

# Research Terms of Reference

TVET mapping

UGA2301

Uganda

January 2023

1.0

**REACH** Informing  
more effective  
humanitarian action

## 1. Executive Summary

<b>Country of intervention</b>	Uganda		
<b>Type of Emergency</b>	<input type="checkbox"/>	Natural disaster	<input type="checkbox"/> Conflict
<b>Type of Crisis</b>	<input type="checkbox"/>	Sudden onset	<input checked="" type="checkbox"/> Protracted
<b>Mandating Body/ Agency</b>	FCDO		
<b>IMPACT Project Code</b>	25EAM		
<b>Overall Research Timeframe</b> (from research design to final outputs / M&E)	20/12/2022 to 27/03/2023		
<b>Research Timeframe</b> Add planned deadlines (for first cycle if more than 1)	1. Pilot/ training: N/A		6. Preliminary presentation: N/A
	2. Start collect data: 23/01/2023		7. Outputs sent for validation: 10/03/2023
	3. Data collected: 10/02/2023		8. Outputs published: 27/03/2023
	4. Data analysed: 17/02/2023		9. Final presentation: N/A
	5. Data + analysis sent for validation: 17/02/2023		
<b>Number of assessments</b>	<input checked="" type="checkbox"/>	<b>Single assessment (one cycle)</b>	
	<input type="checkbox"/>	Multi assessment (more than one cycle) [Describe here the frequency of the cycle]	
<b>Humanitarian milestones</b> Specify <b>what</b> will the assessment inform and <b>when</b> e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;	<b>Milestone</b>		<b>Deadline</b>
	<input checked="" type="checkbox"/>	<b>Donor plan/strategy</b>	31/03/2023, inform the general donor strategy
	<input type="checkbox"/>	Inter-cluster plan/strategy	--/ /----
	<input type="checkbox"/>	Cluster plan/strategy	--/ /----
	<input type="checkbox"/>	NGO platform plan/strategy	--/ /----
	<input checked="" type="checkbox"/>	<b>Other (Specify): Implementing partners</b>	31/03/2023, inform implementing partners
	<b>Audience type</b>	<b>Dissemination</b>	

<b>Audience Type &amp; Dissemination</b> <i>Specify who will the assessment inform and how you will disseminate to inform the audience</i>	<input type="checkbox"/> Strategic <b>X Programmatic</b> <input type="checkbox"/> Operational <input type="checkbox"/> [Other, Specify]		<input type="checkbox"/> General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors) <input type="checkbox"/> Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting <input type="checkbox"/> Presentation of findings (e.g. at HCT meeting; Cluster meeting) <input type="checkbox"/> Website Dissemination (Relief Web & U-Learn) <b>X No REACH dissemination. The U-Learn Consortium is entirely and solely in charge of the dissemination</b>	
<b>Detailed dissemination plan required</b>	<input type="checkbox"/>	Yes	<b>X</b>	<b>No</b>
<b>General Objective</b>	<ul style="list-style-type: none"> <li>To identify the Technical Vocational Education and Training (TVET) courses and training centers which are catering to refugees and host communities in 2022/2023 in West Nile (districts: Adjumani, Arua, Koboko, Madi Okollo, Obongi, Yumbe) and Lamwo district in order to inform the humanitarian community (donors, implementing partners) as well as prospective students.</li> </ul>			
<b>Specific Objective(s)</b>	<ul style="list-style-type: none"> <li>Identify existing Directorate Of Industrial Training (DIT) accredited training centers, including mobile centers, which have been operating and catering to refugees and host communities in 2022 and will be in 2023</li> <li>Compile the different TVET courses which have been available to refugees and host communities in 2022 (with a starting date in 2022) and courses which are likely or confirmed to be starting in 2023 and whether this will represent a change from 2022 to 2023</li> <li>Understand the different parameters of these courses (fees, length, placement/traineeship, certification)</li> <li>Identify the actors that are implementing these courses</li> </ul>			
<b>Research Questions</b>	<p>What/where are the Directorate Of Industrial Training ccredited centers</p> <p>What/where are the TVET training centers</p> <p>What/where are the mobile TVET centers</p> <p>What are the mobile TVET courses (started in 2022), what length of course, what entry fee, with/without internship/industrial training, what is the certificate of completion (Internal certificate? DIT?)</p> <p>Who are the implementing actors</p> <p>Which of these courses will not be given again in 2023</p>			
<b>Geographic Coverage</b>	<p>West Nile (Adjumani, Arua, Koboko, Madi Okollo, Obongi, Yumbe) and Lamwo district. Should secondary data points towards border districts having refugee-targetting TVET centers/courses, these will be added to the geographic coverage (e.g. Moyo, Maracha, Amuru, Gulu).</p>			
<b>Secondary data sources</b>	<ul style="list-style-type: none"> <li>GIZ, <i>Employment and Labour Market Analysis Uganda, December 2019</i></li> <li>SNV, <i>Economic Opportunities for Youth in West Nile: A Market Study, March 2015</i></li> <li>WVI, <i>Market Assessment for Employment and Income Generating Opportunities in Obongi, Adjumani and Lamwo districts, October 2020</i></li> <li>DIT, <a href="#">location of assessment centers</a></li> </ul>			
<b>Population(s)</b>	<input type="checkbox"/>	IDPs in camp	<input type="checkbox"/>	IDPs in informal sites
	<input type="checkbox"/>	IDPs in host communities	<input type="checkbox"/>	IDPs [Other, Specify]

