How-To Guide

How to Set up a Monitoring and Evaluation System for a Vocational Training PPDP
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Monitoring and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPDP Project Monitoring and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>Information Needs of Stakeholders</td>
<td>5</td>
</tr>
<tr>
<td>Theory of Change</td>
<td>6</td>
</tr>
<tr>
<td>Key Performance Indicators</td>
<td>7</td>
</tr>
<tr>
<td>Monitoring and Evaluation Products</td>
<td>8</td>
</tr>
<tr>
<td>PPDP Project-Level Monitoring</td>
<td>8</td>
</tr>
<tr>
<td>PPDP Project-Level Evaluation</td>
<td>11</td>
</tr>
<tr>
<td>Return on Investment (ROI) – Benefit of Investment (BOI)</td>
<td>14</td>
</tr>
<tr>
<td>PPDP Monitoring and Evaluation Team</td>
<td>15</td>
</tr>
<tr>
<td>Annex: Sample Project-Level Logical Framework for Heavy Industry Vocational Training PPDP</td>
<td>16</td>
</tr>
</tbody>
</table>
Introduction

About This Guide
This guide is prepared under a project called Learning and Knowledge Development (LKD) Facility, which is initiated by the United Nations Industrial Development Organization (UNIDO) and the Swedish International Development Agency (Sida) to promote industrial skills among young people in developing countries. The LKD Facility collects information from Public Private Development Partnerships (PPDPs) focused on heavy duty mechanics and mechatronics trainings in vocational training centres (VTCs). Yet, the contents of this guide can be used in the context of other VTC PPDPs and with some adaptation, in any PPDPs. This guide summarizes work done by Philip Blue and Claudia Knoblauch. For more information about the LKD Facility and its current partners and projects, visit www.lkdfacility.org.

Filling the Global Skills Gap
Young people looking for jobs are constrained by a lack of skills required in a marketplace where technology, and the skills needed to use it, is in high demand. At the same time, companies and firms expanding in developing countries remain unable to find a pool of highly-skilled labour from which to hire locally, and remain committed to importing much of their labour from the industrialised world. These structural constraints prevent people from obtaining high-paying jobs while at the same time constraining business growth in productive sectors.

The traditional approach to these problems has been government- and donor-led vocational training centres, which have sought to identify particular skills-gaps, or to identify strategic growth areas, and to bridge the gaps. Often private sector actors have been brought in to provide technical expertise.

The PPDP Approach
An innovative approach to identifying and filling skills gaps is through a Public Private Development Partnership (PPDP). A PPDP is a variation of the Public Private Partnership (PPP) model. In a PPDP, the public and private sectors make a joint investment in a project implemented by a third party. The development objective is to create conditions for people living in poverty to improve their lives. PPDPs are based on a joint approach to development projects where both the public and private partners stand to gain from the outputs of the partnership. The partners share costs, the risks, get to leverage the others expertise and achieve a desired outcome with shared costs.

Learning in Innovative Contexts
Because PPDPs are relatively new forms of purposeful collaboration between diverse sectoral partners for those involved, there is a great opportunity for iterative learning. This learning along the project cycle should be anticipated, captured and reintroduced into the PPDP and potential new PPDP projects that partners might engage in. In order to do
this, there needs to be an effective monitoring and evaluation system in place throughout
the process. Just such a system is described next, after the introduction of some initial
principles of monitoring and evaluation.

**Principles of Monitoring and Evaluation**

**Evaluation** aims at determining the relevance, impact, effectiveness, efficiency and
sustainability of interventions made in a project or programme. They focus on the analysis
of expected and achieved accomplishments, examining the results chain, processes,
contextual factors and causality, in order to determine the degree of achievement or the
lack thereof.

**Monitoring** is management’s continuous examination of progress achieved during the
implementation of a project or a programme in order to track compliance with the plan
and to take necessary decisions to improve performance.

Monitoring and evaluation (M&E) serves three purposes:

- it assures accountability;
- supports management; and
- drives learning and innovation.

