



# THE ENTREPRENEURSHIP TRAINING PROGRAMME (2006 – 2009)

## EVALUATION REPORT

**Submitted to**

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## Acronyms

ETP	Entrepreneurship Training Programme
Eug	Enterprise Uganda
FDGs	Focus Discussion Groups
ICEIDA	Icelandic International Development Agency
KACITA	Kampala City Services and Traders Association
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MFI	Micro Finance Institution
MOES	Ministry of Education and Sports
MOPPED	Ministry of Finance, Planning and Economic Development
MSMEs	Micro, Small and Medium Enterprises
MTTI	Ministry of Trade, Tourism and Industry
NDP	National Development Plan
NPA	National Planning Authority
PSFU	Private Sector Foundation Uganda
PUE	Productive Use of Energy
PMT	Project Management Team
PSD	Private Sector Development
SME	Small and Medium Enterprise
TOR	Terms of Reference
UBOS	Uganda Bureau of Statistics
UEPB	Uganda Export Promotion Board
UIA	Uganda Investment Authority
UMA	Uganda Manufacturers Association
UNBS	Uganda National Bureau of Standards
UNCCI	Uganda National Chamber of Commerce and Industry
URA	Uganda Revenue Authority
USSIA	Uganda Small Scale Industries Association
UWEAL	Uganda Women Entrepreneurs' Association

## Executive Summary

### 1. Project Background

This report presents the findings of the end of the ICEIDA funded Entrepreneurship Training Programme evaluation study carried out in June and July 2010 in Uganda. The purpose of the evaluation was to determine the impact of the program by assessing the progress towards achieving programme outcomes based on the 2006 -2009 phase logical framework, design, monitoring data and provide specific, actionable and practical recommendations on whether to design a new program focusing on replication or scaling up. The programme was based in the whole of Uganda and targeted all the regions.

The evaluation covered the key performance indicators focusing on number of trainers, number of entrepreneurs trained, number of training workshops carried and the impact the training had on the performance of SMEs with regard to Business Planning, Record keeping, access to finance and growth. The exercise entailed undertaking developing evaluation tools, administering a questionnaire for trainers and trainees, arranging Focused Group Discussion (FGDs) and having meetings/discussions with key stakeholders and partners. In this regard, the exercise targeted 10% of the 3,986 trained entrepreneurs, 30% of the 62 trainers and 5 partner organisations.

### 2. Evaluation Findings

The summary below highlights the major findings of the evaluation:

i) The ETP was designed to deliver 8 first generation trainers who were to receive training in Iceland. By project end, it had 12 first generation trainers, showing an overshoot of 150%. The local trainers by the end of the project, who were trained by the first generation trainers in regional ToTs, were 54 instead of the 21 that had been planned for, showing that UIA was achieving the project objectives (4 of these were promoted to first generation trainers). In terms of training, up to 3,986 entrepreneurs were trained by December 2009, up from the planned for 1,260 showing a project achievement of over 300%! The entrepreneurs were trained in a total of 212 training workshops against the planned 68 times (workshops) and in 38 districts instead of 5 districts. The evaluation found that 52% of the entrepreneurs trained were male while 48%

were female showing that the selection of trainees always kept gender aspects at the forefront.

ii) The evaluation found that of the entrepreneurs who already had a business and were trained, 57.3% of the businesses improved, and 7.4% of the business had their performance more than double while 45% of the trained entrepreneurs started new businesses.

iii) The evaluation found that 33% of the SME entrepreneurs trained had accessed lines of credit for injection into their businesses a key indicator of growth in the SME sector. However, the evaluation discovered a high cost attached to the lines of credit accessed as 34% got the money from Money lender (commonly called loan sharks), 41% got the money from Microfinance Institutions (MFIs) while only 17% got financial support from a commercial bank.

iv) The programme also led to better business management as 78.9% of the trained entrepreneurs found it necessary to develop a business plan after being trained, with 49% of the trained entrepreneurs developing the Business Plans personally, showing a tremendous level of skills transfer by the programme. However, there was a lack of use of professional business development consultants as they are deemed very expensive by most SMEs in Uganda.

v) The ETP also improved on record keeping for SMEs as 49% of the trained entrepreneurs said their record keeping has improved since their being trained.

iv) The development of an SME Business Guide which lists various support services for SMEs was found to be very helpful although its usability by the entrepreneurs is still low (43.2%).

v) Like this evaluation, the Business Health Checks (BHCs) undertaken in 2008 also confirmed an improvement in the performance of the entrepreneurs who benefited under the ETP. More so, after the 2008 BHCs, 2 review meetings were held and the training materials were improved on. These review meetings also acted as refresher trainings for trainers and helped them improve in the areas of communication and facilitation skills.

v) The evaluation has determined that the ETP was successful and recommends for the scaling up of interventions while including business handholding and mentoring. However, a number of recommendations for improving future ETP designs include the following:

- Development of a Communication Strategy to improve project information dissemination;
- Designing a Business Idea Competition
- Generating a database of available lines of credit;
- Enhance Monitoring and Evaluation by the project management team during implementation;
- Develop simple reporting tools to guide quarterly reporting;
- Promote efficient and productive use of energy for SMEs;
- Promote synergies with other stakeholders; and
- Widen the scope of the training materials to include tax education, risk management and e-business which should all be translated to the local languages.

### **3. Program Management and Accountability**

Activities carried out under the ETP were both appropriate and effective in meeting the needs of beneficiaries and the objectives of the programme. To this end, UIA has won the praise of beneficiary communities and institutional partners for its comprehensive approach to entrepreneurship development in the country. UIA ETP project staff also responded well to the challenge of adapting project activities in response to rapidly changing conditions in the country, especially in Northern Uganda. This is partly attributed to the good participation of the Project Management Team and the Project Steering Committee in offering technical guidance and oversight to the implementation teams.

### **4. Project Sustainability**

From the beginning of the project, the direct beneficiaries and the stakeholders were involved in planning and implementation through an open dialogue and joint planning with the project staff. For example, the generation of the training materials was undertaken in wide consultation, with both the trainees and trainers were involved in evaluating the programme.

The UIA also ensured that there is availability and willingness of the local partners to sustain activities through the mainstreaming of the ETP activities in their regular work plans. This partnership has led to the building of capacities of partner organizations to implement the activities at the grassroots level sustainably.

## **5. Increasing Efficiency**

The use of trainers residing in the areas being targeted for training has proven to be a most sustainable and efficient way of increasing productivity and cost-effectiveness under the Programme. In this regard, the regional training of Trainers undertaken in the various regions of Uganda are highly commended. This has also translated into building the skills of these grassroots facilitators which means that the skills will remain at the Community Level where they are more relevant and effective.

## **6. Evaluation Conclusion**

The evaluation team contends that the project was very successful and recommends that all efforts should be made to work out ways of sustaining the initiated interventions. Against this background, the consulting team recommends that the key project implementing partners should explore the possibilities of sustaining the momentum gained through various sources including financial interventions. As resources for further implementation are being solicited, interim measures should be instituted to maintain the project team and other activities necessary for its continuation.

## **1: INTRODUCTION**

### **1.1 Background**

The Uganda Investment Authority (UIA) is an autonomous statutory body that was set up in 1991 under the Investment Code. The UIA is mandated to attract, promote and facilitate Foreign Direct Investment (FDI) to Uganda as well as encourage and support Domestic Investments (DI) based on its vision of *making Uganda the leading investment destination*. Originally, the UIA was created to support mainly the medium to large scale investors. However, over time, the UIA has had a paradigm shift and also focused on the local Micro, Small and Medium Enterprises (MSMEs) as a sector that would increase the level of investments in the country. In this regard, the UIA has embarked on harnessing the latent local entrepreneurship potential and capacities by targeting Small and Medium Enterprises (SMEs) so that they can contribute to national development as part of the private sector that is considered as the engine of growth. Consequently, the UIA strategy in the initial stages on SMEs has been to increase the capacity of local entrepreneurs to enable them identify, start and successfully manage their investments.

### **1.2 The Entrepreneurship Training Programme (ETP)**

In order to support the SME sector based on the above short comings on increasing the capacity of local entrepreneurs, the Icelandic International Development Agency (ICEIDA) working with the UIA, undertook a needs assessment of the SME in the period 2004/05. The ICEIDA-funded study had the following key aspects:

- That there was a considerable number of Entrepreneurship Training Programmes in the country but entrepreneurs were not fully utilising them! Specifically, entrepreneurs in MSMEs, including women, were not significantly participating in these trainings and benefiting from them;
- That the trainings being offered were spread thin and were not making notable impact among MSMEs, especially as they did not target rural-based entrepreneurs. This was also partly due to the fact that most training institutions lacked the adequate resources to market the training courses and were using inappropriate training materials.

Consequently, among the many critical SME challenges being faced were lack of appropriate business skills, information and services as local entrepreneurship capacity gaps. This led to the design of the Entrepreneurship Training Programme (ETP) focusing on capacity building for local entrepreneurs. This was achieved with further collaboration and funding from ICEIDA. The design of ETP also involved key stakeholders such as the MOFPED, MUBS, MTAC and UWEAL, who worked closely with ICEIDA.

The ETP was designed with the goal of enabling entrepreneurs to access and utilise appropriate business skills, information and services. The programme aimed at supporting the development of entrepreneurs in Uganda's MSMEs sector by providing appropriate training courses/materials, training facilitators/trainers and helping to deliver the course to entrepreneurs. This approach in programme delivery was meant to contribute and lead to a sustainable and competitive private sector in Uganda. This program has also been in line with Government's planning framework namely Poverty Eradication Action Plans (PEAP I and II) and the newly launched National Development Plan (NDP), 2010/11 – 2014/15), which acknowledge that the private sector is the engine of growth.

### **1.3 ETP Coverage**

In order to kick start the programme, 8 first generation trainers were trained in entrepreneurship training in Iceland in 2006 while the training of beneficiaries commenced in 2007. In addition, to support the first generation trainers, 21 second generation trainers were trained by the first generation trainers. The entrepreneurship training was initially planned to cover five districts in Uganda, namely the Greater Kampala (Kampala city, Mukono and Wakiso), Kalangala, Lira, Nebbi and Soroti by reaching out to 1,260 SME entrepreneurs. But as the programme progressed and based on demand, some modifications were made on the ETP with the approval of the ETP Steering Committee and UIA Board. This led to more second generation trainers being trained and more districts being covered (especially from Northern Uganda as a disadvantaged region).

### **1.4 Key partnerships under ETP**

The programme was implemented over a period of 3 years (2006 – 2009) in partnership with key entrepreneurship and business skills building institutions, like Makerere University Business School (MUBS), Management Training and

Advisory Centre (MTAC) and Uganda Women Entrepreneurs Association Limited (UWEAL). The functions of these institutions were:

- identification and nominations of first and second generation trainers;
- Organising and overseeing the trainings;
- Providing training to second generation trainers;
- Participation in undertaking Business Health Checks on trained entrepreneurs.

## **1.5 The ETP Evaluation**

The main objective and purpose of the ETP Evaluation is to determine the impact of the program by assessing the progress towards achieving programme outcomes based on the programme logical framework (Annex 1), design, monitoring data and providing specific, actionable, and practical recommendations for skills building for local entrepreneurs. The following were the specific objectives of the evaluation:

- i)** Review the ETP strategies in relation to international best practices and make a comparison with a view to generating appropriate recommendations;
- ii)** Review other similar programmes in Uganda including studies on SME constraints;
- iii)** Undertake interviews with some key stakeholders to assess their expectations of ETP to determine whether it was on course, fell short or over these expectation;
- iv)** Undertake an analysis of the ETP based on the Project Document in relation to the project priorities set, resource utilisation, and other initiatives made in order to attain significant and measurable results.

