Republic of the Sudan
Ministry of Labour and Administrative Reform
Supreme Council for Vocational Training and Apprenticeship

# Republic of the Sudan
# Project for Strengthening Vocational Training System targeting State Vocational Training Centres

# Project Completion Report

October 2021

Japan International Cooperation Agency (JICA)

Koei Research & Consulting Inc.
International Development Center of Japan Inc.

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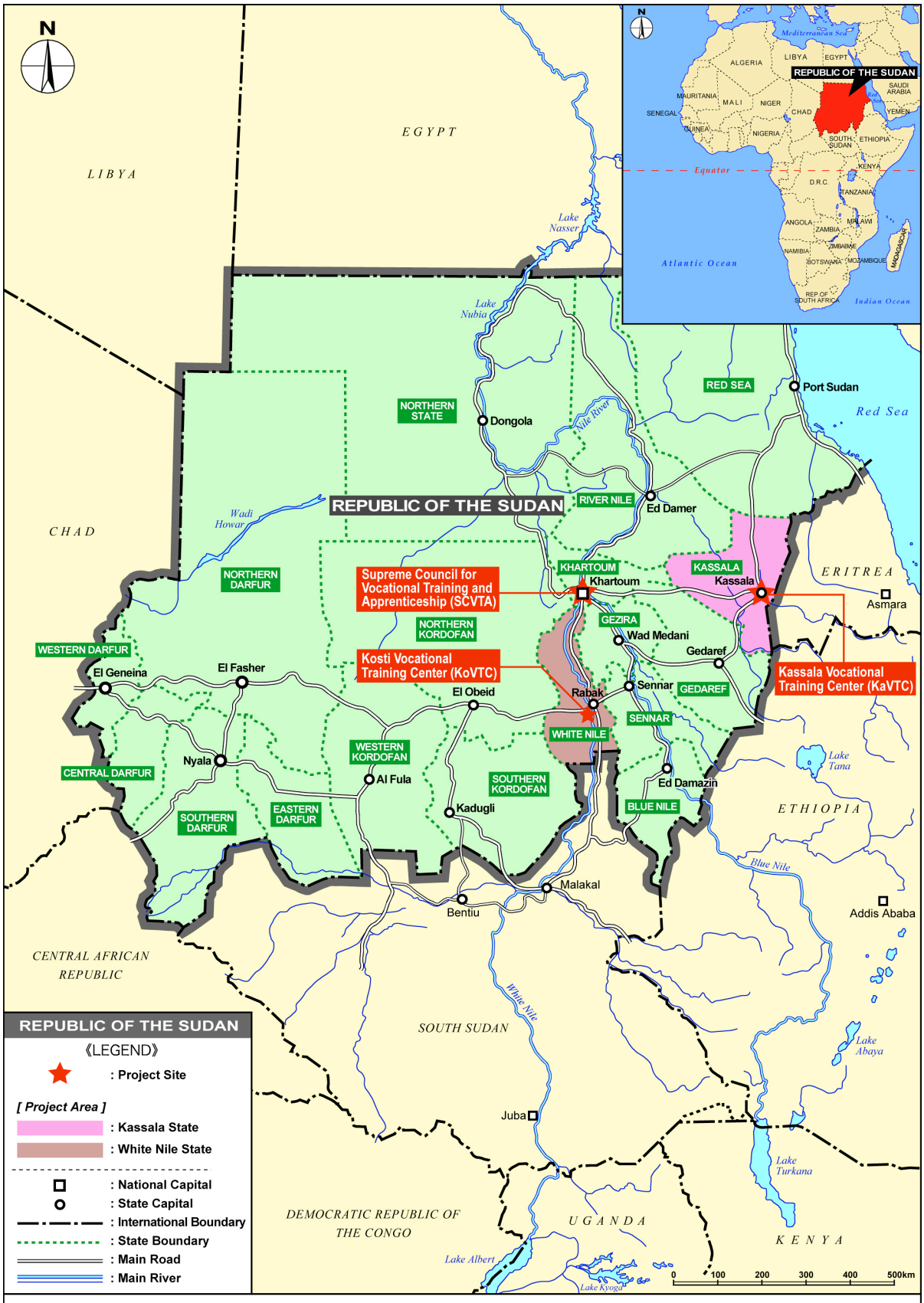
# MAP




MAP OF PROJECT SITE

# Photos of Project Scenes

## ■ Strategic Planning

National Emergency Strategic Plan
Kick-off Meeting

Strategic plan working team meeting with
Japanese expert (online from Japan)

Strategic Plan Meeting for Kassala State

Strategic Plan Meeting for Kosti VTC

## ■ Enhancing Managerial Capacity SCVTA-State Governments-VTCs

Organizational Management Training for
SCVTA Managers

SCVTA GEMS Task Team introducing the
VTC Operation and Management Guideline

SMOF and VTC in Planning and Budgeting
Training

SMOF explaining budget system in the at
GEMS joint monitoring meeting

## ■ Enhancing Communication between SCVTA-State Governments-VTCs

SCVTA Task Team working on Quality Monitoring and Assurance System (QMAS)

Vocational Training Forum /Official gathering of SCVTA, State Government & VTCs

StCVTA establishment explanatory workshop: SCVTA addressing importance of States' role

SCVTA staff, SMOF and VTC organized joint evaluation of annual plan performance

## ■ Improved 3-years Apprenticeship Diploma Course

Basic Coruse Curriculum Development Workshop (CUDBAS method)

Master Trainer Training on Basic Course (C-Clamp)

IPT orientation by the Trainees' Affairs officer following the IPT manual

IPT host company training: Companies are preparing the training plan for IPT trainees

## ■ Improved Short term Training Courses

TMC Team Experiencing CUDBAS development with a private company (CTC)

TMC team introducing the manual for developing short-term training courses at VTC

Engine control system TOT by the Master trainer (from KaVTC) and Japanese expert

Knowledge Share among the trainers. Trainer's role is usually taken by someone who participated in TOT or senior /skilled staff.

Training on technical drawing and sheet metal fabrication for incumbent workers at KaVTC

Training for Refugees (with UNHCR and NGO): Explaining engine system using a poster prepared through Knowledge Share activity

Short-term Training Course on leather craft for women at KaVTC

Alumni of the training formulated group to discuss business development

## Currency Equivalents

| | Mar. 2016 | Mar. 2017 | Mar. 2018 | Mar. 2019 | Mar. 2020 | Aug. 2021 |
|---|---|---|---|---|---|---|
| USD 1=JPY | 114.01 | 112.217 | 106.787 | 110.700 | 110.035 | 109.682 |
| USD 1= SDG | 6.070 | 6.404 | 29.3228 | 47.5000 | 55.0000 | 440.0349 |
| JPY 1 = SDG | 0.053245301 | 0.057068896 | 0.267088088 | 0.429087624 | 0.499840959 | 4.011915355 |
| SDG 1=JPY | 18.781 | 17.52268 | 3.641773636 | 2.330526315 | 2.000636363 | 0.249257502 |

Source: JICA rate, Central Bank of Sudan

## Sudanese Fiscal Year

1 January – 31 December (for both Federal and States)

## Sudanese Vocational Training Centres Academic Year

1 September – 31 August

## Abbreviations

| | |
|---|---|
| COVID-19 | Coronavirus disease 2019 |
| C/P | Counterpart |
| CUDBAS | Curriculum Development Based on Ability Structure |
| DG | Director General |
| EU | European Union |
| GEMS | The Project for Strengthening the Vocational Training System targeting State Vocational Training Center, (Genuine EMployable Skills) |
| GIZ | German international cooperation agency (Deutsche Gesellschaft für Internationale Zusammenarbeit) |
| ICT | Information Communication Technology |
| IDP | Internally Displaced People |
| ILO | International Labour Organisation |
| IPT | In Plant Training |
| ITTS | Institute of Training of Trainers and Supervisors |
| JCC | Joint Coordinating Committee |
| JICA | Japan International Cooperation Agency |
| JVTC | Jordanian Vocational Training Corporation |
| KaVTC | Kassala Vocational Training Centre |
| KoVTC | Kassala Vocational Training Centre |
| K-TOP | Capacity Development Project for the Provision of Services for Basic Human Needs in Kassala |
| M/M | Minute of Meeting |
| MOLAR | Ministry of Labour and Administrative Reform |
| NGO | Non-governmental Organisation |
| O&M | Operation and Management |
| 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 / Sudan Pound |
| SG | Secretary General |
| SMAP-II | Project for Strengthening Peace through the Improvement of Public Services in three Darfur States (SMArt Public service) |
| SMOF | State Ministry of Finance |
| SNS | Social Networking Service |
| SOP | Standard Operating Procedure |
| StCVTA | State Council for Vocational Training and Apprenticeship |
| TMC | Training Management Cycle |
| TOR | Terms of Reference |
| TOT | Training of Trainers |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNIDO | United Nations Industrial Development Organisation |
| VTC | Vocational Technical Centre |

# Republic of Sudan
# The Project for Strengthening the Vocational Training System targeting State Vocational Training Centres
# Project Completion Report

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ANNEX-6 : List of Products
ANNEX-7 : PDM
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# Chapter 1 Basic Information of the Project

## 1.1 Basic Information

### (1) Country

The Republic of Sudan

### (2) Project Name

The Project for Strengthening Vocational Training System targeting State Vocational Training Centers

### (3) Target States

Khartoum, Kassala State and White Nile State

### (4) Duration of the Project

February 2016 - October 2021 (68 months)

(Original Plan: February 2016 - February 2020 (48 months)

The duration of the project was extended twice since project activities were suspended due to external factors, security situation associated with the Sudanese Revolution, and COVID-19 pandemic. The details of the extension are explained in Chapter 2: History of PDM modification.

## 1.2 Background

In Sudan, vocational training has been recognized as a strategic tool to realize human resources development and economic growth through promotion of employment, which are set as national priorities based on a number of existing development policies of Sudan. However, at national level, the vocational training sector still lacks clear and comprehensive policies and strategies. This has resulted in delay in implementing key activities under the relevant national plans and has also caused challenges at the Vocational Training Centres (VTCs) such as outdated curricula, insufficient facilities and equipment, lack of administrative and management skills, lack of training skills of trainers, which are needed to meet the labour market needs and social needs.

In order to overcome these challenges, JICA has implemented the Technical Cooperation Project entitled “Strengthening Vocational Training System in Sudan" (hereinafter referred to as “Phase 1 project”) from January 2010 to January 2014, in collaboration with the Supreme Council for Vocational Training and Apprenticeship (SCVTA) as the counterpart (C/P). Through the Phase 1 project activities, SCVTA started to better grasp the actual situations of VTCs and their needs on the ground. These activities also helped SCVTA to strengthen its own capacity to provide technical support to State VTCs, one of the important responsibilities of SCVTA which is stipulated in the Vocational Training and Apprenticeship Act (2001).

In addition to the Phase 1 project, JICA has conducted technical support activities for Kassala VTC within the Technical Cooperation Project entitled “Capacity Development Project for the Provision of Services for Basic Human Needs in Kassala” (hereafter referred to as “K-TOP”) from May 2011 to April 2014. Kassala VTC, in close coordination with SCVTA, has improved its capacity in management of VTC as well as capacity in operation of vocational training courses. The process of the improvement of its capacity is considered to be a role model for other State VTCs.

In the above situation, the Government of the Republic of the Sudan (hereafter referred to as “GOS”) has requested the Government of Japan to extend its assistance aiming at strengthening capacity of SCVTA in assuming its responsibility to provide technical support to State VTCs.

Through the Project, by utilizing the results of the Phase 1 project and a potential role model, which is being developed at Kassala VTC, SCVTA is expected to extend technical support for the State VTCs such as Kassala and Kosti VTCs in order to improve their management capacity and the quality of their vocational training services.

(Background from the R/D)

## 1.3 Overall Goal and Project Purpose (from Record of Discussions(R/D))

### (1) Overall Goal

The ability to operate the vocational training at public vocational training centres (VTCs) is strengthened through the practice of an improved vocational training system*

| |
|---|
| * An improved vocational training system is a mechanism to improve the VT services at the public VTCs under the technical support from SCVTA and the administrative support from the state government. This indicates an improved vocational training model, and is a package of techniques and knowledge on<br>1) PDCA implementation of training courses such as the curriculum development based on the needs survey, planning/Implementing/monitoring of model courses, and course evaluation, and<br>2) school management such as the preparation of mid-term strategy/annual action plan, the provision of follow-up support for VTC's alumni, establishment of database on trainees, promotion of socially vulnerable groups, maintenace of equipment and machinery and employment promotion activities, and<br>3) TOT (pedagogy and technical skill) aimed at improvement of trainers skills and knowledge. |

### (2) Project Purpose

The improved vocational training system for targeted State VTCs is established

### (3) Outputs

Output 1: The function of SCVTA to provide technical support for State VTCs is strengthened

Output 2: State Government function to administratively support the State VTCs is strengthened

Output 3: The ability to manage and operate VTC at the 2 pilot VTCs [Kassala VTC (KaVTC) and Kosti VTC (KoVTC)] is strengthened through the administrative support from the State Government and technical support from SCVTA

*Output 2 was added in 2018 after agreeing in the 3rd JCC. (See Chapter 2 Section 2-3 History of PDM Modification.)

## 1.4 Project Approaches

### 1.4.1 Basic Approach

A number of projects have been implemented by various aid agencies, including JICA in the area of vocational training in Sudan. The major achievement of these projects is the improvement of the trainers' capacity. On the other hand, despite vigorous past attempts to introduce improved vocational training services, many of these efforts have turned out to be not sustained. One of the reasons for this is the severe shortage of government budget, which deprives chance for innovations. Being unable to cover the minimum required costs for the training, the staff of VTC and SCVTA are discouraged to undertake reforms. As a result, training services remains the same for many years, and the trainers trained through various projects cannot exercise their skills and knowledge in the training. Given the current situation in Sudan, it is unlikely that the financial position of the SCVTA/State VTC will improve anytime soon. Improvement is not made without funds. Understanding that the improvement of the vocational training system is a long-term commitment, GEMS supported the SCVTA, the state government and the state VTCs under the policy below:

- To expand opportunities for SCVTA and VTC staffs trained in previous projects to play an active role in the vocational training system.
- To secure adequate resources for implementing training at the public VTCs other than the government budget.
- To mobilize resources by strengthening the SCVTA and VTC's partnerships with the private sector and donors.
- To consider expanding not only formal mechanisms (which often involve expenses), but also informal practices that can lead to improvements in training services.
- To ensure that the outputs of GEMS (human resources, material, systems) are passed on to other partners and contribute to continuous improvement.

### 1.4.2 The Vocational Training System Which GEMS Aims to Establish

The improvements of public vocational training services are often unsustainable when only the capacity of a VTC is strengthened. This is because the management of public training institutions including its mission, training services, resource allocation, etc. is usually determined by higher

authorities and the institution's role is limited. Thus, the project recognized that the challenges of vocational training services are the challenges of the vocational training administration system and that the process of service provision has to be holistically optimized to improve the training quality. ISO 9000 defines the management system as “set of interrelated or interacting elements of an organization to establish policies and objectives, and processes to achieve those objectives. Following this idea, the basic idea of GEMS is to improve vocational training system through enhancing the capacity of SCVTA, state governments and state VTC, who play the vital roles in this process, and creating a process flow of improved vocational training services by strengthening the links between these institutions. The figure below illustrates this concept.

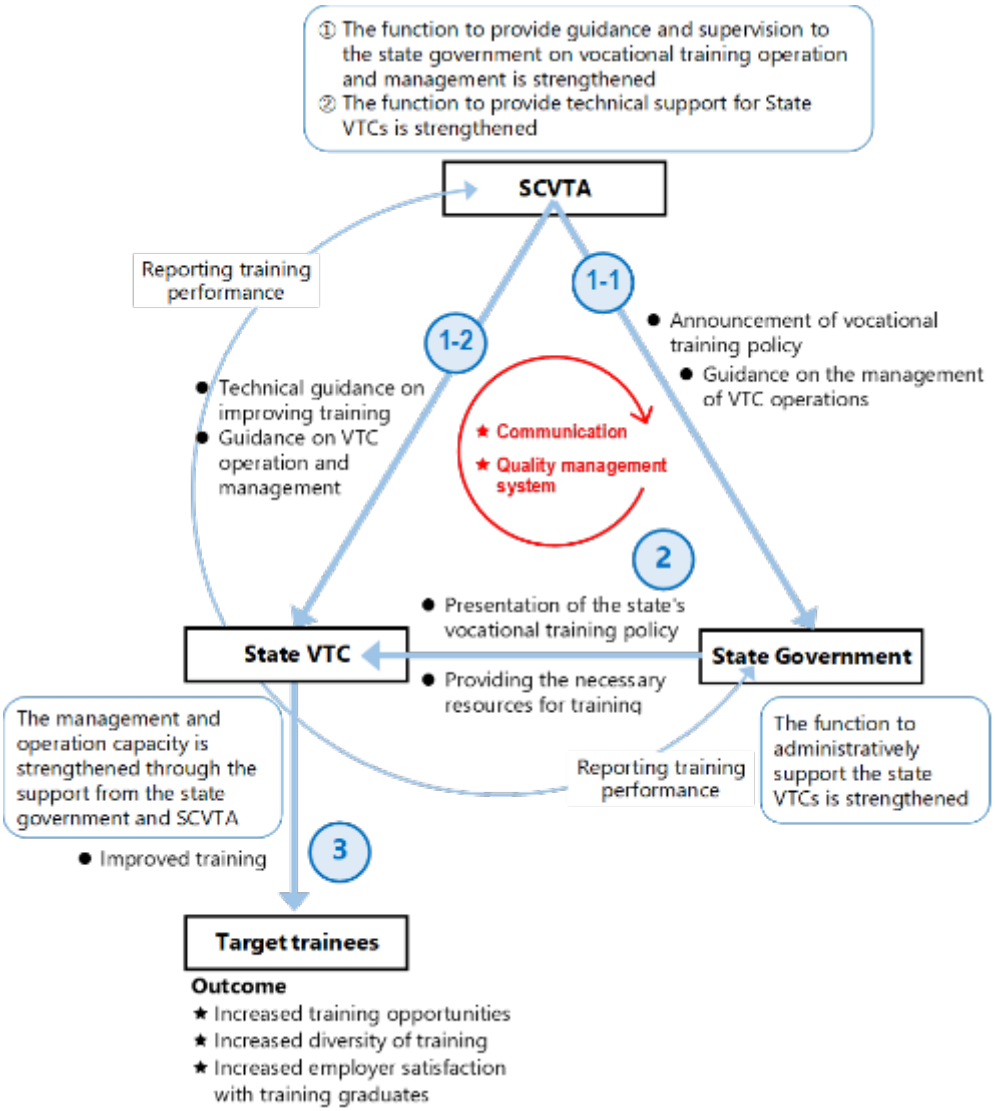



**Figure 1-1 Conceptual Diagram of the Improved Vocational Training System**

### 1.4.3 Elements of the Improved Vocational Training System

An improved vocational training system functions with the development of the tools necessary for SCVTA, the state government and state VTC to fulfil their respective roles, and with the training of personnel who are equipped to use these developed tools. The components of this system are listed in the table below.

#### (1) SCVTA's Technical Guidance

○ Guiding role toward State Government **(1-1)**: Enhance state government capacity to manage state owned VTCs

| Role | Tools | Means |
|---|---|---|
| Announce National Vocational Training Policy | SCVTA strategic plan | • Coordination between state officials and vocational training departments<br>• Regular meetings with the state government<br>• Training of state officials<br>• Training of SCVTA staff to guide the state government |
| Support establishing vocational training governance structure at states | Guideline for Establishing the State Council for Vocational Training and Apprenticeship | |
| Enhance capacity of the state government officers | Handbook of Vocational Training System in Sudan | |
| Enhance capacity of the state government officers to manage the state VTCs | VTC operation and management guideline | |

○ Guiding role toward State VTC **(1-2)**: Enhance state VTC's capacity to manage and run vocational training services

| Role | Tools | Means |
|---|---|---|
| Announce National Vocational Training Policy | SCVTA strategic plan | • Regular meeting with VTC through VT forum<br>• Training of VTC officers on VTC management<br>• Training of Trainers on training skills<br>• Training of Master Trainers |
| Regulate management and operation of VTC | • Handbook of Vocational Training System in Sudan<br>• VTC operation and management guideline | |
| Develop model training course | Training Course Development Manual | |
| Develop and provide training material | • Curriculum<br>• Textbook | |
| Training of Trainers | • Training Manual<br>• TOT Materials | |

#### (2) Enhance Capacity of State Government to Manage VTC ②

| Role | Tools | Means |
|---|---|---|
| Announce State Vocational Training Policy | State's Vocational Training Strategy | • Annual meeting with VTC for the evaluation of the |

| | | |
|---|---|---|
| Establish the vocational training governance system | Guideline for Establishing the State Council for Vocational Training and Apprenticeship | performance and planning<br>• Regular meeting with VTC on VTC management |
| Provide resources necessary to conduct vocational training | VTC O&M guideline | |
| Approving the financial autonomy on income generation | Decrees or notification on the financial autonomy of the state VTCs | |
| Monitor the VTC according to the strategic plan | • VTC annual performance report<br>• QMAS guideline | |

### (3) Implement and Improve Vocational Training Service at VTC ③

| Role | Tools | Means |
|---|---|---|
| Announce State VTC Training Policy | State VTC's strategy | • Regular VTC administrative council meeting<br>• Formal / informal meeting with stakeholders<br>• Internal TOT |
| Manage and operate VTC | VTC operation and management guideline | |
| Deliver short-term training courses | • Manual for developing short term training course<br>• Short course model curriculum | |
| Provide the 3-year apprenticeship diploma course (national certificate course) | • Basic course curriculum with TOT<br>• In-Plant-Training (IPT) guideline<br>• IPT host company training manual | |
| Training of Trainers (Internal) | Training manual | |

### (4) Strengthening the relationship and cooperation between SCVTA, state governments and VTCs

| Role | Tools | Means |
|---|---|---|
| Joint monitoring | • VTC annual performance report<br>• QMAS guideline | VT forum |

## 1.5 Implementing Agency

### (1) Sudanese Counterpart (C/P)

Federal Government: SCVTA

State Government: Kassala State Ministry of Finance (SMOF), White Nile SMOF

State VTC: KaVTC, KoVTC

**(2) Responsible Top Management of the Project (Sudan Side)**

○ Project Director

Secretary General, SCVTA General Secretariat

○ Project Manager

Director General, Planning and Policy

**(3) Implementing Structure**

○ **SCVTA**

- Provide technical guidance to the State VTC
- Guide and supervise state government to administer the state VTC

○ **State Government**

Supervise and provide administrative support to the state VTC

○ **State VTC**

Manage VTC and deliver vocational training services

○ **Task Teams**

Temporal teams formed at SCVTA to implement the project activities. 3 teams were formed.

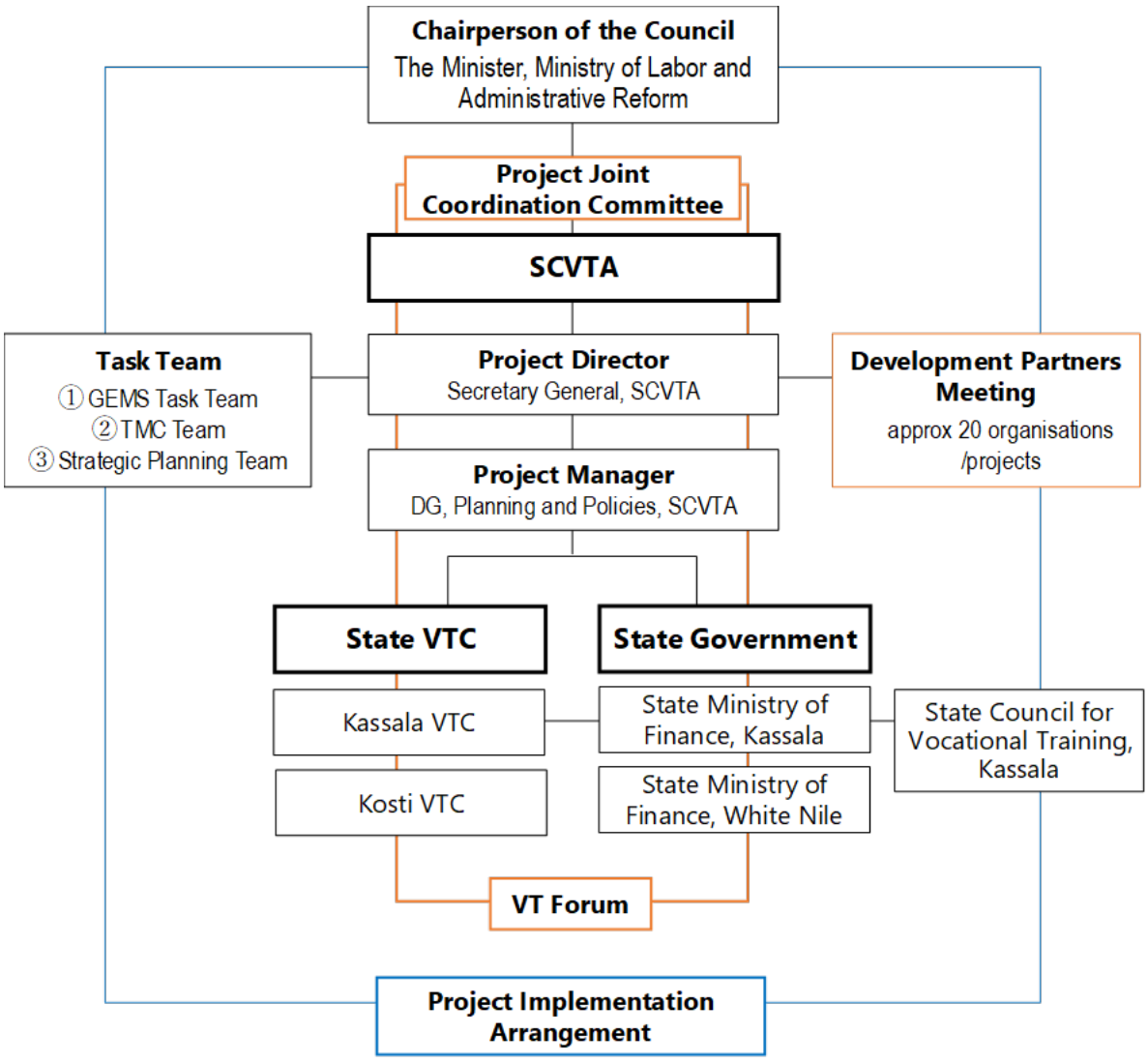
① GEMS Task Team, a focal group in charge of planning, implementation, and monitoring of the GEMS activity

② TMC Team (Training Management Cycle) (Development of training materials)

③ Strategic Plan Working Team (Development of the SCVTA's strategic plan, state government strategic plan, and VTC's strategic plan)

○ **Development Partners Meeting**

A monthly meeting for a informal exchange of information and views on recent developments between SCVTA and its development partners and on various topics concerning vocational training. It is chaired by SCVTA and attended by 20 projects and organisations, mainly donors and NGOs.




*Orange box indicates meeting platform

**Figure 1-2 GEMS Project Implementation Arrangement**

# Chapter 2 Results of the Project

## 2.1 Results of the Project

### 2.1.1 Input by the Japanese side (Planned and Actual)

**(1) Amount of Input by Japanese Side:**
561 million JPY

The total project expenditure increased by approximately 10% from the original estimate of JPY 500 million. This reflects the increase of the scope of work of the experts and the increase in general service costs due to the extended duration of the project (Detail is explained in Chapter 3 "Efficiency").

**(2) Experts Dispatch**
During the project period, JICA dispatched total 11 experts in 10 titles such as Team Leader /Vocational Training Management, Training Planning. And Social Inclusion. (See Annex 1 List of Experts). Assignment period of these expert was total 106.59 person-month (p-m), increased by 16.1 p-m from the original plan 90.08 p-m.

This change was mainly due to the additional workload caused by the remote operations responding to the COVID-19 pandemic and the additional task of developing the Handbook for Vocational Training System in Sudan (See Section 2.3 History of PDM Modification and Chapter 3 "Efficiency").

**(1) Counterpart Training**

**1) Training in Japan**
JICA dispatched total 5 staff to the Knowledge Co-Creation Program (group training) in Japan. The attendees are: 2 persons from SCVTA, 2 persons from Kosti VTC and 1 person from Kassala VTC. (See Annex 3 List of Training)

**2) Third Country Training**
A third-country training course in Jordan was organised in 2018 with the aim of learning from a case of the vocational training administration system (host institution: Jordan Vocational Training Corporation). Total 13 members, 5 from SCVTA, 3 each from KaVTC and KoVTC, and 1 each from Kassala SMOF and White Nile SMOF joined the training. (See 2.1.3 (5) 3) Third Country Training)

**3) Training in Sudan**
A total of 13 management related training and a total of 44 technical skills training including pedagogy training were organised, and total 637 persons attended. (See Annex 3 List of Training)

### (2) Facility and Equipment

JICA contributed approximately 875,000 USD for KoVTC's facility and equipment. The project also procured the equipment necessary for project activity (computers, projector, etc) and training equipment (tractor, welding machine, etc) (total 4.8 million JPY)

**Table 2-1 Facility Construction**

| Item | Price | Procured by |
|---|---|---|
| Construction and rehabilitation of workshops at KoVTC | USD 671,042.53 (JPY 78,237,086*) | JICA Sudan Office |
| Equipment for KoVTC | USD 204,096.94 (JPY 21,794,900*) | JICA Sudan Office |
| Other equipment necessary for the project activity | JPY4,845,000* | GEMS project |

Note: * Actual expenditure in JPY
Source: JICA Project Team

### (3) Overseas Activity Cost born by JICA

Above mentioned construction and equipment for KoVTC was born by JICA's overseas activity cost (approximately 100 million JPY).

## 2.1.2 Input by the Sudanese side (Planned and Actual)

### (1) Counterpart Assignment

Total 25 persons were assigned.

The five C/P agencies allocated necessary C/P to implement the project activities. (See Annex 2 List of Counterparts)

**Table 2-2 Assignment of Counterpart by Agency**

| Agency | Number | Remarks |
|---|---|---|
| SCVTA | 16 | Project Director<br>Project Manager<br>Deputy Project Manager<br>Task Team (13) |
| State Government, Kassala | 2 | SMOF (1)<br>Kassala State Council for Vocational Training and Apprenticeship (Kassala StCVTA) (1) |
| SMOF, White Nile | 1 | SMOF |
| KaVTC | 3 | Director<br>Assistant Director for Training Program<br>Assistant Director for Administration and Finance |
| KoVTC | 3 | Ditto |

Source: JICA Project Team

### (1) Provision of Office, Etc.

#### 1) Khartoum Main Project Office

SCVTA constructed additional floor at its main office building in 2016 to use it as the project office and a meeting room. Utility cost was covered by SCVTA.

### 2) Field Office

KaVTC and KoVTC prepared a room as project office. Utility cost was covered by the two VTCs.

### (2) Financial Input of the Counterpart

SCVTA prepared SDG4.98 million (at disbursement, excluding 2021), and covered a part of the project operational cost, which include transportation, allowances, and meeting cost.

**Table 2-3 SCVTA's Development Budget for GEMS Activities (SDG)**

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Approved | 1,520,922 | 919,155 | 755,870 | 697,650 | 1,555,587 | 3,119,062 |
| Disbursed | 1,117,844 | 619,432 | 776,347 | 641,091 | 1,833,084 | - |

Source: JICA Project Team based on SCVTA's report

As for the two states, the cost of travelling (transportation and allowances) to Khartoum and other states, as well as the accommodation for SCVTA staff when they travelled to Kassala or Kosti was covered by the two SMOF. The White Nile State also contributed to the establishment of the fence around the VTC area and repainted the offices.

## 2.1.3 Activities

### (1) Preparatory Activities

The preparatory activities were implemented as planned and no significant changes were made.

**Table 2-4 Status of Preparatory Activities**

| Activities | Status | Remark |
|---|---|---|
| 【0-1】Implement a project baseline survey | Completed | • The GEMS Task Team interviewed each department of the two pilot VTCs to understand current situation of the VTC's management. The survey identified the lack of written guidance for VTC operation and management and appropriate management structure such as management meeting.<br>• The GEMS Task Team conducted customer satisfaction survey to understand how SCVTA's technical guidance is recognized. According to the survey, it was found that there is lack of information on SCVTA's and vocational training direction (policy or strategy), and the lack of information sharing among SCVTA offices.<br>• These survey results were shared with the C/P and, the C/P agreed on developing needed manuals for standardizing VTC's operation and management. |
| 【0-2】Conduct vocational training needs survey | Completed | • Two pilot VTCs conducted a tracer study of the VTC graduates in 2016. Most of KoVTC graduates (40%) were engaged in national service. For KaVTC, 54% graduates found job and 25% were preparing to continue studying.<br>• Both VTCs carried out visits to companies of industrial area, local NGOs and women's unions in their states in 2016 in order to assess their training needs. This kind of surveys were conducted with interviews or workshops continuously throughout the project period.<br>• The needs survey result was reflected in the short-term |

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| | | training course plan and equipment procurement plan (Kosti VTC) as well as the staff's TOT plan.<br>• Through the series of activities, the VTC trainers recognized the importance of regular communication with the industry and beneficiaries. |
| 【0-3】Review the outputs of phase-1 of the project | Completed | • GEMS team reviewed the outputs of the phase-1 by analyzing previous project reports and interview with the C/P.<br>• One of the outcomes was human resource development, with the C/P of phase 1 still playing a key role in vocational training services.<br>• On the other hand, the dissemination of training materials (such as revised curricula and manuals) was confirmed to be limited. |

Source: JICA Project Team

### (2) Activities for Output 1

Activities for output 1 was designed to prepare SCVTA's institutional capacity to provide technical support to the VTCs operated under the state government. The essential roles of SCVTA are to develop and disseminate the necessary policies and systems (regulations, manuals, training materials) to ensure consistent and standardized training services throughout the country, and to monitor and evaluate the VTC's operations based on the policies and standards.

The baseline survey illustrated that the VTCs were operating without written guidance, and thus the operation was relying on the personal experience of the managers. Although SCVTA, who hold the central role, had a number of regulations, they were outdated, and some were simply not known even to the staff of SCVTA. Furthermore, there was a lack of data in general that allows SCVTA to make adequate policy or strategy.

To overcome such challenges, the project set 6 key activities and they were all completed by the end of the project. However, some activities were implemented with delay due to external factors such as COVID-19 or to avoid duplication of activity timing.

