### Table of Contents

0. Abbreviations ......................................................................................................................... 4  
1. Section I: General Information ............................................................................................. 5  
   1.1. About the programme ........................................................................................................ 5  
   1.2. Theory of Change ............................................................................................................. 7  
   1.3. Results/Deliverables ........................................................................................................ 7  
   1.4. Planning ............................................................................................................................ 8  
   1.5. Objective of the Manual .................................................................................................. 9  
   1.6. Updates of the Manual .................................................................................................... 9  
   1.7. Related documents .......................................................................................................... 10  
2. Section II: Organisation, Partners and Collaboration .............................................................. 11  
   2.1. Partners and stakeholders ............................................................................................... 11  
   2.2. Responsibilities ............................................................................................................... 11  
   2.3. Organisation (organogram) ............................................................................................ 12  
   2.4. Memorandum of Understanding .................................................................................. 13  
   2.5. Project Steering Committee ........................................................................................... 13  
3. Section III: Implementation and Day-to-Day Running ........................................................... 14  
   3.1. Steps in the process ........................................................................................................ 14  
   3.2. Tools ............................................................................................................................... 16  
   3.3. Communication ............................................................................................................... 17  
4. Section IV: Finance and Reporting ........................................................................................ 19  
   4.1. Payments and invoicing ................................................................................................. 19  
   4.2. Taxes and Insurance ...................................................................................................... 19  
   4.3. Own Contribution in time (time sheets) ........................................................................ 19  
   4.4. Bursaries ....................................................................................................................... 20  
   4.5. Accounting .................................................................................................................... 20  
   4.6. Reporting: EduKans and Programme requirements ...................................................... 21  
   4.7. Questionnaires ............................................................................................................... 23  
   4.8. Audit ............................................................................................................................... 24  
5. Section V: Learning Cycle, Monitoring & Evaluation ............................................................ 25  
   5.1. Monitoring and Evaluation ............................................................................................ 25  
   5.2. Learning Agenda ............................................................................................................ 27  
6. Annexes: ............................................................................................................................... 29  
   6.1. Overall Planning ............................................................................................................ 29  
   6.2. Workplans ..................................................................................................................... 29  
   6.3. Organogram .................................................................................................................. 29  
   6.4. Memorandum of Understanding (MoU) ...................................................................... 29
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5.</td>
<td>Terms of Reference Project Steering Committee</td>
<td>29</td>
</tr>
<tr>
<td>6.6.</td>
<td>Quadrants with steps and results</td>
<td>29</td>
</tr>
<tr>
<td>6.7.</td>
<td>Tools</td>
<td>29</td>
</tr>
<tr>
<td>6.8.</td>
<td>Sample Documents</td>
<td>29</td>
</tr>
<tr>
<td>6.9.</td>
<td>Timesheets</td>
<td>29</td>
</tr>
<tr>
<td>6.10.</td>
<td>Template Accounting Codes</td>
<td>29</td>
</tr>
<tr>
<td>6.11.</td>
<td>Reporting templates (inclEduKans templates)</td>
<td>29</td>
</tr>
<tr>
<td>6.12.</td>
<td>Monitoring &amp; Evaluation key documents</td>
<td>29</td>
</tr>
</tbody>
</table>
## 0. Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDA</td>
<td>Agency for Disability and Development in Africa (local partner Kenya)</td>
</tr>
<tr>
<td>CBR</td>
<td>Community Based Rehabilitation</td>
</tr>
<tr>
<td>DPO</td>
<td>Disabled Persons Organization</td>
</tr>
<tr>
<td>ECDD</td>
<td>Ethiopian Center for Disability and Development (local partner Ethiopia)</td>
</tr>
<tr>
<td>LftW</td>
<td>Light for the World</td>
</tr>
<tr>
<td>L4W</td>
<td>Learn 4 Work</td>
</tr>
<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NCDP</td>
<td>National Council of Persons with Disabilities</td>
</tr>
<tr>
<td>PM</td>
<td>Programme Manager (employed by LftW, regional level)</td>
</tr>
<tr>
<td>PO</td>
<td>Programme Officer (employed by local partners, country level)</td>
</tr>
<tr>
<td>PSC</td>
<td>Project Steering Committee</td>
</tr>
<tr>
<td>PSF</td>
<td>Private Sector Federation</td>
</tr>
<tr>
<td>PWD</td>
<td>People with Disabilities</td>
</tr>
<tr>
<td>RUB</td>
<td>Rwanda Union of the Blind</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>UPHLS</td>
<td>Umbrella of Persons with Disabilities in the Fight against HIV&amp;AIDS (local partner Rwanda)</td>
</tr>
<tr>
<td>WDA</td>
<td>Workforce Development Agency</td>
</tr>
<tr>
<td>YES</td>
<td>Youth Employment Service</td>
</tr>
<tr>
<td>YWD</td>
<td>Youth with Disabilities</td>
</tr>
</tbody>
</table>
1. Section I: General Information

1.1. About the programme

1.1.1. Proposal
Within the Learn4Work programme a call for proposal opened in June 2013, aiming for the promotion of TVET and “preparing for work” in East Africa (facility from the Netherlands Ministry of Foreign Affairs and administered by Dutch NGO Edukans). In response to this, Light for the World (LftW) developed and submitted a programme proposal with its partners in Kenya, Rwanda and Ethiopia, with the following objectives:

- The programme aims at quality vocational training and decent (self) employment of at least 200 PWD in each country (625 PWDs in total);
- The stories of these youth as well as the experiences of collaboration between TVET providers and other stakeholders in the labour market will be documented;
- Lessons learnt will be shared with a broad group of stakeholders and policy makers. With the aim to promote the development and/or implementation of appropriate policies.

