



**THE REPUBLIC OF UGANDA**

# **MGLSD and DISTRICTS CAPACITY ASSESSMENT SCORES**

**MGLSD and Districts Capacity Assessment Scores  
and The Methodology Used to Determine the Scores**

**MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT**



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## Abbreviations and Acronyms

CBS	Community-Based Services
CC	Core Competency
CORE	Communities Responding to the HIV/AIDS Epidemic
CP	Competence Profiling
DOSA	Directions in Organizational Self-Assessment
GoU	Government of Uganda
ICRW	International Centre for Research on Women
ID	Institutional Development
IHAA	International HIV/AIDS Alliance
JHU	Johns Hopkins University (Bloomberg School of Public Health)
M&E	Monitoring and Evaluation
MGLSD	Ministry of Gender, Labour and Social Development
NGO	Non-Governmental Organization
NOP	National OVC Policy
NSPPI	National Strategic Program Plan of Interventions
OCAT	Organizational Capacity Assessment Tool
OD	Organizational Development
OVC	Orphans and Vulnerable Children
PPU	Policy and Planning Unit
UPS	Uganda Public Service
USAID	United States Agency for International Development

## 1.0 Introduction

*Background* The CORE Initiatives Uganda Project is a 4-year project supporting the Ministry of Gender, Labour and Social Development's (MGLSD) efforts to lead, manage and coordinate the national response to Orphans and other Vulnerable Children (OVC) and HIV prevention among youth. Its purpose is to expand targeted HIV/AIDS services for youth and critical services for orphans and other vulnerable children by strengthening partnerships between the Government of Uganda (GOU) and civil society, faith based and community based organizations. The Project is funded by USAID.

*Introduction to CORE*

Specifically, the CORE Initiative will enable MGLSD to:

- Effectively lead, manage, coordinate, monitor and evaluate the national response to orphans and other vulnerable children and HIV prevention among youth;
- Expand the availability and quality of services for orphans and other vulnerable children; and
- Expand the availability and quality of HIV programming with youth.

CORE Uganda is led by CARE International Uganda (CARE Uganda). Other partners in the consortium include the Alliance, the International Council for Research on Women (ICRW) and Johns Hopkins University Centre for Communications Program (JHU-CCP).

*Capacity needs assessment* A Capacity Needs Assessment (CNA) was planned, organized and conducted under the auspices of the Uganda Ministry of Gender, Labour and Social Development (MGLSD) CORE Initiatives Project. The purpose of the assessment was to determine MGLSD and district management and operational capacity needs in providing leadership and coordination, and monitoring and evaluating the national response to OVC and AB/Y. A total of eight districts were assessed and they included Bundibugyo, Bushenyi, Rukungiri, Kanungu, Kapchorwa, Kitgum, Lira, Masaka, Masindi and Pader. Analysis of the assessment findings formed the basis for the current capacity grading of MGLSD and the eight districts.

## 2.0 MGLSD/District Capacity Scoring Process

Modified  
competency  
profiling tool

A modified competency profiling tool was designed and used to collect data from offices directly related to OVC and ABY in MGLSD and the districts. A guided questionnaire was developed to interview other key respondents (who were not targeted for CP) from the MGLSD, other ministries, bilateral and multilateral agencies, NGOs, CBOs and Local Government officials.

Measurement of  
Institutional,  
organizational  
and technical  
capacity

An ID/OD measurement tool was used to measure existing institutional, organizational and technical capacity of MGLSD and the 10 districts assessed. The targeted areas of OVC/ABY were:

- Planning
- Coordination
- M&E
- Communication and Advocacy
- Grants Management

To measure the above elements two broad categories of variables were selected:

- Core competencies
- Systems/processes/tools

The selection of these variables was based on the assumption that building the levels of core competencies and putting in place appropriate systems/processes/tools was a key and realistic capacity achievement that the CORE project can achieve in the given project period and resources (as articulated in the project proposal document)

For each of the five components the required core competencies and the key systems/processes/tools were identified using the competency profiling tool and information collected from other respondent's interviews. For each of the identified core competencies the existing level was determined (both at MGLSD and districts). The existing level for each competence was the average score of all the identified respondents that had gone through the competency profiling exercise. In a similar way for each of the systems/processes/tools identified the existing levels of functionality were determined. Using the same process, indicators for levels of competence and functionality were determined. For core competencies measurement a modified (from the original 6 to 4 point ratings) nominal Amod Scale was used. For the systems/processes/tools functionality measurement, a functionality 4-point scale was used. An aggregate measure of a combination of all the variables (competencies and systems/processes/tools) was taken as the "composite score" for. Institutional, organizational and technical capacity. Each of the districts was scored and an average for the districts was determined and will form the baseline score. A score for MGLSD was also determined. For the districts of Kanungu and Kitgum, the representation was poor and it was decided that these two districts be left out of the scoring process.