**Table 2-5 Activities and Progress for Output 1**

| Activities | Status | Remark |
|---|---|---|
| 【1-1】Establish a mechanism to monitor the pilot state VTCs and to report the result among SCVTA | Completed | • SCVTA assigned the GEMS Task Team to conduct monitoring of the GEMS activities at the target VTCs. The Task Team conducted monitoring topic by topic, such as VTC operation, basic course progress, short term training courses results. The Task Team prepared reports based on the visits.<br>• The Task Team developed the Quality Monitoring and Assurance System (QMAS) Guideline reflecting these experiences.<br>• The GEMS Task Team produced the monitoring report 2020 (VTC's annual performance report) following the QMAS Guideline. The Statistics and Information officer from the Directorate of Planning and Policies also participated.<br>• The performance report was published and delivered not only |

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| | | among SCVTA but to all the VTCs via email and through VT forum in order for sharing information【1-5】.<br>• Directorate of the Planning and Policies is aware and leads the QMAS activities. |
| 【1-2】Develop SCVTA's strategic plan | Completed | The SCVTA's strategic plan was originally drafted in 2016, following a strategic planning workshop, but its final completion has been delayed until 2021. This was due to the following reasons:<br>• UNESCO announced to develop a TVET policy for Sudan in 2016. After consultation with them, SCVTA discussed with Japanese experts and decided to prioritize the development of a TVET policy in order to ensure consistency between the policy and the SCVTA's strategy. SCVTA and Japanese experts also assisted in the development of the TVET policy (participation in workshops, making recommendations, aligning strategies, etc.).<br>• The TVET policy and SCVTA strategy development was interrupted due to the political unrest that started in 2018.<br>• SCVTA with Japanese experts initiated the preparation of a SCVTA Emergency Strategic Plan with strategic objectives aligning with the new government's priority policy of "youth employment" in the end of 2019.<br>• SCVTA assigned 5 members as strategic plan working team in the end of 2019, and since then, the team members conducted meetings twice every week.<br>• Especially in the year 2020, the work was progressed with inefficiently under the constraints of the activities due to the COVID-19 pandemic and also the remote operation of the project from Japan. The strategic plan working team however continued passionately through SNS and online meetings.<br>• The SCVTA's strategic plan working team concluded the draft emergency strategic plan in July 2021. Then, the working team visited 5 federal VTCs under SCVTA's direct supervision and the pilot two centres to disseminate the contents of the emergency strategic plan.<br>• The SCVTA's emergency strategic plan 2022-2024 was approved by the Minister of Labour and Administrative Reform (MOLAR) in September 2021.<br>• The first draft version produced in 2016 was used to guide the activities of the VTCs and the target VTCs have produced their own strategic plans. Therefore, although the development of the first version discontinued at one point, this did not leave a negative impact on the project activities. |
| 【1-3】Prepare the annual action plan and budget for SCVTA | Completed | • GEMS and SCVTA discussed the annual project activity plan, and prepared budget plan every end of the year since 2017.<br>• With the development of the SCVTA's emergency strategic plan 2022-24, SCVTA prepared action plan and necessary budget to implement the strategic plan. |
| 【1-4】 Standardize the State VTC's | Completed | • GEMS planned to develop supporting tools for SCVTA to enhance VTC's operation and management, training development, teaching skills, and social inclusion at the commencement. All the key guidelines and manuals are |

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| management and training management by developing manuals, guidelines and standard for VTC staff recruitment | | prepared. And the SCVTA staff were trained to be able to deliver these tools effectively, through on-the-job (OJT) and classroom trainings.<br>• Based on the baseline survey, GEMS Task Team developed the VTC operation and management guideline. The GEMS Task Team introduced the guideline and advised the VTCs how to adopt the guideline.<br>• Based on the urgent needs from SCVTA and VTCs, the basic course curriculum and teaching materials (4 months initial training program of the 3-year apprenticeship diploma course) were also developed. SCVTA technical affairs staff, guided by Japanese expert, conducted the curriculum development workshops, and also developed "Standard Operation Procedure (SOP)"[1] for the practical training. Training of master trainers was also conducted for the practical training using the SOP by the Japanese expert. The trained master trainers delivered the TOT at the two centers and later on made monitoring visits.<br>• SCVTA also introduced the In-Plant-Training (IPT) manual, adopting the IPT manual of KaVTC (K-TOP product). SCVTA staff made visits to some VTCs in Khartoum and learned their experiences. SCVTA revised the IPT manual reflecting these good practices. The methodology of preparing host companies to be good training providers, which was developed by the other JICA project[2], was also integrated.<br>• SCVTA assigned Training Management Cycle (TMC) Team. The team was trained by the Japanese expert on developing training materials necessary to conduct courses. The team also developed various SOP for practical training in collaboration with the private sector. By consolidating these experience, the team developed a manual for developing a package of short-term training course and gave training at the pilot VTCs.<br>• SCVTA recognized the importance of the roles of the state government and promoted establishment of the state council for vocational training and apprenticeship (StCVTA) through the project activities. StCVTA establishment guideline was therefore prepared and distributed to all the states through the Federal Governance Chamber (then). SCVTA organised an explanatory workshop on the establishment of StCVTA using the guideline on StCVTA inviting the states which are motivated to establish the StCVTA in 2018.<br>• SCVTA staff members are trained to be able to give training on these standardization tools. |
| 【1-5】Hold the vocational training forum to share the monitoring result and promote a knowledge-sharing | Completed | • The VT forum was planned annually, and actually conducted in May 2016, October 2018 and September 2021.<br>• For 2017, the VT forum was planned with a theme of the role of state government. This was postponed due to some logistical issues and eventually conducted under different title "StCVTA establishment explanatory workshop" in July 2018. The workshop was conducted in collaboration with SMAP-II |

[1] Standard Operating Procedure: SOP for vocational training is one of the tools to facilitate and standardize the practical training. The SOP illustrates the standard job flow, which includes: necessary tools and equipment, steps to follow to complete a job, key points of each step, reasons for the key points, and time to complete the job.

[2] The Project for Strengthening Peace through the Improvement of Public Services in three Darfur States (SMAP-II)

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| | | and GIZ.<br>• The forum was not conducted due to security situation during and after the revolution in 2019 and the COVID-19 pandemic in 2020.<br>• SCVTA uses the VT forum where all the public and private VTC and state representative gathers to share the monitoring results, including good practices and how to overcome challenges facing VTCs, from the activity 【1-1】.<br>• SCVTA also introduced and distributed the standardization tools prepared through the activities 【1-4】through VT forum.<br>• SCVTA developed a regulation of the VT forum, which defines the purpose of the VT forum and the participants, this include the StCVTA and the VT providers. |
| 【1-6】Monitor and evaluate the progress of SCVTA's strategic plan and annual plan | Completed | • Monitoring meeting of GEMS activities were conducted annually to check on the progress and achievement of the annual activity plan developed through the activity 【1-3】.<br>• As explained in the【1-1】, the monitoring system (QMAS) was introduced in SCVTA, and the monitoring results was published as annual performance reports. Emergency Strategic Plan's progress is expected to be monitored and evaluated through this process. |

Source: JICA Project Team

### (3) Activities for Output 2

Output 2 was added in March 2018 by the revision of the PDM to ensure the engagement of the state government toward improving the VTCs in the states.

Despite the important administrative role of the state government in operation and management of VTC, their participation in the project was limited as an observer of JCC in the original R/D. Under the federal system, the state government is the real owner of the VTC. State government is, therefore, responsible for setting policies, allocating necessary resources, and monitoring the operation of the state owned VTCs.

The challenge of involving the state government was that the state government did not designate an office in charge of vocational training prior to the GEMS in both states. Their awareness on the VTC was very low, and the state government officers almost never visited VTC.

Referring to such situation, GEMS' key activities for the output 2 were to identify the office who is in charge of VTC in the pilot states, and to monitor and support VTC administratively. All the activities were completed with the State Government's active participation, despite joining only from the middle of the project period. In addition, beyond the project design, the State Government requested SCVTA to support development of the state level strategic plan. SCVTA responded to the request and both State Governments used its own resources to develop one.

**Table 2-6 Activities and Progress for Output 2**

| Activities | Status | Remark |
|---|---|---|
| 【2-1】Establish StCVTA or assign an office in charge of VTC at the target states | Completed | • SCVTA issued the StCVTA establishment guideline in 2017 and instructed all the states to establish the StCVTA in each state. SCVTA conducted an explanatory workshop on StCVTA establishment in July 2018.<br>• The SCVTA staff visited the 2 pilot states and discussed on the establishment of the StCVTA.<br>• Kassala State Government originally issued a decree to establish StCVTA in 2011 supported by UNDP, however it did not function. The decree was re-issued in 2018 after the explanatory workshop by SCVTA, however there was no right person to take the role as Secretary General (SG) at that moment. In July 2020, the Kassala StCVTA was officially established with the assignment of SG. The office space is allocated. The general secretariat structure was also approved with 8 members. Recruitment is ongoing.<br>• In White Nile State, a decree to establish StCVA was also issued in 2018 after the SCVTA's workshop, but the nominations of the SG have been challenged partly due to political factors in the transitional period. The post in charge of VTC was unclear at the beginning of the project, but the Civil Service office was officially recognized as the office in charge of VTC. The Director of the office is supporting the resource allocation and problem solving for the KoVTC. |
| 【2-2】 Develop and implement budget formulation manual for the pilot VTCs with StCVTA or the office in charge of VTC | Completed | • SMOF conducted a budgeting training to VTC managers at the 2 VTCs in 2018, following the introduction of the concept of "programming budget" in the national budget formulation system in Sudan. However, this system was cancelled for the budget formulation for 2019. The project decided not to develop the manual, since it was not clear which budget system would be applied. Instead, both states' SMOF started to closely support VTC in preparation of the VTC's budget every year.<br>• Kassala SMOF and KaVTC decided to aim at financial autonomy for the income generated by the VTC's activities, so as to strengthen the financial basis without relying only on the governmental budget. For this, Kassala SMOF and KaVTC decided to develop a VTC's financial regulation.<br>• White Nile SMOF had already given financial autonomy to KoVTC. The SMOF decided to enhance the rules by introducing VTC's financial regulations.<br>• The KoVTC financial regulation was then developed in and White Nile SMOF approved in 2018. The KaVTC financial regulation was prepared and approved by the SMOF in 2020. The VTCs gained financial autonomy with over the generated income of the VTCs, with high transparency. |
| 【2-3】Monitor the pilot VTCs by the StCVTA or the office in charge of VTC of the State government | Completed | • The person in charge of VTC has started to make visits to the VTC at least monthly since 2018 in both states. (there was no visit before output 2 was introduced)<br>• The person in charge of VTC from SMOF worked together with VTC to review the previous year's activities and to plan for the next year. |

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| | | • From 2020, SCVTA introduced the QMAS guideline to the SMOF/ StCVTA to further systematize the activities. SMOF/StCVTA prepare and submitted the annual performance report to the SCVTA jointly with the two VTCs. |
| 【2-4】Apply the standard for VTC staff recruitment criteria when recruiting the VTC staff at the target state | Completed | • VTC staff recruitment criteria was clarified in the VTC O&M guideline, which was introduced in 2017.<br>• The government had stopped new recruitment due to budget constraints throughout the project period.<br>• In Kassala, however, recruitment was conducted in 2020 due to the shortage of trainers as it introduced the 1 year diploma course supported by GIZ. The KaVTC utilized the standard, and even attended the selection panel. |
| 【2-5】Organise meetings for the SCVTA and StCVTA or the office in charge of State VTC | Completed | • SCVTA started to visit the SMOF when they make visits to the pilot VTCs. This was not the case before project started.<br>• GEMS monitoring meetings to discuss on annual plan and monitoring between SCVTA, SMOF and VTC were conducted basically annually. (January and November 2018, November 2019, and March 2021)<br>• Explanatory workshop was conducted in November 2018 on the establishment of StCVTA. Five representatives from StCVTA (or in the process of establishment) attended the VT forum 2021 according to the VT forum regulation of SCVTA. |

Source: JICA Project Team

### (4) Activities for Output 3

The role of VTC is to provide good training following the technical guidance from SCVTA and administratively supported by the state government.

Despite that, VTC had little communication neither with SCVTA or the state government. VTC has been standing alone, and its operation had been relying on personal experience of the staff. Decision making was done almost solely by the director and the training sections had little role in the VTC management. For KoVTC in particular, the center has not conducted any short-term training courses when GEMS started, it was rather focusing on the 3-year apprenticeship course.

GEMS activities were therefore designed to improve the linkage with SCVTA and State Government, enhance VTC's operation and management system to be more transparent and participatory, and to open the center to improve the access to training services for the population in need of such training opportunities.

**Table 2-7 Activities and Progress for Output 3**

| Activities | Status | Remark |
|---|---|---|
| 【3-1】Conduct state VTC staff capacity building training | Completed | • Based on the baseline and training needs survey, training needs of the VTC managers and trainers were identified.<br>• Management skills and teaching skills (technical and pedagogical skills) training were conducted for both Kosti and Kassala VTC staff. The training aimed to make staff use the guidelines and manuals developed through the project activities appropriately and effectively. |

| | | |
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| | | ✓ Total 13 training on management were organised such as leadership, planning, budgeting, with total 241 participants.<br>✓ Total 44 training skills training, such as pedagogy, basics of technical drawing and metal fabrication and engine controller and fault diagnostic, were conducted with total 396 participants. All trainers of both VTCs received the certificate of vocational training pedagogy course.<br>• For sustainability, GEMS prepared the SCVTA staff as master trainer where suitable. Also, local trainers were utilized such as private company or other training institutions<br>• GEMS also encouraged peer to peer training among the staff of the VTC, to level up the trainers' skills, without depending only to the TOT opportunities. KoVTC conducted some knowledge share trainings on technical drawing, engine control system, how to use computer etc. KaVTC also conducted pedagogy training to the newly recruited staff. |
| 【3-2】Develop and implement pilot short courses | Completed | • Following the training needs survey, GEMS introduced short-term training courses: women's start-your-business course, incumbent workers targeted training courses on auto mechanics (engine control system of automobile), and technical drawing for metal fabrication.<br>• SCVTA's TMC team worked with the two pilot VTCs and introduced the Manual for Developing Short-term Training Courses developed by SCVTA. This manual enables VTC to design tailor-made short term training courses according to the training order.<br>• At both VTCs, VTC Open Day was organised to market the VTCs training courses. Both VTCs events were broadcasted on TV and radio and gained good recognition. More than 100 persons visited the VTC for both centres, and some NGOs approached the VTCs after the event.<br>• KoVTC had never conducted short-term training courses prior to GEMS. Several partners (local NGOs and governmental institutions) started to request training service to KoVTC.<br>• KoVTC did not receive any female trainees previously. With the introduction of women's section, KoVTC opens at least one or two open training courses for women every year beside the training course funded by local/international partners.<br>• SCVTA Directorate of Technical Affairs introduced the 4 months basic course curriculum and IPT manual to be adopted from academic year 2016/17 as pilot for the VTCs. The two VTCs implemented them and reported the implementation results to SCVTA.<br>• See Annex 4 List of Training implemented by VTC |
| 【3-3】Develop strategic plan, annual plan and budget, and monitor and evaluate the implementation. | Completed | • Both VTCs' strategic plan (2017-21) was developed in line with the SCVTA's draft strategic plan (2016).<br>• Training on planning and budgeting was conducted in 2017 and 2018 at both VTCs. From this time on, the VTCs renewed the annual plan every year including the budget plan, based on the VTC's strategic plan 2017.<br>• Both VTCs conducted environmental scan for understanding the current situation in 2020 to renew the strategic plan. More |

| | | |
|---|---|---|
| | | than 100 stakeholders were interviewed by the VTC and State Government staff.<br>• Referring to the SCVTA's Emergency Strategic Plan and the result of the environmental scan and reflecting to the lessons learnt from the previous strategic plan, both VTCs developed new strategic plan (2022-2024) guided by SCVTA's strategic plan working team.<br>• QMAS guideline was introduced in 2020 by SCVTA, and the VTCs prepared the annual performance report and submitted to SCVTA. This performance report will be used to monitor its progress at respective VTCs. |
| 【3-4】Reorganise the VTC management system | Completed | • SCVTA introduced the VTC O&M guideline in 2017, and both VTCs established the administrative council according to the guideline immediately.<br>• Both VTCs has been conducting the administrative council meeting monthly. |
| 【3-5】Support VTC to implement the VTC operation and management guideline | Completed | • GEMS Task Team members conducted introduction workshop in 2017 for the first time. Then evaluation visit was made in 2018 to monitor the implementation of the guideline.<br>• GEMS Task Team members periodically communicated with the pilot VTCs to encourage the administrative council meeting and annual evaluation and planning. |
| 【3-6】Construct and equip training workshops for KoVTC | Completed | • Construction was delayed by 2 months due to a prolonged rain and storm that hit harshly in Kosti in 2017. Since the delay was mainly for the new construction and not for the existing workshops, the regular training courses were conducted with limited negative impact.<br>• Rehabilitation of existing workshops (small and large) and construction of new workshop was completed in February 2018. (See detail in the following table)<br>• Equipment was also purchased based on the training curriculum. All equipment were installed and handed over to KoVTC in April 2018. (Annex 5 List of Equipment)<br>• Inauguration was conducted in April 2018 with the presence of the Governor of the White Nile State, the Ambassador of Japan, and the Resident Representative of JICA.<br>• Final inspection of the workshop facilities was conducted in February 2019 at the end of the defect liability period. |

Source: JICA Project Team

**Table 2-8 Basic Construction Data**

| | |
|---|---|
| Site location | Kosti VTC, White Nile |
| Contents | 1. Construction<br>• Training Workshop (910 $m^2$, including car maintenance space)<br>• Women's Section Workshop (150 $m^2$)<br>2. Rehabilitation<br>• Training Workshop A（720 $m^2$）<br>• Training Workshop B（500 $m^2$）<br>3. Utility<br>• Transformer (300KVA) |

| | |
|---|---|
| | • 4-ton elevated water tank<br>4. Equipment<br>• Training material for 8 sections: Auto mechanics, machining, electricity. |
| Contract (Facility) | Client : JICA Sudan Office<br>Contractor : Trade Hook Co Ltd.<br>Consultant : Koei Research & Consulting Inc. (KRC)<br>Contract date : 13 March 2017<br>Contract Amount: US$671,042<br>Completion date: 15 February 2018<br>(end of defect warranty period: 26 February 2019) |
| Contract (Equipment) | Client : JICA Sudan Office<br>Equipment Supplier: Dealer Engineering Co., Ltd.<br>Contract date : 12 October 2017<br>Completion date: 7 of March 2018<br>Contract Amount: US$204,096.94- |

New workshop from outside

New workshop inside

Refreshed workshop

Women's section training at the new workshop

### (5) Other Activities

#### 1) Joint Coordination Committee

Joint Coordination Committee (JCC) were conducted in total 6 times during the project period. In the JCC, the participants confirmed the progress of the project and discussed the planned activities in the coming period.

**Table 2-9 JCC and Points of Discussion**

| No. | Date | Points of Discussion |
|---|---|---|
| 1 | 15 March 2016 | • Project plan was explained, and the participants agreed on the contents.<br>• Project schedule was confirmed.<br>• Project implementation arrangement was confirmed. |

| | | |
|---|---|---|
| 2 | 13 November 2017 | • Project activities at the 3 project sites: KoVTC, KaVTC and SCVTA were presented by the C/P.<br>• Recommendation to the VTCs for the following years were shared by the SCVTA.<br>• Recommendation to enhance the project activities was discussed. |
| 3 | 29 March 2018 | • Achievement and major activity plan were confirmed.<br>• The points of modification in the outputs and indicators were discussed and revised in the PDM.<br>• The roles and responsibilities of the state government were presented by Kassala and White Nile SMOF, and addition of SMOF as implementer of the project was discussed.<br>• Revision of PDM on above points was agreed by the attendees. |
| 4 | 17 February 2019 | • The progress of the project was confirmed.<br>• The members discussed the need of holistic approach to improve the vocational training system in Sudan.<br>• Annual plan for 2019 was explained and agreed. |
| 5 | 9 February 2020 | • Extension of the project period for 9 months (until November 2020) was suggested and agreed in order to compensate the delay due to the security situation after the Sudanese Revolution.<br>• The status of activities during and after the revolution was explained by the C/P.<br>• The plan of activities for 2020 was discussed and agreed. |
| 6 | 22 September 2021 | • Project completion was confirmed.<br>• The scale up plan and recommendations were discussed.<br>• Recommendation to the C/P agencies were confirmed. |

Source: JICA Project Team

### 2) Partnership Building

There are limited resources to implement the vocational training system, such as human resource, knowledge, funds, equipment. Mobilising external resources is therefore essential. GEMS had been supporting SCVTA, state government and state VTC to enhance partnership with their respective stakeholders throughout the project.

- TVET Sector Development Partners Meeting

The TVET sector development partners meeting was initiated by GEMS and hosted by SCVTA as a platform for SCVTA and its partners to exchange information and views on recent developments and various topics related to vocational training. Since the first meeting in June 2020, 20 meetings have been held. The meeting had become monthly activity of the participants. A total of 20 organisations have registered and are participating in the meeting, including UNESCO, UNIDO, ILO, EU, GIZ, Save the Children and others who play a key role in the vocational training sector in Sudan. GEMS has played the role of organise to date, and it is agreed that GIZ will supporting role for SCVTA after the end of GEMS, thus ensuring the continuation of this conference.

- Private Sector

One of the challenges faced by C/P agencies is the lack of communication with the private sector. For this reason, GEMS has been deliberately involving the private sector in project activities, with a view to promoting mutual understanding and building cooperative relationships between C/P agencies and the private sector.

At the SCVTA's level, the private sector has been actively involved in the activities of TMC team. The TMC team conducted workshops for curriculum and SOP development with the private companies. While the TMC team could gain experience and build their capacity, and the companies also recognized the importance of proper training and became aware of the role of vocational training and SCVTA.

At the level of the states, enhancing private sector partnership is stipulated in the state strategic plan. Kassala StCVTA includes representative of the private sector as a member, to assure communication between vocational training administration and the private sector. In both states, the private sector representatives attended the workshop on developing the strategic plan.

At the pilot VTC, training targeting the incumbent workers in the private sector companies was introduced by GEMS. This has contributed to enhance the relationship between the VTC and private sector. The private sector also contributed to the development of VTCs strategic plan. Through such activities, at the strategic planning workshop at Kosti VTC, it was agreed with a local company and the VTC to make a memorandum of understanding and start conducting joint training courses. Furthermore, by the introduction of the IPT manual, which specified the role of VTC and the host company in monitoring trainees during IPT period, the 2 parties found ways to communicate its training needs and responses. Because IPT is a year-round program, such practice creates a regular communication channel.

### 3) Third Country Training (Jordan Study Visit)

Responding to the addition of output 2 (state government), a study visit to Jordan was organised from 18 to 27 March 2018. Participants are 13 persons from the 5 C/P agencies. The purpose of the visit was to learn about the vocational training administration system. During the visit, special emphasis was placed on understanding the role and division of responsibilities between the vocational training supervisory bodies at the central level, the state governments and the public training institutions, and to acquire the basic knowledge necessary to build a vocational training system in Sudan.

The Jordanian Vocational Training Corporation (JVTC) is the governmental organisation in charge of vocational training in Jordan, an equivalent organisation to SCVTA. Jordan was selected for its similarity of the governmental structure (JVTC function as central government

body similarly to SCVTA, then, there is the regional authority, and vocational training institutions), as well as the language and proximity for possible collaboration in future[3].

The themes covered during the visits were:

- Vocational training governance structure
- Organisational structure and management tools
- National strategic plan and local implementation
- Strategic plan monitoring, data collection and management
- Partnership and needs-oriented courses

Through the visits, the participants deepened their understanding of the roles of central, state, and training institutions, and this knowledge is now adopted in the well-linked development of the strategic plan between SCVTA's national strategic plan, state's plan and VTC's plan. In addition, from a technical point of view, the method of producing annual performance monitoring reports learned in Jordan has been reflected as part of the QMAS in Sudan.

## 2.2 Achievements of the Project

### 2.2.1 Outputs and Indicators

**(1) Achievement of Output 1**

The achievement of Output 1 is rated high since all 4 indicators of output 1 were achieved.

Through the activities for output 1, SCVTA had started to undertake its role to guide state government and VTC. During the project, guidelines and manuals necessary to guide state government and VTC were prepared to assure standardized guidance. Along with the development of these tools, SCVTA staff were trained to use these tools.

On the other hand, a few concerns remain. One is about the number of the capacitated staff. Although the task teams who worked with GEMS have improved their skills, the number of them are still limited. Another concern is the establishment of office in charge of providing guidance to the state government and VTC. Establishment of such office has been in SCVTA's plan for more than 10 years but has not been materialized.

**1) Achievement of Indicators**

The 4 indicators have been fulfilled in principle. VT forum (Indicator 1-4) had not been held in 2019 and 2020 due to the security situation associated with the Sudanese Revolution and COVID-19 pandemic and does not meet the requirement of being "annual". During this time, SCVTA

[3] There was an agreement made between Jordan and Sudan's government to support industrial development including vocational training.
SCVTA's Project Manager and JICA experts visited Jordan for preparation of the training in November 2017, to discuss the contents, collected some materials, and agree on the terms of reference.

exercised the coordination role of communication among VTCs and relevant authorities. SCVTA communicated with the ministry of health to receive health guidance. Then SCVTA disseminated COVID-19 response instruction, distributed personal protective equipment and awareness poster (printed by JICA Sudan office), and discussed with the pilot VTCs and SMOF on how to organise training courses in safe manner. Such response is what VT forum intend to offer (instructing and exchange of knowledge), and thus can be considered the purpose of the forum is met.

**Table 2-10 Achievement of Indicators: Output 1**

| Indicator | Means of verification | Status |
|---|---|---|
| 1-1 SCVTA Strategic Plan is developed | Strategic plan | Achieved<br>SCVTA's Emergency Strategic Plan (2022-2024) was prepared, and it was officially approved by the Minister of MOLAR in September 2021. |
| 1-2 Mechanism for annual monitoring to the VTC in technical aspect and report sharing among the Directorates is installed at SCVTA | Monitoring visit report (2 reports (Kosti and Kassala) for 2018 and 2019) | Achieved<br>• Monitoring visit report was prepared in 2018 and 2019 and an annual performance report of 31 VTCs registered to SCVTA was also prepared in 2021.<br>• QMAS guideline was prepared which systematize the VTC monitoring. QMAS activities is in progress for 2021 (ongoing). |
| 1-3 Vocational training management tools (such as guideline, manual, standard for VTC staff recruitment criteria) are developed | VTC management guidelines, manuals, Sudan Vocational Training System Handbook, and other tools developed | Achieved<br>Twenty-four guidelines, manuals, training materials are developed by SCVTA. (See Annex 6 List of Products) |
| 1-4 A vocational training forum is held with participation of all State VTCs every year. | Record of discussion | Achieved<br>• VT forum was organised in 2016, 2018, and 2021.<br>• VT forum of 2017 was transformed into another format (Explanatory workshop on State Council for Vocational Training and Apprenticeship) and conducted in 2018.<br>• VT forum of 2019 and 2020 were not organised due to the security situation associated with the revolution and COVID-19.<br>• Record of the meetings are kept at Planning Directorate of SCVTA. |

Source: JICA Project Team

**2) Achievement of Enhancement of Function of SCVTA (enhance supervisory and guidance role toward state government and VTC)**

① Announcement of vocational training policy to the state government and VTC

- The basic concept of the SCVTA Emergency Strategic Plan 2022-2024 "A bright future for youth" was developed in consultation with the newly appointed Minister of Labour (Chairman

of SCVTA) after the formation of the Transitional Government following the Sudanese Revolution, as a tool to materialize the commitment by the transitional government to provide employment opportunities for 55,000 young people. Its distinctive feature is the inclusion of training for conflict-affected people and women, taking into account the interim government's emphasis on peace and women, against the strategic goal of youth employment. It also reflects a cross-sectoral partnership with the private sector and donor agencies, given the government's financial situation.

- The strategic plan was developed following the 8 Step Guide prepared by GEMS expert.
  Step-1: Consensus building (agree on a strategic planning process)
  Step-2: Carry out an environmental scan
  Step-3: Review the Mission and Vision
  Step-4: Setting a goal of strategic plan
  Step-5: Develop strategic objectives and strategies
  Step-6: Define the implementation arrangement
  Step-7: Finalize a written strategic plan
  Step-8: Conduct public awareness of the plan
- The working team (5 members) was appointed by SCVTA for the preparation of the strategic plan. The team proactively took the process of the 8 steps, following the advice of GEMS to complete the plan. The working team held more than 100 meetings during this process, including consultations with stakeholders.
- Through this process, the working team has been building its capacity on strategic planning. This was confirmed by the fact that the working team had autonomously completed the state strategic plans for Kassala and White Nile States and the strategic plans for the two pilot VTCs.
- With the development of SCVTA's emergency strategic plan, other states are also starting to develop their vocational training strategies. SCVTA intends to use the strategic plan working team for future monitoring of the strategic plan and guidance to other states.

② Guidance on Establishing the Governance System for Vocational Training at the States

- Tools developed by SCVTA to enhance its function to guide state government are as follows.
  A. Guideline for Establishing State Council for Vocational Training & Apprenticeship (StCVTA)
  B. Standard Job Description of the General Secretariat - State Council for Vocational Training & Apprenticeship
  C. VTC Operation and Management Guideline
  D. Handbook of the Vocational Training System in Sudan
- Guideline for Establishing StCVTA was developed in 2017 and communicated to state governors across the country through the Federal Governance Chamber (then). SCVTA

subsequently organised a explanatory workshop on establishing the StCVTA in 2018 and invited representatives from state government and VTCs. The promotion for establishing StCVTA in every state is led by the SG of SCVTA, who negotiate with the State Governors, SMOF and other key officials of the State Governments, while the GEMS Task Team follows-up at the working level. Currently, 6 states have established or are in the process of establishing StCVTA. Among them, North and South Darfur, where StCVTA have already been established, are being supported by SMAP-II (initially) and GIZ (currently). The establishment of the StCVTA is understood as an important issue for SCVTA. The experience of the establishment of the Kassala StCVTA has improved its capacity to lead the process.

- Before GEMS began, the state government had little knowledge of vocational training administration, as it had been left out of the VTC administration and had no contact with SCVTA nor VTC. In addition, only few staff in SCVTA had a systematic understanding how the Sudanese vocational training administration function. Handbook of the Vocational Training System in Sudan was thus developed to narrow the knowledge gap. SCVTA had so far conducted the briefing sessions in Kassala State, White Nile State and Khartoum. The development of the Handbook served as an opportunity to reaffirm the role of SCVTA, which solidified the basis for taking lead in the vocational training administration. The development of the Handbook was possible from extensive input from outside SCVTA, with some ministries, development partners such as GIZ, contributed to enrich the contents. It can be said that this Handbook is the only document that gives a comprehensive picture of vocational training system in Sudan and is highly valued by the stakeholders. This has boosted the confidence of SCVTA in its role as a provider of vocational training information.

**Composition of the Handbook of the Vocational Training System in Sudan**

**MODULE-1 GOVERNANCE OF VOCATIONAL TRAINING**
1.1 National Strategy and Key Policy Documents
1.2 Legal Environment of Vocational Training
1.3 Vocational and Technical Education and Training Path in Sudan
1.4 Governance System of Vocational Training
1.4.1 Overall Governance Structure
1.4.2 The Roles and Responsibilities of SCVTA
1.4.3 The Roles and Responsibilities of State Government
1.4.4 The Roles and Responsibilities of Vocational Training Centre
**MODULE-2 TRAINING MODE, TYPE, AND COURSE**
2.1 Types of Vocational Training
2.2 Delivery Mode: Institution-based Training
2.2.1 Overview of Institution-based Training
2.2.2 Training Courses for Institution-based Training
2.3 Delivery Mode: Work-Based Training
2.3.1 Regulatory situation of work-based training
2.3.2 Types of work-based training
2.3.3 Roles and responsibilities of employers
2.4 Training for People with Specific Needs
**MODULE-3 TRAINING MANAGEMENT**

3.1 Training Management Process
3.1.1 Regulations of Vocational Training
3.1.2 Theory of Training Management Cycle
3.2 Training Management Process
3.2.1 Training Planning (Plan)
3.2.2 Course Delivery Management (Do)
3.2.3 Monitoring and Evaluation (Check)

**MODULE-4 HUMAN RESOURCES MANAGEMENT**

4.1 Regulatory Environment for Human Resources in Vocational Training
4.2 Staff Composition
4.2.1 Staff Composition in SCVTA
4.2.2 Staff Composition in VTC
4.3 Institution for Training of Trainers and Supervisors
4.4 Staff Management at VTC
4.4.1 Basic Information for Staff Management at VTC
4.4.2 Recruitment, Selection and Appointment Processes at VTC
4.4.3 Staff training
4.4.4 Staff remuneration
4.4.5 Staff Performance Appraisal and Promotion

**MODULE-5 FINANCE SYSTEM**

5.1 Overview of Current Finance System for the Public VT Services
5.2 Sources of Fund for Public Institutions
5.2.1 Public Budget
5.2.2 Tuition fee
5.2.3 Income through Services and Production
5.2.4 External funds (private sector, development partners, etc)
5.3 Financial Autonomy
5.4 Financial Management and Audit
5.5 Future Funding Scheme

**MODULE-6 QUALIFICATIONS AND QUALITY ASSURANCE**

6.1 Qualification System
6.1.1 National Qualification Framework
6.1.2 Standard Classification of Occupations (SCO)
6.1.3 Qualification System in Sudan
6.1.4 Sudan's Civil Service Grade System
6.1.5 Trade Test as Recognition of Prior Learning
6.1.6 Accreditation of VTC
6.1.7 Accreditation of training courses
6.2 Trainers Licence
6.3 Quality Assurance in Vocational Training in Sudan
6.3.1 Standards for Training Services and Management of VTC
6.3.2 Quality Assurance / Continuous Improvement

**MODULE-7 KEY ISSUES FOR FUTURE**

7.1 Partnership
7.2 Other Issues for Future Consideration

Appendix1: Law, act, and related regulation
Appendix2: List of VTCs

③ Standardizing the Public VTC's Operation and Management

VTC Operation and Management Guideline (VTC O&M Guideline) is the guiding document for the state government to supervise VTC, and for the state VTC to manage and operate the activities. It consists of 11 chapters and covers all the basic issues related to the management of VTC. Before

GEMS, the management of VTC was carried out based on the job descriptions and task-specific regulations (such as examination, admission, etc.) and often, such regulations were scattered. The management of VTC had become largely dependent on the staff's personal experience, without resolving the unclear issues. SCVTA had retrieved the existed rules and regulations (most of them were prepared in 2001), reorganised them and compiled into one guideline in systematic order. The VTC O&M Guideline defined the way the VTC should be managed, and the development of this Guideline has been a significant step for the vocational training administration.