	<input checked="" type="checkbox"/>	<b>Refugees in camp</b>	<input type="checkbox"/>	Refugees in informal sites
	<input checked="" type="checkbox"/>	<b>Refugees in host communities</b>	<input type="checkbox"/>	Refugees [Other, Specify]
	<input checked="" type="checkbox"/>	<b>Host communities</b>	<input type="checkbox"/>	No population will be interviewed/assessed
<b>Stratification</b> <i>Select type(s) and enter number of strata</i>	<input type="checkbox"/>	Geographical #: ___ Population size per strata is known? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/>	Group #: ___ Population size per strata is known? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	<input type="checkbox"/>		<input type="checkbox"/>	[Other Specify] #: ___ Population size per strata is known? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Data collection tool(s)</b>	<input checked="" type="checkbox"/>	<b>Structured (Quantitative)</b>	<input type="checkbox"/>	Semi-structured (Qualitative)
		<b>Sampling method</b>		<b>Data collection method</b>
<b>Structured data collection tool # 1</b> <i>Select sampling and data collection method and specify target # interviews</i>	<input checked="" type="checkbox"/>	<b>Purposive</b> <input type="checkbox"/> Probability / Simple random <input type="checkbox"/> Probability / Stratified simple random <input type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input type="checkbox"/> [Other, Specify]	<input type="checkbox"/>	Key informant interview (Target #): ___ Group discussion (Target #): ___ Household interview (Target #): ___ Individual interview (Target #): ___ Direct observations (Target #): ___ <b>X Live database filled by partners (Target #): between 16 and 24 (2 to 3 per district).</b> *Sampling is based on self-reporting, so exact targets can't be established
<b>Target level of precision if probability sampling</b>		___% level of confidence <b>N/A</b>		___ +/- % margin of error <b>N/A</b>
<b>Data management platform(s)</b>	<input checked="" type="checkbox"/>	<b>IMPACT</b>	<input type="checkbox"/>	UNHCR
	<input type="checkbox"/>	[Other, Specify]		
<b>Expected output type(s)</b>	<input type="checkbox"/>	Situation overview #: ___	<input type="checkbox"/>	Report #: ___
	<input type="checkbox"/>	Presentation (Preliminary findings) #: ___	<input type="checkbox"/>	Presentation (Final) #: ___
	<input type="checkbox"/>	Interactive dashboard #: _	<input type="checkbox"/>	Webmap #: ___
	<input checked="" type="checkbox"/>	<b>Database #: 1</b>	<input type="checkbox"/>	Profile #: ___
<b>Access</b>	<input checked="" type="checkbox"/>	<b>Public (available on REACH resource center and other humanitarian platforms)</b>	<input type="checkbox"/>	<b>Factsheet #: 1</b>
	<input type="checkbox"/>	Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms)		Map #: ___
<b>Visibility</b> <i>Specify which logos should be on outputs</i>		<b>U-Learn</b>		
		<b>Donor: FCDO</b>		
		<b>Coordination Framework: Livelihood and Resilience Sector Working Group (LRSWG) ; Education Working Group (EWG)</b>		
		<b>Partners: N/A</b>		