While there are many types of evaluation, a PPDP could usefully focus, for example, on the
following three:

1. **Process Evaluation**
   Analyses how well a policy or program is being administered. This type of evaluation
   is employed more often by program managers to determine what can be done to
   improve the implementation, the aspects of service delivery, of the program. It does
   not directly address whether or not the policy or program is achieving the desired
   outcome or impact on the target population.

2. **Outcome Evaluation**
   Attempts to assess to what extent a project met the overall needs it was attempting
   to meet. Was there any significant change and to what extent was it attributable
   to the project? How valuable were the outcomes to the organisation, other
   stakeholders, and participants?

3. **Impact Evaluation**
   Seeks to understand the size of the impact of the intervention or programme on its
   beneficiaries. Importantly, impact evaluations seek to find a suitable comparison
   group and to assess the impact based on the difference between the comparison
   group and the group that were part of the programme.
Not all of them will be directly relevant for each evaluation report, but each can be used at some point to help project team members have a better idea of the success and applicability of the PPDP project. Each will have a different set of research questions, and these will be outlined in the relevant section and evaluation report overviews.

One common fault of M&E is a lack of responsiveness. Improving the responsiveness of M&E in individual vocational training projects can be fostered by improving the sharing of knowledge and lessons-learned, so that these are highly usable in the day-to-day operation of the project. In particular, lessons-learned sessions should accompany each of the M&E products as they are produced so that the knowledge generated is quickly shared and action taken.

**PPDP Project-level Monitoring and Evaluation**

Most monitoring and evaluation occurs at a project level, and the information is used to either improve the project as it is ongoing (monitoring) or to improve subsequent iterations of the project, or feed into improved project design for future projects (evaluation). One of the major challenges faced by monitoring and evaluation practitioners is trying to ensure that the lessons that come out of projects, and the suggested improvements, are actually fully absorbed and implemented.

Project-level evaluation can be introduced and managed by the PPDP leadership.

<table>
<thead>
<tr>
<th>Level</th>
<th>Monitoring</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project level</td>
<td>‘Are we doing the project right?’</td>
<td>‘Are we doing the right project?’</td>
</tr>
<tr>
<td></td>
<td>Provide prompt information about the project performance in order to improve the project and to share experience with other projects.</td>
<td>Evaluate whether vocational training centres having an impact on skill levels of youths.</td>
</tr>
</tbody>
</table>

*Table A: Differentiated questions*

It is interesting to think of monitoring and evaluation from the point of view of the questions being asked. There will be different questions, that is, different information needs from the project, based on the stakeholder (see Table A above). As there are a diverse set of stakeholders for a Public Private Development Partnership – the public partner, private sector partner, Vocational Training Centre, donor, etc. – the information needs will be equally diverse.
Information Needs of Stakeholders

The M&E system must take into account the information needs of the stakeholders. It must provide this information accurately and quickly. The information needs at the PPDP project level are summarised in Table B.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Information needed at...</th>
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<tbody>
<tr>
<td></td>
<td><strong>Project level</strong></td>
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</tbody>
</table>
| **Trainees**                       | • Are trainees receiving training that sets them apart from their peers in the same country?  
• Does the training received make trainees competitive with international peers?                                             |
| **Service providers / vocational training centres (VTCs)** | • Which teaching and skills development methods are most successful?  
• Are the courses targeting the correct skills needed in the marketplace?  
• What are the benefits for the training centre of having a private company partner?  
• Is the quality of training provision sufficiently high? How can it be improved? |
| **Multinational companies**        | • Is the training centre better because of knowledge-sharing among PPDP partners?  
• Are students receiving training that increases their productivity in operating heavy machinery?  
• What is the quality of training provision?  
• Benefit of Investment (BOI)                                                                                               |
| **Potential new partners**         | • Does private sector involvement improve the skills of potential employees in relevant skill areas?  
• Benefit of Investment (BOI)                                                                                                       |
| **Country projects / Ministries**  | • Which teaching and skills development methods are the most successful?  
• Are trainees being well-prepared for the local job market?  
• Is the VTC model providing high-quality training provision in its current form?                                                  |
| **Development Partners (agencies, donors)** | • Are the projects delivering on time and meeting quality standards?  
• Are trainees’ skills being successfully upgraded?  
• Does the project meet development goals, such as poverty reduction?                                                            |

Table B: Information needs of stakeholders
Different stakeholders hope to receive different information from the vocational training PPDP. These disparities are inevitable given the different incentives that stakeholders face, and the different purposes with which they entered the PPDP project. However, these differences are a strength, since they provide a broader level of engagement than would have been the case with a single stakeholder.

