

ANNEX 3-1: List of Japanese Experts

Clarification	No.	Name	Training Subject	Dispatch Period		Purpose & actual content of Technical Cooperation activity
				Starting	Ending	
Short Term Experts	1	Koji Ueda	Pedagogy	1998/10/13	1999/3/11	Technical Training for pedagogy
	2	Junji Kubota	Paint	1999/6/23	1999/9/22	Training on Wood Work Painting and Metal Painting
	3	Shinichi Kimura	Coordinator	1999/7/8	1999/11/30	Project Management & Administration, Assistant to CTA
	4	Koji Ueda	Pedagogy	1999/10/15	2000/2/14	Training on Pedagogy
	5	Yoshimitsu Higa	Piping	2000/5/15	2000/6/25	Training for Piping and processing
	6	Makoto Kikuchi	Audio visual method	2000/11/13	2001/1/13	Training on Installation of Intranet
	7	Hirotsu Hayashi	Air condition and Refrigeration	2000/11/13	2001/1/13	Training on Operation and Maintenance of Refrigeration, air conditioning
	8	Shinsuke Koike	Training Management	2001/3/7	2001/3/17	Procurement of necessary personnel for Training Implementation, Establishment of Training Management System, Implementation of Income Generation Activity, Institutional Management by Committees, Selection and Installation of Equipments, Maintenance of equipments
	9	Hiroko Kondo	Training Management	2001/3/7	2001/4/7	Procurement of necessary personnel for Training Implementation, Establishment of Training Management System, Implementation of Income Generation Activity, Institutional Management by Committees, Selection and Installation of Equipments, Maintenance of equipments
	10	Mineo Hoshino	Installation of Network system	2001/3/7	2001/4/7	Technical Content: Installation of Client/ server system, Purpose: Co-ownership of the information
	11	S.M.Husseini	Non destructive Test	2002/1/13	2002/1/26	Basic Theory and method of Non-destructive Test
	12	Koji Kuwata	Network system	2001/11/15	2002/1/10	Technical Content: Basic Theory of Linux System, Theory for Installation of LAN, Installation of LAN, Security System, etc. Purpose: Installation of Network
	13	Hiroyuki Kawase	Control and Sensor	2001/11/15	2002/1/10	Technical Content: Control Theory, Control technology, sensor technology, PLC technology, PC Control, Sequential Control, Purpose: Complete supplement for Control-related technology
	14	Koji Takema	Sharpening of blades	2003/2/2	2003/3/1	Training Instruction on sharpening Tools
	15	Kimitoshi Saito	Electricity-Electronics	2003/10/4	2003/12/3	Training on PLD, Micro-processor, PLC, PT.

ANNEX 3-1: List of Japanese Experts

Achievement of long-term Experts

Clarification	No.	Name	Training subject	Dispatch Period		Purpose & actual content of Technical Cooperation activity
				Starting	Ending	
	1	Toshiki Takami	C.T.A.	1997/6/4	2000/6/3	Overall of Management, Administration and Implementaion of Project.
	2	Hiroshi Sakamoto	C.T.A.	2000/5/19	2002/6/5	Overall of Management, Administration and Implementaion of Project.
	3	Takeshi Miyagi	C.T.A.	2002/5/19	2004/5/19	Overall of Management, Administration and Implementaion of Project.
	4	Tetsu Kawashima	Training Management	1997/6/4	1999/9/3	Procurement of necessary personnel for Training Implementation, Establishment of Training Management System, Implementation of Income Generation Activity, Institutional Management by Committees, Selection and Installation of Equipments, Maintenance of equipments
	5	Takashi Inoue	Coordinator	1997/6/29	1999/6/28	Project Management and Administration, assistant to CTA
	6	Susumu Makino	Coordinator	1999/11/19	2003/5/19	Project Management and Administration, assistant to CTA
	7	Mitsunori Hirakawa	Electronics	1997/12/27	2000/12/26	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Management of Electronics Section, Maintenance of equipments, Training Content: Analog digital circuit, Computer system, etc.
	8	Masahiro Fujita	Electricity	1997/10/22	2000/3/31	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Management of Electronics Sections, Maintenance of equipments, Training Content: Electricity Theory, Regulation of Electricity Construction, Electric Equipments, Distribution, Sequential Control, Applied technology of Refrigeration etc.
Long term Experts	9	Kazuaki Sato	Electricity •Electronics	2000/3/26	2003/5/19	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Management of Electricity, & Electronics Sections, Maintenance of Equipments, Training Content: Analog digital circuit, Computer system, Theory of Electricity, Regulation of Electrical Construction, Electric Equipments, Distribution, Sequential Control, etc.
	10	Shigekatsu Suzuki	Machining	1997/5/28	1999/5/27	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Management of Machining Section, Maintenance of Equipments, Training Content: Measurement, welding, Sheet metal, hand finish, lathe processing, Milling Processing, Machine Processing, (Lathe, Milling) etc.
	11	Yukio Nozawa	Machining	1999/5/12	2002/5/19	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Management of Machining Section, Maintenance of equipments, Training Content: measuring, welding, sheet metal, hand finish, lathe processing, Milling Processing, Machine Processing, (Lathe, Milling) etc.
	12	Katsuo Sasaki	Motor Vehicle	1997/12/27	2000/3/31	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Basic Theory of Motor Vehicles, Basic and Applied Practice, Upgrading practice, etc.
	13	Toshio Takeno	Motor Vehicle	2000/3/16	2003/8/19	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Basic Theory of Motor Vehicles, Basic and Applied Practice, Upgrading practice, etc.

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Clarification	No.	name	Training Subject	Dispatch Period		Purpose & actual content of Technical Cooperation activity
				Starting	Ending	
Long Term Experts	14	Toshinori Horai	Wood work	1997/10/22	2000/10/21	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Wooden materials, Wood Processing, Drawings, finishing, furniture making, etc.
	15	Toshihiko Yamakawa	Wood work	2000/10/5	2004/5/19	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Wooden materials, Wood Processing, Drawings, finishing, furniture making, etc.
	16	Hirotake Iida	Sheet Metal	1997/10/22	2000/10/21	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Machine Drawing materials, Measuring, hand finish, Sheet Metal Processing for Motor Vehicle, Finishing Paint, Sheet Metal Processing
	17	Hisao Maki	Welding	1997/10/22	1999/10/21	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Mechanical Engineering, Drawing, Measuring Practice, TIG/MIG welding, Applied Practice etc.
	18	Tetsu Goto	Welding	1999/10/11	2002/5/19	Implementation of Basic Training, Upgrading Training, Evening Course, Arrangement for Teaching Curriculum, Training Content: Mechanical Engineering, Drawing, Measuring Practice, TIG/MIG welding, Applied Practice, etc.