To achieve these objectives, the evaluation also endeavoured:

- To determine the impact the programme has had over the phase;
- Determine the challenges the program has had;
- To determine if the programme impact is sustainable;
- To make recommendations that would inform the design of a new phase (scaling up) if deemed necessary.

## **1.6 Scope of the Evaluation**

The evaluation covered several districts in the country, with sessions in both Kampala and rural areas where the trainings were undertaken. In this regard, assessments were undertaken in the districts of Mukono, Wakiso, Mpigi, Soroti, Lira, Nebbi and Gulu. The districts of Mukono, Wakiso and Mpigi were all targeted under the Greater Kampala area. These clusters enabled the consultants get comprehensive qualitative and quantitative information on demographic and socio-economic characteristics of the ETP beneficiaries with regard to how they have benefited from the programme, the changes in their businesses, their persistent/recurring needs and problems, and determine probable intervention dynamics that could further harness the potential of the SME sector to better contribute to an efficient private sector and national development.

The evaluation targeted the partner institutions, the trainers, the entrepreneurs (trainees) who benefited under the program and the supporting institutions, including ICEIDA, the funding agency and the Ministry of Finance, Planning and Economic Development (MOFPED). The evaluation also focused on the sustainability of the programme by looking at the delivery capacity of UIA (program management in terms of effectiveness and efficiency) and the capacity of the beneficiaries and the key stakeholders in Uganda to own the program outputs and build on them. This report presents the findings of the evaluation.

## **1.7 Organisation of this Evaluation Report**

This report is comprised of 4 Sections. Section 1 is the Introduction while Section 2 discusses the Methodology. Section 3 presents Evaluation Findings as an analysis of the performance of the programme, an analysis of similar programs, challenges and constraints, while section 4 presents the conclusions, recommendations and lessons learnt during the evaluation.

## **2. EVALUATION METHODOLOGY**

### **2.1 The Evaluation team**

The evaluation was spearheaded by a team of consultants from Corporate Links Ltd. The consulting team worked hand-in-hand with the UIA's SME Division<sup>1</sup> in undertaking the exercise. The team comprised two Private Sector Development specialists, one statistical analyst and one research assistant. The first two were in charge of undertaking the evaluation including the development of the evaluation tools, which were approved by the ETP Technical staff. The evaluation tools developed (and attached to this report) were used in the generation of primary information through face to face interviews, discussions and the administration of questionnaires.

### **2.2 Sources of Information**

#### **2.2.1 Literature review**

The consultants reviewed various reports under the ETP. These included the Program Design Document with specific focus of the Logical Framework, the ETP Quarterly Workplans and Progress Reports as well as the Business Health Checks report which showed the impact of the training on the businesses. Also reviewed were reports of the various trainings that were undertaken with specific focus on the training evaluation reports which gave the analysis of the training by the trainees.

#### **2.2.2 Stakeholder Consultation**

The evaluation team undertook stakeholder consultation to get diverse views on progress towards the attainment of project goals and their indicators. The key stakeholders consulted constituted two groups, viz: the programme management partners and the program implementation team.

Under Program management, the evaluation team met with the leadership of UIA to assess progress on indicators, including institutional issues that affected the achievement of program indicators. In this regard, the team met with the Deputy Executive Director and the Project Manager (also the Head of the SME Division). The evaluation team also met the Chairperson of the Project Steering Committee (under Ministry of Finance, Planning and Economic Development) and the ICEIDA focal person for the project in Uganda.

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<sup>1</sup> The UIA's SME division is in charge of managing the program and hosts the Project staff.

In terms of programme implementation, the evaluation team consulted with officials from MUBS, MTAC and UWEAL. Representatives of these institutions gave a deep insight into how trainers were identified, the arrangement and delivery of the training sessions to entrepreneurs, the challenges met and recommendations for improving service delivery under future programmes of a similar nature.

### **2.2.3 Evaluation Workshops (General Field information)**

It was determined at the ETP project design that rural areas needed to be targeted since entrepreneurs in these areas do not normally access training and other Business Development Services (BDS) available to SMEs in the central business corridor. In this regard, Evaluation Workshops were held in the Greater Kampala (targeting Wakiso, Mukono and Mpigi districts) and the districts of Soroti, Lira, Gulu and Nebbi. Both second generation trainers and the trained entrepreneurs participated in these workshops. The workshops generated feedback from the project beneficiaries with regard to the performance of the programme (how they have benefited) and also attracted recommendations on future work. For comprehensiveness, Focused Group Discussions (FGDs) were held in these workshops to ensure quality assurance.

## **2.3 The Sampling of Trainees and Trainers for Assessment**

Under the three-year programme, 3,986 entrepreneurs have been trained in 38 districts. The evaluation randomly selected 7 districts that covered the major areas where training has been undertaken under the ETP. The criteria for choosing a district were:

- i) having a number of trainees in excess of 100;
- ii) be easily accessible during evaluation so as to minimise costs; and
- iii) being in the focal targeted areas under the ETP, i.e. Northern Uganda.

In this regard, the area surrounding Kampala (covering Mpigi, Mukono and Wakiso districts) and Northern Uganda covering Soroti (including Kumi), Lira (including Apac and Dokolo), Gulu and Nebbi districts were selected as evaluation districts.

To fully evaluate the impact of the project, a target of 10% of the trainees was set to be evaluated, using it as the average sample size (10%) recommended by the World Health Organisation (WHO) for Rapid Assessments and Evaluations. Accordingly, the targeted sample size was 399 trainees randomly selected from

the seven selected clusters (the 7 districts) out of the total 3,986 beneficiary entrepreneurs trained over the three year period.

The ETP had groomed 62 trainers (8 first generation and 54 second generation trainers) and these were also targeted under the evaluation. In this regard, 30% of the total trainers (19) were targeted under the evaluation. This was to enable the evaluation team get feedback on the training of trainers, the training content, analysis of the trainee entrepreneurs, time spent during the training and the feedback, if any, from the trainees to the trainers with regard to BDS needs and other technical assistance.

## **2.4 Data Collection**

### **2.4.1 Development of Evaluation Tools**

In order to get qualitative information from the programme beneficiaries and stakeholders, a series of evaluation tools were developed for use by the evaluation team. These included the following:

- i. An interview guide for Project Managers and Stakeholders;
- ii. A questionnaire for trainee entrepreneurs;
- iii. A questionnaire for Trainers; and
- iv. A Focused Group Discussion guide for trained entrepreneurs.

These tools were discussed with the client and agreed upon prior to their being used to collect raw data in the field.

### **2.4.2 Delivery of Evaluation Tools**

A structured questionnaire was used for the generation of information from and about the trained entrepreneurs (and the performance of their businesses subsequent to the training). These questionnaires targeted entrepreneurs who were trained under ETP with a view to determining how they benefited both during the training and after the training (impact on business start-up or better business management). Five Focused Group Discussions (FGDs) were also held with the trained entrepreneurs at the Evaluation workshops in the selected Evaluation districts.

In-depth interviews were used to gather information from key informants who included the project staff (UIA), members of the Steering Committee (MoFPED staff), the funding agency (ICEIDA), representatives of the partner organisations (MUBS, MTAC, and UWEAL), and some of the programme trainers. In this regard,

the evaluation team held 10 key informant interviews as part of the data collection process.

## **2.5 Data Management and analysis**

The data for the evaluation was obtained from both primary and secondary sources. The primary sources included administered questionnaires to beneficiaries, focus group discussions with beneficiaries, key informant interviews with the programme Staff, representatives of partner organisations, and the trainers. The secondary sources included a review of the project documents including but not limited to the existing workplans, progress reports, the log frame, the business health check report and other relevant project literature.

Quantitative and qualitative data from the field was entered, cleaned using EPI info and analysed using the Statistical Package for Social Scientists (SPSS) Version 16.0. The data was segmented and coded for analysis purposes. Results of the Focused Group Discussions (with open ended questions) were analysed manually as they were meant to bring out project impact from the side of the beneficiaries. The Data Analyst used proportions and frequencies to determine and describe categorical and nominal variables for quantitative data. Other measures of change included the mean, mode, median and range. The data analysis exercise was meant to bring out the causal and effect relationship of the various variables at play due to the ETP interventions.

## **2.6 Limitations**

A number of limitations were encountered during the data collection period and these include:

- i. inadequate time accorded to the evaluation based on the bid document thus the planning resulted in congested activities;
- ii. Some beneficiary entrepreneurs may not have given truthful information especially if there had not been a significant change in their lives since the training. This was largely so when no business had been started since the training or the lack of prevalent improvement in the existing business;

### **3. EVALUATION FINDINGS**

This section presents the evaluation findings as per the specific objectives and outcome indicators of the ETP. The findings focus on the first and second generation trainers, the generation of the training materials, the training of entrepreneurs, business health checks, development of an SME guide, programme publicity (outreach campaign), and the use of the ETP web portal. This section also presents the consultant's analysis on progress to achieving the programme objective, with regard to improving the access by beneficiary SME entrepreneurs to obtain quality training and appropriate business skills and the extent to which this has helped them make use of the existing services (financial and technical) and information. In this regard, this section first gives the social-demographic characteristics of the programme's beneficiaries and then gives an analytical presentation of the evaluation findings with regard to achieving the goal and objectives of ETP.

#### **3.1 Programme for Trainers**

##### ***3.1.1 Training of First Generation Trainers***

The ETP was designed to deliver 8 first generation trainers who were to receive training in Iceland, which was achieved in 2006 at Reykjavic University. By project end, the project had an additional 4 first generation trainers who were promoted from second generation level. The selection and promotion of the additional 4 trainers by the project Implementation Committee and the Steering Committee was based on the number of trainings delivered and the trainee assessments in the training evaluation reports. Table 1 shows the list of the first generation trainers that steered the ETP training in the three-year period.

The first eight trainers in Table 1 were the first generation trainers that were groomed in Iceland while the last four were the first generation trainers promoted from the second generation cluster. The implication of this is that there was increased local capacity to undertake regional Training of Trainers (TOT) locally in a sustainable and comprehensive manner. It should be noted that for every five-day training, there must be a first generation trainer present to ensure quality and provide guidance. The increase in the first generation trainers also meant that they could easily spread around the country and could continue to offer technical backstopping to the second generation trainers more often than had been anticipated, which led to having more trainings than the 68 previously targeted.