The proposal was granted and the EmployAble programme was born.

“Developing Inclusive Competency-Based TVET Education Practices in Kenya, Rwanda and Ethiopia”

The overall objective of the approved programme is to see people with disabilities (PWD) in Kenya, Rwanda and Ethiopia:
- Being trained in appropriate and relevant skills in mainstream technical and agricultural training institutes; and
- Be sustainably (self) employed in many different sectors in society.

A detailed overview of activities and results are elaborated on in this Operations Manual.

1.1.2. Philosophy
The EmployAble programme is not a project that:
- Follows a traditional centralised command structure.
- Gets its success by the degree of control the implementing partners exert.
- Has experts that have all the keys to make inclusion work.
- Knows all the problems that will be faced in the course of the project’s life
- Has a guaranteed successful outcome.
There are three arguments for not following the conventional project approach:

1. The **capacities to tackle inclusion are distributed** across a range of interacting players (e.g. PWDs themselves, TVET institutes, CBR organisations, government ministries, private sector). And the different stakeholders have ‘different pieces of the inclusion puzzle’.

2. There is **no unanimous agreement** across all the stakeholders (ranging from schools, teachers, government officials, employers, DPOs) about the problem (exclusion of young persons with disabilities) and what to do about it.

3. There is a **level of uncertainty** on how to achieve the best result in a given context. Knowledge is still evolving and practices are not yet widespread.

Therefore, in this programme the partners need to:
- **Engage** a variety of stakeholders (**collecting the pieces of the puzzle**);
- **Forge a common understanding** (**what should the puzzle look like**);
- **Create evidence-based knowledge** for decision making (**complete the puzzle**);
- **Have an adaptive, collaborative and decentralized** way of management (**the human factor**).

More concrete, the implications for the programme are as outlined below. The programme will apply a Problem-Driven Iterative Adaptation (PDIA) approach¹, giving attention to the following five notions:

1. **Emphasis on solving particular problems in specific local contexts**. The problem is that there are barriers that young persons with disabilities face in terms of accessing and acquiring TVET training and employment. The specific local context are the ‘pilots’, the two to three TVET institutes per country and several companies.

2. **Engaging a broad set of stakeholders for assuring viability, legitimacy and relevance**. These stakeholders are TVETs, private sector companies, DPOs, as well as government bodies.

3. **Creating active learning mechanisms and iterative feedback loops**. The learning will be based on the findings through the monitoring tools and instruments to track change at various levels. The findings will be discussed in national fora and during the regional exchange meetings.

4. **Creating an ‘authorizing environment’**. The project steering committee (PSC) provides an authorizing environment and will be able to monitor progress in the ‘pilot’, debate issues that require follow up, and provide leadership.

5. **Managing in an adaptive, collaborative and decentralized manner**. This is done by exerting influence, rather than control, by facilitating the process of working together. Of utmost importance is that there is clarity on roles, activities and accountability. Therefore the MOUs are so important.

¹http://www.hks.harvard.edu/centers/cid/programs/building_state Capability/what-is-pdia
1.2. **Theory of Change**

The Theory of Change of the programme can be depicted as follows (see also annex 6.12.3).

![Diagram showing the Theory of Change]

**Result 1:** To improve access to vocational education and training in Africa

<table>
<thead>
<tr>
<th>Result 1.1</th>
<th>Set-up of inclusive TVET model in 2-3 TVET institutes/country in Kenya, Rwanda, Ethiopia (7 in total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result 1.2</td>
<td>Institutional-based social and financial support structure for youth with disabilities to be enrolled in 7 TVET model institutes</td>
</tr>
<tr>
<td>Result 1.3</td>
<td>625 youth with disability enrolled in the TVET model institutes and facilitated to join the labour market.</td>
</tr>
</tbody>
</table>
Result 2: To enhance the quality of vocational education and its relevance to labour market demand

| Result 2.1 | Standards/guidelines for inclusive TVET and practical labour market informed approaches developed and implemented in the model institutes. |
| Result 2.2 | A framework for delivering inclusive education and competent trainee/workforce within technical education and training developed, shared and validated. |

Result 3: To embed good practices at the institutional level of TVET providers in a sustainable way

| Result 3.1 | The capacity of involved 7 TVET institutions to include and collaborate with the actors in the labour market is improved by practice and exchange, and shared with other relevant stakeholders. |
| Result 3.2 | Relevant stakeholders in each country collaborate and inform/involve others. A Project Steering Committee (PSC) in each country comprising of relevant stakeholders is formed at national level to oversee the development, learning, adaptation and scaling up of the models. |

Result 4: To include new actors in development cooperation, in the education and private sectors in particular, and strengthen the Learn4Work network

| Result 4.1 | The lessons learnt are documented and shared especially within the L4W network of grantees and partners, as well as with other actors and networks (like ILO, Light for the World, CBR networks). |

1.4. Planning

A programme planning has been made for the results listed above (for the planning, refer to Annex 6.1: Overall Planning). Each of the results and their sub activities have been set out per country in the timeframe of the entire programme period, with a breakdown in quarters for each of the 3 years.

For each of the three countries, the local partner has set up a detailed workplan based on the generic programme planning (Annex 6.2: Workplans). The workplan shows the timeframe and budgets for carrying out the activities and is valid for the current calendar year (2014).