ANNEX 3-2: Counterpart Personnel Training

Field	Training Subject	Clarification	Receiving Organization	Name of trainees	Period	M/M
Managerial Section	Seminar for Training Management	Group	TIC	A. Tuzinde	95.08 - 95.10	3
	Wood Processing Technology	C/P	Chiba Polytechnic	Mugisha H.	98.10 - 99.03	6
Electronics Section	Applied Electric Engineering	Third country Group Training	Kenya JKUAT	F. Omoo	99.02 - 99.03	1.5
	Electronics Engineering	C/P	Polytechnic University	F. Omoo	99.04 - 99.12	9
	Electronics Engineering	C/P	Chiba Polytechnic	H. Kagezi	98.10 - 99.03	6
	Applied Electricity - Electronics (Instructor) Electronics Engineering	Third country Group Training	Kenya JKUAT	Edema P.	01.01 - 01.03	1.5
	(Instructor) Information Engineering	Group	Polytechnic University	Tumusiime R.	01.04 - 01.12	9
Electricity Section	Applied Electricity - Electronics (Instructor) Electric technics	Third country Individual Training	Kenya JKUAT	R.B. Micheal	02.06 - 03.02	9
	Seminar for Training Supervisors	Group	Polytechnic University	Apillie W.	03.01 - 03.03	1.5
	Electric Engineering	C/P	Overseas Vocational Training Association	Oteka	95.04 - 95.12	9
Machinery Section	Electric Engineering	C/P	Chiba Polytechnic	Mpanga A.	99.10 - 00.03	1.5
	Electric Engineering	C/P	Chiba Polytechnic	Asimwe L.	99.10 - 00.03	6
	Electric Engineering	C/P	Chiba Polytechnic	Nakakande	00.09 - 01.03	6
	(Instructor) Production machinery	Group	Polytechnic University	J. Katungole	01.10 - 02.03	6
	Machine Production	C/P	Chiba Polytechnic	Bukirwa H.	97.04 - 97.12	9
Motor Vehicle Section	Machine Processing	C/P	Chiba Polytechnic	Bukirwa H.	97.09 - 98.03	7
	Heat Treatment Technology	C/P	Chiba Polytechnic	P. Kyahurwa	98.10 - 99.03	6
	(Instructor) Mechanical Engineering (Instructor) Industrial machinery	Third country Group Training	Egypt CMRDI	Bukirwa H.	00.09 - 00.12	3
	Motor Vehicle Servicing	C/P	Chiba Polytechnic	Mugombesya	01.10 - 02.03	6
	(Instructor) Industrial Engineering	Group	Polytechnic University	Asimwe P.	98.04 - 98.12	9
Wood Working Section	Mold Engineering	C/P	Polytechnic University	Madira A.	01.04 - 01.10	7
	Mold Engineering	Group	Higashiyodogawa Vocational Training Institute	Sseguya J.S.	02.06 - 03.02	9
	(Instructor) Mold Engineering	C/P	Polytechnic University	N. Robert	99.04 - 99.12	9
	Production Engineering	Group	Polytechnic University	Ssenyondo M.	01.04 - 01.12	9
	(Instructor) Mold Engineering	Group	Polytechnic University	Nyangya P.	02.07 - 03.02	7
Sheet Metal Section	Production Engineering	Third Country Individual Long-term Training	University of Dar Es Salaam	Mwanga G.	02.10 - 03.10	12
	Sheet Metal Processing Technology	C/P	Chiba Polytechnic	Mwanga G.	97.10 - 98.03	6
	Sheet Metal Processing Technology	C/P	Chiba Polytechnic	Mafabi P.	99.10 - 00.03	6
	General Piping Installation	C/P	Chiba Polytechnic	Kazibwe P.	00.09 - 01.03	6
	Motor Vehicle Sheet metal	C/P	Chiba Polytechnic	Okello A.	01.10 - 02.03	6
Welding Section	(Instructor) Production Engineering	Group	Polytechnic University	Okuonzi J.	02.06 - 03.02	9
	Casting	Third country Individual Training	Egypt CMRDI	Kaweesa R.	02.09 - 02.12	3
	Welding Technology	Third country Group Training	Egypt CMRDI	Namisi S.	02.09 - 02.12	3
	Welding Technology	Third country Group Training	Egypt CMRDI	Mayanja F.	99.09 - 99.11	2
	Welding Technology	C/P	Chiba Polytechnic	Wanyama I.	99.10 - 00.03	6
Welding Section	Welding Technology	C/P	Chiba Polytechnic	Namisi S.	00.09 - 01.03	6
	Welding Technology	Third country Group Training	Egypt CMRDI	Baita M.	00.09 - 00.11	2
	Gas Arc welding	C/P	Chiba Polytechnic	Mayanja F.	01.10 - 02.03	6
	Welding Technology	Third country Group Training	Egypt CMRDI	Eliachu D.	01.09 - 01.11	2
	Piping/Non Destructive Testing	C/P	Chiba Polytechnic	Eliachu D.	02.09 - 03.03	6
Field	Training Subject	Clarification	Receiving Organization	Name of trainees	Training Period	M/M
ministry of Education & Sports	Seminar on Human Resource Development Administrative	C/P	Ministry of Labour	Lubanga F.	99.10 - 99.10	0.5
	Seminar on Human Resource Development Administrative	Group	Hachioji International Center, JICA	Pius B.	01.11 - 01.12	1

**Counterpart Personnel Training (Retirement and Transfer of Ex-participants)**

Field	Training Subject	Clarification	Receiving Organization	Name of trainees	Period	M/M
Training Field	Training Management Seminar	Group	TIC	Kurinamanyire	94.10 - 94.12	3
	(Instructor) Production Machinery	Group	Polytechnic University	A.Masolo	95.04 - 95.12	9
	Metal Processing Technology	Third country Individual Training	Egypt CMRDI	A.Masolo	97.09 - 97.11	3
	Training Management Seminar	C/P	TIC	A.Masolo	99.06 - 99.08	2
Electronics Section	Vocational training management Seminar	Group	Hachiji International Center, JICA	G.Mwesigye	00.06 - 00.08	2
	(Instructor ) Electronics Technology	Group	Polytechnic University	G.Mwesigye	96.04 - 96.12	9
	(Instructor ) Electronics Technology	Group	Polytechnic University	V.Awanyi	98.04 - 98.12	9
	(Instructor) Audio Visual equipments	Group	Polytechnic University	Kirya	97.04 - 97.07	4
Electricity Section	Electric Technology	C/P	Chiba Polytechnic	Sempala	97.10 - 98.03	6
Machinery Section	(Instructor) Production Machinery	Group	Polytechnic University	Ahagana	96.04 - 96.12	9
	Heat Treatment Technology	Third country Individual Training	Egypt CMRDI	E.Kirungi	99.09 - 99.12	3
Motor Vehicle Section	Servicing Motor Vehicles	C/P	Chiba Polytechnic	P.Kaboobi	98.10 - 99.03	6
	(Instructor) Industrial Machinery	Group	Polytechnic University	Mubamgizi	97.04 - 97.12	9
	(Instructor) Industrial Machinery	Group	Polytechnic University	Mukasa	96.04 - 96.12	9
Wood Working Section	Servicing Motor Vehicles	Group	Higashiyodogawa Vocational Training Institute	Kulubuya M.	99.10 - 00.03	6
	(Instructor) Wood Processing	Group	Polytechnic University	Kejungu	97.04 - 97.12	9
	(Instructor) Wood Processing	Group	Polytechnic University	Katumba	96.04 - 96.12	9
Welding Section	Welding	Third country Group Training	Egypt CMRDI	Wakabi	95.09 - 95.10	1.5
	Welding	Third country Individual Training	Egypt CMRDI	Wakabi	96.11 - 97.04	6
	Welding Technology	C/P	Chiba Polytechnic	Mujurizi	97.09 - 98.03	7

ANNEX 3-3: List of Major Machinery and Equipment

Provided Equipments by JICA (List of equipment costing more than 1,600,000 Japanese Yen)

Year	No.	Name of the Equipment	Price	Quantity	Place of Use	Condition of Use	Condition of Management	Note
<b>Electronics</b>								
'99/00	99-15	Color TV Training System (Fuji Dynamics FT-212P)	1,656,000	1	Electronics Section Practice Room	A	A	
<b>Electricity</b>								
'98/99	98-46	Sequence Control System Training (Showa Dengyo KENTAC 2211)	2,200,000	1	Electricity Section Practice Room	A	A	
<b>Machining</b>								
'98/99	98-48	Surface Grinding Machine (Okamoto Kosaku GS-63Z)	7,300,000	1	Machining Section Practice Room	A	A	
'98/99	98-49	Slotter Machine (Nakabo Tekkosho NSP-110)	2,700,000	1	Machining Section Practice Room	A	A	
'99/00	99-20	Universal Tool Grinder (Makino C-40)	4,400,000	1	Machining Section Practice Room	B	A	
<b>Motorvehicle</b>								
'98/99	98-50	Distributor Test Bench (Annzenn Jidosha DS-747)	1,720,000	1	Motorvehicle Section Practice Room	B	A	
'98/99	98-51	Fuel Injection Pump Tester (Banzai MM875/3)	10,500,000	1	Motorvehicle Section Practice Room	B	A	
'99/00	99-25	Cylinder Honing Machine (Banzai H-260M)	7,700,000	1	Motorvehicle Section Practice Room	B	A	
'02/03	02-15	Gasoline Engine Dis-Reassembly (4GWOT/F-5AFE Main Unit)	2,110,000	2set	Motorvehicle Section Practice Room	A	A	
'02/03	02-16	Diesel Engine Dis-Reassembly (4DWO/F-2C Main Unit)	2,230,000	1set	Motorvehicle Section Practice Room	A	A	
<b>Woodworking</b>								
'97/98	97-37	Wood Planing Machine (Kuwahara KU-H500D)	2,500,000	1	Woodworking Section Practice Room	A	A	
'97/98	97-40	Lathe (Fujikyu FT-18)	2,300,000	1	Woodworking Section Practice Room	B	A	