## 2.1 Scoring

### 2.1.1 Tools

**Competence  
grading using  
the modified  
Amod Scale**

<b>Assessment</b>	<b>Score</b>
<b>Expert</b> Can perform this task/competency without supervision and assistance and with more that acceptable speed and quality of work.	4
<b>Competent</b> Can perform this task/competency without supervision and/or assistance	3
<b>Apprentice</b> Can perform this task/competency but not without constant supervision and/or assistance	2
<b>Novice</b> Cannot perform this task/competency satisfactorily for participation in a work environment	1

**Systems/tools  
functionality  
scale**

<b>Assessment</b>	<b>Score</b>
Developed and fully functional	4
Developed but not fully functional	3
Developed but not functional	2
Not developed	1

**MGLSD systems  
and tools –  
critical incidents  
of full  
functionality**

<b>System/Procedures/Tools</b>	<b>Critical Incidence for Full Functionality</b>
<b>Planning</b>	
Establishment of MGLSD OVC inter-departmental planning process	Annual MGLSD Inter-Departmental OVC Plans that are integrated in MGLSD annual plans and budget
<b>Coordination</b>	
Establishment/strengthening of an inter-ministerial OVC coordination mechanism (strengthen NOSC and TRC)	NOSC meeting Bi-annually and submitting Bi-annual reports to MGLSD
Establishment/strengthening of an intra-ministerial OVC coordination mechanism	
<b>Management</b>	
Establishment of MGLSD mechanism and tool to monitor, support and supervise districts	Bi-annual support supervision visits to all districts by MGLSD (or Zonal support teams) and timely feedback (within 3 months) after the visit.
Review staff induction manuals and processes	All new staff inducted using staff induction manual within the first 3 months after recruitment
Development of operational guidelines for the UPS performance appraisal process	All MGLSD Youth and Children Department and district CBS department OVC are appraised annually using the UPS performance appraisal tool and with the help of the guidelines developed
Establish a task/role HRD planning process	MGLSD (youth and Children's department) staff trained in accordance with the Developed HRD plan
Orientation of personnel in all OVC-related departments and units on the key functions and the key outputs of MGLSD (as per the re-structuring)	All OVC related MGLSD staff aware of the key functions and key outputs of MGLSD



**District systems  
and tools –  
critical incidents  
of full  
functionality**

System/Procedures/Tools	Critical Incidence for Full Functionality
<b>Planning</b>	
Establishment of a district OVC multi-departmental planning mechanism	Annual District Inter-Departmental OVC Plans that are integrated in District annual plans and budget
<b>Coordination</b>	
Establishment of a district OVC multi-departmental coordination process	Annual District Inter-Departmental OVC Plans that are integrated in District annual plans and budget
Establishment/strengthening of a District OVC coordination mechanism	OVC coordinating body meeting bi-annually and submitting bi-annual reports to Local Government Authority
<b>Management</b>	
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	Quarterly support supervision visits to all sub-counties and OVC CSOs by District CBS department and timely feedback (within 1 months) after the visit.
Establish a District CBS task/role HRD planning process	District staff trained in accordance with the Developed HRD plan