Workplans will be updated for each subsequent calendar year. For submission to Learn4Work the ‘Result and Activity sheet’ as well as the ‘Finance sheet’ must be included, also liquidity forecast should be part of the annual workplan.

The timing for submission of the annual workplans is as follows:

**Preliminary Plans**
- POs of local partners will submit to PM no later than 31 July
- PM will assess and forward to LftW no later than 7 August
- LftW will submit preliminary workplans to Edukans no later than 15 Aug
Preliminary workplans will at least indicate the expected financial contribution from L4W.

**Detailed Plans**
- POs of local partners will submit to PM no later than 31 October
- PM will assess and forward to LftW no later than 7 November
- LftW will submit preliminary report to Edukans no later than 15 Nov

For further details refer to the Reporting Guidelines (Appendix 5 to the “Partnership Agreement” as signed between EduKans and Light for the World on 10 March 2014, see also section 1.6).

1.5. **Objective of the Manual**

The objective of this Operations Manual is to provide guidelines and procedures for the implementation of the EmployAble programme. Specifically, the manual aims at achieving the following objectives:
- To provide common structures and communications within the three countries;
- To ensure organisational clarity and effectiveness;
- To provide a reference for organisation of the activities;
- To ensure continuity and consistency in the implementation.

It is the responsibility of all parties involved to ensure that implementation:
- Is in line with the signed MoU;
- Is in line with the intended programme’s objectives;
- Is in full compliance with the EduKans’s contract agreement.

The guidelines outlined in this manual represent the standard operating requirements as set out in the EmployAble programme. The application of this manual shall be similar in all of the three countries as well as at LftW, Netherlands. Every person involved in the programme will acknowledge having read and to adhere to this Operations Manual and will be responsible for the implementation and compliance to guidelines set out therein.

1.6. **Updates of the Manual**

This Operations Manual is not a final or exhaustive document: it should be reviewed on a regular basis, and adapted to the developments of the activities and the environment. The PM, together with the (PO of the) local partners is responsible for the issue, distribution and maintenance of the manual. Reviews and updates of the manual will be the responsibility of the PM with active participation of POs and senior staff at all country offices.

Update may also become necessary when LftW wishes to harmonize specific procedures.
1.7. **Related documents**

This Operations Manual, together with the documents below, provides the guidelines for the running of the EmployAble programme:

- The Partnership Agreement as signed between EduKans and Light for the World on 10 March 2014;
- The signed MoUs between LfW and the local partners;
- The signed MoUs between LfW, the local partners and the stakeholders.
## 2. Section II: Organisation, Partners and Collaboration

### 2.1. Partners and stakeholders

<table>
<thead>
<tr>
<th>Country</th>
<th>Lead Partner, Country</th>
<th>Other Partners, Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>Ethiopian Center for Disability and Development (ECDD)</td>
<td>Selam TVET Institute, Alage ATVET College, InfoMind Solutions PLC</td>
</tr>
<tr>
<td>Kenya</td>
<td>Agency for Disability and Development in Africa (ADDA)</td>
<td>Kabete Technical Institute, Baraka Training Institute, Karen Training Institute, Techno Brain Ltd., Toyota Kenya, Vocational Training for the Blind and Deaf-Sikri, Stantec Motors Ltd.</td>
</tr>
<tr>
<td>Rwanda</td>
<td>Umbrella of Persons with Disabilities in the Fight against HIV&amp;AIDS (UPHLS)</td>
<td>National Council of Persons with Disabilities (NCPD), Workforce Development Authority (WDA), Private Sector Federation (PSF), Rwanda Union of the Blind (RUB) Masaka Rehabilitation Centre for the Blind, Yes Rwanda (Youth Employment Service), Community Based Rehabilitation (CBR) Inkurunziza, CFJ Le Bon Pasteur, Gako farming training centre, VTC Makines, GS ADB Nyarutarama</td>
</tr>
</tbody>
</table>

For an organogram of the partners involved refer to section 2.3 and Annex 6.3.

### 2.2. Responsibilities

The lead partner in the Netherlands, LfTW, has recruited a PM to:

- Coordinate the implementation of the activities in the three countries;
- Be the main point of contact for the local partners;
- Share technical expertise and provide support to the implementers;
The local lead partners are responsible for financial reporting and audits based on the auditing guidance by LftW. The lead partners in each of the countries have employed a full time Programme Officer (PO). The PO is line-managed by the Programme Manager or/and their CEOs and is responsible for:

- Monitoring and reporting in-country progress;
- Facilitating implementation and provision of technical support;
- Liaise with LftW and local stakeholders.

Each country will have a core team, consisting of:

- The lead partner; and
- The local stakeholders:
  - Partner TVETs; and
  - Partner commercial enterprises.

This team's role is to:

- Monitor and implement the work; and
- To work on the day-to-day activities.

LftW will provide technical support throughout and coordinate a participatory (mid-term) evaluation.

2.3. **Organisation (organogram)**

A larger version of the organogram is attached in Annex 6.3.
2.4. **Memorandum of Understanding**

The lead partner in each of the countries has signed a Memorandum of Understanding (MoU) with LftW as the overall lead partner. The local stakeholders have signed a three party MoU with the lead partner in their respective countries as well as with LftW.

The template Memorandum of Understanding for both versions is attached as Annex 6.4.1 and 6.4.2 respectively.

