

Republic of Sudan
Higher Council for Decentralized Governance

REPUBLIC OF SUDAN
STUDY ON DETAILED PLAN FOR
PROJECT FOR HUMAN RESOURCES DEVELOPMENT FOR DARFUR
PHASE-II

FINAL REPORT: APPENDIX-3
SECTOR PLAN: EMPLOYMENT & SKILLS DEVELOPMENT

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Earth System Science Co. Ltd.

Exchange Rate

Currency	As of June, 2014	Sudan Pound (SDG)
Exchange Rate***	As of June, 2014	USD 1=JPY 101.68
		USD 1= SDG 5.669
		JPY 1 = SDG 0.055754
		SDG 1=JPY 17.936
	*** JICA Rate (June, 2014)	

Abbreviations

C/P	Counter Part
DRA	Darfur Regional Authority
HAC	Sudanese Humanitarian Aid Commission
HCDG	Higher Council for Decentralised Governance
IDP	Internally Displaced Persons
ILO	International Labour Organization
IPRSP	Interim Poverty Reduction Strategy Paper
IOM	International Migration Organization
ISS	Industrial Secondary School
JCC	Joint Coordinating Committee
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
MEU	Microenterprises Union
MoE	Ministry of Education
NCTTE	National Council for Technical and Technological Education
NGO	Non-governmental Organization
ODA	Official Development Assistance
OJT	On the Job Training
PDCA	Plan-Do-Check-Act
PDM	Project Design Matrix
SCVTA	Supreme Council for Vocational Training and Apprenticeship
SDG	Sudanese Genaih (Pound)
SEEC	State Employment and Entrepreneurship promotion Committee
SMAP	Project on Human Resources Development in Darfur (Smart Public services)
SPMC	State Project Management Committee
STC	Sector Technical Committee
SWC	State Water Corporation
TICAD	Tokyo International Conference on African Development
TIKA	Turkish International Cooperation and Development Agency
ToA	Trainers of Apprentices (including master craftsmen, skilled workers and technicians)
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNIDO	United Nations Industrial Development Organization

Definition

State Ministry of Finance, Department of Labor (SMoF-DOL)	Official name of the State Ministry of Finance is State Ministry of Finance, Economy and Civil Service. Within the Ministry, each state has different name of the department who is responsible of labor, employment and vocational training. In this report, expressed uniquely as State Ministry of Finance, Department of Labor (SMoF-DOL) North: General Directorate of Human Resource Development, Department of Labour and Vocational Training South: General Directorate of Labor and Vocational Training West: General Administration of Civil Service, Labour Department
Informal Sector	Economic activities of workers and entities that are not under application of law, or insufficient application of law. Usually not registered and not recognised by officials thus not under the protection by law. They are differentiated from criminal and illegal economic activities and most of them work for production of goods and provision of services.
Training Program	Overview of training. Training objective to be achieved is clearly stated. Necessary trainers, training facilities, training equipment and materials, training period, and training target group are listed
Training Curriculum	Curriculum explains necessary training subjects to achieve the training objective
Vocational Training Center (VTC)	Vocational Training Institution that is under the system of Ministry of Human Resource Development and Labor
Technical Secondary School	4 types of secondary school under the Ministry of General Education, Department of Technical Education namely: Commercial, Industrial, Agricultural and Home economics
Industrial Secondary School (ISS)	One of the technical secondary schools. Industrial subjects are taught as well as common subject such as Arabic language
Vocational School	2 years school under the Ministry of General Education, Department of Technical Education. It provide opportunities for those who dropped out from the primary education
Students	People who study at schools under Ministry of Education, including those who study at industrial secondary school as option of normal school education
Trainees	People who undergo vocational training
Training / TOT	As far as the context allows, Training is used when the context is discussing of the trainees, while TOT is used only when the context is talking about trainers' training for C/Ps
Trainer / Teachers	Trainers are those who provide training at public vocational training centers and vocational training institutions, while teachers are those who teachers at technical schools under Ministry of Education
OJT (On-the Job-Training)	Training that happens within entities. Workers learn from their boss and senior staff through practical experience and gain necessary skills and knowledge
Off-JT (Off-the-Job-Training)	Training out of usual work. Often conducted out of office.
DAL Group, CTC Group	Sudan's top companies operating in diversified field such as automobile retail, food industry, air conditioning industry. DAL group operates baking training center and CTC group operates air-conditioning vocational training center
GIAD	Sudanese semi-governmental automobile manufacturing company

SMAP Sector Plan Component 3 : Employment/ Skills Development

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1. Overview of the Component 3

Darfur's labor market is characterised by diversified occupations and dominant microenterprises including informal economy. Under this context, to meet the labor needs, this component 3, employment/skills development, will implement 3 different types of training as pilot activities.

Integrated self-employment training for women is based on observation of high women's participation in labor market in Darfur. The training will target on self-employment in different skills areas. Some skills are popular among women, such as food processing and trading, and some are long existing business area in the region such as leather and handicrafts. Through this training, thanks to increased women's economic power, it is expected that subsequent positive effect may appear on family health and nutrition, and children's education.

Microenterprises takes many youth, as apprentices. In Darfur, social merit of the apprentices is high as it offers opportunity of vocational training as well as social protection for the youth without proper employment. Focusing on this positive social aspect, this pilot activity will enhance its function through training of the master craftsperson of the microenterprise and also provision of regular basic skills training for the apprentices. This will enable apprentices to obtain skills quicker and increase income through more effective and efficient training opportunities from the master craftsperson.

Short-term vocational training will be offered at industrial secondary schools (ISS), which is a consecutive activity since the project phase 1. Darfur is at the stage of shifting from humanitarian emergency assistance to development assistance. Expectation toward vocational training at ISS is high. Although, ISS is still under-capacitated for vocational training implementation and management. During the SMAP-2, capacity development will be aimed through pilot project implementation starting from training program development, implementation, to evaluation.

The characteristics of the component 3 is that the main counterpart (C/P) will be the State Ministry of Finance, Department of Labor (SMoF-DOL). This component aims to provide vocational training programs that are effective for employment and entrepreneurship. This component has numerous concerned institutions, therefore it is extremely important to share common objective and implement activities in harmony. To facilitate coordination among stakeholders, State Employment and Entrepreneurship Committee (SEEC) will be established as a forum where stakeholders share information and coordinate activities centring SMoF-DOL.

Another feature of the component 3 is cooperation of private sector in provision of 3 kinds of vocational trainings. Official training institutions have strength in theoretical and technical trainings, but weak in connection to the world of work, which lead to the weakness in business and employment support. On the other hand, private sector has weakness in theoretical and technical training. The SMAP-2 aims to provide effective vocational training by enhancing both parties.

Effectiveness of these training should be periodically evaluated and flexibly adjusted for improvement. Lessons learned through the pilot projects will be collected and shared at the Sector Technical Committee (STC). These experiences will be arranged to guidelines (case study). These lessons will also serve as fundamental information for developing a State Employment/ Entrepreneurship Promotion Strategy.

2. Background

(1) Background

Sudan's poverty rate is 46%, while that of the Darfur region is 63%, which is the worst in the country according to the household survey conducted in 2009. Poverty is acute as 20% of the population in the region live in the Internally Displaced People's (IDP) Camp and 45% are in need of emergency assistance. 40% of the 8 million population in Darfur is youth under 14 years old, with estimated average age 19. Due to the conflict situation, population influx to the urban area is increasing and public service cannot meet the demand of the expanding population. This inflow of people includes many young people moving from rural area seeking for job opportunities. People's public needs is far to be met.

While the average unemployment rate is 13% in Sudan, that of Darfur is between 15 to 19%. Youth unemployment is even higher and acute in the urban area. The underemployed, with low salary and unstable employment status, are many. Prolonged unemployment affect social stability and it may trigger conflict. Especially youth employment is one of the priority for the state government.

Labor market in Darfur is occupied by microenterprises and employment opportunity at middle/large scale companies and governmental institutions is limited. In this economic structure, Darfur has a large population of apprentices. While apprenticeship is a typical case of underemployment, it serves as a shelter for youth by provision of food and medical support. Its social function is vital for social stability.

Women's labor participation in Darfur is around 34~46%, which is quite high compared to the national average of 23%. It is said that due to cultural background of the region, women has less psychological barrier for labor participation. Women are visible at markets as sellers, which is not usual in other states of Sudan. Another reason could be high expectation for women's contribution to livelihood, bound by the conflict situation. On the other hand, women's unemployment rate is over 20%. When employment opportunity is still limited for women, self-employment is probably the most suitable way to improve livelihood.

In Darfur, ISS are undertaking vocational training services commissioned by donor agencies. Generally in Sudan, there is no established training system to target micro enterprises, particularly short term trainings, or training targeting poor. Existing vocational training system is not effective enough particularly out of Khartoum, including Darfur. In Sudan, employment support (such as employment placement) and self-employment support (such as microfinance) is not systematically established and thus the impact of vocational training is

limited. Holistic vocational training service, not limited to skills and knowledge but also employment and entrepreneurial capability, is vital to improve youth employment.

(2) Relevance

1) Relevance to the development needs of Sudan

In Darfur, urban population has been increasing, and one of the reason is the influx of population affected by conflict. These people are of low productivity without ever received skills training. Lack of skills and low managerial capacity of the workers hampers economic activity. Low skill level and stagnant economy are part of the factors of high unemployment rate in Darfur. Household survey conducted by Central Bureau of Statistics (2009) revealed that the unemployment rate in Darfur is one of the worst in the country. Unemployment, particularly youth unemployment has large impact on the social stability. It is a serious concern of the government. On the other hand, government has been unable to make effective measures for employment. Vocational training is limited in quantity and moreover, the content is obsolete. There are urgent issues to be tackled: Development of vocational training and employment support system that match to the labor market of Darfur and Capacity building of the training providers and state government in charge of employment.

2) Relevance to the Development Plan/Policy of Sudan

Economic growth and job creation & human resource development is one of the four main issues of the Interim Poverty Reduction Strategy Paper (IPRSP). Prolonged unemployment has significant influence to the social stability, and thus job creation is an urgent issue particularly in the region where economy is negatively affected by the conflict. It also focuses on the job creation in the area of manufacturing, service and agriculture that are not dependent on oil and gold mining, as well as improvement of productivity to ensure growth of these economies. In the area of human resource development, in the recognition of importance of technical education as essential factor for economic development, and therefore aims to make technical education as one of attractive educational options. Besides, Darfur Development Strategy seeks to expand access to employment opportunities, in consideration of gender balance, through promoting job placement and self-employment after vocational training.

Therefore it can be concluded that there is a high relevance between this project that focuses on the skills development and policies that seek expansion of labor opportunities.

(3) Lessons learned from similar projects

1) Women's vocational training

It is important to consider income generation after completion of training, starting from the planning stage, particularly for women. Women in Darfur participate in diversified business area, such as construction and market as compared to the other region in Sudan. Yet, employment opportunity is still narrow for women. In order to certainly increase income after vocational training, potential lies in the income generation activities that can be done at home.

JICA's technical cooperation project in Khartoum to strengthen vocational training had women's training course. The project designed women's course such as "Sewing for marketable product" so that the participants will be prepared for business at the time of participation. The project also established self-employment training utilising training material developed by International Labour Organization (ILO). As a result of these effort, some women trainees have started to generate income. Another vocational training for women done by United Nations Industrial Development Organization (UNIDO) in Khartoum provided training not only technical skills but also how to differentiate the items to make sellable product. Combining microfinance service as a part of training, participants also received business plan development and financial support. According to a tracer study, over 70% of the completers of UNIDO henna tattoo training generate income as henna tattoo requires small initial investment. Training should focus on the business area that does not require large initial capital investment.

2) Short-term Vocational Training

There has been no clear-cut investigation on the impact of short vocational training to the participants and to the economy. During the SMAP Phase-1, there was no monitoring or evaluation by ISS, State Ministry of Education (SMoE) nor State Ministry of Finance (SMoF) other than an impact survey conducted by SMAP. According to the impact survey, while trainees are quite satisfied with the training contents, some stated that the curriculum should match to the training level and equipment required by the labor market. Others also said that the training providers and labor market should enhance relations and share information with regard to the labor market trend and forecast. From the company side, three month training is not more than a basic skills training and thus companies would take them only as apprentices. To develop training program, it is important to consider the training achievement target either to be self-employed or employee, according to the skills area and their requiring skills levels and scope. In the phase-1, cost for raw material was covered by the SMAP, and state government took care of the utility cost and overtime allowance of the trainers¹. Although, delay of overtime payment interrupted handing over of the start-up kits to the trainees. Such incident may introduce unexpected negative impact against public service. To avoid similar event, prior allocation of adequate budget and preparation against all kinds of eventualities are indispensable.

3) Peace Building

For the selection of trainees during phase 1, in addition to the open advertisement using radio and verbal communication, SMoF, Darfur Regional Authority (DRA), and Ministry of Social Welfare selected candidates who meet their objectives. Certain number of unemployed youth, IDP and ex-combatants were included. However some were already working as skilled workers

¹Short term training happens between 15-18h after regular secondary school teaching hours, thus considers as overtime work.

and some were secondary school students. Age also varied from teenagers to over 50s. Because pre-training status and age gap may affect the efficiency and effectiveness of training, selection criteria should be clear and well stated. Interview also revealed that some trainees selected were related to members of stakeholder institutions. Yet, people with different background, some IDP and some pastoralist gathered for the same training purpose actually created an opportunity for integration. In order to contribute to peace building through vocational training, it is important to avoid unnecessary conflict while harnessing co-existence by balancing the participants through proper selection criteria for the trainees and participants of Training of Trainers (TOT).

3. Planning Framework

Component 3 aims to improve quality of public service through capacity building and strengthening systems with regard to employment and skills development. Therefore this component is developed with the state government institutions that are responsible of employment and skills development particularly: SMoF-DOL and SMoE Department of Technical Education.