Year	No.	Name of the Equipment	Price	Quantity	Place of Use	Condition of Use	Condition of Management	Note
<b>Woodworking</b>								
'97/98	97-44	Tool Grinder (Shoda SG-113A)	1,800,000	1	Woodworking Section Practice Room	B	A	
'97/98	97-46	Tenoning Machine (Kuwahara KT-334E)	1,800,000	1	Woodworking Section Practice Room	A	A	
'97/98	97-49	Ripping Saw (Kikukawa RP-12)	3,444,000	1	Woodworking Section Practice Room	A	A	
'98/99	98-56	Press Machine (Takagi Kinzoku F16-20)	3,600,000	1	Woodworking Section Practice Room	A	A	
'98/99	98-57	Boring Machine (Toyo Tekkoshu SB-600D)	2,650,000	1	Woodworking Section Practice Room	A	A	
'98/99	98-58	Panel Saw (Sincs SZIII-8000)	3,100,000	1	Woodworking Section Practice Room	A	A	
'99/00	99-28	Rdial Arm Crosscut Saw (Okumura ACG-11)	2,300,000	1	Woodworking Section Practice Room	A	A	
'99/00	99-29	Finishing Surface Planner (Marunaka Royal 14FX-Custom)	2,900,000	1	Woodworking Section Practice Room	B	A	
'99/00	99-30	Belt Grinder (Hasegawa BS-2200)	2,100,000	1	Woodworking Section Practice Room	B	A	
'00/01	00-11	Table Press Machine (Kobayashi KK-3D 458 Type)	2,377,000	1	Woodworking Section Practice Room	A	A	
<b>Sheetmetal</b>								
'97/98	97-55	Corner Shearing Machine (Amada CSW-250)	1,632,000	1	Sheetmetal Section Practice Room	B	A	
'97/98	97-56	Square Shearing Machine (Noguchi NS-1506)	3,200,000	1	Sheetmetal Section Practice Room	A	A	
'97/98	97-58	Press Brake (Amada RG-50)	3,485,000	1	Sheetmetal Section Practice Room	A	A	
'97/98	97-62	Bending Machine (Noguchi H800)	2,300,000	1	Sheetmetal Section Practice Room	B	A	
'98/99	98-59	Set Press Set (Amada SP30IIS104IV)	6,600,000	1	Sheetmetal Section Practice Room	B	A	
'98/99	98-62	Universal Pipe Bender Machine (Daido Kogyo C203HV)	2,600,000	1	Sheetmetal Section Practice Room	B	A	

Year	No.	Name of the Equipment	Price	Quantity	Place of Use	Condition of Use	Condition of Management	Note
<b>Welding</b>								
'98/99	98-64	Weld Joint Beveller (Sincs FK115)	3,250,000	1	Welding Section Practice Room	B	A	
'98/99	98-66	Auto Metal Cutter (Takawa Seiki ST-300)	2,650,000	1	Welding Section Practice Room	B	A	
'99/00	99-34	Spot Welding Machine (Chuo Seisakusha CS-5-3000)	3,600,000	1	Welding Section Practice Room	B	A	
'00/01	00-12	Ultrasonic Tester (Tokimech SM-102)	1,860,000	2	Welding Section Practice Room	C	A	low frequency of operation on curriculum, few weeks p.a.
<b>Common Use</b>								
'97/98	97-68	Wagon Type Motor-Vehicle (Mitsubisi L-400)	3,640,000	1	Nakawa VTI	A	A	
'98/99	98-67	Mini Bus (Mitsubishi Rosa)	4,654,000	1	Nakawa VTI	B	A	
'99/00	99-41	2 tonne Truck (Mitsubishi canter)	2,557,000	1	Nakawa VTI	A	A	
'00/01	00-24	4WD Motor-Vehicle (Nissan Patrol GL5-Door)	3,337,500	1	Nakawa VTI	A	A	

Note:

**Condition of use**

- A : Being used very frequently.(daily)  
 B : Being used often.(from one to three times a week)  
 C : It has been used consecutively at certain times.(indicate the reason in the column of reference or disposal.)  
 D : It has not been used often so far.(from three to 11 times annually. Indicate reason in column of reference or disposal.)  
 E : It has not been in use due to particular reasons. (indicate reasons in column of reference or disposal.)

Note:

**Condition of management**

- A : It has been serviced well with regular check-ups, and can be used any time necessary.  
 B : Management is done on the whole, and has no problem in usage.  
 C : If serviced, it can be used.  
 D : It can hardly be used.







### ANNEX 3-5: Budget Allocation To NVTI

INCOME JULY 1997 - 30TH JUNE 2001

YEAR SOURCE	1997/98	1998/99	1999/00	2000/01	2001/02	2002/3	TOTAL (Uganda Shilling)
Capital Dev't Release	148,325,000	207,578,000	364,261,000	227,469,000	209,327,200	42,502,000	1,199,462,200
Recurrent Release	32,666,000	68,610,000	59,396,000	39,116,000	55,142,006	50,079,300	305,009,306
Basic Training Course Tuition & Up-grading fee	18,225,000	86,486,000	117,734,000	106,158,000	120,279,670	165,035,229	613,917,899
Income Generation	0	25,718,600	52,053,705	62,918,390	31,535,300	34,167,000	206,392,995
<b>Total</b>	<b>199,216,000</b>	<b>388,392,600</b>	<b>593,444,705</b>	<b>435,661,390</b>	<b>416,284,176</b>	<b>291,783,529</b>	<b>2,324,782,400</b>

EXPENDITURE JULY 1997 - 30TH JUNE 2001

YEAR	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002	2002/2003	TOTAL
Construction & Building	111,649,000	76,156,000	180,000,000	29,025,000	25,459,000	7,656,125	429,945,125
Other fixed Assets	22,150,000	3,020,000	3,513,000	0	0	1,960,000	30,643,000
Local Salaries & Wages	11,814,000	35,167,000	41,765,000	77,638,000	75,268,000	45,160,000	286,812,000
Allowances Other than Salaries	4,884,000	27,884,000	34,168,000	31,340,000	33,600,000	31,972,923	163,848,923
Training	2,677,000	10,423,000	5,911,000	58,677,000	53,639,100	13,973,000	145,300,100
Vehicle Operation & Maintenance	6,645,000	65,031,000	24,244,000	24,802,000	23,012,000	14,387,000	158,121,000
Consumables/Food stuffs	23,161,000	96,668,000	142,985,000	135,215,000	137,216,000	150,450,000	685,695,000
Utilities	0	8,399,000	37,242,000	746,000	1,833,389	0	48,220,389
Other goods & Services	0	15,909,000	45,616,000	30,349,000	33,948,334	4,672,500	130,494,834
Staff Welfare & Entertainment	2,405,000	2,600,000	3,600,000	3,450,000	3,280,000	2,640,000	17,975,000
Materials & Supplies	4,500,000	35,500,000	56,400,000	25,300,000	14,000,000	10,200,000	145,900,000
Advertising & Public relations	0	1,537,000	3,759,000	3,400,000	2,730,000	1,000,000	12,426,000
Office Expenses	5,500,000	5,500,000	7,400,000	5,300,000	8,414,000	12,858,329	44,972,329
Maintenance of Buildings, Grounds & Equipment	0	1,937,000	4,705,000	3,022,500	2,741,000	0	12,405,500
<b>Total</b>	<b>195,385,000</b>	<b>385,731,000</b>	<b>591,308,000</b>	<b>428,264,500</b>	<b>415,140,823</b>	<b>296,929,877</b>	<b>2,312,759,200</b>

## ANNEX 4: RESULTS OF QUESTIONNAIRE SURVEY TO INSTRUCTORS

Nakawa Vocational Training Institute Project  
Evaluation Study Team

Would you please answer the following questions by encircling relevant numbers and filling in the blanks.

