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3000

WITH FUNDING FROM
**AUSTRIAN
DEVELOPMENT
COOPERATION**

Secure Livelihoods For South Sudanese Refugees And Host Communities In West Nile Region, Uganda (Migration Project)

APPRENTICESHIP GUIDE

December 8, 2017



**SECURE LIVELIHOODS FOR SOUTH SUDANESE
REFUGEES AND HOST COMMUNITIES IN WEST
NILE REGION, UGANDA
(MIGRATION PROJECT)**

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DISCLAIMER

This training manual was developed by AFARD and PALM Corps with funding from Austrian Development Cooperation, Bruder und Schwester in Not Innsbruck (BSI) and Caritas Kärnten through HORIZONT3000.

1. INTRODUCTION

1.1 About the Project

The civil conflicts in South Sudan has since 2013 resulted into increased influx of refugees into West Nile, Uganda. As at February 2017, the FAO estimated the total refugee population in West Nile region at 628,000 people (86% women and children, 3% the elderly, and 5 people per household). While the progressive Uganda Refugee Act (2006) and Refugee Regulations (2010) allow refugees freedom of movement, the right to work, the right to own a business and property, and access to education and health care, right on arrival, refugees compete with the local citizens for scarce resources such as land, water, housing, vegetation, food, social infrastructures (education, health, water sources, transport) and employment. In a bid to enable refugees and host communities to achieve economic, social and environmental self-sufficiency, HORIZONT3000 in partnership with the Agency for Accelerated Regional Development (AFARD) and PALM Corps secured a two-year funding from the Austrian Development Cooperation, Bruder und Schwester in Not Innsbruck (BSI) and Caritas Kärnten to support livelihood initiatives in Arua and Yumbe districts.

The primary objective of the project is,

- *“Refugees and host communities have secure livelihoods and contribute to sustainable development within Rhino camp and Yumbe resettlement areas, in West Nile Region, Uganda.” The specific objectives are:*
- *To improve the nutrition status of 750 targeted households (60% female headed) in refugees and host communities;*
- *To increase the income of 750 targeted households and 225 beneficiaries in refugees and host communities;*
- *To promote peaceful settlements for refugees and host communities where natural resources are conserved and shared; and*
- *To capitalize and share the experiences made in this project as learning exercise to deal with refugee dynamics.*

1.2 About the Manual

The Migration Project seeks to enable youth enter, stay, and sustain their (self)-employment. To achieve this, the youth need among other things marketable vocational skills with which they can start and grow own-account employment opportunities. This manual therefore spells out the various steps in youth skilling through apprenticeship method. It's main users are the Project Manager and Project Officers.

Specifically, this manual is designed to help the project team to:

- 1. Systematically identify marketable skills, the youth interested in those skills and local master trainers thereof;*
- 2. Place and supervise the youth during their apprenticeship training;*
- 3. Graduate apprentice and provide business start-up kits for self-employment.*

1.3 Apprenticeship defined

The youth apprenticeship training is an approach of on-the-job based skills training where interested youth are placed on a structured short-term skills-based learning-while-working in specific but marketable trades under the supervision and coaching of the business operator (called master artisans/trainer).

In this training approach:

- ◆ Learning is based on action rather than theory thereby impacting lifelong skills acquisition.*
- ◆ Graduation is approved for learners with hands-on mastery in the trade products or services as opposed to the formal training memory based examination.*
- ◆ Training can take place within the community thereby reducing cost of training.*
- ◆ Learners earn modest income from their labour to the master trainer and can complement meeting their direct cost of training.*

1.4 Process of apprenticeship training

The Migration Project uses a 5 step-wise approach to ensure effective graduation of youth into the world of work and out of extreme poverty. This is explained below:

Steps	Actions
1	<ul style="list-style-type: none">• Market scanning: At this stage, the project team<ul style="list-style-type: none">○ Identifies profitable employment opportunities within the community○ Assess the relevant skills required to enter the job market○ Identify the existing master trainers within and outside the community
2	<ul style="list-style-type: none">• Youth selection: This process entails<ul style="list-style-type: none">○ Youth career guidance together with master trainers on what each of the selected trade required○ Youth application, selection and notification for training in the selected trades
3	<ul style="list-style-type: none">• Trainer selection: During this stage, the project team will<ul style="list-style-type: none">○ Assess the capacity of the various Master trainers identified in step 1 above○ Negotiate with potential trainers the roles and responsibilities of and the cost for, the training○ Sign a training MoU to guide the training and remuneration thereof.
4	<ul style="list-style-type: none">• Youth placement: This is the actual training phase which entails guided learning through:<ul style="list-style-type: none">○ Training planning with trainers (Calendar)○ Recording of daily learning log by learners○ Participatory performance assessment by trainers, learners and the project team○ Graduation of learners