**Table 1: First Generation Trainers**

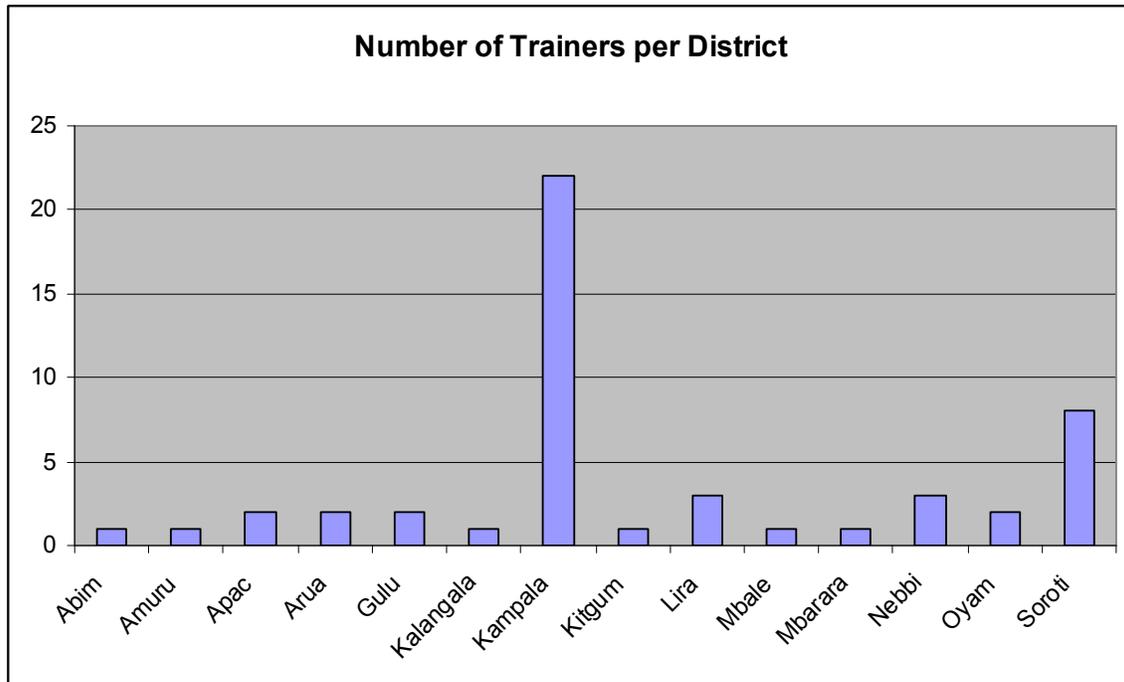
	<i>Trainer</i>	<i>Parent Institution</i>	<i>Location</i>	<i>Where Trained</i>
1	Angelline Bazaare	UWEAL	Kampala	Iceland
2	Audrey Kahara-Kawuki	MUBS	Kampala	Iceland
3	Charles Omusana	UIA	Kampala	Iceland
4	Christine Lubega	UWEAL	Kampala	Iceland
5	Edward Mulumba	MTAC	Kampala	Iceland
6	Grace Baguma	NCDC	Kampala	Iceland
7	Mugarura Doris	MTAC	Kampala	Iceland
8	Sarah Kyejjusa	MUBS	Kampala	Iceland
9	James Kawooya	USSIA	Kampala	Uganda
10	Joyce Sserubombwe	UIA	Kampala	Uganda
11	Julius Apegu	MUBS	Kampala	Uganda
12	Margaret Oding	Pakwach UCC	Nebbi	Uganda

*Source: Training reports at the UIA 2006-2009*

### **3.1.2 Second Generation Trainers**

The project was designed to initially cover 5 districts (Kampala, Kalangala, Lira, Nebbi and Soroti) where 21 second generation trainers were considered to be sufficient for the work. But with the increase in coverage especially in the greater Northern Uganda, this necessitated more second generation trainers. Consequently, by the end of the programme, the TOT programme had 50 second generation trainers after regional TOTs had been carried out. It must be noted that the over achievement of the project in grooming more Trainers than those targeted did not in any way affect quality of the second generation trainers. As shown in the Chart 1 below, the highest number of trainers was in Kampala with 22 trainers, followed by Soroti with 8, then Lira and Nebbi with 3 each while the rest had 1 or 2 trainers. The increased number of trainers in this category ensured that more training sessions could be carried out currently in a week and hence the good number of training sessions and trainees achieved during the project period, which were well above those planned under ETP .

**Chart 1: Distribution of Second Generation Trainers by District**



Source: UIA Training Reports 2007-2009

### **3.1.3 Demographic Traits of the Trainers**

The evaluation found that 68% of the trainers were male, showing a bit of gender imbalance, highlighting the need for more female trainers. In terms of education, the evaluation found that 50% were post-graduate holders, 40% first degree holders and only 10% being at the tertiary level. These point to a high calibre of trainers with the technical competence to deliver trainings for entrepreneurs. This also implies that a high degree of due diligence was exhibited by the partner organisations (MTAC, MUBS, UWEAL, USSIA) in the identification and selection of trainers. It also implies presence of high sustainability levels of the local capacity to design and deliver trainings.

### **3.1.4 Analysis of the Trainers' Capacity**

The evaluation also found that the ETP Trainers' level of skills had increased, especially in the fields of presentation, personal awareness, business plan formulation, communication, business identification and record keeping. This was evident from 91.8% of the trained entrepreneurs who confirmed that the quality (delivery) of training was very good (based on the trainee evaluation questionnaire findings).

However, the trainers also identified gaps in the areas of Strategic Planning, Cost Benefit Analysis (CBA) and Profitability Analysis (Internal Rate of Return), which

they believe could be passed on to the trainees. But given the calibre of trainees, it is doubtful as to whether these concepts would be useful to the trainees.

## **3.2 Generation of Training Materials**

### ***3.2.1 Development of Training Materials***

The Training materials were developed by the initial 8 first generation trainers after the training in Reykjavic University in Iceland. The development process was led by the representatives of the Entrepreneurship Centre at MUBS in a retreat in Jinja, which resulted in the production of a comprehensive Training Manual. This was then tested in Nebbi district and subsequently agreed on by the key stakeholders as the main manual for the delivery of the ETP trainings.

However, with the coming on board of second generation trainers and the localising of the trainings, there was a need for localising the training content too. In this regard, the training materials have since been translated into Ateso, Luo, and Luganda. In terms of project outcomes, this activity was fully achieved under the programme, which required that a manual be prepared and produced and consequently be translated into local languages. The evaluation also found that for sustainability purposes, especially ownership of the materials, the english training materials are on sale at a subsidized rate. These manuals are used as reference materials by the trainees.

### ***3.2.2 Analysis of the Quality of Training Materials***

Analyses of the trainers and the trainees show that both groups consider the materials developed to be of high quality. Based on the trainee responses on the perception of the training materials, 52.7% of the entrepreneurs who were trained said that the materials were easy to understand while 21% acknowledged that the materials were relevant to them in terms of business identification and management. However, of those that responded, 10.3% said that the materials were complex. In addition, the respondents were asked to indicate any proposed improvements on the training materials. On proposed improvements, 40% declared the need for translation of the materials to vernacular for ease of communication while others suggested using illustrations or drawings during training. Most of the trainers (93%) also confirmed that entrepreneurs understand the training content, largely because it targets what they do while running their businesses.

On the part of the trainers, 77% think that the training materials were sufficient while 16% think the materials were insufficient. The latter were of the view that

newer modules like e-commerce, risk management and taxation be introduced. On readability of the manual, 88% of the trainers also indicated that the training materials were easy to read and understand (compared to trainee response of 52.7%) showing that the materials developed were usable.

However, in spite of the fact that the materials were easy to read and understand, 50% of the trainers thought the trainings needed to be accorded more time (2 weeks) while 46.7% thought that the current training time was sufficient. While the need for additional training time may be relevant, it may not be practical, considering the fact that these adult learners are business owners and in some cases household heads implying the presence of additional roles. Consequently, these drawbacks make it difficult to have them away from their homes and businesses for two consecutive weeks.

### **3.3 Analysis of Trained Entrepreneurs**

The outcome from the responses reached only 9% (351 responses) of the sample size of 3986 trained entrepreneurs instead of the target of 10%, but the consultants believe that this was a good return given the short time availed to complete the report.

It should be recalled that at the time of the project design, the ETP was programmed to deliver 1,260 trainees. By project end, however, around 3,986 entrepreneurs had been trained as shown in Table 2. This exponential increase in performance did not compromise quality and did not increase the cost of running and implementing the project, showing a high degree of efficiency and effectiveness. This was possible because the number of first generation and second generation trainers increased considerably beyond the set targets to allow concurrent training sessions to take place simultaneously. Furthermore, the cost of providing training sessions was reduced to an affordable level after gaining experience to the extent that it was much lower than the project budget projections.

It can be noted from the Table 2 that the Greater Kampala alone had 1,299 entrepreneurs trained (about 32%) of the total trainees. Also to be noted is that the greater Northern Uganda had 1752 (about 44%) entrepreneurs trained out of the total of 3986 trainees and the other districts excluding Kampala took 34%.

**Table 2: Distribution of Trainees by District**

District	No. of Trainees	District	No. of Trainers	District	No. of Trainers
Kampala	1299	Kabale	53	Adjumani	38
Nebbi	360	Kalangala	54	Oyam	31
Gulu	211	Mbale	45	Apac	39
Wakiso	198	Amuria	40	Luwero	25
Kumi	190	Budaka	40	Koboko	37
Arua	156	Mayuge	42	Mubede	15
Soroti	126	Pader	36	Masaka	39
Moyo	112	Amolator	38	Bukedea	39
Kitgum	109	Bugiri	38	Amuru	29
Jinja	98	Mbarara	39	Mityana	21
Busia	89	Kaberamaido	37	Iganga	21
Lira	90	Dokolo	37	Kibaale	14
Mpigi	65	Yumbe	36	<b>Total</b>	<b>3986</b>

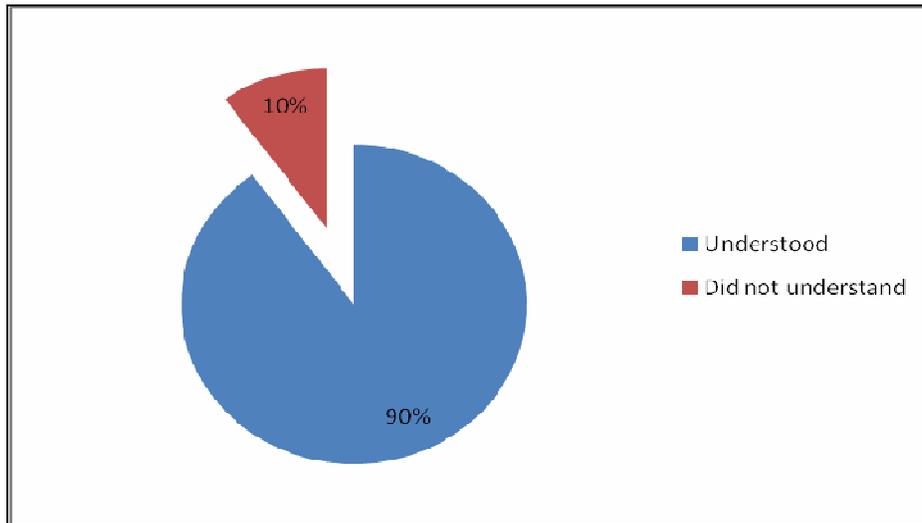
**Source:** UIA Training Records 2007-2009

The increase in the number of trainees was as a result of many factors including:

- The availability of skilled and competent trainers;
- The availability of rural-based trainers which meant that more than planned sessions for trainings were held;
- The demand-driven nature of the trainings.

It was also noted that the greater Kampala and Northern Uganda areas got the highest number of the trainees, in line with the design objective. According to the trainers' responses, 90% of the entrepreneurs trained understood the goals and objectives of the trainings. The evaluation also found that after the training, 80% of the trainees would generate action plans for their business, an activity that shows sustainability and skills transfer. Additionally, up to 93% of the entrepreneurs trained contacted the trainers after the trainings for additional guidance showing that the trainees were trying to put into action what they had learnt. The support wanted mostly focused on writing a business plan, designing a plan for borrowing funds, marketing (including developing marketing plans), business registration and book keeping, among others.