(Respondents = 42 Instructors)

### 1. May we know about yourself?

Section:

Name:

Age:

Educational background:

Former job:

Year of joining Nakawa VTI:

Typical working hours in a week:

### 2. Can you conduct the following items without support of the Japanese experts?

(1) able to do

(2) little difficult

(3) difficult

	Ability			If you encircle (2) or (3), what are your difficulties?
	(1)	(2)	(3)	
1. Identification of training needs	42	0	0	
2. Preparation of curricula	42	0	0	
3. Preparation of teaching materials such as textbooks	42	0	0	
4. Teaching theoretical matters properly	42	0	0	
5. Teaching practical matters properly	42	0	0	
6. Operation and management of training courses	42	0	0	
7. Maintenance and management of training equipment	36	6	0	Difficulty of maintenance of some equipment due to technological changes, lack of spare parts and vehicle component manuals, etc.
8. Management of unexpected incidents such as equipment troubles and complaints from trainees	39	3	0	Ditto
9. Monitoring and evaluation of courses	42	0	0	

**3. If you have or may have any serious difficulty or important challenge in your tasks, please mention the difficulty or challenge with your ideas to address it.**

**4. How do you evaluate the counterpart training courses in Japan?**

The following items under Question 4 are for those who attended the courses in Japan.

Course title:

Duration:

4.1. Period: (1)Too long=0 (2)Appropriate=19 (3)Too short = 8

4.2. Curriculum: (1)Satisfactory=20 (2)Acceptable=7 (3)Unsatisfactory=0

Please mention what you highly evaluate or what you think is problematic.

4.3. Have you transferred the knowledge and technology you had learned in Japan to your fellow instructors?

(1) Yes, sufficiently=10 (2)Yes, to a certain extent=16 (3)No, not sufficiently=0

Please mention the way of the technology transfer from you or the reasons for the insufficiency.

**5. What are your prospects of your section of Nakawa VTI after the termination of the JICA Follow-up Project?**

5.1. Technical aspects such as training instruction and equipment maintenance

(1)No problems are expected.=7 (2)No major problems are expected.=16

(3)Some problems are expected.=19 (4)Serious problems are expected.=0

If you encircle (3) or (4), what will be the problems?

5.2. Operation and management aspects

(1)No problems are expected.=13 (2)No major problems are expected.=20

(3)Some problems are expected.=9 (4)Serious problems are expected.=0

If you encircle (3) or (4), what will be the problems?

5.3. Financial aspects

(1)No problems are expected.=2 (2)No major problems are expected.=15

(3)Some problems are expected.=23 (4)Serious problems are expected.=2

If you encircle (3) or (4), what will be the problems?

5.4. Measures for sustainable development of your section of Nakawa VTI

In order for your section of Nakawa VTI to develop after the termination of the JICA Follow-up Project, what measures do you think are important to take? Please let us know your idea.

**Thank you very much for your participation.**

(A)

**ANNEX 5: RESULTS OF QUESTIONNAIRE SURVEY TO EX-TRAINEES OF  
UPGRADING TRAINING COURSES OF NAKAWA VOCATIONAL TRAINING INSTITUTE**

Nakawa Vocational Training Institute Project - Evaluation Study Team

Would you please answer the following questions by encircling relevant numbers and by filling in the blanks.

(Respondents = 13 ex-trainees)

**1. May we know about you?**

Name of your training course since 1998:

Year of the training course:

Name of your company and department:

Your name, if you do not mind to write:

**2. How do you evaluate the training course of Nakawa Vocational Training Institute?**

**2.1 Curriculum**

(1)Very satisfactory=4      (2)Satisfactory=9      (3)Acceptable=0      (4)Slightly unsatisfactory=0  
(5)Unsatisfactory=0

**2.2 Textbooks and study materials**

(1)Very satisfactory=2      (2)Satisfactory=5      (3)Acceptable=6      (4)Slightly unsatisfactory=0  
(5)Unsatisfactory=0

**2.3 Training equipment and facilities**

(1)Very satisfactory=7      (2)Satisfactory=6      (3)Acceptable=0      (4)Slightly unsatisfactory=0  
(5)Unsatisfactory=0

**2.4. Was the course period appropriate?**

(1)Too long=0      (2)Appropriate=3      (3)Too short=10

**3. How do you evaluate the training methods of the instructors of Nakawa Vocational Training Institute?**

**3.1 Lectures**

(1)Very satisfactory=5      (2)Satisfactory=6      (3)Acceptable=2      (4)Slightly unsatisfactory=0  
(5)Unsatisfactory=0

**3.2 Practice**

(1)Very satisfactory=4      (2)Satisfactory=5      (3)Acceptable=4      (4)Slightly unsatisfactory=0  
(5)Unsatisfactory=0

**4. Have you improved your technical capabilities by the training?**

(1) Yes, very much=4      (2) Yes, considerably=6      (3) Yes, a little bit=3      (4) No, not considerably=0

If you encircle (3) or (4), please describe the major reasons.

**5. If you have any comments, complaints or suggestions on the training courses, please let us know them.**

**Thank you very much for your cooperation.**

(1)

**ANNEX 6: RESULTS OF QUESTIONNAIRE SURVEY TO COMPANIES UTILIZING  
UPGRADING TRAINING COURSES OF NAKAWA VOCATIONAL TRAINING INSTITUTE**

Nakawa Vocational Training Institute Project  
Evaluation Study Team

(Respondents=13 companies)

Would you please answer the following questions by encircling relevant numbers and by filling in the blanks.

**1. May we know about you?**

Name of company:

Address:

Tel:

Fax:

Your position:

Your name:

**2. How do you evaluate the training courses of Nakawa Vocational Training Institute?**

2.1. Please write the names of the training courses to which you have dispatched your staff since 1998.

2.2. How useful were the training courses?

(1)Very useful=3 (2)Useful=10 (3)Acceptable=0 (4)Little useful=0 (5)Not useful=0

2.3. Were the contents of the curricula appropriate?

(1)Very appropriate=5 (2)Appropriate=7 (3)Acceptable=1 (4)Little appropriate=0  
(5)Inappropriate=0

2.4. Were the course periods appropriate?

(1)Too long=0 (2)Appropriate=12 (3)Too short=1

**3. What courses do you want Nakawa Vocational Training Institute to newly open?**

**4. If you have any complaints or requests about Nakawa Vocational Training Institute, please let us know them.**

(for example, on instructors, facilities, training methods and contents etc.)