5

- Post-training support:
- At this stage, the graduated youth are ready to enter and stay into the world of work. They therefore require:
- Provision of business start-up kits
- Customized mentoring and coaching support including linkages to business development services based on periodic business health check
- Business performance assessment through tracer studies

Below the various steps are described in details and the necessary tools are provided to aid with an effective management of the process. Worth pointing out is that a wrong management of each step will hamper the effective execution of the next step. Caution must be taken to ensure that all the necessary details are followed up. In a team setting, it is helpful to always discuss every stage together so that each staff knows what to do (even if a general induction training in using the toolkit is provided). Another point of emphasis is for the project staff to realize that the outputs of each step will build up into having the “real” viable job market or enterprises from which youth can earn decent employment that will ultimately pull them out of extreme poverty. Note that:

- *With the right market assessment that identifies marketable enterprises and skills needs;*
- *And identifying the right youth with existing aspirations into those trades;*
- *As well as identifying the right master trainers willing to mentor apprentice as their own children;*
- *Then effective and creative learning will take place in the manner that will motivate the youth;*
- *To either take up wage or self-employment in trades that enables them to use their learnt skills;*
- *And especially for those apprentice in self-employment the project will provide direly needed start-up kits as well as post-training support for targeted youth to grow their businesses and incomes.*



STEP 1: MARKET SCAN

This is the first step of the apprenticeship training model. Its core objective is to identify the most profitable trades into which youth can be gainfully employed. Aware that many youth are not fully aware of what the job market looks like given their desire for quick and clean money, often they prefer short-term trades that are unable to provide them sustainable decent employment. To avoid this challenge, the market scan is conducted in a targeted community involving not just the targeted youth but also informed community members.

Important to point out is that once the right trade is identified, then the required skills needs and Master trainers can be easily identified as well. What is critical to emphasize is that this process involved a lot of negotiation between the youth and adult.

A quick way to conduct the market scan is through a Focus Group Discussion. This is explained below.

Steps in conducting a participatory market scan

1. Identification of key stakeholders

Project staff should identify and list all key stakeholders in the project area. Notable here are:

Vocational training institutions

- Government officials (political and technical)
- Business owners such as hotels, garages, farms, local artisans, etc.
- Youths
- Community and religious leaders

2. Invitation of stakeholders

Using the list, invite the stakeholders for a focus group discussion.

Conduct market scan

Once the date and venue is agreed, hold the focus group discussion with invited stakeholders using the following procedures:

- Introduction to the meeting
- Setting of ground rules
- Use Tool 1 to guide the discussion

TOOL 1: MARKET SURVEY FORM

This form provides a simplified Focus Group Discussion Checklist needed for participatory market scan aimed at identifying marketable job markets and existing trainers within and outside the community.

The facilitator can guide discussions using the following checklist:

Ask the participants to reflect on the project area in order to answer the following questions:

1. What employment opportunities exist for youth in the area?
2. For each of the employment opportunities, to what extent are youth engaged in them? And why?
3. For each of the employment opportunities, how big is the market?

Employment opportunities (List all provided)	Youth engagement (Low, medium, high)	Market size (small, medium, large)	Remarks (explore why?)
Add as many rows as is possible			

4. What in your view are the top priority job markets for the youth? Use preference ranking method where each member will score 1 job market of her/his choice. Select the best 5.
5. What vocational skills would be required for the youth to enter and stay in these top 5 job markets?
6. Who is known in the community to provide apprenticeship training in this trade?

Job markets	Score	Rank	Skills required	Trainer (Name and telephone)

Note: At the end of this exercise, the community would have agreed on the “right trades” through the top 5 job markets. Equally, they would have analyzed the trade market sizes, opportunity for youth engagement as well as the desired trainers of the desired skills.



STEP 2: YOUTH SELECTION

This is the second step of the apprenticeship training model. Its core objective is make youth aware of the project preferred vocational skills training in order to ably apply for the trades of their choice. The final output of this process is having the “right youth selected for vocational training.”

The youth selection process entails general awareness creation through career guidance, application by youth interested in the project priority trades, and finally selection by the project team. This is explained below.