## 2. Rationale

### 2.1 Background

- In 2022, Uganda hosted the largest number of refugees on the African continent, with over 1.5 million refugees and asylum seekers, mostly from South Sudan and Democratic Republic of the Congo. Refugees, 92% of which live in

settlements<sup>1</sup>, and host communities face significant challenges including poverty, high youth unemployment, and limited livelihoods opportunities. Overall, the Ugandan labour market relies heavily on the informal sector<sup>2</sup>, which is typically precarious, low paid, and showcases severe decent work deficits<sup>3</sup>. The 2020 [Vulnerability and Essential Needs Assessment \(VENA\)](#) led by IMPACT Initiatives, the World Food Program (WFP), and the United Nations High Commissioner for Refugees (UNHCR) found that 91% of refugees were economically vulnerable.<sup>4</sup> Key labour market outcomes indicate that refugees are not only less likely to participate in the labour market (42%) as compared to the host communities (69%), they are also less likely to find work with an unemployment rate of 31% against 7%<sup>5</sup>. Additionally, many can be considered as being impacted by skill-related underemployment, meaning that despite their skills, they are not able to find a matching and paid work opportunity. 21% of host community and 36% of refugee workers are overeducated for their current position. This labour under-utilisation could, in part, potentially point towards a working force with skills unmatching those sought by the labour market.

- As part of the [Skilling Uganda Strategy](#) implementation, the Ministry of Education and Sports (MoES) together with humanitarian donors including the German Agency for International Cooperation (GIZ), the Belgian Development Agency (Enabel), and Irish Aid have supported Technical, Vocational, Education and Training (TVET) activities to tackle unemployment by increasing vocational training access to the most vulnerable refugees and host communities in the parts of the country lacking in TVET opportunities. **TVET activities can be defined as education, training and technical skills development through formal, non-formal, and informal learning methods relating to occupations in various sectors so as to facilitate the insertion into the labour market by enhancing employability.**<sup>6</sup>
- While most of this information is available in some way, there is currently no comprehensive database which gathers all the information on the TVET trainings aimed at the refugee community in West Nile and Lamwo as well as the Directorate of Industrial Training (DIT) assessment centres.

## 2.2 Intended impact

- This product is intended for
  - **Refugees** who wish to see what the different courses available to them are, as well as their specifics (length, location, course fee, certification, contact information, etc)
  - **Donors/implementing partners** (such as World Vision International, Enabel, Jesuit Refugee Service, etc) who may wish to see what courses are already available and whether there is a saturation or a gap in the offer so as to best tailor the programs to the context. This, in turn, could enhance the understanding of the current situation to inform strategic decision-making processes, including funding allocations

## 3. Methodology

### 3.1 Methodology overview

- Secondary data review: these sources will elicit the existing training centres and sources to supplement the primary data collection. The DIT accredit trainings centres' [list](#) will be used to map centres if this information can be supplemented with the exact location of each centre.

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<sup>1</sup> ACAPS, [24/06/2022 Overview](#)

<sup>2</sup> Idem

<sup>3</sup> ILO, [Informal Economy](#)

<sup>4</sup> IMPACT, WFP, and UNHCR, "[Vulnerability and Essential Needs Assessment: Volume One](#)," October 2020

<sup>5</sup> UNHCR, [Knowledge Brief: Improving employment outcomes for refugees](#), July 2021

<sup>6</sup> UNESCO, [TVETipedia Glossary \(unesco.org\)](#)