**Composition of the VTC O&M Guideline**

**Chapter 1. General Provisions**
**Chapter 2. Governance**
- Section-1. Principles and values of Management
- Section-2. VTC Regulations
- Section-3. Strategic Plan

**Chapter 3. Organisational Management**
- Section-1. VTC Organisation
- Section-2. The Director and the Assistant Directors
- Section-3. Duties and Responsibilities of Sections and Job Description
- Section-4. VTC Administrative Council
- Section-5. Staff Meeting
- Section-6. Students Activities
- Section-7. VTC Advisory Committee
- Section-8. PTA: Parents Trainers Association

**Chapter 4. Training Service Delivery**
- Section-1. Training Year, Training Term and Holidays
- Section-2. Training Services Conducted by VTC
- Section-3. Training Standards
- Section-4. Authorization of Training Courses
- Section-5. Special Concern to Disadvantaged Groups for Employment
- Section-6. In-Plant-Training
- Section-7. Annual Training Plan
- Section-8. Safety Supervision

**Chapter 5. Training Related Service**
- Section-1. Career Guidance and Job Placement Assistance
- Section-2. Consulting Services Regarding to Vocational Training
- Section-3. Trade Test
- Section-4. Survey and Data Collection on the Vocational Training
- Section-5. Public Relation and Awareness Activities on Training and VTC

**Chapter 6. Trainee Management**
- Section-1. Admission
- Section-2. Leave of Absence and Withdrawal
- Section-3. Trainee Basic Information and Trainee Activity Record

**Chapter 7. Staff Management**
- Section-1. Staff Record
- Section-2. Human Resources Development Plan
- Section-3. Number and Qualification of Trainers
- Section-4. Capacity Development of the Staff

**Chapter 8. Facility Management**
- Section-1. Facility and Equipment List and Inventory
- Section-2. Maintenance of Facility and Equipment

**Chapter 9. Financial Management**

Section-1. Budget and Incomes
Section-2. Budget Compilation
Section-3. Setting Tuition Fee and Other Charges
Section-4. Income Generation Activities
**Chapter 10. Partnership**
Section-1. Purpose of Strengthening Partnership
Section-2. Cooperation and Collaboration with Private Sector and Local Community
**Chapter 11. Monitoring & Evaluation**
Section-1. VTC Evaluation

④ Guidance on introducing Short-term training Courses

- In order to meet the diverse training needs, it is necessary to expand short-term training courses. The following tools have been developed and used by SCVTA for this purpose.
  A. Manual for Developing the Short-Term Training Courses
  B. Standard operating procedures (SOP) for 7 trade (pastries and bakery, leather crafts, meat products, electronics, general electricity, tractor fuel filter change, shower installation)
- The Manual for Developing the Short-Term Training Courses is a guidance book containing formats necessary to develop and implement short term training courses. The manual is designed to help trainers develop short-term training courses based on customers' request, and then, implement the course following the Plan-Do-Check-Action (PDCA) cycle, so that the training can be continuously improved.
- The manual contains 10 formats, training course planning sheet, training schedule, lesson plan, Standard Operating Procedure (SOP), post training survey, skill and performance test evaluation sheet, knowledge test, training course pricing table, training course improvement sheet, and evaluation analysis table for the post training survey result.
- Training needs survey identified the lack of training opportunities for the private sector, which limit their business growth. Thus, the manual was prepared to facilitate development of 2-5 days custom-made short-term training courses, targeting these incumbent workers. Such short-term course package can be used for longer training simply by combining them, so overall, it allows great flexibility.
- TMC team worked closely with the Japanese expert to develop and guide VTCs. The team made visits to private companies and experienced the package development. Through the activities, TMC team members have acquired the skills to introduce the manual to the VTC, as well recognized the important role of working together with the private sector to enhance training services.

⑤ Improvement of the 3-year Apprenticeship Diploma Course

- 3-year apprenticeship diploma course is the only course that offers national vocational training certificate of apprenticeship diploma. This course is offered at 29 public and private VTCs in

Sudan. This 3-year apprenticeship diploma course is what SCVTA and the 2 pilot VTCs consider as their main duty. The training standard was developed in the 1970s and has never been updated, and there is an enormous gap between the curriculum, facility and equipment, and training materials. It requires a significant renovation of the training system to improve the situation. For this reason, GEMS focused its support on improving the basic course (4 months) and the in-plant-training course (9 months) of the 3-year course. SCVTA developed and used the following tools:

A. Basic Course Curriculum
B. In-Plant-Training Manual
C. Reference book (4 subjects: Introduction to Technology, Mathematics, Technical Drawing, Basics of Measurement, and SOP)

- When GEMS started, the 2 pilot VTC claimed the largest challenge facing them was the instruction from SCVTA to shorten the basic course period from 6 months to 4 months without guidance on how to do it. The curriculum for the basic course was revised by the Curriculum Office of the Technical Affairs supported by the Japanese expert. The new curriculum included the C-clamp production as a practical work considering that this product can be made with a minimum material while containing important basic skills in the process of production. The hours of teaching for classroom subjects (mathematics, technical drawing, technology) were also adjusted in the new curriculum. To ensure that VTC trainers follow this curriculum, SCVTA selected and trained 3 master trainers from federal VTCs, who gave training for VTC trainers at KoVTC and KaVTC. At the 2 pilot VTCs, the new curriculum has been implemented for the last 3-year, and now the practice is firmly established. SCVTA sent an evaluation mission (Standard Committee) to the 2 pilot VTCs and approved the effectiveness of the contents as basic course. SCVTA has sent a letter with all the materials to the 5 federal VTCs under its direct supervision to upscale the implementation. The SCVTA's capacity has been enhanced through the development of curriculum and teaching materials (reference books and SOP for C-clamp production) and preparation of the master trainers.
- In plant training (IPT) is a training method that is globally recognised for its effectiveness. It also has a benefit for VTC in sharing the training cost with the companies. When GEMS started, IPT was almost entirely handled by the companies only, and there was no proper follow-up of the trainees. SCVTA has drawn up the IPT manual, which clarified the roles of the VTC and host companies, and the points of monitoring during the period. SCVTA integrated the existed guidelines and materials to help companies provide appropriate apprenticeships (developed during SMAP-II). The SCVTA staff trained the 2 pilot VTC staff on the manual and the guideline. The 2 VTCs now follow the IPT manual, receiving SCVTA's close monitoring. Thus, it can be said that SCVTA has gained skills and knowledge to guide VTC to improve the IPT.

⑥ Establishment of VTC Monitoring and Evaluating System

- The monitoring and evaluation of VTC operations conducted through GEMS activities was formalised by SCVTA in 2021 as a Quality Management System for Training (Quality Monitoring and Assurance System/QMAS Guideline). QMAS is based on the PDCA cycle of VTC management and comprises the vocational training strategic plan, compilation of training results, holding of VTC forums and follow-up of VTCs by SCVTA and StCVTA. QMAS is designed centering the core activities of compilation of VTC training results and VT forum for optimizing the necessary cost for the system, in aim to expand its function gradually.

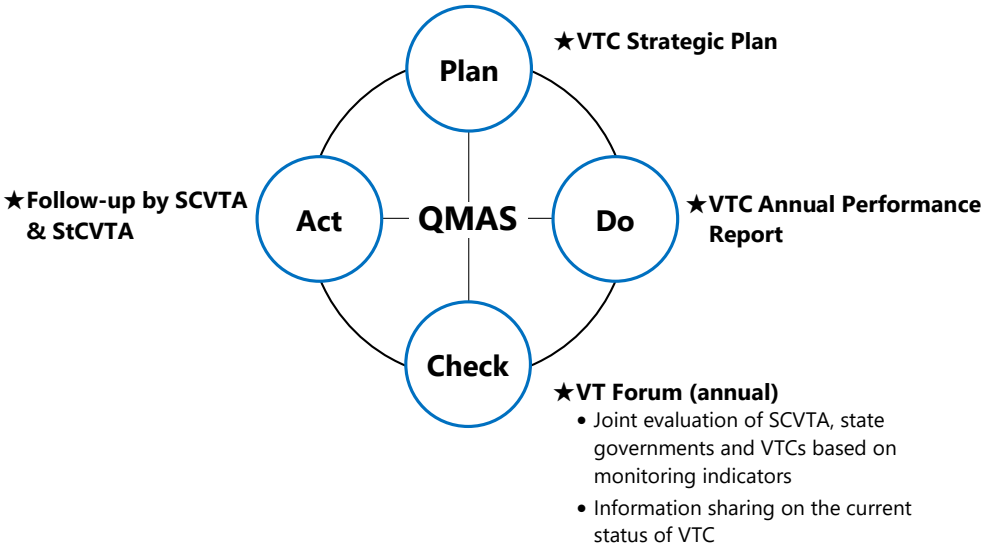


**Figure 2-1 Concept of QMAS Flow**

- The four elements of QMAS (★) were implemented in the two pilot VTCs to run the PDCA cycle. SCVTA had run the QMAS cycle in 2020-2021. SCVTA requested 38 public and private VTCs registered to SCVTA to submit the training results and compiled the results from 31 VTCs into annual performance report. Then SCVTA organised the VT forum to share the results and discuss the findings, strength and weakness. QMAS guideline was developed by the SCVTA's GEMS Task Team. The members own the contents, and also applied it in their work. Through these experiences, the members' skills for operating following the QMAS guideline were enhanced. SCVTA has started its QMAS operation for 2021/22.

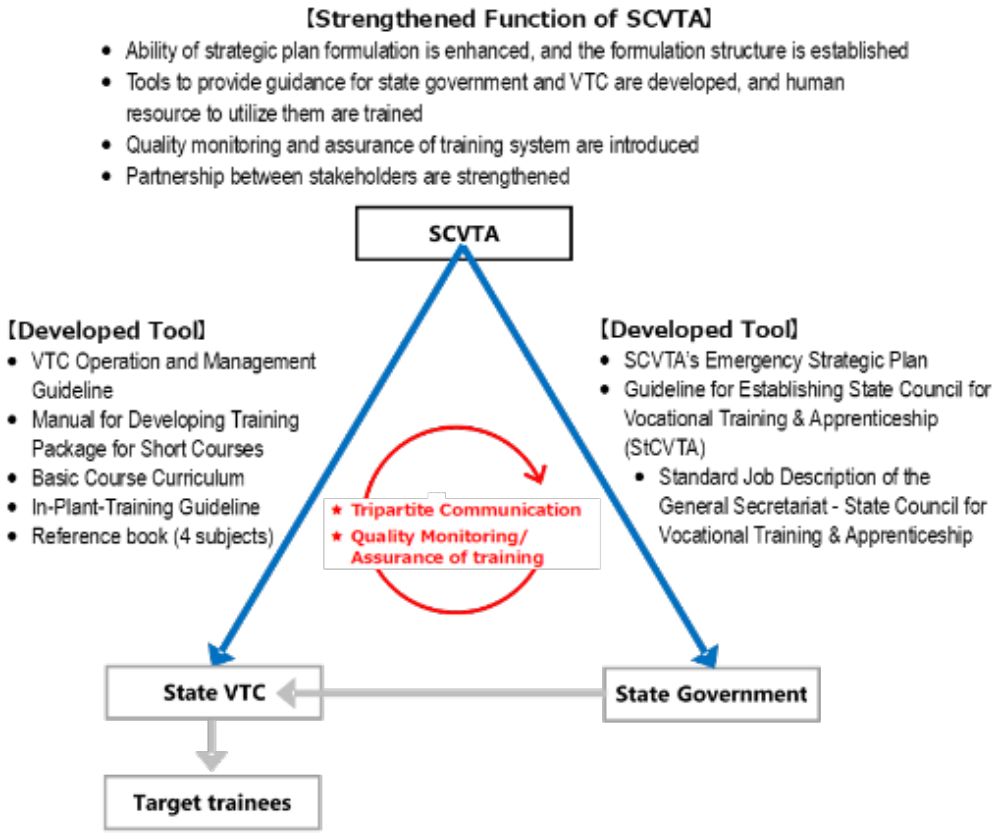


**Figure 2-2 Achievement of Output 1**

### (2) Achievement of Output 2

For output 2, 3 out of 4 indicators of output 2 were achieved. (One of the indicators (2-3) is difficult to evaluate at this moment.) Also, the one of the key elements of the vocational training system, the "function of the state government to manage state VTC is enhanced" is met. Therefore, the rating of achievement is considered as high.

The functions of the state government to manage state VTC have improved significantly as a result of the clarification of the responsibilities of the state government, the creation of a responsible body for VTC through the establishment of the StCVTA or assigning the office in charge of VTC, the improved knowledge of the state government officials in vocational training administration, and the frequent monitoring of VTCs (in comparison to there being no management function before GEMS).

Although output 2 was added in 2018, it reaffirmed the state government's responsibility for vocational training and strengthened its support and supervision toward the state VTCs. This change is considered to be appropriate.

### 1) Achievement of Indicators

Three indicators out of 4 were achieved. Indicator 2-3, recruitment based on the recruitment criteria, is difficult to evaluate since the state government was not hiring new staff in principle.

**Table 2-11 Status of Achievement of the Output 2**

| Indicator | Means of verification | Status |
|---|---|---|
| 2-1. StCVTA is established (or an office in charge of VTC toward establishment of StCVTA is appointed in the State Government) and their Job Description is available | Job description of the state government | Achieved<br>• Kassala government established the StCVTA and assigned the SG in 2020. The government adopted the job description from the guideline. Budget was allocated for 2021.<br>• White Nile State Government has issued a decree to establish the StCVTA, however they are in the recruitment process for the right person as the SG.<br>• White Nile SMOF had assigned the Civil Service Directorate to be in charge of VTC in 2018, and since then, the office followed up the VTC issues such as supporting the budget allocation and establishment of state vocational training strategy. |
| 2-2. State government allocate budget to the State VTCs according to the priority area of the strategic plan | Budget record | Achieved<br>• Both SMOF have increased the budget for the pilot VTC, even though, it is not enough.<br>• On the other hand, the both SMOF had approved the 2 VTCs to use their income at its discretion. This is effective that would cover the shortage of government budget.<br>• For example, KoVTC state budget was 2.5million SDG in 2020. The income generated from tuition fee reaches SDG 1.1million. Such income can be further generated by the efforts of VTC. This will contribute for a stable financial base. |
| 2-3. Standard for VTC staff recruitment criteria developed at SCVTA is used at StCVTA (or the State government office in charge of VTC) | Recruitment record | Difficult to evaluate<br>• The standard for recruitment criteria was clarified in the VTC O&M guideline. VTC and SMOF staff understand the criteria as training was conducted by SCVTA on the guideline.<br>• There was basically no recruitment due to the government's policy during the project period, except in 2020 in Kassala.<br>• There was recruitment of staff at KaVTC for the new training courses developed by GIZ. The recruitment followed the requirement written in the guideline, and VTC staff also sat as selection panel (this was not the case before).<br>• In White Nile, the selection process has been changed in the governmental institutions to have more transparency. Criteria must be submitted and the VTC staff will also attend the selection in future. |

| | | |
|---|---|---|
| | | • Although there is a prospect that recruitment based on the guidelines will be practiced according to the above information, it cannot be evaluated at this stage. |
| 2-4. StCVTA (or State government office in charge of VTC) conduct at least annual evaluation to the pilot VTCs | Annual evaluation record | Achieved<br>• The SMOF participated in VTC's annual review and planning meetings in 2017, 2018, 2019, and 2020. The meeting discussed annual activity and budget planning based on the previous years' performance and the VTC's strategic plan.<br>• This joint evaluation between SMOF and VTC as above illustrated was integrated in the QMAS guideline.<br>• In 2021, VT forum was organised where state government and VTC meet with SCVTA to evaluate the performances in accordance with the SCVTA's QMAS guideline.<br>• Other than such formal evaluation process, by the assignment of the state officer in charge of VTC, there were frequent visits and monitoring by the person in charge in a rather informal way.<br>• The strategic plan of the State Government and the pilot VTCs were developed concurrently. White Nile SMOF have assigned follow-up committee for the strategic plans and Kassala StCVTA is assigned as part of monitoring and evaluation team of the VTC strategic plan. |

Source: JICA Project Team

**2) Achievement of Enhancement of Function of State Government (enhance supervisory and guidance role toward state VTC)**

① Establishment of State VTC Governance Structure

- Following the Guideline for Establishing StCVTA, Kassala Government established the StCVTA in July 2020. The members of the StCVTA are such as SMOF, state VTC, State Ministry of Education, Technical Colleges and private sector representatives. Kassala StCVTA general secretariat office is allocated at KaVTC. The government assigned the SG and will appoint 8 staff under him. StCVTA's chairperson is the Minister of the SMOF and expected strong political commitment with the acting governor who has high interest in vocational training.
- Kassala SMOF had allocated 11million SDG for the StCVTA under recent financial difficulty, and the StCVTA had been financing the activities for strategic planning and VT forum.
- Kassala StCVTA is one of the first council in the country and is the role model for other states. Currently, there are 6 other states who have established or planning to establish the StCVTA.
- The appointed SG, Mr. Alharith is one of the C/P of K-TOP before GEMS. His knowledge about vocational training system, strategic planning and management of VTC operation and management was highly evaluated. Following the establishment of StCVTA in Kassala, North and South Darfur States had established the StCVTA. The SMOF staffs who worked with

SMAP-II project are playing a central role in the two states. Both North and South Darfur StCVTA submitted its strategic plan to SCVTA, which was created based on the Vocational Training Policy and Strategy for Five Darfur States, developed during SMAP-II. These are examples of how the outputs of previous JICA projects remains and are utilized.

**Table 2-12 Kassala StCVTA Budget[4] (Established in July 2020) (SDG)**

| | 2017 | 2018 | 2019 | 2020* | 2021** |
|---|---|---|---|---|---|
| Requested | - | - | - | 180,000 | 12,776,400 |
| Approved | - | - | - | 180,000 | 11,555,193 |
| Disbursed | - | - | - | 180,000 | 532,916 |

Note: * Salary (Chapter 1) only, ** Disbursement up to June only
Source: JICA Project Team based on Kassala StCVTA's report

② Announcement of State Government Vocational Training Strategy

- In 2021, Kassala and White Nile States prepared State Vocational Training Strategic Plans, according to which the 2 pilot VTCs have prepared their respective VTC strategic plans and action plans. Both strategies are well developed by integrating the socio-economic environment and priorities of the region, which were highly evaluated by SCVTA and the Japanese experts.
- The Kassala StCVTA and SMOF and the White Nile SMOF, with the support of the SCVTA (Strategic Planning Working Team), have proactively conducted vocational training environmental analysis and stakeholder workshops for strategy development. The high quality of the developed strategic plan confirms the capacity of the state government to develop the vocational training strategy.

③ Allocation of Resources to the State VTC

- The allocated budget for the VTCs from the SMOF has increased, however not sufficient to cover the operating and training cost: KoVTC (SDG5,300,000) and KaVTC (SDG 6,340,000) especially considering the rapid inflation rate in Sudan last years.
- Taking into account the financial situation of the state government, it was not easy to increase the budget of VTC. Under such circumstances, the state government's exceptional approval for the autonomous use of the VTC's income had a greater impact on strengthening VTC's financial position than an increase in the state government budget. (Note: VTC's income is usually collected by the SMOF and then allocated as state budget. The allocation has been usually smaller than collected amount.)
- Granting the financial autonomy stimulated the VTC's motivation for income generating activities (e.g. paid training and repair services). The generated income can supplement the government budget for VTC's operation and management. And actually, both VTCs have increased efforts of income generation through car maintenance service and increasing the

[4] Sudan's budget is composed of 3 chapters. Chapter 1 for salary and human resource related, Chapter 2 is operational budget, and the Chapter 3 is for development budget.

contract-based training services.

**Table 2-13 KaVTC's Operational Budget (Chapter 2) (SDG)**

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Approved | - | - | - | - | - | 6,340,000 |
| Disbursed | 489,420 | 577,750 | 660,143 | 1,174,708 | 2,392,305 | 4,717,095 |

Source: JICA Project Team based on KaVTC's report

**Table 2-14 KoVTC's Operational Budget (Chapter 2) (SDG)**

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Requested | 452,000 | 1,000,000 | 930,000 | 1,600,000 | 2,500,000 | 5,300,000 |
| Approved | 452,000 | 969,000 | 930,000 | 1,600,000 | 2,500,000 | 5,300,000 |
| Disbursed | 370,295 | 810,394 | 790,240 | 819,093 | 835,552 | - |

Source: JICA Project Team based on KoVTC's report

**Table 2-15 KoVTC's Income Generation (SDG)**

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Income generated | 309,875 | 566,265 | 635,451 | 1,109,230 | 1,131,294 | 2,339,646 |

Source: JICA Project Team based on KoVTC's report

④ Supervising the State VTC

Considering the current situation in Sudan, alongside formal monitoring systems such as the VT Forum, emphasis should also be placed on the informal practice of state officers communicating with VTCs on a daily basis and observing their training activities. Since the office in charge of VTC was appointed in the SMOF, the communication between the SMOF officer and VTCs have increased substantially (previously there was little contact). As of the end of project, the officer visited the VTC at least once a month, and there were consultations held informally. The observations through such visits were then reported in the VT forum and other occasions of meeting with SCVTA and VTC. This was a first step forward for the state government which was not paying attention to VTC issues before.

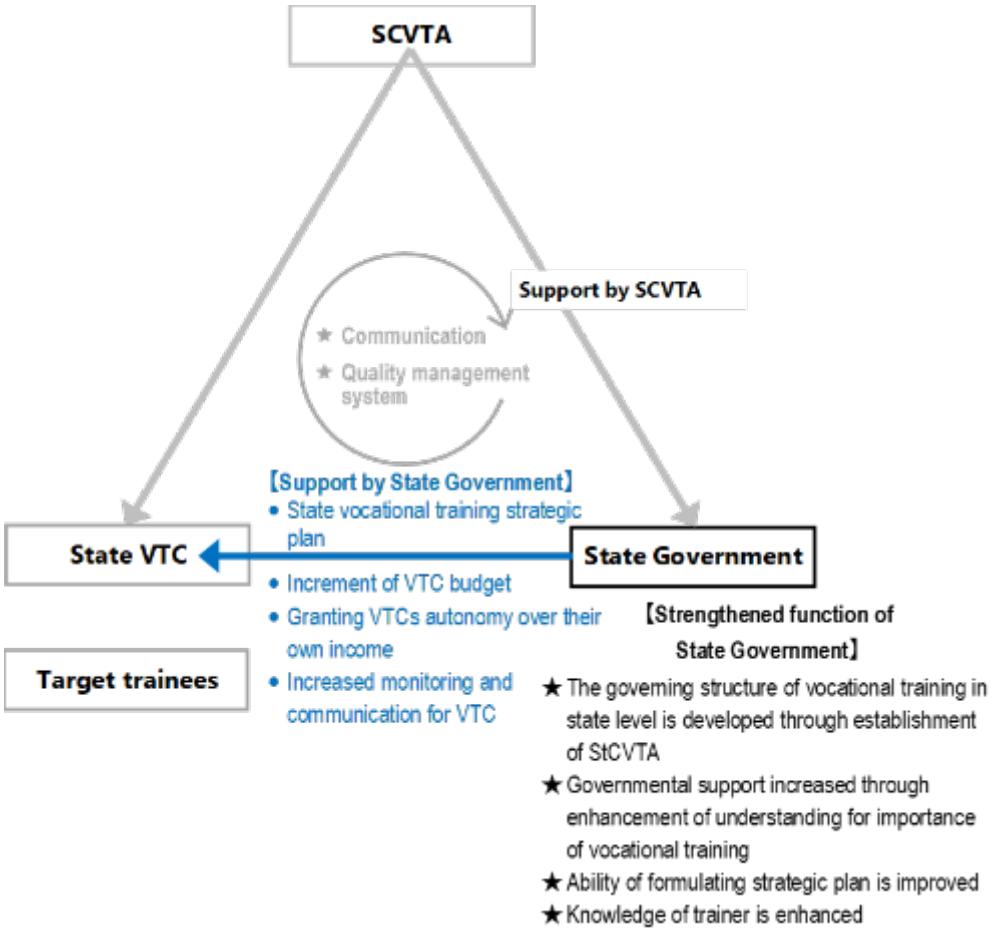


**Figure 2-3 Achievement of Output 2**

### (3) Achievement of Output 3

For Output 3, all indicators (100%) were achieved, and thus rated high.

There is good improvement in the VTC operation and management following the SCVTA's VTC O&M Guideline (there is improvement in over 80% of the areas). On the other hand, there is still room for more improvement, such as information management, career guidance for trainees and training of trainers. The improvement of operation and management of VTC is something that takes time, and thus requires continuous monitoring and guidance from the state government and SCVTA.

The capacity to deliver training courses has largely improved. The increase in the number of short-term training courses conducted at KoVTC was greatly due to the renovation of the training facilities. The majority of short-term training courses were contract based with the partner organisations such as local NGOs and UN agencies. The combination of the training expertise of VTC and financial resources of the partners was the most appropriate approach given the current financial situation of the public VTCs: The 2 pilot VTCs can serve as a role model.

### 1) Achievement of Indicators

The indicators for output 3 were all met.

**Table 2-16 Status of Achievement of the Output 3**

| Indicator | Means of verification | Status |
|---|---|---|
| 3-1. Implementation of the VTC operation and management guideline reach over 75% | Check list | Achieved<br>• KaVTC reached 88.6% and KoVTC reached 84.5% according to self-evaluation using the check list in March 2021. |
| 3-2. The strategic plan is developed for the pilot VTCs | Strategic plan of the pilot VTCs | Achieved<br>• Both VTCs developed first strategic plan (2017-21) in 2016, and second plan (2022-24) in August 2021 |
| 3-3. More than total 24 short-term training courses are implemented at the pilot VTCs | Training record | Achieved<br>• Total 51 courses were conducted (KaVTC:17 KoVTC:34) (See Annex 4 List of Training Implemented by VTC)<br>• Reasons of KaVTC conducting less courses than KoVTC are mainly for follows: The capacity of the VTC is about half of KoVTC (in terms of size and number of training staff). Also, KaVTC has been working with GIZ during the GEMS project period to introduce 1-year course.<br>• Of the 51 courses, 6 courses for KaVTC and 5 courses for KoVTC were financed by the state government. The rest were cost-borne courses by the client such as local NGO and private sector. |
| 3-4. More than 75 % of trainers (mainly short course and basic course) recognize that the training courses are of more quality than before. | Questionnaire survey at the pilot VTCs | Achieved<br>• 24/30 (80%) of trainers involved in the short-term training courses commented these short-term courses were highly satisfactory.<br>• 22/22 (100%) trainers involved in the basic course recognize the improvement due to TOT (technical and pedagogical), SOP, and training environment. |
| 3-5. More than 80 % of participants of the short-term training courses is satisfied with the training contents (more than 3 in 5-grade evaluation) | Questionnaire survey for participants in the short-term training courses | Achieved<br>• Survey results of the 11 courses (out of 51) were shared from the VTC. The result shows that 93.4% (128/137) participants scored 5 out of 5.<br>• In Kosti, the client NGOs requested training courses repeatedly. Of 6 institutions who worked with KoVTC, all of them responded that they were satisfied with the trainers' quality. Although there are some comments for improvement of the training contents in future, there is overall a positive sign for their training quality. |

Source: JICA Project Team

### 2) Enhancement of Training Implementation Capacity

① VTC's Capacity for Operation and Management

Through reorganizing exercise of the VTC's operation & management structure following the VTC O&M guideline, both pilot VTCs established the administrative council as the managerial body. The administrative council is composed of the Directors and Head of Sections including administrative offices, and monthly meeting has been organised. VTC staff appreciated this council as they participateed in the decision making. VTC's Directors usually have strong authority, however, through the council meeting, the members could share the concerns and challenges, and find solutions collectively. This was a great step for continuous improvement.

Other improvements through the introduction of the guideline were such as: social inclusion of the trainees (eg. KoVTC have quota for female trainees) and strengthening other services than training (eg. KaVTC had enhanced the Trade Test). On the other hand, there are rooms for improvement, such as information management, career guidance and TOT system.

**Table 2-17 Evaluation of VTC O&M Guideline Implementation (Expert Remarks)**

| Contents | KaVTC | KoVTC | Remarks |
|---|---|---|---|
| **Chapter 1. General Provisions** | - | - | Developed the strategic plan by themselves.<br>Internal dissemination (awareness) is a challenge in future. |
| **Chapter 2. Governance**<br>1. Principles and values of Management | - | - | |
| 2. VTC Regulations | ○ | ○ | |
| 3. Strategic Plan | ○ | ○ | |
| **Chapter 3. Organisational Management**<br>1. VTC Organisation | ○ | △ | The improvement in the dialogue between management and staff at both VTCs is commendable. However, there is considerable room for improvement at KoVTC, as dissatisfaction with frequent changes in management and opaque decision-making has hindered the implementation of project activities. |
| 2. The Director and the Assistant Directors | - | - | |
| 3. Duties and Responsibilities of Sections and Job Description | ○ | ○ | |
| 4. VTC Administrative Council | ○ | ○ | |
| 5. Staff Meeting | ○ | △ | |
| 6. Students Activities | - | - | |
| 7. VTC Advisory Committee | - | - | |
| 8. Parents Trainers Association | - | - | |
| **Chapter 4. Training Service Delivery**<br>1. Training Year, Training Term and Holidays | - | - | A great increase in the number of training courses and the number of participants is observed.<br>On the other hand, records are not properly kept, and it is difficult to check the quality of the training.<br>The recording of training must be improved. |
| 2. Training Services Conducted by VTC | ○ | ○ | |
| 3. Training Standards | ○ | ○ | |
| 4. Authorization of Training Courses | ○ | ○ | |
| 5. Special Concern to Disadvantaged Groups for Employment | ○ | ○ | |
| 6. In Plant Training | ○ | ○ | |
| 7. Annual Training Plan | ○ | ○ | |

| | | | |
|---|---|---|---|
| 8. Safety Supervision | △ | △ | |
| **Chapter 5. Training Related Service**<br>1. Career Guidance and Job Placement Assistance | △ | △ | At both VTCs, there are challenges in information management. The active use of ICT and the use of data is essential.<br>In particular, there is a lack of action on career development.<br>IPT monitoring should be used to strengthen career support. |
| 2. Consulting Services Regarding to Vocational Training | - | - | |
| 3. Trade Test | ○ | ○ | |
| 4. Survey and Data Collection on the Vocational Training | △ | △ | |
| 5. Public Relation and Awareness Activities on Training and VTC | △ | △ | |
| **Chapter 6. Trainee Management**<br>1. Admission | ○ | ○ | It is important to trace graduates to know whether the training has really had the right impact. Yet, there is limited efforts in this aspect. |
| 2. Leave of Absence and Withdrawal | ○ | ○ | |
| 3. Trainee Basic Information and Trainee Activity Record | △ | △ | |
| **Chapter 7. Staff Management**<br>1. Staff Record | ○ | ○ | In a situation where national TOT system is dysfunctional, it is desirable to strengthen the internal training. |
| 2. Human Resources Development Plan | △ | △ | |
| 3. Number and Qualification of Trainers | ○ | ○ | |
| 4. Capacity Development of the Staff | △ | △ | |
| **Chapter 8. Facility Management**<br>1. Facility and Equipment List and Inventory | △ | △ | The implementation of 5S is proceeding voluntarily at both VTCs and equipment are in proper use. |
| 2. Maintenance of Facility and Equipment | ○ | ○ | |
| **Chapter 9. Financial Management**<br>1. Budget and Incomes | - | - | The financial regulation was prepared and approved, and this allowed VTC to use their income. It is essential to strengthen the rules for the use of revenue for accountability. |
| 2. Budget Compilation | ○ | ○ | |
| 3. Setting Tuition Fee and Other Charges | - | - | |
| 4. Income Generation Activities | ○ | ○ | |
| **Chapter 10. Partnership**<br>1. Purpose of Strengthening Partnership | - | - | There has been a significant increase in collaboration with local NGOs and the private sector. Skills to negotiate with partners needs to be improved. |
| 2. Cooperation and Collaboration with Private Sector and Local Community | ○ | ○ | |
| **Chapter 11. Monitoring & Evaluation**<br>1. VTC Evaluation | △ | △ | Data analysis skills are needed to go beyond numbers |

Note: ○Improvement, △In progress, ×Not in action, - Not for evaluation
Source: JICA Project Team

② Announcement of Training Policy

- Both KaVTC and KoVTC prepared two medium-term strategic plans during the project period. While the first strategic plan preparation (2016) was largely guided and advised by GEMS experts, the second plan preparation (2021) has been undertaken by VTC and state government, with guidance by SCVTA (Strategic Planning Working Team). The contents were well prepared as it reflected the local environment and the needs, and the process was also

appropriate. This indicates that the C/P has enhanced their capacity to prepare strategic plans independently.

- Kassala and White Nile States host a large number of IDPs and refugees from neighboring countries (Ethiopia, Eritrea, South Sudan, etc.). The strategic plan indicates the provision of training for those vulnerable groups. This indicates that the VTC has enhanced a consideration for these groups.
- Through the stakeholder meetings during the planning process, KoVTC formalised a partnership agreement with a local company (provision of training materials and equipment from the company). The understanding of the importance of partnerships with local stakeholders is evident in the VTC's strategic plan.

③ Expansion of Short-term Training Courses

- Number of short-term training courses was on an increasing trend until COVID-19. There was a significant increase for KoVTC from 2018, which was the time when the new training facility was constructed and equipped. The number of trainees who participated in the short-term courses during the project period reached 1,743 in total. This is nearly the same number of the graduates from the 3-year apprenticeship diploma course (1,863 graduates).
- The short-term training courses often target socially vulnerable groups. Nearly 70% of the short-term training courses contributed for either women's empowerment (female citizens), peacebuilding (refugees, IDPs and host community target course), or inclusiveness.
- Through this experience, the 2 pilot VTCs have gained skills and knowledge to manage the short-term training courses effectively.
- The possible factors that promoted the implantation of short training course are as follows:

- Improvement of trainers' training skills: This was as a result of the introduction of SOPs and technical training (TOT) provided by SCVTA.
- Expansion of training facilities at KoVTC: This directly affected the quality of training. The improved facilities and equipment attracted clients such as NGOs and the private sector.
- Approved autonomy to VTCs on the generated income by SMOF: It has contributed to increase the motivation of VTC to run profitable training courses.
- Monitoring by the SMOF: Information from the monitoring were reported to the higher rank officials at the SMOF and the state governor's office. This kind of reporting increased the political commitment.
- Public relation activity of training, e.g. open days; KoVTC has distributed a booklet to NGOs and others to introduce its short-term training course programmes, which has resulted in an increase in contract-based training.