Steps in conducting youth selection

2.1 Career guidance for youth and their parents/spouses

Before any interested youth is selected for vocational training, the project staff and selected artisans identified for the priority project trades should career guidance and counselling to the youth and their parents/spouses about what vocational skills have been prioritized and why as well as the job market demands thereof. This will help them to understand what they will be learning, make informed decisions, prepare for and remain committed to the training. With this hindsight, the counselling session should take place in a group discussion structure, guided by the following questions:

- What trades were prioritized by the project?
- Why were these trades given priority – market, income, etc.?
- What are the expected training values and time demand?
- What are the expected training contributions required from the youth?
 - Time
 - Regular attendance
 - Good behavior
- How can parents/spouse support the training?
 - Transport
 - Some lunch
 - Training materials (books, pens, pencils, shoes if needed, etc.)
- What additional support and trainings will the project provide to ensure that the trained youth are gainfully employed?
 - Entrepreneurship and life skills training
 - Startup kits

-
- Tuition fee
 - Some lunch
 - What is the selection process for one to benefit from the training?
 - Mandatory application (Tool 2)
 - Consent of parents/spouses
 - Transparent team selection (based on the below criteria – 2.2)

2.2 Youth Selection Guide

After the application forms are received from all youth groups, a team of project staff conducts selection based on:

1. Youth must have selected one of the project priority job market
2. Youth must be a member of youth group.
3. Youth must be vulnerable.
4. Youth must be between 14-30 years old.
5. Youth must be permanent residents in the area of operation.
6. Youth/Households should be willing to contribute to the training e.g., by transportation, lunch or basic training materials.
7. Youth must be out of school at the time of the programme to prevent dropping out of school to join the programme.

Note: At the end of this exercise, the project team would have selected the “right youths for the project priority trades”. This will mean that only vulnerable but committed youth are identified for training.



TOOL 2: APPRENTICESHIP APPLICATION FORM

HORIZONT3000 in partnership with AFARD and PALM Corp secured a 2-year funding from Austrian Development Agency to implement the Migration Project in Arua and Yumbe districts in order to provide sustainable and gainful employment opportunities for vulnerable youth. By filing this form, a potential youth applies for consideration to participate in the apprenticeship programme. However, the parent/guardian or spousal consents is required. Thank you.

Applicant’s Basic information

District	LLG (Sub County):	Parish/Zone:	Village/Block:
Name of youth:		Telephone number:	
Sex (1=Male; 2= Female)	Age	Status (1=National; 2=Refugees)	Marital status (1=Single; 2=Married; 3=Widow(er))
Religion 1= Christian; 2= Muslim; 3=Others	Number of people in the household	Position in household 1= Head; 2= Dependents	Highest education attained 1=None; 2=FAL; 3= Primary, 4=Secondary, 5=University or Tertiary
Able to read and write 1=Yes 0=No	Ever attended vocational training 1=Yes 0=No	Has an IGA 1=Yes 0=No	If yes, name the type of business

Job dreams/Aspirations

In the box below, list 3 possible income generating activities you desire to do giving reasons why you prefer them; where you plan to locate the businesses; and among them all, what is your most preferred business?

Desired businesses	Reason for the preference	Preferred business location	Given a chance, which one would you choose to engage in?



Consent by Parent/Guardian/Spouse

I/we accept that and commit to support my/our son/daughter/partner undertakes the apprenticeship training.

Youth applicant	Parent/Guardian/Spouse
Name:	Name:
Position:	Position:
Signature:	Signature:
Date:	Date:

STEP 3: SELECTION OF TRAINERS

This is the third step of the apprenticeship training model. Its core objective is select the “right master trainers” able to deliver the mentorship approach of the project preferred vocational skills training.

The trainer selection process involves (i) assessing the capacity of the various Master trainers identified in step 1 above; (ii) Negotiating with potential Master trainers the roles and responsibilities of and the cost for, the training; and (iii) Sign a training MoU.

Steps in conducting trainer selection

3.1 Master Trainer Selection

Following the identification of project priority trades and matching it with the number of youth selected for each trade, the next step is for the team to conduct a detailed profiling of the identified and potential trainers (using Tool 3) in order to finally select the most appropriate artisans. This process involves a verification exercise using the following selection criteria. The artisan must:

- Be engaged in the selected trades.
- Have sufficient work places and basic tools. Note that the option of purchasing training equipment for the artisan instead of paying them a training fee should also be considered.
- Have the business near to the selected beneficiaries.
- Be available and willing to take on trainees.
- Have past experience working with youth.
- Have a positive reputation in the community.

3.2 Negotiation with selected Artisan

Once all the potential artisans are selected, the project team must negotiate with each one of them independently on the cost for training. It is at this stage that both parties can agree that given the gaps in tools/equipment the project can purchase or pay for the tools instead of direct fees.