- **Fostering Mutual Understanding and Stakeholders Relationship**

Employment/Skills Development sector has various objectives such as economic development, reducing unemployment, enhancing vocational education/training, livelihood improvement, therefore as a result, stakeholders are many: At the level of federal government, Ministry of General Education (MoGE), Ministry of Human Resource Development and Labor (MoHRD&L), Supreme Council for Vocational Training and Apprenticeship (SCVTA), and National Council for Technical and Technological Education (NCTTE), and at the state level, SMoF-DOL, SMoE, and at the implementation agency level, ISS, Women Union (WU), and Microenterprises Union (MEU). In order to provide effective skills training services through cooperation among the stakeholders, it is critical to share a common goal and to have opportunities where stakeholders share and consolidate their opinion.

SMAP project operation is handled remotely. There is a need for a system to ensure that the project objectives and operation flow are well and deeply understood by counterpart, stakeholders and Japanese expert team. SMAP Phase 1 did not organise periodical sectoral meetings, hence no one understood what has been implemented, or what kind of challenges arose. SMAP-2 should organize periodical information sharing, monitoring and evaluation, learning from the past experience.

- **Provision of Training for the Labor Market**

The most fundamental issue for vocational training is the labor market. Unless the needs of the people, employers, and market match, unemployment/ underemployment situation will not improve. Sometimes, the needs are obvious but sometimes they are brought by outsiders' influences. As the project moves on, the market situation may change. Pilot plans should be

flexible to adapt such changes.

- Efficient training system in collaboration with private sector

This project will maximise the direct beneficiaries through pilot projects, while capacitating the state government staff. Pilot projects' sustainability is not necessarily pursued, although, plan should be developed with a point of view that this is not the last. Vocational training is generally expensive, and it is not realistic for Sudanese government to maintain the activity. The project will seek for possibility of cost sharing with the beneficiaries and income generation of the training providers through product sales, in cooperation with private sectors.

4. Basic Information of Employment/Skills Development Sector

(1) Project Title

The Project for Strengthening Peace through the Improvement of Public Services in Three Darfur States

Sector Sub Title

Darfur Job and Happy Project

(2) Project Period

January 2015~December 2018 (48 months)

(3) Target Area

SMAP-2 will target 3 Darfur states: North, West and South

(4) Beneficiaries

1) Direct Beneficiaries

Direct beneficiaries is expected to be 2,892 people including community people and government officials as follows.

Table-1 : Direct Beneficiaries

Component	Beneficiary	Number	Content
Component 3, Employment, Skills Development	Community people	2,634	Training participants
	Government officials (SMoF, SMoE) and training providers	258	TOT participants
Total		2,892	

2) Indirect beneficiaries

Population of Darfur 3 states who benefit from the improved public service (employment and skills development), particularly family members of the trainees is expected to be 13,170.

(5) Implementation Agency

Implementation Agencies of Component 3 are SMoF and SMoE (Including ISS). For the training implementation, social group such as WU and MEU will collaborate.

Table-2 : Implementing Agency and Department

State	Organization/Department	Responsible
North Darfur	Ministry of Finance, Economy and Civil Service, General Directorate of Human Resource Development*	Director General
	Ministry of Education, Department of Technical Education	Director
South Darfur	Ministry of Finance, Economy and Civil Service, General Directorate of Labor and Vocational Training*	Director General
	Ministry of Education, Department of Technical Education	Director
West Darfur	Ministry of Finance, Economy and Civil Service, General Administration of Civil Service*	Director General
	Ministry of Education, Department of Technical Education	Director

*Note) here after referred as SMoF-DoL

5. Purposes

(1) Super Goal (Common for all sector)

Strengthening peace and stability of three Darfur states through improvement of quality of life of people in three Darfur States

(2) Overall Goal

Public well-being is enhanced in three Darfur States

(*Well-being is defined as conditions where public happiness, public trust and public services are fulfilled for the people.).

【Indicator】

- [Common] Public happiness is increased
- [Common] Public trust on the government is promoted
- [Common] Satisfaction on public services is increased
- Diversified training program is available in three Darfur States
- Number of training program implemented is increased in three Darfur States

(3) Project Purpose

Employment/ Skills Development program considering public needs are inclusively provided in

pilot projects area and institutional capacity of the State Governments in provision of employment/ skills development program is strengthened

【Indicator】

- [Common] Selection process of the pilot areas become inclusive (include the most conflict-affected people and community, etc. into target groups with consideration for coexistence)
- [Common] Recognition of implementing agencies on public needs is improved
- (Contacts with community is increased, attitude of implementing agencies to community people become responsive from neglective, etc.)
- [Common] Capacity (to make the services efficient, transparent and peace promotion) of service providers perceived by stakeholders is improved
- Public satisfaction on employment/ skills development program is increased in pilot areas
- 00% of women who participated the integrated self-employment training provided as pilot project start their business
- 00% of the apprentices who received training are hired and/or self-employed
- Employment rate of the graduates of short-term training is increased by 00%
- Pilot projects are implemented as planned
- Vision and methodology of Employment and Entrepreneurship Promotion are recognized among stakeholders

6. Expected Outputs

Component 3 aims to enhance capacity of SMoF-DOL, SMoE and training provider institutions in ①planning, ②skills and knowledge, and ③operational system through implementation of pilot activities.

- ① Planning and coordination skills necessary to conduct pilot projects in employment and skills development in consideration of public needs and inclusiveness are improved

【Indicator】

- Periodical meeting of the State Employment and Entrepreneurship Promotion Committee is conducted
- State Strategic Plan for Employment and Entrepreneurship Promotion is developed
- Pilot project plan documents are developed
- Selection criteria is developed

- ② Skills and knowledge of the State Governments on the management of pilot projects in employment and skills development with awareness for public needs and inclusiveness are improved

【Indicator】

- More than 00 staff of State Ministry of Finance Department of Labor received training
- More than 00 staff of State Ministry of Education received training

- More than 00 staff of technical secondary school received training
 - Skills, knowledge and awareness of staff of SMoFs, SMoEs and technical secondary school are improved
 - More than 00 women receive training
 - 00% of the training program participants are referred to microfinance institutions
 - Knowledge of women on entrepreneurship is improved
 - More than 00 apprentices trainers and apprentices are trained
 - Knowledge of apprentices is improved
 - More than 00 socially vulnerable people are trained
 - Knowledge of training participants is improved
- ③ Operational framework of pilot project in employment and skills development is improved for public needs and inclusiveness
- 【Indicator】
- Monitoring and evaluation is conducted periodically
 - Guidelines, which include the content of public needs and inclusiveness of public services, for skills development/livelihood improvement support is developed

7. Activities

Activity for Output-1

Activity 1-1 : Organize employment and entrepreneurship promotion committee

State Employment and Entrepreneurship Committee (SEEC) is composed of various stakeholders, centred SMoF-DOL, SMoE, ISS, MEU, WU, youth union (YU) etc. Monthly meeting will be organized to discuss employment/entrepreneurship promotion and vocational training program. It is accountable for pilot projects implementation. The committee is expected to be responsible for following activities:

- ☐ Develop and implement strategic plan for employment and entrepreneurship promotion
- ☐ Support for training completers' employment and business start-ups
- ☐ Decide trainees selection criteria
- ☐ Decide training providers selection criteria
- ☐ Development of training program
- ☐ Periodical labor needs survey
- ☐ Coordination of stakeholders
- ☐ Develop frameworks and regulation on vocational training
- ☐ Monitoring and evaluation of training programs
- ☐ Develop a collection of cases

Activity1-2 : Conduct periodical meeting of employment and entrepreneurship promotion committee

SEEC holds monthly meeting, and some of its functions are: to determine pilot training area, share the progress of pilot trainings, and to seek for solution when activities face problem. Before the meeting, agenda should be set. During the meeting, it should focus on information sharing, suggestions and discussion for problem solutions. At the end of the meeting, the record should be kept so that decisions can be shared immediately.

Activity1-3 : Develop state employment and entrepreneurship promotion strategy

Darfur states has no strategy on employment and entrepreneurship promotion. SMoF-DOL takes ad-hoc actions without clear-cut guideline. There is no management/monitoring of different vocational trainings provided by aid agencies and unions. As a result, same training area is duplicated and lack of proper evaluation is preventing effective resource utilisation.

Through the development process of the strategy involving all the stakeholders including training providers, strategic direction will be shared and thus currently fragmented training provision shall be harmonised. Strategic plan development will be done in the 2nd year, based on the first year experience and recognised social expectation through the project implementation, in line with the federal government policy.

Development needs some stages. First of all each SEEC will discuss in each state and make an outline. The outline will be shared at STC to make a consolidated outline. Then together with MoHRD&L, SCVTA, NCTTE and other stakeholders, a stakeholder workshop will be organised to consolidate the idea. Each SEEC will then bring their strategy back to the state and share with the citizens.

Activity 1-4 : Plan pilot projects

Pilot project plan will be made annually. First year plan will be based on the decisions made during the planning workshop in May 2014. From the 3rd year, the annual plan will be based on the State Employment and Entrepreneurship Strategy developed in the 2nd year.

Activity 1-5 : Determine selection criteria for trainees

SMAP-2 should pay further attention to the selection of trainees by making clear selection criteria and involving of third party in the process of selection, to avoid unnecessary friction.

Activity for Output-2

(Training of State Government Staff)

Activity 2-1 : Conduct needs analysis of the staff of State Ministry of Finance, department of labor issues

Activity 2-2 : Conduct needs analysis of the staff of State Ministry of Education

Activity 2-3 : Conduct needs analysis of the staff of Technical Secondary Schools

Core C/Ps, SMoF-DOL, SMoE including ISS will take different roles of pilot activities, thus

different capacity building plan will be considered. For SMoF and SMoE, coordination skill among the stakeholders and management and monitoring skill toward the project objective is required. On the other hand, ISS staff need to focus on the improvement of teaching capacity and technical skills.

Activity 2-4 : Develop training plan for staff of SMoF department of labor issue, SMoE, and ISSs

Due to security situation, usual Japanese project's on-the-job training (OJT) style does not fit to SMAP. Consequently, group training will be organized. The plan should be prepared not to hamper usual activities (such as academic calendar). Management and Plan-Do-Check-Action (PDCA) trainings that are common among all the sectors will be organised on occasions such as quarterly State Project Management Committee (SPMC). SMAP will consider universities in Darfur as potential TOT implementer. Some private companies in Khartoum will be appointed for some specific training, sending trainer to Darfur. Detail is explained in the Chapter 9.

Activity 2-5 : Implement staff training for SMoF department of labor issue, SMoE, and ISSs according to the plan

In the Phase-1, some beneficiaries of TOT were not involved in the public service. SMAP-2 should control well not to repeat the same case, by involving SEEC in the selection process.

Activity 2-6 : Evaluate the effectiveness of trainings

Evaluation timing, evaluator, evaluation method will be determined. Effectiveness should be verified beyond the usual achievement test.

(Integrated self-employment training for women)

Activity 2-7 : Conduct labor market survey for women's self-employment

To ensure self-employment after the training, labor market survey will be conducted to identify high potential area for women's business / income generation. There are numerous market surveys done by the state government and donor agencies. These documents will be first reviewed before conducting supplementary survey.

Activity 2-8 : Develop integrated training program for women's self-employment

Integrated training is not limited to technical skills but holistic approach should be taken from fostering self-employment motivation, understanding cost and accounting, marketing strategy, and business planning to initial capital using microfinance. Based on the labor market survey, specific skills curriculum will be developed with SCVTA and existing schools. For the business management, utilising existing training material of ILO, SCVTA and experienced women self-employers will participate in program development. Training hours and period to facilitate participation should be well considered for women's training. It should be less than 3 months.

Activity 2-9 : Select program implementers

Training should be commissioned to experienced institutions such as WU. SEEC will make final decision to select the training provider, based on the training program. To ensure women's access to finance, microfinance institutions (MFIs) list should be available, as well as negotiation with the MFIs.

Activity 2-10 : Implement integrated program

Trainees will receive preliminary orientation. Training will be conducted by subcontracting with institution (such as WU) and monitored by SEEC. Before the end of the training program, trainees will prepare business plan to be introduced to microfinance institutions. After the training, within 2-3 months, follow-up seminar will be organised to solve the trainees' challenges in business management and technical issues. Trainee's log book will be kept by the WU starting from the selection even after completion.

Activity 2-11 : Conduct tracer study of the training participants

Trainees' tracer study will be done at the occasion of follow-up seminar, to know their performance in self-employment/ income generation after the training. It could be done periodically such as annually. SEEC will develop questionnaire format and WU/training implementers will conduct the survey.

Activity 2-12 : Conduct self-evaluation by the training implementers

WU/training implementers will share progress in the monthly SEEC and fill self-evaluation sheet (to be developed). Based on the tracer study result and the self-evaluation, training program will be improved if necessary.

(Human resource development support for micro enterprises)

Activity 2-13 : Conduct situation survey for apprentices training

Issues and challenges of human resource development facing microenterprises will be identified, particularly where many apprentices work and where economic activity is prominent. Existing documents will be reviewed and some visit / interview will be done through SEEC.

Activity 2-14 : Conduct training for apprentices' trainers

TOT will be delivered to the microenterprises' master craftsmen (MC) and skilled workers (SK) who are trainers of apprentices (ToA), aimed to improve labor productivity through improved apprentice training. This TOT will not be separately considered but ToA will participate to the TOT with ISS teachers. It is for the efficiency as well as enhancement of Industry-ISS relationship. Some theoretical training can be also organised for ToA at ISS if needs is identified. Target business area will be determined based on the result of above situation

survey. However, it will be bound to the area where ISS can contribute. Nomination of the TOT participants (ToA) will be done by MEU and decision will be made in SEEC.

Activity 2-15 : Conduct training for apprentices

OJT from ToA who participated above TOT will be continuously conducted. Complementary training for apprentices will be also planned at ISS, particularly for basic skills that is more efficient in center-based training style. This apprentice training will also provide training on career planning and business management, aiming at improvement of employment & entrepreneur rate after apprenticeship period.

Activity 2-16 : Conduct monitoring and evaluation of these trainings

Monitoring of the apprentice training is in two-folds. One is monitoring of apprentices by the ToA, the other is monitoring of ToA by the MEU. SEEC will develop monitoring sheet, and evaluate apprentice training effectiveness.