**Table 2-18 Number of Short-term Training Courses by the Pilot VTCs**

| VTC | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
|---|---|---|---|---|---|---|---|
| KaVTC | 1 | 0 | 6 | 7 | 3 | 0 | 17 |
| KoVTC | 2 | 2 | 10 | 13 | 6 | 1 | 34 |
| Total | 3 | 2 | 16 | 20 | 9 | 1 | 51 |

Source: JICA Project Team based on the report from pilot VTC

**Table 2-19 Number of Short-term Training Participants**

| VTC | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | Total |
|---|---|---|---|---|---|---|---|
| KaVTC | 15 | 0 | 73 | 186 | 55 | 0 | 329 |
| KoVTC | 250 | 150 | 628 | 251 | 95 | 40 | 1,414 |
| Total | 265 | 150 | 701 | 437 | 150 | 40 | 1,743 |

Source: JICA Project Team based on the report from pilot VTC

**Table 2-20 Number of Short-term Training Courses by Target Group**

| VTC | Women | Refugees/IDPs | Person with Disability |
|---|---|---|---|
| KaVTC | 13 | 5 | 1 |
| KoVTC | 9 | 14 | 8 |
| Total | 22 | 19 | 9 |

Source: JICA Project Team based on the report from pilot VTC

④ Improvement of the 3-year Apprenticeship Diploma Course

- The number of graduates from the 3-year course was 73 at KaVTC and 412 at KoVTC in 2020. At KaVTC, the number was close to its capacity, while at KoVTC the number had been increasing since 2016. Unlike short-term training courses, which are more likely to be affected by COVID-19, the number of graduates on 3-year courses has been more stable.
- Both pilot VTCs took part in the pilot implementation of the Basic Course revised curriculum since 2017. Initial monitoring visit from SCVTA noticed the misunderstanding of the evaluation method (the concept of tolerances of measurement for the final product) and SCVTA sent TOT mission on this matter in 2017. According to the SCVTA's monitoring report in 2018 in 2 states, the 2 VTCs' trainers were following the curriculum and the trainees' product quality evaluation reached as high as 94% (it is important to note that the evaluation has been generously given from the trainers). SCVTA found the result satisfactory and decided to scale up to the 5 federal VTCs. Therefore, it can be said that the trainers have gained the skills to deliver training according to the curriculum and textbooks.
- With the introduction of IPT manual, the VTC enhanced the monitoring practice following the guideline. Now both VTCs prepares a monitoring notebook to be filled in by the trainee and also the company supervisors. The company receiving the trainees noticed the change in seriousness of the way VTC monitors. The satisfaction of the host companies surveyed in Kasala shows high satisfaction to the IPT system (average 3.7 out of 5, 12 companies responded), and the trainees (average 3.4 out of 5, 24 companies responded) in 2018. For Kosti,

out of 5 companies visited, the satisfaction to the trainees was rated as high as 4.6 out of 5 points. Furthermore, one of the largest companies the Kenana Sugar Company, which stopped receiving IPT trainees since 2009 decided to open the door for the KoVTC trainees once again from 2021, recognizing the improvement of VTC. The trainers of the sections also appreciated that the trainees' monitoring notebook gives information about labour market skills needs, which they can reflect in their training.

**Table 2-21 Number Graduates of 3-Years Apprenticeship Diploma Course**

| VTC | 2016 | 2017 | 2018 | 2019 | 2020 | Total |
|---|---|---|---|---|---|---|
| KaVTC | 44 | 83 | 76 | 66 | 73 | 342 |
| KoVTC | 269 | 231 | 279 | 330 | 412 | 1,521 |
| Total | 313 | 314 | 355 | 396 | 485 | 1,863 |

Source: JICA Project Team based on the report from pilot VTC

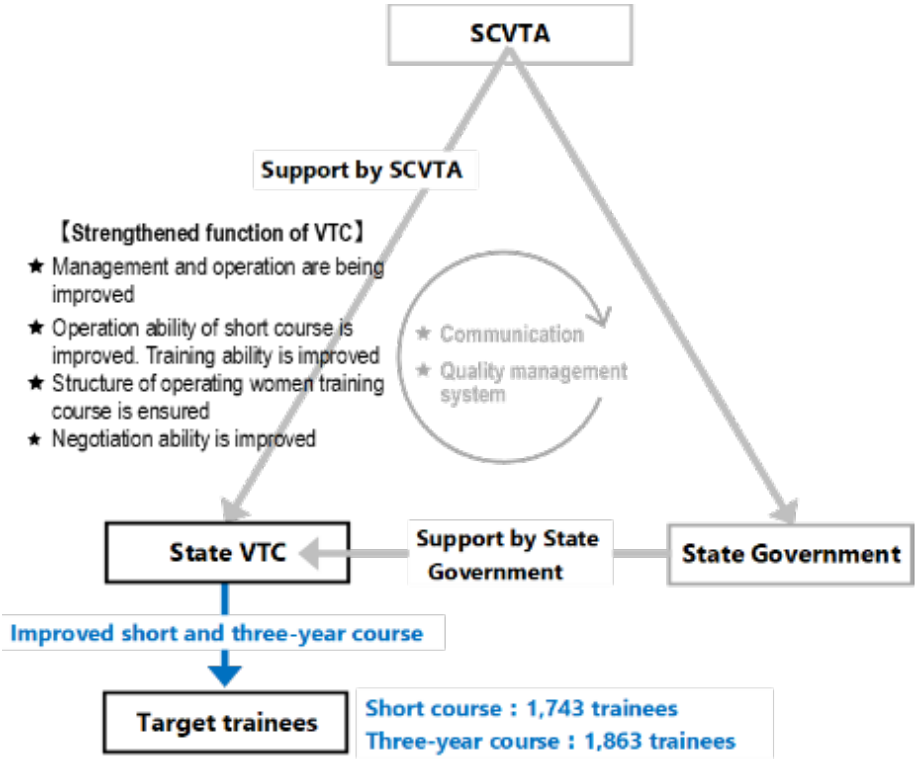


**Figure 2-4 Achievements of Output 3**

### 2.2.2 Project Purpose and Indicators

| Project Purpose: The improved vocational training system for targeted State VTCs is established |
|---|

All the indicators of the project purpose have been achieved, and therefore the achievement of the project purpose is rated high.

All five C/P agencies, the key elements of the improved vocational training system, have improved their respective functions. A joint monitoring system on the vocational training services between SCVTA, the State Government and VTCs was introduced with QMAS. Through the

activities, VTC has diversified its training services, increased the training opportunities and improved the quality. This suggests that the services of the three agencies are well linked to each other and contribute to the improvement of the training services at the pilot VTCs.

**(1) Achievement of the Indicators**

All 4 indicators were achieved.

- Indicator 1

| Indicator | Means of Verification | Detail |
|---|---|---|
| More than 70% of the pilot VTC staffs consider that the technical support from SCVTA has improved by the completion of the Project. | Questionnaire survey for staff of the targeted VTCs | Achieved<br>32/46 (70%) staff interviewed in both VTCs recognized the improvement such as more monitoring visit, technical advice, etc. |

Source: JICA Project Team

Of those who recognized significant improvement, over 80% of trainers responded that the SCVTA's role in introduction of IPT manual and basic course curriculum and their follow-up have significantly improved. Considering that IPT and basic course are a part of the 3-year diploma course, which is the core business of both VTCs, it is likely that VTC staff could easily appreciate these aspects since they are fully aware of the issues of 3-year course.

Among those who did not recognize the positive impact, 50% mentioned the lack of textbook, and more skills-based monitoring by technical experts to know the skills needs of the VTC trainers.

- Indicator 2

| Indicator | Means of Verification | Detail |
|---|---|---|
| State Government conduct monitoring and evaluation of the operation and management at the pilot VTC | Evaluation record | Achieved<br>• State government's visit to the VTC has increased from zero (base line) to at least every month in both states, and it has become habitual.<br>• Two pilot VTCs prepared and submitted its annual performance report to SCVTA, following the QMAS guideline.<br>• With the development of the State Strategic Plan, along with the VTC strategic plan, the 2 states' government have started to assume its role to monitor and evaluate the performance of the VTCs.<br>• There are assigned staff for monitoring and evaluation of the strategic plan in both states at StCVTA (Kassala), and the strategic plan monitoring and evaluation committee assigned by SMOF (White Nile) |

Source: JICA Project Team

When the project started in 2016, both SMOF were not recognizing the VTC as its own property, and there was little communication except at the time of budget request. Through the project

activity, the SMOF's visit has become routine and that there is close communication between them. Of the interviewed VTC's administrative council members (21 persons), 90% said that visits from SMOF were increased.

- Indicator 3

| Indicator | Means of Verification | Detail |
|---|---|---|
| SCVTA and the state government officers /StCVTA conduct annual meeting | Meeting record | Achieved<br>• VT forum (2016, 2018, 2021) and StCVTA establishment explanatory workshop (2018) secured the meeting opportunity for the state government and SCVTA.<br>• Due to the security situation after the revolution, and the COVID-19 pandemic, such meetings /gatherings were not possible in 2019 and 2020. |

Source: JICA Project Team

GEMS did not consider formalizing the meeting only between the SCVTA and state government but utilize the VT forum as an opportunity of sharing experience. This is because it is not realistic to formalize additional meeting due to financial difficulties, and also because the VT forum, which brings VTCs, state government and SCVTA together, can fulfil such function.

In the meantime, besides such formal meetings, the communication between SCVTA, State Government and VTC has improved drastically through the project.

Prior to the project, it was not usual for SCVTA staff to visit SMOF or for SMOF to visit pilot VTCs. This kind of relationship that enables exchange of information is an invaluable asset for the continuation of communication after the end of the project, especially in Sudan where relationships are so important.

In addition, this enhanced communication has certainly contributed to the better negotiation of resource allocation. Two VTCs' staff (81%) said that the negotiation with the SMOF had become easy and there was an increased interest from SMOF to VTC. In particular, the fact that SMOF authorised VTC to use its income at its own discretion was a very large step toward self-reliance and future development (indicator 4). It can be said that such good communication, with various tools introduced to the VTCs had improved the VTCs' perception toward SCVTA (indicator 1).

- Indicator 4

| Indicator | Means of Verification | Detail |
|---|---|---|
| Essential budget to operate and manage VTC is disbursed to the pilot VTCs | Budget record of the pilot VTCs | Achieved<br>• Budget disbursement has increased annually at both VTCs. (See Output 2 indicator 2-1)<br>• KaVTC used to receive 3,000SDG/ month for operational budget, which increased up to 400,000SDG/month. This operational budget excludes purchase of raw materials. According to KaVTC, |

| | | |
|---|---|---|
| | | SMOF allocated necessary budget for raw material upon request. Besides, KaVTC had started offering training course for income generation since the approval of the autonomy for using the generated income. This will enable VTC to run with stable fund.<br>• KoVTC has been receiving funds necessary to run the VTC upon request from SMOF.<br>• Both SMOFs had approved the VTCs to utilize the income generated by the VTCs at the VTC's own discretion. This improved the financial situation of both VTCs. |

Source: JICA Project Team

Although the state budget allocation for VTCs has increased, it is not a sufficient amount for the operation of the training with considerable inflation. On the other hand, it was not easy to increase the budget in the tight financial situation of the State Government. In this circumstance, it was a great achievement for the state government to grant the VTCs the autonomy to use the revenue (previously, all revenue was collected by the SMOF and then reallocated as the state budget, but in reality, the VTCs received less than the revenue they collected).

VTC has a big potential to generate income from tuition fees, contract-based training and production and repair services. Securing other means of income in addition to the state budget has a significant impact on strengthening VTC's financial status.

### (2) Establishing the Improved Vocational Training System Targeting the State VTC

- The roles of SCVTA, state governments and state VTC in the provision of public vocational training services have been clarified (strategic plans) and their functions are strengthened with the support of GEMS (achievement of output 1 to 3). SCVTA developed and made available various tools such as guidelines for VTC management, manual for training and training materials. In addition, communication between the 3 parties has increased and furthermore, QMAS has introduced a formal mechanism to maintain the linkage of the 3 parties.
- It is also important to acknowledge the fact that the state governments have become able to play a role in the management of vocational training within this system. It is unrealistic that SCVTA supervises all VTCs in the country directly. The vocational training system cannot function without involvement of the state governments.
- Human resources are also prepared to run the improved vocational training system. SCVTA's 3 task teams, master trainers, and trained staff of state government and VTC will be the key players in the operation of the system.

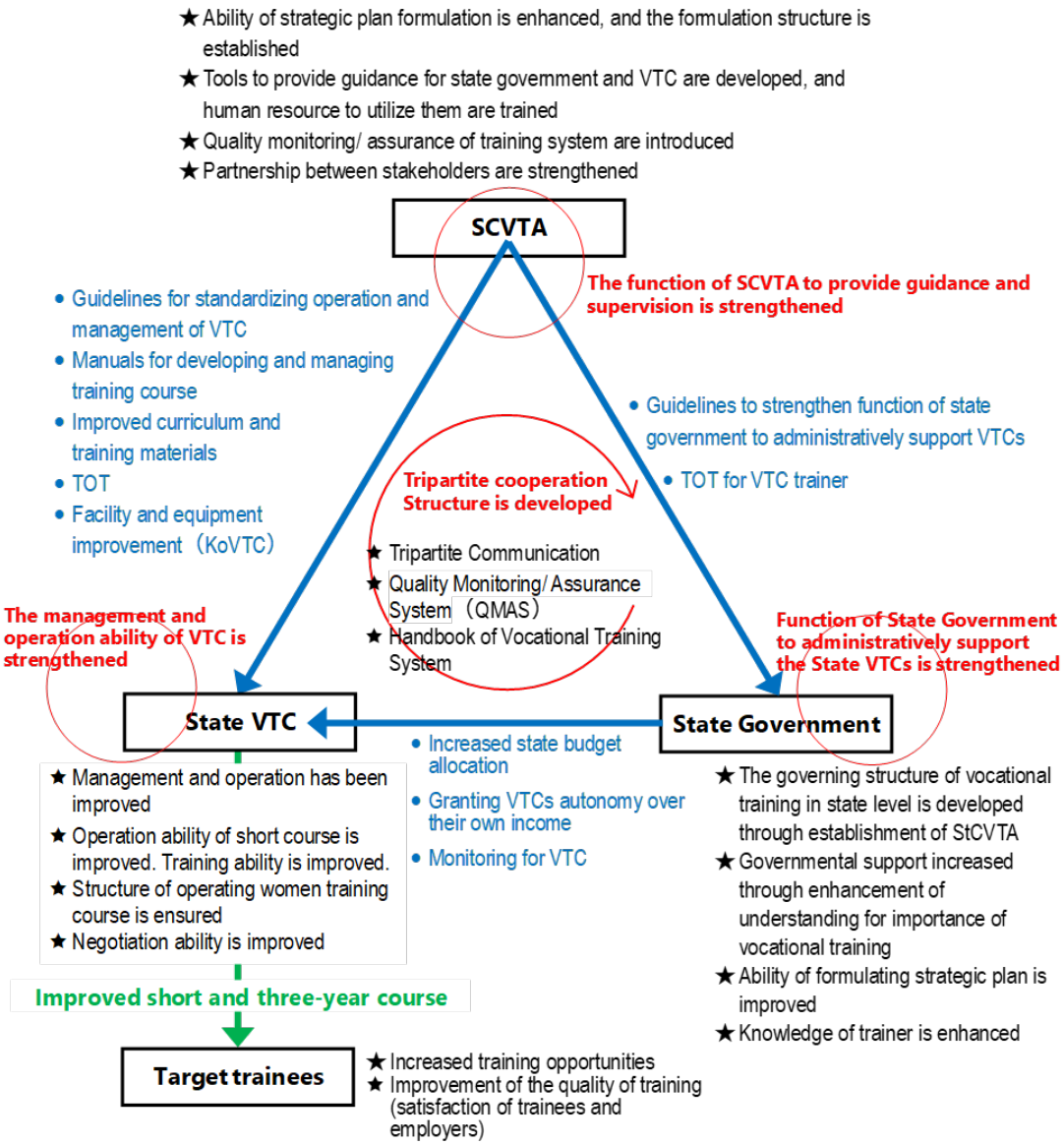


**Figure 2-5 Establishment of the Improved Vocational Training System**

### (3) Factors that may affect the Operation of the System

The improved vocational training system has been established, although there are a number of factors that may affect the implementation of the system. Systems become dysfunctional when one of the components get trouble. It requires the ability to manipulate the system flexibly to avoid problems or to find alternative measures.

① SCVTA

- (Division of Tasks) The Vocational Training System was developed largely with the SCVTA's Task Teams, who could work on the project activities cross sectionally. When it comes to the operation, the existing 5 directorates will be responsible for implementation. Although the responsible directorate for each guidelines and manuals were confirmed with the directorates

in a meeting, the system's flexible nature and rigid functions of each directorate may affect the implementation.

- (Unstable Leadership) The system is supervised by the SG and the DGs. There is a chance of staff reallocation and retirement/resignation, which may cause the change of directives.
- (Information Management) Improved vocational training system includes various tools (guidelines and training materials). From previous experience, there is a risk of losing some of the information (when information remains with a person and is not shared).
- (TOT system) The Institute of Training for Trainers and Supervisors (ITTS), which provide TOT is not functioning due to institutional problem. The master trainer method adopted in the GEMS project may not be adapted in increasing the scale of TOT.

② State Governments

- (Organisational structure) The StCVTA has not been established in White Nile State. There is only one person in charge of vocational training in the Civil Service Department of the White Nile SMOF, who can perform the role expected in the vocational training system. The knowledge of the state vocational training administration is concentrated in the hands of individuals and is weakly accumulated in the organisation. As a result, the function of the state government may be impaired when the person in charge transferred or retires.
- (Continuous capacity building) In the past, state MOF staffs were not considered as eligible for training on vocational training system and did not have access to such opportunities. Vocational training expertise among the state government officials is usually very weak. In particular, improving the knowledge of StCVTA members is a key factor for the implementation of the improved vocational training improvement system.
- (Financial autonomy of VTC) The financial autonomy of the VTCs granted by the state government is an exceptional case given at the discretion of the state government. This means that such exceptional cases have no legal basis and maybe withdrawn when the top changes.

③ State VTC

- (Short-term Training Courses) Short-term training courses are often contract-based with external partners. This itself is an effective training mode however, waiting for the external partners only does not give regularity in the provision of training services.
- (Internal TOT) When SCVTA's TOT system is not functioning, state VTCs have not yet established the internal TOT system. Trainers' capacity development relies mainly on informal OJT training.
- (Accountability) VTC has gained autonomy on the revenue and prepared a financial regulation that clarify the usage of the funds. It is simultaneously essential to ensure a transparent accounting system. Failure to do so will lead to corruption and staff distrust, and consequently to a deterioration in the functioning of the VTC.

④ Three-way Coordination

- (Data Management) Accurate information on training performance is necessary for the joint evaluation of vocational training through QMAS. In the training performance report for 2020, there were a number of cases where the credibility of the data submitted by VTCs was questionable. In addition, there is much room for improvement in the capacity of the staff to analyse the data required for the evaluation.
- (Meeting Cost) The VT Forum is an important place for assessment of training performance in QMAS. In order to keep its costs low, it is scheduled once a year, but even so, some institutions may not be able to afford to attend. The format of the meetings should be designed to be online, but the VTCs and state government often laggs behind in the use of ICT tools.

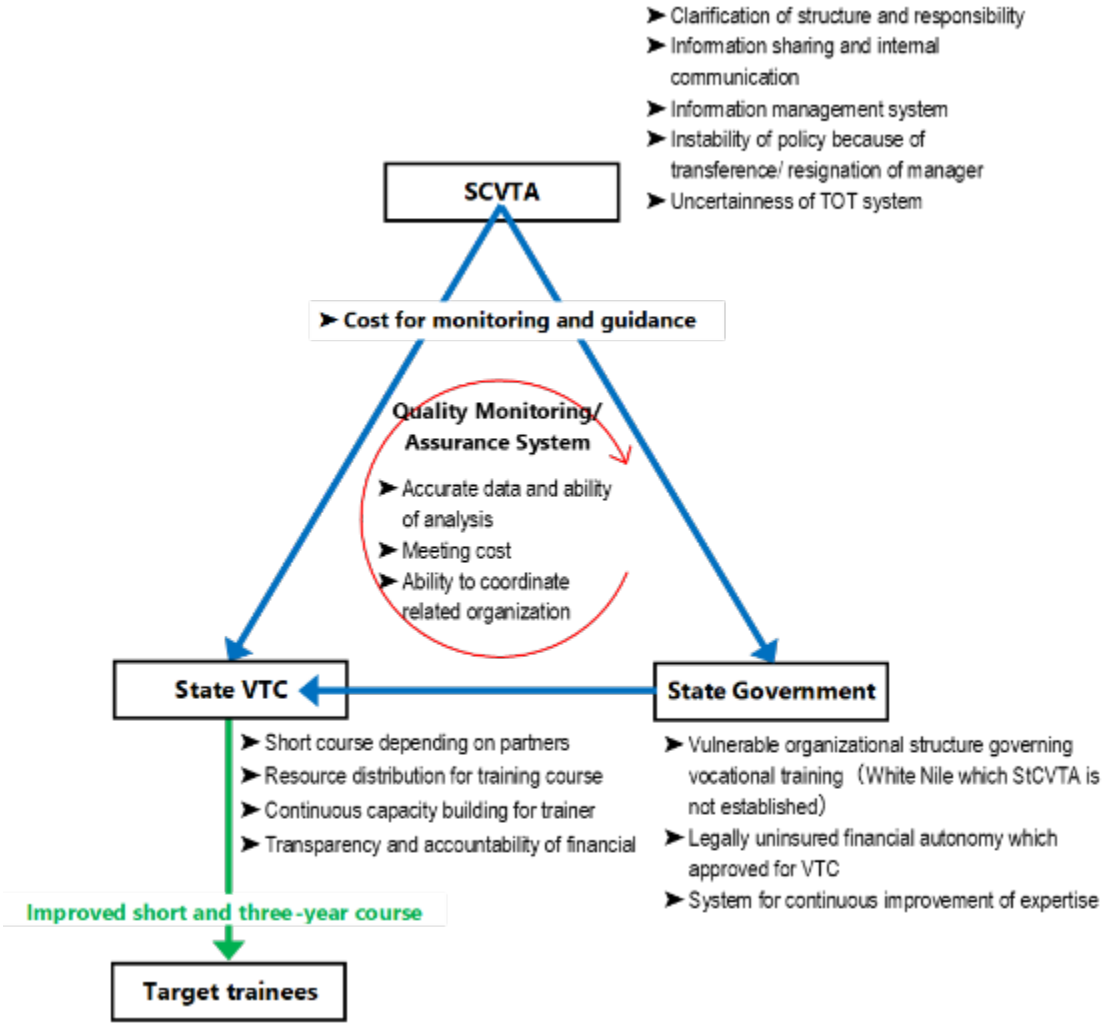


**Figure 2-6 Factors Affecting Stable Operation of the Improved Vocational Training System**

## 2.3 History of PDM Modification

### (1) Extension of the Project Period

The project period was extended by 20 months from the original 4 years period. During the project period, PDM was modified for the extension.

**Table 2-22 Modification of Period**

| Current Plan | Original Plan |
|---|---|
| February 2016 – October 2021 (5 years and 8 months)<br>1st modification: February 2016 to November 2020<br>2nd modification: February 2016 – October 2021 | February 2016 – February 2020 (48 months) |

Source: JICA Project Team

<Reasons>

- (1st modification) Project activities were suspended due to the security situation caused by the Sudanese revolution started in December 2018. It became necessary to extend the project duration in order to complete all planned activities.
- (2nd modification) The pandemic of COVID-19 caused a disruption of the project activities and forced to operate remotely from Japan. It was thus agreed inevitable to extend the project duration in order to achieve the project purpose.

<Official Agreement>

- PDM Ver. 2 was agreed on 9 February 2020 at the 5th JCC and minutes of meeting was signed.
- PDM Ver. 3 was agreed, and the minutes of meeting was signed on 5 November 2020. No meeting was held due to COVID-19 restrictions.

### (2) Changes in Outputs

Added output-2 and merged output 1 and output 3 into one output. The order of outputs was changed.

**Table 2-23 Modification of Outputs**

| Current Plan | Original Plan |
|---|---|
| [Output 1]<br>The function of SCVTA to provide technical support for State VTCs is strengthened. | [Output 2]<br>The function of SCVTA to provide technical support for State VTCs is strengthened. |
| [Output 2]<br>State Government function to administratively support the State VTCs is strengthened | Additional output |
| [Output 3]<br>The ability to manage and operate VTC at the 2 pilot VTCs (Kassala VTC (KaVTC) and Kosti VTC (KoVTC) )is strengthened through the administrative support from the State Government and technical | [Output 1]: Improved management model for VTCs ("Kassala Model"(*4)) is developed and continuously practiced in Kassala VTC (KaVTC).<br>[Output 3]: The ability to operate the vocational training at Kosti VTC (KoVTC) is |

| | |
|---|---|
| support from SCVTA. | strengthened through the technical support from SCVTA. |

Source: JICA Project Team

<Reasons>

- It was recognized among the stakeholders that the administrative supervisory responsibility of the state government (especially in financial and human resource arrangement) cannot be ignored to improve the management of the state VTCs. To this end, it was agreed to support the State Government to enhancing its ownership of VTC and in fulfilling its administrative responsibilities by focusing on the following points.
  ① Clarification of the office responsible for VTC within the state government
  ② Support formulation and implementation of annual VTC plans and budgets by state officials
  ③ Support monitoring of the state VTC by the state officials.
- Although the management system adopted at KaVTC was effective, it was not matured enough to be a distinguished model case for other state VTCs. Also, KoVTC had an effective management system (e.g. for equipment and materials management). Thus, it was considered suitable to mix both good practice and make a system, and the term “Kassala model” was removed.
- Output 1 and 3 were merged into one, as it was agreed that SCVTA would develop a model for VTC management with using good practices from both Kassala and Kosti VTCs.
- Placed capacity building of SCVTA as output 1 (previously output 2), since SCVTA is the central actor of the dissemination of activities.

<Official Agreement>

PDM Ver. 1 was agreed on 29 March 2018 at the 3rd JCC and minutes of meeting was signed.

### (3) Other Modification

The PDM was amended 3 times during the project period. This includes the changes of the indicators and activities according to the above changes of the outputs. The summary and history of the PDM amendments are shown in the table below. (See all PDM in Annex-7)

**Table 2-24 Changes in PDM and Reasons**

| Date | Key points of Change | Reasons |
|---|---|---|
| PDM Ver. 1<br>29 March 2018 | • Addition of output 2<br>• Merged the output 1 and 3<br>• Revised the activities and indicators according to the changes of the outputs<br>• Target value of the indicators were set. | • The changes to the outputs are described above.<br>• Target values were set in order to enable objective evaluation. |

| | | |
|---|---|---|
| PDM Ver. 2<br>9 February 2020 | • Duration was extended by 9 months<br>• Added means of verification for output 1 “Sudan Vocational Training System Handbook”<br>• Added the target group: Officers of Kassala and White Nile State Ministry of Finance | • Extension due to the security situation at the time of the Sudanese Revolution (as described above)<br>• Scattered and unorganised information on the vocational training system was recognized as fundamental problem of the vocational training administration. In order to ensure that the knowledge is well shared among the stakeholders, which is important factor to achieve the project purpose, it was agreed to develop the handbook as a package of knowledge on vocational training.<br>• Kassala and White Nile SMOFs were included as a part of the project’s implementing agencies based on the Minutes of Meetings signed at the JCC on 29 March 2018, but this has not been reflected in the PDM Ver.1. |
| PDM Ver. 3<br>5 November 2020 | Duration was extended by 11 months | Because of the COVID-19 pandemic (as described above) |

Source: JICA Project Team

## 2.4 Others

### 2.4.1 Results of Environmental and Social Considerations

The Project is classified as 'Category C' in accordance with JICA's Guidelines for Environmental and Social Consideration (among projects which have minimal or little adverse impact on the environment and society) at the ex-ante evaluation conducted by JICA. No negative environmental and social impact was observed nor reported during the project period. The project constructed a training facility at KoVTC in 2017 (1,060m$^2$), and no negative environmental nor social impacts from this construction have been identified.

### 2.4.2 Results of Considerations on Gender/Peace Building/Poverty Reduction

The project had been focusing on narrowing the access gap to vocational training opportunities between women and men and to empower women economically through income generation, as well to improve livelihood of the people in challenging situations. At the commencement of the project, training needs survey for the disadvantaged groups were conducted. Training courses reflected the findings of the survey.

#### (1) Gender Equality and Women’s Economic Empowerment

- The Project encouraged the C/P agencies to improve women’s access to vocational training. SCVTA, state government, and state VTCs strategic plan includes women as a key target group of the training service.
- For KoVTC, a training hall dedicated to the training for women[5].

[5] For KaVTC, women’s section was established in 2010 supported by UNDP and JICA’s K-TOP project.

- GEMS supported SCVTA to organise a workshop on the topic of promoting women's section in VTCs in October 2018. Representatives from KaVTC, KoVTC, Obeid VTC, Sudanese Korean VTC and Chinese Friendship VTC participated. The common concerns were, such as, little attention paid to women's section from the VTC's managers, lack of TOT opportunities, and lack of promotion of women's training to the society. GEMS responded to these issues by provision of TOT, supporting PR activities and most importantly raising awareness among the management of VTC.

**1) Women's Participation in Short-term Training Courses**

The Project conducted women's training needs survey in 2016 in both states. It was understood that women are rather seeking for self-employment that allows them time flexibility more than wage employment. The training contents demanded by them were something that can be done home-based with little initial investment. By knowing the women's needs, GEMS then trained both Kassala and Kosti VTCs trainers to be able to train the trainees on starting business, beside some technical skills for food processing and leather crafts.

As a result, training courses conducted in the two VTCs were as follows:

**Table 2-25 Number of Short-term Training Courses for Women**

| VTC | 2016 | 2017 | 2018 | 2019 | 2020 | Total |
|---|---|---|---|---|---|---|
| KaVTC | 1 | 0 | 6 | 4 | 2 | 13 |
| KoVTC | - | - | 6 | 2 | 1 | 9 |
| Total | 1 | 0 | 12 | 6 | 3 | 22 |

Source: JICA Project Team based on the report from pilot VTC

**Table 2-26 Number of Short-term Training Female Participants**

| VTC | 2016 | 2017 | 2018 | 2019 | 2020 | Total |
|---|---|---|---|---|---|---|
| KaVTC | 15 | 0 | 73 | 156 | 30 | 274 |
| KoVTC | - | - | 233 | 22 | 30 | 285 |
| Total | 15 | 0 | 306 | 178 | 60 | 559 |

Source: JICA Project Team based on the report from pilot VTC

The training course includes market visits and simple business planning (accounting, marketing, etc), and as a result, 70% of participants have started their own business after training. Some success stories shows that such short-term training courses have also impacted for poverty reduction.

**Box: Success Story**

I am Islam Fouad, 21 years old, and I live at Kadogli area North Kosti City. I did not finish my study due to my family's economic situation.

In September 2018 I was very lucky to be selected by UNICEF to attend a short-term training course on pastry at Kosti Vocational Training Center. The place was very well organised.

Besides learning making pastry we studied additional subject "Start Your Business", it was first time for me to know business is not about big investment and you can start business with very small amount of money.

I liked the idea a lot and I thought to start my own business since it's easy to start, so when I came back home, I asked my mother's help to start my business, I told her to start with balah-sham (name of the sweets) as KoVTC's trainer taught us how to make it and it does not need too much materials.

My family was supportive and agreed to help me with small capital to start making balah-sham. Back then 80 SDG was enough for me to start my business since the materials were not very expensive like today. Without delay, I start producing balah-sham and cooperated with the nearby shop as sales point.

In the beginning, I made 1kg products that cost me 80 SDG for ingredients, lucky me the products finished in the same day, that gave me 150 SDG, which means 70 SDG as profit a day. The shop owner asked me to make it on daily bases, and then I could earn around 2,000 SDG monthly.

I was happy with that progress then I started to expand and make yansoon biscuits. I also started to deliver orders for events in the area. As well as I started helping my family with small things that the house might needs like bed sheets, etc.

After working and cooperating with sales points for 3 years, I learnt lots of things concerning marketing and I will use these new skills to enhance myself.

Now I have my own family and also have a son. I will dedicate my time and efforts to guarantee a future for my son that I did not have. I will make sure he will complete his education and I am not afraid of the economic situation anymore, because now I am a business owner.

(Interview on 1st August 2021)

### 2) Regular Training Course (Impact)

Encouraged by GEMS, KoVTC have declared to make a quota of 10% seats for women to the apprenticeship diploma course. Although there were almost no applications from women, there were 2 trainees first time in KoVTC's history who enrolled in the regular 3-year apprenticeship diploma course now, one in auto electricity section and another in general electricity section.

## (2) Contribution to Peacebuilding and Poverty Reduction

Peacebuilding is a top priority for the transitional government in Sudan. In addition, Kassala and White Nile States are hosting a large number of internally displaced persons (IDPs) and refugees from neighboring countries. In view of this, SCVTA, the State Government and VTC specified the provision of training to vulnerable groups including IDPs and refugees in their strategic plans.

KaVTC provided 7 courses for 186 refugees and host community, and KoVTC provided 14 courses for 760 refugees and host communities.

# Chapter 3 Results of Joint Review

## 3.1 Results of Review based on DAC Evaluation Criteria

The Project (Sudanese side and Japan side) jointly undertook the evaluation of GEMS using Development Assistance Committee (DAC) Criteria, namely “relevance,” “effectiveness,” “efficiency,” “impact,” and “sustainability.” The five-level rating of “high” - “relatively high” - “moderate” - “relatively low” - “low” was used.

### 3.1.1 Relevance

The relevance of the project is rated "high" as it addressed 2 points: the relevance of the project purpose in the current situation of vocational training in Sudan, and the consistency of the approach to the challenges of vocational training.

#### (1) Relevance to the Policy:

##### 1) Sudanese Government Policy

- The Sudan’s national strategies, “Twenty-Five Year National Strategy 2007-2031” and “Five Year Programme for Economic Reform 2015-2019” recognize vocational training as an effective means of promoting economic development by increasing income. In addition, “Three Year Emergency Program 2012-2014” and “Sudan Interim Poverty Reduction Strategy Paper (I-PRSP) (2013)” put vocational training in the national priority agenda of “human resource development” and “economic development and creation of employment”. The “Vocational Training and Apprenticeship Act (2001)” defines the roles, functions, and its authority of SCVTA in the vocational training area.
- The Transitional Government was established in 2019. The Government announced the “General Framework for the Programme of the Transitional Government (2020)” and the “Three-year Program for Stability and Economic Development 2021-2024”, in which the issue of youth unemployment, one of the possible triggers of the revolution, is recognized as a national priority agenda. Vocational training is an important means of solving the problem of unemployment by increasing the skills of young people and improving labour supply and is an appropriate means of addressing the Sudan's development challenges.

##### 2) Japanese Government Policy

In Japan's country assistance policy for the Republic of Sudan, assistance for the area of vocational training is positioned as support for peace consolidation, and it is expected to contribute to poverty reduction, including the reintegration of disarmed soldiers, by strengthening the vocational training system. In addition, following the Japanese government's aid policy, the JICA country analysis paper (May 2014) positions the assistance for vocational training as support for basic human needs, and specifies that the programme will work to develop and implement

vocational training plans meeting the needs of the labour market, while at the same time helping to improve the livelihoods of vulnerable groups such as women, people with disabilities and disarmed soldiers.

**(2) Development Needs**

- The unemployment rate in Sudan is very high at 16.9%, and among the youth, it reaches 32.1% (ILO model estimate). In order to solve the issue of unemployment in Sudan, it is necessary to expand the labour market through economic growth. On the other hand, the mismatch between the skills that employers expect from their workers and the skills that workers have in the current labour market is one of the reasons behind the unemployment. Vocational training is an important instrument to fill this gap.
- Sudanese companies place great importance on work experience when recruiting. According to a survey conducted by GEMS on the attitudes of young unemployed people with limited work experience in 2019, 70% of unemployed people wish to receive vocational training in order to acquire practical skills.
- Public vocational training in Sudan lacks gender equality. The project's activities include the development of short-term training courses for women in order to expand training opportunities for women.