It is this negotiation and the agreed terms thereof that will be used to design the Memorandum of Understanding (Tool 4)

3.3 Artisan orientation and Signing of MOU

The purpose of the artisans' orientation is to expose them to the apprenticeship process and coach them on how to effectively train, mentor and work with youth right in their businesses up to their independent world of work. This session is also aimed at leveling artisan expectations before signing the MoU. The main themes to discuss during the orientation will include:

- About the Migration project
- The project apprenticeship process
- Benefits of apprenticeship approach to artisan.
- The project deliverables

Some of benefits for artisans

- Improved business growth due to cheap labour.
- Ability to hire better staff from among trainees to develop one's business workforce.
- Improved business visibility in the community
- Training fees will provide additional income for the business.
- Where agreement is made to secure training inputs the artisan gains opportunity for more future trainee enrolment.

Expectations: What the project will provide to the artisan and what the project expects from the artisan. The facilitator can lead this discussion using the below:

Project to artisan	Artisan to project
<ul style="list-style-type: none">• Inspired youth for training• Training fee• On site mentorship support• Entrepreneurship and life skills training• Equipment, if needed at cost deducted from training fee	<ul style="list-style-type: none">• Space for training• Adequate time (with calendar)• Youth attendance register• Performance assessment• Participation in review meetings• Pay trainee modest wage work done



Once the artisans agree to the project expectation, an MoU is then signed. The purpose of MOU is to set expectations, outline responsibilities and agree on important issues between the artisan and project holder. The MOU is developed in consultation with key stakeholders and outlines general information such as: the type of trade, where the training takes place, the training start and end dates, duration of the training, the name of the trainer, stipend paid to the trainers and provision for basic training material. Additionally, the contract outlines roles and responsibilities of the trainers and implementing partners.

Note: It is important to sign an MOU with the artisan only once they have agreed to the project terms and conditions. No one should be forced into the programme.

TOOL 3: ARTISAN PROFILING FORM

HORIZONT3000 in partnership with AFARD and PALM Corp secured a 2-year funding from Austrian Development Agency to implement the Migration Project in Arua and Yumbe districts in order to contribute to poverty reduction through sustainable and gainful youth employment opportunities. This form is aimed at capturing credible and confidential information about artisan for potential engagement in the various apprenticeship training of the project. Thank you.

Name of Business	Name of business owner	Telephone contact
	Academic qualification	Number of years of business
Location of business	District:	Sub county:
	Parish/Zone:	Village/Block:
Product/service of business	Number of years in operation	Number of staff
Is work space adequate? 1=Yes; 0=No	Are training materials adequate? 1=Yes; 0=No	Are training tools/Equipment adequate? 1=Yes; 0=No
Is sanitary facility available 1=Yes; 0=No	Are protective wears available? 1=Yes; 0=No	Is fire extinguisher available? 1=Yes; 0=No
Is accommodation available 1=Yes; 0=No	Are meals provided for trainees? 1=Yes; 0=No	Is the center busy? 1=Yes; 0=No
Does the center have bank account? 1=Yes; 0=No	Does the center keep business records? 1=Yes; 0=No	Does the center provide other skills training? 1=Yes; 0=No
Is workshop rules displayed? 1=Yes; 0=No	Are safety cautions in place? 1=Yes; 0=No	Is dust bin for waste disposal in place? 1=Yes; 0=No
Duration (months) of training		Cost per student (UGX)
Past experience with youth training	Trained before? Yes/No	
	Number of trainee:	



O t h e r complementary skills training provided		
C o m m u n i t y comment on business and training		
Approval	Number of apprentice recommended	
Name, signature and date of assessor		

Note: At the end of this exercise, the project team would have selected the “right Master Trainers for the project priority trades”.

TOOL 4: ARTISAN MEMORANDUM OF UNDERSTANDING

HORIZONT3000 in partnership with AFARD and PALM Corp secured a 2-year funding from Austrian Development Agency to implement the Migration Project in Arua and Yumbe districts in order to contribute to poverty reduction through sustainable and gainful youth employment opportunities. This document sets out the terms and conditions of employment for providing the apprenticeship training.

An agreement is made on the day _____ of _____.

_____, between the: **Implementing Partner Organisation**

AFARD/PALM Corp : _____

Contact person: _____

Address: _____

Phone Number: _____

and **the Artisan**

Company name: _____

Contact / responsible person: _____ Phone

Number: _____ Training

provided: _____ Training

facility address: _____ Tel: _____

with the intention of contributing towards achieving the project objective of Migration Project, which is to increased youth empyability by giving apprenticeship training to the youth listed below:

AFARD/PALM Corp and the Artisan hereby agree on the following.