(Short-term training for socially vulnerable people at ISSs)

Activity 2-17 : Conduct labor needs survey

Interview with microenterprises revealed that the 3 months training of the Phase 1 was too short to gain skills to start business. In the SMAP-2, expansion of the training period can be considered. Training aim will be also determined based on the training area, self-employment or employment. Training area will be determined based on the courses ISS offer.

Activity 2-18 : Develop curriculum and teaching materials

Vocational training curriculum and materials will be developed based on the labor needs and training aim (self-employment or employment), together with ISS, microenterprises, and also technicians from private sector in Khartoum. Training period will be 3 to 6 months, and one month in-plant-training will be compulsory. This short-term training will also provide support for career planning and business management, aiming at improvement of employment & entrepreneur rate after apprenticeship period.

Activity 2-19 : Implement short-term training

With a view point of peace building, transparency of the trainee selection will be critical. Based on the selection criteria of the socially vulnerable people (to be determined by SEEC), nominees will be submitted by related institutions such as some IDP from Sudanese Humanitarian Aid Commission (HAC) and vulnerable people cared by Ministry of Social Welfare. SEEC will make the final decision. Trainees will participate orientation and select training course. Training will be conducted from 15:00 to 18:00 at ISS.

Activity 2-20 : Conduct monitoring and evaluation

Using monitoring sheet (to be developed at SEEC), each trainee's learning will be monitored.

After 3-6 months from the completion of training, tracer study will be done to evaluate the training. ISS will be the main actor for this activity. Result will be utilised for case study and to improve the training program.

Activity for Output-3

Activity 3-1 : Evaluate effectiveness of pilot project trainings

Pilot vocational trainings conducted under the Output-2 will be scientifically evaluated of their contribution for employment and self-employment promotion. Evaluation method will be determined together with academics, and conducted periodically.

Activity 3-2 : Develop guidelines of skills development and livelihood improvement

C/Ps should record PDCA of pilot trainings, and make a case book of employment and entrepreneurship promotion. To develop the case book, tracer study result and monitoring and evaluation sheet will be used. The case book will cover success stories and lessons learned, as well as improvement process from the lessons learned. The case book will be used by the training providers and trainees, while also serving for the SMoF-DOL as procedure manual.

8. Training Course

(1) Purpose

Because SMAP operates remotely, C/P must understand well the all the stages of project management process (PDCA). One of the reason of delay in the project activities during the Phase 1 owes to the lack of awareness on the project management capacity of the C/Ps. These cross-sector trainings will be considered under the project management component 4.

To promote employment and entrepreneurship, vocational training providers as well as other stakeholders should understand the concept of Decent Work, workplace safety and hygiene and career development first of all, as a core and common value to share among all the pilot trainings. Improvement of technical skills level is also an urgent issue.

(2) Training Flow

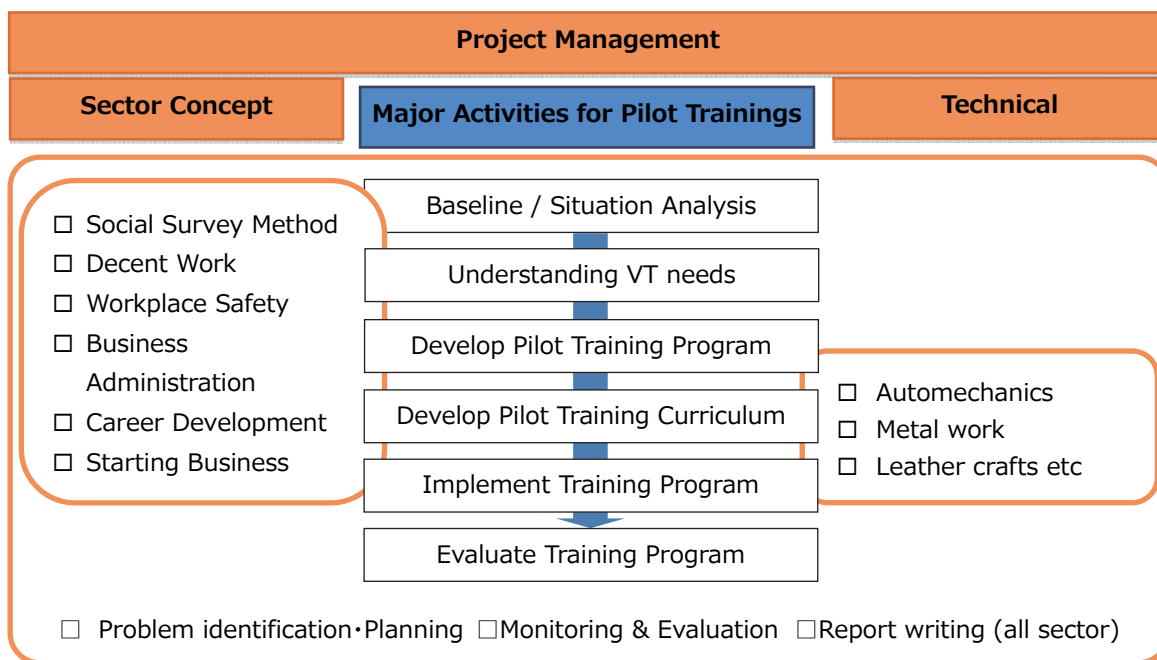


Figure-1: Training Flow

(3) Type

1) Group Training in Khartoum

Instead of OJT, group trainings will be organised. Making use of opportunities when quarterly SPMC and STC are organised, some TOT will be conducted in Khartoum in cooperation with SCVTA and private companies.

2) Group Training in 3 Darfur States

Due to large number of stakeholders, all TOT cannot be arranged in Khartoum, financially and logistically. Therefore the project shall consider to subcontract organisations who could send technicians to Darfur, such as private companies and SCVTA. Other existing resources in Darfur, such as universities would be considered.

3) Third Country Training

Leather crafts development training in Morocco will be planned. One of the aim is to increase the quality of Darfur speciality craft. Another important aim is to reconsider Darfur's strategy by observing how Morocco's systematic method worked to make their leather crafts to export quality, such as marketing strategy and quality control.

(4) Training of Trainers Content

1) Group Training in Khartoum

<Skills Training>

Title	Period	Target	Participants	TOT Provider
Leather Crafts	July 2015 1 week	WU, Women's Technical Secondary School	18 (6/state)	SCVTA , College for leather craft
	Contents:	Leather craft making skills, types of leather and selection of tools, design, quality control etc		
Auto mechanics (Level 2) + Pedagogy	Apr-May 2015 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Metal works (Level 2) + Pedagogy	Apr-May 2015 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Electricity (Level 2) + Pedagogy	Apr-May 2015 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Auto mechanics (Level 3) + Pedagogy	Apr-May 2016 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Metal works (Level 3) + Pedagogy	Apr-May 2016 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Electricity (Level 3) + Pedagogy	Apr-May 2016 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Consecutive of Level 1 conducted in Phase 1		
	Remark:	Use of trained instructors in JICA's TOTs is considered		
Other Technical Area	Apr-May 2016 2weeks	ISS, MEU	24 (8/state)	Khartoum, SCVTA
	Contents:	Basic skills for implementation of short term vocational training		
	Remark:	Priority skills area such as construction, based on the labor needs		

<Common for Sector/ Non-Skills Training>

Title	Period	Target	Participants	TOT Provider
Decent work, workplace safety and hygiene	Feb 2015 1 week	SMoF-DOL, SMoE, ISS, MEU, WU, YU	24 (1-2 from each organisation)	ILO , SCVTA , MoHRD &L
	Contents:	Stakeholders share the concept of decent work, workplace safety and hygiene		
	Remark:	To develop mutual understanding of the purposes and value of employment and skills development sector		
Career Planning	Aug 2015 1 week	SMoF-DOL, SMoE, ISS, MEU, WU, YU	24 (8/state)	Khartoum, SCVTA
	Contents:	Purpose, value and selection of company of job placement support/ self-employment, value of relationship with microenterprises		
	Remark:	Program will be developed with Job Placement Officers of SCVTA and VTCs		
Entrepreneurship	Nov 2015 1 week	SMoF-DOL, ISS, MEU, WU, YU	24 (8/state)	Khartoum, SCVTA
	Contents:	Skills required for self-employment such as business planning, marketing, microfinance, accounting, and investment, particularly for women		
	Remark:	SCVTA will develop content based on ILO's training program		

2) Trainings in Darfur States

<Skills Training>

Title	Period	Target	Participants	TOT Provider
On-site technical training (1)	Sept 2015 1 week /state	MEU, ISS	15 (10 ToA &5 teachers)	At each state, Technician from Khartoum company
	Contents:	Basic skills training, including situation survey of the training at microenterprises and ISS.		
	Remark:	Microenterprises' workshop will be the training site.		
On-site technical training (2)	Oct 2016 1 week/ state	MEU, ISS	15 (10 ToA &5 teachers)	At each state, Technician from Khartoum company
	Contents:	Will be determined based on the On-site technical training (1)		
	Contents:	Microenterprises' workshop will be the training site.		
On-site technical training (3)	May 2017 1 week/ state	MEU, ISS	15 (10 ToA &5 teachers)	At each state, Technician from Khartoum company
	Contents:	Recap of the overall trainings		
	Remark:	Microenterprises' workshop will be the training site.		

<Common for Sector/ Non-Skills Training>

Title	Period	Target	Participants	TOT Provider
Business Administration (1)	Feb 2016 1 week/ state	SMoF-DOL, MEU, WU	10	At each state, university in the state
	Contents:	SMoF-DOL and Unions will be able to explain the concept of business plan, production and quality control, management of customer etc.		
	Remark:	University in each state can be identified as trainer		
Business Administration (2)	Feb 2017 1 week/ state	SMoF-DOL, MEU, WU	10	At each state, university in the state
	Contents:	Strengthening enterprise organisation, labor management, management of workshop for decent work etc		
	Remark:	University in each state can be identified as trainer		







3) Third Country Training

Title	Period	Target	Participants	TOT Provider
Leather Craft for Export	2weeks, September 2017	SMoF-DOL, MEU, WU	8 (2/ state & 2 others)	Morocco leather craft workshop / training institution
	Contents:	Leather craft advanced skills, marketable product, quality control		
	Remark:	Understand the policy-level effort in industrial promotion and skills improvement, as well as skills enhancement		





(5) Schedule

Annual training plan is as follows



<Year 1>

Type	2015											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1) Group Training in Khartoum		 Decent Work		 Technical training			 Leather	 Career guidance			 Self-Employment	
2) Group Training in Darfur									 On-site Technical Training(1)			
3) Third Country Training												

<Year 2>

Type	2016											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1) Group Training in Khartoum				 Technical Training								
2) Group Training in Darfur		 Business Administration(1)								 On-site Technical Training(2)		
3) Third Country Training									 Leather			

<Year 3>

Type	2017											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1) Group Training in Khartoum												
2) Group Training in Darfur												
		Business Administration (2)			On-site Technical Training(3)							
3) Third Country Training												

(6) Evaluation

The effectiveness of training conducted in this project is regularly monitored and evaluated in order to verify its significance. Several monitoring items related to the improvement of management and institutional capacity will be selected to measure before and after the training. Various evaluation methods including the questionnaire for training participants and interviews with co-workers will be considered and determined through discussion among stakeholders.

9. Implementation Structure and Roles of Relevant Institutions

(1) Overall Management by SMAP Project Office

SMAP Project Office located in HCDG (Khartoum) manages 9 pilot projects, training of staff of implementing agencies, various workshop for system improvement, and regular meetings.

(2) Responsible personnel of SMAP

As the project of Sudanese government, responsible personnel of SMAP are as follows:

- Project Director : HCDG General Rapporteur
- Project General Manager : Secretary General of North, South, and West Darfur States
- Project Manager: Director General of North, South, and West Darfur State Ministry of Finance

(3) Committees

Joint Coordinating Committee, State Project Management Committee, and Sector Technical Committee are established in SMAP for the overall project management, state-level management, and technical management.

① Joint Coordinating Committee

Joint Coordinating Committee (JCC), composed of members listed in the table below, will meet at least once in every six (6) months and whenever the necessity arises during the Project.

Table-3: Outline of JCC

Chairperson	General Rapporteur, HCDG
Members	Core members are representatives of implementing agencies of SMAP-2. In addition, Line Ministries of Federal Government will participate as observers (refer Table below).
Secretariat	HCDG
Function	<ul style="list-style-type: none"> a) To monitor the overall progress and the achievements of the Project b) To review measures taken by JICA on <ul style="list-style-type: none"> i. Dispatch of Japanese experts ii. Acceptance of counterpart personnel in Japan or third country for training iii. Utilization and administration of machinery and equipment procured by the Project c) To make recommendations to the Government of Republic of Sudan on: <ul style="list-style-type: none"> i. Budgetary matters ii. Recruitment and appointment of counterpart personnel iii. Selection and effective utilization of machinery and equipment d) To make decisions and recommendations relevant to the overall strategy and management of the Project.
Meetings	At least once in every six months

② State Project Management Committee

State Coordinating Committee (SPMC) has function of oversight for project activities in Component 1, 2, 3 and 4 within the State. Therefore three SPMC will be set in North, South and West Darfur respectively. SPMC will be composed of 6 members who will be representative of organisations implementing the Pilot projects and members will meet at least once in every three (3) months and whenever the necessity arises during the Project.

Table-4: Outline of SPMC

Committees	<ul style="list-style-type: none"> 1) North Darfur State Project Management Committee (ND-SPMC) 2) South Darfur State Project Management Committee (ND-SPMC) 3) West Darfur State Project Management Committee (ND-SPMC)
Chairperson	Director General (DG), State Ministry of Finance
Members	Representative of; <ul style="list-style-type: none"> 1) State Ministries of Finance 2) State Ministries of Health 3) State Water Cooperation 4) State Ministries of Education 5) State Employment and Entrepreneurship Promotion Committees 6) Secretary General Office (Secretary) 7) Others appointed by Chairperson

Function	<ul style="list-style-type: none"> • To review the progress of the Project in each state • To exchange opinion on major issues that arise during the implementation of the Project, and take steps necessary to resolve issues • To approve annual project budget (local component) • To promote Publicity regarding to SMAP • To report the results of the discussion to Project Director and General Manager
Meetings	Quarterly meeting will be held at State Ministry of Finance

③ Sector Technical Committee

Sector Technical Committee (STC) is the most important M&E tools and monitors the Pilot projects and training programme in technical view point. STC will be set by sector. Outline of the Employment STC is shown in Table below.