2.5. **Project Steering Committee**

Each country will have its own Project Steering Committee (PSC). The PSC is responsible for accompanying the progress of the programme activities, will propose corrective measures to address challenges/deviations and will give guidance and advice.

A template ToR with further specifications is attached as Annex 6.5 (“Terms of Reference for Project Steering Committee”).
3. Section III: Implementation and Day-to-Day Running

3.1. Steps in the process

Below is a diagram with an overview of the subsequent steps in the process. The steps in this diagram were set up from the perspective of the PWD. It is intended as an impression of the possible order and may differ per country or situation.

In each of the steps, different stakeholders will (need to) be involved, also this will depend on the situation at hand.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification YWD</td>
<td>Schools; Parents, DPOs, National Councils; Media, Churches and FBOs; CBOs</td>
</tr>
<tr>
<td>Assessment Skills</td>
<td></td>
</tr>
<tr>
<td>Individual Plans</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Identify TVET</td>
<td>TVET; Ministry of Education</td>
</tr>
<tr>
<td>Placement/ Enrollment</td>
<td>TVET; DM organisations; TVET Agencies</td>
</tr>
<tr>
<td>Participate and Support</td>
<td>TVET</td>
</tr>
<tr>
<td>Internship/ Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Qualification and Certificate</td>
<td></td>
</tr>
<tr>
<td>Job Finding &amp; Preparations</td>
<td></td>
</tr>
<tr>
<td>(Self) Employment</td>
<td>Employers; Microfinance; Consultants/Experts; Federation of Employers; Private Sector Foundation</td>
</tr>
<tr>
<td>Continuity/ Retention</td>
<td>Employers</td>
</tr>
</tbody>
</table>
Seen from the more holistic standpoint, the quadrant below shows the four main segments of the steps in the process:

1. Enrolment and participation (top left)
2. Quality TVET education programmes (bottom left)
3. Preparing YWD to transit to the labour market (top right)
4. (Self) Employment of the YWD (bottom right)
5. At a different level advocacy and informing/influencing of government and institutions policies is needed (segment in the bottom).

This quadrant shows how the different results in the programme (as explained in section 1.2), relate to different steps in the programme (previous page).

A larger image of this overview is attached as Annex 6.6: Quadrants.
3.2. **Tools**

The use of tools to achieve the results (as described in section 1.2) forms a structured base to assess, evaluate and plan various aspects in the process. Some tools are presented in the form of questionnaires or checklists, in other cases manuals are used to create a common understanding. Below the link between the tools and the result areas and activities is clarified. The majority of the listed tools are also used for monitoring purposes, see section 5.1.2 for more detail on its use and frequency.

3.2.1. **Selection of Tools**

To ensure a communal and shared approach in the programme, tools have been selected and prepared for the EmployAble programme. The tools have been aligned with the programme’s results as presented in section 1.2.

All of the local partners as well as the stakeholders will use the tools presented in this Operations Manual. Adaptation to local practices may be needed. In case of serious deviations, the PM will be consulted to discuss such adaptations. The tools listed in this chapter are also attached in Annex 6.7.1.

<table>
<thead>
<tr>
<th>Tool</th>
<th>With whom</th>
<th>Link to result</th>
<th>Link to activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual Assessment</td>
<td>YWDs</td>
<td>Res 1.2</td>
<td>Act 1.2.4</td>
</tr>
<tr>
<td>2. Accessibility Audit</td>
<td>TVET institutes</td>
<td>Res 1.1</td>
<td>Act 1.1.1, 1.1.3, 1.1.5</td>
</tr>
<tr>
<td></td>
<td>Companies</td>
<td>Res 1.3</td>
<td>Act 1.3.3</td>
</tr>
<tr>
<td>3. Disability Inclusion Score Card</td>
<td>TVET institutes</td>
<td>Res 1.1, 1.2</td>
<td>Act 1.1.3, 1.2.2, 1.2.6</td>
</tr>
<tr>
<td></td>
<td>Companies</td>
<td>Res 1.3</td>
<td>Act 1.3.3, 1.3.5, 1.3.6</td>
</tr>
<tr>
<td>4. Disability Awareness Training Manual</td>
<td>TVET institutes</td>
<td>Res 1.1</td>
<td>Act 1.1.4</td>
</tr>
<tr>
<td></td>
<td>Companies</td>
<td>Res 1.3</td>
<td>Act 1.3.3</td>
</tr>
<tr>
<td>5. Employers Survey Methodology</td>
<td>Companies</td>
<td>Res 2.1</td>
<td>Act 2.1.1</td>
</tr>
<tr>
<td></td>
<td>(broad sample)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Partnership vitality survey</td>
<td>Core team members</td>
<td>Res 3</td>
<td>General</td>
</tr>
<tr>
<td>7. Partners questionnaire</td>
<td>Only for lead partner, TVETs and employers part of the core group</td>
<td>Res 3</td>
<td>General</td>
</tr>
<tr>
<td>8. Story questionnaire</td>
<td>YWDs</td>
<td>All</td>
<td>General</td>
</tr>
</tbody>
</table>

3.2.2. **Additional Methods**

Apart from the practical tools that are listed above, there are other components that can be used throughout the programme, for instance to attract stakeholders or to streamline common
thinking patterns. These techniques are a way of thinking rather than a form that needs to be filled in.