Theory of Change

“Knowledge is the understanding of relations and causalities, and is therefore essential in making operations effective, building business process, or predicting the outcomes of business models.”
—McKinsey & Company

PPDPs, depending on their design, can involve a number of components:

• Learning and information exchange platform and/or database
• Capacity development for VTC trainers and managers
• Exchange of training programs / trainees / trainers with other PPDPs
• Others as identified by the PPDP partners

To see how these will contribute to the improvement of the individual it is necessary to view the theory of change, which can simply be reflected by this diagram:

Part of the difficulty of attributing causality in knowledge management is a philosophical problem. That is, a lack of consensus as to what constitutes knowledge and how it is managed. Focus is often placed on tools, or tangible assets such as portals, platforms, knowledge banks or the like. Yet the importance of intangible assets like the character of workers affecting their willingness and ability to share knowledge effectively is overlooked, in part because of the difficulty in attribution and measurement. The above model shows that it is not just knowledge assets (tangible or intangible) that create value, it is also the way that these assets are acted upon that matter to the result.

To give more detail, Knowledge Assets can be categorised somewhat:

• Human capital, e.g. character, attitude, skill levels, etc.
• Structural capital, e.g. structures, tools, supports processes, etc.
• Relationship capital, e.g. networks, partners, etc.
• Tangible assets, e.g. technology, equipment, facilities, etc.

Measuring and understanding the development of each of these things as well as the motivational factors and effectiveness of decisions and actions is important. Issues which
are central to the functioning of all networks, but multilateral networks of diverse partners (such as PPDPs) in particular are:

- Trust: without trust joint network management is highly unlikely
- Leadership: who should take the lead—a new organisation or any of the existing organisations?
- Flexibility: the governance of networks must evolve as they develop

While understanding the mechanisms is important, it is also important to specify the valuable results and/or development outcomes that arise from the PPDP projects.

**Key Performance Indicators**

The PPDP project goals are more clearly specified in their project document and in the Logical Framework¹, or Log Frame, for the project (if one has been drafted). Normally the desired outcome for a vocational training PPDP project will be to: **Contribute to improving the performance of the industry to service and maintain modern equipment and generate employment opportunities in the sector.**

Related to this overall outcome, we have a number of developmental objectives that will be met. They are:

- Increased incomes for labourers
- Increased workforce participation of under-represented groups, e.g., women, youth, minorities
- Improved job security
- Increased household nutrition
- Increased skills

A PPDP project will seek to deliver on these areas and the monitoring and evaluation component can help identify and potentially magnify the projects’ efforts and effects, by aiming at creating better use of the available knowledge assets.

In order to make sure that the project delivers on these areas, a set of Key Performance Indicators (KPI) should be defined. The process of defining KPIs should be participatory so as to ensure ownership of data collection and storage.

An example of a set of indicators in a context of a vocational training PPDP can be found on the LKD Facility web-site, under Resources (http://www.lkdfacility.org/resources/ppdp-me-toolkit.html See Step 2: Define key performance indicators (KPIs)). In order to measure the change that the PPDP intervention has on beneficiaries’ lives (=change in the KPIs), a baseline, in some cases midline and endline should be established. Sample questionnaires

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¹. A Logical Framework, or **log frame**, is a tool for improving the planning, implementation, management, monitoring and evaluation of projects. The **log frame** provides a way to structure the main elements in a project and highlight the logical linkages among them. See a sample Log Frame in Annex.
Monitoring and Evaluation Products

In all M&E processes the quality of the product is critically important. While maintaining the importance of quality, it is also important to note that two other factors are key: analysis and actionability (i.e. the ease of taking action based on the results).