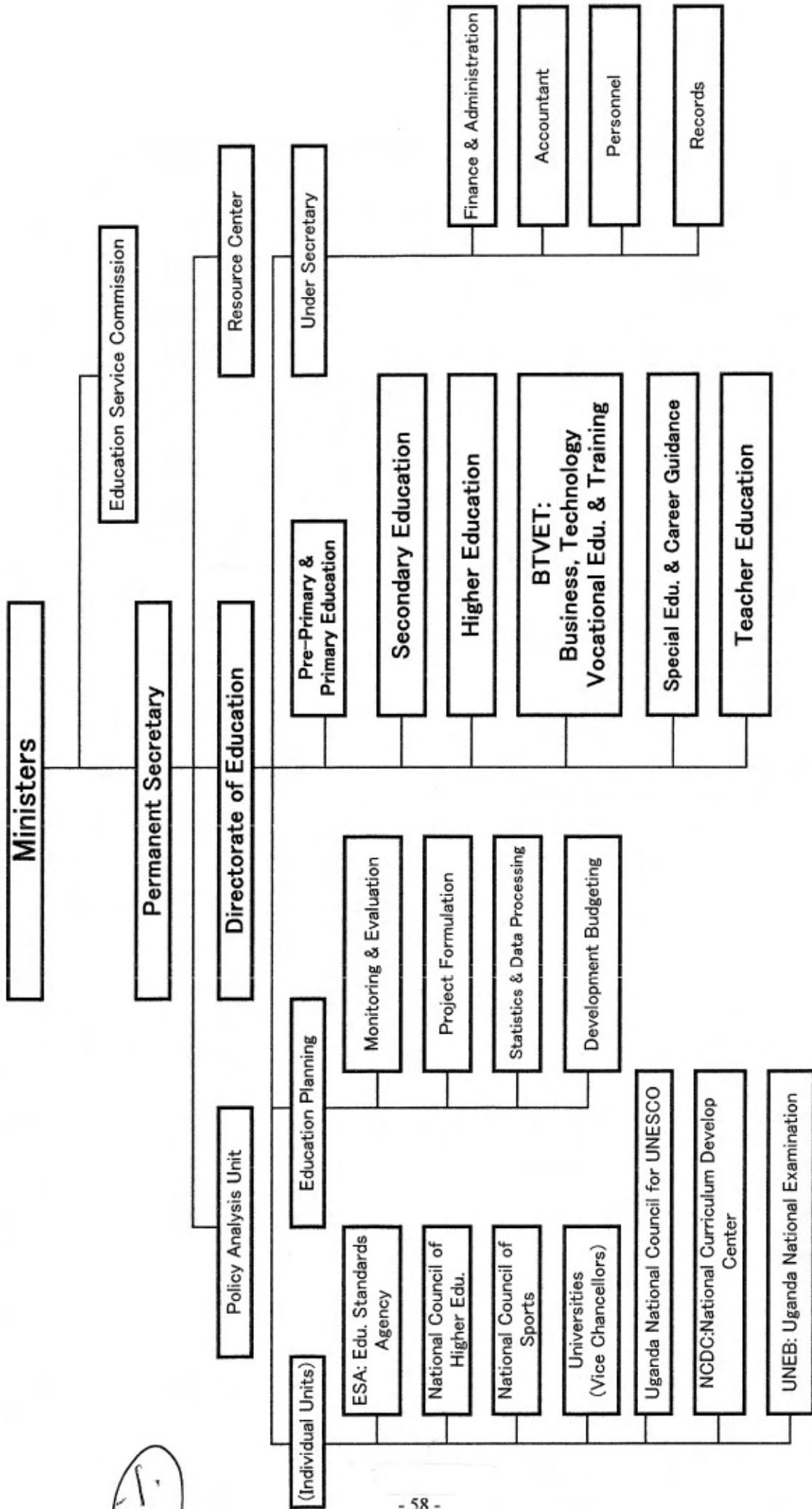
**Thank you very much for your cooperation.**

(1)

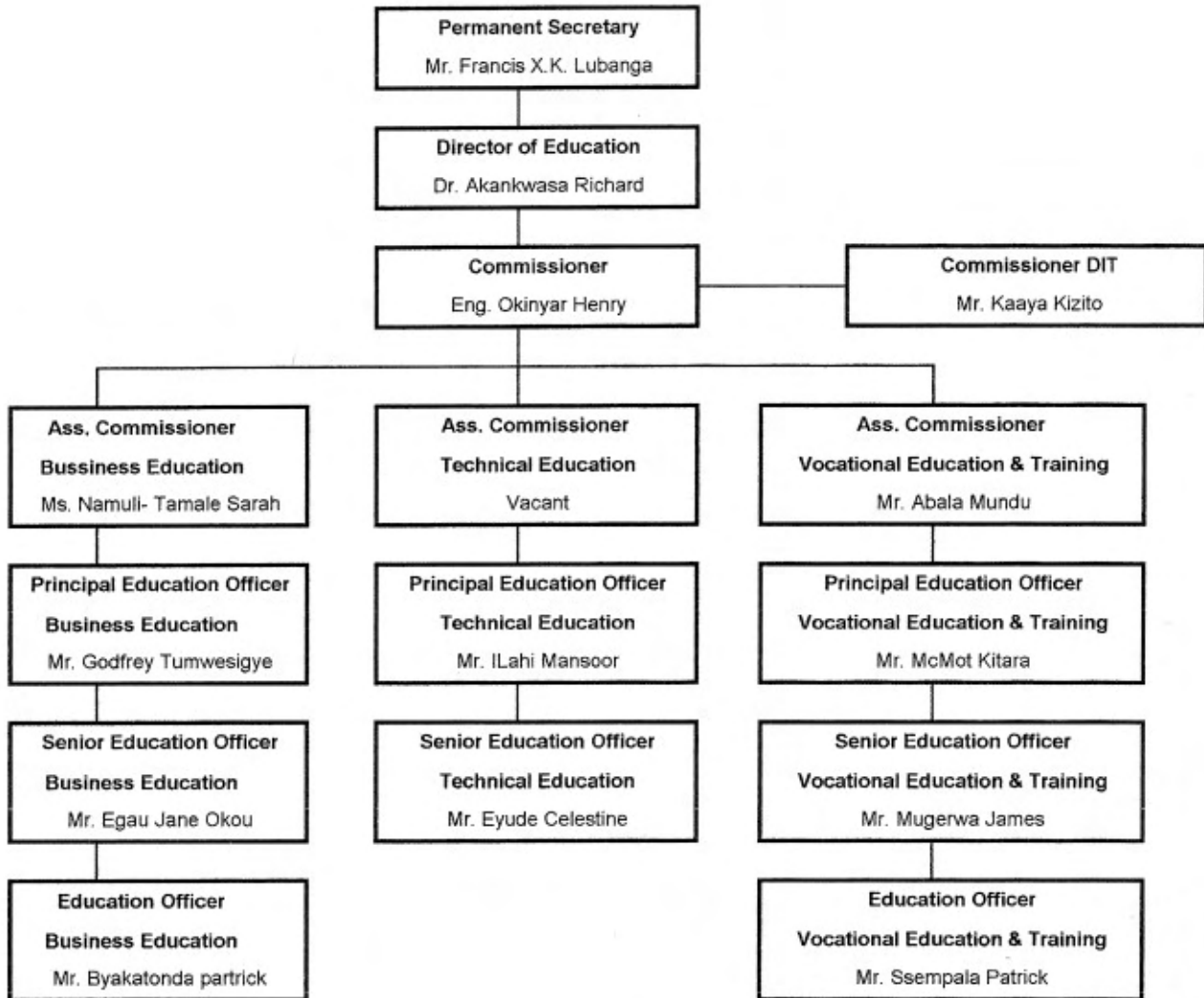
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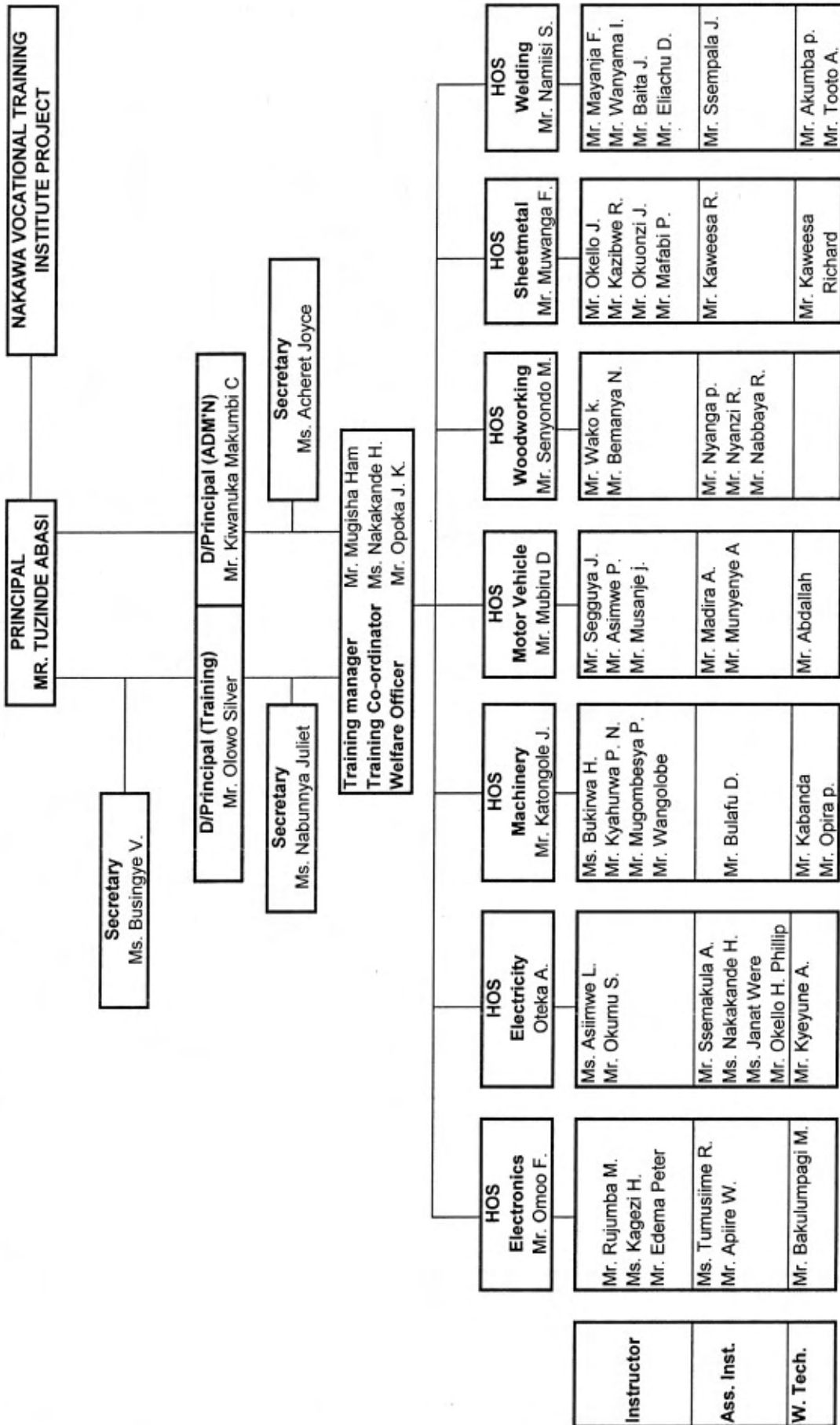
ANNEX 7-1 Ministry of Education and Sports Organization Chart



