**M&E Framework: Digital Content for Youth Employability Skills Training in Africa, CoP**

|  | **Input** | **Activity** | **Output** | **Outcome** | **Output indicators** | **Outcome Indicators** | **Risks** | **Risk Mitigation** | **Frequency** | **Responsible Persons** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Analysis TT** | * Community of Practice (10 experts) who come on board with skills in instructional design, online course development, subject matter & TVET sector * Human resources * Partner   ships & Networks (GIZ, AUDA-NEPAD, CAPA-ATUPA, SIFA, ILO)   * Financial resources * Context & operational framework * E-Technology infrastructure (ASPYEE) | * Consult the most recent Literature on African youth employability skills within the evolving COVID-19 context * Revise the needs analysis report based on additional insights from the literature * Identify employability skills and guiding principles for curriculum framework * Report on the confirmed training needs/ gaps that will feed into the design of the employability course * Consolidate feedback from COP members on Guidelines for Sourcing and Curating OER for African Youth Employability * Design guidelines for the Creation of quality OERs for African youth employability | * Operational framework and Guidelines for sourcing and curating OER for employability skills | A set of guidelines on curating OER is available to the TVET sector in Africa to support and guide their decision-making policymaking processes related to OER adoption | * Guidelines on OER sourcing and creation * 03 guidelines on OER sourcing and curation produced specifically targeting the trainers in 20 TVET institutions | 20 TVET institutions have access to a set of guidelines on how to source and create OERs   * Trainers at TVET institutions have access to guidelines that can support their training on 10 employability skills. | * Risk of adopting the guidelines by others without acknowledging the COP and its partners because people tend not to look at the licensing regime. * Risk of a restrictive OER licence | * Disclaimer that is explicit to inform users at the beginning of the guidelines * Adopting an OER license that does not restrict use especially to African youth * Produce our guidelines as infographics and PPT with nice graphics and Africanised. | Weekly  (TBD) | Project coordination committee  Monitoring and evaluation |
| **Design TT** | * Design, develop and finalize the curriculum framework that will guide the development of African youth employability skills online courses. This includes the learning objectives * Identify employability skills to guide development of courses * Architectural design for digitization of Employability Skills training context | * Curriculum framework developed and learning objectives designed * Courses to be developed identified | * 20 TVET institutions will have a broader curriculum taking advantage of the employability skills to support practical technical & vocational education in Africa | * The curriculum framework for the 08 employability skills will be available for the 20 TVET institutions | 20 TVET institutions have access to the employability skills curriculum | * Risk of adopting the curriculum framework by others without acknowledging the COP and its partners because people tend not to look at the licensing regime. | * Disclaimer that is explicit to inform users at the beginning of the curriculum framework |  |  |
| **Development and Implementation TT** | * Conduct online curating of OERs for employability skills training * Develop the African youth employability skills curriculum and e-Learning courseware * Coordinate content sourcing, curation by Subject Matter Experts, ensuring appropriate sequencing and integration * Development of appropriate case studies, audios, videos, teaching notes & assessments * Develop interactive learning resources on employability skills * Validation & piloting of developed resources on employability skills material * Revise content based on findings from pilot of the course * Map out 20 TVET institutions to be involved during implementation of employability skills training * Validate digitized content * Upload the African youth employability skills curriculum content on Atingi and ASPYEE * Run quality assurance checks by testing the course from a technical perspective and ensuring it matches the story board and check for compliance with quality assurance standards of the School * Develop programme story boards | * Development of 08 interactive employability skills learning resources * Validation of 08 employability skills training resources * 20 TVET Institutions identified for involvement & update of employability skills training * Digitalized material available as OER in the repository of the AUDA-NEPAD’s ASPYEE portal | * The 20 TVET institutions integrate the 08-employability skills training curriculum * 08 OERs on employability skills have been produced | 08 employability skills courses targeted at African youth  Availability of 08 employability courses on the AUDA-NEPAD ASPYEE and Atingi Pan African portals accessed by 20 TVET institutions.   * Employability skills training integrated in all the 20 participating TVET institutions spread across all African regions | * African youth can access 08 employability skills courses from the Atingi and ASPYEE portals | * The formats are not reusable by African youth * The ability of TVET institutions to integrate the 08 OERs into their existing curriculum which is an operational risk * Scope: The OER may not be accessibility to ALL African youth. It may be complex for some African youth. * Lack of awareness of the availability of the employability skills courseware on the Atingi and ASPYEE platform, therefore limiting wide-spread use. * Absence of M&E after the lifespan of the current COP. * Accessibility or 8 OER to persons with disability * Operational risk: Availability of resources and facilities among institutions to support the access and use the 08 OER by youth * Curriculum overload – people do not have time to use the resources | * Involve a sample of youth when developing the OERs * Learning from the pilot how TVET institutions can integrate the 8 OER * We use accessible popular English. We simplify the material for easy comprehension by African youth to reduce the complexity of the material * Sensitising major stakeholders to their availability of the OER on the ASPYEE platform. * Recommend a second follow -up phase after the first phase of the current COP’s activities to sustain implementation, monitoring and evaluation of progress. * Produce OER materials in specialised formats for visually impaired youth and people with disabilities. * Institutions can provide some technical support as they integrate the OER in their curriculum. * Incentives such as certificates, badging, gamifying and micro-credentialing the assessment as learning process. Certificates that can be generate and download and share with employers | Weekly  (TBD) | Project coordination committee  Monitoring and evaluation |
| **Evaluation TT** | * Finalize Theory of Change and Logical Framework * Finalize M&E Framework for a Self-Evaluation Process * Design the data gathering instruments * Provide data capture and analysis options * Monitor progress of each TT * M&E Report findings | * M&E framework * Develop 04 M&E Data collection instruments (depending on stakeholders involved) * M&E self-evaluation Report * Report to improve the process & systems * Sign off on Final M&E Report for approval by CAPA ATUPA, AUDA NEPAD and GIZ | * The M& E framework & report have been produced | * The M&E framework and report will be available for 20 TVET institutions among various stakeholders | 20 TVET institutions have access to the M&E framework and the final report | * The M&E Framework and Report are not read by anyone and not used by anyone * Risk of failure to follow the logical framework which may affect the production off the outputs by 30 June 2021 | CAPA-ATUPA to make it available widely, included in conferences, webinars and seminars  Instead of long report, produce a short report and an infographic and or poster  Ensure that the monitoring process is timely and frequent and shared with all TT leaders to follow and refer to in the execution of their activities. | Weekly  (TBD) | Project coordination committee  Monitoring and evaluation |