Terms of the Apprenticeship:

Period of Placement

The apprenticeship will last for ----- months beginning on ----- and ending on -----



Stipulation of Roles

AFARD/PALM Corps hereby agrees to:

- (1) Provide a contribution to the service provider in exchange for training services for the apprentice, with the following details:

Total cost per single apprentice:Number of apprentices:_____

Total cost to be paid to the artisan:

The total amount will be paid in the following number of installments:

Installments	Date	Amount
1st		
2nd		
3rd		
Grand total		

The amount of money will cover everything required for the implementation of the training: training materials, tools, and training fees.

If an apprentice does not finish the programme, AFARD/PALM Corp will stop paying the artisan for the amount of money due for that apprentice.

- (2) Provide a mandatory orientation to the programme for the apprentices.

Subjects to be discussed: appropriate work behavior, timeliness, work ethic, expectations, the benefits of the programme and repercussions for misconduct.

- (3) Provide the artisan with an Attendance Register.

- (4) Perform field visits in order to ascertain the progress of the apprentice according to the train-

ing programme:

- Visit the training facilities at least once a month.

- Visit the apprentices' homes at least once per quarter.

(5) Monitor the progress of the apprentice using the following monitoring tools:

- Apprenticeship Monthly Monitoring Questionnaire. During the exercise the Officer of the AFARD/PALM Corp can verify the progress of the apprentice by consulting the Performance Appraisal Form, which should be updated monthly by the service provider.

- After completion of the training, the Exit Interview will be administered.

(6) Track the apprentices' post-graduation experience using the Tracer Questionnaire

(7) Act as an intermediary between the artisan and the apprentice, should there be any conflict.

Artisan hereby agrees to:

(1) Provide effective training to the apprentice and make sure to teach all the required skills. In the event that the artisan is not able to teach all the skills in the period agreed, it is his/her responsibility to extend the training period at no added cost to the Implementing Partner.

(2) Supervise the apprentice closely to help with skills development and to build apprentice confidence. Give regular constructive feedback on apprentice performance as well as mentor and coach apprentice.

(3) Have custody of all the training tools/equipment until the end of the training.

(4) Pay the trainee a modest wage for work done

(5) Monitoring the apprentice

- The artisan must provide details on the progress of the apprentice.

- The artisan must keep an accurate record of the days the apprentice works on the Attendance Register and training schedule.

- Fill and submit in the Apprenticeship Skills Appraisal Form monthly.

- In the event of long absence of the apprentice, inform AFARD/PALM Corps.

Safety Procedures

In case of injuries or death of the apprentice, AFARD/PALM Corps will not be liable for costs incurred.

In the case of disputes

If the artisan has a serious complaint about the apprentice, he or she should inform AFARD/PALM



Corpscontact person who will arrange for an interview with the apprentice and will report the case to the staff concerned.

Any dispute arising out of this Memorandum of Understanding will be settled politely by negotiation between the partners. If a disagreement still exists, the dispute will be settled by the respective agency by indicating an outside arbiter to be approved by the affected parties.

Please confirm your acceptance of this agreement by signing this Memorandum of Understanding.

On behalf of:

Implementing Partner	Artisan
Name:	Name:
Position:	Position:
Signature:	Signature:

STEP 4: YOUTH PLACEMENT

This is the fourth and crucial step of the apprenticeship training model. Its core objective is to ensure effective, creative, and accountable vocational skills training of the youth. It is the actual phase of training. The final output of this process is having the “right youth graduated in their preferred vocational skills ready for the world of work.” The youth placement process entails (i) Training planning with trainers (Calendar); (ii) Recording of daily learning log by learners; (iii) Participatory performance assessment by trainers, learners and the project team; and (iv) Graduation of learners. This is explained below.

Steps in conducting youth placement

4.1 Placement and commencement of training

When all parties are ready for training, the following should be done:

- a) The Project staff should communicate to the selected youth and their parents/spouses about when the youth will start training
- b) The project staff should develop and agree with the Artisans on their training plan. At this stage, reference can be made to existing curriculum approved by Ministry of Education and Sports (especially the DIT section) to ensure that the core aspects of every trade is delivered. Emphasis should also be made on adequate training time
- c) On the first day of the training, the project staff **MUST** be there at the venue to ensure that the learners are provided with sound rules and regulations such as (but not limited to):
 - Attendance (daily attendance register and activity logs)
 - Work habits (health and safety regulations), and
 - Behaviors at the workplace.
 - Regular monitoring and performance assessment

4.2 Monitoring Progress

Continuous monitoring is essential for effective apprenticeship programme. Project staff are expected to conduct monthly visits to discuss with the apprentices and artisans to assess progress and challenges. In this process:

- Check the attendance register in order to monitor absenteeism of the apprentice and provide support to reduce absenteeism.
- Check apprentice daily activity logs to ensure that the training contents agreed upon were conducted.
- Conduct at least one home visit per apprentice and the family to ascertain adoption of skills.
- Check if the artisan assesses apprentice competence and to provide support that will aid learning.