**(3) Appropriateness of the Means**

- Vocational training in Sudan faces a multifaced set of challenges, and partial improvements are unlikely to improve training services. In contrast, the project saw public vocational training services as a systemic action and took an approach that aims for total optimisation by strengthening the functions of the three core parties of the system: SCVTA, the state government and the state VTCs, and by enhancing their three-way communication.
- In the area of vocational training, JICA has implemented 5 technical cooperation projects since 2008. In this project, the knowledge accumulated and the human resources developed in the past projects were utilised to establish the improved vocational training system.
- The project has set up a monthly development partners meeting, with participants from aid agencies and donors active in the area of vocational training. The information and advice provided by these partners are reflected in the establishment of the vocational training system.

### 3.1.2 Effectiveness

The project purpose “the improved vocational training system for targeted state VTCs is established” has been achieved as planned, thus rated “high”.

### (1) Achievement of the Project Purpose

The project purpose, "The improved vocational training system for targeted state VTCs is established", has been largely achieved with 4 indicators set for the project purpose were met. On the other hand, it is understood that monitoring by SCVTA and the State Government was not carried out on a regular basis due to a number of external factors and that the financial situation of the target VTCs, although improved, was still not satisfactory.

#### 1) Improvement of Training Quality and Opportunity

The number of people to be trained in the target VTCs has increased significantly through the implementation of short-term training courses (VTCs provided training for 1,743 people in 5 years, in addition to the regular 3-year courses). Furthermore, over 80% of the VTC trainers considered that there was a significant improvement in the quality of training. Many employers also acknowledged the improvement of VTC's teaching skills and indicated that the relationship with VTCs had improved through the closer monitoring during the IPT (9 months). These results show that the GEMS' improved system for VTCs has been effective.

#### 2) Improved Capacity of SCVTA on Supervision

The core task of SCVTA, the national vocational training authority, is to set out policy for vocational training and to supervise vocational training. SCVTA have developed the strategic plan which clarifies the direction of vocational training. With the development of the mechanism for monitoring and the development of tools to standardize and improve the operation and management of VTCs, 70% of the pilot VTC staff recognized the improvement of SCVTA's guidance as explained in section 2.2.2 Project Purpose.

#### 3) Increased Sense of Ownership on Vocational Training from the State Government

State government hold the primary role for supervision of VTCs in the states, not SCVTA as it is not practical for the SCVTA both physically and economically.

It is a significant achievement that the monitoring function is now recognized by the state government, and implemented by SMOF at the state level, comparing to the past where there was no government offices who recognize its responsibility over vocational training in the state.

The transitional government, established following the revolution, has declared that youth employment is a top priority agenda. Under such policy, the state governments' interest over vocational training is heightening. For example, White Nile SMOF had formed a state strategic plan implementation committee headed by DG SMOF. Kassala State has established the StCVTA. These stories well indicate the enhanced ownership of the State Government.

### (2) Causal Relationship of the Outputs and Project Purpose

The causal relationship between the outputs and the project purpose is considered to be reasonable.

"Establishing a vocational training system", in the project purpose is built on three-way cooperation between SCVTA, the state government and VTC, when each of them playing their respective role. SCVTA strengthens its guidance to the state government, which in turn improves its support for VTCs; VTCs improve their operations and training services with the support obtained from the state government and technical assistance from SCVTA. This results in increased diversity of training and training opportunities and improved quality.

### (3) Synergy with the Other Projects

#### 1) JICA's Project

The achievements of GEMS exist on the achievements accumulated through previous JICA projects. The most important outcome of previous JICA projects has been human resources. The human resources that contributed to outputs 1, 2 and 3 are all trained by the previous projects, SMAP-II, K-TOP and the Project for Strengthening Vocational training. For example, the master trainers who conducted the TOT for VTC trainers are SCVTA trainers who were trained as master trainers during SMAP-II and then retrained in GEMS to provide technical guidance to the VTCs. In curriculum development, the personnel trained in the Project for Strengthening Vocational Training have contributed, and in the establishment of the StCVTA, the C/P of K-TOP has contributed (he is now the SG of the Kassala StCVTA. Coincidentally, the C/P of SMAP-II had also become the SG of the South Darfur and North Darfur StCVTAs).

Many of the tools of the vocational training system, such as guidelines and teaching materials, have been developed on the basis of the products of the previous projects. For example, the VTC O&M guideline is prepared based on the KaVTC management regulation developed by K-TOP; the SMAP-II deliverables have been used to revise the curricula for the basic course and IPT host company training; and the curricula for the short-term training courses developed by the Project for Strengthening Vocational Training in Sudan have also been applied in the GEMS.

#### 2) Other Development Partners' Project

GEMS aimed to establish cooperative relation with the other development partners from the beginning. The good relationship with the partners continued since SMAP-II. Establishing the vocational training system is achieved by the cooperative relationship with these partners as summarized below.

**Table 3-1 Cooperation with the Development Partners which Contributed to the VT System**

| | |
|---|---|
| Overall establishment of the system | During the development partners' meeting (20 organisations and projects) organised by SCVTA/GEMS, various information on vocational training was shared and opinions were exchanged. The information obtained through these meetings were useful for various activities of GEMS. For example, when Maastricht School of Management was preparing a training on management including strategic leadership and planning supported by the |

| | |
|---|---|
| | Dutch government, GEMS could bring the SCVTA's strategic plan working team to participate in the training. These actions led to synergistic effects. |
| Establishing the StCVTA | GIZ launched a vocational training project in Darfur in November 2017. GIZ assisted the SMOF of the South and North Darfur in establishing the StCVTA. Cost was shared with SCVTA, GIZ and SMAP-II in organizing the explanatory workshop on StCVTA in 2018. |
| KaVTC capacity building | GIZ started a vocational training project in the Eastern states, including Kassala in April 2017. In this project, GIZ planned to implement short term training (one-year dual course) courses. Considering the KaVTC's limited resources (space, number of staff, etc), GEMS activity plan was developed and implemented in consultation with GIZ and KaVTC to avoid overlapping activities. KaVTC, with the support of both JICA and GIZ, was able to effectively promote output 3: strengthening the function of VTCs. |
| Strategic Planning of SCVTA | UNESCO, which initiated the introduction of TVET system in Sudan, started to prepare a TVET policy (currently TVET strategy, instead of policy). GEMS therefore coordinated to ensure consistency with the TVET strategy and to focus the SCVTA strategy on youth employment. In this process, information and knowledge from both sides were shared and the SCVTA strategic plan was developed. |
| Vocational Training System Handbook | As the handbook covers a wide range of areas of vocational training, information provided by development partners has been effective in enriching its contents (some of the contents are written by partners such as GIZ). UNESCO has recognized the effectiveness of this handbook and has supported its dissemination by uploading it to the UNESCO UNEVOC website. GIZ has also organised a handbook briefing session for stakeholders, at a cost split with GEMS. |

Source: JICA Project Team

### 3.1.3 Efficiency

Efficiency of the project is rated "high" for the following reasons:

**(1) Achievement of the Output (Cost and Time)**

The project achieved its objectives, but the project costs increased from original plan of 500 million yen to 561 million yen (approximately by 10%). In addition, the project duration was extended by nearly 2 years. This considerable extension of the project duration was due to force majeures such as the security situation associated with the civil revolution and the COVID-19 pandemic. The project had to be operated remotely from Japan under such circumstances. The increase in the cost of the project was due to the additional 12.3 person-months of expert's work that was necessary for the project management under the influence of COVID-19.

On the other hand, although output 2 has been added and the expected output has increased, the project cost has not been increased from the original plan. It can be said that the initial budget was used efficiently to achieve output 2. Furthermore, ripple effects of the project are gradually arising. The establishment of StCVTA has spread beyond the states covered by GEMS. In addition, the improved 4-month basic course curriculum for the 3-year apprenticeship diploma

course has been introduced in 5 federal VTCs in Khartoum from 2021. Taking these factors into account, it can be concluded that the results of the project have been achieved efficiently.

**(2) Factors that improved the Efficiency**

- The first factor that has contributed to the efficiency of the project is the use of the outputs of previous JICA projects, as highlighted in the "Effectiveness" section above. The GEMS experts included several members who have previously worked for K-TOP and SMAP-II. This has helped to ensure continuity with previous projects.
- The second factor is the development of SCVTA's project implementation arrangement. The 3 task teams, which were able to work in a cross-disciplinary manner, have deepened their understanding about the project design through regular meetings with GEMS and have gradually became able to take the initiative in their activities. The fact that they were able to take on some of the project activities reduced the workload on the experts, which made it possible for the experts to work on the added work. In addition, the project's operating costs related to the C/P's transport and daily allowance was provided from SCVTA and the increased VTC budget from the state government.
- GEMS is supported by competent and highly motivated national staff. By empowering national staff wherever possible, a significant increase in their initiative and commitment to the project activities was observed.
- The good relationship with the development partners in the vocational training sector have contributed in many ways. Reduction of cost for information collection is one. In addition, GIZ, UNIDO, UNESCO and others have contributed to the workshops and seminars organised by GEMS by sponsoring the participation of their C/P and covering part of the meeting expenses.
- For the construction of the facilities and equipment at KoVTC (approx. 100 million yen), the construction management was subcontracted locally, which minimised the need for Japanese experts and improved cost efficiency. The fact that the design and construction management were carried out in one contract was also cost effective.

### 3.1.4 Impact

Impact of GEMS is expected to be “high”.

**(1) Prospects of Achieving Overall Goal**

The two indicators set as overall goal ((1) dissemination of VTC operational management guidelines and (2) employer satisfaction with VTC graduates) are expected to be achieved (details are explained in section "4.1 Prospects for achieving the overall goal").

| | |
|---|---|
| Indicator-1 More than 50% of the public VTCs use the VTC operation and management guideline | It is possible to achieve |
| Employers and in plant training (IPT) host companies' satisfaction with VTC 3-year diploma course graduates/trainees from the public VTCs is over 3.5 point out of 5 points. | It is possible to achieve |

### (2) Causal Relationship

- An improved vocational training system can be established (Project Purpose) through the strengthening of the respective functions of SCVTA, the State Government and VTCs (Outcomes 1-3). Technical support from SCVTA and supervision from the State Government will strengthen the VTC's capacity for organisational management and training delivery. The improved training services provided at the VTCs as a result of the above changes will lead to the preparation of workers who are valued by employers.
- The vocational training system established by the project has to be continuously in operation to achieve the overall goal. The human resources required to operate the system have been trained and the system can be running at minimal cost, so the financial risks are low.
- On the other hand, decision-making in the operation of the system remains uncertain. The Council, the decision-making body of the SCVTA, has not been held since 2015. The personnel of the SCVTA's General Secretariat lacks stability.
- The important assumption: Socio economic situation does not drastically deteriorate and TVET policy and system does not drastically change are still valid assumption.

### (3) Ripple Effect

- After seeing the newly established training facilities and short-term training at KoVTC, NGOs have increased their training contracts at KoVTC. KoVTC also send trainers to the NGO's project sites to conduct training courses. The trainers trained by GEMS contribute not only to the training of VTCs but also to the NGO's training course implementation and quality.
- KoVTC conducted a strategic planning workshop (2021) with the stakeholders. During the consultations, White Nile Sugar Company, a participant, proposed to provide training materials and equipment to KoVTC, and the company subsequently formalised a partnership agreement with KoVTC for the implementation of the training.
- KaVTC organised an open day as part of its efforts to publicise its training services. An officer from the Kassala State Commission for Investment, who visited the event, took an interest in women's training and subsequently invited the trainers of the women's section to an international trade event in Khartoum to display the training work (2017). Kassala is a conservative region and there are social barriers for women to participate in vocational training. This news contributed to changing attitudes towards women's training.

### 3.1.5 Sustainability

There are some factors of that may negatively affect the sustainability in institutional and financial aspects. Therefore, the sustainability of the outputs of the project is rated “moderate”.

#### (1) Policy

Youth unemployment is a priority issue of the transitional government, which contributed to the increase of interest in vocational training. For example, several development partners have started to conduct surveys on youth employment, and the enquiries to GEMS on vocational training system has increased considerably since 2020.

The relationship between the Federal MOLAR (supervisory ministry) and SCVTA, which was weak in the past, has improved through the development process of SCVTA's emergency strategic plan, which focuses on youth employment. The strategic plan incorporates the improved vocational training system of the GEMS in its activities and the political support of the Minister of Labour in the implementation of the strategic plan will contribute to the sustainability of GEMS outputs.

Currently, UNESCO is preparing the TVET strategy in cooperation with the Ministry of General Education, Ministry of Higher Education, National Council for Technical and Technological Education (NCTTE), and SCVTA. The TVET strategy is likely to re-organise the roles and responsibilities of the SCVTA. However, the basics of VTC and training management will not change and thus there is no negative impact foreseen by the establishment of the TVET strategy.

#### (2) Institution

The organisational structure of SCVTA, StCVTA (SMOF) and the state VTCs is in place and there is no concern toward achieving the overall goal (the structure and functions of SCVTA are clearly defined in the Vocational Training Act, StCVTA in the State Decree of each state and the state VTCs in the job description of SCVTA).

One factor of uncertainty is the ongoing restructuring of vocational and technical education through the introduction of the TVET system. The new TVET system is designed to bring together the NCTTE, the Ministry of Education (technical secondary schools), Ministry of Higher Education (technical colleges), and SCVTA (VTCs) under the Cabinet Office. Within this system, it has been decided that the independence of each organisation mentioned above will be maintained, but reorganisation at departmental level from the coordination of overlapping functions is foreseen. It is expected that the legislation required to establish the TVET system will still take some time and will not have a significant impact on the achievement of the overall goal objectives of GEMS. In the medium to long term, however, the TVET system is expected to benefit the SCVTA by increasing efficiency in such as curriculum development and TOT. The

StCVTA, which is gradually expanding, include technical high schools and technical colleges as its council members. Thus, StCVTA can function as TVET governing bodies at the state level. The capacity of the State Government enhanced through GEMS would also contribute to the establishment of TVET system in the states, which is expected to be enhanced further as the introduction of TVET system progresses.

The managerial structure of SCVTA is another factor of instability. The SG, the project director of GEMS has changed 3 weeks before the end of the project. The top managers (DGs) including the GEMS project manager, will retire in a couple of years. Although there are working level personnel who can operate the improved vocational training system using the tools, the management of an organisation in Sudan is disproportionately affected by the leaders. It is important to be prepared to the foreseen management changes. As noted above, the SCVTA's emergency strategic plan includes the elements of the improved vocational training system, thus ensuring the implementation of the strategic plan is one of the key tools for sustainability. The new SG has already shared her commitment to implement the emergency strategic plan. The Minister of MOLAR has also expressed her high commitment and interest in the strategic plan. Such dual leadership of the SCVTA SG and the Minister of MOLAR in the implementation of the emergency strategy is important to mitigate the risk factors in achieving the overall goal.

### (3) Technical

The operation and dissemination of the vocational training system does not require a high level of technical competence in principle. SCVTA staff worked with state governments and VTCs to develop the tools and explained how to adopt the tools. SCVTA staff then regularly monitored the utilisation of the tools, provided advice where they were not being used, and revised the tools as necessary. Through these experiences, SCVTA staff have gained a better understanding of the tools, and the State Government and VTC have experienced applying them. SCVTA staff are equipped with the necessary skills to operate and disseminate the vocational training system.

**Table 3-2 Technical Skills Required for Vocational Training System and Their Availability**

| Technical Area | Availability of Technical Skills |
|---|---|
| Establishment of the StCVTA | Guideline for establishing StCVTA is prepared. SCVTA's managers are equipped with the skills to negotiate with decision makers in the state government. At the practitioner level, the secretary general of Kassala StCVTA is available for advice. |
| Development of strategic plan | The SCVTA Strategic Planning Working Team has the skills to guide the state government and VTCs in the preparation of their strategies using the Strategic Planning Manual. |
| State government officers' capacity building | The Vocational Training System Handbook is available as teaching aid (self-study is possible) |

| | |
|---|---|
| Guidance to VTCs on how to adopt the VTC O&M guideline | GEMS task team has the capacity to introduce the VTC O&M guideline. VTC's O&M guideline has become under the responsibility of the Directorate of Administration and Finance, but, the Directorate has not gained skills to introduce the guideline yet. |
| TOT for VTC trainers | SCVTA master trainers have the necessary skills; there is a growing culture of peer-to-peer learning (sharing knowledge among staff) at the VTC level, and senior trainers at each VTC who have the knowledge and skills. |
| Short-term training course development | The TMC team can provide guidance using the manual for developing short term vocational training courses. |
| VTC monitoring by state government | The expertise of the officers of SMOF in charge of vocational training has not yet at the level to critically monitor and evaluate. The level of monitoring is still meeting and interviewing the recent situation with VTC principals and staff. Kassala StCVTA has the skills to carry out systematic monitoring and evaluation. |
| Operation of QMAS | The TMC team has the skills to operate the system in accordance with the QMAS guidelines. The ability to analyse data (training performance reports), which is important for quality control, needs continuous improvement. |

Source: JICA Project Team

### (4) Finance: Moderate

There is no doubt that Sudan faces a severe financial /economic challenge. The annual inflation reached 379% as of May 2021[6]. This makes the management of VTC even more challenging. Although there are some positive signs: The USA has lifted the economic sanction and international support for the Sudanese government to clear its arrears to the World Bank, the situation is marked by uncertainty about the impact of COVID-19 and the progress of the Juba peace agreement. At present, it is difficult to foresee any significant improvement in the government budget for vocational training in the next 2 to 3 years. While the financial situation is not optimistic, the improved vocational training system has been designed in such a way that it does not require significant financial resources. Most of the funding comes from transportation and allowances for monitoring and meetings. Therefore, even with low budget, it is considered that the C/P can run the system at minimum required level. In addition, some partners have indicated their support for the implementation of the SCVTA emergency strategic plan, the establishment of the StCVTA and the QMAS. It is expected that the use of these external resources will contribute to the sustainability of the outputs of GEMS.

Considering the above-mentioned circumstances, the financial sustainability of the project is evaluated to be moderate.

[6] https://www.reuters.com/article/sudan-inflation-idAFL2N2NW11X (9 July 2021)

① SCVTA

SCVTA's income is 100% dependent on the government budget. The table below shows the approved budget of SCVTA. The operating budget (categorized in Chapter 2) is SDG 20,395,000 (approximately 5 million JPY) for 2021. Execution of the approved budget varies from year to year, but from 2017-2019, the execution rate was between 80-90%. It is not possible to say this amount is enough or not, considering the rapid change in the value of money last years due to the fluctuations in foreign exchange rate and rapid inflation. This amount, however, is allocated to SCVTA including the operation cost for the 5 federal VTCs, not only for operating the vocational training system. Considering this fact, it is clear that SCVTA has limited resources for financing the operation and dissemination of the vocational training system.

**Table 3-3 Budget of SCVTA (Approved)**

| Area | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Chapter 1 | 10,217,000 | 12,377,750 | 13,903,430 | 13,376,200 | 20,651,090 | 84,230,900 |
| Chapter 2 | 6,000,000 | 6,000,000 | 6,900,000 | 8,000,000 | 10,500,000 | 20,395,000 |
| Chapter 3 | 1,520,922 | 919,155 | 755,870 | 697,650 | 1,555,587 | 3,119,062 |

Source: JICA Project Team based on SCVTA's report

**Table 3-4 Budget of SCVTA (Executed)**

| Area | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|
| Chapter 1 | 10,000,854 | 11,195,291 | 11,903,954 | 12,212,669 | 16,997,483 | - |
| Chapter 2 | 4,099,870 | 4,741,214 | 6,251,874 | 7,316,538 | 7,181,389 | - |
| Chapter 3 | 1,117,844 | 619,432 | 776,347 | 641,091 | 1,833,084 | 2,598,994 |

Source: JICA Project Team based on SCVTA's report

Despite the difficult financial situation, the SCVTA believes that the cost of disseminating the improved vocational training system is not too large. SCVTA has also created a Google Drive where all guidelines and manuals are stored in one place so that VTCs can access the information without having to go to Khartoum. Monitoring can be done by email or phone, with the exception of the VT forum, which SCVTA is considering holding at the time of the announcement of the results of the national examination. Each year, the Minister of MOLAR announces the results of the apprenticeship diploma examinations and the event is attended by VTCs from different states. This would help reducing the transport costs for the participants.

② State government and state VTC

For the State Government and the VTCs, there are no major costly activities, except for running training courses. For short-term training courses, there are 3 ways to sustain the activity. The first is to use the income generated through the activities. Both VTCs are granted an autonomy to use the income generated from the respective SMOF. The second is to market the VT services to local

and international partners. There are many local NGOs (often contracted by international organisations) looking for training providers. Both VTCs have already succeeded in selling their names to these organisations and this trend is likely to continue. Third is to enhance the relationship with the industry. White Nile sugar company, for example, came to KoVTC to get staff trained by KoVTC. They came for one specific course, but when they saw the booklet listing the training courses prepared by KoVTC, they requested 3 training courses and paid the necessary cost.

③ Other sources of funds

The development partners have been supporting the activities of GEMS in various ways, from participation in the development of emergency strategic plan and attending the development partners meeting. It is expected that they will continue supporting the operation of the vocational training system that they have also contributed to. For example, GIZ works to improve vocational training in Darfur, and has been providing support to the StCVTA. KOICA will start supporting the Sudanese-Korean VTC in Khartoum from November 2021, and plans to utilize existing materials such as the VTC O&M guidelines.

## 3.2 Key Factors Affecting Implementation and Outcomes

Factors that affected the project implementation were as follows. The political instability and the COVID-19 pandemic were major challenges that halted project activities. Other factors were less severe and thus GEMS could continue project activities with negligible impact.

**Table 3-5 Factors that Affected the Project Negatively**

| Risk Aspect | Timing | Negative impact | Contents |
|---|---|---|---|
| Political instability | 2019 first quarter | Delay of Activities | • Political demonstration continued since December 2018, which affected C/Ps' commuting and daily attendance.<br>• The Sudanese Revolution started in December 2018 continued till September 2019 when the Transitional Government was established.<br>• Due to security reason, the activities were halted for 9 months. |
| Economic downturn, inflation | Throughout the project | Reduced motivation of the C/P<br>Increased cost of activities | • Depreciation of SDG have been continuing. At the beginning of the project, official exchange rate was 6SDG/USD (February 2015), which was devalued to 446SDG/USD (August 2021).<br>• The government removed the subsidies for the wheat/bread and fuel, and as a result, the prices of bread and fuel increased rapidly. (This triggered the revolution.)<br>• A food processing training course, which VTC planned to conduct with its own funds, was |

| | | | |
|---|---|---|---|
| | | | postponed due to shortage and price hike of cooking gas.<br>• The value of public officers' salary has reduced badly, which negatively impact the lives of the staff. Even though there was an increase in the salary scheme, but the inflation surpassed. |
| Partners' coordination | - | Rescheduling of the activities | • After a year from the GEMS kick-off, GIZ also started its project at KaVTC. In the beginning, the information sharing did not go well and sometimes activity had to be rescheduled. The coordination went better toward the end, which even created synergetic effect.<br>• UNESCO had started to develop TVET Strategy (initial plan was to develop TVET policy) in 2017. GEMS delayed the development of SCVTA strategy to avoid conflicting contents. |
| Management change | - | - | The SMOF's person in charge of KoVTC was transferred just after returning from the study visit to Jordan. His new post still had some role to play in vocational training, thus he stayed close to KoVTC to date and contributed to the improvement of VTC management. |
| Budget execution | - | Delay of activity | At SCVTA, the national audit once stopped the payment of local component for the first half (6 months) of 2018. Some activities were rescheduled due to this. |
| COVID-19 | 2020 | Delay of activity | • In order to avoid spread of the virus, gathering, travelling (inside Sudan and in Khartoum also) were restricted.<br>• Travelling from Japan to Sudan was also restricted and project was remotely operated. |
| Project management | 2019-2021 | - | Direct discussions with C/P became extremely difficult due to lack of IT environments at C/P agencies. Project activities were implemented through close communication via phone call and SNS by the project national staff. |

Source: JICA Project Team

## 3.3 Evaluation on the results of the Project Risk Management

### (1) Result of the Risk Management

According to the risks raised above, the responses taken by GEMS and JICA were as follows.

**Table 3-6 Risk Aspects and GEMS Response**

| Risk Aspect | Response |
|---|---|
| Political instability | • Beyond control. In order to ensure safety, GEMS took a flexible approach, shifting the timing of activities if necessary. The project period was extended by 9 months.<br>• JICA Sudan office has been regularly sharing security and situation |

| | |
|---|---|
| | update with the GEMS team. |
| Economic downturn, inflation | VTCs negotiated with the SMOF and gained approval for the suitable training budget and increased the training fee (It was SDG150/year in 2016, SDG1,500 /year in 2021 for the case of KaVTC. Under further negotiation with SMOF for 2022.) |
| Partners' coordination | GEMS proactively communicated with the partners and tried to find common interest. Some events were conducted jointly to promote synergy and enhance impact. For example, joint event of StCVTA establishment explanatory workshop in 2018, and IPT host company training in 2021. |
| Management change | No significant impact was brought by such changes so far. Good communication among all the C/P agencies is one of the factors of risk mitigation. |
| Budget execution | • When the budget was not disbursed at all at SCVTA, minimum cost (transportation, accommodation, etc) necessary for project activities was covered by GEMS to reduce the delay of activities.<br>• Whenever SCVTA received funds from the Ministry of Finance, the cost was paid back to GEMS. |
| COVID-19 | • GEMS assisted SCVTA in the development of the COVID-19 response plan for the VTC and guidance for the return of trainees for examination. GEMS also assisted the SCVTA communicating with the Ministry of Health and the private sector for prevention of the epidemic.<br>• SCVTA contacted the private sector to provide necessary personal protective equipment.<br>• Ministry of Health organised training for SCVTA and VTC staff on how to protect from COVID-19.<br>• GEMS conducted a survey on the impact of COVID-19 on the youth employment and vocational training, and reflected the results in the SCVTA's emergency strategic plan.<br>• JICA Sudan office also printed the posters to raise awareness and promote hygiene on COVID-19 and donated to SCVTA. |
| Project management | • JICA Sudan office also supported making the GEMS' financial arrangement (payments) while the GEMS was opening the bank account, which took time due to COVID-19.<br>• JICA HQ and Sudan office, together with the GEMS (C/P and Japanese) team frequently discussed for the best way to reach project goals and made necessary revision of the R/D in a timely manner.<br>• GEMS national staff, C/P (SCVTA) organized regular online meeting to keep close communication. Task Teams also organized regular meeting. For the states, the national staff and SCVTA kept phone-based communication. |

Source: JICA Project Team

### (2) Results of the Reflection of the Lessons Learnt from the Ex-ante Evaluation

The previously conducted projects' lessons learnt are explained in the ex-ante evaluation record.

**Table 3-7 Lessons Learnt of Previous Projects and GEMS Response**

| Lessons Learnt from the past Project | Adoption to GEMS |
|---|---|
| <<Improve the efficiency of training delivery in terms of training cost-effectiveness.>><br>The provision of start-up kits at the end of training course is particularly unsustainable for local training providers to continue to implement the same. It is thus better to link the trainees with microfinance after the training as part of the support for graduates' entrepreneurship and employment. | • GEMS conducted the training needs survey. Through the survey, it was understood that the people usually receive financial support from family members, not from banks. There is a lot of barriers to take microfinance, and the interest is very high.<br>• GEMS therefore selected the business that requires little investment. Training included the start your business, market visits and also internship when possible. Nearly 70% of women trainees who were surveyed answered that they have started business.<br>• Having the partners who can fund the training courses is another way of ensuring sustainability. The project supported the VTCs to enhance public relations to gain interest of the partners. |
| Work towards the establishment of training courses whose content fully reflects the needs of the market and trainees and keep improving the training. Maximum consideration should be given to how to contributes to social stability. | • According to the training needs survey, there is lack of information and knowledge about the skills and technology especially at small scale workshops. The idea of business management and human resource development was also missing.<br>• GEMS thus tried to work on short-term training courses for the small-scale workshops, as they are the key sector receiving IPT trainees, employing VTC graduates and absorbing the school dropouts as informal apprentices. The social impact from the improvement of their business is expected to be significant. |
| Support the establishment of a training management cycle following the PDCA concept: planning, implementation, monitoring, evaluation and improvement of training courses, until C/P staff are able to operate the cycle independently. | • GEMS implemented the training course several times with the pilot VTCs following the PDCA concept.<br>• Based on such practical experience, the Manual for Developing Short-term Vocational Training Course was developed.<br>• Women section, which conduct only short-term training courses have effectively adopted this PDCA cycle of the training. Trainees' positive reaction toward the well-planned training course had also motivated the trainers to keep on practicing it. |
| <<Guidelines and manuals should be managed as common materials in the organisation>>The guidelines and manuals which are the outputs of the project have not been appropriately organised and managed in SCVTA and VTCs under SCVTA at the time of the ex-post evaluation. | • GEMS tried to document the key activities of project, such as VT forum regulations and strategic plan development guide.<br>• The fragmentation of these tools was recognised as risk from the beginning, thus in the development of the Handbook of the Vocational Training System in Sudan, all project outputs including not only JICA's but also other partners' outputs were incorporated in the Handbook.<br>• These information are now available on google drive, which is shared to the SCVTA and VTC members. The main text of the Handbook is also available on the UNESCO-UNEVOC website. |

Source: JICA Project Team

## 3.4 Lessons Learnt

### (1) Key elements of a functional StCVTA

In the history of Sudan's vocational training, when the decentralization policy was introduced in 1990s, the state government took different approaches regarding ownership of VTCs in the states, which led to the fragmentation of the vocational training implementation and management structure. StCVTA can play an important role in the development of vocational training in the state by facilitating information sharing and coordination between stakeholders and SCVTA, especially in such a fragmented situation.

In the two pilot states, the decree on establishment of StCVTA was issued in 2018 but it was not materialized in neither state. In July 2020, Kassala State appointed the SG for StCVTA and then the office was officially established. For White Nile, it is still in the process of selecting the suitable secretary general.

It can be said that there was a greater readiness for the establishment of StCVTA in Kassala State, and this can be explained in 2 aspects: (1) awareness about vocational training in SMOF, (2) the presence of the leader with high expertise in vocational training.

■ **High awareness about vocational training within SMOF**

Since the time of K-TOP, Kassala SMOF was aware of the VTC through the vocational training sector activities (K-TOP was a multi-cluster project and SMOF and VTC was meeting monthly for project gathering). In addition, supported by GIZ, some SMOF staff visited Rwanda for learning TVET system together with KaVTC staff. Overall, there was a general knowledge about vocational training among the SMOF staff.

■ **Presence of a leader with high expertise**

Mr. Alharith, the appointed SG of StCVTA, had gained a knowledge and experience from Japanese experts during K-TOP. SMOF also had a high regard for him. Mr. Alharith has been aware of the importance of StCVTA in the state and highly motivated to establish it during the project period.

Soon after the appointment in July 2020, the SG have prepared the activity plan and organized the first council meeting with the stakeholders in October, where the participants discussed about development of the strategic plan. SMOF approved the StCVTA's activity plan and allocated budget as requested.

It would be key to address the above two points when there is state government' request to SCVTA to support establishment of StCVTA. This may require time, yet this serves as the cornerstone of the functional StCVTA.

### (2) Diversification of training through partnership

Public VTCs in Sudan often focus on the implementation of the 3-year apprenticeship diploma course. From the perspective of the promotion of youth employment, there is a need to diversify training courses. Yet, this is not an easy task for the public VTCs to run various courses regularly with the VTC's budget under the severe financial situation of the country.

In such a situation, it is desirable to develop and implement training jointly with partners such as local NGOs, other organisations and private sector. Since the start of the project, the pilot VTCs are receiving many request and inquiries from NGOs and other organisations, and have conducted various training courses. Their training services have been receiving a good level of appreciation from the client NGOs.

To continue diversifying the training courses and to reach many people in need of training, proactive marketing is necessary. It would be effective to utilize the resources of the partners to conduct the training in collaboration with them in order to realize the VTC strategic plan.

### (3) Enhancing informal network along with formal network.

GEMS had created formal networking opportunities such as VT forum and joint evaluation between state government and VTCs to create a robust vocational training system. While the importance of formal networking is obvious, the project has also promoted to strengthen the informal communication. Strong personal tie is one of the key assets of Sudan, and strengthening such personal communication would increase effectiveness of activities.

Frequent visits between SCVTA and the state government/ VTCs is only possible when there is project budget. The project thus made use of this chance of having a project budget to build solid relationships among the C/Ps, in expectation that building of strong personal relationship will continue to support the dissemination of outputs and exchange of information even after the project completion.

The number of inquiries and consultation from the two pilot states to SCVTA have been increasing, and both pilot VTCs have agreed to continue exchanging ideas and experience between themselves. In a long term, the series of such informal networking will contribute to strengthening the functions of the SCVTA, state government, and VTCs.

### (4) Cooperation and coordination with development partners

The number of development partners interested in assisting vocational training is increasing in view of promoting youth employment, the Sudanese Government's priority issue. SCVTA has been holding regular development partner meetings since 2020, through which information is actively shared, and there are active coordination and cooperation among the members.

On the other hand, the support in the area of vocational training often consists of; training needs assessment, curriculum development, TOT, and training implementation, and the activities of each partners tend to be similar. With the increase of the number of the partners, there is higher chance of duplication of activities, as well a higher possibility of creating a scale impact and synergetic effect if well-coordinated. For example, making some common questions when conducting a needs survey will help SCVTA to have a good database. This level or coordination did not happen during the project period, but the platform and the environment is ready for further coordination.

**(5) Promotion of activities with C/P's strong ownership**

Due to the security situation associated with the Sudanese Revolution, and the COVID-19 pandemic, very few Japanese experts could travel to Sudan in the last 2.5 years. Even under the challenging situation, the project witnessed a hard-working C/Ps.

Among all, the strategic plan working team's commitment was noticeable. The working team held over 100 meetings even in the difficult COVID-19 time. The team lead the development of not only the national emergency strategic plan but also Kassala and White Nile SMOF and 2 pilot VTCs' strategic plans (Total 5 strategic plans). The managers of SCVTA also recognized their remarkable commitment and improvement and admitted it to be beyond their expectation.

One of the factors that increased their commitment is the sense of pride in their work, which they regarded their work very important for SCVTA, state government, VTC and for the people of Sudan. Sometimes, through discussion with the SCVTA directorates, they could immediately give some advice to solve some minor problems. As they see clearly that their work is making benefit to someone and the person is happy from it, their motivation to work increased.

It is important to note that many other factors also contributed to the effectiveness of the team: good teamwork spirit among them, the project staffs who continued to encourage the team, the Japanese expert who gave timely instructions without interfering in their progress of work, understanding of their supervisors to work on the strategic plan on top of their daily duties, provision of computer and internet devices, etc.