Table-5 : Outline of Employment/Skills Development STC

Chairperson	Chairperson will be elected by members every year.
Members	<u>Federal Government</u> Representatives of; <ol style="list-style-type: none"> 1) Federal Ministry of General Education 2) National Council for Technical and Technological Education 3) Supreme Council for Vocational Training and Apprenticeship <u>State Government</u> Representatives of; <ol style="list-style-type: none"> 4) State Ministry of Finance (Department in charge of employment) 5) State Ministry of Education, Department of technical education 6) Technical Secondary School 7) Small Industry Union 8) Women's Union 9) Youth Union <u>Others</u> <ol style="list-style-type: none"> 10) Representatives of JICA Project Team 11) Others appointed by Chairperson
Function	<ul style="list-style-type: none"> • To monitor progress of the Pilot projects and training programme • To identify the problems and its solution to be taken by implementing agencies • To develop annual sector plan and its cost estimation • To share lessons learned, good practices and updated information • To develop common strategy for youth employment and self-employment
Meetings	Quarterly meeting will be held at SCVTA, Khartoum

④ State Employment and Entrepreneurship Committee (SEEC)

Training services under component 3 will be provided by various organisations. To coordinate and synchronise the activities of these institutions under a common objective, SEEC shall be organised in each state. SEEC has similar function as above STC, monitoring. SEEC's key function lies also in promotion of collaboration among member institutions in their usual training activities.

Table-6 : Outline of State Employment and Entrepreneurship Committee

Chairperson	Staff of SMoF-DOL, Chairperson will be elected by members every year.
Members	<u>State Government</u> Representatives of; <ol style="list-style-type: none"> 1) State Ministry of Finance (Department of Labor) 2) State Ministry of Education, Department of technical education 3) Industrial Secondary School 4) Microenterprises Union 5) Women's Union 6) Youth Union Others appointed by Chairperson (development partner, representative of trainees etc.)
Function	<ul style="list-style-type: none"> • To promote members collaboration in implementation of three training programs • To monitor selection of trainees and support trainees employment and self-employment • To coordinate for TOT (selection of member, content, timing, and places) • To monitor progress of the Pilot projects and training programme • To identify the problems and its solution to be taken by implementing agencies • To share lessons learned, good practices and updated information
Meetings	Monthly meeting will be held at State Ministry of Finance

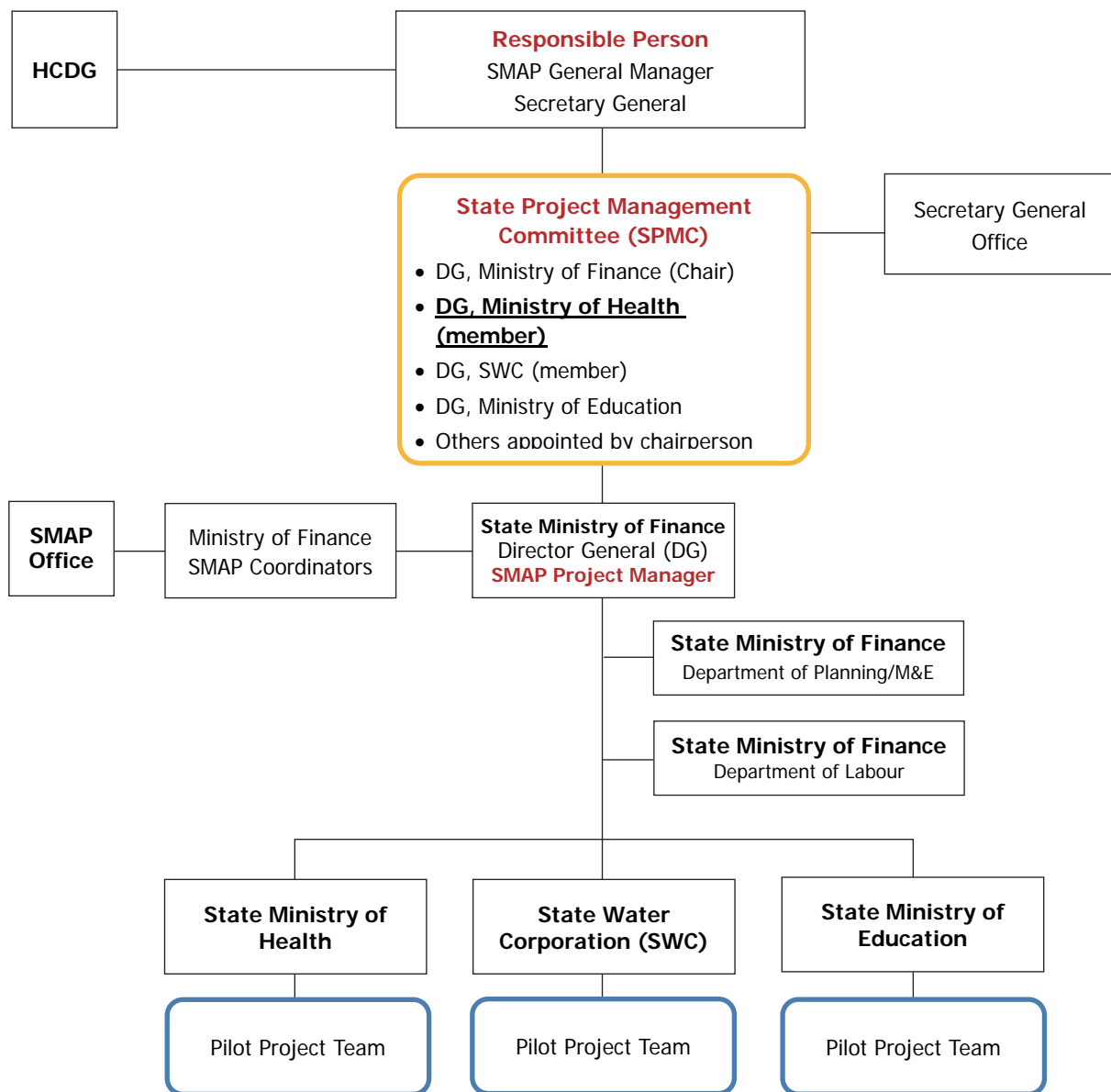


Figure-2 : Implementation structure at state level

(4) Project Team

Component 3 will offer 3 types of trainings and each will be conducted by different organisation: Women's self-employment training by WU, human resource development at microenterprise through MEU, and short term vocational training at ISS under SMoE. SMoF-DOL will monitor these trainings throughout the process starting from planning, implementation to evaluation, as well as coordinate among stakeholders.

1) Responsibility of Pilot Activities

Director General of the SMoF is the overall responsible person of the component 3. DG SMoF will be responsible for organising SEEC, assurance of connection between vocational training and employment/self-employment, and from the 3rd year, implementation of the state employment and entrepreneurship strategy.

2) State Ministry of Finance, Department of Labor

SMoF-DOL will be the core actor of the 3 pilot trainings, which will take overall responsibility of the trainings. In particular, SMoF-DOL will play the role of chairperson of the SEEC, coordinate stakeholders and monitor the pilot trainings. For those who completed the training, SMoF-DOL shall provide services for employment and entrepreneurship promotion and coordinate with microfinance institutions.

3) Women Union

WU will be responsible especially for women's self-employment training. As a main training provider, it will take overall responsibility of training implementation, as well as selection of trainees and trainers, training guidance for trainees, monitoring and evaluation, and introduction to microfinance institutions.

4) Microenterprises Union

MEU will be responsible mainly for the human resource development at microenterprises. Selection of participating companies and apprentices, provision of training place, monitoring of apprentice training are expected roles of the MEU. MEU will also ensure acceptance of in-plant trainees from the short term vocational training for socially vulnerable people.

5) State Ministry of Education / Industrial Secondary School

SMoE as a supervising ministry of ISS shall monitor and evaluate the pilot activities at ISS. In Darfur where there is no VTCs, ISS is a major vocational training provider for the donors. SMoE can have proactive role in managing these activities. ISS is responsible of implementation of short term vocational training for socially vulnerable people. ISS is responsible for entire training PDCA cycle, from preparation of training place and training contents (curriculum development, equipment preparation and maintenance), implementation of training, and tracer study. For human resource development of microenterprises, ISS shall provide basic

skills training for apprentices.

(5) Responsibility and Role of the Relevant Institutions

1) HCDG

HCDG is responsible for monitoring the progress of the project activities in accordance with the plan through regular report submitted by the state government, regular meetings including JCC, and Pilot project site visit as the responsible body of the Project. If the purpose is not achieved, the implementation is delayed, or the activity is changed, HCDG also considers and recommends the necessary countermeasures to the state-level implanting agency.

2) Federal Ministry of General Education

MoGE shall provide technical advice for the pilot trainings, based on the learning from the Phase 1. It will also contribute for the Darfur states employment and entrepreneurship promotion strategy by advising in the area of technical education.

3) Federal Ministry of Human Resource Development and Labor

MoHRD&L, responsible of human resource development and employment, plans to issue employment policy in 2015. MoHRD&L will provide technical advice for the development of state employment and entrepreneurship strategy, and ensure consistency of the national policies. MoHRD&L should monitor the strategy through periodical reports from the State Government and meetings such as JCC.

4) SCVTA

SCVTA has overall responsibility for all pilot vocational trainings in each state. SCVTA is also responsible for STC and provide technical advice. Since SCVTA has accumulated knowledge and experience especially in women training, entrepreneurship and curriculum development, it is expected that SCVTA plays a central role in detail planning of the pilot trainings. SCVTA shall provide technical advice, particularly in vocational training provision, for the development of the state employment and entrepreneurship promotion strategy.

5) NCTTE

NCTTE develops curriculum for technical secondary schools. Their experience can be beneficial in development of short term vocational training program and basic skills training curriculum for apprentices. NCTTE shall provide technical advice for the development of the state employment and entrepreneurship promotion strategy, especially in the area of technical education.

(6) Collaboration with other organisations

1) Humanitarian Aid Commission (HAC)

SMoF and SMoE will share information with HAC for the implementation of Pilot Project to ensure the consistency with the government policy. Extreme caution will be paid to the assistance to IDP camps and returnee communities. SPMC, Project General Manager (State Secretary General), and HCDG will provide assistance for the coordination with HAC if necessary.

2) Darfur Regional Authority (DRA)

DRA checks the progress of the project at the quarterly committee meetings as JCC members. In addition, the information related to DRA activities will be shared to consider the possible collaboration and avoid duplication of similar activities.

3) Other Development Partners

- **ILO**

ILO has vast experience in entrepreneurship support and human resource development in microenterprises. Their office is located in Cairo in Egypt, and implement activities in Sudan such as entrepreneurship program training via SCVTA, collaborative field research on apprenticeship system in microenterprises with University of Khartoum. ILO also support MoHRD&L for developing TVET (Technical and Vocational Education and Training) policy and employment policy. ILO's program could be utilised through SCVTA. ILO is a potential subcontractor of TOT, particularly in human resource development in microenterprise. For the development of state employment and entrepreneurship promotion strategy, ILO's technical advice through MoHRD&L could be beneficial.

- **IOM**

International Migration Organization (IOM) has profound experience in various surveys in Darfur, and employs many on-site monitoring staffs. Considering these experience and availability of human resources, IOM could be subcontracted for the Project Evaluation and/or Pilot Project management.

- **Donor Meetings**

SCVTA organises periodical Vocational Training Forum, in which donors and private training providers share information. Participants are such as Korea International Cooperation Agency (KOICA), Turkish International Cooperation and Development Agency (TIKA), and DAL group. Once the project starts, SMAP-2 will participate as a member and share information of the SMAP-2 approach for employment/skills development and discuss effectiveness of the approach.

4) Others

- Private Companies and Training Providers

SMAP-2 identifies MEU as important actor of the project, particularly for promotion of employment. Large companies in Khartoum, especially DAL group, CTC group, and GIAD can provide technical training especially of the skills that are most required in practice. These private companies are potential subcontractor for implementation of TOT.

- Other Organisations

Sudan has several VTCs that has been supported by JICA projects such as Khartoum 2 VTC and KVTC. These centers have many trainers who have improved skills through the projects. They can serve as potential trainers for TOT.