M&E reports should be evidence-based. Reports should involve rigorous analysis, that lead to useful information, that further the knowledge of the project team and that provide clear recommendations for action, even if that action is simply to continue performing. Analysis should take into account the following:

1. Monitoring Indicators: used to measure progress and trends in the short and medium-term at the output and outcome levels, as defined by each project Logical Framework

2. Field Visits: to monitor and assess programmes in-depth as well as to prepare and manage evaluations, disseminate results and provide feedback from evaluation recommendations

3. Evaluations: to draw on the value of each unit of analysis (programme, country, thematic topic). Mid-term and final evaluations focus on design, process, results and impacts

4. Desk Reviews and Data Collection and Analysis: to be drawn from a variety of sources to contribute information and knowledge to the M&E and knowledge management system

PPDPs are designed to impact the livelihoods of the poorest and of excluded groups such as women. Therefore, the importance of thematic issues is paramount, especially the poverty focus and gender focus. The monitoring and evaluation products must therefore seek to measure how these groups are affected and impacted by the projects.

PPDP Project-Level Monitoring

As mentioned, the purpose of monitoring is to be ‘management’s continuous examination of progress achieved during the implementation of a project or a programme in order to track compliance with the plan and to take necessary decisions to improve performance. For a PPDP project, two monitoring products are particularly recommended – a Monitoring Database and Twice-yearly Monitoring Reports – as well as evaluation products.
Regular monitoring should be conducted to determine:

- If planned activities are implemented as intended and meeting target outcomes and output indicators (as per the Logical Framework for the PPDP);
- If the correct target groups are being reached through the activities;
- The data quality from field and partner reports is sufficient.

To support project-level monitoring in the PPDP, internal project Management Team Meetings (MTMs) can be held bi-weekly to keep the team and managers abreast of latest developments and actions. Included in these can be the on-going monitoring and management of risks and issues so that these can be mitigated swiftly and appropriately.

Monitoring requires fixed processes and products, but at the same time, flexible spot checks and similar observations are an important part of a proactive project manager’s monitoring toolbox. This will allow the project implementers to identify and to timely respond to any problems / blockages affecting the implementation process.

### 1. MONITORING DATABASE

<table>
<thead>
<tr>
<th>Objective</th>
<th>To provide up-to-the-minute information about the performance of projects to interested and relevant parties so that they can learn quickly about what works and what doesn’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible</td>
<td>PPDP project manager / Monitoring and Evaluation officer.</td>
</tr>
<tr>
<td>Main Audience</td>
<td>PPDP project team and VTC managers.</td>
</tr>
<tr>
<td>Frequency</td>
<td>Real-time, continuously updated.</td>
</tr>
<tr>
<td>Content</td>
<td>The monitoring database is a real-time record of up-to-date information on the project indicators. At any time, the target audience and other authorised users will be able to access the database and to use it to analyse trends and gather information. This ad hoc analysis allows for quick identification of problems and successes, and for the sharing of these experiences. By instigating a dynamic process, it also increases the likelihood of analytical innovation. For example, there may be combinations of indicators that at the outset are not thought to be insightful for analytical purposes, but during the course of the project, a team member may find a suitable use for them. In addition the database will foster a culture of openness and of willingness to learn from successes and mistakes.</td>
</tr>
</tbody>
</table>
### Location

- Virtual Database or Online solution (such as GoProve, Salesforce, Kimetrica, M&E Online)

### Actions

- Ad hoc analysis.

### Additional notes

- The monitoring database is not intended to create a new set of data different from the data that is already collected in the VTC, and new indicators different from the envisaged indicators. The idea is to make existing knowledge and data more readily available so that it is used effectively. Measuring performance will also trigger continuous improvement. The philosophy is of data openness, which will foster innovative use of that same data.

For example, once post-training course surveys or tracer surveys have been completed, the PPDP project's priority should be to enter this data into the database. Then this data is available for a whole range of people and partners associated with the PPDP to use in an ad hoc manner. The PPDP M&E team may want to look at this data and perform some analysis. Or a trainer in the VTC may wish to know which course has been the most popular. He or she can pull up the data from the database, and then, after finding out which is the most popular, speak to the relevant trainer to get tips on how to give better courses. Data availability will lead to different uses, but its availability will open previously unforeseen doors to improved training and project delivery.

