials for the production of products i.e. door frames/ shutter and kitchen units - Prepare Weekly store/stock report 	<ul style="list-style-type: none"> - The store looks more organised and materials used daily can be traced easily - Monitoring movement of a given product in order to better schedule its delivery 	<ul style="list-style-type: none"> - Purchases of materials are seldom made in time - 	<ul style="list-style-type: none"> - learnt about the Seven wastes in an organisation - Taking measurements of finished products
Week 3	<ul style="list-style-type: none"> - Continued reorganize of the store - Comparing finished products with the originals estimates from the site and drawings - Up-dating all stock cards - Preparing stock report 	<ul style="list-style-type: none"> - Ensuring less mistakes as regards measurement of the finished products are made - Up-to-date monitoring system of all stock in the store 	<ul style="list-style-type: none"> - constant cleaning of the store due to wood dust from the work shop 	<ul style="list-style-type: none"> - learnt the work flow in the organisation - comparing requirements for a job issued with the actual requirements attached to the job
Week 4	<ul style="list-style-type: none"> - Monitoring stock levels - Continuous cleaning of the store - Taking note of damaged stock - Preparing Monthly report 	<ul style="list-style-type: none"> - General cleanliness of the store - Reduction of waste in the store 	<ul style="list-style-type: none"> - Long wait for items requisitioned for. 	<ul style="list-style-type: none"> - kaizen principles - team work - Creativity - Time management

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Annex 6: Copy of student offer letter.



UGANDA MANUFACTURERS ASSOCIATION

Lugogo Show Grounds, P. O. Box 6966 Kampala, Tel : +256 414 221 034, +256 414 287 615, +256 312 278 823
Fax: +256 414 220 285 E-mail administration@uma.or.ug Website: www.uma.or.ug

Our Ref:

Your Ref:

Dear

RE: OFFER TO PARTICIPATE IN UMA – HEST INTERNSHIP PROJECT

We are delighted to inform you in writing that you have been given an offer to participate in the UMA–HEST Internship Project. Having been selected by your institution to benefit from the Project and having attended a two days training at UMA, you shall be posted to as your host company. Your internship will run fromuntil provided that the terms and conditions for your placement are fulfilled as follows:

Your Obligations:

1. You will uphold the Intern Code of Conduct, out- lined herein.
 - a) Adhere to the rules and regulations of the company where you are placed. This includes all health and safety regulations.
 - b) Undertake and complete three months internship placement with the company.
 - c) Act professionally at all times, upholding the good name and integrity of the UMA - HEST Internship Project and the company where you are placed.
 - d) Maintain in confidence any information learnt about the activities and/or operations of the company and UMA –HEST Project during your placement.
 - e) Not, except as permitted by your Workplace Supervisor, carry out or be engaged in private business or practice that negatively affects your internship duties.

2. Hours of Work:

You will conform to the hours of work as stipulated by the company where you are placed i.e. 8:00am – 4:30pm with one hour for lunch. You may, from time to time, be required to work reasonable additional hours for which time off in lieu can be taken if approved by your Workplace Supervisor. You will be required to always sign the daily attendance register i.e. time of arrival and time of departure.

3. Stipend:

UMA – HEST Project will pay you a total stipend amounting to UGX 700,000/= net (seven hundred thousand shillings only).The Project will only deposit stipends to your Bank Account upon receiving at least 4 (four) weekly, quality, timely targets per month. Reports should be **approved and signed** by your Work Place Based Supervisor.

UMA Regional Office: JINJA: 47/49 Main Street, Jinja. E-mail: umaregionaloffice@gmail.com

Continuation

The installments shall be as follows:

Date	Item	Amount
30 th Month 1	<i>Insurance premium to be deducted</i>	36,000/=
30 th Month 1	1 st Financial Disbursement	180,000/=
30 th Month 2	2 nd Financial Disbursement	170,000/=
30 th Month 3	3 rd Financial Disbursement	160,000/=
30 th Month 4	4 th Financial Disbursement	154,000/=
	Total	700,000/=

Payment of any installment of the stipend will depend on the recommendation of your Workplace Supervisor, OR any other officer assigned that duty by the Host Company and approval by the UMA Internship Placement Officer or any other accredited official.

4. Reporting:

You will be reporting to the Workplace Supervisor who will be identified by the company. You will be required to provide quality and timely reports as per instructions of the reporting template found on the UMA Portal hest.uma.or.ug

5. Supervision:

The role of the Workplace Supervisor will be to provide ongoing feedback and leading performance reviews. He /she will work in the same department/section with you or be otherwise closely connected to your activities, as well as overseeing your day-to-day tasks. The feedback will be shared with all the stake holders of the UMA – HEST project.

6. Insurance:

Since Insurance was not catered for in the approved budget UMA–HEST project has identified an insurance service provider after consulting the funders. Signing this offer letter will give UMA-HEST Project lieu way to incorporate you in the insurance policy which will be provided to you outlining your coverage.

Please note that this offer does not constitute a contract of employment with UMA –HEST Project but is an offer to participate in our Internship Project. UMA - HEST Project will not provide any benefits or entitlements other than those outlined in this offer.

If you accept the above terms, sign the copy of this letter and return it to the undersigned before2017.

Yours sincerely
Uganda Manufacturers Association


Sebagala M. Kigozi
Executive Director

I accept the appointment under the given terms and conditions of service.

Signed Date:

Cc: Employer (Host Company)

Annex 7. Copy of the introduction letter.



UGANDA MANUFACTURERS ASSOCIATION

Lugogo Show Grounds, P. O. Box 6966 Kampala, Tel : +256 414 221 034, +256 414 287 615, +256 312 278 823
Fax: +256 414 220 285 E-mail administration@uma.or.ug Website: www.uma.or.ug

Our Ref:

Your Ref:

.....
.....
.....

Dear,

RE: INTRODUCTION OF THIS INTERN TO YOUR COMPANY

We thank you for accepting us to work with you in the UMA-HEST Internship Project. This is to introduce to you a student of UMA HEST Internship Registration number

UMA -HEST Project will support the intern with an amount of 700,000/= (seven hundred thousand shillings only) as stipend for three months in your organization. The stipends will be payable in installments upon your signature of work done at your institution.

The intern will be attached to a Workplace Supervisor who will be identified by your institution. The Workplace Supervisor will monitor the learning process and give feedback to UMA-HEST Project through an approved report template on the UMA portal (hest.uma.or.ug)

Attached herewith are copies of a signed commitment letter for the student and a Work Plan indicating the schedule for disbursement of stipends. At least 4 weekly targets for the first month should be sent to the UMA-HEST web portal by the 15th January 2016 and thereafter monthly reports sent to same by the 30th date of the respective month of internship.

Yours Sincerely,
Uganda Manufacturers Association


Sebagala M. Kigozi
Executive Director

Cc: Student

UMA Regional Office: JINJA: 47/49 Main Street, Jinja. E-mail: umaregionaloffice@gmail.com

Annex 8. Copy of student reporting template.



HIGHER EDUCATION SCIENCE AND TECHNOLOGY
Internship Logbook

Student Name:

Month:

Target	Achievements	Challenges	Lessons Learnt

Supervisors Comment:.....

Signature:.....