## ANNEX 7-2 BTVET ORGANISATION CHART



ANNEX 7-3: NAKAWA VOCATIONAL TRAINING INSTITUTE ORGANISATION CHART (TRAINING DIVISION)



**ANNEX 8: Evaluation Grid of the Project**

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results																																																																								
Achievement	<p><b>Overall Goal</b>                      Demands for skilled craftsmen/women needed by industries are satisfied.</p>	<p>Employment by industrial sectors</p>	<p>Manpower survey</p>	<p>Employment Rates of 1998-2000 Trainees</p> <table border="1" data-bbox="304 104 794 870"> <thead> <tr> <th></th> <th>Electricity</th> <th>Machinery</th> <th>Vehicles</th> <th>Welding</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of graduates</td> <td>18</td> <td>17</td> <td>21</td> <td>17</td> <td>73</td> </tr> <tr> <td>Unknown</td> <td>0</td> <td>4</td> <td>9</td> <td>3</td> <td>16</td> </tr> <tr> <td>Traceable</td> <td>18</td> <td>13</td> <td>12</td> <td>14</td> <td>57</td> </tr> <tr> <td>Government</td> <td>2</td> <td>0</td> <td>5</td> <td>1</td> <td>8</td> </tr> <tr> <td>Private</td> <td>11</td> <td>10</td> <td>6</td> <td>8</td> <td>35</td> </tr> <tr> <td>Self-employed</td> <td>3</td> <td>0</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Further study</td> <td>2</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> </tr> <tr> <td>Sub-total</td> <td>18</td> <td>10</td> <td>12</td> <td>11</td> <td>51</td> </tr> <tr> <td>Unemployed</td> <td>0</td> <td>3</td> <td>0</td> <td>3</td> <td>6</td> </tr> <tr> <td>Employment rates</td> <td>100.0</td> <td>76.9</td> <td>100.0</td> <td>78.6</td> <td>89.5</td> </tr> </tbody> </table> <p>Follow-up survey of graduates in 2001 and 2002 is on-going.</p>								Electricity	Machinery	Vehicles	Welding	Total	No. of graduates	18	17	21	17	73	Unknown	0	4	9	3	16	Traceable	18	13	12	14	57	Government	2	0	5	1	8	Private	11	10	6	8	35	Self-employed	3	0	1	1	5	Further study	2	0	0	1	3	Sub-total	18	10	12	11	51	Unemployed	0	3	0	3	6	Employment rates	100.0	76.9	100.0	78.6	89.5
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<p><b>Project Purpose</b>          Skilled craftsmen/women needed by industries are fostered through the basic, upgrading and apprenticeship training courses in the seven fields (machining, electricity, welding, sheet metal, motor vehicle, electronics, carpentry).</p>	a. Number of applicants to the Institute	Data of the Institute	Competitive Rates of Basic Courses																												
			Full Time Courses																												
			No. of applicants	118	283	305	385	371	441																						
			Part Time Courses																												
			No. of applicants	50	146	176	187	177	178																						
b. Trainees' performance	Continuous assessment and examination in the Institute	Very good as indicated below.																													
c. Competency of graduates of the Institute	Assessment and certification by DIT	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">NVTI</th> <th rowspan="2">Lugogo VTI</th> <th rowspan="2">Jinja VTI</th> </tr> <tr> <th>1998/2000</th> <th>1999/2001</th> <th>2000/2002</th> <th>2000/2002</th> </tr> </thead> <tbody> <tr> <td>Trade Test</td> <td>73.6</td> <td>80.4</td> <td>94.4</td> <td>70.6</td> <td>83.8</td> </tr> <tr> <td>UNEB</td> <td>45.8</td> <td>77.5</td> <td>81.7</td> <td>50.5</td> <td>45.1</td> </tr> </tbody> </table>								NVTI		Lugogo VTI	Jinja VTI	1998/2000	1999/2001	2000/2002	2000/2002	Trade Test	73.6	80.4	94.4	70.6	83.8	UNEB	45.8	77.5	81.7	50.5	45.1		
	NVTI		Lugogo VTI	Jinja VTI																											
	1998/2000	1999/2001			2000/2002	2000/2002																									
Trade Test	73.6	80.4	94.4	70.6	83.8																										
UNEB	45.8	77.5	81.7	50.5	45.1																										
d. Number of graduates of the Institute	Data of the Institute	<table border="1"> <thead> <tr> <th colspan="7">Number of Trainees of Upgrading Training</th> </tr> <tr> <th>Year</th> <th>1998</th> <th>1999</th> <th>2000</th> <th>2001</th> <th>2002</th> <th>2003</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of trainees</td> <td>14</td> <td>134</td> <td>255</td> <td>187</td> <td>192</td> <td>164</td> <td>946</td> </tr> </tbody> </table>							Number of Trainees of Upgrading Training							Year	1998	1999	2000	2001	2002	2003	Total	No. of trainees	14	134	255	187	192	164	946
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Year	1998	1999	2000	2001	2002	2003	Total																								
No. of trainees	14	134	255	187	192	164	946																								
e. Level of graduate employment	Tracer study	See above table.																													