# Chapter 4 For the Achievement of Overall Goals after the Project Completion

## 4.1 Prospects to Achieve Overall Goal

| |
|---|
| Overall goal: The ability to operate the vocational training at public VTCs is strengthened through the practice of an improved vocational training system |

The implementation and dissemination of the Improved Vocational Training system is considered possible. However, the speed of this process may be slow and it may take some time to reach the capacity building of VTCs. Therefore, the likelihood of achieving the overall goal is evaluated to be "moderate".

### (1) Prospects of Achieving the Indicators for Overall Goal

Indicator-1 More than 50% of the public VTCs use the VTC operation and management guideline

[It can be achieved]

- No special techniques are required to disseminate VTC O&M Guidelines. SCVTA can communicate with the public VTCs to request their compliance with the Guidelines.
- On the other hand, not all of the provisions in the Guidelines are applicable to all public VTCs due to their administrative structure. The management system of public VTCs may vary from one to another according to the supervisory office. For this reason, briefings on how to apply the Guidelines will be necessary.
- SCVTA has been active in disseminating the guidelines and so far 8 of the 23 public VTCs have received briefings on the introduction of the guidelines. It is expected that the achievement of the indicator will be possible through a series of such briefings.

Indicator-2 Employers and in plant training (IPT) host companies' satisfaction with VTC 3-year diploma course graduates/trainees from the public VTCs is over 3.5 point out of 5 points.

[It can be achieved]

The level of satisfaction of the recipient companies with the in-company apprenticeship trainees (2018) conducted by GEMS was high for both KaVTC and KoVTC, with a score of 3.4 and 4.6 of a five-point scale, respectively. If similar enhancements are made to both pilot VTCs, it is likely that other VTCs will be able to achieve the indicators.

One of the reasons for the high ratings is the improvement of the 3-year apprenticeship diploma course. The IPT manuals have been used to improve the IPT process and SCVTA has a knowledge and experience on guiding VTC, thus dissemination is technically feasible. Improvement in the quality of training is a combination of factors, including the skills of the trainers, the availability

of training budgets and the supervision of training, and cannot be achieved solely through the application of the IPT manuals. For the achievement of Indicator 2, functioning improved vocational training system is a prerequisite.

### (2) Dissemination of the Improved Vocational Training System

The implementation and dissemination of the Improved Vocational Training system is considered possible. However, the speed of this process may be slow and it may take some time to reach the capacity building of VTCs. In vocational training in Sudan, the key is not speed, but keeping the system moving.

**Table 4-1 Possibility of Disseminating the Improved Vocational Training System**

| Area | Possibility of Dissemination |
|---|---|
| Establishment of the StCVTA | • Preparatory work to fully establishing the office is underway in three other states, Kassala, South Darfur and North Darfur, where StCVTA have already been established.<br>• StCVTA are likely to get political support as the state governments are becoming more aware of the problem, as the interim government has made youth unemployment a priority issue.<br>• The establishment of the StCVTA is conditional on the existence of a certain number of vocational training institutions in the state, and the existence of personnel with knowledge of vocational training who can handle the practical work of the StCVTA.<br>• If these conditions are met, the spread of the councils is possible by utilizing the StCVTA which was already established such as Kassala. |
| Development of strategic plan | • It is reasonable to assume that the preparation of a strategic plan at the state level is combined with the establishment of StCVTA<br>• A strategic plan for the VTC can be prepared with the support of the SCVTA Strategic Plan Working Team. However, the team cannot act without the direction of the SCVTA Secretary General, and its dissemination depends on the decision of the top management.<br>• Some donor agencies, such as GIZ and UNIDO, are interested in preparing strategic plans in the VTCs covered by the project. Collaboration with development partners will help disseminate the strategic plan. |
| State government officers' capacity building (including StCVTA) | • The appointment of a vocational training officer may be of less interest to the state government than the establishment of a council. The appointment of the officer could be considered as a temporary measure until the establishment of the Council.<br>• The training of state officials by SCVTA remains a challenge. Unlike training for trainers, only a limited number of people can be trained in vocational training administration. |
| TOT for VTC trainers | • As SCVTA's Trainer Training Structure (ITTS) is not functioning, SCVTA will provide technical assistance directly to VTCs; SCVTA's master trainers are capable of teaching, but their numbers need to be increased to accelerate TOT. On the other hand, from an efficiency point of view, a cascade TOT (where SCVTA master trainers train state master trainers, who in turn deliver the TOT to VTC trainers) needs to |

| | |
|---|---|
| | be developed. |
| Short-term training course development | • Short-term training courses are often designed and implemented on behalf of NGOs and aid agencies. Partnerships with NGOs and companies are a good way for VTC to gain income or share the training cost. In this context, the expansion of short-term training courses can be made possible by VTC's active partnership with stakeholders. In this regard, the expansion of short-term training courses can be achieved by VTCs actively building partnerships with stakeholders. |
| VTC monitoring by state government | • The quality of monitoring should be improved, as well as the experience and knowledge of those in charge of vocational training. In the short term, however, it is important to maintain communication through visit the VTCs, which already is a regular exercise for the pilot two states. |
| Operation of QMAS | • The core part of QMAS, where VTCs submit training performance data to SCVTA, who analyses it and discusses the results with the stakeholders, is technically feasible.<br>• There is a room to improve in terms of building database and analysis of data.<br>• To increase the number of VTCs participating in joint evaluations, less costly methods, such as online meetings, need to be further explored. |

## 4.2 Plan of Operation and Implementation Structure to Achieve Overall Goal

### (1) Dissemination of the Improved Vocational Training System

Below table shows the key elements of the improved vocational training system, method of dissemination, and the office in charge at SCVTA.

**Table 4-2 Method of Dissemination of Improved Vocational Training System**

| Area | Priority and Dissemination | Office in charge |
|---|---|---|
| Establishment of the StCVTA | • Priority will be given to the 5 states where preparations for establishment are currently underway (River Nile, North Kordofan and the 3 Darfur states). Gezira states where there are many VTCs will be the next target state.<br>• SCVTA has a plan to go to North Kordofan for explanation. Kassala StCVTA can be requested for sharing information on such occasions. | • General Directorate of Planning and Policy (GIZ) |
| Development of strategic plan | Priority will be given to the 2 Darfur states that have requested support to SCVTA. It is reasonable to start with the states and VTCs who are supported by partners, as there will be research costs involved. | • General Directorate of Planning and Policy<br>• Strategic Plan Working Team （GIZ/UNIDO） |
| State government officers' capacity | • Priority to the state which works on establishment of StCVTA<br>• As each state has different government agencies | • General Directorate of Planning and Policy |

| | | |
|---|---|---|
| building (including StCVTA) | dealing with vocational training, it is necessary to first identify the core office involved.<br>• In addition to contacting each state through the FGC, the SCVTA staff shall try to identify the relevant state governments office on the occasion of business trips. | |
| VTC guidance on VTC O&M guideline | • Explanatory session was conducted in 5 federal VTCs. The situation will be monitored.<br>• Later the VTCs with 3-year or 1 year course will be prioritized. First state VTC (Gedaref and Obeid), then the college affiliated VTCs. When visiting the college affiliated VTCs, the applicability of the guideline will be well examined and apply the part that is meaningful. | • Admin and Finance office |
| TOT for VTC trainers | • Priority is given to the 5 federal VTCs since the application of the basic course will start from October.<br>• Technical Affairs office shall explain carefully the aim of the revised curriculum. | • Technical Affairs<br>• Master Trainer |
| Short-term training course development and implementation | • Training within SCVTA Technical affairs will be the priority. Briefing for the 5 federal VTC will be implemented.<br>• Based on the usage and feedback from the 5 VTCs, the office shall take up with the dissemination the manuals. | • Technical Affairs |
| Operation of QMAS | • The participants of the VT forum are explained about the system. Requested the participants to submit the report of 2020/21.<br>• GEMS Task Team plans to visit 5 federal VTCs to explain how to use the format.<br>• The states where StCVTA is established will be done through the StCVTA.。 | • General Directorate of Planning and Policy |

**(2) Strengthening the Function through the implementation of SCVTA's Strategy**

SCVTA's emergency strategic plan (2022-2024) sets out a strategy aimed at providing effective training services for youth employment through strengthening the function of vocational training institutions, state governments and VTCs. In other words, the implementation of the strategy will strengthen the capacity of key players in the improved vocational training system.

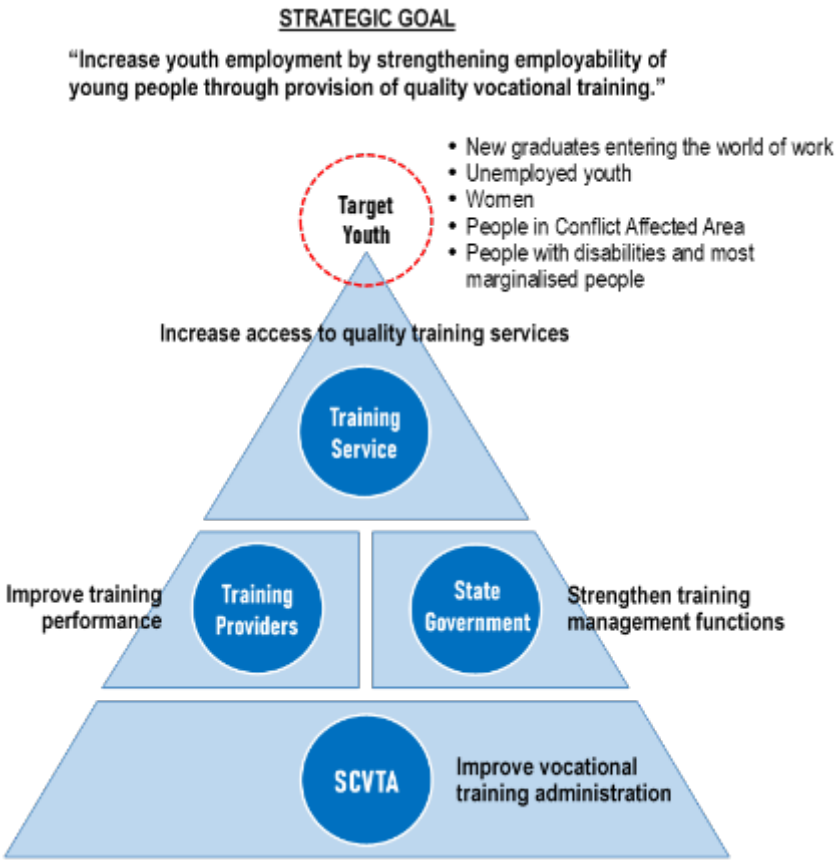


**Figure 4-1 Framework of SCVTA's Emergency Strategic Plan**

**(3) Resource mobilization for Implementation**

To promote the vocational training system, the SCVTA is committed to securing financial resources.

- Government budget
- Projects in partnership with donors (projects with a local component)
- Private funding (including partnership agreements which KoVTC signed with private company)
- Zakat fund (can be utilised for training of vulnerable and / unemployed persons)

## 4.3 Recommendations

### 4.3.1 Common

**Promote Implementation of the Strategic Plan in Partnership**

Strategic Plan is a key road map that helps the C/P agencies to sustain and even scale up the outputs produced through GEMS. In order to materialize the plan, each C/P agency should announce the development of the strategic plan publicly, both internally and externally to mobilize available resources. Internally, it is important that the strategic plan implementation is

well recognized as an institution's work. For that, every C/P should organise internal workshop to explain and involve the staff as much as possible in the implementation of the plan by giving them a role to play and increase their engagement. Externally, it is important for gaining political commitment and stakeholders' interest. It is important to publicize the plan not only at the development stage but also through periodical announcement on the progress to gain continuous attention.

### 4.3.2 To SCVTA

#### (1) Utilization of the SCVTA Task Teams

In order for SCVTA to operate the improved vocational training system, it is essential that the departments responsible for dissemination and their staff are well prepared for the work. The responsible directorates for and the tools developed through the project have been agreed within SCVTA and notified by the Secretary General. It is desirable, however, that the members of the task teams who were fully involved in the GEMS activities to support the work of the directorates until the work practice is well installed for dissemination. SCVTA should make necessary arrangement for the SCVTA's task team members to enable them to take up this supporting role.

#### (2) Optimal Allocation and Capacity Building of Staff

To materialize the dissemination plan, SCVTA should work to retain the members of the SCVTA task teams who have been involved in the activities of development and implementation of the improved vocational training system. If necessary, theses staff should be relocated to appropriate departments fitting for the SCVTA's plan. In addition, SCVTA should work on training of SCVTA staff to increase the capacitated staff who can disseminate these tools for scaling up the project outputs.

#### (3) Enhancing the Vocational Training Administrative Structure

The limited number of human resources who understand the vocational training system in a holistic manner is one of the bottlenecks to improve the vocational training administration. A better understanding of vocational training administration needs to be promoted throughout the MOLAR and other relevant ministries, the state governments and the VTCs. In particular, the federal and state governments have not been the target of SCVTA's training and outreach effort. In order to improve the situation, understanding the vital role of the state government, SCVTA should consider appointing an appropriate directorate to be responsible for outreach to state government. In addition, SCVTA should utilize the handbook to ensure a common understanding among the SCVTA's senior officers and also actively provide training opportunities to promote understanding among stakeholders.

### (4) Using the Experience of the two Pilot States as Role Models on StCVTA

Efforts to develop an improved vocational training system have been made in Kassala and White Nile States. Kassala in particular can be a role model, as it has established the StCVTA and has begun to work towards the establishment of a state-wide vocational training administration system. Several states have already consulted the SCVTA on how to proceed with the establishment of the StCVTA. These requests have been often forwarded to the SG Kassala StCVTA. SCVTA shall make the best use of the existing role model.

### (5) Improving the TOT system

Strengthening the teaching capacity of trainers is the most critical element in improving vocational training. The economic sanction imposed by the USA and other factors had a negative impact on the advancement of the trainers' technical skills, which now lags behind the innovation in the world. The TOT conducted during GEMS could cover only a part of the skills taught at the VTCs. On the other hand, the SCVTA's TOT system has been dysfunctional. The function of the ITTS needs to be restored as soon as possible. In addition, under the decentralized system, it is even more difficult for VTCs out of Khartoum to access to the opportunities of TOT. SCVTA should coordinate with the Ministry of Education to ensure that local VTCs are not disadvantaged by the TOT system, with a view to cooperating with the Ministry's regional teacher guidance centres.

### (6) Narrowing the Gap between Curriculum and Reality

The lack of a curriculum was cited by VTC staff as a challenge. However, before the curriculum, the reality is that the existing curriculum cannot be fulfilled in the first place due to the two-shift system, lack of equipment, and lack of qualified trainers. On the assumption that the government's budget will not increase, it is necessary to devise alternative solutions, including the use of online audiovisual materials or through collaboration with the private sector, to help students acquire skills.

### (7) Utilization of ICT

The vocational training administration in Sudan should actively promote the use of ICT. Relying on visits to state governments and VTCs to disseminate the project results alone will stop the activities immediately when cost is requested. Utilization of events such as VT forum is neither enough to notify the states and VTCs since time is limited and not all can attend. Online meeting is becoming a common tool in Sudan. SNS tools are also used in the daily life. There is a chance of using these tools to improve communication.

### (8) Results-based Training Improvement

The SCVTA should further promote utilization of existing data to improve vocational training. Through the project, SCVTA has started to receive annual reports from the VTCs registered to

SCVTA, and SCVTA has also accumulated data on the results of annual examinations. By properly analyzing this information, it is possible to understand the actual status of training, its weaknesses and strengths that are reliable.

**(9) Building a Database**

As noted above, despite the accumulation of useful data within the SCVTA, this data is either held on personal computers or is not shared with other departments. As a result, the data is not well utilized. SCVTA should improve data management starting from the improvement of access to this information by developing a database, so that departments that need it can use it.

**(10) Daily Use and Updating of the Tools**

The project had produced various guidelines and manuals, but the tools and manuals are never complete as the situation changes every now and then. It is thus recommended to consider the developed tools as living documents, and review and update them periodically.

**(11) Coordination with Partners**

It is recommended to engage various stakeholders in conducting the activities. For example, when there is a request to conduct staff training for newly established VTCs, the SCVTA team can include the training on the vocational training system. There are many development partners supporting the provision of vocational training. SCVTA can utilize such occasion as a chance to seek for their contribution to disseminate the project outputs.

### 4.3.3 State Government / StCVTA

**(1) Establishment of StCVTA**

The involvement of the state government is essential for maintaining the project's outputs, and in particular the establishment of the StCVTA is vital for the enhancing the vocational training administrative structure in the state. It is thus recommended that White Nile state government to establish the StCVTA as early as possible, without undermining the importance of selecting the right personnel in accordance with the guidance on Job Description for the StCVTA officials developed by SCVTA.

**(2) Monitoring and Evaluation Strategic Plan**

SMOF and the StCVTA should implement the state strategic plan at its best capacity as described in the common recommendation. As the strategic plan is launched, the state government should undertake the role of monitoring and evaluations. For the case of White Nile, the strategic plan implementation committee is formulated, with the DG SMOF as supervisor. For Kassala StCVTA, the council members should meet periodically to confirm the progress of the implementation.

**(3) Monitoring and Evaluation of VTC**

SMOF and Kassala StCVTA shall make monitoring and evaluation of the VTC following the SCVTA's QMAS guideline. To check the progress and achievement, state government can follow the KPI identified in the VTC's strategic plan.

**(4) Allocation of Necessary Resources to the VTC**

SMOF shall allocate necessary resources for the VTC to operate the centre and run the training courses in accordance with the State's strategic plan and state VTC's strategic plan.

### 4.3.4 State VTC

**(1) Implementation of the Strategic Plan with Partners**

VTC shall formulate a strategic plan implementation committee and make necessary follow-up for its implementation. It is recommended to proactively seek for partners, private sector, other governmental institutions, or development partners.

**(2) Knowledge share / Internal TOT**

The SCVTA TOT system is currently dysfunctional, and under decentralization, training of trainers is now the role of the state government. Both VTCs had conducted internal TOT (knowledge sharing) to level up the skills and knowledge as a whole of VTC.

It is advisable to strengthen efforts at the state level, such as TOT through knowledge sharing within VTCs and expanding TOT opportunities through partnerships with local educational institutions and prominent companies.

**(3) Promotion of employment support and career counselling**

The vocational training administration has so far been responsible only for the provision of training, and job placement and career counseling were considered as the role of the labour office and not the responsibility of the VTCs. However, the VTCs, which are responsible for training human resources to meet market needs, are expected to strengthen their employability in sending trainees into the labour market. VTCs can endeavor to provide career support to the trainees. To start with, VTC can start utilising the IPT to know the market labour needs, and collecting the graduates' data about their career path.

**(4) Marketing / Public Relations**

VTC shall enhance its marketing in order to attract more trainees and partners. The results of the short-term training course implementation shows that there are many training needs coming to the VTCs. However, it is also important to proactively market the VTC and demand for support to conduct the training according to the strategic plan.

## 4.4 Monitoring Plan from the End of the Project to Ex-post Evaluation

### (1) Monitoring through the Development Partners Meeting (DP meeting)

The DP meeting, where informal exchange of information and views on recent developments between SCVTA and development partners happen on various topics concerning vocational training, is expected to continue after the end of the project under the support of GIZ. Participating in the DP meeting is a good opportunity to monitor the implementation of SCVTA's activity plans toward overall goal, and also to encourage SCVTA to disseminate with the help of the other partners.

### (2) Lobbying for greater political support for SCVTA

Although youth employment is now a major political concern, politicians have not turned their attention toward vocational training. For SCVTA to continuously exercise and develop the outputs of the project, political support and resources allocation is critical. JICA has been recognized as a key donor for vocational training in Sudan. Raising awareness of the importance of vocational training among politicians and government officials at various occasions would be a useful support to SCVTA.

# ANNEXES

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**ANNEX-1： List of Experts**

| Title | Name | Person-month | |
|---|---|---|---|
| ① Team Leader /Vocational Training Management 1 | 1. Mariko Ikawa | 28.38 | 28.38 |
| ② Sub Leader /Vocational Training Management 2 | 2. Sachio Yamamoto | 12.55 | 12.55 |
| ③ Training Planning 1 | 3. Atsunori Kume | 9.00 | 9.00 |
| ④ Social Inclusion | 4. Yoko Komatsubara | 12.70 | 12.70 |
| ⑤ Vocational Training System 1 | 5. Kenji Tajima | 4.43 | 4.43 |
| ⑥ Facility Planning | 6. Mutsumi Gando | 2.63 | 8.06 |
| | 7. Yoshiya Nakanishi | 5.43 | |
| ⑦ Equipment Planning | 8. Toshiharu Hata | 3.37 | 3.37 |
| ⑧ Training Planning 2 | 9. Ryoichi Kimura | 11.90 | 11.90 |
| ⑩ Project Coordinator 1 /Training Management 1 /Monitoring 1/Vocational Training System 2 | 10. Yukari Oshima | 9.73 | 9.73 |
| ⑪ Project Coordinator 2 /Training Management 2 /Monitoring 2 | 11. Reimi Kobayashi | 6.47 | 6.47 |
| （Total） | | 106.59 | 106.59 |

**ANNEX-2： List of Counterpart**

1. Counterpart of GEMS

(1) SCVTA

| Name | Organisation |
|---|---|
| Dr. Nazik Mahmoud Abbas | Project Director of GEMS<br>Secretary General |
| Mr. Abdelwali Mohamed Babiker | Project Manager of GEMS<br>Director General Trade Organizing and Skills Measurement (till 2019)<br>Director General, Planning and Policies |
| Mr. Siddig Hamdan Somi | Deputy Project Manager<br>Director of Trade Organizing and Skills Measurement |

(2) Kassala State Government

| Name | Organisation |
|---|---|
| Mr. Ahmed Mohamed Adam | Directorate of Planning and Policy, in charge of international cooperation, State Ministry of Finance |
| Mr. Alharith Mohamed Idriss Mohamed | Secretary General, Kassala State Council for Vocational Training and Apprenticeship |

(3) White Nile State Ministry of Finance

| Name | Organisation |
|---|---|
| Mr. Mohamed Suleiman | Director of Civil Reformation |

(4) Kassala VTC

| Name | Organisation |
|---|---|
| Mr. Emad Eldin Abd-al gabar | Director |
| Mr. Idris Ali Bakhit | Assistant Director for Administrative and Financial Affairs |
| Mr. Mustafa Ahmed Sharief | Assistant Director for Training Program (former Assistant Director for Investment, Head of Diesel Section) |

(5) Kosti VTC

| Name | Organisation |
|---|---|
| Mr. Eltayeb Ahmed Hammad | Acting Director |
| Mr. Musa Alhabeeb Adam | Assistant Director for Training Program |
| Mr. Seif Mohamed Bashri | Assistant Director for Administrative and Financial Affairs |

2. SCVTA's Task Teams

GEMS Task Team

| Name | Organisation |
|---|---|
| Mr. Siddig Hamdan Somi | Deputy Project Manager<br>Director of Trade Organizing and Skills Measurement |
| Ms. Amal Mohamed Eissa | Director of Development, Department of Planning and Policy (till 2019)<br>Director of Administrative Improvement |
| Ms. Houida Hussain Mahmoud | Director of Statistic and Information, Department of Planning and Policies |
| Ms. Nuha Ibrahim Ali | Assistant Director of Planning, Department of Planning and Policy |
| Ms. Omaima Musa Abdalla | Director of Curriculum, Department of Technical Affairs (till 2019)<br>Assistant Director of Trade Organizing and Skills Measurement |
| Ms. Jihan Ismail<br>(For Quality Monitoring and Assurance System Only) | Officer for Statistics and Information, Department of Planning and Policies |

TMC Team

| Name | Organisation |
|---|---|
| Ms. Selma Abdelmagid Abdelhalim Abdelmagid | Directorate of Technical Affairs, SCVTA<br>Officer, Curriculum development (electricity)<br>On long term leave from Dec 2020 to work at GIZ (as of Sep 2021) |
| Ms. Hind Eisa Awad Mohamed | Directorate of Technical Affairs, SCVTA<br>Officer, Curriculum development (electronics) |
| Mr. Mohammed Abdalla Omer Gassim | Directorate of Technical Affairs, SCVTA<br>Officer, Curriculum development (automotive) (till 2019)<br>Assistant Director, Khartoum 3 VTC |

Strategic Plan Working Team

| Name | Organisation |
|---|---|
| Mr. Eltayeb Mohamed Awadelseed | Directorate of Planning and Policy, SCVTA<br>Assistant Director of Development |
| Mr. Almohalab Ibrahim Mustafa | Korean VTC, SCVTA<br>Trainer |
| Ms. Nuha Abdalla Alawad | Directorate of Planning and Policy, SCVTA<br>Director of Development |
| Ms. Aida Ali Abdelwahid | Chinese Friendship VTC, SCVTA<br>Head of Woman Training Section |
| Mr. Farsab Mutasim | Khartoum 2 VTC, SCVTA<br>Head of Fitting Maintenance |

**ANNEX-3： List of Training**

**Training in Japan（Participation in Knowledge Co-Creation Program）**

| Course Name | Period | Participants |
|---|---|---|
| Enhancement of Training Management in Vocational Training Institutions (A) | 13 June to<br>23 July, 2016 | SCVTA: Amel Eissa<br>KoVTC: Mudawi El Faki Yahya |
| Enhancement of Training Management in Vocational Training Institutes (A) | 17 June to<br>28 July, 2018 | KaVTC: Bahaa Edin Saad |
| Knowledge Co-Creation Program (Young Leaders) "Vocational Training Course" | 27 August to<br>13 September 2018 | KoVTC: Mosab Salah Aboly |
| Enhancement of Training Management in Vocational Training (A)<br>(Online Training Course, in 2 phases) | 11 January to<br>21 January 2021 (phase1)<br>12 July to<br>23 July 2021 (phase 2) | SCVTA Technical Affairs /Curriculum department, Huda Mohamed |

**Training in Third Country (Jordan)**

| Participants | Title | Organisation |
|---|---|---|
| Abdelwali Mohamed Babiker | Project Manager, DG of trade test and skills measurement. Responsible of accreditation and certification of training program | SCVTA |
| Siddig Hamdan Somi | Deputy Project Manager, Director of skills measurement. Responsible of accreditation | SCVTA |
| Omer Mustafa Idris | Director, Training Programs, Responsible of improvement of training program | SCVTA |
| Selma Abdelmagid Abdelhalim | Curriculum Department, Responsible of curriculum development | SCVTA |
| Nagia Yousief Ahmed | Head Department, Responsible of training implementation and management | SCVTA |
| Nasir Aljaili Ali | Kosti VTC Director | KoVTC |
| Musa Alhabeeb Adam | Assistant Director for Training Programs,<br>Kosti VTC | KoVTC |
| Abdalla Haroon Mohamed | IT Technician, in charge of administration and information management and also PR,<br>Kosti VTC | KoVTC |
| Mohamed Suliman Elabashir | Director, Civil Service,<br>Responsible of State Council<br>State Ministry of Finance | White Nile SMOF |
| Ahmed Mohamed Adam | Director of Planning and Development, Assigned as KaVTC Coordinator, & responsible of State Council, State Ministry of Finance | Kassala SMOF |
| Imadeldin Abdelgabar Mohamed | Kassala VTC Director | KaVTC |
| Edres Ali Bakhet | Assistant Director for Administrative Affairs<br>Kassala VTC | KaVTC |
| Idris Abrahim Idris | Director, trade test and certification of the training courses, Kassala VTC | KaVTC |

**Training in Sudan**

| No. | Date (start) | Date (end) | Venue | Training/Activity Title | No. of trainees | Type of training | Trainees | Trainer |
|---|---|---|---|---|---|---|---|---|
| 1 | 2016 / 8 / 7 | 2016 / 8 / 8 | Khartoum 2 VTC | Leadership and Strategic planning | 23 | Management | KaVTC and KoVTC Managers | External Trainer |
| 2 | 2016 / 9 / 5 | 2016 / 9 / 8 | KoVTC | Basic course for C-clamp making | 9 | ToT | KoVTC Trainers | Master Trainers (Federal VTC Mr. Motasim Farsab (Bahari) and Mr. Mutwakil (Khartoum 2) (Trained during SMAP-II) |
| 3 | 2016 / 9 /25 | 2016 /10/ 6 | Businessmen and Employers Federation | TOT Workshop on 5S & KAIZEN Techniques to Improve Productivity in Sudanese Industrial Sector | 4 | Management | KaVTC and KoVTC Trainers with member of state's businessmen and employers federation | Ethiopia Kaizen Institute with JICA's Expert (not GEMS Expert) /funded by JICA |
| 4 | 2016 /11/20 | 2016 /11/21 | KaVTC | Monitoring Method of Basic Course (C-clamp) | 4 | ToT | KaVTC Trainers | Mr. Omer Mustafa, Director Technical Affairs, SCVTA, Mr. Siddig Somi, Trade Test, SCVTA |
| 5 | 2016 /11/23 | 2016 /11/23 | KoVTC | Monitoring Method of Basic Course (C-clamp) | 10 | ToT | KoVTC Trainers | Mr. Omer Mustafa, Director Technical Affairs, SCVTA, Mr. Siddig Somi, Trade Test, SCVTA |
| 6 | 2017 / 1 /14 | 2017 / 1 /17 | KaVTC | Start Your Business | 2 | ToT | KaVTC Women Section Trainers | Master Trainer (Ms Zubida, SCVTA) |
| 7 | 2017 / 4 / 2 | 2017 / 4 /13 | Khartoum2 VTC | Making C-clamp using Job sheet | 3 | Refresher Master ToT | Farsap (Khartoum Bahri), Mutwakil (Khartoum 2 VTC), Abdelgani (Khartoum 2 VTC) | JICA Expert (Kume) |
| 8 | 2017 / 4 /16 | 2017 / 4 /18 | KoVTC | Basic technical drawing | 9 | ToT (Joint with private sector) | KoVTC trainer with workshop workers | JICA Expert (Kimura) |
| 9 | 2017 / 4 /30 | 2017 / 5 / 4 | Khartoum 2 VTC | Basics of engine control system | 11 | ToT | KoVTC trainer + federal VTCs trainer in Khartoum | JICA Expert (Kimura) + KaVTC Trainer (Mr. Bahaaeldin) |
| 10 | 2017 / 5 /14 | 2017 / 5 /18 | KaVTC | Basic technical drawing & sheet metal work | 5 | ToT | KaVTC Trainer | JICA Expert (Kimura) |
| 11 | 2017 / 7 / 9 | 2017 / 8 / 1 | KoVTC | Basics of computer* | 12 | Internal Training (Knowledge Share) | KoVTC Trainer | Mr. Abdalla Haron, IT Officer - KoVTC |

| No. | Date (start) | Date (end) | Venue | Training/Activity Title | No. of trainees | Type of training | Trainees | Trainer |
|---|---|---|---|---|---|---|---|---|
| 12 | 2017 / 8 /14 | 2017 / 8 /17 | KaVTC | Precise Production of C-clamp using Job sheet | 3 | ToT | KaVTC Trainers | Master Trainers (Federal VTC Mr. Motasim Farsab (Bahari) and Mr. Mutwakil (Khartoum 2) |
| 13 | 2017 / 8 /27 | 2017 / 8 /29 | SCVTA | Organizational Management Training | 16 | Management | SCVTA Director General and Directors | National Consultant (Mr. Mohamed Elamin Gasim) |
| 14 | 2017 /10/ 1 | 2017 /10/ 2 | KaVTC | Management of Training Institutions | 11 | Management | KaVTC Trainers | National Consultant (Mr. Mohamed Elamin Gasim) |
| 15 | 2017 /10/ 4 | 2017 /10/ 5 | KoVTC | Management of Training Institutions | 20 | Management | KoVTC Trainers | National Consultant (Mr. Mohamed Elamin Gasim) |
| 16 | 2017 /10/ 8 | 2017 /10/12 | Khartoum 2 VTC | Basic technical drawing (Master Trainers' Training) | 3 | Master ToT | Khartoum 2 VTC technical drawing section | JICA Expert (Kimura) |
| 17 | 2017 /10/15 | 2017 /10/19 | Khartoum 2 VTC | Basic technical drawing | 15 | ToT | KaVTC and KoVTC trainers | Master Trainer (Ms.Sara , Ms. Haifa & Ms. Abeer (Trainers of Khartoum 2 VTC)), with JICA Expert (Kimura) |
| 18 | 2017 /10/15 | 2017 /10/18 | KaVTC | VTC Operation and Management Guideline Training Workshop | 10 | Management | KaVTC Director, Assistants and Head of Sections | Director of SCVTA (Ms. Amal Mohammed Eisa, Ms. Omaima) |
| 19 | 2017 /10/22 | 2017 /10/23 | KaVTC | Start Your Business (Practical training for Trainers of women section) | 15 | ToT | Staff members of KaVTC | Trainers of Women Section of KaVTC (Ms. Rugiah and Ms.Shama) |
| 20 | 2017 /10/29 | 2017 /11/ 2 | KaVTC | Basic technical drawing & sheet metal work | 8 | ToT (Joint with private sector) | VTC Trainers of KaVTC & Crafts man from union | Mr. Yahia (Trainer of KaVTC), with JICA Expert (Kimura san) |
| 21 | 2017 /11/ 5 | 2017 /11/ 8 | KoVTC | VTC Operation and Management Training Workshop | 15 | Management | KoVTC Director, Assistants and Head Sections | Director of SCVTA/ GEMS TT members (Ms. Amal Mohammed Eisa, Ms. Omaima) |
| 22 | 2017 /12/ 3 | 2017 /12/ 5 | KoVTC | Technical Drawing* | 8 | Internal ToT (Knowledge Share) | KoVTC trainers | Mr. Fatihi & Mr. Mosab of KoVTC |
| 23 | 2018 / 1 /28 | 2018 / 2 / 8 | Khartoum 2 VTC | Diagnosis and Repairing the Control Systems of Automobiles | 16 | ToT | Kosti, KaVTC & VTCs in Khartoum | JICA Expert (Mr. Kimura) & KaVTC Trainer (Mr. Bahaa elden) |
| 24 | 2018 / 1 / 2 | 2018 / 5 / 1 | KoVTC | Kaizen* | 8 | Internal ToT (Knowledge Share) | KoVTC trainers | Mr. Imad Osman (trainer), KoVTC |