- Discussion and create ownership: involve all stakeholders as early as possible;
- Integration of employers’ needs in the curriculum;
- Ensure that TVETs embed new practices (and changes in labour market):
- Media interface;
- Harmonise expectations;
- Work with motivational speakers and/or role models;
- Surveys and audit on site;
- One on one counselling;
- Career mentoring.

In addition to the above it is compulsory for all parties involved to read the manuals as listed in Annex 6.7.2.

3.3. Communication

3.3.1. Branding of the Programme

Despite the fact that EmployAble is a programme in three different countries, facilitated by three different local partners, the aim is to ensure one uniform appearance to all of our stakeholders and parties involved.

In relation to this, the manual contains the templates for representation of the programme:

- A letter from the programme will look like the example as attached in Annex 6.8.1
- The logo is attached in Annex 6.8.2
- Minutes of meeting will have a structure as set up in Annex 6.8.3
- The PM will set up a drop box and an e-mail group for parties to enable easy sharing of information and tools.

All programme related communications shall be in English.

3.3.2. Communication between Parties

The programme is an action-learning programme in which stakeholders are brought together in different ways to start up new activities, to experiment, to share and to learn. The communication is an important part of the programme at different levels. In each of the three countries, the main points of communication are:

- The CEO of the local partner; and
- The PO of the local partner.

The programme results and lessons learnt:

- Will be shared through bi-annual newsletters;
- A mid-term evaluation will be held in each country, results will be presented and validated in a workshop with partners and other stakeholders;
- At overall programme level, LfW will annually draw important lessons from all reports and publications of the different countries and share these with broad groups of partners, stakeholders and other interested parties;
- If relevant, the lessons will also be shared in an international conference;
- Reports etc. will be shared on a wiki/website, which will be developed and maintained by LtW.

**Inter-country exchange** will be carried out through annual inter-country exchange visits, to learn from relevant practices and to interact with other L4W partners in the country which will be visited. Also, partners will participate in and host (once) a L4W learning event in their respective country.

**Awareness raising about programme and its aims** will be done at the beginning (launch) and at the end (results) of the programme. More particular awareness raising will be done at the model TVET institutions (staff, students), the enterprises (how to integrate disabled in the workforce), at Youth employment agencies and at the Medium and Small Enterprises development agencies.

**Lobby and advocacy** will play a role in the collaboration with government department and agencies. Inform and involve them in the development and/or implementation of relevant policies (inclusiveness, labour market informed approaches). The programme is meant to be a pilot, which can only be scaled up with serious involvement and backing of government departments/agencies, and enterprises with funds to promote inclusiveness of TVET.
4. Section IV: Finance and Reporting

4.1. Payments and invoicing

4.1.1. Invoices
LftW will transfer amounts based on the requests for payment within 21 days. Invoices must be addressed correctly to LftW, Netherlands, and should at least mention:
- The local partner’s bank account details;
- A brief description of the activities (related to the workplan);
- The working period; and
- The amounts payable.

4.1.2. Per Diem and transport allowances
In principle payments of per diem, sitting allowance, or other allowances do not form part of the programme’s budget. Stakeholders are expected to provide their time as an in-kind contribution to the programme. Transport allowances will only be reimbursed when explicitly agreed upon with the local partner and when such costs are incorporated in the workplan.

4.1.3. Procurement
The purpose of procurement procedures is to ensure that procurements are made to the maximum extent possible on a practical, open and freely competitive basis and that the consumer obtains the maximum value for money on its goods and services. Any procurement within the programme should comply with the main principles of competition, equality and transparency. Apart from that it is recommended to also apply:
- Fixed price;
- Payment after delivery; and
- Good administration of the supplier or service provider.

4.2. Taxes and Insurance
Where applicable, the local partner is responsible for:
- Compliance with all applicable state and local legal regulations from the different authorities;
- Any taxes incurred in the performance of the activities;
- Arranging adequate insurance needed to carry out the activities.

4.3. Own Contribution in time (time sheets)
The time spent on carrying out the activities in the programme is considered an in-kind contribution to the programme. Keeping track of time spent in the programme therefore is an important element for all persons involved, for the local partners as well as for the other stakeholders in the core team (TVETs and commercial enterprises).
The format that must be used for keeping track of time spent is attached as Annex 6.9: Template Time Sheet.

4.4. **Bursaries**

The scholarships will be mobilised in each of the three project countries. Payment and transfer of these bursaries will be done without intervention of LftW. Bursaries within the programme will be identified based on the requests from the TVETs and those that are actually granted to YWDs.

4.5. **Accounting**

4.5.1. **Currency**

The functional currency of the programme is the Euro (€). While the secondary currency for each of the three countries is their local currency. Accounting will be done in the programme currency (€) as well as in the local currency. Translating the local currencies into the programme currency will be done through a monthly average of the rate. In case of foreign exchange transactions, an official receipt should be obtained.

4.5.2. **Budget**

The initial budget as set in the proposal and finalised in the workplans, has been approved by LftW and EduKans L4W. Minor adjustments to the budget can be decided upon by the (local) partners, if needed the PM can be consulted for advice.

Major adjustments will always need LftW’s written approval, prior to carrying out such changes. In those cases the (local) partner will submit a written document explaining the adjustment and the reasoning behind it. Depending on the urgency of the matter, LftW will respond within 2 weeks with a Go/NoGo on the adjustment.

4.5.3. **Accounting**

All expenses the local partner makes within the scope of the EmployAble programme should be booked on a specific ledger code. By doing so, it facilitates the process of retrieving the costs that were made within this particular project.