4.3 Trainees graduation

Prior to graduation, the Project staff should conduct a joint assessment of learning with the apprentice, the artisan and the care giver. The purpose of this assessment is to: (i) identify who is ready to graduate in order to allow slow learners ample learning time (but at their cost); and (ii) reflect on the training progress, challenges, and future improvement.

For the youth who are ready to graduate, a formal graduation ceremony is to be arranged with the support of the project, trainers, trainees and their parents/spouses. A certificate of accomplishment is also to be awarded to each trainee on the day of graduation.

TOOL 5: TRAINING PLAN FORM

Name of Business:	Apprenticeship trade:	Start date:	Number of trainees												
Name of artisan:	Telephone no:	End date:													
Topics to be covered	Weeks												Completed (Yes/No)	Assessed (Yes/No)	
	1	2	3	4	5	6	7	8	9	10	11	12			

Note:

1. Under weeks indicate when each topic will be taught
2. Under completed, assess from learners daily log whether it has been taught
3. Under assessed, ask the apprentice if their performance have been assessed and indicate those who did pass (e.g. Yes = 2; and No = 1) to ensure remedial learning for those who did not perform well.



TOOL 6: TRAINING ATTENDANCE REGISTER

The role of the register is to ensure that every apprentice attends all sessions as planned by the artisan. So, each learner **MUST** sign on the day they attended instead of a simple present/absent model use in formal education system

Name	Date	Signature



TOOL 7: MONTHLY MONITORING FORM

The monthly monitoring form aims to determine how the apprentice’s skills have progressed as well as the challenges faced. This questionnaire should be filled in and utilized as a reference tool by the Project staff.

Name of Project staff	Date of visit	Training duration (weeks)
Name of Business:	Apprenticeship trade:	Start date:
Name of artisan:	Telephone no:	End date:
List topics already covered	List the skilled already mastered	Ask apprentice for other benefits from the training (e.g., income, clients, etc.)
Challenges faced	Suggested solutions	



Remarks

List any concerns to be followed up with:

The Artisan:

Apprentice:



TOOL 8: PARTICIPATORY APPRENTICESHIP EVALUATION FORM

This tool is aimed at supporting a joint reflection meeting for artisans, apprentice and their parents/spouses in order to draw lessons for all stakeholders on the best way forward. It is to be used during a joint review meeting of the parents/spouses, project staff, artisans, and apprentice.

Name of Project:				Date:
Number of apprentice	Male:	Female:	Total:	
Names of Artisans				
Names of trades				
Name of Project staffs				
Period of Apprenticeship	Start date:	End date:		
Planned training outcomes (by project staff)				
Extent of achievement of planned outcomes	For each note: Low; Medium; High			
Stakeholders	Strengths	Weaknesses		
Project				
Apprentice				

Artisans		
Parents/spouses		
Suggested solutions for future programming		

TOOL 8: GRADUATION ASSESSMENT FORM

This tool is aimed at assessing the effectiveness of the apprenticeship placement with a twin aim of jointly assessing the readiness of the apprentice for the world of work as well as capacity of the artisans in delivering quality teaching. It is conducted jointly by the Project Officer and Artisans for each Apprentice.

Name of Project:		Date:							
Name of Project Staff		Name of Business:							
Name of Apprentice		Sex (Male/ Female)	Age						
		Duration of training:							
Name of vocational skill:		<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 15%;"></td> </tr> </table>							
Start date:									
End date:									
Skills expected to be acquired:		Practical skills assessed well acquired:							
Any skills that needs to be learned?		List the support that parents/spouses provided during the training							
List 3 major benefits you got from the training	Artisan	Apprentice							
	1.	1.							
	2.	2.							
	3.	3.							



Can you (apprentice) assess the artisan		What did you like most?		
	What did you dislike most?			
What would you recommend for change in the next training phase?		For artisans:		
	For Apprentice:			
Future plan	Apprentice	Joining wage job (Yes/No)	Joining self-employment (Yes/No)	Willing to accept tracer study (Yes/No)
	Artisan	Will employ trainee (Yes/No)	Will recommend trainee to other employers (Yes/No)	Recommend trainee for self-employment (Yes/No)
Recommendation of trainee for graduation		Apprentice: Are you ready for graduation? Yes/No		
	Artisan: Is trainee ready for graduation? Yes/No			
	Project staff: Is trainee ready for graduation? Yes/No			
	If No, state the remedial action to be taken (and by who)			
Sign-off	Name & Signature of apprentice	Name & Signature of artisan	Name & Signature of Project Staff	

STEP 5: POST- PLACEMENT SUPPORT

This is the fifth and final step of the apprenticeship training model. Its core objective is to ensure that graduated youth enter and stay into the world of work through the provision of business start-up kits, customized mentoring and coaching support including linkages to business development services based on periodic business health check, and business performance assessment through tracer studies in order to assess the impact of the model on youth employment and youth poverty reduction. This is explained below.