| No. | Date (start) | Date (end) | Venue | Training/Activity Title | No. of trainees | Type of training | Trainees | Trainer |
|---|---|---|---|---|---|---|---|---|
| 25 | 2018 / 2 / 8 | 2018 / 2 /13 | KoVTC | Basic Computer* | 15 | Internal Training (Knowledge Share) | KoVTC Trainers | Mr. Abdalla Haron, IT Officer - KoVTC |
| 26 | 2018 / 2 /11 | 2018 / 2 /15 | KaVTC | Planning and Budgeting Training Workshop | 15 | Management | KaVTC Director, Assistants and Head Sections + MSoF representatives | National Consultant (Mr. Mohamed Elamin Gasim, a business and human resource management consultant) |
| 27 | 2018 / 2 /18 | 2018 / 2 /22 | KoVTC | Planning and Budgeting Training Workshop | 25 | Management | KaVTC Director, Assistants and Head Sections + MSoF representatives | National Consultant (Mr. Mohamed Elamin Gasim, a business and human resource management consultant) |
| 28 | 2018 / 2 /25 | 2018 / 4 / 5 | KaVTC | Basic Training on Leather Product and SYB | 1 | ToT | KaVTC Women Section Trainers | External Trainer<br>Mr. Mohamad, Sudan University |
| 29 | 2018 / 3 /25 | 2018 / 3 /28 | KoVTC | Start Your Business | 10 | ToT | KoVTC Trainer | GEMS |
| 30 | 2018 / 4 /22 | 2018 / 4 /23 | SCVTA | Workshop on developing a job sheet for making earrings and bracelets | 10 | ToT | Trainers of Sudanese Korean VTC + Staff of Technical Affairs of SCVTA | JICA Expert (Kume) |
| 31 | 2018 / 4 /25 | 2018 / 5 / 1 | KoVTC | Pedagogy and Course Development including Job Sheet development by Kume san | 14 | ToT | Trainers and staff of KoVTC | JICA Expert (Kume) |
| 32 | 2018 / 5 / 6 | 2018 / 5 / 9 | KoVTC | Training on Planning (planning annual activities based on strategic plan) | 12 | Management | KoVTC Director, Assistants Director and Head of Sections | GEMS |
| 33 | 2018 / 5 /27 | 2018 / 5 /31 | KoVTC | EFI* | 15 | Internal Training (Knowledge Share) | KoVTC trainers | KoVTC trainers (Mr. Alzibag &Mr. Adam) |
| 34 | 2018 / 7 / 1 | 2018 / 7 / 5 | KaVTC | Training on Planning (planning annual activities based on strategic plan) | 12 | Management | KoVTC Director, Assistants Director and Head of Sections + KaVTC's Coordinator | GEMS |

| No. | Date (start) | Date (end) | Venue | Training/Activity Title | No. of trainees | Type of training | Trainees | Trainer |
|---|---|---|---|---|---|---|---|---|
| 35 | 2018 / 7 / 2 | 2018 / 7 / 9 | KoVTC | Workshop on developing a job sheet for producing Pastry and Cake | 3 | ToT | Trainers of Women Section at KoVTC | GEMS |
| 36 | 2018 / 7 /22 | 2018 / 7 /22 | Regency Hotel - Khartoum | Explanatory Workshop on establishing State Council for VT & Apprenticeship | 48 | Management | Representatives of SCVTA, State Officers in charge of VT, States' SGs, representatives of development partners | SCVTA |
| 37 | 2018 / 7 /15 | 2018 / 7 /26 | KoVTC | Basic Pedagogy | 21 | ToT | KoVTC Trainers | Sudanese-Turkish TOT Center |
| 38 | 2018 / 7 / 1 | 2018 / 7 /19 | KaVTC | Leather Products (Advanced) | 1 | ToT | Trainers of WS + Ladies from Kassala participated in the previous basic course | External Trainer Mr. Mohamad, Sudan University |
| 39 | 2018 / 8 / 5 | 2018 / 8 /16 | KaVTC | Basic Pedagogy | 16 | ToT | KaVTC Trainers | Sudanese-Turkish TOT Center |
| 40 | 2018 / 9 / 2 | 2018 / 9 /13 | KoVTC | Basic of Agricultural Machinery | 5 | ToT | Trainers of Agric. Mach. Section (KoVTC) | CTC |
| 41 | 2018 /10/14 | 2018 /10/18 | Khartoum 2 VTC | Advanced Diagnosis and Repairing the Control Systems of Automobiles(2) | 13 | ToT | Kosti and fedral VTCs (Khartom 2, Korean, Bahri VTCs) in Khartoum | JICA Expert (Kimura) & KaVTC trainer Mr. Bahaaelden |
| 42 | 2018 /10/14 | 2018 /10/18 | Khartoum 2 VTC | Practical technical drawing | 8 | ToT | Kosti and fedral VTCs (Khartoum 2, Bahri, Chinese friendship) in Khartoum | JICA Expert (Kimura) |
| 43 | 2018 /11/ 4 | 2018 /11/ 7 | KoVTC | MAG welding | 8 | ToT | KoVTC instructors and workshop owners | JICA Expert (Kimura) |
| 44 | 2018 /11/ 7 | 2018 /11/ 7 | KoVTC | Electric Fuel Ingection / engine management system | 14 | ToT | KoVTC instructors of Auto-electric section and mechanic section | JICA Expert (Kimura) |
| 45 | 2018 /12/ 3 | 2018 /12/ 5 | SCVTA | Developing of SOP for making men wallet | 3 | ToT | TMC team of SCVTA | JICA Expert (Kume) / National Expert (Mr. Mohammed Yousif) |
| 46 | 2018 /12/16 | 2018 /12/20 | KoVTC | Developing of Training packages for meat products short course | 1 | ToT | Staff of Women Section at KoVTC | JICA Expert (Kume) |
| 47 | 2019 / 2 /10 | 2019 / 2 /14 | Khartoum 2 VTC | Application of technical drawing on sheet metal work | 8 | ToT | Federal VTCs (Kartoum 2, Bahri, Chinese friendship Khartoum 3) instructors | JICA Expert (Kimura) & Instructors of Kartoum 2 VTC |

| No. | Date (start) | Date (end) | Venue | Training/Activity Title | No. of trainees | Type of training | Trainees | Trainer |
|---|---|---|---|---|---|---|---|---|
| 48 | 2019 / 2 /20 | 2019 / 2 /21 | KoVTC | Technical drawing & Sheet metal work knowledge share | 6 | ToT | KoVTC Trainers | JICA Expert (Kimura) |
| 49 | 2019 / 2 /26 | 2019 / 2 /27 | KaVTC | Technical drawing & Sheet metal work knowledge share | 10 | ToT | KaVTC Trainers | JICA Expert (Kimura) |
| 50 | 2019 / 2 /24 | 2019 / 2 /28 | KoVTC | PC (Word)* | 10 | Internal Training (Knowledge Share) | KoVTC Trainers | Mr. Abdalla Haron, IT Officer - KoVTC |
| 51 | 2019 / 3 /24 | 2019 / 4 / 4 | Sudanese Chinese Friendship Center | Food Processing – Advance course on Sweets and Pastry | 2 | ToT | KoVTC Trainers | Sudanese Chinese Friendship Center |
| 52 | 2019 /12/29 | 2020 / 1 / 2 | SCVTA | How to design training packages for short-term training courses* | 10 | ToT | SCVTA-Technical Affairs staff | SCVTA TMC team |
| 53 | 2020 / 3 / 1 | 2020 / 3 / 3 | KoVTC | How to design training packages for short-term training courses | 18 | ToT | KoVTC Head of Sections, Trainers & Assistant Directors | SCVTA TMC team |
| 54 | 2020 /10/12 | 2020 /10/14 | SCVTA, Khartoum | Training of facilitators for the course of developing the workshops & companies hosting both formal and informal apprenticeship | 20 | ToT | KaVTC, KoVTC, Fedral VTCs (Kartoum 2, Friendship, Bahri) , Gedaref VTC staff | National Expert (Mr. Ibrahim Khalid) |
| 55 | 2020 /12/ 6 | 2020 /12/10 | KaVTC | Basic Pedagogy*` | 8 | Internal ToT | KaVTC Trainers | KaVTC Trainers (Idris & Bahaaeldin) |
| 56 | 2021 / 6 /27 | 2021 / 7 / 1 | KoVTC | Workshop on quality training of inclusiveness/ Training on how to use Handbook | 35 | Management | KoVTC staff | Japanese Expert and SCVTA |

* Internal training in VTC

**ANNEX-4 : List of Training implemented by VTC**

**List of Short-Term Training Courses implemented by Kassala VTC**

| No. | Date (start) | Date (period) | Venue | Training/Activity Title | No. of trainees | Trainees | Trainer | Partners, if any |
|---|---|---|---|---|---|---|---|---|
| 1 | 2016 / 11 / 20 | 2016 / 12 / 1 | KaVTC | Food processing | 15 | Persons with disability | Ono (JOCV) | w/ Disabled Union |
| 2 | 2018 / 1 / 22 | 2018 / 1 / 25 | KaVTC | Start your business | 17 | Citizens (Women) | Shama, trainer of Women Section of KaVTC | |
| 3 | 2018 / 2 / 4 | 2018 / 2 / 11 | KaVTC | Basic technical drawing & sheet metal work 2 | 3 | Craftsmen union members, Kassala State | Yahia, Turning Section kassala state | w/ Craftsmen Union |
| 4 | 2018 / 2 / 25 | 2018 / 4 / 5 | KaVTC | Basic Training on Leather Product and Start Your Business (SYB) | 13 | Citizens (Women) | Shama, trainer of Women Section of KaVTC | |
| 5 | 2018 / 7 / 1 | 2018 / 7 / 19 | KaVTC | Leather Products (Advanced) | 4 | Citizens (Women) | External trainer, Mr. Mohamad, Sudan University | |
| 5 | 2018 / 11 / 18 | 2018 / 12 / 18 | KaVTC | Sewing and tailoring | 20 | Citizens (Women) | External Trainer | |
| 6 | 2018 / 12 / 31 | 2019 / 1 / 30 | KaVTC | Training on leather shoes product and SYB | 16 | Citizens (Women) | Shama, trainer of Women Section of KaVTC | |
| 7 | 2019 / 4 / 28 | 2019 / 6 / 13 | Wad-Sherefi camp | Food processing | 45 | Refugees | External trainer | GIZ w/SORD + Merci Corps |
| 8 | 2019 / 4 / 28 | 2019 / 6 / 13 | Gerba camp | Food processing | 33 | Refugees | External trainer | |
| 9 | 2019 / 4 / 28 | 2019 / 7 / 25 | KaVTC | General electricity | 10 | Host community | Abdelhalim, Murtada, Yousri (KaVTC Trainers) | |
| 10 | 2019 / 4 / 28 | 2019 / 7 / 25 | KaVTC | Small engine maintenance | 10 | Host community | Adil, Khalid, Salih (KaVTC Trainers) | |
| 11 | 2019 / 4 / 28 | 2019 / 7 / 25 | KaVTC | Cooling & air conditioning | 10 | Host community | M. Abdelhalim (KaVTC), External trainer | |
| 12 | 2019 / 6 / 16 | 2019 / 7 / 25 | Wad-Sherefi camp | Make-up & beauty | 45 | Refugees | External trainer | |
| 13 | 2019 / 6 / 16 | 2019 / 7 / 25 | Gerba camp | Making traditional perfumes | 33 | Refugees | External trainer | |
| 14 | 2020 / 9 / 15 | 2020 / 10 / 8 | KaVTC | Small engine maintenance | 25 | Citizens | Adil (KaVTC trainer) | World Bank + Zakat Fund |
| 15 | 2020 / 9 / 15 | 2020 / 10 / 13 | KaVTC | Handicrafts | 20 | Citizens (Women) | External trainer | |
| 16 | 2020 / 12 / 9 | 2020 / 12 / 22 | KaVTC | Leathercraft | 10 | Citizens (Women) | Shama (KaVTC trainer) | EU / Practical Action |
| 17 | 2021 / 1 / 31 | 2021 / 2 / 4 | KaVTC | Developing the workshops & companies hosting both formal and informal apprenticeship | 18 | Workshop & company owners hosting both formal and informal apprenticeship | KaVTC trainer | KaVTC/GEMS/GIZ |

**List of Short-Term Training Courses Implemented by Kosti VTC**

| No. | Date (start) | Date (period) | Venue | Training/Activity Title | No. of trainees | Trainees | Trainer | Partners, if any |
|---|---|---|---|---|---|---|---|---|
| 1 | 2016 / 2 / 27 | 2016 / 5 / 27 | KoVTC | Electricity, Fitting and maintenance, Welding, General mechanics, Auto Electricity, General electricity | 100 | Refugees | KoVTC trainers | UNCHR w/ Ministry of Social welfare |
| 2 | 2016 / 11 / 1 | 2017 / 2 / 1 | KoVTC | Hydarulic & heavy Machines | 150 | Fresh Graduate | KoVTC trainers | National Secretariat for Employing Graduates |
| 3 | 2017 / 3 / 26 | 2017 / 6 / 26 | KoVTC | Electricity, Fitting and maintenance, Welding, General mechanics Auto Electricity, General electricity | 100 | Refugees | KoVTC trainers | UNCHR w/ Ministry of Social welfare |
| 4 | 2017 / 10 / 25 | 2018 / 1 / 25 | KoVTC | General mechanics & Fitting and maintenance | 50 | Orphans | KoVTC trainers | UNICEF w/ Albeer Org |
| 5 | 2018 / 5 / 6 | 2018 / 5 / 10 | KoVTC | Basic Cookie Making and SYB Training | 7 | Training for women | Alia, trainer of Women Sec. KoVTC | |
| 6 | 2018 / 7 / 19 | 2018 / - / - | KoVTC | Fitting and maintenance, Welding, General mechanics, Auto Electricity, General electricity | 100 | Refugees | KoVTC trainers | UNCHR w/ Ministry of Social welfare |
| 7 | 2018 / 8 / 1 | 2018 / 9 / 30 | KoVTC | Food Processing | 25 | Orphans | KoVTC trainers | UNICEF w/ Albeer Org |
| 8 | 2018 / 10 / 21 | 2018 / 11 / 21 | KoVTC | General electricity, Auto Electricity, General mechanics | 150 | Citizens | KoVTC trainers | Popular Defense Org |
| 9 | 2018 / 10 / 28 | 2018 / 11 / 28 | KoVTC | Food Processing and General electricity | 21 | Orphans | KoVTC trainers | UNICEF w/ Albeer Org |
| 10 | 2018 / 11 / 8 | 2018 / 11 / 12 | KoVTC | Food Processing | 25 | Training for women | Alia, trainer of Women Sec. KoVTC | Population Defiance Org |
| 11 | 2018 / 11 / 19 | 2018 / 12 / 2 | Algabaleen refugee camp | Mobile repairing | 45 | Refugees | External trainer | UNHCR/ JESMAR Org |
| 12 | 2018 / 12 / 5 | 2018 / 12 / 13 | Kosti Scouting | Food Processing | 20 | Refugees | KoVTC trainers | UNDP & The Netherland Gov. w/CDF |
| 13 | 2018 / 12 / 9 | 2018 / 12 / 13 | Algableen Reugee Camp | Food Processing | 135 | Refugees | KoVTC trainers | UNHCR/ JESMAR Org |

| No. | Date (start) | Date (period) | Venue | Training/Activity Title | No. of trainees | Trainees | Trainer | Partners, if any |
|---|---|---|---|---|---|---|---|---|
| 14 | 2018 / 12 / 12 | 2019 / 1 / 3 | Algabaleen Khur Alwaral refugees camp and | Auto mechanics & Electric wiring | 100 | Refugees | KoVTC trainers | UNHCR/Mercy corps Org and JESMAR |
| 15 | 2019 / 2 / 4 | 2019 / 2 / 28 | Alsalam Locality | Maintenance of Rickshaw | 10 | Refugees | KoVTC trainer - Automotive section | Government of Netherlands + UNDP/ Hope Sudan |
| 16 | 2019 / 2 / 10 | 2019 / 2 / 21 | KoVTC | Basic Pastry Making and SYB Training | 10 | Women who are willing to start their business | Alia, Trainer of Women Sec. KoVTC | |
| 17 | 2019 / 2 / 20 | 2019 / 2 / 21 | KoVTC | Technical drawing & Sheet metal work knowledge share | 1 | Training for industrial workers | JICA Expert (Kimura) | |
| 18 | 2019 / 3 / 5 | 2019 / 3 / 21 | Algableen Reugee Camp | Maintenance of Rickshaw | 30 | Refugees | KoVTC trainer - Automotive section | UNICEF w/ Albeer Org |
| 19 | 2019 / 3 / 31 | 2019 / 4 / 2 | KoVTC, Welding section | Design and fabrication of sheet metal | 7 | Incumbent workers and owners of companies hosting IPT trainees | Mr. Fathi Ahmed Mr. Muntather Ali | |
| 20 | 2019 / 7 / 7 | 2019 / 7 / 11 | WN Sugar Factory | Automotive | 42 | Workers of WN Sugar Factory | Elzeibag | WN Sugar Factory |
| 21 | 2019 / 7 / 7 | 2019 / 7 / 11 | WN Sugar Factory | Auto-electric | 42 | Workers of WN Sugar Factory | Fadlalmula | WN Sugar Factory |
| 22 | 2019 / 7 / 7 | 2019 / 7 / 11 | WN Sugar Factory | Welding (MIG, MAG, Plasma) | 11 | Workers of WN Sugar Factory | Fathi | WN Sugar Factory |
| 23 | 2019 / 10 / 1 | 2019 / 10 / 15 | Refugees Camp | Small engine maintenance | 20 | Refugees (S. Sudan) | A. Alazeez, Azhari (KoVTC Trainer) | German Fund Foreign Office (GFFO) / Plan Sudan and ASSIST |
| 24 | 2019 / 10 / 15 | 2019 / 10 / 22 | KoVTC | Pastries Production | 12 | Citizens | Alia (Trainer of Women Sec. KoVTC) | KoVTC |
| 25 | 2019 / 11 / 15 | 2019 / 12 / 4 | Refugees Camp | Small engine maintenance | 20 | Refugees (S. Sudan) | A. Alazeez, Azhari (KoVTC Trainer) | German Fund Foreign Office (GFFO) / Plan Sudan and ASSIST |
| 26 | 2019 / 11 / 25 | 2019 / 12 / 5 | Refugees Camp | Water pumps maintenance | 20 | Refugees (S. Sudan) | Hamid (KoVTC Trainer) | UNDP / Hope Sudan |
| 27 | 2019 / 12 / 8 | 2020 / 3 / 8 | KoVTC | Grade-1 Governmental Drivers | 26 | Governmental drivers | KoVTC trainers | Governmental Agencies to which drivers belong |

| No. | Date (start) | Date (period) | Venue | Training/Activity Title | No. of trainees | Trainees | Trainer | Partners, if any |
|---|---|---|---|---|---|---|---|---|
| 28 | 2020 / 1 / 2 | 2020 / 3 / 5 | KoVTC | Food processing | 30 | Persons with disability | Alia, Fatima (KoVTC trainers) | Zakat funds |
| 29 | 2020 / 1 / 2 | 2020 / 3 / 5 | KoVTC | Basics of General electricity | 14 | Persons with disability | KoVTC GE section trainers | |
| 30 | 2020 / 1 / 2 | 2020 / 3 / 5 | KoVTC | Basics of Auto-electric | 5 | Persons with disability | KoVTC Auto-electric section trainers | |
| 31 | 2020 / 1 / 2 | 2020 / 3 / 5 | KoVTC | Basics of computer | 11 | Persons with disability | KoVTC Info. Center, External trainer | |
| 32 | 2020 / 1 / 2 | 2020 / 3 / 5 | KoVTC | Mobile phone maintenance | 15 | Persons with disability | External trainer | |
| 33 | 2020 / 11 / 22 | 2020 / 12 / 2 | Refugees Camp | Small engine maintenance | 20 | Refugees (S. Sudan) + Host community | A. Alazeez, Azhari (KoVTC Trainer) | UNDP / Hope Sudan |
| 34 | 2021 / 8 / 21 | 2021 / 8 / 26 | Goda area | Welding | 40 | Host community | KoVTC trainers | JESMAR organization |

**ANNEX-5： List of Equipment**

## Equipment Procured by JICA

| Course | No. | Equipment Name | Quantity |
|---|---|---|---|
| Welding | 1-1 | Air plasma cutter | 1 |
| | 1-2 | Arc welding machine | 4 |
| | 1-3 | MAG welding machine | 3 |
| | 1-4 | Air compressor | 1 |
| | 1-5 | High speed cutter | 1 |
| | 1-6 | Protective equipment | 15 |
| | 1-7 | Gas welding and cutting | 3 |
| | 1-8 | Hammer | 1 |
| | 1-9 | Wire brush | 20 |
| | 1-10 | Angle grinder | 4 |
| | 1-11 | Electric drill | 4 |
| | 1-12 | Square | 10 |
| | 1-13 | Tool set | 2 |
| | 1-14 | Tool cabinet | 2 |
| Machining | 2-1 | Pillar drilling machine | 1 |
| | 2-2 | Hydraulic press machine | 1 |
| | 2-3 | Vernier caliper 150mm | 20 |
| | 2-4 | Vernier Caliper digital 150mm | 2 |
| | 2-5 | Tap and die set | 2 |
| | 2-6 | Marking tool | 3 |
| | 2-7 | Center drill (for lathe) | 2 |
| | 2-8 | Lathe bit tool | 6 |
| | 2-9 | Tool set | 2 |
| | 2-10 | Tool cabinet | 2 |
| Auto-Electricity | 3-1 | Modern automobile engines | 1 |
| | 3-2 | Circuit tester digital | 10 |
| | 3-3 | Circuit tester analog | 10 |
| | 3-4 | Automobile battery | 3 |
| | 3-5 | Alternator | 5 |
| | 3-6 | Starter | 5 |
| | 3-7 | Regulator | 5 |
| | 3-8 | Steering wheel set | 1 |
| | 3-9 | Battery charger | 1 |
| | 3-10 | Air conditioner gas gauge | 1 |
| | 3-11 | Vacuum pump for car air conditioner | 2 |
| | 3-12 | Tool set | 4 |
| | 3-13 | Tool cabinet | 4 |
| General Mechanics | 4-1 | 2 pole car lift | 1 |
| | 4-2 | Air compressor | 1 |
| | 4-3 | Floor Jack 2t | 1 |
| | 4-4 | Floor Jack 4t | 1 |
| | 4-5 | Rigid Rack 2t | 4 |
| | 4-6 | Rigid Rack 4t | 4 |
| | 4-7 | Bottle Jack | 4 |
| | 4-8 | Hydraulic press | 1 |
| | 4-9 | Diesel engine | 2 |
| | 4-10 | Nozzle tester | 1 |
| | 4-11 | Gearbox lifts | 2 |
| | 4-12 | Working table | 4 |
| | 4-13 | Puller | 4 |
| | 4-14 | Sliding hammer set | 2 |
| | 4-15 | Spring compressor | 1 |
| | 4-16 | Engine compression tester for Gasoline | 2 |

| Course | No. | Equipment Name | Quantity |
|---|---|---|---|
| | 4-17 | Engine compression tester for diesel | 2 |
| | 4-18 | Circuit tester digital | 5 |
| | 4-19 | Circuit tester analog | 2 |
| | 4-20 | Vernier caliper (150mm) | 5 |
| Auto Mechanics | 5-1 | Torque wrench (9.5 sq) | 4 |
| | 5-2 | Torque wrench (12.7 sq) | 4 |
| | 5-3 | Torque wrench gauge (9.5sq) | 4 |
| | 5-4 | Radiator cap tester | 4 |
| | 5-5 | Thickness gauge | 6 |
| | 5-6 | Clutch box model | 1 |
| | 5-7 | Gear box model | 1 |
| | 5-8 | Deferential gear model | 1 |
| | 5-9 | Engine model (Petro 4stroke) | 1 |
| | 5-10 | Engine model (diesel) | 1 |
| | 5-11 | Steeling model | 1 |
| | 5-12 | Break model | 1 |
| | 5-13 | Fuel model (petro/diesel) | 1 |
| | 5-14 | Cooling model | 1 |
| | 5-15 | Tool set | 5 |
| | 5-16 | Tool cabinet | 5 |
| | 5-17 | Socket wrench & handle set | 1 |
| | 5-18 | L type nail pull bar | 3 |
| | 5-19 | Torx socket set 9.5sq | 2 |
| | 5-20 | Chain tong | 2 |
| | 5-21 | Chain block | 2 |
| | 5-22 | Lever block | 2 |
| Maintenance and Fitting | 6-1 | Grinding machine | 1 |
| | 6-2 | Bench vice | 30 |
| | 6-3 | Portable drilling machine | 2 |
| | 6-4 | Drilling machine | 3 |
| | 6-5 | Portable grinder | 2 |
| | 6-6 | Vernier Caliper digital 150mm | 5 |
| | 6-7 | Tool set | 3 |
| | 6-8 | Tool cabinet | 3 |
| | 6-9 | Filling set | 30 |
| Agricultural Machinery | 7-1 | Diesel engine | 1 |
| | 7-2 | Air compressor | 1 |
| | 7-3 | Tool set | 4 |
| | 7-4 | Tool cabinet | 4 |
| | 7-5 | Socket wrench & handle set | 1 |
| | 7-6 | L type nail pull bar | 3 |
| | 7-7 | Torx socket set 9.5sq | 2 |
| | 7-8 | Chain tong | 2 |
| | 7-9 | Chain block | 2 |
| | 7-10 | Lever block | 2 |
| General Electricity | 8-1 | Multi meter | 10 |
| | 8-2 | Clamp meter | 10 |
| | 8-3 | Electric Motor single phase | 5 |
| | 8-4 | Electric Motor three phase | 3 |
| | 8-5 | Coil winding machine | 2 |
| | 8-6 | Vernier Caliper | 20 |
| | 8-7 | Insulation resistance tester | 3 |
| | 8-8 | Electrical test screwdriver | 20 |
| | 8-9 | Nose pliers | 20 |
| | 8-10 | Wire stripper | 10 |
| | 8-11 | Tool set | 2 |
| | 8-12 | Tool cabinet | 2 |

| Course | No. | Equipment Name | Quantity |
|---|---|---|---|
| Furniture | 9-1 | Work table | 15 |
| | 9-2 | Lecturer table | 160 |
| | 9-3 | Lecturer chair | 160 |
| | 9-4 | Techer table | 7 |
| | 9-5 | Techer chair | 7 |
| | 9-6 | White board set | 7 |
| | 9-7 | Electrical doram | 4 |
| Woman Development | 10-1 | Blackboard | 1 |
| | 10-2 | Lecturer table | 40 |
| | 10-3 | Lecturer chair | 40 |
| | 10-4 | Techer table | 1 |
| | 10-5 | Techer chair | 1 |
| | 10-6 | Working table | 4 |
| | 10-7 | Refrigerator | 1 |
| | 10-8 | Gas cooker with oven | 2 |
| | 10-9 | Microwave | 1 |
| | 10-10 | Mixer | 1 |

## Equipment Procured by GEMS

| No. | Equipment Name | Quantity |
|---|---|---|
| 1 | Printer | 3 |
| 2 | Photocopy machine | 2 |
| 3 | PC | 7 |
| 4 | Projector | 4 |
| 5 | Refrigerator | 1 |

| No. | Equipment Name | Quantity |
|---|---|---|
| 6 | Engine scanner | 1 |
| 7 | Welding machine | 3 |
| 8 | Tractor | 1 |
| 9 | Air conditioner | 1 |
| 10 | Satellite phone | 1 |

**ANNEX-6： List of Products**

- Periodical Reports

| Title | Language[7] | Year |
|---|---|---|
| Work Plan -Initial Plan | J・E | 2016 |
| Work Plan -2nd half | J・E | 2018 |
| Progress Report No. 1 | E | 2017 |
| Progress Report No. 2 | E | 2018 |
| Progress Report No. 3 | E | 2019 |
| Monitoring Sheet No.0 | E | 2016 (Feb) |
| Monitoring Sheet No. 1 | E | 2016 (Jun) |
| Monitoring Sheet No. 2 | E | 2016 (Dec) |
| Monitoring Sheet No. 3 | E | 2017 (Jun) |
| Monitoring Sheet No. 4 | E | 2017 (Dec) |
| Monitoring Sheet No. 5 | E | 2018 (Jun) |
| Monitoring Sheet No. 6 | E | 2018 (Dec) |
| Monitoring Sheet No. 7 | E | 2019 (Jun) |
| Monitoring Sheet No. 8 | E | 2020 (Feb) |
| Monitoring Sheet No. 9 | E | 2020 (Jun) |
| Monitoring Sheet No. 10 | E | 2021 (Feb) |

- Guidelines and Manuals

| Title | Language | Year |
|---|---|---|
| Guideline for the State Council for Vocational Training and Apprenticeship | E・A | 2017 |
| Standard Job Description of the General Secretariat - State Council for Vocational Training & Apprenticeship | E・A | 2017 |
| Manual for Developing a Short-term Vocational Training Course | E・A | 2018 |
| National Guideline for Vocational Training Centre on Operation and Management | E・A | 2021 |
| In Plant Training Manual | E・A | 2021 |
| Handbook of Vocational Training System in Sudan | E・A | 2021 |
| Guideline on Quality Monitoring/ Assurance of Vocational Training in Sudan | E・A | 2021 |

[7] A= Arabic, E=English and J= Japanese

- Strategic Plans

| Title | Language | Year |
|---|---|---|
| SCVTA Emergency Strategic Plan 2022-2024 | A | 2021 |
| Kassala State Strategic Plan 2022-2024 | A | 2021 |
| White Nile State Strategic Plan 2022-2024 | A | 2021 |
| Kassala VTC Strategic Plan 2022-2024 | A | 2021 |
| Kosti VTC Strategic Plan 2022-2024 | A | 2021 |

- Training Material

| Title | Language | Year |
|---|---|---|
| Basic Course Curriculum | E・A | 2017 |
| Introduction to Technology (reference book) | A | 2017 |
| Mathematics (reference book) | A | 2017 |
| Technical Drawing (reference book) | A | 2017 |
| Basics of Measurement (reference book) | A | 2017 |
| Standard operating procedures (SOP) for C-clamp (Basic Course) | E・A | 2017 |
| SOP for pastries and bakery (8 kinds) | A | 2018 |
| SOP for leather crafts | A | 2018 |
| SOP for meat products (3 kinds) | A | 2018 |
| SOP for electronics | A | 2018 |
| SOP for general electricity | A | 2019 |
| SOP for tractor fuel filter change | E | 2020 |
| SOP for Shower Installation (plumbing) | A | 2020 |

- Other

| Title | Language | Year |
|---|---|---|
| SCVTA's Customers Survey | E・A | 2016 |
| Federal VTC situation survey (for strategic planning) | E | 2020 |
| GEMS Impact Survey on COVID-19 | E | 2020 |
| Stakeholders Opinion Survey on Youth Employment | E | 2020 |
| Needs Survey of youth employment support | J | 2020 |
| Kassala state vocational training environmental scan report | E | 2021 |
| SCVTA COVID-19 Heath Instruction | E・A | 2020 |
| SCVTA COVID-19 Health Check Questionnaire for Examination | A | 2020 |
| Vocational Training Forum Regulation | E・A | 2021 |
| VTC Performance Report 2020 | A | 2021 |

| | | |
|---|---|---|
| Short-term training booklet for KoVTC 2019 | A | 2019 |
| Third country training report Jordan | E | 2018 |
| Strategic Planning -8 Step Guide | E・A | 2020 |

**ANNEX-7 : PDM**

Project Design Matrix

**Project Title: Project for Strengthening Vocational Training System targeting State Vocational Training Centers**

**Implementing Agency: Supreme Council for Vocational Training and Apprenticeship(SCVTA), Kassala Vocational Training Center (KaVTC), Kosti Vocational Training Center (KoVTC)**

**Target Group: Management Staff and Instructors of SCVTA, KaVTC and KoVTC**

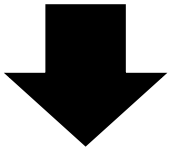
Version 0

**Period of Project: Year 2015 to 2018 (4 years)**

Dated August 8, 2015

**Project Site: Khartoum, Kassala and Kosti**

| Narrative Summary | Objectively Verifiable Indicators | Means of Verification | Important Assumption |
|---|---|---|---|
| **Overall Goal** | | | |
| The ability to operate the vocational training at public vocational training centers (VTCs) is strengthened through the practice of an improved vocational training system (*1). | XX public VTCs utilize "Sudan Model"(*2). | Questionnaire survey for public VTCs | ・Facility and equipment are provided at public VTCs by Sudanese Government of other donors.<br>・Socio-economic situation does not drastically deteriorate (Employment situation does not drastically deteriorate.)<br>・TVET policy and system does not drastically change. |
| **Project Purpose** | | | |
| The improved vocational training system for targeted State VTCs is established. | 1-1. More than XX % of staff recognize that they improved their performance in service operation by utilizing "Sudan Model" in the targeted VTCs by the completion of the Project.<br>1-2. Percentage of staffs who are satisfied with the technical support (*3) from SCVTA in the targeted VTCs (scorring higher than 3 in 5-grade evaluation) increases from XX% to XX% by the completion of the Project.<br>1-3. The implementation of "Sudan Model" is stipulated as a SCVTA's duty in the strategic plan and annual action plan formulated by | Questionnaire survey for staff of the targeted VTCs<br><br>Questionnaire survey for staff of the targeted VTCs<br><br>SCVTA Strategic Plan/Annual Action Plan | ・ Substantial number of trained C/P do not transfer/resign. |
| **Outputs** | | | |
| Output 1<br>Improved management model for VTCs ("Kassala Model"(*4)) is developed and continuously practiced in Kassala VTC (KaVTC). | 1-1. "Kassala Model" is developed.<br>1-2. More than XX short-term training courses are implemented utilizing "Kassala Model".<br>1-3. More than XX % of instructors for short-term training courses recognize that the training courses are of more quality than before.<br>1-4. The strategic plan for year 2018-2020 is developed. | KaVTC activities report<br>KaVTC activities report<br><br>Questionnaire survey for KaVTC instructors<br>KaVTC Activity Report | ・SCVTA and KaVTC secure enough human resources and budget required for the Project implementation. |

| | | | |
|---|---|---|---|
| Output 2<br>The function of SCVTA to provide technical support for State VTCs is strengthened. | 2-1. Terms of reference (TORs) for staff in charge of supporting State VTCs are shared in SCVTA.<br>2-2. The improved vocational training model for a short-term training course ("Sudan Model") is developed by integrating "Kassala Model" with TOT in Kassala VTC (KaVTC).<br>2-3. More than XX technical support in total is provided to the targeted State VTCs.<br>2-4. A vocational training forum is held with participation of all State VTCs every year. | Project progress/completion reports<br><br>Project progress/completion reports<br><br>SCVTA's activities report<br><br>SCVTA's activities report, Project progress/completion reports | ・SCVTA and targeted VTCs secure enough human resources and budget required for the Project implementation. |
| Output 3<br>The ability to operate the vocational training at Kosti VTC (KoVTC) is strengthened through the technical support from SCVTA. | 3-1. XX% of participants achieves more than XX% of understanding on the training contents in the trainings based on the "Sudan Model", provided by SCVTA.<br>3-2. More than XX short-term training courses are established and implemented.<br>3-3. More than XX % of participants of the short-term training courses is satisfied with the training contents (more than 3 in 5-grade evaluation) | Training reports, Checklist for understanding on training contents<br><br>Project progress/completion reports<br><br>Questionnaire survey for participants in the short-term training courses | ・SCVTA and KoVTC secure enough human resources and budget required for the Project implementation. |
| **Activities** | **Inputs** | | **Pre-conditions** |
| 0-1. Implement a project baseline survey<br>0-2. Monitor the project activities regularly<br>1-1. Review the past achievements in Phase 1 and clarify issues to be improved<br>1-2. Draft "Kassala Model" based on the results of above review<br>1-3. Strengthen the capacity to implement the drafted "Kassala Model", consisting of the training for school management and training management<br>1-4. Implement TOT (Refresher training)<br>1-5. Establish short-term training courses utilizing the above model<br>1-6. Implement and evaluate the above short-term training courses<br>1-7. Finalize "Kassala Model" based on the above evaluation results<br>2-1. Clarify the TORs for SCVTA staff in charge of supporting State VTCs<br>2-2. Share the above TORs with all SCVTA staff<br>2-3. Prepare the annual action plan and budget documents for SCVTA<br>2-4. Monitor the progress of the above plan<br>2-5. Review the past achievements regarding TOT and curriculum development in Phase 1 | **Japan Side**<br>a) Long-term experts：5 persons in the fields such as Leader/Vocational Training Management, Training Planning 1, Support for Socially Vulnerable Groups, Facility and Equipment, Coordinator/Training Planning 2<br>b) Short-term training：in Sudan or other countries<br>c) Machinery and equipment necessary items for the operation of KoVTC<br>d) Construction/rehabilitation of facilities of KoVTC (e.g. workshop(s))<br>e) Part of the Project implementation cost | **Sudan Side**<br>a) Services of counterpart personnel and administrative personnel of SCVTA, KaVTC and KoVTC<br>b) Suitable office space with necessary equipment for the JICA Experts and Third Country Experts<br>c) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA<br>d) Information as well as support in obtaining medical service<br>e) Credentials or identification cards, and travel permit | ・Security situation is stable in the project sites.<br><br>・The project can gain the cooperation from the state governments which administer the targeted State VTCs.<br><br>  |

| | | | |
|---|---|---|---|
| 2-6. Strengthen the capacity for training needs assessment (TNA) for trainers<br>2-7. Strengthen the capacity to review the curriculum for a short-term training<br>2-8. Support the preparation of "Kassala Model" at KoVTC<br>2-9. Strengthen the capacity of the targeted VTCs regarding the preparation of annual action plan and budget documents<br>2-10. Review the monitoring system for the targeted VTCs<br>2-11. Formulate a guideline and manual for "Sudan Model"<br>2-12. Hold the vocational training forum to promote a knowledge-sharing<br><br>3-1. Clarify the members and TORs for the management committee<br>3-2. Prepare the annual action plan and budget documents, and apply to the State Government for operation cost and reporting by the above committee<br>3-3. Implement management training and TOT based on "Sudan Model"<br>3-4. Implement management activities utilizing the above model<br>3-5. Establish short-term training courses utilizing the above model<br>3-6. Identify and install necessary equipment and machinery for the above courses<br>3-7. Evaluate the above courses | | f) Available data (including maps and photographs) and information related to the Project<br>g) Running expenses necessary for the implementation of the Project<br>h) Expenses necessary for transportation within Sudan of the equipment well as for the installation, operation and maintenance thereof<br>i) Necessary facilities to the JICA experts for the remittance as well as utilization of the funds introduced into Sudan from Japan in connection with the implementation of the Project | **<Issues and countermeasures>** |