In addition to that, a solid link is needed between the financial report (which is activity based) and the accounts (which is cost centre based). In the case where the accounting software does not support booking at activities as well as at cost centres, the organisations have to explicitly demonstrate in their reporting how costs have been allocated to the programme’s activities.

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For each expense in the programme, an accounting code is attributed; in general, this code refers to the nature of the expense. Apart from that, a description will be added which refers to the type of activity. In Annex 6.10 an example of how accounting codes can be structured.

Since the EmployAble programme is not employing an accountant, it is important to mention that the local partner will designate one of the finance staff to manage the financial aspects of the programme. The designated person can then be responsible for what is stated below;

On a weekly basis, the accountant of the programme:
- Checks expenses incurred (check receipts or documents on quality and completeness)
- Updates the expenses in the financial system.

The accountant of the programme will conduct a monthly closing to guarantee regular, reliable and up-to-date information on the programme. Generally speaking, closing the month entails the following tasks:
- Recording all financial transactions
- Reconciling balance sheet accounts
- Review of income and expense accounts
- Preparation of financial statements
- And the review of all of the above by a manager or the director

Invoices and receipts for the programme should at least contain the following data:
- Invoice in the name of the local partner, mentioning EmployAble as the project name
- Name, address and contact details of the supplier/provider
- Date of invoice
- Amount and currency
- Info on the purpose of the payment (service or goods, amounts, etc)
- The main info on the receipt should be in English

4.6. Reporting: EduKans and Programme requirements

Reporting will be done at different levels and moments. Within the EmployAble Programme there is monthly reporting (internal), quarterly and annual reporting (both to the donor). In this section it is explained for each of the three levels when and how to report to whom.

4.6.1. Monthly Reporting

The PO of each of the three local partners will report back to the PM on a monthly basis. The main objective of this update is to streamline process and activities and to keep track of progress made.

The update will be done using the form attached (Annex 6.11.1: Template Monthly Narrative Report) and will be submitted by e-mail to the PM no later than the 5th of the following month.
4.6.2. Quarterly Reporting

Quarterly reporting within the programme will be done using the Learn4Work Monitoring sheet\(^3\) and the Result Activity and Finance Sheet.

**a) Monitoring sheet** (Annex 6.11.2)

For each of the indicators listed in this sheet, the realised number must be filled in, including an explanation.

**b) Result Activity and Finance Sheet** (Annex 6.11.3)

For the quarterly reporting, only the first tab ‘Activities’ must be filled in. This sheet contains all the planned activities grouped under the eight results (refer to section 1.2). For each of these activities, it must be listed if they have been cancelled, delayed, are on track or have been finished. Where needed add an explanation.

**c) Timing**

The timing for submission of the quarterly reports is as follows:

- **Q1 (Jan-March)**
  - POs of local partners will submit to PM no later than 5 April
  - PM will assess, consolidate and forward to LftW no later than 15 April
  - LftW will submit final report to Edukans no later than 30 April

- **Q2 (Apr-June)**
  - POs of local partners will submit to PM no later than 5 July
  - PM will assess, consolidate and forward to LftW no later than 15 July
  - LftW will submit final report to Edukans no later than 31 July

- **Q3 (July-Sept)**
  - POs of local partners will submit to PM no later than 5 October
  - PM will assess, consolidate and forward to LftW no later than 15 Oct
  - LftW will submit final report to Edukans no later than 31 October

- **Q4 (Oct-Dec)**
  - POs of local partners will submit to PM no later than 5 January
  - PM will assess, consolidate and forward to LftW no later than 15 Jan
  - LftW will submit final report to Edukans no later than 31 January

For more details about reporting guidelines and deadline refer to Appendix 5 to the “Partnership Agreement” as signed between EduKans and Light for the World on 10 March 2014 (see also section 1.6).

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\(^3\) The second sheet in the excel - the 'Monitoring sheet optional' - will be updated and adjusted based on the outcomes of the Monitoring and Evaluation workshop which is planned for October 2014.
4.6.3. **Annual Reporting and End Report**

**Annual reporting** to Edukans must be done using the forms:
- ‘Result Activity Sheet’;
- ‘Monitoring Sheet’; and
- ‘Finance Sheet’ (is combined in one file with the ‘Result Activity Sheet’).

An **End Report** has to be submitted at completion of the total programme period. Timing for submission is 30 April 2017. Components are:
- Format end report including an annex on the final year
- ‘Result Activity and Finance Sheet’;
- ‘Monitoring Sheet’;
- ‘Finance Sheet’; and
- Audit report.

**a) Result Activity and Finance Sheet**

In this document:
- Each of the four result areas has its own tab (Result 1, Result 2, etc);
- Per Result and activity, the type of expense and the actual costs must be filled in;
- The sheet ‘summary project’ will be filled automatically when the Result sheets have been completed;
- In the sheet project management, list the costs made which are not directly activity related, but can be considered overhead;
- In the last tab ‘resources and liquidity’: insert information about the actual in kind an in cash contributions from your organisation/core team in the column of the respective year.

**b) Monitoring sheet**

In this sheet various indicators are listed, for each of these indicators the realised number must be filled in, including an explanation.

**c) Timing**

The timing for submission of the annual reports (and all the documents listed above that form part of this) is as follows:
- POs of local partners will submit to PM no later than 31 January
- PM will assess, consolidate and forward to LfW no later than 15 March
- LfW will submit final report to Edukans no later than 30 April

For more details about reporting guidelines and deadline refer to Appendix 5 to the “Partnership Agreement” as signed between EduKans and Light for the World on 10 March 2014 (see also section 1.6).