**Chart 2: Trainee's Level of Understanding the Training Objectives**

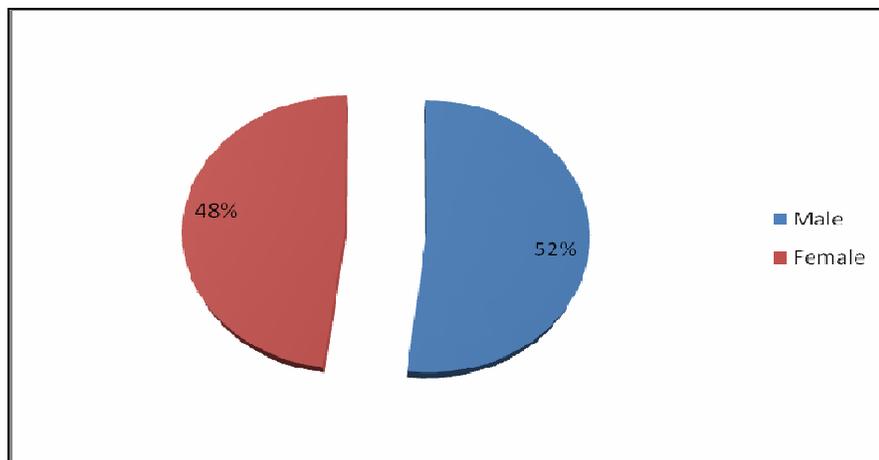


Source: Evaluation of ETP Field work 2010

**3.3.1 Socio-economic analysis of the Trainees**

The evaluation found that 52% of the entrepreneurs trained were male while 48% were female. However, it should be noted that the ETP was targeting more women than men although in reality, this did not happen. While the trainings in the central business districts attracted more women, trainings in the rural districts attracted fewer women.

**Chart 3: Trainees by Sex**

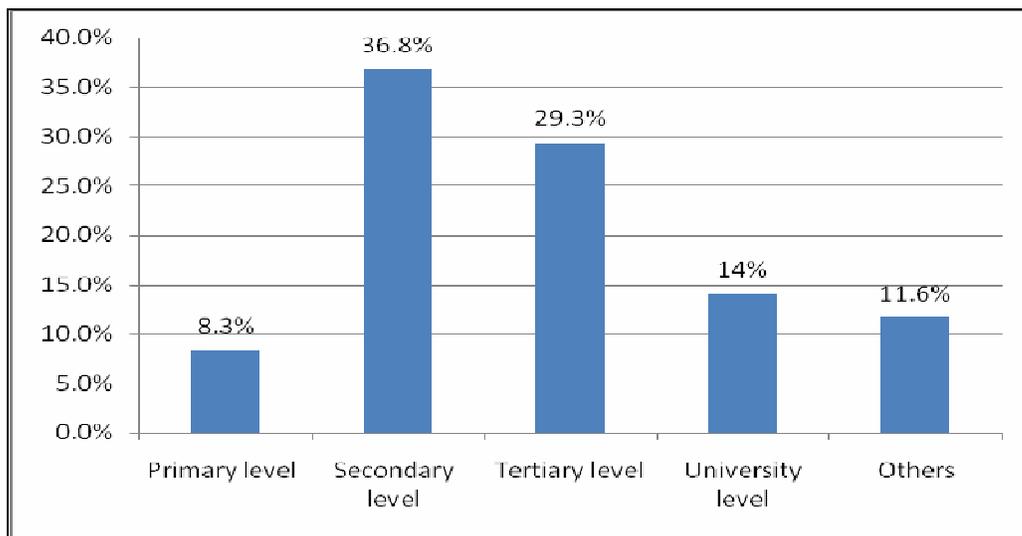


Source: Evaluation of ETP Field work 2010

The low female participation was due to the fact that in the rural setting, women are still relegated to the kitchen and other household chores while business, trading and commerce are left in the hands of men.

In terms of education levels of trainees, 8.3% were Primary level leavers, 36.8% were secondary level leavers, 29.3% were at the tertiary level while only 14% were first university degree holders. This implies a concentration of entrepreneurs in the secondary and tertiary levels (adding up to 66.1%), the common areas where students drop out of the education system. On the whole, around 80% of those trained had education above Primary Level, which implies that the trainees could understand the major tenets of the training that was delivered and also had an implied capacity to put to use what they had learnt. There was 11.6% of the respondents who indicated that they possessed other forms of education different from that highlighted.

**Chart 4: Education levels for Trainees**



Source: Evaluation of ETP Field work 2010

Of the trained entrepreneurs, 73.5% of them already had businesses at the time of the trainings while 24.2% were potential entrepreneurs yet to identify, select and start a business. This shows that the selection of trainees was done properly given that the target beneficiaries according to the project design were supposed to be entrepreneurs with businesses.

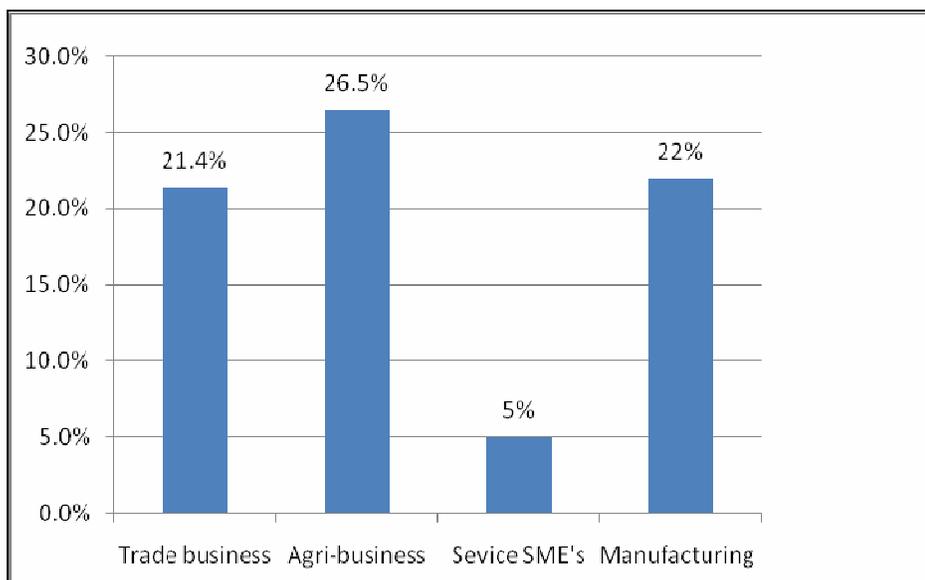
### 3.3.2 Impact of the Training on the Trained Entrepreneurs

The evaluation found that the training actually had a big, positive impact on the SME entrepreneurs. The results indicated that of the entrepreneurs who already had a business and were trained, 57.3% of the businesses improved, and 7.4% of the business had their performance more than double! This means that 64% of the SMEs whose entrepreneurs were trained subsequently improved performance, reflecting an achievement of the project goal.

The programme also led to an increase in the level of SME start-ups. The evaluation found that after the trainings, 45% of the trained entrepreneurs started new businesses.

Further, the findings show that 26.5% started agri-business SMEs, 21.4% started trade businesses, 22% started manufacturing SMEs while 5% started Service SMEs. Cumulatively, this means that 74% of the entrepreneurs trained identified and started new enterprises after being trained under ETP, implying more entrepreneurs got involved in trade, income generation and national development.

**Chart 5: Major Businesses Started after the Training**



Source: Evaluation of ETP Field work 2010

However, the evaluation also found that there was a low level of formal business registration. Of the SME businesses started, only 30.2% of them were formally registered. The main reason put forward for this was the bureaucratic process of

registration and the financial costs attached to it. As per the evaluation, of those businesses formally registered, 48% were sole proprietors, 31% were limited liability companies, 14% were partnerships and only 7% were cooperatives.

Of the new businesses started after the training totalling to 245 businesses out of 351 responses, 51.6% said the businesses expanded while 6% said the businesses more than doubled performance. The key reasons attributed to this were better records kept and having a business plan to guide operations. However, of the businesses started after the entrepreneurship training, 2.8% of them declined after start-up and 1.7% closed. This low rate of business failure is because the business promoters had better Business Management Skills, which they had garnered from the trainings.

### **3.3.2.1 Access to Finance**

One of the reasons entrepreneurs were trained was to improve their chances of accessing various lines of credit. This was under the premise that if entrepreneurs kept records, better managed their businesses and had business plans, then they could access lines of credit. However, the evaluation found that only 33% of the SME entrepreneurs trained (about 106 responses) had accessed lines of credit for injection into their businesses. Although this is still low, the programme shows that entrepreneurship training increases the chances of entrepreneurs to access lines of credit.

Of those SMEs that had access to a line of credit, 34% got the money from Money lender (commonly called loan sharks), 41% got the money from Microfinance Institutions (MFIs) while only 17% got financial support from a commercial bank. The latter shows that it is still hard for an SME to access funds from a commercial bank. The high number of SMEs getting finance from money lenders and MFIs also has a negative implication. This money attracts a high interest rate (up to 47% per annum) and is paid back in a very short time, giving the entrepreneur very little time to put the money to productive use.

However, this scenario also means that the loan application turnaround time for Money lenders and MFIs is shorter compared to that due diligence time by commercial banks. This scenario affects entrepreneurs in agribusiness who need to access lines of credit very fast, something that is normally not responded to in time by commercial banks, thus the preference for MFIs and Money Lenders.

### **3.3.2.2 Business Plan Development**

The training of entrepreneurs tackled Business Plan as a specific action point. The key output under this was increased capacity by entrepreneurs to develop comprehensive and bankable business plans for better internal management and access to finance. The evaluation found that the need for business plans went up after the training under ETP. The responses indicated that 78.9% of the trained entrepreneurs found it necessary to develop a business plan after being trained. This is a major project achievement of the programme.

However, with regard to the actual development of the business plans, 49% of the trained entrepreneurs developed the Business Plan personally, while 35% did not (i.e. used other people) and another 16% did not know what to do. This implies that close to 50% of the trained entrepreneurs got enough skills to develop a bankable business plan, a big programme achievement. Based on these results, 35% used other people to develop their business plan showing a need for increased skills building and transfer with regard to developing a Business Plan. This category of entrepreneurs had 40% using friends, 30% using family members and another 30% using consultants for the development of business plans. This low usage rate for consultants is because rural entrepreneurs consider Business Consultants to be very expensive and out of their range. This is why about 70% of the business plans were done for free. This ultimately means that the business plans developed by family members, friends and students may stand scrutiny and may not be bankable as they may not be professionally drawn. This implies increased training and handholding in business planning as there is low potential of the trainees to afford consultancy costs.

### **3.3.2.3 Impact of training on Record Keeping**

The capacity of entrepreneurs to successfully manage their SMEs in a competitive manner is largely dependent on good and regular record keeping. The ETP focused on training in Record Keeping so that the internal systems and structures of SMEs can be improved on. This would further position the SMEs to operate profitably and competitively, while making decisions based on empirical evidence on inflows and outflows, save money and tap into opportunities to expand. Before the ETP, only 42% of the entrepreneurs (148) were keeping records while 50% were not! Of those keeping records, the evaluation results show that 49% of them (175) say that their record keeping had improved after the training.

Of those who did not keep records prior to the training under the ETP, 53% now say they are keeping records which shows a tremendous improvement in the management of the beneficiary SMEs. On the whole, close to 70% of those

trained are keeping records compared to 42% before the start of the training. This shows that skills building actually has taken root in form of Better Business Management, which shows an achievement of the programme objective. Key record keeping tools used are receipts, cash books, sales book; purchases books, debtors' books and creditors' books.

### **3.4 Development of an SME Business Guide**

One of the problems facing entrepreneurs was lack of access to information on business licensing and registration, access to finance, entrepreneurship skills training, available business development services (BDS), and Government incentives targeting local SMEs. In this regard, the SME Business Guide was developed to offer information and guidance on these issues. The evaluation has found that 1,000 copies of the Guide were produced and that the Guide is being used by entrepreneurs that need it. In addition, the Guide is accessible from the UIA website.

It must be noted, however, that UIA has ran out of copies and there are no resources currently available for the production of more copies. This implies an urgent need for financial resources in the interim for the production of this Guide. Since the Guide was meant to be revised and updated annually, there is need to update the Guide before a new version is produced and circulated.