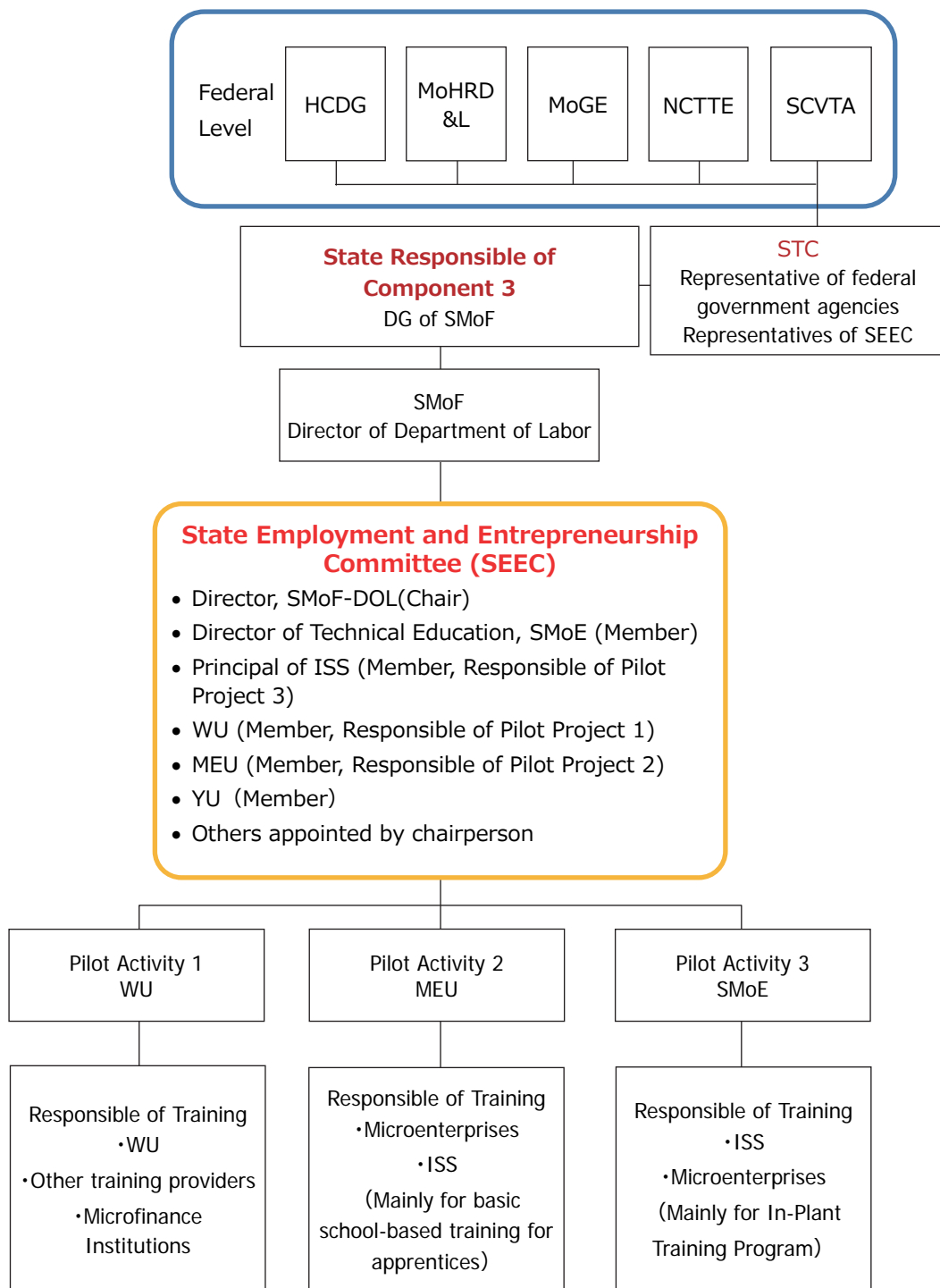


Figure-3 : Implementation Structure of Component 3

10. Monitoring and Evaluation

Monitoring and evaluation (M&E) will be conducted according to the M&E plan, to be developed in SMAP-2. Khartoum-based JICA team and state-based C/Ps will cooperatively implement pilot activities and thus M&E is indispensable, more than conventional project.

(1) Objectives of M&E

Objectives of M&E of SMAP-2 are as follows

- To verify if the public services are appropriately and steadily implemented according to the pilot activity plan (from the view point of effectiveness, efficiency, equity, accountability and consideration to the conflict prevention)
- To seek for cost efficient service provision through M&E on the public expenditure
- To fulfil accountability of pilot activities (public services)
- To enhance communication with the community people through M&E, and to promote service provision that meets the needs of the community.
- To minimize delay of operation process and aggravation of problems so as to achieve the outputs of the pilot activities.
- To sort out the lessons learned and recommendations recognized through M&E, with the intention of utilising the data as basis for development of guidelines and state development strategy.

(2) M&E Approaches

- Monthly Report

Pilot activity management team leader of the C/P will prepare monthly report, by sorting out information (such as activity record) provided by the pilot activity implementation team. Monthly report will be the most fundamental tool to understand the progress of the pilot activities. Team leader will submit the monthly report to the SMoF and SMAP office (JICA team and HCDG), then the SMAP office shall share with the relevant organisations.

- Team Meeting

Pilot activity management team of the C/P will hold monthly meeting inviting the team members and other stakeholders when appropriate, to share the progress of the activities. Monthly report explained in the above section will be used as meeting handouts, which could be updated where necessary. Team leader is requested to make effort for better daily communication among the members including pilot activity implementation team, not limited to the meetings set officially.

- Quarterly Monitoring & Evaluation Sheet

M&E team of the SMoF will make quarterly report, based on the monthly reports submitted by the implementing agencies and discussion record of SPMC and JCC. Quarterly report is to figure out the status of the evaluation indicators, and to suggest for improvement.

Implementing agencies should receive feedback from the SMoF-M&E team.

- JCC, SPMC and STC

As detailed in the previous section, periodical meetings will monitor, analyse and evaluate the data collected by the C/P.

- Site Visit

SMAP Office will visit Darfur states quarterly, and monitor the progress and achievements of pilot activities through observation and discussion with the C/P, project team, and community people. SMoF should also participate in such study.

- Evaluation Study

When the data is not available from the pilot activity records, C/P will conduct simple surveys such as interview to stakeholders.

- Annual Evaluation Study

Prior to the annual activity/budget planning, achievement status of pilot activities will be studied (June-July every year). The study will be conducted based on the evaluation indicators, using various survey methods such as questionnaire survey, focus group discussion, and 360 degree survey with questionnaire. Evaluation should be conducted by third party (SMAP-2 JICA team will outsource a study team) and C/P shall cooperate to the survey.

Table-7 : Component 3 Indicators and Means of Verification

Overall Goal	Indicator	Means of Verification
Public well-being is enhanced in three Darfur States	[Common indicator] Public happiness is increased	Questionnaire survey/ focus group discussion
	[Common indicator] Public trust on the government is promoted	Ditto
	[Common indicator] Satisfaction on public services is increased	Ditto
	Diversified training program is available in three Darfur States	Program implementation record of the training providers
	Number of training program implemented is increased in three Darfur States	Ditto
Project Purpose	Indicator	Means of Verification
Employment/ Skills Development program considering public needs are inclusively provided in pilot projects area and institutional capacity of the State	[Common indicator] Selection process of the pilot areas become inclusive (include the most conflict-affected people and community, etc into target groups with consideration for coexistence)	360 degree survey with questionnaire (Most Significant Change method)
	[Common indicator] Recognition of implementing agencies on public needs is improved (Contacts with community is	Ditto

Governments in provision of employment/skills development program is strengthened	increased, attitude of implementing agencies to community people become responsive from neglective, etc)	
	[Common indicator] Capacity (to make the services efficient, transparent and peace promotion) of service providers perceived by stakeholders is improved	Ditto
	Public satisfaction on employment/ skills development program is increased in pilot areas	Baseline survey, endline survey
	XXX % of women who participated the integrated self-employment training provided as pilot project start their business	Ditto
	XXX % of the apprentices who received training are hired and/or self-employed	Ditto
	Employment rate of the graduates of short-term training is increased by XXX %	Ditto
	Pilot projects are implemented as planned	Program implementation records
	Vision and methodology of Employment and Entrepreneurship Promotion are recognized among stakeholders	Baseline survey, endline survey
Output	Indicator	Means of Verification
Planning and coordination skills necessary to conduct pilot projects in employment and skills development in consideration of public needs and inclusiveness are improved	Periodical meeting of the State Employment and Entrepreneurship Promotion Committee is conducted	Minutes of meetings
	State Strategic Plan for Employment and Entrepreneurship Promotion is developed	State Strategic Plan for Employment and Entrepreneurship Development
	Pilot project plan documents are developed	Pilot project plan documents
	Selection criteria is developed	Selection criteria documents
Skills and knowledge of the State Governments on the management of pilot projects in employment and skills development with awareness for public needs and inclusiveness are improved	More than XXX staff of State Ministry of Finance Department of Labor received training	Training implementation record
	More than XXX staff of State Ministry of Education received training	Ditto
	More than XXX staff of technical secondary school received training	Ditto
	Skills, knowledge and awareness of staff of SMOFs, SMOEs and technical secondary school are improved	Questionnaire survey/ Training evaluation report
	More than XXX women receive entrepreneurship training	Training implementation record
	XXX% of the training program participants are referred to microfinance institutions	Ditto

	Knowledge of women on entrepreneurship is improved	End of training questionnaires
	More than XXX apprentices trainers and apprentices are trained	Training implementation record
	Skills and Knowledge of apprentices is improved	End of training questionnaires
	More than XXX socially vulnerable people are trained	Program implementation/participants record
	Knowledge of training participants is improved	End of training questionnaires
Operational framework of pilot project in employment and skills development is improved for public needs and inclusiveness	Monitoring and evaluation is conducted periodically	Monitoring and evaluation report
	Guidelines for employment and skills development is developed	Guidelines for vocational training/livelihood improvement support

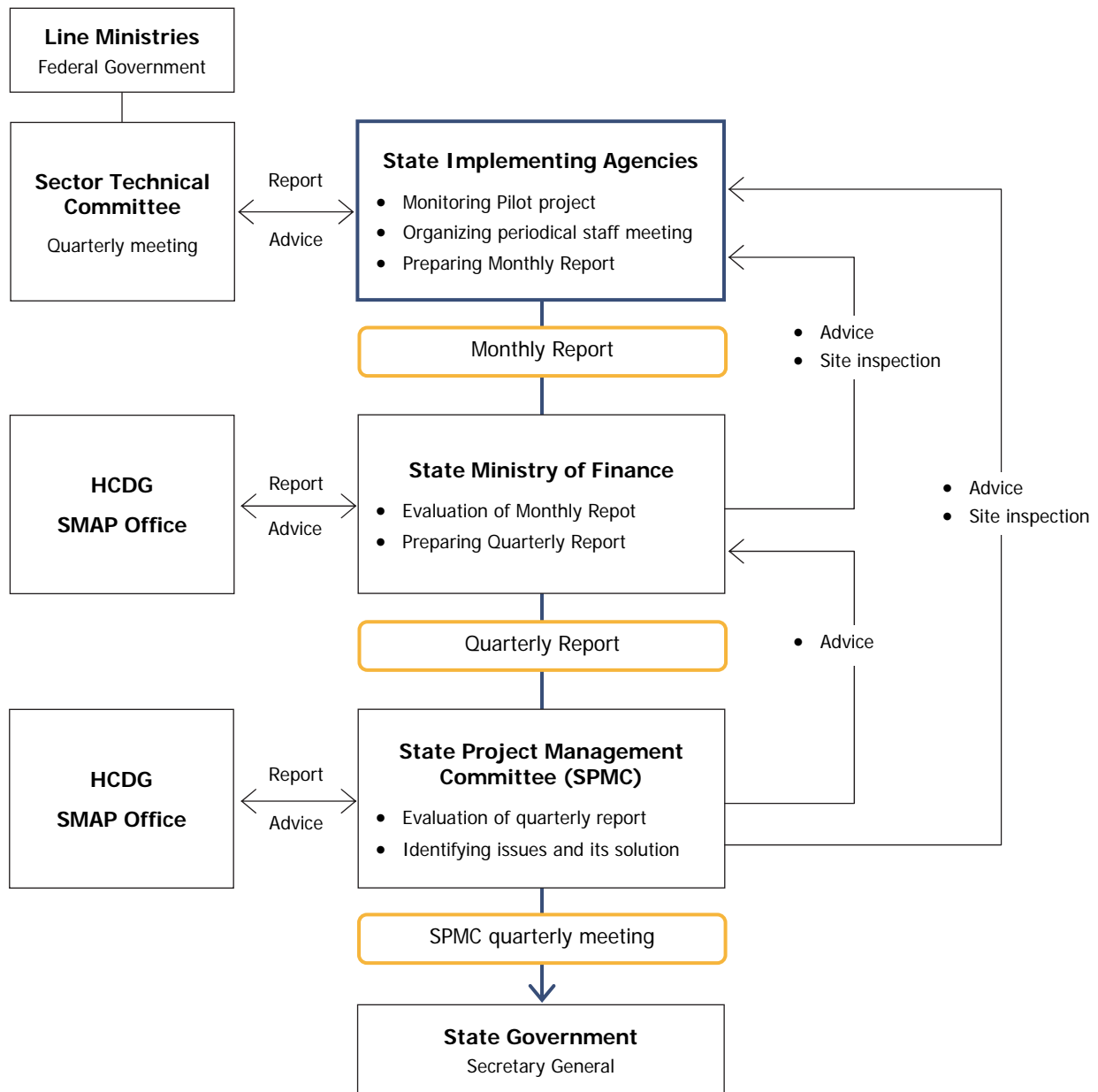


Figure-4: M&E Structure for Pilot Projects

11. Equipment Procurement

(1) Basic Principle for Equipment Procurement

Equipment procurement will be based on the current situation of the C/P and environment of Sudan. For this sector, based on the collected information about the equipment procured in phase 1, considering the fact that consumables and spare parts are not easily available as well as site condition where electricity and water supply is not reliable, following procurement policy is adopted.

- Limit to basic equipment that are necessary for pilot trainings
- Current equipment condition and stock amount is verified, and avoid overlapping
- Equipment should not require high level of knowledge and special operation, rather opt for those which can be operated and maintained with simple training
- Consumables and spare parts should be inexpensive and available in Sudan so that ISS can maintain. Considering possible after purchase services, equipment should be purchased from local company in Khartoum.
- Equipment specification should be developed based on the Darfur's severe natural condition (high temperature, desiccation, dust) and electricity and water supply.

(2) Content

- Integrated Self-employment Training for Women

Women's training aims self-employment (income generation). To reduce the barrier for starting business, one criteria of deciding training area is the volume of the initial capital. Currently suggested training area are leather crafts, food business, beauty (such as henna tattoo and hair dressing), handicrafts, which are learnable with only with simple hand tools.

- Human resource development support for micro enterprises

To ensure apprentices training at micro enterprises, basic hand tools in a tool box will be purchased that are used by the master craftsmen and skills workers. Target area will be related to the teaching area of ISS in each state, which will be determined after considering the labor market analysis. Microenterprises who participate to the pilot activity will receive the tool box.

- Short-term Training for Socially Vulnerable People at ISS

Although phase 1 provided equipment to the ISS in 3 Darfur capital city, most of them were machines such as lathe and still lacks hand tool. Trainees' stand-by time is very long because of shortage of equipment. Lack of proper working table makes trainees to work on the floor or inappropriate desks. Efficiency is low as a result. SMAP-2 short vocational training will be provided in the area of auto mechanics, welding and electricity as in the phase 1, and each course will take 20 trainees. To enable all the trainees to master the use of these hand tools, tool box should be allocated one for one trainee. Machine that are used by a group, such as welding machine, should be installed to enable 5 groups, each group consists of 4 persons, to

work at once. Start-up kits will be provided to the trainees at the end of the training. Considering the fact that that phase 1 kit contained some tools that trainees did not know how to use, SMAP-2 tool box should contain only those which are used during the training.