*1: An improved vocational training system is a mechanism to facilitate the application of the "Sudan Model" in State VTCs in order to improve their vocational training service under the support from SCVTA
*2: A "Sudan Model" indicates an improved vocational training model for a short-term training courses, and is a package of techniques and knowledge on 1) PDCA implementation of short-term training courses such as the curriculum development based on the needs survey, planning/Implementing/monitoring of model courses, and course evaluation, and 2) school management such as the preparation of mid-term strategy/annual action plan, the provision of follow-up support for VTC's alumni, establishment of database on trainees, promotion of socially vulnerable groups, maintenace of equipment and machinery and employment promotion activities, and 3) TOT (pedagogy and technical skill) aimed at improvement of trainers skills and knowledge.
*3: A technical support includes technical inputs for State Council for Vocational Training, TOT, monitoring with technical advice, and knowledge-sharing through the Vocational Training forum.
*4: A "Kassala Model" is an improved management model for State VTCs and is composed of 1) and 2) of the above "Sudan Model"

Project Design Matrix

**Project Title: Project for Strengthening Vocational Training System targeting State Vocational Training Centers**

Implementing Agency: Supreme Council for Vocational Training and Apprenticeship(SCVTA), Kassala Vocational Training Center (KaVTC), Kosti Vocational Training Center (KoVTC)

Target Group: Management Staff and Instructors of SCVTA, KaVTC and KoVTC

Version 1

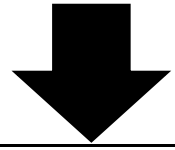
Period of Project: Year 2016 to 2019 (4 years)

Dated 29 March, 2018

Project Site: Khartoum, Kassala and Kosti

| Narrative Summary | Objectively Verifiable Indicators | Means of Verification | Important Assumption |
|---|---|---|---|
| **Overall Goal** | | | |
| The ability to operate the vocational training at public vocational training centers (VTCs) is strengthened through the practice of an improved vocational training system (*1). | 1. More than 50% of the public VTCs uses the VTC operation and management guideline<br>2. Employers and in plant training (IPT) host companies' satisfaction with VTC 3 years diploma course graduates/trainees from the public VTCs is over 3.5 point out of 5 points. | Questionnaire survey for public VTCs<br><br>Questionnaire survey for Employers of 3 years diploma course graduates (2022-23) and IPT host | ・Socio-economic situation does not drastically deteriorate (Employment situation does not drastically deteriorate.)<br>・TVET policy and system does not drastically change. |
| **Project Purpose** | | | |
| The improved vocational training system for targeted State VTCs is established. | 1. More than 70% of the pilot VTC staffs consider that the technical support from SCVTA has improved by the completion of the Project.<br>2. State Government conduct monitoring and evaluation of the operation and management at the pilot VTC<br>3. SCVTA and the State government officers /StCVTA conduct annual meeting<br>4. Essential budget to operate and manage VTC is disbursed to the pilot VTCs | Questionnaire survey for staff of the targeted VTCs<br><br>Evaluation record<br><br>Meeting record<br><br>Budget record of the pilot VTCs | ・ Substantial number of trained C/P do not transfer/resign. |
| **Outputs** | | | |
| Output 1<br>The function of SCVTA to provide technical support for State VTCs is strengthened. | 1-1. SCVTA Strategic Plan is developed<br>1-2. Mechanism for annual monitoring to the VTC in technical aspect and report sharing among the Directorates is installed at SCVTA<br>1-3. Vocational training management tools (such as guideline, manual, standard for VTC staff recruitment criteria) are developed<br>1-4. A vocational training forum is held with participation of all State VTCs every year. | Strategic plan<br>Monitoring visit report (2 reports (Kosti and Kassala) for 2018 and 2019)<br><br>VTC management guidelines, manuals and other tools developed<br>Record of discussion | |

| | | | |
|---|---|---|---|
| Output 2<br>State Government function to administratively support the State VTCs is strengthened | 2-1. StCVTA is established (or An office in charge of VTC toward establishment of StCVTA is appointed in the State Government) and their Job Description is available<br>2-2. State government allocate budget to the State VTCs according to the priority area of the strategic plan<br>2-3. Standard for VTC staff recruitment criteria developed at SCVTA is used at StCVTA (or the State government office in charge of VTC)<br>2-4. StCVTA (or State government office in charge of VTC) conduct at least annual evaluation to the pilot VTCs | Job description of the state government<br><br>Budget record<br><br>Rcruitment record<br><br>Annual evaluation record | |
| Output 3<br>The ability to manage and operate VTC at the 2 pilot VTCs (Kassala VTC (KaVTC) and Kosti VTC (KoVTC) )is strengthened through the administrative support from the State Government and technical support from SCVTA. | 3-1. Implementation of the VTC operation and management guideline reach over 75%<br>3-2. The strategic plan is developed for the pilot VTCs<br>3-3. More than total 24 short-term training courses are implemented at the pilot VTCs<br>3-4. More than 75 % of instructors (mainly short course and basic course) recognize that the training courses are of more quality than before.<br>3-5. More than 80 % of participants of the short-term training courses is satisfied with the training contents (more than 3 in 5-grade evaluation) | Check list<br><br>Strategic plan of the pilot VTCs<br>Training record<br><br>Questionnaire survey at the pilot VTCs<br><br>Questionnaire survey for participants in the short-term training courses | |

| **Activities** | **Inputs** | | **Pre-conditions** |
|---|---|---|---|
| | **Japan Side** | **Sudan Side** | |
| 0-1. Implement a project baseline survey<br>0-2. Conduct vocational training needs survey<br>0-3. Review the outputs of phase-1 of the project<br><br>1-1. Establish a mechanism to monitor the pilot state VTCs and to report the result among SCVTA<br>1-2. Develop SCVTA's strategic plan<br>1-3. Prepare the annual action plan and budget for SCVTA<br>1-4. Standardize the State VTC's management and training management by developing manuals, guidelines and standard for VTC staff recruitment<br>1-5. Hold the vocational training forum to share the monitoring result and promote a knowledge-sharing<br>1-6. Monitor and evaluate the progress of SCVTA's strategic plan and annual plan | a) Long-term experts: 5 persons in the fields such as Leader/Vocational Training Management, Training Planning 1, Support for Socially Vulnerable Groups, Facility and Equipment, Coordinator/Training Planning 2<br>b) Short-term training: in Sudan or other countries<br>c) Machinery and equipment necessary items for the operation of KoVTC<br>d) Construction/rehabilitation of facilities of KoVTC (e.g. workshop(s))<br>e) Part of the Project implementation cost | a) Services of counterpart personnel and administrative personnel of SCVTA, KaVTC and KoVTC<br>b) Suitable office space with necessary equipment for the JICA Experts and Third Country Experts<br>c) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA<br>d) Information as well as support in obtaining medical service<br>e) Credentials or identification cards, and travel permit | ・Security situation is stable in the project sites.<br><br>・The project can gain the cooperation from the state governments which administer the targeted State VTCs.<br><br>  |

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|---|---|---|---|
| 2-1. Estalish StCVTA or assign an office in charge of VTC at the target states<br>2-2. Develop and implement budget formulation manual for the pilot VTCs with StCVTA or the office in charge of VTC 2-3. Monitor the pilot VTCs by the StCVTA or the office in charge of VTC of the State government<br>2-4. Apply the standard for VTC staff recruitment criteria when recruiting the VTC staff at the target state<br>2-5. Organize meetings for the SCVTA and StCVTA or the office in charge of State VTC<br><br>3-1. Conduct state VTC staff capacity building training<br>3-2. Develop and implement pilot short courses<br>3-3. Develop strategic plan, annual plan and budget and monitor and evaluate the implementation.<br>3-4. Reorganize the VTC management system<br>3-5. Support VTC to implement the VTC operation and management guideline<br>3-6. Construct and equip training workshops for KoVTC | | f) Available data (including maps and photographs) and information related to the Project<br>g) Running expenses necessary for the implementation of the Project<br>h) Expenses necessary for transportation within Sudan of the equipment well as for the installation, operation and maintenance thereof<br>i) Necessary facilities to the JICA experts for the remittance as well as utilization of the funds introduced into Sudan from Japan in connection with the implementation of the Project | **<Issues and countermeasures>** |
| *1: An improved vocational training system is a mechanism to improve the VT services at the public VTCs under the technical support from SCVTA and the administrative supoprt from the state government. This indicates an improved vocational training model, and is a package of techniques and knowledge on 1) PDCA implementation of training courses such as the curriculum development based on the needs survey, planning/Implementing/monitoring of model courses, and course evaluation, and 2) school management such as the preparation of mid-term strategy/annual action plan, the provision of follow-up support for VTC's alumni, establishment of database on trainees, promotion of socially vulnerable groups, maintenace of equipment and machinery and employment promotion activities, and 3) TOT (pedagogy and technical skill) aimed at improvement of trainers skills and knowledge. | | | |

Project Design Matrix

**Project Title: Project for Strengthening Vocational Training System targeting State Vocational Training Centers** Version 2

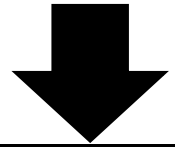
Implementing Agency: Supreme Council for Vocational Training and Apprenticeship(SCVTA), Kassala State Ministry of Finance (SMOF), White Nile SMOF, Kassala Vocational Training Center (KaVTC), Kosti Vocational Training Center (KoVTC) Dated 9 February 2020

Target Group: Management Staff and Instructors of SCVTA, KaVTC, KoVTC, and Officers of Kassala and White Nile State Ministry of Finance

Period of Project: Year 2016 to 2020 (4 years and 9 months)

Project Site: Khartoum, Kassala and White Nile

| Narrative Summary | Objectively Verifiable Indicators | Means of Verification | Important Assumption |
|---|---|---|---|
| **Overall Goal** | | | |
| The ability to operate the vocational training at public vocational training centers (VTCs) is strengthened through the practice of an improved vocational training system (*1). | 1. More than 50% of the public VTCs uses the VTC operation and management guideline<br>2. Employers and in plant training (IPT) host companies' satisfaction with VTC 3 years diploma course graduates/trainees from the public VTCs is over 3.5 point out of 5 points. | Questionnaire survey for public VTCs<br><br>Questionnaire survey for Employers of 3 years diploma course graduates (2022-23) and IPT host companies of public VTC trainees | ・Socio-economic situation does not drastically deteriorate (Employment situation does not drastically deteriorate.)<br>・TVET policy and system does not drastically change. |
| **Project Purpose** | | | |
| The improved vocational training system for targeted State VTCs is established. | 1. More than 70% of the pilot VTC staffs consider that the technical support from SCVTA has improved by the completion of the Project.<br>2. State Government conduct monitoring and evaluation of the operation and management at the pilot VTC<br>3. SCVTA and the State government officers /StCVTA conduct annual meeting<br>4. Essential budget to operate and manage VTC is disbursed to the pilot VTCs | Questionnaire survey for staff of the targeted VTCs<br><br>Evaluation record<br><br>Meeting record<br><br>Budget record of the pilot VTCs | ・ Substantial number of trained C/P do not transfer/resign. |
| **Outputs** | | | |
| Output 1<br>The function of SCVTA to provide technical support for State VTCs is strengthened. | 1-1. SCVTA Strategic Plan is developed<br>1-2. Mechanism for annual monitoring to the VTC in technical aspect and report sharing among the Directorates is installed at SCVTA<br>1-3. Vocational training management tools (such as guideline, manual, standard for VTC staff recruitment criteria) are developed<br>1-4. A vocational training forum is held with participation of all State VTCs every year | Strategic plan<br>Monitoring visit report (2 reports (Kosti and Kassala) for 2018 and 2019)<br><br>VTC management guidelines, manuals, Sudan Vocational Training System Handbook, and other tools developed<br>Record of discussion | |

| | | | |
|---|---|---|---|
| Output 2<br>State Government function to administratively support the State VTCs is strengthened | 2-1. StCVTA is established (or An office in charge of VTC toward establishment of StCVTA is appointed in the State Government) and their Job Description is available<br>2-2. State government allocate budget to the State VTCs according to the priority area of the strategic plan<br>2-3. Standard for VTC staff recruitment criteria developed at SCVTA is used at StCVTA (or the State government office in charge of VTC)<br>2-4. StCVTA (or State government office in charge of VTC) conduct at least annual evaluation to the pilot VTCs | Job description of the state government<br><br>Budget record<br><br>Rcruitment record<br><br>Annual evaluation record | |
| Output 3<br>The ability to manage and operate VTC at the 2 pilot VTCs (Kassala VTC (KaVTC) and Kosti VTC (KoVTC) )is strengthened through the administrative support from the State Government and technical support from SCVTA. | 3-1. Implementation of the VTC operation and management guideline reach over 75%<br>3-2. The strategic plan is developed for the pilot VTCs<br>3-3. More than total 24 short-term training courses are implemented at the pilot VTCs<br>3-4. More than 75 % of instructors (mainly short course and basic course) recognize that the training courses are of more quality than before.<br>3-5. More than 80 % of participants of the short-term training courses is satisfied with the training contents (more than 3 in 5-grade evaluation) | Check list<br><br>Strategic plan of the pilot VTCs<br>Training record<br><br>Questionnaire survey at the pilot VTCs<br><br>Questionnaire survey for participants in the short-term training courses | |
| **Activities** | **Inputs** | | **Pre-conditions** |
| | **Japan Side** | **Sudan Side** | |
| 0-1. Implement a project baseline survey<br>0-2. Conduct vocational training needs survey<br>0-3. Review the outputs of phase-1 of the project<br><br>1-1. Establish a mechanism to monitor the pilot state VTCs and to report the result among SCVTA<br>1-2. Develop SCVTA's strategic plan<br>1-3. Prepare the annual action plan and budget for SCVTA<br>1-4. Standardize the State VTC's management and training management by developing manuals, guidelines and standard for VTC staff recruitment<br>1-5. Hold the vocational training forum to share the monitoring result and promote a knowledge-sharing<br>1-6. Monitor and evaluate the progress of SCVTA's strategic plan and annual plan | a) Long-term experts: 5 persons in the fields such as Leader/Vocational Training Management, Training Planning 1, Support for Socially Vulnerable Groups, Facility and Equipment, Coordinator/Training Planning 2<br>b) Short-term training: in Sudan or other countries<br>c) Machinery and equipment necessary items for the operation of KoVTC<br>d) Construction/rehabilitation of facilities of KoVTC (e.g. workshop(s))<br>e) Part of the Project implementation cost | a) Services of counterpart personnel and administrative personnel of SCVTA, KaVTC and KoVTC<br>b) Suitable office space with necessary equipment for the JICA Experts and Third Country Experts<br>c) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA<br>d) Information as well as support in obtaining medical service<br>e) Credentials or identification cards, and travel permit | ・Security situation is stable in the project sites.<br><br>・The project can gain the cooperation from the state governments which administer the targeted State VTCs.<br><br>  |

| | | | |
|---|---|---|---|
| 2-1. Estalish StCVTA or assign an office in charge of VTC at the target states<br>2-2. Develop and implement budget formulation manual for the pilot VTCs with StCVTA or the office in charge of VTC<br>2-3. Monitor the pilot VTCs by the StCVTA or the office in charge of VTC of the State government<br>2-4. Apply the standard for VTC staff recruitment criteria when recruiting the VTC staff at the target state<br>2-5. Organize meetings for the SCVTA and StCVTA or the office in charge of State VTC<br><br>3-1. Conduct state VTC staff capacity building training<br>3-2. Develop and implement pilot short courses<br>3-3. Develop strategic plan, annual plan and budget and monitor and evaluate the implementation.<br>3-4. Reorganize the VTC management system<br>3-5. Support VTC to implement the VTC operation and management guideline<br>3-6. Construct and equip training workshops for KoVTC | | f) Available data (including maps and photographs) and information related to the Project<br>g) Running expenses necessary for the implementation of the Project<br>h) Expenses necessary for transportation within Sudan of the equipment well as for the installation, operation and maintenance thereof<br>i) Necessary facilities to the JICA experts for the remittance as well as utilization of the funds introduced into Sudan from Japan in connection with the implementation of the Project | **<Issues and countermeasures>** |
| *1: An improved vocational training system is a mechanism to improve the VT services at the public VTCs under the technical support from SCVTA and the administrative supoprt from the state government. This indicates an improved vocational training model, and is a package of techniques and knowledge on 1) PDCA implementation of training courses such as the curriculum development based on the needs survey, planning/Implementing/monitoring of model courses, and course evaluation, and 2) school management such as the preparation of mid-term strategy/annual action plan, the provision of follow-up support for VTC's alumni, establishment of database on trainees, promotion of socially vulnerable groups, maintenace of equipment and machinery and employment promotion activities, and 3) TOT (pedagogy and technical skill) aimed at improvement of trainers skills and knowledge. | | | |

Project Design Matrix

**Project Title: Project for Strengthening Vocational Training System targeting State Vocational Training Centers** Version 3

Implementing Agency: Supreme Council for Vocational Training and Apprenticeship(SCVTA), Kassala State Ministry of Finance (SMOF), White Nile SMOF, Kassala Vocational Training Center (KaVTC), Kosti Vocational Training Center (KoVTC) Dated 5 November 2020

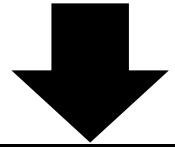
Target Group: Management Staff and Instructors of SCVTA, KaVTC, KoVTC, and Officers of Kassala and White Nile State Ministry of Finance

Period of Project: Year 2016 to 2021 (5 years and 8 months)

Project Site: Khartoum, Kassala and White Nile

| Narrative Summary | Objectively Verifiable Indicators | Means of Verification | Important Assumption |
|---|---|---|---|
| **Overall Goal** | | | |
| The ability to operate the vocational training at public vocational training centers (VTCs) is strengthened through the practice of an improved vocational training system (*1). | 1. More than 50% of the public VTCs uses the VTC operation and management guideline<br>2. Employers and in plant training (IPT) host companies' satisfaction with VTC 3 years diploma course graduates/trainees from the public VTCs is over 3.5 point out of 5 points. | Questionnaire survey for public VTCs<br><br>Questionnaire survey for Employers of 3 years diploma course graduates (2022-23) and IPT host companies of public VTC trainees | ・Socio-economic situation does not drastically deteriorate (Employment situation does not drastically deteriorate.)<br>・TVET policy and system does not drastically change. |
| **Project Purpose** | | | |
| The improved vocational training system for targeted State VTCs is established. | 1. More than 70% of the pilot VTC staffs consider that the technical support from SCVTA has improved by the completion of the Project.<br>2. State Government conduct monitoring and evaluation of the operation and management at the pilot VTC<br>3. SCVTA and the State government officers /StCVTA conduct annual meeting<br>4. Essential budget to operate and manage VTC is disbursed to the pilot VTCs | Questionnaire survey for staff of the targeted VTCs<br><br>Evaluation record<br><br>Meeting record<br><br>Budget record of the pilot VTCs | ・ Substantial number of trained C/P do not transfer/resign. |
| **Outputs** | | | |
| Output 1<br>The function of SCVTA to provide technical support for State VTCs is strengthened. | 1-1. SCVTA Strategic Plan is developed<br>1-2. Mechanism for annual monitoring to the VTC in technical aspect and report sharing among the Directorates is installed at SCVTA<br>1-3. Vocational training management tools (such as guideline, manual, standard for VTC staff recruitment criteria) are developed<br>1-4. A vocational training forum is held with participation of all State VTCs every year | Strategic plan<br>Monitoring visit report (2 reports (Kosti and Kassala) for 2018 and 2019)<br><br>VTC management guidelines, manuals, Sudan Vocational Training System Handbook, and other tools developed<br>Record of discussion | |

| | | | |
|---|---|---|---|
| Output 2<br>State Government function to administratively support the State VTCs is strengthened | 2-1. StCVTA is established (or An office in charge of VTC toward establishment of StCVTA is appointed in the State Government) and their Job Description is available<br>2-2. State government allocate budget to the State VTCs according to the priority area of the strategic plan<br>2-3. Standard for VTC staff recruitment criteria developed at SCVTA is used at StCVTA (or the State government office in charge of VTC)<br>2-4. StCVTA (or State government office in charge of VTC) conduct at least annual evaluation to the pilot VTCs | Job description of the state government<br><br>Budget record<br><br>Rcruitment record<br><br>Annual evaluation record | |
| Output 3<br>The ability to manage and operate VTC at the 2 pilot VTCs (Kassala VTC (KaVTC) and Kosti VTC (KoVTC) )is strengthened through the administrative support from the State Government and technical support from SCVTA. | 3-1. Implementation of the VTC operation and management guideline reach over 75%<br>3-2. The strategic plan is developed for the pilot VTCs<br>3-3. More than total 24 short-term training courses are implemented at the pilot VTCs<br>3-4. More than 75 % of instructors (mainly short course and basic course) recognize that the training courses are of more quality than before.<br>3-5. More than 80 % of participants of the short-term training courses is satisfied with the training contents (more than 3 in 5-grade evaluation) | Check list<br><br>Strategic plan of the pilot VTCs<br>Training record<br><br>Questionnaire survey at the pilot VTCs<br><br>Questionnaire survey for participants in the short-term training courses | |

| **Activities** | **Inputs** | | **Pre-conditions** |
|---|---|---|---|
| | **Japan Side** | **Sudan Side** | |
| 0-1. Implement a project baseline survey<br>0-2. Conduct vocational training needs survey<br>0-3. Review the outputs of phase-1 of the project<br><br>1-1. Establish a mechanism to monitor the pilot state VTCs and to report the result among SCVTA<br>1-2. Develop SCVTA's strategic plan<br>1-3. Prepare the annual action plan and budget for SCVTA<br>1-4. Standardize the State VTC's management and training management by developing manuals, guidelines and standard for VTC staff recruitment<br>1-5. Hold the vocational training forum to share the monitoring result and promote a knowledge-sharing<br>1-6. Monitor and evaluate the progress of SCVTA's strategic plan and annual plan | a) Long-term experts: 5 persons in the fields such as Leader/Vocational Training Management, Training Planning 1, Support for Socially Vulnerable Groups, Facility and Equipment, Coordinator/Training Planning 2<br>b) Short-term training: in Sudan or other countries<br>c) Machinery and equipment necessary items for the operation of KoVTC<br>d) Construction/rehabilitation of facilities of KoVTC (e.g. workshop(s))<br>e) Part of the Project implementation cost | a) Services of counterpart personnel and administrative personnel of SCVTA, KaVTC and KoVTC<br>b) Suitable office space with necessary equipment for the JICA Experts and Third Country Experts<br>c) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the equipment provided by JICA<br>d) Information as well as support in obtaining medical service<br>e) Credentials or identification cards, and travel permit | ・Security situation is stable in the project sites.<br><br>・The project can gain the cooperation from the state governments which administer the targeted State VTCs.<br><br>  |

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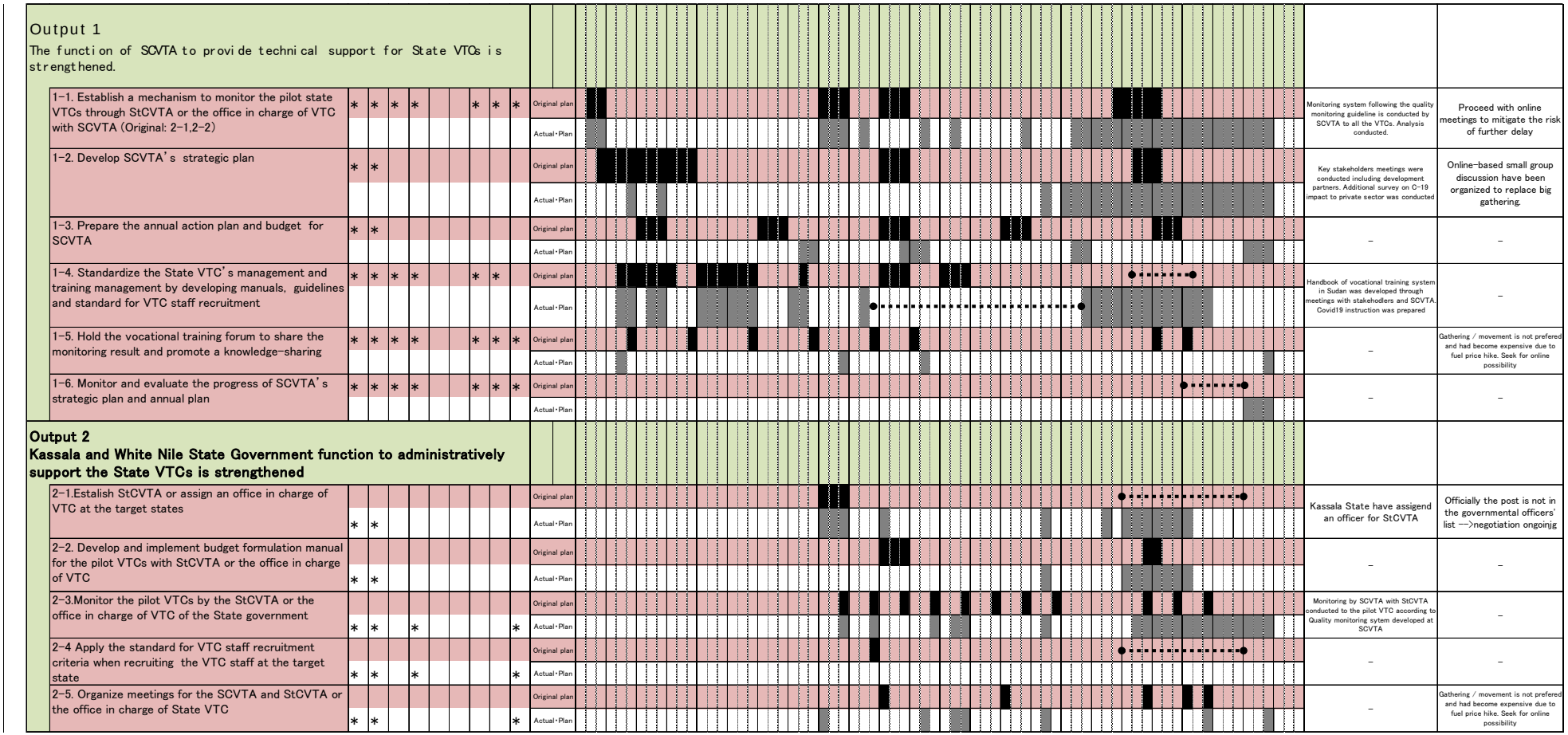
|---|---|---|---|
| 2-1. Estalish StCVTA or assign an office in charge of VTC at the target states<br>2-2. Develop and implement budget formulation manual for the pilot VTCs with StCVTA or the office in charge of VTC<br>2-3. Monitor the pilot VTCs by the StCVTA or the office in charge of VTC of the State government<br>2-4. Apply the standard for VTC staff recruitment criteria when recruiting the VTC staff at the target state<br>2-5. Organize meetings for the SCVTA and StCVTA or the office in charge of State VTC<br><br>3-1. Conduct state VTC staff capacity building training<br>3-2. Develop and implement pilot short courses<br>3-3. Develop strategic plan, annual plan and budget and monitor and evaluate the implementation.<br>3-4. Reorganize the VTC management system<br>3-5. Support VTC to implement the VTC operation and management guideline<br>3-6. Construct and equip training workshops for KoVTC | | f) Available data (including maps and photographs) and information related to the Project<br>g) Running expenses necessary for the implementation of the Project<br>h) Expenses necessary for transportation within Sudan of the equipment well as for the installation, operation and maintenance thereof<br>i) Necessary facilities to the JICA experts for the remittance as well as utilization of the funds introduced into Sudan from Japan in connection with the implementation of the Project | **<Issues and countermeasures>** |
| *1: An improved vocational training system is a mechanism to improve the VT services at the public VTCs under the technical support from SCVTA and the administrative supoprt from the state government. This indicates an improved vocational training model, and is a package of techniques and knowledge on 1) PDCA implementation of training courses such as the curriculum development based on the needs survey, planning/Implementing/monitoring of model courses, and course evaluation, and 2) school management such as the preparation of mid-term strategy/annual action plan, the provision of follow-up support for VTC's alumni, establishment of database on trainees, promotion of socially vulnerable groups, maintenace of equipment and machinery and employment promotion activities, and 3) TOT (pedagogy and technical skill) aimed at improvement of trainers skills and knowledge. | | | |

**ANNEX-8 : PO**

Project Title: Project for Strengthening Vocational Training System targeting State Vocational Training Centers

| Inputs | Plan / Actual | PY2016 | | | | PY2017 | | | | PY2018 | | | | PY2019 | | | | PY2020 | | | | PY2021 | | | | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | |
| Expert | | | | | | | | | | | | | | | | | | | | | | | | | | *PY (Project Year):<br>I January ~ March<br>II April ~ June<br>III July ~September<br>IV October ~ December |
| Team Leader /Vocational Training Management 1 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub Leader /Vocational Training Management 2 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Training Planning 1 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Inclusion | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Facility Planning | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equipment Planning | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Training Planning 2 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocational Training System 1 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project Coordinator /Training Managemnet /Monitoring /Vocational Training System 1 | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Facility | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Facility Construction/Rehabilitation (KoVTC) | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equipment | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equipment Procurement (KoVTC) | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |
| In-country/Third country Training | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TBD | Plan | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | |

| Outputs / Activities | | PY2016 | | | | PY2017 | | | | PY2018 | | | | PY2019 | | | | PY2020 | | | | PY2021 | | | | Achievements | Issue & Countermeasures |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | I | II | III | IV | | |
| 0-1. Implement a project baseline survey | Plan | | | | | | | | | | | | | | | | | | | | | | | | | - | - |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-2. Conduct vocational training needs survey | Plan | | | | | | | | | | | | | | | | | | | | | | | | | - | - |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-3. Review the outputs of phase-1 of the project | Plan | | | | | | | | | | | | | | | | | | | | | | | | | - | - |
| | Actual | | | | | | | | | | | | | | | | | | | | | | | | | | |


Output 1
The function of SCVTA to provide technical support for State VTCs is strengthened.
1-1. Establish a mechanism to monitor the pilot state VTCs through StCVTA or the office in charge of VTC with SCVTA (Original: 2-1,2-2)
1-2. Develop SCVTA's strategic plan
1-3. Prepare the annual action plan and budget for SCVTA
1-4. Standardize the State VTC's management and training management by developing manuals, guidelines and standard for VTC staff recruitment
1-5. Hold the vocational training forum to share the monitoring result and promote a knowledge-sharing
1-6. Monitor and evaluate the progress of SCVTA's strategic plan and annual plan
Output 2
Kassala and White Nile State Government function to administratively support the State VTCs is strengthened
2-1.Estalish StCVTA or assign an office in charge of VTC at the target states
2-2. Develop and implement budget formulation manual for the pilot VTCs with StCVTA or the office in charge of VTC
2-3.Monitor the pilot VTCs by the StCVTA or the office in charge of VTC of the State government
2-4 Apply the standard for VTC staff recruitment criteria when recruiting the VTC staff at the target state
2-5. Organize meetings for the SCVTA and StCVTA or the office in charge of State VTC
Original plan
Actual・Plan
Monitoring system following the quality monitoring guideline is conducted by SCVTA to all the VTCs. Analysis conducted.
Proceed with online meetings to mitigate the risk of further delay
Key stakeholders meetings were conducted including development partners. Additional survey on C-19 impact to private sector was conducted
Online-based small group discussion have been organized to replace big gathering.
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Handbook of vocational training system in Sudan was developed through meetings with stakehodlers and SCVTA. Covid19 instruction was prepared
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Gathering / movement is not prefered and had become expensive due to fuel price hike. Seek for online possibility
Kassala State have assigend an officer for StCVTA
Officially the post is not in the governmental officers' list —>negotiation ongoing
Monitoring by SCVTA with StCVTA conducted to the pilot VTC according to Quality monitoring sytem developed at SCVTA

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