Nevertheless, the evaluation found that only 50% of the trained entrepreneurs know about the presence and role of the SME Business Guide while 39% have no knowledge of it. This implies a need for more outreach activities for the increased visibility of the Guide. The evaluation also showed that only 43.2% of the entrepreneurs trained have used the Guide (with 14% having used it for procedures on establishing a business, 9.7% for accessing business finance, 9.7% for accessing useful contacts and 7.1% for accessing BDS). The low rate of the use of the Guide needs to be improved on through the production of more copies and more outreach for increased visibility.

### **3.5 Outreach Campaign and Publicity**

In order to attract many beneficiaries and increase the visibility of the project, a number of activities geared at boosting the image of the programme were undertaken. It must be mentioned that the ETP was very efficient and frugal as it used the normal UIA channels of communication for the delivery of its messages without compromising on the type and quality of the messages.

### **3.5.1 Utilisation of the UIA website**

As part of business information dissemination, the ETP was provided with space on the UIA website<sup>2</sup> to disseminate information to local entrepreneurs on the available investment opportunities, the process of registering a business, available incentives, among others. The SME Division of the UIA, which housed the ETP, using funds from another budget line, developed 250 Business Idea Notes and 24 of them were uploaded on to the UIA website as project profiles. These are pre-feasibility studies that analyse the techno-feasibility status of a project so that entrepreneurs can identify and select a business to invest in. This activity ties well into the first session of the Trainings which focuses on Business Idea Identification and Selection, a major aspect of small business start-up.

However, the evaluation found that most of the entrepreneurs do not use the internet, especially those in rural areas. The evaluation found that only 8% of the trained entrepreneurs had ever visited the UIA website while 86.3 had never visited it. It was found that only 4.8% of the trained entrepreneurs had actually used and benefited from the UIA website in business identification, start-up and management after participating in the ETP activities.

This shows a low level of utility of the UIA website, which should be a tool for information dissemination, including discussion boards on SME business management problem solving. However, this also shows that most rural entrepreneurs have not fully embraced the era of the internet, which also explains the reason for the low levels of e-business activity. But with the increasing availability and affordability of internet access in rural areas, the status quo is poised to change in the near future.

### **3.5.2 ETP Outreach Activities**

The ETP did not have a standalone outreach campaign because of the lack of a comprehensive Programme Communication Strategy which would have guided the development, packaging and dissemination of information to different segments of the target groups. However, the programme effectively and efficiently tapped into the UIA regional mobilisation and information workshops to disseminate information about the programme. More so, 3,000 brochures have been printed.

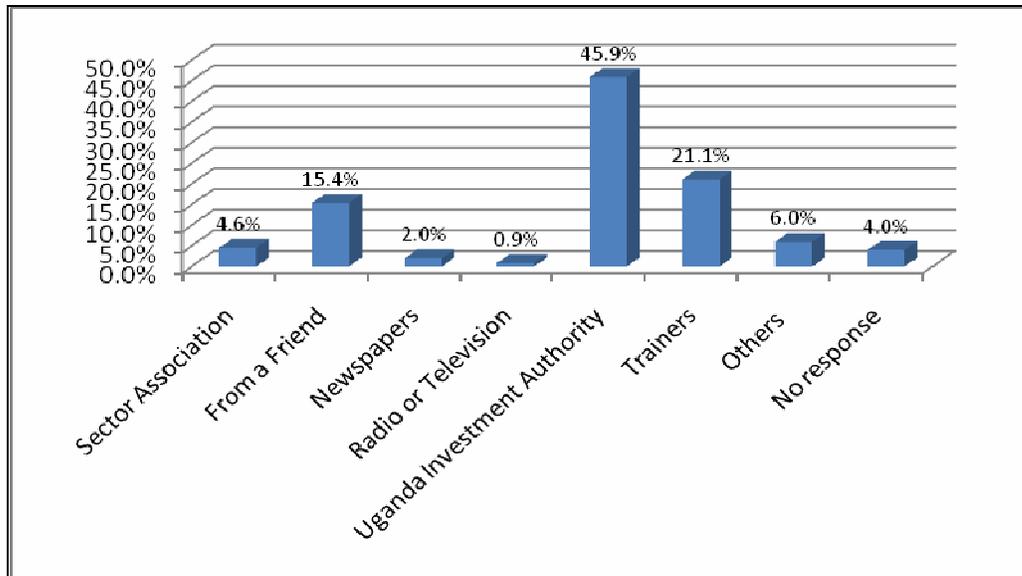
The evaluation found that the publicity activities had an effect in attracting entrepreneurs to participate in the programme. It was found that 45.9% of the

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<sup>2</sup> This was to maintain conformity and consistence with information coming from mainstream UIA.

entrepreneurs knew about the project from UIA publicity activities, which shows that using UIA regular communication channels worked very well. An additional 21.1% found out about the programme from the trainers in their areas of abode, while 15.4% found out about ETP from a friend.

**Chart 6: How Beneficiaries Knew about the ETP**



Source: Evaluation of ETP Field work 2010

While the spread of the message through friends was effective, the evaluation also found that in some cases, a training workshop would have more than 10% from one family. However, the Project Management Team, together with the rural-based trainers, had tried to stamp this out through a high sense of due diligence when selecting beneficiary entrepreneurs.

### 3.6 Business Health Checks

Under the ETP, 3,986 SME entrepreneurs were trained in how to start and manage their businesses. To take stock of the impact of the training, identify arising problems and offer hands-on counselling and handholding to entrepreneurs at the mid-term level, Business Health Checks were undertaken in 2008 in 19 Districts. These included Amuru, Apac, Arua, Dokolo, Gulu, Iganga, Kalangala, Kampala, Koboko, Kumi, Lira, Luwero, Mityana, Mpigi, Mubende, Mukono, Nebbi, Soroti and Wakiso districts and targeted entrepreneurs who had been trained in 2007 and 2008. The Health Checks tool was developed by the Project Management Team and was delivered by key trainers under the

programme. Analysis of secondary data shows that 379 entrepreneurs were reached in the 19 districts of the ETP Business Health Checks.

The Business Health Checks showed a massive improvement in the status of the SMEs studied. There was an 18% increase in employment meaning more returns to rural folk which could come out of the fact that there was an observed 76% improvement in employee management. The Health Checks confirmed that more entrepreneurs were developing business plans for their businesses (from 17% in 2006 to 54% in 2008), a key outcome of the ETP. The Health Checks also determined that there had been an increase in record keeping with 77% entrepreneurs keeping records in 2008 compared to 37% prior to the training. For example, the use of Asset Registers went up from 20% to 50.4% after the training. These results compare well with the ETP evaluation results which show those that did business planning by themselves reached 50% and bookkeeping were 70%.

With regard to customer care and competitive analysis, 63% of the entrepreneurs also said that they now have Complaint Handling Mechanisms in place for effective and efficient product/service delivery. In terms of the national development, the Business Health Checks found that 57% of the entrepreneurs said that their incomes had increased subsequent to being trained and having Better Business Management techniques, showing an achievement of the ETP's goal.

However, the 2008 Business Health Checks also identified some few training delivery problems that had continued to affect local entrepreneurs that included facilitation/presentation skills and comprehensiveness/appropriateness of the training content. In this regard, after the 2008 BHCs, 2 refresher Trainings, which were meant to improve ETP training and service delivery by the trainers, were undertaken with the following objectives:

- a) To review the training manual and incorporate changes deemed necessary;
- b) To learn how to present to the trainees in a more efficient manner;
- c) To remind trainee participants about the objectives of ETP and the key issues during training sessions;
- d) To inculcate a culture of knowing each other in both cases ie trainees and trainers alike;
- e) To motivate the trainers such that they effectively deliver and facilitate on the programme.

The Refresher course, with no doubt, helped to improve the efficacy of the Trainers under the ETP. The second Business Health checks exercise being carried out in 2010 is yet to be completed and information was not available for analysis.

### **3.7. Financial Management and Accountability**

Analysis of secondary data has shown that financial management of the ETP was undertaken within the ambit of the UIA Financial Management Policy. The Office of the Auditor General (OAG) undertook a Programme Audit to ascertain planned and actual expenditures. It was not brought to the attention of the consulting team that there were any audit queries raised by the OAG as to the application and accountability of the ETP funds.

In terms of financial efficiency, the ETP achieved tremendous success. It was found that the cost of grooming second generation trainers reduced from \$1,855 per trainer to \$779 while the cost of training entrepreneurs reduced from \$74 per trainee entrepreneur to \$25, all of which show a lot of financial efficiency. It must be noted that this improvement in financial performance did not in any way affect the quality of the trainers groomed, nor did it affect the quality of the trainings targeting entrepreneurs. As noted, the good performance is evidently reflected in the grooming 50 second generation trainers instead of 21 and training 3,986 entrepreneurs instead of 1,260. The increase in the number of entrepreneurs trained was also due to the increase in the number of trainees per “class” from the original twenty to thirty for Kampala and then forty for upcountry areas.

However, in as much as the programme achieved its objectives, there were cases of lack of prudence in planning and executing of ETP activities, which in some cases, would over shoot the budgeted activities within the planned quarterly activity framework. This would be a case when more funds were spent in a quarter, which was over and above the planned amount. The project team provided reasons for such scenarios, which mostly happened in the school holidays. Consequently, given that the trainings are demand-driven, during the holidays is when more entrepreneurs could demand for the trainings because their schooling children would be able to look after the businesses during the training period. This was deemed acceptable by the Project team and makes practical sense but has to be taken into account when planning. The Project team needs to adhere to the implementation of the workplans prepared so that there are no overruns on the budget.

### **3.8 Analysis of International Best Practices**

An analysis of international best practices in entrepreneurship training programmes shows four levels of analysis, viz:

- i) the trainee's perception of training;
- ii) evaluating learning;
- iii) evaluating change in behaviour; and
- iv) evaluating the impact and results.

These four levels were undertaken under the ETP as explained in the next sections.

#### ***3.8.1 Trainee's Perception of the ETP***

The evaluation has already determined that the trainee entrepreneurs had a tremendous perception of the programme with 90% of the trainees understanding the goals of the training while 64% of the trainees said the training had a positive impact on their business in terms of performance. There was increased motivation for the trainees through the award of Certificates of Attendance by the training institutions.

#### ***3.8.2 Evaluating Learning***

On site evaluation of learning (training) is the evaluation of the trainees to determine what new skills they acquired and what new and relevant knowledge they acquired. In this regard, the evaluation has found out that an assessment was undertaken after each training with regard to the suitability of the content, its relevance to the trainees and the competency of the facilitators in terms of facilitation skills. The evaluation of the training sessions shows that 93% of the trainees all agreed that the content was suitable, relevant and that the facilitation skills were very good.

#### ***3.8.3 Evaluating Changes in Behaviour***

International best practices show that behaviour change must be evaluated to determine if actual job/business behaviour has changes as a result of the training. The Business Health Checks undertaken in 2008 and in 2010 were meant to achieve this. This evaluation has also determined that the trained entrepreneurs had made many changes in their business practices after the training with regard to business plan development, record keeping and better employee management.

### ***3.8.4 Evaluating Impact and Results***

The best practice here is to collect data on the training programme and determine whether there has been an improvement in the performance of the beneficiary SMEs. This evaluation exercised was meant to determine the rate of this impact, if any.

## **3.9 Key Program Challenges**

### ***3.9.1 Lack of a Communication Strategy***

As mentioned before, the ETP lacked an independent Communication Strategy to guide its communication and outreach activities. The promotion of ETP activities was undertaken within the mainstream UIA promotional activities and effectively became the main source of disseminating information on ETP training opportunities. While this approach was good and plausible because of cost savings, it did not go beyond that level to promote the outputs of the ETP. This meant that the other aspect of marketing of the ETP activities and outputs were not exhaustively done. The evaluation findings indicate, for example, that few trainees knew of the existence of the SME Guide and the Web Portal, key outputs of ETP. There are also instances of poor networking arrangements among the trainees as well publicising their achievements. These and other ETP activities have not been promoted as effectively as expected, may be because there was not communication strategy for implementation and monitoring.