- Primary data collection: an [online document](#) will be put together and reviewed by U-Learn, Working Group leads (Sustainable Livelihoods Working Group and the Education Working Group), and other relevant Sustainable Development actors before being shared with its participants. To avoid duplication, only implementing partners will be asked to fill out the document regarding their TVET projects. The document will be shared to sector partners through the sector leads and other relevant actors. The partners who will be filling out the form are not necessarily the same as the TVET centre's point of contact (this, for example, could be the centre's secretary, whereas the partner filling out the form could be a staff of the implementing NGO) The contact information of the TVET centre will be shared in the product (e.g. in case a prospective student would like to call for more information) whereas the personally identifiable information regarding the partner who filled out the database will not be included in the output and will be removed from the final dataset.
- Data cleaning: the data will be cleaned daily (or needs-based). Partners who are contributing to the database will be providing their contact information and will be reached out to if any of the information is missing or in need of clarification. This information will not be publicly disseminated (e.g. through the output) but will be available to other partners in possession of the link to the dataset they are contributing to. Their consent on this will be requested prior to accessing the dataset. The personally identifiable information of the partner who will be filling out the form will be removed once the data is cleaned.
- Data analysis: the dataset will be analysed with excel with the support of the data team. Data will be analysed on the district level and will be descriptive.
- Limits: due to time constraints, only national and international NGOs or agencies will be asked to contribute to the dataset. The methodology, however, could be replicated in the future to include government and private sector implementing actors to get a more complete overview of the available courses.

### 3.2 Geographical area assessed

- Refugee hosting districts
  - Yumbe
  - Madi Okollo
  - Obongi
  - Adjumani
  - Lamwo
- Districts bordering the refugee hosting districts and main countries of origin of the refugee communities, if secondary data/partners confirm the presence of TVET training catering to refugees in these districts
  - Arua
  - Moyo
  - Maracha
  - Amuru
  - Gulu

### 3.3 Secondary data review

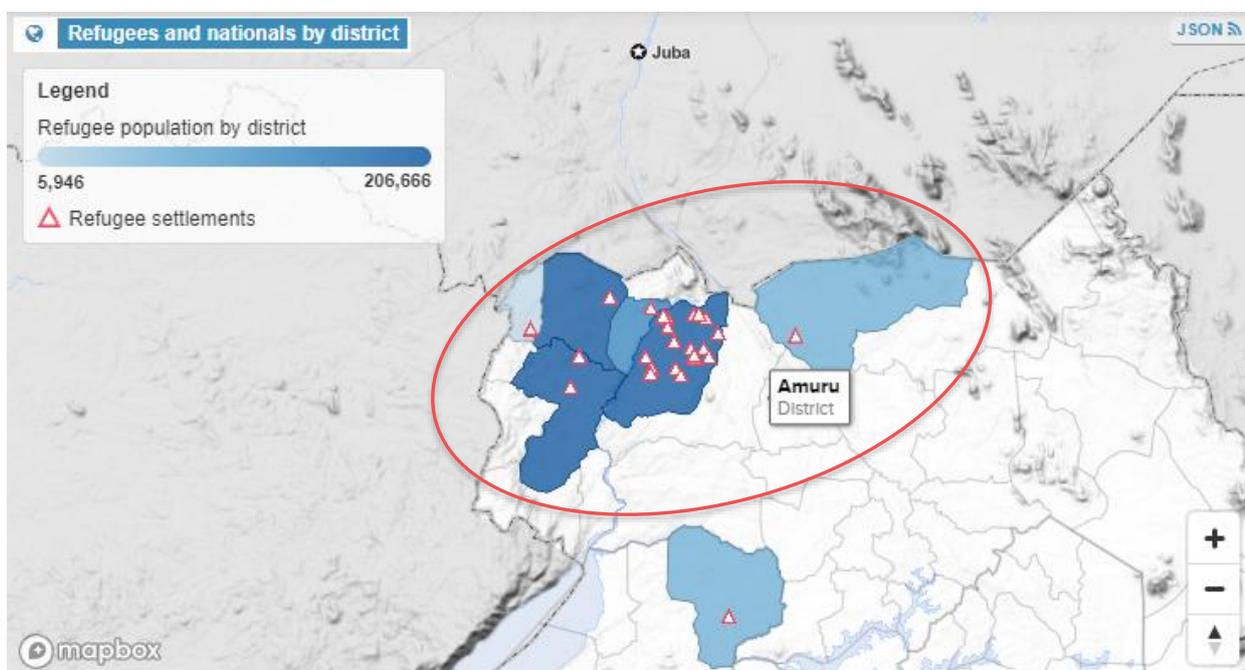
The function of the secondary data is threefold:

- Before data collection: finalize the geographic coverage based on whether districts adjacent to the refugee-hosting district appear to be having TVET centres catering to both the host community and refugees.
- During data collection: do targeted follow-ups during data collection to ensure saturation/ verify the exhaustivity of the database.