(3) Procurement Method

Equipment to be procured for the training are basically not manufactured in Sudan and mostly import products. In Khartoum, there are many industrial machinery dealers. Procurement in Sudan is reasonable. To secure accountability of the procurement process as a Japanese official technical assistant project, competitive bidding and multiple quotation method will be taken. Because transportation by land is not safe, after procured in Khartoum, all the equipment will be transported to Darfur by air cargo of a specialised transportation company.

(4) Responsibilities of the State Government and C/P for Equipment Maintenance

All the equipment procured shall be checked and maintained at major user C/Ps, namely ISS and WU. Because of the security situation, Japanese experts cannot make business trip to the installation site to attend receipt and inspection. To avoid possible confusion, all the equipment should be inspected for its appearance, operation and quantity by Japanese expert before putting on the air cargo. On-site inspection should be done with the transportation agency and the C/Ps. C/Ps should sign on the confirmation of inspection and receipt, which conclude the hand-over of the equipment. Regarding the maintenance, ISS started to use inventory list developed during phase 1, thus its full utilisation will be promoted. For the WU, similar inventory can be used.

12. Cost Estimation and Sharing Expenses

Note: The following cost estimation is tentatively proposed by consultants, and not officially approved by JICA.

(1) Cost Estimation

The expenses for Component 3 (Pilot Project, training, manual development etc.) will be USD 1,182,373, including USD 873,159 for Pilot Projects which accounts for 74% of the Component 3 total expenses. Pilot activities include women's training, apprentices training at microenterprises, and short term vocational training at ISS. Among the three, short term vocational training at ISS accounts for the largest portion, USD 537,319. All the activities for Component 3 will be commonly carried out in each state, and consequently the cost is estimated equally among all three states. There will be some gap by the end of the project period, due to difference of number of trainees and equipment transportation cost.

(2) Sharing Expenses

Expenses for Pilot projects will be shared both by JICA and the Sudanese government (State

Government). The portion which the State Government will bear increases from 10% in the first year, to 15% in the 2nd year, 20% in the 3rd year, and 25% in the fourth year.

Table-8 : Sharing Expenses by JICA and the State Government

Institutions	Items to be shared
JICA	<ul style="list-style-type: none"> • Travel expenses for JICA experts, Expenses spent in Japan • Administration cost • Expenses for C/P training • Expenses for information system improvement, development of guideline and manuals
State Government/SMOH	<ul style="list-style-type: none"> • A part of Pilot Project expenses (The rate of sharing is set at 10% in the 1st year and increases by 5% every year to be 25% in the 4th year.)
Others (Federal Government)	<ul style="list-style-type: none"> • Subsidies for training conducted in the government training center

Table-9 : Annual expenses for Component 1 and expenses sharing by the State Government

Unit : US\$

	PY-1	PY-2	PY-3	PY-4	Total*
Pilot Project	394,165	277,257	201,587	150	873,159
Training	137,865	115,160	18,156	150	271,331
Development of Guidelines etc.	0	36,784	500	600	37,884
Total (A)	532,030	429,201	220,243	900	1,182,373
Amount of Activity Cost Shared by JICA (B)	492,316	388,620	179,248	855	1,061,038
Amount of Activity Cost Shared by 3 State Governments (C)	39,714	40,581	40,995	45	121,335
Ratio (C/A)	7%	9%	19%	5%	

13. Assumption and Risk Management

13-1. Assumption

(1) Precondition to Implement the Project

- Security of project sites (including Khartoum) is not extremely worsened. (State Governments can implement activities)

(2) Assumption to Achieve Overall Goal

- Each state makes use of lessons learned and recommendation of pilot projects
- Each state makes use of the operational framework and its relevant documents developed or amended through project activities
- Pilot project, the operational framework and its relevant documents are consistent with federal and state policies
- Contents of pilot projects, the operation framework and its relevant documents are approved by State Governments
- Resources of State Governments or other development partners (budget/ equipment/ human resources, etc.) are continuously provided.

(3) Assumption to Achieve Project Purpose

- Narrative management about project activities is conducted. (Even though personnel transfer is occurred, experience is transferred appropriately)

(4) Precondition to Implement the Project

- The Federal government does not change development policy.
- Drastic organizational reform and personnel transfer do not occur.
- State economy is not worsened by conflict
- The restriction on the movement of staff of implementing agency does not occur because of the deterioration of security.

13-2. Risk Management

In some parts of the target area of SMAP, armed conflict has been continuing and security situation is very fluid. In this situation, the dispatch of Japanese experts to the project area is restricted and project is basically managed with remote communication. Thus, early detection of problems and prompt action to solve them is a key point of the successful project management. Otherwise, the problem could be more serious and prolonged. In practice, it is essential to assume predictable risks and decide countermeasures as well as to share the information and the decision with people concerned including counterparts.

As of 2014, the expected risks and countermeasures are listed in the next pages. However, such risk management is needed to be update during the project implementation.

Table-10: Risks and Countermeasures in SMAP

<Risks on Achievement of Overall Goal, Other Impacts and Ripple Effects (Common Issues among All Components)>

Categories	Risks	Responses
Human Resources	After the completion of the Project, the activities supported by the Project are at a standstill because of the personnel transfer, etc.	A. During the project period, the situation of personnel transfers in implementing organization is monitored. As a result of monitoring, the exit strategies and action plans in the next years after the project are developed, considering the human resources in the organization at the end of the project.
Organizational Structure	After the end of the Project, the activities supported by the Project are at a standstill because of the organizational transform or changes of implementing agencies.	A. During the project period, the situation of organizational transformation is monitored. As a result of monitoring, the exit strategies and action plans in the next years after the project are developed, considering the organizational structure after the end of the project.
Financing	After the end of the Project, the activities supported by the Project are at a standstill because of a shortage of financial resources including the change of budget allocation by the change of policy priority area.	A. During the four year project period, portion of Sudanese local component on total expenses for pilot projects is increased gradually. B. The possibility of collaboration with other development partners is sought. C. Exit strategies are developed by the end of the Project in order to alleviate the negative influence of change of budget allocation by the policy change
Deterioration of security/ stability of political situation	Well-being (availability of public services, happiness of people living in Darfur, etc.) is reduced by deterioration of security and instability of political situation	Impossible to response
Negative impacts	Negative impacts on the natural environment are occurred.	A. It is examined in SMPC and JCC whether any concern is arisen or not. If confirmed, countermeasures are discussed in SMPC and JCC.
	Negative impacts on the social environment (land acquisition/ displacement of inhabitant) are occurred.	A. It is examined in SMPC and JCC whether any concern is arisen or not. If confirmed, countermeasures are discussed in SMPC and JCC.
	Negative impacts on well-being of people living in Darfur including the process of peace building and conflict	A. It is examined in SMPC and JCC whether any concern is arisen or not. If confirmed, countermeasures are discussed in SMPC and

	prevention are occurred	JCC.
Others	In spite of the fact that overall goal is achieved, the causal relationship between the Project purpose and overall goal is not clarified.	A. During the project period, achievement, outcome, direct and indirect impacts are proactively documented and visualized.

<Risks on Achievement of Project Purposes (Common Issues among All Components)>

Categories	Risks	Responses
Peace Building & Conflict Prevention	Some groups of inhabitants complain of the project activities such as “the activities are not inclusive”, “the activities do not take the peoples’ needs into consideration”, “the service is provided only to a certain group”, etc.	A. It is examined in SPMC and JCC whether any complaints are reported among people in Darfur. If confirmed, appropriate measures such as change, amendment, or cancellation of activities are considered after the reason behind such complaint and dissatisfaction among inhabitants is analysed.
Change of Development Priority	Capacity development is excluded from development policy priorities.	Least likely to occur
	Federal or state governments establish a different definition of “capacity of the government” from the one defined by the Project in federal or state development plan or strategies.	A. During the project period, the definition of “capacity” in federal or state development plan and strategies are monitored.
	Other development partner conducts a similar project and it causes confusion of the definition of “capacity of the government”	A. During the project period, the movement of other development partners is monitored with monthly report, SMPC and JCC. If necessary, consultation with other partners is conducted for the definition of “the capacity of the government” through the state governments.
Non-achievements of Project Purpose (Refer to the below for the issues of target of indicators)	Because planned outputs are not generated, the project purpose is not achieved. (Implementation failure)	*For risks in outputs, refer to the next page.
	In spite of the fact that planned outputs are generated, the project purpose is not achieved. (Theory failure)	A. Logic of PDM is re-examined. If necessary, the change or addition of the activities and inputs is made.
Target of Indicators for the Project Purposes	Before the end of project, it becomes clear that the achievement of project purpose is difficult. (It is recognized that target of indicators of project purpose is beyond the achievable level.)	A. The adequacy of indicators and their targets is re-examined. If indicators or their targets are found inadequate, they are amended.

		B. In the case that there is influence of unexpected factors on non-attainment of the project purposes, change of targets and addition of inputs and activities are discussed.
	Before the end of the project, the project purpose is achieved. (it is recognized that the target of indicators of the project purpose is too low.”)	A. The adequacy of indicators and their targets is re-examined. If indicators or their targets are found inadequate, they are amended. B. In the case that there is influence of unexpected factors on achievement of the project purposes, change of targets and addition of inputs and activities are discussed.
Others	In spite of the fact that all outputs and project purpose are achieved, the causal relationship is not clarified.	

<Risks on Achievement of Outputs (Common Issues among All Components)>

Categories	Risks	Reponses
Deterioration of security and instable political situation	Activities or function of implementing agencies are stopped or declined due to the deterioration of security in state capital. (Deterioration of pre-condition of project implementation)	A. JCC is organized in three months if problems are identified, and countermeasures are discussed. The activities in state where the problems are happened can be cancelled with approval from JICA. B. Activities can be limited to the training of staff of implementing agencies, if necessary.
	Pilot projects are cancelled or delayed due to the deterioration of security in pilot sites.	A. SMPC is organized in three months after problems are recognized and it is discussed whether activities in certain sites are cancelled or not. If possible, alternative sites are selected in order to achieve planned outputs.
	Visiting state capital by Japanese experts becomes impossible due to the deterioration of security in the state capital. It becomes impossible for Japanese experts to directly provide guidance and training to implementing organizations.	A. Plan is developed based on the assumption that Japanese experts do not go to the State capital since the beginning. B. A field office is placed in the state capital and full-time staff is appointed for activity management. In addition, the capacity of the full-time staff is strengthened in order to substitute the role of Japanese experts.
	Visiting state capital by Japanese experts is limited due to the social dislocations after the presidential election in 2015 such as demonstration, etc.	A. If activities are delayed, plan of operation is amended as soon as possible and is shared with STC, SPMC, etc. B. Management skills and knowledge of local staff are trained so that

		they can manage activities in State
Occurrence of natural disaster such as draught, flood, etc.	Activities are cancelled or delayed due to the limited access to pilot sites or due to the change in the prioritization on the emergency relief beyond project activities.	A. SMPC is organized in three months if problems are identified, and it is discussed whether activities in certain sites should be cancelled or not. If possible, alternative sites are selected in order to achieve planned outputs.
	Activities are influenced by irregular rainy seasons. (Access to some pilot sites may be impossible in rainy season.)	A. The influence of rainy season on the activity is taken into consideration at the planning stage. (However, as for accessible pilot sites, plan includes activities that will be implemented during rainy seasons.(water sector)) B. The beginning and ending of rainy season are grasped and plan of operation is amended promptly, if necessary.
Theft of vehicle and equipment	Activities are stopped because of the theft of equipment and vehicles necessary for the activities.	
Communication	The lack of timely reporting and underreporting from implementing agencies to SMAP Project office due to the remote communication results in worsening the identified problem or delaying further in the project activity.	A. Developing monthly reports is ensured. The format of monthly reports is designed to be simple enough to easily fill out with essential information.
	Remote communication limits opportunities/ frequency of contact among States, and between implementing organizations and SMAP Project office. As a result, understandings and consensus on the project scope can be diversified or fragmented, and then, a part of project activities can be delayed.	A. Project scope is confirmed repeatedly in SMPC and JCC. B. Project plan, rules, and other document related to the project scope are documented and shared among implementing agencies.
	Communication between SMAP Project office and state implementing organization becomes excessively dependent on management staffs/ executive staff. As a result, the information is not flowed to the practical members. It makes the activities delayed and/or ineffective.	A. The periodical meeting in state implementing organization is conducted thoroughly. In each state capital, SMAP Field Coordinator is allocated to support the implementation of periodical meeting.
	Activities are delayed because of the gap between project activities and federal government policy in terms of implementation methods and contents.	A. Participation of Federal organizations in quarterly SPMC is ensured. Or, during the period of SPMC, the opportunity of the consultation with federal organizations is provided in order to secure the information sharing
Organizational structure	Activities are stopped or delayed due to the administrative reform, organizational change, personnel transfer of implementing organizations, etc.	A. Information about organizational change and personnel transfer is collected through monthly report for early detection. In a case that the transfer of a core member of activities occurs, the

		orientation for a new comer is provided by SMAP Project office as soon as possible.
	Activities are delayed because of lack of coordination among relevant organizations (e.g. Waiting for approval, etc.) In particular, it might take more time for coordination in IDP camps.	A. Activities are adjusted based on the discussion not only with implementing agencies concerned, but also with different discussion channels such as SPMC, etc.
	In a case that implementation of a part of pilot project activities is outsourced to UN agencies, NGO, etc., activities or its effects are delayed or reduced due to the insufficient performance of outsourced organization.	A. The problem is solved at the early stage through the discussion between SMAP Project Office and the outsourced organization B. Plan of operation is amended if delayed.
Procurement of local contractor	The activities are delayed and its effects are reduced because of the shortage of skilled local contractors. (e.g. Construction of boreholes)	A. The inspection on procured equipment is conducted every year. In addition, training on procurement is provided in order to prevent problems.
Maintenance of procured equipment	The activities are stopped or delayed because the repair of equipment and procurement of spare parts are not practiced timely with appropriate costs (e.g. the camera/ transceiver for borehole, etc.).	A. Equipment that can be locally maintained is selected. B. SMAP Project supports the repair.
	Implementing organizations are not capable of fully utilizing procured equipment due to the lack of sufficient skills.	A. At the time of delivery, the training on the equipment use and maintenance is provided.
	The non-use of equipment lowers the effect because unnecessary equipment, or equipment with different specification, or damaged equipment due to the inappropriate inspection is procured.	A. Equipment that can be locally maintained is selected. B. SMAP Project supports the repair.
Financial issues	Activities are delayed due to the delay in disbursing the budget.	A. The State Ministries of Finance are consulted for the early projection of disbursement timing. B. SMAP Project Office lends the expenses temporarily.
	Activities are delayed and/or incomplete due to the shortage of budget of implementing organizations. (Facility or equipment)	A. The amount shared by implementing organizations is decided first, considering such possibility that the State Ministries of Finance cannot prepare a certain amount of local expenses all at once.
	Effects of training and efficiency of activities are reduced by low motivation of staff of implementing organizations that is induced by the delay of salary payment or the stop of salary increase.	A. Change of operation plan