### ***3.9.2 Delays in Submitting Accountability Documents by Trainers***

This has been identified as a common practice and affects implementation when there are multiple trainings to be undertaken. Late submission of accountability documentation by a trainer (sometimes disallowable accountability) means that their next training would have to be put on hold until the accountability is submitted. This affected implementation in some cases.

### ***3.9.3 Increasing Cost of Living***

Over the last 2 years, there has been a persistent appreciation of the US dollar against the shilling and the rising costs of fuel. This had a trickle down effect on the prices of food which have risen ultimately increasing cost of delivering the Training workshops especially for lunch and refreshments.

### ***3.9.4 High Number of Training Requests***

The ETP training is demand-driven and the UIA has received a steady flow of requests through the programme years. The fact that UIA has accommodated more trainings in, say, a given quarter than those planned for is an indication of

the high demand for such entrepreneurship training to the extent that some are not honoured. This has sometimes reduced on the motivation of the applicants especially if they wait to be trained for a long time.

### ***3.9.5 Lack of vernacular training materials***

In the initial years of the ETP, the program was faced with a problem of lack of training materials in local languages. This, however, has been addressed with the translation and production of materials in local languages such as Ateso, Luganda, and Luo. The publication of these materials has been delayed by the high cost of translating the materials, which depleted the budget for printing them. However, arrangements have been made to have the materials produced under a different project supported by Belgium.

### ***3.9.6 Lack of Financial facilitation for the Trainees***

Most of the trainees expected facilitation in form of transport refund for training while others expected to access funds for their businesses. While the facilitators explained why this was not possible, it somehow impacts on the level of motivation of the trainees and was a common feature during this evaluation's workshops. It was clear that demand for money for transport was more prominent from the micro businesses. This needs to be handled well by the Trainers before the selection of trainees and at the opening of the training workshops. It should further be explained properly with focus on the various benefits of the trainings to the entrepreneurs. However, the issue of accessing funding for start up capital or expansion was real and needs to be addressed.

### ***3.9.7 Bureaucracy in Business Registration<sup>3</sup>***

The trainee entrepreneurs commented on the stringent and bureaucratic system in the Business Registration Services Bureau (URSB). This, they said, needs to be improved if more SMEs are to operate formally.

### ***3.9.8 Access to finance***

Entrepreneurs still experience a big challenge in accessing lines of credit from commercial banks. This is an institutional issue and needs to be tackled through both increased SME better management and policy advocacy with Government, especially with regard to the many special lines of credit provided by Government through Commercial Banks which also attract the same lending rates but target SMEs.

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<sup>3</sup> The Business Registration bureau is being overhauled with the Private Sector Foundation Uganda taking lead in the project.

### **3.10 Summary on Findings**

In light of the evaluation findings against the programme Logical Framework, it can be seen that the programme achieved its objective. Instead of 8 first generation trainers, the programme has 12 while the second generation trainers have more than doubled from 21 to 50. The programme has also trained over 3,986 entrepreneurs instead of 1,260, showing an overshoot by more than 300%. The spread of the coverage for ETP also changed from 5 districts to 38 districts. As for other milestones, on the whole, the majority of them have been met as earlier indicated.

## **4. LESSONS LEARNT, RECOMMENDATIONS AND CONCLUSIONS**

This section highlights the lessons that have been learnt during the evaluation and feedback from beneficiaries/stakeholders that could guide future evaluations and/or the design of other Entrepreneurship training programmes. It also puts forward the consultant's view with regard to the future of Entrepreneurship Training in Uganda under UIA with regard to general actionable recommendations as well as specific recommendations, while incorporating the role of partners and stakeholders. The last part of this section has the concluding remarks.

### **4.1 Lessons Learnt**

The following have been identified as the key lessons to learn from the ETP Evaluation:

- i) It has been noted that reducing the cost of program implementation as has been the case with the ETP does not have to compromise on quality! The over achievement of the ETP objectives by more than 300% by UIA and partners has not compromised quality. This was also because the Project Management Team did not put quantity before quality.
- ii) It was also learnt that there is need to continue harnessing the potential and capacities of businesses started as a result of the activities under the ETP. This is necessary for the development of success stories, but also the development of centres of excellence.
- iii) It has been noted that Investment Promotion Agencies like UIA can be leaders in Private Sector Development (PSD) as attested to by the success of the Entrepreneurship Training Programme. This justified the paradigm shift by UIA to target Local entrepreneurship and harness their potential to participate in national development
- iv) UIA has been implementing the programme with various stakeholders, including the MUBS, MTAC, UWEAL, USSIA and UNCCI. As a result, the implementing partners have been involved in providing technical assistance, especially in the design of the training materials, delivery of training and providing on-site advisory services to entrepreneurs. The key lesson to learn here is that maintaining partnership makes program

implementation relatively easier as you tap into the expertise of various players.

- v) The 2010 Doing Business Report shows that Uganda has gone down in positioning, making it less competitive. Uganda is now ranked 112<sup>th</sup> out of 183 economies compared to the 106<sup>th</sup> position in the previous year. An analysis of Uganda's regional trade figures shows that there have been increased intra-regional trade volumes, especially since the economic meltdown on 2008. The lesson here is that a lot of potential lies in regional trade but there must be improvements in the cost of doing business so that local SMEs can be competitive enough and tap into the gains of intra- and extra-regional trade.
- vi) With regard to training entrepreneurs, there has been an identified need of linking trainees to financial institutions for access to lines of credit and other grants and/or subsidies that entrepreneurs can tap into.
- vii) It has also been noted that entrepreneurs who have been trained need continuous guidance and handholding on how to manage their businesses. This would help them internalize the latest business management skills while boosting their confidence as business owners and as entrepreneurs.
- viii) The evaluation team also learnt that even educated people (for example first degree graduates) do not necessarily know how to prudently manage their businesses. As a result, continuous skills building in form of training and client handholding contributes to an improvement to the SME sector's performance.
- ix) The networking among trained entrepreneurs to share experience and to know each other for purposes of improving their businesses as had been envisaged in the ETP project has not been effective.

## **4.2 General Actionable Recommendations**

### ***4.2.1 Program Scale-up***

Based on the feedback from the beneficiaries and stakeholders, it is the recommendation of the evaluation team that the ETP program be scaled up to cover the rest of the country and reaching out more districts for

comprehensiveness. The trainee focus groups also overwhelmingly supported the idea of scaling up the ETP as opposed to scaling it down. The reasons advanced by the trainees were that they would also like their fellow Ugandans who have not had the opportunity to also benefit from this good programme. The designing of such a phase should be undertaken diligently so that Key Performance Indicators (KPIs) are generated to guide performance tracking, monitoring and evaluation. This will help in progress reporting for the program. At the national level, the scale-up of the programme will contribute to the Government efforts of reducing poverty. At implementation level, training requests should be based on properly planned activities that take into account peak and off-peak seasons so as to avoid budget overruns.

#### ***4.2.2 Business Handholding and Mentoring***

Related to the above, the new project design should go beyond training and should also focus on Business handholding and Mentoring for the beneficiary entrepreneurs so that outputs can be transformed into real impact on the businesses over time. It is recommended that Trainers be advised to offer coaching and advisory services to entrepreneurs in the field of business plan development, record keeping, marketing, etc., on a need-basis. Entrepreneurs should approach UIA with a need for handholding and UIA should recommend a trainer competent in the identified area. The trainer should offer on-spot coaching to the entrepreneur weekly (a maximum of two hours) and in any case not more than 10 hours worth of coaching over the mentoring period (2 months). The trainer should be compensated with a professional fee and transport refund (around 15,000/= recommended for one man-hour). Payment would be based on a specified deliverable/output e.g. a business plan or a marketing strategy. The details of such an exercise can be worked out and agreed on before implementation.

#### ***4.2.3 Erection of Incubation Centres***

Benefits of entrepreneurship skills building normally take time to be internalised, practiced and manifested in the outcomes of private businesses. Consequently, building their capacities requires various methodologies including the usage of incubation centres. Incubation centres can be erected in different regions in Uganda (North, East, Central and Western) so that entrepreneurs in these areas can be handheld and advised in these centres. More so, it is with these centres that there can be a generation of more success stories under the programme, which will have massive tangible results including creation of role models as a consequence of participating in the programme.

In the ETP training, there have been a diverse range of businesses in different sectors that come together to form cluster of 20 or so entrepreneurs so as to be trained as required by the ETP training guidelines. In such a case, it is difficult for the trainees to have a common learning frame where practical ideas can be exchanged. In this regard, it is recommended that the next design of the programme focuses on regional mapping in terms of sectors and/or clusters with comparative advantages by area. Once this is done, it will then be possible to design and implement the usage of incubation centres. These can then be used to support qualified start-up businesses in a given sector in order to build their entrepreneurial capacity for self-sustenance. This would involve providing sector-specific common facilities such as physical space, shared services, skills training, business and legal advice – to facilitate the operation of selected entrepreneurs and assist them until their “graduation”.

As way of demonstrating how an incubation centre can be used, a reference is hereby being made arising from the field visit during evaluation by the consulting team. One of the trainees called Robert Okodia gave a testimony on his new business, which in our view meets the qualifications of an incubation centre as explained in the Box 1. However, the likes of Robert would require some intervention at some stage to move on smoothly since, since in this particular case, this is a privately-driven incubation centre.

### **Box 1: Transformation of an SME trainee into an Incubation Centre**

*Robert Okodia is based outside Lira Municipality but got trained in 2007/08 in ETP. He came up with the idea of bee keeping since the business appeared to be doing well in that region. However, he did not know how to start since he lacked technical know-how. After doing some limited research, he was able to acquire bee hives and got started. He then realised that he had limited knowledge about keeping bees, harvesting and possibly processing honey and other by products. After struggling to get the key techniques in bee keeping, he called on his neighbours and other people to come and share experience in an informal manner. He realised that this could be enhanced and formalised. This led him to consider setting up a training centre for bee keeping. He then transformed his residential house into a training unit and now conducts monthly training sessions for different bee keeping groups in Northern Uganda at a fee. He is also arranging to get a honey processing machine to demonstrate to the trainees on quality standards and processing procedure. From this level, he intends to be a buying agent from the network he has created and export the processed honey.*

## **4.3 Specific Recommendations**

### **4.3.1 Develop a Communication Strategy**

To improve on the outreach of similar programs in future, the SME Division should take lead in the development of the ETP Communication Strategy. This should be handled together with the Public Relations Unit of UIA. To this end, more outreach campaigns would be undertaken and these could include documentaries, radio talk shows, the creation of an active networking ETP Alumni, the publishing of the ETP newsletter and media inserts, among others.

### **4.3.2 Design a Business Idea Competition**

One of key areas of entrepreneurship training is to elicit a high and positive sense of business idea identification and selection. In the ETP design document, this idea was planned for but was never undertaken because there was a similar programme being implemented by the Private Sector Foundation Uganda<sup>4</sup> under the Private Sector Competitiveness Project II. The project team did not want to simply replicate the programme.