**Competence  
(knowledge,  
skills and  
attitudes)  
Grading and  
Critical  
indicators**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills	No annual MGLSD OVC Inter-departmental plan	Annual MGLSD OVC Inter-departmental plan developed with outside help	Annual MGLSD OVC Inter-departmental plan in agreed upon format and content based on the NSSPI and ground evidence. No help from outside MGLSD	Annual MGLSD OVC Inter-departmental plan in agreed upon format and content based on the NSSPI and ground evidence. Plan shows evidence of innovation/s. No help from outside MGLSD
Knowledge of the national and district planning and budgeting cycle/process	No MGLSD OVC inter-departmental plan or the MGLSD plan not integrated into MGLSD annual plan and budget (under different department activities and budgets)	MGLSD OVC inter-departmental plan integrated into MGLSD annual plan and budget (under different department activities and budgets). With help from outside MGLSD.	MGLSD OVC inter-departmental plan integrated into MGLSD annual plan and budget (under different department activities and budgets). No help from outside MGLSD.	MGLSD OVC inter-departmental plan innovative and integrated into MGLSD annual plan and budget (under different department activities and budgets). No help from outside MGLSD.
Multi-sectoral OVC planning skills	No annual MGLSD OVC Inter-departmental plan	Annual MGLSD OVC Inter-departmental plan developed with outside help	Annual MGLSD OVC Inter-departmental plan in agreed upon format and content based on the NSSPI and ground evidence. No help from outside MGLSD	Annual MGLSD OVC Inter-departmental plan in agreed upon format and content based on the NSSPI and ground evidence. Plan shows evidence of innovation/s. No help from outside MGLSD
<b>Management</b>				
General management and leadership skills	No performance appraisal or if done it shows no progressive improvement in performance	Performance appraisal done and shows progressive improvement in performance but outside help used in coaching and mentoring	Performance appraisal done and shows progressive improvement in performance. No outside help used in coaching and mentoring	Performance appraisal done and shows progressive improvement in performance. No outside help used in coaching and mentoring. Coaching and mentoring show innovative approaches
Support supervision skills	Supervision done but no capacity issues identified and documented and no feedback given in writing	Capacity issues identified and documented and feedback given in writing at least one months before the next visit with help from outside MGLSD.	Capacity issues identified and documented and feedback given in writing at least one months before the next visit. No help from outside MGLSD.	Capacity issues identified and documented and feedback given in writing at least one months before the next visit. Innovative approaches designed to meet specific supervisee needs. No help from outside MGLSD
Capacity needs assessment and planning skills	HRD needs not identified or identified but are not in line with prescribed MGLSD tasks and roles.	Documented HRD needs that are in line with prescribed MGLSD tasks and roles. HRD plan that addresses the identified HR needs. With help from outside MGLSD	Documented HRD needs that are in line with prescribed MGLSD tasks and roles. HRD plan that addresses the identified HR needs. No help from outside MGLSD	Documented HRD needs that are in line with prescribed MGLSD tasks and roles. HRD plan that is innovative and addresses the identified HR needs. No help from outside MGLSD
Performance appraisal skills (using the public service tool)	No appraisal done or appraiser and appraise don't agree on appraisal results. No arbitration sought	Appraiser and appraise agree on appraisal results with arbitration	Appraiser and appraise agree on appraisal results with no arbitration.	Appraiser and appraise agree on appraisal results with no arbitration and capacity issues from the appraisal are used in the HRD plan or addressed during support supervision

MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	Novice	Apprentice	Competent	Expert
Computer skills	Not able to use one or more of these: 1. The internet 2. Computer for report writing 3. Power Point for presentation	Able to: 1. Use the internet 2. Write reports 3. Present using Power Point With help	Able to: 1. Use the internet 2. Write reports 3. Present using Power Point With no help	Able to: 1. Use the internet 2. Write reports 3. Present using Power Point 4. Use excel With no help
Operational knowledge of tools and systems developed	Developed systems and tools are fully functional (see critical indicators developed for systems/tools functionality). No outside help needed to keep them functional. No outside help sought	Developed systems and tools are fully functional (see critical indicators developed for systems/tools functionality). Outside help needed to keep them functional.	Developed systems and tools are fully functional (see critical indicators developed for systems/tools functionality). Outside help needed to keep them functional.	Developed systems and tools are fully functional (see critical indicators developed for systems/tools functionality)
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSSPI	No annual MGLSD OVC Inter-departmental plan or annual MGLSD OVC plan content not based on the NSSPI and ground evidence. No outside help sought	Annual MGLSD OVC Inter-departmental plan content based on the NSSPI and ground evidence. With help from outside MGLSD	Annual MGLSD OVC Inter-departmental plan content based on the NSSPI and ground evidence. No help from outside MGLSD	Annual MGLSD OVC Inter-departmental plan content based on the NSSPI and ground evidence. Plan shows evidence of innovation/s. No help from outside MGLSD
TOT skills	Capacity issues identified during district support supervision are recurring. No outside help sought	Capacity issues identified during district support supervision are not recurring. With help from outside MGLSD	Capacity issues identified during district support supervision are not recurring. No help from outside MGLSD	Capacity issues identified during district support supervision are not recurring and innovative approaches are used to address them. No help from outside MGLSD
Understanding psycho-social support	No annual MGLSD OVC Inter-departmental plan or the plan does not address psychosocial issues. No outside help sought	Annual MGLSD OVC Inter-departmental plan developed and addresses psychosocial issues. Outside help used.	Annual MGLSD OVC Inter-departmental plan developed and addresses psychosocial issues. No outside help used.	Annual MGLSD OVC Inter-departmental plan developed and addresses psychosocial issues in an innovative manner. No outside help used.
Introduction to family law				
Measurement of quality of OVC services	No MGLSD OVC Inter-departmental OVC Plan PMP or PMP does not contain indicators of quality. No outside help sought.	MGLSD OVC Inter-departmental OVC Plan PMP that contains indicators of quality. Outside help needed to use PMP	MGLSD OVC Inter-departmental OVC Plan PMP that contains indicators of quality. Outside help not needed to use PMP	MGLSD OVC Inter-departmental OVC Plan PMP that contains indicators of quality. Outside help not needed to use PMP and innovative implementation approaches added to original PMP
Child Counseling and Communication	Not aware that a one to one session with a child client is possible	Aware that a one to one session with a child client is possible but does not have the skills to carry it out	Carrying out one to one sessions with child clients	Carrying out one to one sessions with child clients