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Achievement	<b>Outputs</b> 1. Necessary facilities, equipment and personnel are set up in the seven fields.	1. a. Number of counterpart personnel and administrative personnel 1. b. Installation of equipment 1. c. Utilization of equipment	Date of the Institute  Project report  Operation record of equipment	The counterparts are 43 instructors and 5 management members.  The installed equipment includes items provided by the Project and by the Japan's Grant Aid Program  All the major equipment is maintained in good conditions and most of the items are frequently used according to the curricula.
	2. The ability of Ugandan counterparts in the fields is upgraded.	2. Ability of counterparts to use the equipment for delivering the curriculum	Achievement check list of instructors by the Japanese experts	The technology transfer has been almost completed except in the woodworking.
	3. The contents of the basic (daytime and evening class) and upgrading seven fields are fixed and training is implemented properly. Apprenticeship training is implemented properly upon the request by DIT.	3. Performance of training course implementation	Project report	The curricula and syllabi of the basic training were established and implemented for the day time and evening classes. A total of 190 upgrading courses were implemented upon request of the companies. There was no request by the Directorate of Industrial Training for the apprenticeship training.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Achievement	<b>Pre-conditions</b>	- The Ugandan Government provides financial support for the Institute. - Employment of necessary number of counterparts and other staff.	Project reports	The budget of NVTI has been decreasing in recent years. The government financial support should be maintained. The staff is yet to be reinforced.
	<b>Inputs</b> (Ugandan side)	(1) The land for the Institute (2) Assignment of Ugandan full-time counterpart personnel (3) Assignment of administrative personnel (4) Expenses necessary for the implementation of the Project	Project reports Project reports Project reports Project reports	2.5 ha owned by the Ugandan Government. The number of the full time counterpart personnel has been increased to be 2.5 in 2003. Five members of the management/administrative staff have been assigned. The decrease of the government budget in recent years affects negatively the activities, although the income generation activities compensate the budget.
	<b>Inputs</b> (Japanese side)	(1) Dispatch of long-term experts (2) Short-term experts, when necessary (3) Training of Ugandan counterpart personnel in Japan (4) Provision of equipment	Project reports Project reports Project reports Project reports	A total of 18 long-term experts. A total of 15 short term experts. An accumulated total of 40 members were trained in Japan and 12 in other countries. The total amount of the provided equipment is Japanese Yen 465 million in addition to the equipment under the Japan's Grant Aid Program.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Process of activities	Activities against schedule	1-1 To secure Ugandan counterpart personnel necessary for implementing vocational training	Experts	The counterparts have assigned properly.
		1-2 To establish the management system of the Institute	Experts	Management of NVTI is established involving the heads of sections.
		1-3 To implement the income generation activities	Experts	The generated income amounted to be Shs 34,167,000 in 2002/3.
		1-4 To run the Institute by the Committees	Experts	Institute Management Committee, Trainee Management Committee, Safety and Hygiene Committee, Machinery and Equipment Committee, Training Promotion Committee, Outside Activity Committee
		1-5 To select and install machinery and equipment suitable for vocational training	Experts	The machinery and equipment have been installed.
		1-6 To maintain machinery and equipment for vocational training properly	Experts	All the major equipment is maintained in good conditions.
		2-1 To evaluate and to upgrade the level of teaching methods in the seven fields	Experts	Technology transfer has been completed except to the woodworking section.
		2-2 To introduce practice by utilizing machinery and equipment	Experts	Most of the equipment is frequently used according to the curricula.
		2-3 To make teaching and learning materials for vocational training	Experts	Many of the instruction materials of NVTI are prepared as computer files with photos and diagrams, and managed by the intranet system. The manuals are shared by the instructors and can be accessed by the trainees. They are not only impressive but also easy to handle and upgrade.
		3-1 To investigate the needs of industries and to decide the contents of training courses	Experts	Comments from the trainees of the upgrading course and the advice of the annual Industrial Committee help the needs investigation.
		3-2 To develop and revise curricula and syllabi	Experts	The curricula and syllabi are annually revised, and the lesson plans, the work sheets, the information sheets and the assignment sheets are prepared.
		3-3 To make and select teaching and learning materials for vocational training	Experts	See above 2-3.
		3-4 To recruit trainees	Experts	Recruitment by visiting secondary schools in Kampala and Jinja Regions and by newspapers.
		3-5 To select companies suitable for industrial attachment	Experts	NVTI is requesting companies in Kampala and suburbs as well as major ones in other areas.
3-6 To conduct training course evaluation	Experts	The survey conducted in 2002 included evaluation of the courses. A similar survey is currently on-going. The industrial committee provides useful advice.		



Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Process of activities	Monitoring	Adjustment of PDM	Experts	The original PDM was revised on November 6 2001.
	Cooperation between Japanese experts and counterparts	Relationship Joint efforts to address major issues Ownership of counterparts	Experts CPs	Since most technology transfer activities have been completed, the Ugandan instructors initiate the management and operation of the training, while the Japanese experts give necessary advice to them. In the woodworking section, intensive joint efforts are being made for technology transfer.
	Feedback from the trainees	Utilization of the feedback	Experts CPs	"Suggestion box" is places. Opportunities for exchange of opinions between the instructors and the trainees are provided. For example, replying to the trainees' request, computer classes were given to sections other than the electronics section.
	Ownership of the Institute	Participation of the management staff	Experts CPs	The instructors participate in the management of NVTI through the established six committee system.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Relevance	Consistency between the overall goal and the Uganda's national development policy	Consistency with the national development policy Meeting the demand of the sector Does this project meet the policy of MES?	Policy papers	The government of Uganda presented the Poverty Eradication Action Plan in 1997 and has been implementing sectoral policy measures based on the plan. The top priority in the education sector was put on the development of the primary education. Recently, however, as the enrollment of the primary education is reaching 90%, the post-primary education and training are also becoming a prior issue in order to absorb the increasing number of the primary education graduates due to the pressing needs for their further education and employment. As NVTI is the leading vocational training institute in Uganda, cooperation with the institute is highly relevant to the national development policy.
	Consistency with Japan's ODA policy	Consistency with the ODA policy for Uganda Is this project consistent with the policy of technical assistance by Japanese government?	JICA	As the capacity development is a key element of the Tokyo International Conference on African Development (TICAD), the Project is highly consistent with the Japan's policy.
	Relevance in terms of the equity	Japan's technological advantages	Experts	The Project fully benefits from the staff and know-how of the Employment and Human Resources Development Organization of Japan.
	Consistency between the Project purpose and the Uganda's needs	Selection procedures of the trainees  Do the private enterprises employ the graduates of the Institute?	CPs  Reports of the Institute	1. Public announcement by newspapers and radio 2. Examination and interview 3. Publication of the results (5 girls quota in each section)  Yes. Now, NVTI is contributing steadily to meeting the demands of the industries for skilled craftsmen/women as indicated by the employment of the graduates and the enrollment of the upgrading courses for companies.
		Relation between public and private vocational training organizations	Experts	Some trainees of other organizations have training in NVTI. It is expected that NVTI will train instructors of public and private vocational training organizations.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results																					
Effectiveness	Achievement of the Project purpose and Outputs			Based not only on the indicators shown in the relevant data but also on assessment of a variety of the stakeholders of the Project, namely the Japanese experts, their Ugandan counterparts, the ex-trainees, their organizations and the concerned officers overseeing the Project, as shown in Section Project Achievement, the Project purpose is being achieved in the three fields selected for the follow-up project.																					
		How many graduates were employed by the Ugandan leading enterprises?	Experts CPs	See Achievement of Overall Goal.																					
		How did the earnings of income generation activities make up for the operation cost deficit?	Experts CPs	The earnings contribute to the instructors' allowance, training materials and general administration expenses.																					
		Was the data base of teaching and learning materials by intranet completed?	Experts CPs	Yes.																					
		Did the counterpart personnel become independent? How is the level of the counterpart personnel?	Experts CPs Project report	All the sections except the woodworking section are highly competent. The woodworking section and the Japanese expert are making joint efforts to complete the technology transfer.																					
		Did the trainee improve their knowledge level of technology?	Experts CPs	Yes. As the applicants increase, the level of trainees is upgraded to efficiently absorb the training. The results are reflected in the national examinations.																					
		How are curricula and syllabi improved?	Experts CPs	They are annually reviewed based on visits to companies, upgrading training, industrial attachment (a kind of internship at industrial sites), Industrial Committee, and etc.																					
		How many persons applied to the basic training?	Experts CPs	See Achievement of Project Purpose.																					
		Number of enrollment of basic courses	Experts CPs	<table border="1" data-bbox="1077 90 1173 975"> <thead> <tr> <th data-bbox="1077 90 1109 226">Courses</th> <th data-bbox="1077 226 1109 362">1998</th> <th data-bbox="1077 362 1109 498">1999</th> <th data-bbox="1077 498 1109 635">2000</th> <th data-bbox="1077 635 1109 771">2001</th> <th data-bbox="1077 771 1109 907">2002</th> <th data-bbox="1077 907 1109 1043">2003</th> </tr> </thead> <tbody> <tr> <td data-bbox="1109 90 1141 226">Day time</td> <td data-bbox="1109 226 1141 362">79</td> <td data-bbox="1109 362 1141 498">118</td> <td data-bbox="1109 498 1141 635">143</td> <td data-bbox="1109 635 1141 771">126</td> <td data-bbox="1109 771 1141 907">158</td> <td data-bbox="1109 907 1141 1043">150</td> </tr> <tr> <td data-bbox="1141 90 1173 226">Evening</td> <td data-bbox="1141 226 1173 362">38</td> <td data-bbox="1141 362 1173 498">129</td> <td data-bbox="1141 498 1173 635">176</td> <td data-bbox="1141 635 1173 771">118</td> <td data-bbox="1141 771 1173 907">169</td> <td data-bbox="1141 907 1173 1043">166</td> </tr> </tbody> </table>	Courses	1998	1999	2000	2001	2002	2003	Day time	79	118	143	126	158	150	Evening	38	129	176	118	169	166
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		Day time	79	118	143	126	158	150																	
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		Specific factors constraining project outputs to achieve Project purpose	Experts CPs	Limited funds from the government at an operational level, and the insufficient accumulation of industries to absorb the graduates at a macro level.																					
		Specific factors promoting project outputs to achieve Project purpose	Experts CPs	The instructors' sense of commitment makes possible the full utilization of the equipment and technologies from Japan.																					