<Risks and Countermeasures for Component 3>

Category	Risk	Countermeasures
Change in Priority Development Issue	Significant policy change or discovery of natural resources change economic structure of 3 Darfur states, which changes the labor needs	SEEC shall monitor the economic situation periodically and select training subject based on the economic priority
	Drastic change of political or cultural environment significantly transform the situation of women's working environment	Avoid radical training program for women, and select training subject that is widely accepted, in order to reduce negative impact
Deterioration of security situation, political instability	Cannot send TOT instructors to Darfur states due to conflict situation	Conduct TOT in Khartoum or nearby states
	Evening curfew disturb the training program conducted at ISS	Early morning or lunch time training could be considered
	Deteriorated security situation limit women's movement	Consider shorter training hours
Finance	Delay of local component and salary	A. Predict timing of expenditure at early stage and coordinate with SMoF B. SMAP pays temporary advance
Negative Impact	Trainees who cannot find employment feel frustrated against the society	A. Select the training subject in which human resource is more required in the economy/society B. Enhance employment/entrepreneurship support
	Certain groups make complain of the trainees selection, such as selection is not inclusive	Monitor complains through SEEC and SPMC. If complains are identified, take countermeasures such as revise of selection criteria
Communication	Periodical SEEC meeting is not organised	A. Capacitate field staff to support organising SEEC B. If there is no time for capacitating field staff, agenda will be developed by the project experts and national staff, and the field staff keeps the meeting record
	Necessary information is not provided appropriately and that delays the pilot activities (for example list of training materials is not provided in time and cannot purchase before training)	A. List of necessary materials should be developed together with training curriculum so as to avoid shortage/lack of materials B. Instruct training providers to periodically update the equipment/ raw material list so that the project can also monitor and control
Others	Other donors contract with the same training providers as SMAP-2 and implementation of training becomes delayed or not organised due to difficult coordination among the stakeholders	A. Coordinate with the other donors to avoid overlapping training period B. Consider an option of collaborative training with the other donors, and concentrate on capacity development of training providers

14. Work Plan and Deliverables

(1) Work Plan

The project will be conducted in four fiscal years, (fiscal year is from January up to December).

Activity schedule is as follows:

Table-11: Work Plan

[illegible]

(2) Deliverables

Component 3 has following deliverables throughout the project implementation period.

Table-12 : Major Deliverables and Timing

Deliverable	Timing	Responsible
Role and Regulation of SEEC	March 2015	SEEC
Pilot Activity Plan	February (annual)	SEEC
Pilot Activity Implementation Record	December (annual)	SEEC
Training program for Integrated self-employment training for women (1 st edition)	July 2015	SEEC, WU
Training program for Human resource development support for micro enterprises (1 st edition)	July 2015	SEEC, MEU
Training program for Short-term training for socially vulnerable people (1 st edition)	September 2015	SEEC, ISS
Case book on Employment and Entrepreneurship Services	May 2018	SEEC
State Employment and Entrepreneurship Strategic Plan	November 2016	SEEC

15. Sustainability of the Pilot Activities

(1) Policy

The sustainability of the Project can be considered as high at the policy level as the public services provided in SMAP-2 and the capacity building of government staff are highly related to the priority issues in the significant strategy of each sector (Health, water, and employment).

(2) Organization Structure of Implementing Agency

Not only the HCDG at federal level but also the Secretary General of three Darfur states, SMOH, SWC, SoME, and SMoF play a crucial role in this project. It is highly unlikely that these institutions get dissolved, considering the fact that they are the fundamental administrative organizations both at federal and state levels. Also, the drastic change within the responsible organization that provides universal public services through Pilot projects is unlikely to occur. Therefore, the organization structure of the implementation agency is expected to be sustained even after the Project, ensuring the utilization of the strengthened skills and knowledge.

(3) Knowledge and Skills

Based on the lessons learned from the Phase 1, SMAP-2 conducts the training in parallel with Pilot Projects and the monitoring of training to make sure the necessary skills are effectively acquired. The areas of skills focused in SMAP-2, namely planning, implementation, monitoring

and evaluation, are highly versatile. In other words, these skills can be utilized in the improvement of various public services after the Project. In addition, development of guideline and manuals by compiling the knowledge and lessons learned from the Pilot projects is expected to ensure the continuity of knowledge and skills as organizational knowledge even if the transfer or resignation of the staff occurs. Component 3 specifically, as long as there is learners (students and apprentices), knowledge on career development and business skills, as well as technical skills will be utilised.

(4) Finance

The Sudanese Federal Government is currently administrating the ultra-austerity budget. This has resulted in a huge decrease in the Development budget and the local allocation whereas Darfur states largely depends on the local allocation from the Federal Government and the financial assistance from the aid agencies (80-90%). As the improvement of this situation is beyond the scope of this Project, the provision of public services using the state budget might not be financially possible. However, in response to this issue of financial sustainability, SMAP-2 focuses on the strengthening of budgeting and accounting capacity of the implementing agency so that the cost-effective services can be provided. In addition, the project evaluation and public finance management of SMoF is also included in the training so that the necessary expenses can be allocated to the important service despite the limited state budget. In this manner, it is expected that the implementing agencies can secure a certain amount of budget to effectively provide services after the end of the Project.

Furthermore, it is necessary to consider the collaboration with other development partners, considering the continuity of service provision using the financial resources of other donors in order to maximize the effect of the Project. As some of the Pilot Project activities are in common with those planned by other development partners and Darfur Development Strategy. Therefore, such coordination that considers the continuity between the Pilot Projects and the projects of other development partners is important.

Appendices

1. JCC Members
2. List of Equipment
3. PDM of Component 3
4. Flow of Pilot Training

Appendix – 1. JCC Member List

Joint Coordination Committee Composition (Tentative)

a) Chair person

General Rapporteur, HCDG

b) Members

Representative of Higher Council for Decentralized Governance

Representative of State Ministries of Finance

Representative of State Ministries of Health

Representatives of State Water Cooperation

Representative of State Ministries of Education

Representative of State Employment and Entrepreneurship Promotion Committees

Representatives of JICA Sudan Office

Japanese experts for the project

c) Observers

Representative of Federal Ministry of Finance and National Economy

Representative of Federal Ministry of Health

Representative of Drinking Water and Sanitation Unit

Representative of Federal Ministry of General Education

Representative of National Council for Technical and Technological Education

Representative of Supreme Council for Vocational Training and Apprenticeship

Representative of Darfur Regional Authority

Representative of Embassy of Japan

Representatives of Other Development Partners

Others appointed by the Chairman

d) Japan Desk/ Secretariat of the Committee

Higher Council for Decentralized Governance will assign appropriate number of staffs as Secretariat of the Committee. The Secretariat will coordinate matters pertaining to the administration of the Committee.

Appendix – 2. Equipment List

NO.	Equipment Name	Equipment Plan			Existing Equipment by Phase 1			Planned Quantity			
		ND	WD	SD	ND	WD	SD	ND	WD	SD	Total
Automobile											
1	Spanner set	20	20	20				20	20	20	60
2	Ratchet set	20	20	20				20	20	20	60
3	Screw Driver set	20	20	20				20	20	20	60
4	Hammer	20	20	20				20	20	20	60
5	Vernier calliper	20	20	20				20	20	20	60
6	Measuring tape (convex)	20	20	20				20	20	20	60
7	Tool box (Automobile)	20	20	20				20	20	20	60
8	Potable electric drill	10	10	10				10	10	10	30
9	Portable disc grinder	10	10	10				10	10	10	30
10	Surface plate	5	5	5				5	5	5	15
11	Height gauge	5	5	5				5	5	5	15
12	On-Board Diagnostics	2	2	2				2	2	2	6
13	Working table	5	5	5				5	5	5	15
14	Cabinet with key	3	3	3				3	3	3	9
15	Start-up Kit (Automobile)	40	40	40				40	40	40	120
Welding											
1	Safety device	20	20	20				20	20	20	60
2	Tool box (Welding)	20	20	20				20	20	20	60
3	Electric welding machine	5	5	5	1	1	1	4	4	4	12
4	Gas welding set	5	5	5	1	1	1	4	4	4	12
5	Portable disc grinder	5	5	5	1	1	1	4	4	4	12
6	Working table	5	5	5				5	5	5	15
7	Cabinet with key	2	2	2				2	2	2	6
8	Start-up Kit (Welding)	40	40	40				40	40	40	120
Electricity											
1	Long-nose pliers	20	20	20				20	20	20	60
2	Screwdriver set	20	20	20				20	20	20	60
3	Insulated combination pliers	20	20	20				20	20	20	60
4	Wire crimping and stripping pliers	20	20	20				20	20	20	60
5	Soldering iron	20	20	20				20	20	20	60
6	Multimeter	20	20	20				20	20	20	60

7	Hammer	20	20	20				20	20	20	60
8	Adjustable wrench	20	20	20				20	20	20	60
9	Measuring tape	20	20	20				20	20	20	60
10	Diagonal pliers	20	20	20				20	20	20	60
11	Tool box (Electricity)	20	20	20				20	20	20	60
12	Cabinet with key	2	2	2				2	2	2	6
13	Start-up Kit (Electricity)	40	40	40				40	40	40	120
Micro enterprise apprentice training											
1	Start-up Kit (Automobile)	10	10	10				10	10	10	30
2	Start-up Kit (Welding)	10	10	10				10	10	10	30
3	Start-up Kit (Electricity)	10	10	10				10	10	10	30
Woman's Business											
1	Leather Craft	20	20	20				20	20	20	60
2	Food Business	20	20	20				20	20	20	60
3	Knitting	20	20	20				20	20	20	60
4	Cosmetic	20	20	20				20	20	20	60
5	Hair Dressing	20	20	20				20	20	20	60
6	Container Making	20	20	20				20	20	20	60
7	Cabinet with key	4	4	4				4	4	4	12

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Project for Human Resources Development for Darfur Phase II

Project Design Matrix (Employment/ Skills Development Component) (26th May 2014)

Project Period: January 2015 - December 2018

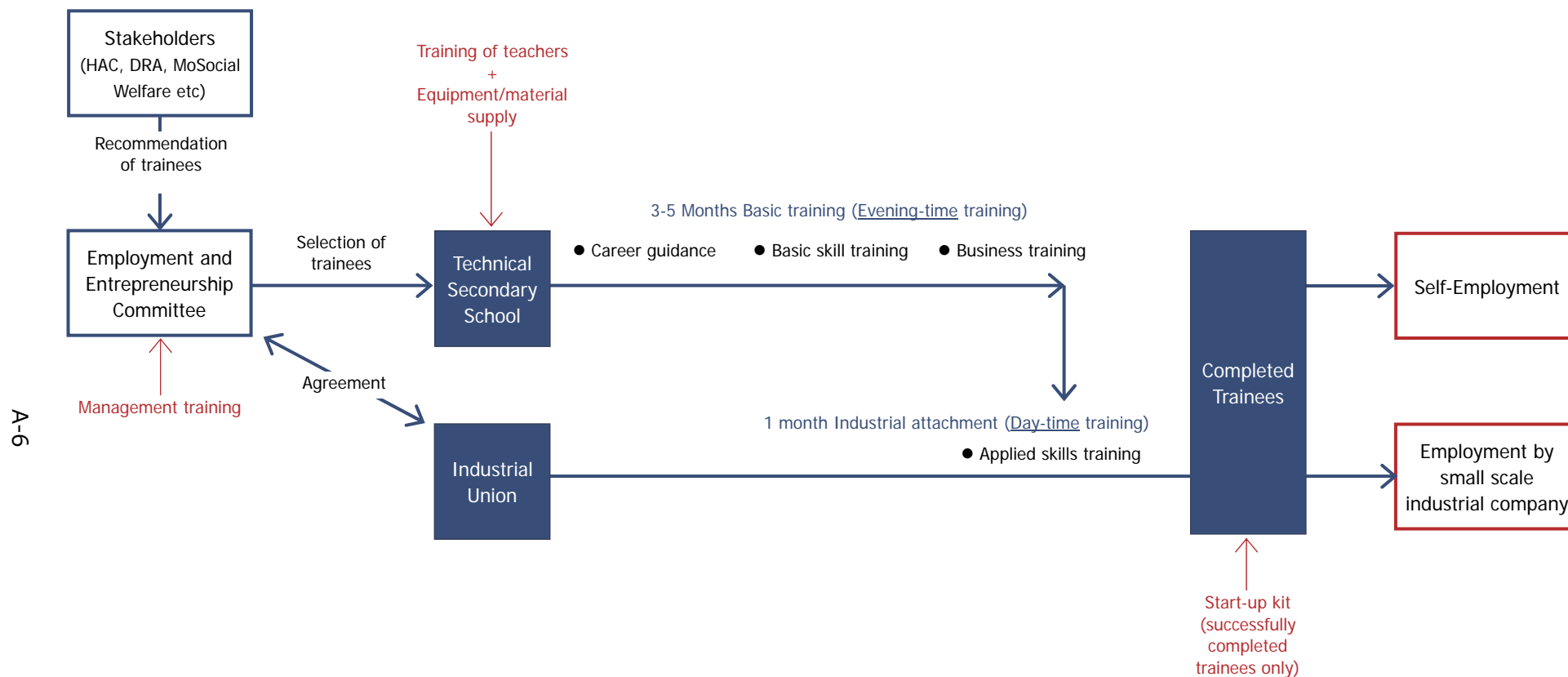
Target Group 1) People living in North Darfur state, South Darfur State, and West Darfur state