The evaluation also found that most entrepreneurs had requests for start-up capital or investment subsidies, especially for good ideas in terms of technical viability and good socio-economic spill-overs. In this regard and in order to

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<sup>4</sup> PSFU is running a Business Plan Competition called Start Your Business. Any competition under UIA would need to be designed different, especially targeting entrepreneurs who would have benefited under the ETP.

enhance the concept of business competition, it is recommended that the SME Division outsources a Business Development Consultant to design a Business Idea Competition as a follow-on to this ETP. The consultant would also produce a Project Implementation Plan for the Business Idea Competition. In this way, entrepreneurs who identify business ideas can be handheld, given a start-up subsidy and given advice on how to start and successfully manage their businesses. Ultimately, this activity would increase the number of SME start-ups developing business plans and those accessing start-up finance. It must be mentioned that in the world over, entrepreneurs thrive in an environment where they are recognised and respected for their innovativeness. This competition will bring the same environment to play in Uganda.

#### ***4.3.3 Generation of a Data-base of Lines of Credit***

One of the most identified problems faced by SME entrepreneurs is a lack of access to lines of credit (finance) for both business start-up and expansion, especially from commercial banks in Uganda. In most cases, most of the entrepreneurs do not know which financial institution to approach for support because they have no knowledge of the financial products on offer.

In this regard, it is recommended that the UIA SME Division generates an active database of the available lines of credit on offer by the Ugandan financial institutions and the terms attached. Using this information, entrepreneurs in search of lines of credit will have access to the most suitable banks to approach for support. The UIA should also offer technical assistance, through trainers, on how entrepreneurs can tap into and qualify for the loans offered by commercial banks.

This information in the database should also include the various special SME lines of credit put in place by Government and managed by development and commercial banks. There is an implied recommendation that UIA can also undertake vigorous advocacy campaigns to ensure that such special lines of credit do not attract high interest rates since they are subsidised by Government.

#### ***4.3.4 Enhance the role of Monitoring and Evaluation***

As more and more trainings are held, the role of quality assurance on ETP training, especially with the increasing reliance on rural trainers, comes to the forefront. In this regard, there is need for UIA to put emphasis on activity supervision by budgeting for the monitoring (on-spot checks) of the trainings and other advisory services. This will ensure that the training workshops take place at the right time, for the right people and the right content is delivered at the right

time. Simple reporting format for the quality assurance spot checks can be developed and implemented as a means of documenting this activity. Additional tools such as videos, photographs, voice recorders to capture training sessions can be used.

#### ***4.3.5 Further Build the Trainers' capacity***

During the evaluation, trainers indicated the need for additional training in the areas of strategic planning and assessing profitability. To this could be added taxation, risk management and e-business. This should be done as part of Trainers' refresher trainings to make the trainers more knowledgeable and versatile to address business issues when confronted with such challenges individually. E-business should also be introduced marginally so that key attributes of e-business like telephone (SMS) marketing, uses of the internet, utilisation of the UIA website, etc are introduced.

#### ***4.3.6 Develop a simple quarterly reporting tool***

The evaluation found that reporting was done bi-annually to the programme funders, which is long a time for program reporting and ensuring collective action if need be. In this regard, it is recommended that UIA and ICEIDA (or any other donor to come on board) should generate a simple reporting format that is based on the Key Performance Indicators (KPIs) in the scale-up program logframe. This will ease on the time spent on reporting and will also ensure that progress to indicators is assessed quarterly as opposed to half-yearly.

#### ***4.3.7 Widen the Scope of the Training Materials***

While much has been done to improve on the materials used by the programme, especially with regard to translating into vernacular, there are some key recommendations for consideration, viz:

- Translate the training materials into all the major languages of Uganda;
- Have local Trainers in all the major regions of the country;
- Mainstream Taxation, risk management and e-business into the manual and training modules.

#### **4.3.8 Further Specific Training of Trained Entrepreneurs**

A need to improve the training time was identified during the evaluation on the grounds that the modules are sometimes covered in a rush. It was evident that the five-day training is so compact that some slow learners miss out on some key modules. However, with the busy schedules of entrepreneurs and the cost implications, extending the training beyond one week may be rather hard and difficult to implement. This justifies the need for refresher trainings which would be more focused and specific on certain modules. This way, the ETP would have a second layer of training for five days (or less) by combining a few modules done in the first training (such as business plan, book keeping and marketing) with new modules (taxation, risk management and e-commerce) to improve the capacity of the entrepreneur. In addition, the entrepreneur would have had a test trial of the first training and would be having concrete issues to present during the second training. This lends credence to the need for additional and specific training for trained entrepreneurs. Against this background and in the hope that some few modules are added on, it would be good if a second training is arranged (some months later after the first one) for specifically those that need it and who can afford to co-contribute to it by paying a minimal fee.

#### **4.3.9 Promote Efficient Energy Use**

The evaluation found that many of the beneficiaries under the ETP had rural-based businesses. The evaluation also noted that the costs associated with energy utilities (including diesel engines) are very high and affect SME performance. In this regard, there is need to promote energy efficiency with special focus on the Productive Use of Energy (PUE) for SMEs as a cost-reduction tool that brings efficiency and effectiveness. It is recommended that a specialist be brought on board to develop a manual for the identification and promotion of campaigns on PUE. The PUE is one aspect that involves the application of energy to create goods and/or services, directly or indirectly, for the production of income or value, by selling products or services at greater than their cost of production, resulting in an increase in the net income of those persons/households using the energy. In essence, PUE will increase the returns from its use, which can also be seen as reducing the cost of the energy. In simplicity, it is using the same energy solution to increase income and improve entrepreneurs' livelihoods.

#### **4.3.10 Tap into Services by other Stakeholders**

One of the major problems in implementing the ETP has been the issue of demand-driven training workshops, especially those which have not been

planned for. In this regard, it is our recommendation that a future program promotes synergy with sister programs in Uganda, for example, those at Private Sector Foundation Uganda (PSFU), National Agricultural Advisory Services (NAADS), etc. At PSFU, for instance, the Business Uganda Development Scheme (BUDS) has been providing a cost-share grant scheme which offers 50% in a grant for professional services that organised trainees can have access to. In the case of NAADS, it has been providing inputs and capital to groups of farmers who can also benefit from the ETP project. As for NAADS, its mandate is to promote agribusiness and use of appropriate technology with funding from Government but the recipients of NAADS funding lack entrepreneurial skills. Therefore, based on the foregoing on institutions like PSFU, NAADS and several others in Uganda, it is possible for the UIA to conclude a Memorandum of Understanding (MOU) with such institutions towards working together to explore synergies that exist. Other institutions that can be partnered with include TechnoServe and sector associations that would be willing to cost-share in the delivery of the trainings.

It is also our recommendation that UIA taps into the Government of Uganda programme on Skills Building as fronted in the National Development Plan (NDP). This may even be an avenue for UIA to access more Central Government funds for the scaling up of the ETP.

Additionally, the UIA can also use the Focal Persons and the relevant Local Government Personnel (e.g. Commercial or Veterinary Officer) so that the selection of probable participants in training workshops is not only vetted by the area Trainer.

#### ***4.3.11 Trainers to Improve on Submission of Accountability***

The evaluation found that in some cases, trainers take long to submit training accountability documents which in cases leads to delays in subsequent trainings. In other cases, trainers submit accountability, which is disallowable. In this regard, it should be a formal arrangement that trainers have to submit allowable accountability in a stipulated period of time. One of the ways of doing this is retain a small percentage of their fees and have it paid after the submission of the training report and the necessary accountability documents. This will also ensure quality assurance.

Further, in relation to training report submission, the UIA team in partnership with the partner organisations, should develop a simple reporting format for the training workshops that trainers can use. This will ensure that key aspects of the

trainings are captured, in a standard way, and will reduce on the time trainers take to compile verbatim reports of the trainings.

#### **4.3.12 Transform the UIA website**

The UIA website should be improved so that an SME Discussion Forum is put in place where entrepreneurs can raise comments that can be responded to fast. More so, a blog should also be initiated so that information useful to SMEs can be posted and responded to. This will also increase the level of entrepreneur participation in the use of the website.

One other upcoming popular means of reaching out to others is have an “SME Facebook”. In this case, the UIA would have to manage this facebook and have a dedicated person to attend to issues raised on the facebook. In addition, the facebook can be used by the trained entrepreneurs as a networking tool for them to share experiences.

#### **4.4 Concluding Remarks**

One of the ways to support Government efforts to fight poverty is to devise means of supporting the growth of the SME sector in Uganda. The ETP project funded mainly by ICEIDA has made its contribution to poverty reduction as evidenced from the performance of the trained entrepreneurs to start and sustain their businesses. First and foremost, they have been able to employ themselves and earn a living. Secondly, many of them are employing one or so other people and therefore have created employment. In addition, they are creating wealth and making a contribution to Uganda’s Gross Domestic Product (GDP). Although they are not able at the moment to make a significant contribution to income tax, they are nevertheless paying other taxes like VAT, import duties, local Government taxes, etc. Therefore, in view of national development and based on the above, the SME sector can make a significant contribution to the growth of Uganda’s economy. However, it still faces several constraints, challenges and capacity gaps that hinder its faster growth. Against this background, the SME sector still requires to be nurtured to enable it make more contribution to the growth of Uganda. It is therefore paramount that key stakeholders join forces to support diligently the emancipation of the SME sector.

## Annex 1

### Project Logical Framework 2006-2009

The logical framework for the Project is illustrated below and shows the Project's development objective, immediate objective, outputs and activities along with objectively verifiable indicators, means of verification, possible assumptions and necessary inputs for the success of the Project.

Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MOVs)	Assumptions /Risk
<b>Development Objective</b>			
Sustainable and competitive private sector in Uganda	<ul style="list-style-type: none"> <li>Survival rates for businesses;</li> <li>Growth rate of businesses;</li> <li>Contribution of private sector to GDP</li> </ul>	<ul style="list-style-type: none"> <li>UBOS reports;</li> <li>MFPED reports;</li> <li>MTTI reports</li> </ul>	<ul style="list-style-type: none"> <li>Conducive business environment</li> </ul>
<b>Immediate Objective</b>			
Entrepreneurs accessing and utilising appropriate business skills, information and services	<ul style="list-style-type: none"> <li>No. of SMES accessing business finance</li> <li>No. of SMEs with written business plans</li> <li>No. of SME keeping records</li> <li>No. of new innovative enterprises (opportunity enterprises);</li> <li>No. of SMES accessing BDS</li> </ul>	<ul style="list-style-type: none"> <li>SME records;</li> <li>MSEPU records;</li> <li>Bank records;</li> <li>Business Plans;</li> <li>SME profiles;</li> <li>GEM standards;</li> <li>BDS providers' reports</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' commitment;</li> <li>Conducive business environment</li> </ul>
<b>Outputs</b>			
1. 29 trainers trained for entrepreneurship and business development programs	<ul style="list-style-type: none"> <li>No. of trained entrepreneurship and business development trainers by sex and type of training</li> </ul>	<ul style="list-style-type: none"> <li>TOT reports;</li> <li>Progress reports</li> </ul>	<ul style="list-style-type: none"> <li>Favourable Government and donor policy</li> </ul>
2. Entrepreneurship and Business Development courses and programmes developed and run 68 times	<ul style="list-style-type: none"> <li>No. of entrepreneurship training courses developed and run, by institution;</li> <li>Enrolment rates by sex and sector;</li> <li>Location of training centres</li> <li>No. of entrepreneurship training materials reviewed and customised;</li> <li>No. of SMEs accessing customised training materials by sector and location;</li> </ul>	<ul style="list-style-type: none"> <li>Course brochure/syllabus;</li> <li>Training institution reports;</li> <li>Course enrolment records;</li> <li>Reviewed / customised materials in place;</li> <li>Dissemination reports</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' commitment/ favourable attitudes;</li> <li>Demand for training;</li> <li>Conducive business environment.</li> </ul>
3. SME training programmes marketed	<ul style="list-style-type: none"> <li>No. and type of marketing activities carried out;</li> </ul>	<ul style="list-style-type: none"> <li>Activity reports;</li> <li>Progress reports.</li> </ul>	
4. 1,260 entrepreneurs trained.	<ul style="list-style-type: none"> <li>No. of entrepreneurs trained by location, sex and sector.</li> </ul>	<ul style="list-style-type: none"> <li>Training reports;</li> <li>Progress reports</li> </ul>	
5. 252 Business Health Checks conducted (20% of the trained entrepreneurs).	<ul style="list-style-type: none"> <li>No. of Business Health Checks conducted by location and sector.</li> </ul>	<ul style="list-style-type: none"> <li>Activity reports;</li> <li>Progress reports.</li> </ul>	
6. Outreach programme developed and implemented in 5 districts.	<ul style="list-style-type: none"> <li>Coverage of the Outreach programme;</li> <li>No. of SMEs accessing the outreach services.</li> </ul>	<ul style="list-style-type: none"> <li>Activity reports;</li> <li>Progress reports.</li> </ul>	