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Efficiency	Quantity, quality and timing of the inputs (Ugandan and Japanese)  Utilization of the inputs	Were the timing to dispatch the long& short-term experts and contents of instruction appropriate? How was the counterpart training? Were the selection of the equipment and materials and the timing to supply them appropriate? How were they utilized? Was the local execution fund used effectively? When was the assignment of counterpart and administrative personnel completed? Is the operation budget used effectively? How is the ability of counterparts to use the equipment for delivering the course? How was the performance of training course implementation?	Experts CPs  CPs Experts CPs  Experts CPs Experts CPs Experts CPs Experts CPs	During the follow-up project period, while waiting for the provision of the equipment, the experts proceeded with technology transfer in theory so that practical subjects can be started immediately after the arrival of the equipment. The counterpart training abroad is highly appreciated by the instructors. All the major equipment is maintained in good conditions. Most of the equipment is frequently used according to the curricula.  Yes.  September 1999.  Yes, The earnings from the income generation tends to be used for daily expenses. Except to the woodworking section, the technology transfer has been completed to result in capable counterpart staff. Sufficient recruitment (not less than 12 trainees) was made in the basic course so that the course efficiency is maintained. While, upon the request of companies, tailor-made upgrading courses were worked out, however, some courses with only few trainees can not recover the cost. Through the Joint Coordinating Committee and the Industrial Committee, NVTI has been keeping close cooperation with industries. By manufacturing products upon request of clients in NVTI as part of the training, the basic course cost can be cross-subsidies. At the same time, the work can provide the trainees and the trainers with very practical training including trouble shooting.
	Factors promoting or constraining Project activities to produce Project outputs	For example, the Project support system	Experts CPs	
	Linkage, cooperation or competition with other projects		Experts CPs	GTZ, UNIDO, Sasakawa - Global 2000 are among organizations/projects which the Project keeps exchanging information.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Impact	Prospects of the overall goal		Experts CPs	NVTI is winning high reputation from the industries through the capabilities of the graduates of the basic courses and the improvements of the staff by the upgrading courses. The graduates' employment ratio is generally good. The ratio of the graduates in 2000 is approximately 90% excluding the self-employed and those who are further studying. Thus, the Project is spreading its impact to various work places.
	Impact on the Institute		Experts CPs	NVTI is regarded to be a leading vocational training institute in Uganda.
	Impact outside the Institute	Did the number of the enterprises who requested the upgrading training increase?	Experts CPs	Owing to its high standard of training and equipment, a number of trainees come from other training institutes. For example, some trainees of Lugogo VTI join the upgrading course, and some students from Kyambogo and Makerere Universities come for their industrial training. The number is in an increasing trend.
	Impact on reputation of Japan's cooperation		Experts CPs	Being a leading vocational training institute, NVTI is well known as a recipient of JICA project thus its reputation is coinciding with that of Japan's cooperation

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
Sustainability	Institutional sustainability	Organizational arrangement	Experts, CPs	In 1998, NVTI and the Directorate of Industrial Training, which supervised the institute, were transferred from the Ministry of Gender, Labour and Social Development to the MOES as a move of the restructuring of the government ministries and departments. Since then, NVTI is directly under the BTVET of MOES. The restructuring process has not been completed yet.
		Staff assignment, appropriateness, stability Will the MOES continue to assign the counterpart personnel and administrative personnel in the future?	Experts CPs	If the MOES requires high academic qualification instead of high vocational training skills, some staff might have disadvantages.
		Operation and management capability	Experts CPs	The current management and training sections can maintain the current level of operation. Introduction of new technology and equipment is an issue in the coming years.
		Feedback from the beneficiaries	Experts CPs	Through the Joint Coordinating Committee and the Industrial Committee, NVTI has been keeping close cooperation with industries. Feedback from the trainees are through "Suggestion box" and other opportunities for exchange of opinions between the instructors and the trainees are provided.
		Continued support by the government	Experts CPs	According to the Directorate of Education of MOES, however, it is recognized in MOES that the vocational training is increasingly important to absorb an increasing number of the primary education graduates. It is therefore thought that the institutional system of the vocational training will be secured and the government support for NVTI is going to be maintained in the coming years.
		Incentives of staff and attractiveness of the Institute as a job	Experts CPs	The income generation activities provide additional income of the instructors.
		Monitoring system	Experts CPs	The Joint Coordination Committee and the other six committees monitor the Project.

Financial sustainability	Financial soundness Does the Institute have sufficient funds for the operation and maintenance of the facilities, equipment, materials and consumables?	Experts CPs	Since the 1999/2000 fiscal year, the total budget except for the government employees' salaries has kept decreasing. According to the Directorate of Education of MOES, however, the Ministry is committed to continue their best to support the vocational training sector.
	Trend and prospects of budgets from the government Will the national budget be allocated to this project in the future?	Experts CPs	Now that the MOES is committed to do its best for the budget allocation, it is thought that NVTI can continue to be financially sustainable. NVTI has been maintaining its equipment with very attentive care. Some of the equipment provided by JICA during the 1971-1974 period is still fully utilized in good conditions, however, costly renewal of some equipment remains to be an issue.
	Trend and prospects of the own financial source Can the revenue of income generation activities make up for the budget deficit?	Experts CPs	The income generation activities are not to make up for the budget deficit. It is expected to contribute to the renewal of the equipment.
Technical sustainability	Sustainability of transferred technologies	Experts CPs	Technology transfer to the woodworking section is going to be completed by the end of the follow-up project period in May 2004. All the other sections have had necessary technologies transferred from the Japanese experts and the training courses abroad. Therefore, as far as the transferred technologies are concerned, the instructors can sustain the current level. While, meeting the changing technologies is a challenge necessitating organizational efforts of NVTI as well as individual efforts of the instructors. Chances of skill development should continue to be granted to the instructors.
	Maintenance and upgrading of equipment	Experts CPs	Some equipment is difficult to maintain and repair by NVTI alone due to lack of the domestic market and so arrangement for providers of equipment and parts has been made.
	Can the counterpart personnel of each section access the common data base of the Institute?	Experts CPs	An intranet system is established to be shared by the instructors and can be accessed by the trainees.

Criteria	Evaluation Items	Confirmation Items	Information Sources	Results
<b>Important assumptions</b>	Prospects of external conditions	<p><b>Activity Level</b> Ugandan counterparts remain in the Institute</p> <p><b>Outputs Level</b> • There is a sufficient number of trainees, especially in basic training course to guarantee the operation cost of the Institute • Curriculum that is relevant to the needs of industry</p> <p><b>Project Purpose Level</b> • Ministry of Education and Sports continues the policy to strengthen vocational training • Finance for continued support of the project</p> <p>• Industrial sector can employ the number of trainees that will be trained</p>	<p>Experts CPs</p> <p>Experts CPs</p> <p>Experts CPs</p> <p>Experts CPs</p> <p>Experts CPs</p> <p>Experts CPs</p>	<p>If the MOES requires high academic qualification instead of high vocational training skills, some staff might have disadvantages.</p> <p>As the primary education expands, the demand for the post primary vocational training will expand.</p> <p>The curricula need to keep up with the changing technologies.</p> <p>MOES recognizes the increasing importance of the vocational training in Uganda.</p> <p>MOES is committed to continue their best to financially support the vocational training sector.</p> <p>Considering the limited employment capacity of the industries, entrepreneurship training is strengthened.</p>

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