- After data collection: existing datasets such as the DIT assessment centers' list from the DIT [website](#) will be used to map the centers in the districts of interest.

### 3.4 Primary Data Collection

- Method – online form to be filled out voluntarily by TVET implementing actors
- Sampling – participants (from national or international NGOs) are selected on a voluntary basis through the support of the Livelihood Working Group and the Education Working group, and sustainable development actors (such as Enabel) to provide the information on their TVET activities. Only organisations willing to participate will have their projects added to the database. To mitigate this bias, sector lead support and close follow-ups should minimise this bias by promoting all actors' participation in the completion of the database.
- Tools – an [online document](#) will be put together and reviewed by U-Learn, Working Group leads (Sustainable Livelihoods Working Group and the Education Working Group) before being shared with its participants. To avoid duplication, only implementing partners will be asked to fill out the document regarding their TVET projects. In order to capture participants' consent, respondents will only get access to the document after indicating consent for the information and their personal information being publicly available through an online survey.
- Triangulation – secondary data will support the triangulation of the primary data results either by confirming the results or supplementing.



Map 1: Refugee hosting districts in West Nile and Northern Uganda to be targeted by this mapping exercise

### 3.5 Data Processing & Analysis

- The online spreadsheet will be disseminated by the sector leads (LRSWG & EWG) to their members. The primary data will then be entered by TVET implementing partners on a voluntarily bases. Upon written consent through an online Kobo survey, a link to an online spreadsheet will be made available. The REACH Senior Assessment Officer (SAO) will download the written consent.
- The data will be monitored daily by the Assessment Officer (AO) and cleaned if needed (e.g. by following-up with partners if information is incomplete or if they have not yet filled out the form, by verifying duplications, by harmonising certain answers such as NGO names, etc.). The spreadsheet has been automated to flag if inputs are incomplete. If any information is modified by the AO (or SAO), the partner will be alerted so they may confirm or reject the change.

- The analysis will be done on excel by the SAO and with the support of the AO and the IMPACT Initiatives data team. The data will be aggregated on the district level (e.g. frequency tables with the number of TVET training centres, number of courses per type, etc.). The analysis will be descriptive and summarized in an infographic per district.
- Personally identifiable information (PII) will be collected about
  - The participants who are filling out the form (in order to follow-up during the data cleaning)
  - The point of contact of the TVET training centres
    - The PII of the participants will not be disseminated or analysed, but will be accessible to the other participants when they are filling out the form.
    - The PII of the points of contact of the TVET training centres will be shared in the output, upon the written consent of the implementing partners.
- The data collection and cleaning process will adhere to IMPACT's [Data Protection SoPs](#).

## 4. Key ethical considerations and related risks

The proposed research design meets / does not meet the following criteria:

<b>The proposed research design...</b>	<b>Yes/ No</b>	<b>Details if no (including mitigation)</b>
... Has been coordinated with relevant stakeholders to <b>avoid unnecessary duplication</b> of data collection efforts?	Yes	
... <b>Respects respondents, their rights and dignity</b> ( <i>specifically by: seeking informed consent, designing length of survey/ discussion while being considerate of participants' time, ensuring accurate reporting of information provided</i> )?	Yes	
... Does not <b>expose data collectors to any risks as a direct result</b> of participation in data collection?	Yes	
... Does not <b>expose respondents / their communities to any risks as a direct result</b> of participation in data collection?	Yes	
... Does not involve <b>collecting information on specific topics which may be stressful and/ or re-traumatising</b> for research participants (both respondents and data collectors)?	Yes	
... Does not involve <b>data collection with minors</b> i.e. anyone less than 18 years old?	Yes	
... Does not involve <b>data collection with other vulnerable groups</b> e.g. persons with disabilities, victims/ survivors of protection incidents, etc.?	Yes	
... Follows IMPACT SOPs for management of <b>personally identifiable information</b> ?	Yes	