7. 21 entrepreneurs rewarded.	<ul style="list-style-type: none"> <li>No. of entrepreneurs rewarded by sex, location and sector;</li> </ul>	<ul style="list-style-type: none"> <li>Progress reports.</li> </ul>	
8. Business Support Services for SMEs reviewed – 3,000 copies of the SME Business Guide produced and disseminated.	<ul style="list-style-type: none"> <li>Coverage of Business Support Services by type and sector;</li> <li>No. of SME Business Guides produced;</li> <li>No. of SMEs accessing the Business guide by sector.</li> </ul>	<ul style="list-style-type: none"> <li>Review report;</li> <li>SME Business Guide document;</li> <li>Dissemination report.</li> </ul>	
9. Web portal for SMEs developed and operationalised.	<ul style="list-style-type: none"> <li>Number of visits to the web portal.</li> </ul>	<ul style="list-style-type: none"> <li>Web portal in place;</li> <li>Web counter reports.</li> </ul>	
10. SME Policy advocacy strategy developed and implemented	<ul style="list-style-type: none"> <li>Number and coverage of researches conducted</li> <li>No. of policy advocacy activities, by type.</li> </ul>	<ul style="list-style-type: none"> <li>Research reports</li> <li>Activity reports</li> <li>Progress reports</li> <li>Position reports</li> </ul>	
11. Management, coordination and networking strategy with stakeholders developed and operationalised	<ul style="list-style-type: none"> <li>Number and type of networking activities implemented</li> <li>Coverage of networking activities</li> <li>No of stakeholders participating in network activities by sex, sector and location.</li> </ul>	<ul style="list-style-type: none"> <li>Progress reports</li> </ul>	

Activities	Inputs/Cost Centres
1. Training of trainers	<ul style="list-style-type: none"> <li>TOT materials development, consultants, TOT workshops, support supervision, study visit to Iceland, refresher courses</li> </ul>
2. Designing appropriate entrepreneurship and business development training programs	<ul style="list-style-type: none"> <li>Needs assessment, research, consultants, technical team, workshops, printing/publishing, dissemination/promotion, pre-testing, customising for different target groups.</li> </ul>
3. Marketing training programmes among SME entrepreneurship	<ul style="list-style-type: none"> <li>Consultants, workshops and seminars, materials development, radio and TV airtime, print media, (newspapers, posters, brochures)</li> </ul>
4. Training entrepreneurs in business skills and entrepreneurship	<ul style="list-style-type: none"> <li>Facilitators, training materials, business plans, competitions.</li> </ul>
5. conducting business health checks (counselling, mentoring, monitoring)	<ul style="list-style-type: none"> <li>Business counsellors, meetings, resource persons, site visits</li> </ul>
6. Outreach programs	<ul style="list-style-type: none"> <li>Baseline survey, program design, training of personnel, field visits/outreach, consultants</li> </ul>
7. Rewarding successful entrepreneurs	<ul style="list-style-type: none"> <li>Award ceremony, awards, publicity</li> </ul>
8. Reviewing business support services for SMEs, developing SME Business Guide	<ul style="list-style-type: none"> <li>Consultants, review team, meetings, research, consultants (including an illustrator), printing translators), dissemination (including dissemination centres)</li> </ul>
9. Developing web portal for SMEs	<ul style="list-style-type: none"> <li>Consultant, hosting of the web-site, maintenance of web-site</li> </ul>
10. Advocating for SME Policy Development	<ul style="list-style-type: none"> <li>Research, meetings, workshops, advocacy materials, media programmes</li> </ul>
11. Management, coordinating and networking with stakeholders.	<ul style="list-style-type: none"> <li>Staff meetings, workshops, document production, dissemination</li> </ul>

## Annex 2

### List of Key Stakeholders Partners contacted in the ETP Evaluation

<b>Official Contacted</b>	<b>Institution</b>	<b>Tel No</b>
Tom Buringuriza	UIA	0414 301000
Geir Oddson	ICEIDA	0712 752920
Joyce Ruhweza	MOFPED	0414 707000
Sarah Kyejjusa	MUBS	0772 454602
Edward Mulumba	MTAC	0712 848502
Hope Komugisha	UWEAL	0775 372809

**Trainee Entrepreneur Questionnaire**

**A- Personal Particulars**

Q101: Name of Trainee: First Name.....Surname.....

Q102: Sex..... Q103: Email.....

Q104: Job.....

Q105: District..... Q106: Education Level.....

Q107: Physical address: Plot ..... Q108: P O Box .....

Q109: Telephones: Fixed Line 1..... Fixed Line 2.....Mobile.....

**B- Business Particulars (if you own or partly own business) – Tick as appropriate**

Q201: Were you undertaking any business activity before the ETP training?  
1: Yes                      2: No

Q202: If yes to Q201, what was the impact of the ETP training on your business?  
1. It declined  
2. It stagnated  
3. It just expanded  
4. It more than double-expanded

Q203: If No to Q202, have you started a business since the ETP training?  
1. Yes                      2. No

Q204: If yes to Q203, what kind of business have you started?  
1. trade  
2. consultancy  
3. agribusiness  
4. manufacturing  
5. Services (e.g. education, health, tourism, clearing etc).....  
6. Others (specify).....

Q205: What is the specific nature of your business in Q204 above?  
.....

Q206: How has the new business that you started after the ETP training performed?  
1. closed  
2. declined  
3. stagnated  
4. just expanded  
5. had more that double expansion

Q207: Is your business formally registered?                      1. Yes                      2. No

Q208: If yes to Q207, what type of business registration is it?  
1. Sole Proprietor  
2. Limited Company



1. Yes                      2. No

Q316: If yes to Q315, how did the ETP Portal help you? Please specify.....  
.....

**D- Training Materials - Tick as appropriate**

Q401: How did you know about ETP? (tick correct ones)

- 1. Sector association
- 1. From a friend
- 2. Newspapers
- 3. Radio or Television
- 4. Uganda Investment Authority
- 5. Trainers
- 6. Others (specify)

Q402: Were the training materials

- 1. Easily understandable?
- 2. A bit complex?
- 3. Relevant?
- 4. Precise?

Q403: What was the quality of the training/facilitation skills of the trainers?

- 1. Excellent
- 2. Good
- 3. Fair
- 4. Poor

Q404: What improvements would you like to see in the training materials?

- 1. Improve content
- 2. Translate into local language (which one) .....
- 3. Other (specify).....

Q405: What other comments would you like to make?

.....  
.....

THANK YOU!

Contact  
Corporate Links Ltd  
P o Box 10521  
Kampala  
Tel 0712505066/o772505066  
kkaremente@yahoo.com

## Stakeholder Interview Guide

- 1 Name of the Officer: First Name.....Surname.....
- 2 Designation..... Email.....
- 3 Name of the Institution.....
- 4 Physical address: Plot ..... P O Box .....
- 5 Telephones: Fixed Line 1..... Fixed Line 2..... Mobile.....
- 6 What has been your role in ETP?  
.....  
.....
- 7 In your view, what do you think has been the contribution of ETP to Uganda?  
.....  
.....
- 8 Do you perceive that the performance and implementation of ETP has been
  - a) below expectation
  - b) as expected
  - c) above expectation
- 9 What improvements to ETP would you wish to recommend?  
.....  
.....
- 10 What do you think should be the future of ETP?
  - a) should be scaled up, or
  - b) should be scaled down
- 11 Would you recommend that more funding be provided by;
  - a) Government
  - b) Development Partners (donors)
- 12 Why do you think more funding should be provided?  
.....  
.....
- 13 What other general comments would you like to make on ETP?  
.....  
.....

**General Discussion Guidelines for Focus Groups/Trainees Workshops**

- 1 In your view, what do you think has been the contribution of ETP to Uganda?  
.....  
.....
  
- 2 Do you perceive that the performance and implementation of ETP has been
  - a) below expectation
  - b) as expected
  - c) above expectation
  
- 3 What improvements to ETP would you wish to recommend?  
.....  
.....
  
- 4 What do you think should be the future of ETP?
  - a. should be scaled up, or
  - b. should be scaled down
  
- 5 Would you recommend that more funding be provided by;
  - a) Government
  - b) Development Partners (donors)
  
- 6 Why do you think more funding should be provided?  
.....  
.....
  
- 7 What other general comments would you like to make on ETP?  
.....  
.....

## Questionnaire for Trainers

### 1.0: Demographic data

T101: Names of Trainer \_\_\_\_\_

T102: Date of interview: \_\_\_\_\_ T203: Location: \_\_\_\_\_

T104: Contact: Tel: \_\_\_\_\_ T105: Email \_\_\_\_\_

### Details of the Trainer

T106: Gender: 1. Male                      2. Female

T107: Education level: 1. Tertiary              2. Graduate              3. Postgraduate  
4. Other (specify) \_\_\_\_\_

T108: Occupation: \_\_\_\_\_

### 2.0 Program Issues

T201: How were you selected as a trainer? \_\_\_\_\_  
\_\_\_\_\_

T202: Where were you trained (location)? \_\_\_\_\_

T203: In which year were you trained? \_\_\_\_\_

T204: Are there other areas of training you think should have been beneficial to the trainees?  
\_\_\_\_\_  
\_\_\_\_\_

T205: Do you think you needed to undergo refresher training?

1. Yes                      2. No

T206: Do you think your skills level improved as a result of the Training of Trainers? 1. Yes

2. No

T207: Which skills improved most?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

T208: Have you identified any gaps in your skills since being trained as a Trainer? 1. Yes

2. No

T209: If yes to T208, what specific skills gaps have you identified?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Analysis of the Trainings

T301: Do you think the content for the training modules was sufficient to the trainees?

1. Yes                      2. No

T302: Were the course materials easy to read and understand by the trainees?

1. Yes                      2. No

T304: Were the trainings accorded enough time? 1. Yes      2. No

T305: If no to T304, how much time do you think should have been accorded to each  
Module? \_\_\_\_\_

T307: Did the participants understand the content? 1. Yes                      2. No

T308: If no to T307, why? Explain! \_\_\_\_\_  
\_\_\_\_\_

T309: Was there are any communication problem (language) between you and the participants? 1. Yes

2. No

- T310: If yes to T309, what do you recommend to improve on communication?
1. Translate the materials into vernacular;
  2. Hold the trainings in only vernacular;
  3. Invite only secondary and post-secondary level participants;
  4. Other (Specify) \_\_\_\_\_
- T311: Did the participants genuinely understand the purpose of the training?
1. Yes
  2. No
- T312: After the trainings, would the participants generate action plans on the way forward? 1. Yes  
2. No
- T313: Has any of the people you trained contacted you again for any Business Development Support?
1. Yes
  2. No
- T314: If yes to T313, what kind of support do they generally want?
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- T315: What challenges have you faced during the Training of entrepreneurs?
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- T316: What recommendations would you make for improving the programme?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank you.

Contact

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