### 2. TWICE-YEARLY MONITORING REPORT

#### Objective

- To provide regular analysis of the performance of the PPDP to interested and relevant parties and to provide recommendations for improvement or maintenance of high standards.

#### Responsible

- PPDP project manager / Monitoring and Evaluation officer.

#### Main Audience

- PPDP project team, VTC manager, beneficiaries, donors, multinational companies.

#### Frequency

- Twice-yearly.
Content

- The Twice-Yearly Monitoring Report is the primary method of analysis of the project monitoring system. It provides a regular update of the project team’s thinking about progress and can be used to stimulate discussion about best practices.

The report should contain the following:

1. A small narrative text
2. Analysis of data which is collected from indicators and / or online portal or platform
3. Colour-coded chart to track the level of progress on targets for each indicator and progress on each activity (as per the Logical Framework)
4. Short questionnaire and thematic indicators. Questionnaires should be circulated to all stakeholders as well as to a selected sample of individual beneficiaries
5. Recommendations
6. Updated financial information

Location

- Distributed to project stakeholders, but also stored online (PPDP portal or platform).

Actions

- Implement report recommendations. It might also be possible to share learning with other similar projects or other PPDPs via Lessons-Learned Workshops.

PPDP Project-Level Evaluation

As mentioned above, the purpose of evaluation is to determine ‘the relevance, impact, effectiveness, efficiency and sustainability of...interventions [focusing] on the analysis of expected and achieved accomplishments, examining the results chain, processes, contextual factors and causality, in order to ascertain the degree of achievement or the lack thereof’.

In many development organizations, it is common practice to have a mid-term and final evaluation report. The PPDP might also consider producing a project/country baseline report and a partnership evaluation report.
**MID-TERM AND FINAL EVALUATIONS**

**Objective**
- To evaluate the success of the project. The reports looks at the three major evaluation categories and evaluation questions outlined below.

**Responsible**
- PPDP project monitoring and evaluation team or independent evaluator or evaluation team.

**Main Audience**
- PPDP project team, VTC managers, beneficiaries, donors, multinational companies.

**Frequency**
- Mid-term and at project end.

**Evaluation Questions**

*Process*
- Were the project activities implemented as designed?
- What implementation successes and challenges have been documented in implementing the new curriculum, materials, skills trainings, and other activities?
- Was the VTC satisfied with the technical assistance it received?
- Were beneficiaries satisfied with the training, activities and other support they received?
- What do the findings tell the Ministry and other collaborating partners about strengthening of heavy machinery sector (or vocational) training?

*Outcome*
- Is a successful and sustainable vocational training centre set up and running?
- Has the level of trainers at the centre increased? Are the teaching methods and equipment delivering better training? Is the quality of training provision high enough? How can it be improved?
- Is the skill level of training centre graduates good enough for employment in the local job market or for further high-level technical training?

*Impact*
- Do beneficiaries demonstrate improved skills and work readiness skills as result of project activities?
- Do beneficiaries demonstrate improved livelihood as a result of PPDP project activities? (Improved livelihoods is defined as increased employment / income generation and / or the improvement of employment quality e.g., kind of income, stability, working conditions, etc.)
Location • Distributed to project stakeholders, but also stored online.

Actions • Implement report recommendations, potentially share with other PPDP projects via Lessons-Learned Workshops, or other VTCs via Community of Practice Meetings (these are convened meetings of other VTCs in the country with the purpose of sharing lessons learned).

**PROJECT / COUNTRY BASELINE REPORT**

**Objective** • To provide a clear understanding and analysis of the situation in the country at the PPDP project outset and to ‘baseline’ the vocational training centre partner institution (feeding into project evaluation).