STEPS IN CONDUCTING YOUTH POST-PLACE- MENT SUPPORT

5.1. Support for entry into the formal job markets

Experience shows that some youth who lack entrepreneurial capacity prefer formal job markets. They see time-based wages or monthly salaries as less risky than being one's own boss. Such job opportunities can be sources from:

- the artisans who trained them
- nearby businesses in the trades for which the youth were trained

To access formal jobs the following is important:

- the graduate must keep a look out before and after graduation for jobs
- project staff should make contacts with potential employers to identify existing vacancies that they can communicate to the youth
- project staff should help the graduates to write marketable CV and secure positive recommendations from the implementing agency
- where possible the project can hold an employment fair to attract potential employers to interface with the graduate

5.2 Provision of Startup kits for self-employment

Given both the high entrepreneurial capacity of young graduates and the limited formal job market, a number of youth prefer self-employment. Yet majority of youth lack access to capital to finance their business ideas. It is for this reason that the project considers the provision of “basic start-up toolkits” to graduates who have demonstrated the “first step towards starting own businesses.” This is the lot of graduate whose cost-sharing practice will guarantee business ownership, growth and sustainability. And to be noted is that in the provision of this kit the youth and their families are encourage



to contribute towards the procurement of the starter kit. To ensure relevant provision of start-up kit, the project will:

- provide 1-month post-graduation period for all graduates in order to assess those who have started their own enterprises, however small.
- Compile a list of all youth who have running projects with “key business inputs” required to boost the enterprises.
- Invite bids from, evaluate and order for supply by credible suppliers.
- Distribute the kits only to those assessed (and they will be required to sign for each input received).

5.3 Provision of customized business mentoring and coaching

Many new enterprises started by young people hardly see their first birthday because they lack access to business support services. To ensure that graduates master the operation of their enterprises, the project staff will quarterly conduct business health checks so as to identify the critical challenges affecting each youth enterprises. By so doing, the project will:

- Provide customized mentoring and coaching in business management (exhibited by the adoption of simple business management best practices).
- Organize business management trainings.
- Provide financial linkages to youth-friendly service providers (financial and insurance markets).
- Mediate supply contracts especially with known government departments and CSOs in areas that require products/services produced by trained graduates.
- Encouraged self-employed graduates to form or join a VSLA within their community in order to propel their access to savings and credit required for business growth.

5.4 Assessing business impact

As was noted in the goal and objectives of the project, training of youth and supporting them to join the world of work (in formal or self-employment sectors) is only a process towards achieving the purpose of securing the livelihoods of the project beneficiary households. To know whether or not this is being achieved, the project team has to conduct a Tracer Study every 6-month (using tool 10). From this study, the project team will be able to show how the project is contributing to youth employment and increased in business volume, income and assets.

TOOL 9: BUSINESS HEALTH CHECK FORM

The tool below provides a quick help in assessing how your business is performing and how to respond in a way that will ensure both business growth and the attainment of your financial goals.

General information	District:	LLG:	Parish/Ward:	Village:
	Names of youth:	Name of Business	Sex: Male; Females	Age
	Type of business	State months after training when the business was started	State how old the business is	
	State the size of startup capital (UGX)	State the source of start-up capital	State the source of business working capital	
	State the current business value (UGX)		Is the business registered with (License /VAT)	
Business Leadership	Is the business plan written down?			
	Is the business vision clear?			
	Is the business management skill improving?			
Marketing and sales	Is the product still unique on the market?			
	Is the price competitive and profitable in the market?			
	Has sales increased in the last 6 months?			
	Has the number of customers increased in the last 6 months?			
	Are my competitors beaten or collaborating?			
Financial management	Are critical business records (cashbook) kept and used to monitor progress?			
	Are business costs stable or decreasing?			
	Has my profit increased in the last 6 months?			
	What percent of my profit do I reinvest in my business?			
	What percent of my profit do I save for my business?			
	Do I have access to business loan?			
	Do you mitigate your business risks? Have you insured your business?			
	Do I separate my business and family incomes/expenditures?			
Goal achievement	Have I acquired adequate productive assets?			
	Is the business enabling me to meet my financial goals?			