## 5. Roles and responsibilities

Table 3: Description of roles and responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
Research design	Senior Assessment Officer	Senior Assessment Officer	Research manager, U-Learn	Country Coordinator
Supervising data collection	Senior Assessment Officer	Senior Assessment Officer	Research manager, U-Learn	Country Coordinator
Data processing (checking, cleaning)	Assessment Officer	Senior Assessment Officer	Research manager, U-Learn	Country Coordinator
Data analysis	Senior Assessment Officer	Senior Assessment Officer	Research manager, Data office, U-Learn	Country Coordinator
Output production	Senior Assessment Officer	Senior Assessment Officer	Research manager, U-Learn	Country Coordinator
Dissemination	U-Learn	U-Learn	N/A	Senior Assessment Officer, Research manager, Country Coordinator
Monitoring & Evaluation	U-Learn	U-Learn	N/A	Senior Assessment Officer, Research manager, Country Coordinator
Lessons learned	Senior Assessment Officer	Senior Assessment Officer	Research manager, U-Learn	Country Coordinator

**Responsible:** the person(s) who executes the task

**Accountable:** the person who validates the completion of the task and is accountable of the final output or milestone

**Consulted:** the person(s) who must be consulted when the task is implemented

**Informed:** the person(s) who need to be informed when the task is completed

**NB: Only one person can be Accountable; the only scenario when the same person is listed twice for a task is when the same person is both Responsible and Accountable.**

## 5. Data Analysis Plan

An online document will be made available for implementing partners to fill in as follows:

Question	Hint	Choices
Information per course complete?	do NOT fill, this is an automated column	Automated/Formula
Course started in 2022 OR course starting in 2023 (one course per line)	If the course started in 2022 but it will ALSO be offered again in 2023, you may indicate so in column R	course started in 2022 course will start in 2023
Course theme/subject	If the subject is not in the list, please select "other" and specify in the next column	Carpentry & Joinery Brick laying & Concrete Practice Motor vehicles & Mechanic Hairdressing Driving

		Electrical Installation & Systems design Welding & Fabrication Furniture Production
If "other", please specify the course theme/subject	If the course theme/subject is not in the list in the previous column, please specify	text
Length of course (in months)	please do NOT include internship/placement, in months	number
Internship/ industrial placement?	yes/no	Yes/no
Length of internship/ industrial placement	in months	number
Total length of the course (including the placement) in months	do NOT fill, this is an automated column	number
Total participation fee (in UGX)	Fee required by the centre, for the total duration of the course	number
Maximum student capacity for the course for the year		number
Mobile/community based training or center/institution based training		Mobile/community based training center/institution based training
Name of training center hosting the course		text
Location in Adjumani	city/settlement in Adjumani	text
Address	Precise location, neighbourhood	text
GPS coordinates of the TVET centre	if available	coordinates
Implementing partner(s)		text
DIT certificate	yes, no	Yes, no
What type of other certificate (if any)	Does your organisation provide a certificate, and what kind?	text
For course starting in 2022: is the course (going to be) renewed for 2023?	Only fill for courses that were already offered (=started in) 2022	yes, it will be renewed in 2023 not yet confirmed no, this course will stop after 2022
Message	do NOT fill, this is an automated column	Automated/Formula
If the 2022 course is discontinued, why?	Budgetary limits, no demand for this course, etc	text
Training center contact - name	who should a potential student contact to get more information on this course?	text
Training center contact - email	who should a potential student contact to get more information on this course?	text
Training center contact - phone number	who should a potential student contact to get more information on this course?	number
Focal Point	Name of the person who is currently filling out this google sheet. This info will be used in case there is need for additional feedback	text
Main Contact Email	Email of the person who is currently filling out this google sheet. This info will be used in case there is need for additional feedback	text
Skype ID	Skype ID of the person who is currently filling out this google sheet. This info will	text

	be used in case there is need for additional feedback	
Message	do NOT fill, this is an automated column	Automated/Formula

## 6. Monitoring & Evaluation Plan

IMPACT Initiatives will not be conducting an M&E of this product. The U-Learn consortium conducts user/satisfaction surveys for its products periodically.