**Responsible** • PPDP project monitoring and evaluation team (local consultant).

**Main Audience** • PPDP project team, VTC managers, donors, multinational companies.

**Frequency** • At project outset.

**Content** The report consists of three parts.

*Local Heavy Machinery Market Assessment (or other market related to PPDP)*

• Assessment of Labour Market
• Assessment of Market for Industrial Products and Services

*Training Needs Assessment*

• Supply-side Constraints
• Demand-side Constraints
• Business Creation Constraints
• Labour Market Intermediation Constraints
• Social Constraints

*Overview of Partner Institution*

• History of the Institution
• Working relationship between institution, partners and donor
Because a PPDP involves a partnership approach to design and implementation, a useful addition to the overall evaluation would be a partnership evaluation. This should be established through peer rating. Each stakeholder within the PPDP should receive a survey and be asked to rate the other stakeholders according to how effective they have been as partners.

Some other measures of partnership success could be ascertained through answering some of the following evaluation questions:

- Is there sufficient partner buy-in?
- Have the necessary resources been made available by each partner (as per their commitments)?
- Is there a clear division of roles and responsibilities?
- How much value has been added by the partnership?
- Are there ancillary and transformational benefits for the partners?

More on partnership success is available at The Partnering Initiative: (www.thepartneringinitiative.org).

Return on Investment (ROI) – Benefit of Investment (BOI)

Some PPDP partners, especially those from private sector, might request the use of ‘Return on Investment’ (ROI) as a tool for evaluating the impact of the PPDP. In a PPDP context this might also be reframed as Benefit of Investment (BOI).

Use of ROI more easily fits into existing private sector success measurement. At its simplest, and in a business context, ROI is a performance measure used to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments. It is one way of considering profits in relation to capital invested.

ROI is usually calculated using the following equation:

\[
Return \text{ on } Investment \ (ROI) = \frac{Gain \ from \ Investment - Cost \ of \ Investment}{Cost \ of \ Investment}
\]

From this equation we can see that ROI rises under two conditions: when the Gain from Investment is higher and when the Cost of Investment is lower.

In the non-profit / public sector, such as that of many educational institutions such as Vocational Training Centres, the concept of ROI is not embedded in usual methodologies. This is largely because the concept of profits does not easily apply.
The impact of the ‘D’ in a PPDP project can be captured by collecting impact stories of individual beneficiaries. Semi-structured interviews can help determine the effects that the PPDP intervention had on their lives and livelihoods. Some questions that might be explored include: are they healthier? Do children enjoy more education? Did they move to a safer neighbourhood? Short impact stories could be written up based upon the answers of the interviews showing the very person centred results of the PPDP intervention. An example of an Impact Story Questionnaire is available on the LKD Facility website: http://www.lkdfacility.org/resources/ppdp-me-toolkit.html (see Step 1: Know your students – link: sample interview questions).

As this method is only anecdotal, it should not be the only method used, because it does not inform systematically about the success of the trainings. But it might serve as a “proxy“ to give some evidence on the wider social impact. Such stories might be complemented with “hard data“ acquired through the collection of the Key Performance Indicators (see chapter Key Performance Indicators).

**PPDP Monitoring and Evaluation Team**

The products specified for the PPDP at the project level should primarily be the responsibility of a PPDP project monitoring and evaluation team.

There will be two aspects to the M&E work, therefore. First, there will be an ongoing work stream for the general support to project monitoring and evaluation, and the monitoring database. There will also be twice-yearly responsibilities for the reports that need to be prepared, including the benefit on investment evaluation, if that is indeed incorporated. As a result, the M&E team will require a certain number of days per month during the course of the PPDP project, and blocks of time at busy periods for writing the reports and attending lessons-learned sessions. The ongoing amount required could be estimated at approximately five days per month, and 25 days additionally at intervals of six months.
### Narrative summary

**Overall objective**

- Contribute to economic development by removing critical skills shortages and generate employment opportunities, especially for youth

### Indicators

- Economic growth by sector
- Unemployment rate, youth and others

### Means of verification

- National accounts and Industry statistics
- Labor force statistics

### Assumptions

**Outcomes**

- Skills: A school that provides high quality and market relevant training in sectors with skills shortages
- Number of companies, foreign or local, using school graduates
- Training is perceived as relevant by private companies
- Companies reduce time for recruitment of qualified staff