Target Group 2) Staff of State Government of North Darfur state, South Darfur State, and West Darfur state

Narrative Summary	Indicators	Verification Measures	Important Assumption
Super Goal Strengthening peace and stability of three Darfur states through improvement of quality of life of people in three Darfur States			
Overall Goal Public well-being is enhanced in three Darfur States (*Well-being is defined as conditions where public happiness, public trust and public services are fulfilled for the people.)	<p>(Common indicators among four components) o-1 Public happiness is increased o-2 Public trust on the government is promoted o-3 Satisfaction on public services is increased</p> <p>(Component specific indicators) jo-1 Diversified training program is available in three Darfur States jo-2 Number of training program implemented is increased in three Darfur States</p>	<p>Questionnaire survey/ focus group discussion Questionnaire survey/ focus group discussion Questionnaire survey/ focus group discussion</p> <p>Program implementation record of the training providers Program implementation record of the training providers</p>	
Project Purpose 1) Employment/ Skills Development program considering public needs are inclusively provided in pilot projects area 2) Institutional capacity of the State Governments in provision of employment/ skills development program is strengthened	<p>(Common indicators among four components) p-1. Selection process of the pilot areas become inclusive (include the most conflict-affected people and community, etc. into target groups with consideration for coexistence) p-2. Recognition of implementing agencies on public needs is improved (Contacts with community is increased, attitude of implementing agencies to community people become responsive from neglective, etc.) p-3. Capacity (to make the services efficient, transparent and peace promotion) of service providers perceived by stakeholders is improved</p> <p>(Component-specific indicators) jp-1 Public satisfaction on employment/ skills development program is increased in pilot areas jp-2 00% of women who participated the integrated self-employment training provided as pilot project start their business jp-3 00% of the apprentices who received training are hired and/or self-employed jp-4 Employment rate of the graduates of short-term training is increased by 00% jp-5. Pilot projects are implemented as planned jp-6. Vision and methodology of Employment and Entrepreneurship Promotion are recognized among stakeholders</p>	<p>360 degree survey with questionnaire Most Significant Change method</p> <p>360 degree survey with questionnaire Most Significant Change method</p> <p>360 degree survey with questionnaire Most Significant Change method</p> <p>Baseline survey, end line survey Baseline survey, end line survey Baseline survey, end line survey Baseline survey, end line survey Program implementation records Baseline survey, end line survey</p>	
Output 1 Planning and coordination skills necessary to conduct pilot projects in employment and skills development in consideration of public needs and inclusiveness are improved	<p>job-1.1 Periodical meeting of the State Employment and Entrepreneurship Promotion Committee is conducted job-1.2 State Strategic Plan for Employment and Entrepreneurship Promotion is developed job-1.3 Pilot project plan documents are developed job-1.4 Selection criteria is developed</p>	<p>Minutes of meetings</p> <p>State Strategic Plan for Employment and Entrepreneurship Development</p> <p>Pilot project plan documents Selection criteria documents</p>	<p>Federal government does not change policy for employment and vocational training significantly State government institutions do not change organizational structure largely State economy does not worsen badly Worsened security situation do not limit counterparts to participate trainings</p>

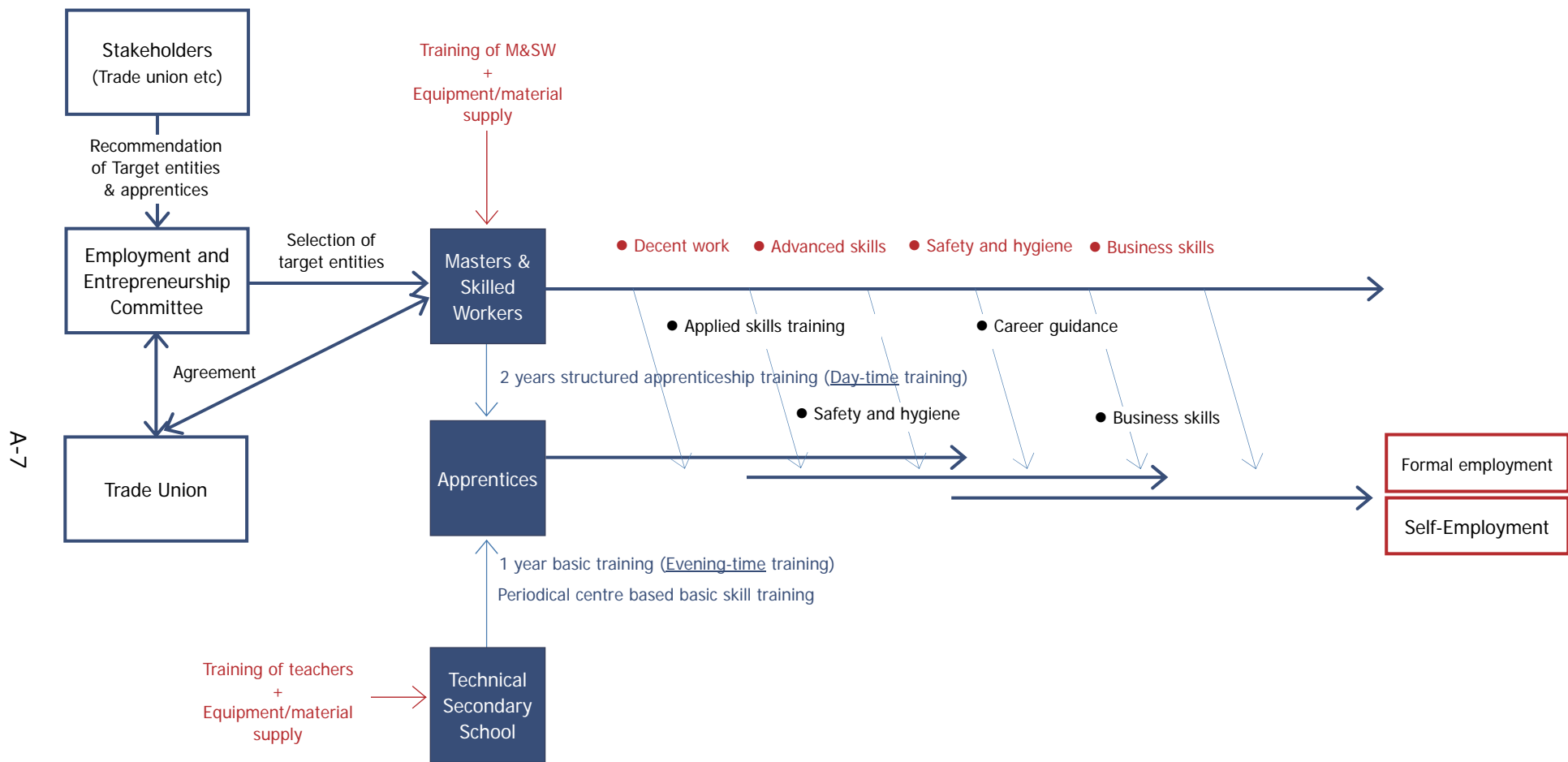
Output 2 Skills and knowledge of the State Governments on the management of pilot projects in employment and skills development with awareness for public needs and inclusiveness are improved	jop-2.1 More than 100 staff of State Ministry of Finance Department of Labor received training jop-2.2 More than 100 staff of State Ministry of Education received training jop-2.3 More than 100 staff of technical secondary school received training jop-2.4 Skills, knowledge and awareness of staff of SMoFs, SMoEs and technical secondary school are improved jop-2.5 More than 100 women receive training jop-2.6 100% of the training program participants are referred to microfinance institutions jop-2.7 Knowledge of women on entrepreneurship is improved jop-2.8 More than 100 apprentices trainers and apprentices are trained jop-2.9 Knowledge of apprentices is improved jop-2.10 More than 100 socially vulnerable people are trained jop-2.11 Knowledge of training participants is improved	Training implementation record Training implementation record Training implementation record Questionnaire survey/ Training evaluation report Training implementation record Program implementation record End of training questionnaires Training implementation record End of training questionnaires Program implementation/participants record End of training questionnaires	
Output 3 Operational framework of pilot project in employment and skills development is improved for public needs and inclusiveness	jop-3.1 Monitoring and evaluation is conducted periodically jop-3.3 Guidelines, which include the content of public needs and inclusiveness of public services, for skills development/livelihood improvement support is developed	Monitoring and evaluation report Guidelines for vocational training/livelihood improvement support	
Activities Activities for Output 1 1.1 Organize employment and entrepreneurship promotion committee 1.2 Conduct periodical meeting of employment and entrepreneurship promotion committee 1.3 Develop state employment and entrepreneurship promotion strategy 1.4 Plan pilot projects 1.5 Determine selection criteria for trainees Activities for Output 2 2.1 Conduct needs analysis of the staff of State Ministry of Finance, department of labor issues 2.2 Conduct needs analysis of the staff of State Ministry of Education 2.3 Conduct needs analysis of the staff of Technical Secondary Schools 2.4 Develop training plan for staff of SMoF department of labor issue, SMoE, and TSSs 2.5 Implement staff training for SMoF department of labor issue, SMoE, and TSSs according to the plan 2.6 Evaluate the effectiveness of trainings (Integrated self-employment training for women) 2.7 Conduct labor market survey for women's self-employment 2.8 Develop integrated training program for women's self-employment 2.9 Select program implementers 2.10 Implement integrated program 2.11 Conduct tracer study of the training participants 2.12 Conduct self-evaluation by the training implementers (Human resource development support for micro enterprises) 2.13 Conduct situation survey for apprentices training 2.14 Conduct training for apprentices' trainers 2.15 Conduct training for apprentices 2.16 Conduct monitoring and evaluation of these trainings (Short-term training for socially vulnerable people at TSSs) 2.17 Conduct labor needs survey 2.18 Develop curriculum and teaching materials 2.19 Implement short-term training 2.20 Conduct monitoring and evaluation Activities for Output 3 3.1 Evaluate effectiveness of pilot project trainings 3.2 Develop guidelines of skills development and livelihood improvement	Input 【Japan side】 1. Japanese Experts 2. Sudanese Experts 3. Necessary equipment 4. Trainings in Japan and third countries 5. Operational cost	【Sudan side】 1. Allocation of C/P ① Project Director for Employment Sector ② Project Manager for Employment Sector ③ Project Implementation Team Members for Employment Sector 2. Project activity place, facilities and equipment ① Facilities of SMoF and SMoE in each state ② Necessary equipment for trainings 3. Pilot project operation cost (partial share) 4. Others, such as salary and allowances	Precondition Security situation does not worsen significantly

Appendix – 4. Flow of Pilot Training



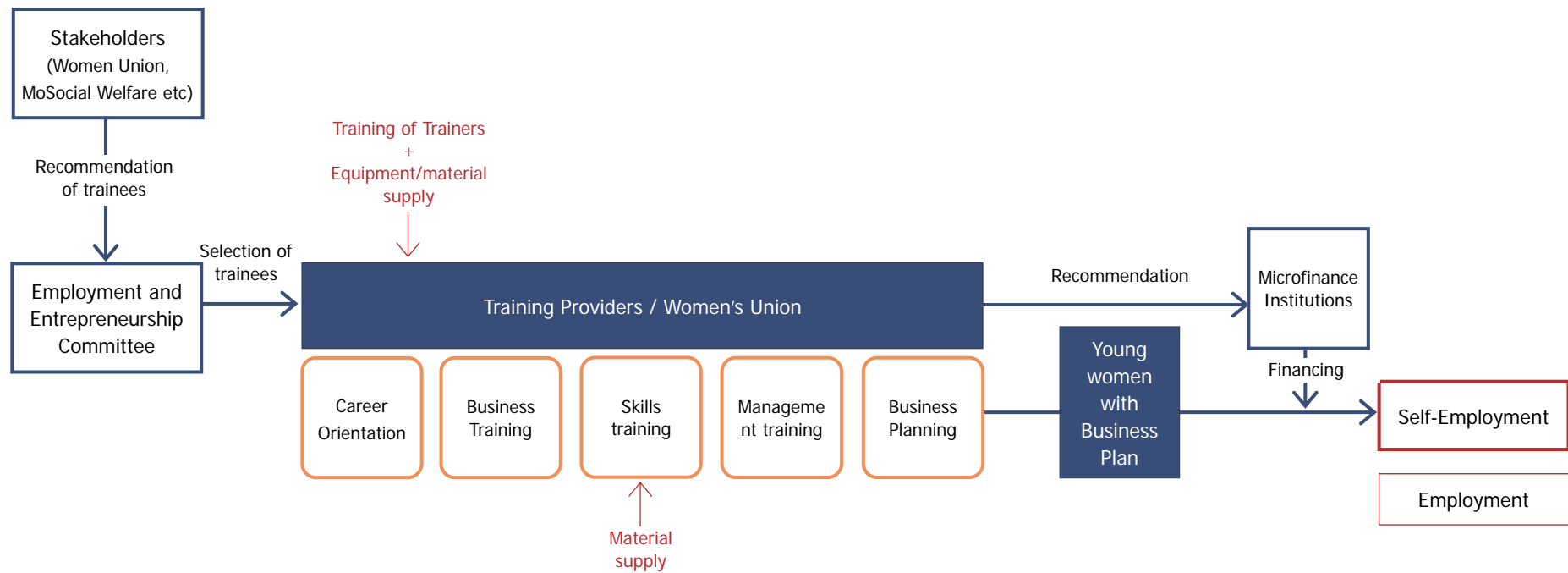
Structure of short-term basic skills training for socially vulnerable youth

Training courses: Welding and metal work, Auto-motive, Electricity and others



Structure of human resource development at micro enterprises

Training courses: Welding and metal work, Auto-motive and others



Structure of integrated women's entrepreneurship training for socially vulnerable women

Training courses: Leatherwork, food business, handicraft and others