## 2.1.2 Scores

## 2.1.2.1 MGLSD

**Systems and tools**

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of MGLSD OVC inter-departmental planning process	1			
<b>Coordination</b>				
Establishment/strengthening of an inter-ministerial OVC coordination mechanism (strengthen NOSC and TRC)		2		
Establishment/strengthening of an intra-ministerial OVC coordination mechanism		2		
<b>Management</b>				
Establishment of MGLSD mechanism and tool to monitor, support and supervise districts	1.			
Review staff induction manuals and processes		2		
Development of operational guidelines for the UPS performance appraisal process	1			
Establish a task/role HRD planning process	1			
Orientation of personnel in all OVC-related departments and units on the key functions and the key outputs of MGLSD (as per the re-structuring)	0			
<b>Percentage score for systems/tools</b>				<b>31% (3.1)</b>

Core  
competencies

Competence Assessed (knowledge, skills and attitudes)	Grading			
	Novice	Apprentice	Competent	Expert
<b>Planning</b>				
General strategic planning skills		1		
Knowledge of the national and district planning and budgeting cycle/process			3	
Multi-sectoral OVC planning skills		2		
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills		2		
Capacity needs assessment and planning skills		2		
Computer skills		2		

MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI			3	
TOT skills		2		
Understanding psycho- social support		2		
Introduction to family law		2		
Measurement of quality of OVC services		2		
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  <b>MGLSD Composite score 39% (3.9)</b>				<b>47 % (4.7)</b>

## 2.1.2.2 Districts

## Systems/tools assessment

## Bundibugyo

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills		2		
Knowledge of the national and district planning and budgeting cycle/process	1			
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills		2		
Capacity needs assessment and planning skills	1			
Computer skills		1		



MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI		2		
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Bundibubyo district is 29% (2.9)				<b>33 % (3.3)</b>



**Systems/tools assessment****Bushenyi**

<b>System/Procedures/Tools</b>	<b><i>Not developed</i></b>	<b><i>Developed but not functional</i></b>	<b><i>Developed but not fully functional</i></b>	<b><i>Developed and fully functional</i></b>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills			3	
Knowledge of the national and district planning and budgeting cycle/process			3	
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills			3	
Support supervision skills		2		
Capacity needs assessment and planning skills	1			
Computer skills		2		

MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading			
	Novice	Apprentice	Competent	Expert
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI		2		
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>				<b>40 % (4)</b>
Composite score for Bushenyi district is 33% (3.3)				

## Systems/tools assessment

Rukungiri

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills		2		
Knowledge of the national and district planning and budgeting cycle/process	1			
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills		2		
Capacity needs assessment and planning skills	1			
Computer skills		1		

*MGLSD and district existing capacity scores 2006*

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI		2		
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Rukungiri district is 29% (2.9)				<b>33 % (3.3)</b>



**Lira****Systems/tools assessment**

<b>System/Procedures/Tools</b>	<b><i>Not developed</i></b>	<b><i>Developed but not functional</i></b>	<b><i>Developed but not fully functional</i></b>	<b><i>Developed and fully functional</i></b>
<b><i>Planning</i></b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b><i>Coordination</i></b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b><i>Management</i></b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1.			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills		2		
Knowledge of the national and district planning and budgeting cycle/process		2		
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills	1			
Capacity needs assessment and planning skills	1			
Computer skills	1			

MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading			
	Novice	Apprentice	Competent	Expert
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI	1			
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Lira district is 29% (2.9)				<b>32 % (3.2)</b>

**Systems/tools assessment****Kapchorwa**

<b>System/Procedures/Tools</b>	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>	•			
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	• 1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills	1			
Knowledge of the national and district planning and budgeting cycle/process		2		
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills	1			
Support supervision skills	1			
Capacity needs assessment and planning skills	1			
Computer skills	1			

MGLSD and district existing capacity scores 2006

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)	1			
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI	1			
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Kapchorwa district is 26% (2.6)				<b>27 % (2.7)</b>

## Systems/tools assessment

Masaka

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

## Core competencies assessment

27

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>

*MGLSD and district existing capacity scores 2006*

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)	1			
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI		2		
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Masaka district is 32% (3.2)				<b>35 % (3.5)</b>



**Systems/tools assessment****Masindi**

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

**Core competencies assessment**

Competence Assessed (knowledge, skills and attitudes)	Grading and Critical indicators			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills		2		
Knowledge of the national and district planning and budgeting cycle/process			3	
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills		2		
Capacity needs assessment and planning skills	1			
Computer skills	1			

*CORE Initiative: Capacity Building Strategy 2006-2008*  
Public Sector Capacity Assessment Methodology

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
Performance appraisal skills (using the public service tool)	1			
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI		2		
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Masindi district is 30% (3)				<b>35 % (3.5)</b>

*CORE Initiative: Capacity Building Strategy 2006-2008*  
Public Sector Capacity Assessment Methodology

**Systems/tools assessment**

**Pader**

System/Procedures/Tools	<i>Not developed</i>	<i>Developed but not functional</i>	<i>Developed but not fully functional</i>	<i>Developed and fully functional</i>
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	1			
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	1			
Establishment/strengthening of a District OVC coordination mechanism	1			
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	1.			
Establish a District CBS task/role HRD planning process	1			
<b>Percentage score for systems/tools</b>				<b>25% (2.5)</b>

### Core competencies assessment

Competence Assessed (knowledge, skills and attitudes)	Grading			
	<i>Novice</i>	<i>Apprentice</i>	<i>Competent</i>	<i>Expert</i>
<b>Planning</b>				
General strategic planning skills	1			
Knowledge of the national and district planning and budgeting cycle/process		2		
Multi-sectoral OVC planning skills	1			
<b>Management</b>				
General management and leadership skills		2		
Support supervision skills	1			
Capacity needs assessment and planning skills	1			
Computer skills	1			

*CORE Initiative: Capacity Building Strategy 2006-2008*  
Public Sector Capacity Assessment Methodology

Competence Assessed (knowledge, skills and attitudes)	Grading			
	Novice	Apprentice	Competent	Expert
Performance appraisal skills (using the public service tool)		2		
Operational knowledge of tools and systems developed	0			
<b>OVC Technical</b>				
Knowledge and understanding of the national OVC policy and the NSPPI	1			
TOT skills	1			
Understanding psycho- social support	1			
Introduction to family law		2		
Measurement of quality of OVC services	1			
Child Counseling and Communication	1			
<b>Percentage score for priority core competencies</b>  Composite score for Pader district is 29% (2.9)				<b>33 % (3)</b>

#### 2.1.2.3 Average Districts Scores

Average score for competencies is 34% (3.4)

Average score for Systems/tool is 25% (2.5)

Average composite score is 30% (3)

## Appendix 1 Capacity Assessment Methodology

Modified  
competency  
profiling  
approach

A 'modified competency profiling approach', that included the elements of systems, tools procedures, was used to assess operational, management and technical/programmatic needs of the MGLSD and districts. This 'modified competency profiling approach' was used for the following reasons:

1. Competency profiling (CP) is a relatively modern and globally accepted concept in ID/OD
2. CP has replaced the conventional JTR analysis in the Uganda Public Service (UPS), (see job profiles, performance appraisal tool etc) Compared to instruments like Composite Attributes, Institutional Self-reliance, Organizational Capacity Assessment Tool (OCAT), New Directions in Organizational Self Assessment (DOSA), Training and Technical Assistance Plan (TTAP) and Institutional Strength Assessment (ISA), (widely used and documented in NGO institutional capacity assessments but with limited information on appropriateness in the public sector) CP is more aligned to specific mission, strategy and role outputs of institutions.
3. CP is capable of combining assessment of technical and ID/OD competencies in one sitting and in a similar context of a specific mission, strategy and role outputs
4. CP is an important building block in result oriented management (ROM) already being implemented by UPS
5. With CP it is possible to define institutional attributes in terms of the specific competencies, tools/procedure/coordination mechanisms the institution needs to fulfill its role (compare to the commonly used cluster of institutional resources, institutional performance, institutional sustainability)
6. With CP you are able to come up with composite scores of ID that are not only based on the institution's role but also take into consideration the work environment (measurement standards are set by the persons in the identified roles). Most other tools depend on perception or generic scales or indices for measuring
7. CP can also be easily used to develop institutional performance indicators.

In addition CP will provides most of the data needed for development of more tools, such as:

- A training programme
- A recruitment and induction tool
- A guidelines to using the existing competence based performance appraisal tool
- A support supervision tools
- Inter and intra coordination mechanism guidelines

Modified competency profiling tool A modified competency profiling tool was designed and used to collect data from offices directly related to OVC and ABY in MGLSD and the districts. A guided questionnaire was developed to interview other key respondents (who were not targeted for CP) from the MGLSD, other ministries, bilateral and multilateral agencies, NGOs, CBOs and Local Government officials.

This was done to give a holistic picture of the planning, budgeting, coordination, M& E and implementation of the national response to OVC and AB/Y. Information from these respondents was also used to complete the capacity needs picture and to triangulate information from competency profiling.

Measurement of ID & OD In order to monitor and evaluate the capacity building efforts, an ID/OD measurement tool was developed. This tool will measure ID/OD achievements in the targeted areas of OVC/ABY:

- Planning
- Coordination
- M&E
- Communication and Advocacy
- Grants Management

To measure the above elements two broad categories of variables have been selected:

- Core competencies
- Systems/processes/tools

The selection of these variables is based on the assumption that building the levels of core competencies and putting in place appropriate systems/processes/tools was a key and realistic ID achievement that the CORE project can achieve in the given project period and resources (as articulated in the project proposal document)

For each of the five components the required core competencies and the key systems/processes/tools were identified using the competency profiling tool and information collected from other respondent's interviews. For each of the identified core competencies the existing level was determined (both at MGLSD and districts). The existing level for each competence will be an average score of all the identified respondents that have gone through the competency profiling exercise. In a similar way for each of the systems/processes/tools identified the existing levels of functionality were determined. Using the same process indicators for levels of competence and functionality were determined. For core competencies measurement a modified (from the original 6 to 4 point ratings) nominal Amod Scale was used. For the systems/processes/tools functionality measurement, a functionality 4-point scale was developed. An aggregate measure of a combination of all the variables (competencies and systems/processes/tools) will be taken as the "composite score" for ID/OD. There will be two composite scores one for the Districts and



another for the MGLSD

Determining the baseline composite score For each of the two (MGLSD and districts) total for competency score will be  $4 \times n$  (where n is equal to the number of competencies that will be selected for inclusion in the capacity building plan i.e. competencies that the programme intends to build). The % score on competencies will thus be:

$$\frac{Z \text{ (actual score)}}{4 \times n} \times 100$$

Similarly the total for systems will be  $4 \times y$  (where y will be number of systems that will have been selected for building/strengthening).

The % score of systems will thus be:

$$\frac{W \text{ (actual score)}}{4 \times y} \times 100$$

Composite score will be =

$$\frac{\% \text{ score of competencies} + \% \text{ score of systems}}{2}$$

The measurements of the variable at the assessment time will be used as baseline information on which capacity building initiatives will be monitored. The composite score at the time of the assessment will be used as baseline information on which all future evaluations of ID will be based. In the future, yearly composite score assessments of ID/OD (using the same tools) will be done in each of the selected programme districts and results will be compared to the baseline.

## Appendix 2 Capacity Assessment Tool

The purpose of this interview is to obtain information that defines and describes the role of Officers in the MGLSD and Districts. The interview will solicit four kinds of information. First we would like to learn basic information about the Ministry/district, its mission, and the purpose of the officer's role and where it fits into the mission of the Ministry or District.