General	What is working well:	
	What is not working well:	
	What are my next course of actions:	
	Signature & date Name of entrepreneur:	

TOOL 10: APPRENTICESHIP GRADUATES' TRACER FORM

HORIZONT3000 in partnership with AFARD and PALM Corp secured a 2-year funding from Austrian Development Agency to implement the Migration Project in Arua and Yumbe districts in order to contribute to poverty reduction through sustainable and gainful youth employment opportunities. This form is aimed at capturing credible information about the impact of the apprenticeship training on the livelihoods of the targeted youth.

Youth Bio-data	District:	LLG(Sub County):	Parish/Ward:	Village:
	Names of youth:	Sex: 1=Male; 2= Female	Telephone Number	
	Name of trade trained in	What is your employment status? 1=Unemployed 2=Self employed 3= Formally employed	Name of employment sector	Was this the trade you were trained in? 0=No; 1=Yes
Business Bio-data	For those on formal employment			
	State number of months it took to get employed		State the monthly salary (UGX)	
	For those on self-employment		State number of months it took to start this business	
	<i>Who are you in this business?</i> 1= A salaried employee; 2=Self-employed; 3=Family support worker		<i>Why did you start this business?</i> 1=Meet family needs; 2= Grow rich; 3= Others (specify)	
	How much was the total start-up capital (UGX)?		What is the current total <i>business</i> value (UGX)?	



	<p>What was the main source of start-up capital?</p> <p>1= Own savings; 2=Family/Friends; 3=Loans from informal source; 4=Loan from banks; 5=Government/NGO programme</p>	<p>What is the main source of current working capital? 1= Own savings; 2=Family/Friends; 3=Loans from informal source; 4=Loan from banks; 5=Government/NGO programme</p>
	<p>Does the <i>Business</i> currently have any debt (UGX)? 0=No; 1=Yes</p>	<p>What is the total amount of current <i>Business</i> debts (UGX):</p>
	<p>What is the average monthly sales income (UGX)?</p>	<p>H On average, how much of your monthly income do you save (UGX)?</p>
	<p>How many hours do you work daily?</p>	<p>How many days do you work weekly?</p>
	<p>How many other employees (other than yourself) does your business have?</p>	<p>How many of these employees are youth (15-30 years)?</p>
	<p>On average how much monthly wage do you pay per employee (UGX):</p>	<p>On average how much monthly wage do you pay per youth employee (UGX):</p>
Business Management Practices	<p>Is this <i>business</i> formally registered? 0=No; 1=Yes</p>	
	<p>Does this <i>Business</i> have a written business plan? 0=No; 1=Yes</p>	
	<p>Do you keep critical business records? 0=No; 1=Yes</p>	
	<p>Do you separate personal & business finances? 0=No; 1=Yes</p>	
	<p>Is this <i>Business</i> insured against risk? 0=No; 1=Yes</p>	
	<p>Do you conduct sales promotion? 0=No; 1=Yes</p>	
	<p>Does this <i>Business</i> link with other businesses in access to inputs, skills, funds, etc.? 0=No; 1=Yes</p>	
	<p>What do you mainly spend your money on regularly? 1=Food; 2=Clothing; 3= Entertainment; 4=Airtime; 5=Family support; 6=Agricultural inputs; 7=Education cost; 8=Medical bills; 9=Asset acquisition; 10=Business reinvestment</p>	
	<p>Where do you mainly save your business income? 1=On self or home; 2=With family/friends; 3=Banks /SACCO; 4= Money lenders; 5= Savings group; 6= In livestock/ assets</p>	

Youth asset / wealth	State the...	Number	Value in UGX
	Amount of money you have in cash now?		
	Amount of money you have now saved in the bank, etc.?		
	Amount of money you have lent out as credit to other people?		
	Amount of money you borrowed from others (debt)?		
	Acres of land you have now? How much can it earn sold now?		
	Number of cows you have? How much can they earn sold now?		
	Number of goats/sheep/pigs you have? How much can they earn sold now?		
	Number of poultry you have? How much can they earn sold now?		
	Number of motorcycles you have? How much can they earn sold now?		
	Number of bicycles you have? How much can they earn sold now?		
	Number of radios you have? How much can they earn sold now?		
	Number of mobile phones you have? How much can they earn sold now?		
	Number of mattresses you have? How much can they earn sold now?		
	Number of jewelries/watches do you have? How much can they earn sold now?		
	Number of computers you have? How much can they earn sold now?		
	How many generators/solar systems do you have? How much can they earn sold now?		
Declaration of youth	By duly signing this form I agree that I have given a true and valid information about my businesses as per the skills acquired under the Migration Project.		
	Name	Signature	