**4.7. Questionnaires**

Apart from the reporting explained in section 4.5, there is a set of questionnaires that must be filled in and submitted to Edukans. There are two different types of questionnaires, see below.
4.7.1. **Participants' Questionnaire**

The first questionnaire is a participant questionnaire which is to be used for tracking the individual (625) students and will be filled in by them. EmployAble has integrated the questions of the participant's questionnaire into the Individual Assessment Form (tool 1 annex 6.7.1). The local partners are responsible for ensuring that for all the students the forms are filled in and uploaded in the database. LftW will pick the relevant data from the database and report to Edukans to fulfil the participant questionnaire information needs of Edukans.

4.7.2. **Partners Questionnaire**

The second questionnaire (tool 7, annex 6.7.1) is intended to keep track of partners progress and satisfaction. The questionnaire must be conducted by phone, or face to face meeting and administered by the PO.

The timing for submission of these questionnaires is annual (recurring in July 2014, July 2015 and July 2016) with a planning as follows:

- Completion of stakeholders’ and local partners’ questionnaire by 30 June each year
- Submission to PM no later than 1 July
- PM will check, bundle per country and forward to LftW no later than 15 July
- LftW will fill in their questionnaire no later than 15 July
- LftW will check, bundle as a whole and submit to Edukans no later than 31 July

The original version can be found as a separate tab in the Monitoring sheet (called ‘QP-Partner (1/2/3)’). It was decided that no customised version is to be made, but that a partnership vitality survey is added as a separate tool for the EmployAble programme (tool 6 of annex 6.7.1).

4.8. **Audit**

An annual independent review of accounts will be carried out. The audit will be conducted by a Certified Auditor/Audit firm. This firm will be selected by LftW in consultation with the local partners and the PM.

For further information refer to the Audit Protocol which is attached as Appendix 6 to the “Partnership Agreement” as signed between EduKans and Light for the World on 10 March 2014 (see also section 1.6).
5. Section V: Learning Cycle, Monitoring & Evaluation

5.1. Monitoring and Evaluation

5.1.1. The M&E matrix
The monitoring and evaluation of Employable is guided by an M&E matrix (annex 6.12.1). This matrix describes performance questions per objective and links them to indicators. For each of the indicators it is described what data collection tool will be used, when the data will have to be collected, and who will be responsible. Last but not least, the matrix describes how the monitoring information will be used. In annex 6.12.2 you find an overview of the performance questions and (a selection⁴ of) indicators per program objective.

5.1.2. The M&E tools
The M&E system consists of a limited number of elaborate data collection tools. Each of the tools provides information that is important to be able to monitor progress, track change and learn from practice. The below overview details who is responsible for the data collection, and when and how often the data has to be collected.

<table>
<thead>
<tr>
<th>Data Collection Tools</th>
<th>Information</th>
<th>Who is responsible?</th>
<th>When/ how often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assessment form⁵ (tool 1)</td>
<td>Individual Information on the clients of the program (the youth with disabilities) before training, right after training and one year after training</td>
<td>Project officers</td>
<td>The form has to be filled in three times for each client: 1) Right after registration/enrolment at TVET 2) Right after completion of training 3) One year after training</td>
</tr>
<tr>
<td>Disability Inclusion Score Card TVET</td>
<td>Changes in level of inclusion TVET in the course of their participation in the program</td>
<td>Project officers</td>
<td>Three times. Starting Dec ‘14/ Jan ‘15 after disability awareness training/accessibility audit</td>
</tr>
<tr>
<td>Disability Inclusion Score Card employer (tool 3)</td>
<td>Changes in level of inclusion employer in the course of their participation in the program</td>
<td>Project officers</td>
<td>Two times. Starting end of ’15 or beginning ’16, and one at the end of the program Nov 2016.</td>
</tr>
<tr>
<td>Partnership vitality survey (tool 6)</td>
<td>Perceived functioning of the core team and organize that each</td>
<td>Project officers</td>
<td>Three times in the course of the program.</td>
</tr>
</tbody>
</table>

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⁴ We have only included the indicators that at least one country has indicated as relevant to present in core team meetings

⁵ The individual assessment form includes the questions from the participant questionnaire as mentioned under 4.7.1
<table>
<thead>
<tr>
<th>Data Collection Tools</th>
<th>Information</th>
<th>Who is responsible?</th>
<th>When/ how often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For all core team members)</td>
<td>quality of relationships</td>
<td>of the core team members receives a link to the survey and responds.</td>
<td>Starting in January 2015, followed by January 2016, and November 2016⁶.</td>
</tr>
<tr>
<td>Partner questionnaire⁷ (tool 7)</td>
<td>Information on content and quality of the relationship between TVET and employer</td>
<td>Project officer. This questionnaire will be conducted by phone/ or face to face meeting and administered by the project officer</td>
<td>Once a year. Submission to PM no later than 1 July.</td>
</tr>
<tr>
<td>(Only for lead partner, TVETs and employers part of the core group)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story questionnaire (tool 8)</td>
<td>Filters the stories in relation to barriers for inclusion, coping mechanisms, aspirations and life changes Will be linked to individual information as collected with individual assessment forms</td>
<td>Project officers will be responsible to ensure that YWD fill in the story questionnaire in relation to their story. An admin assistant/volunteer will enter the data in PNI software.</td>
<td>6 stories per quarter/TVET (Kenya 24 per quarter, Ethiopia 12 per quarter, Rwanda 18 stories per quarter). The cohorts per country will need to include youth with HI, VI, II, and PI.</td>
</tr>
</tbody>
</table>

5.1.3. **Storage and analysis of M&E data**

LftW has agreed with company TOP innosense to become member of EmployAble, and extend its service beyond PNI. Per tool (see above) TOP innosense will develop an online survey (except for tool 7), so that collected information on paper by the PO can be easily uploaded via their website. The hyperlinks to the TOP innosense website will be made available in January 2015. This will ensure that all data is brought together from the three countries into a central database. TOP innosense will assist in analysing the data and send analytical reports to the lead partners, through LftW Netherlands.