- Project monitoring and evaluation (M&E)
- Surveys among enterprises on graduates’ performances as interns or employees
- Survey among enterprises in relevant sectors
- Industry records on demand for technicians
<table>
<thead>
<tr>
<th>Narrative summary</th>
<th>Indicators</th>
<th>Means of verification</th>
<th>Assumptions</th>
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<tbody>
<tr>
<td>• Employment: Training that helps youth, including vulnerable groups, to improve their employment opportunities</td>
<td>• Targets: The school serves underprivileged youth and women</td>
<td>• Project monitoring and evaluation (M&amp;E)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Base-line survey of students</td>
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<td></td>
<td></td>
<td>• Student satisfaction surveys (during and end of training)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Tracer surveys of students (6 months after completed training)</td>
<td></td>
</tr>
<tr>
<td>• Outcomes: Employment, cont.:</td>
<td>• Student labor market outcomes</td>
<td>• Project monitoring and evaluation (M&amp;E)</td>
<td></td>
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<tr>
<td></td>
<td>• Number of graduates in gainful employment six months after completed training</td>
<td>• Base-line survey of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Type of employment (sector and occupation)</td>
<td>• Student satisfaction surveys (during and end of training)</td>
<td></td>
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<tr>
<td></td>
<td>• Change in income pre/post training</td>
<td>• Tracer surveys of students (6 months after completed training)</td>
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<td></td>
<td>• Student satisfaction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Demand for training (firms and students)</td>
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<tr>
<td>Narrative summary</td>
<td>Indicators</td>
<td>Means of verification</td>
<td>Assumptions</td>
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<tr>
<td>Vocational Training Systems: provide a replicable model for private-public partnerships in vocational training.</td>
<td>School successfully builds partnerships with other training institutes and with private sector</td>
<td>Project M&amp;E</td>
<td>Present in public sector and private sector discourse</td>
</tr>
<tr>
<td></td>
<td>School considered a model/inspiration for co-operation and training</td>
<td></td>
<td></td>
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<tr>
<td>Outputs</td>
<td></td>
<td></td>
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<tr>
<td>A. Training academy in operations and maintenance of heavy duty vehicles and industrial machinery including academic subjects, such as mathematics/numeracy, language skills, literacy, basic report writing skills, and basic business management established and operational</td>
<td>Training center established and functional</td>
<td>Project M&amp;E including Business Plan</td>
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<td></td>
<td>Curricula developed and approved by relevant authority</td>
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<tr>
<td>Narrative summary</td>
<td>Indicators</td>
<td>Means of verification</td>
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| • B. The academy delivers updated and private sector relevant training courses to a minimum of {to be adapted} youth trained per year | • Minimum of X trainers in [technical skills], [computing, language, mathematics], [English], [Basic Business Skills]  
• A minimum of {to be adapted} youth trained per year  
• A minimum of {to be adapted} internships | • Project M&E including Business Plan | |
| • C. Students are provided with career service counseling, and where relevant options for gainful self-employment/business development | • Career service established and functional | | |
| • D. The school is sustainable from a financial, institutional, managerial, operational and training perspectives and independent of donor financing beyond project closure | • Business Plan developed and implemented by project steering committee  
• Certification of training by independent body, e.g. ISO | | |
### Key activities

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<tr>
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<tr>
<td></td>
<td>• A. Repair/Refurbish premises if required including provision of additional training equipment</td>
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<td>• B. 1. Develop and improve curricula and ensure approval by relevant authorities for certification</td>
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<td>• B. 2. Provide key trainers with technical and pedagogical skills necessary to deliver upgraded and new training curricula</td>
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<td>• B. 3. Initiate and monitor training programs including students’ employment outcomes after the programs</td>
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<td>• C. 1. Establish career service centers to link up the students with employers, and where relevant options for gainful self-employment/business development</td>
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<td>• D. 1. Development and implementation of a business plan</td>
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<td>• D. 2. Capacity building/management and training coaching</td>
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<td>• D. 3. International Certification (e.g. ISO) that ensures neutral and regular certification of the quality of training</td>
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<td>• D. 4. Building partnerships with the private and public sector (as clients of training, as co-financers/co-trainers, etc.)</td>
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<td>• D. 5. Dissemination activities</td>
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