5.1.4. **The use of M&E data**

Since Employable is an innovation, a pilot, there is much focus on systematic data collection. Not all of the data collected by the tools will be used at country level. Each of the countries has identified which information they would like to present to their core teams. Presentation of monitoring data in core teams aims at:

- Enhancing awareness about the objectives of Employable
- Monitoring progress; are we on track?

⁶ The questions for the end of the program might need some adaptations to give it a evaluative character.

⁷ This is the tool as discussed in 4.7.2, it is an Edukans requirement.
• Identify areas for improvement and redirection
• Accountability
• Motivating the team by showing progress made

Monitoring data will also be used to present to the Program Steering Committee. However, the packaging of the data will be different; the focus will be on already processed information. The monitoring data are merely presented as supporting evidence for possible redirections that will be proposed. The presentation aims at:
• Receiving guidance/advice for decision making.
• Opportunities for partnership, for example in relation to placement and internships

5.1.5. **The use of stories**
Story collection, scoring and filtering of stories, sense making and return are important elements of the M&E system. The stories will unveil how YWD experience the different phases on their way to employment. The youth themselves will be the ones to make sense of their stories as well as stories from other youth with disabilities involved in Employable. Insights from the discussions can be used by the youth to advocate for change or simply to make them realize that they are not alone with their challenges, fears and successes.

5.1.6. **Focus on actors**
The M&E system has a strong focus on roles of different actors in bringing about a sustainable inclusive TVET model. This goes beyond TVET institutions and employers, but also includes disability structures, family of YWD, policy makers and existing programs on livelihood development, entrepreneurship and scholarships for youth. For each of these actors we have an agenda of change, meaning that the program interventions aim at making them more inclusive and/or supportive to inclusive TVET and employment. The data collection tools as mentioned above are meant to measure this change.

5.2. **Learning Agenda**
As explained in Section I (1.1.2, philosophy), the programme will apply a Dynamic Learning Agenda (DLA). The DLA is a tool that lists learning topics in different phases of implementation of the program in order of priority. It is dynamic in the sense that in different phases of implementation of the program learning priorities might differ. Besides, in the course of implementation and learning some learning questions will be solved, and disappear from the learning agenda. Others might prove to be more persistent and/or gain priority.

The DLA will ensure that learning takes place as an integrated part of the implementation of the program, as such contributing to continuous improvement of the program. In summary, DLA helps to link long-term aims to concrete perspectives for actions by formulating the challenges that arise, recording them, and keeping track of them.
The lead partners, project officers, program manager and LFTW program coordinator are core in identifying learning points on the agenda. This will be a continuous process, but will be mostly organized around the annual learning and exchange meetings, as well as the midterm and final evaluation of the program. Each of the learning topics will have a ‘topic owner’. This person is responsible to keep momentum in the learning around this topic, and to bring together information and lessons learned on this topic from the three countries. He/she will also take the lead to present and facilitate discussions around this topic in the exchange and learning meeting where this topic will be discussed.

In order for the learning agenda to lead to improved performance of the program it is important to always link the lessons learned to one or more activities of the program. This means that the learning starts with exploring an action that directly relates to the learning topic, and reflecting on what works well and what does not work well in reaching its objective. This will lead to lessons learned that will then have to be related back to practice: what do we have to *start doing*, or *start doing differently*? What should we *stop doing*? This action learning cycle is visualized in the figure above.
6. Annexes:

6.1. Overall Planning
6.2. Workplans
6.3. Organogram
6.4. Memorandum of Understanding (MoU)

6.4.1. MoU Template Local Partners
6.4.2. MoU Template Stakeholders

6.5. Terms of Reference Project Steering Committee
6.6. Quadrants with steps and results
6.7. Tools

6.7.1. Overview Tools
   Tool 1: Individual Assessment Form
   Tool 2: Accessibility Audit
   Tool 3: Disability Inclusion Score Card (Business & TVET)
   Tool 4: Disability Awareness Training
   Tool 5: Employers Survey
   Tool 6: Partnership vitality survey
   Tool 7: Partners questionnaire
   Tool 8: Story questionnaire

6.7.2. Links to Must-Read Documents

6.8. Sample Documents

6.8.1. Sample of Letter
6.8.2. Logo
6.8.3. Sample of Minutes

6.9. Timesheets
6.10. Template Accounting Codes
6.11. Reporting templates (inclEduKans templates)

6.11.1. Sample of Monthly Narrative Report
6.11.2. Edukans Annex 1_Result Activity and Finance Sheet
6.11.3. Edukans Annex 2_Monitoring Sheet and Questionnaires

6.12. Monitoring & Evaluation key documents

6.12.1. M&E matrix
6.12.2. Performance questions and indicators
6.12.3. Theory of Change