The second is the main result areas (the MGLSD and district job profiles use the term 'key output' instead of result areas). These are aspects of the Officer's role where one must get results in order for the role to be fulfilled. For each result area critical output and outcome indicators to measure achievement are sought. These are then used to assess the existing level of achievement for each result/output area.

The third is the competencies which the Officer must have in order to get results. This is done for each result/output area. For each competence mentioned, behavioral examples that indicate very good performance, moderate performance and poor performance (novice, apprentice, competent and expert) are sought to set benchmarks for competency assessment. These set benchmarks will be used to assess the officer's level of competency for each of the competencies.

The fourth is the systems, tools, processes and/or coordination mechanisms that the officer needs/uses to get results. Critical indicators to measure functionality of the mentioned system/s, tools, processes/coordination mechanisms (non existent, existing but not functional, partially functional, fully functional) will be sought. These critical indicators will then be used to measure the functionality of the identified system/s, tools, processes/coordination mechanisms.

### SECTION 1

**Name of District** \_\_\_\_\_  
(Interviewer to complete before hand)

**Department** \_\_\_\_\_

**Job title** \_\_\_\_\_

**Jobs immediately above** \_\_\_\_\_

**Jobs immediately below** \_\_\_\_\_

**Grade/ level** \_\_\_\_\_

**Length of time in a job** \_\_\_\_\_

**Mission of the  
Ministry/District** \_\_\_\_\_

*(If the interviewee does not know, the interviewer reads it from notes which will be prepared. This must be done with tact and respect).*

### **Purpose of the role of the Officer**

Can you tell me in one sentence, the purpose of your role in this Ministry/District?

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What is the unique contribution of this role that distinguishes it from other roles in the Ministry/District?

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How do you summarize the overall responsibility of individuals in this role?

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## SECTION 2

### Key Result Areas:

- A key result area is given in one sentence beginning with the an active verb such as prepare, produce, plan, schedule, test, maintain, develop, monitor, ensure
- It points to performance measures

Examples:

Advocate for the rights & protection of orphans and other vulnerable children.

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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### The context of and competencies in each result areas:

The context describes the climate under which the results areas is accomplished or the work environment surrounding the area. It describes the factors influencing the attainment of results in each area. We will discuss the work climate of each area separately and under several characteristics. We will now take each area one by one. (Interviewer begins: In result area number ----- you said that you...)

### Result area 1

---

(Interviewer to summarize accurately the result area)

### Interaction with other people

a) Please provide the people you interact with when accomplishing this result area.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

b) Describe the nature of your interaction with each above (provide a specific and real life episode or instance to indicate your experience in the interaction).

Number 1 above:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number 2 above:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number 3 above:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number 4 above:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Number 5 above:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Flexibility**

Describe the amount of flexibility you need to accomplish this result area. Again narrate the

most memorable experience where the importance of flexibility was demonstrated in carrying out the result area. What happened?

a)

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b) Real life episode

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**Common problems**

a. Besides lack of resources what kind of problems do you regularly encounter while accomplishing this result area.

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b. Real life example(s)

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**Decisions:**

a) Describe decisions you have to make in satisfying and bringing to fruit this result area.

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b) Real life examples of each decision identified

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c) What offices and information do you rely upon for decision making and who relies upon you and in what way?

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### **Critical Dimensions checklists**

Now we have identified the necessary competencies in carrying out the role of the Senior District Officer in this result area. We would like to know the signs that indicate the accomplishment of the area/output. These are the critical indicator. They answer the question, how do you know that you have performed your role in the result areas/output. They are of two types: output and outcome indicators. Output indicators show that you have done such as a check written or task accurately delegated. Outcome indicators show the results of utilizing the specific check such as improved morale and motivation.

In thinking of these critical indicators we would like you to think of a check list which you would use, say at the end of each month, or each quarter or each financial year (finances are released monthly) to assess whether you have done what you know you are supposed to do in that result/output area.

#### **Output critical checklist / indicators**

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#### **Outcome critical checklist / impact indicators**

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**Using these outcome and output indicators do you think you have accomplished this result area/output this year?**

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### **SECTION 3**

#### **Competencies required to achieve results in the result area we have just discussed**

Please describe what you need to know in order to achieve this result/output.

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Can you now describe what you actually do to achieve this result/output?

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How do you do what you do?

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Mention motivational factors that you know can help in improving performance to achieving this result/output?

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Give real life examples where the motivational factors you have mentioned have improved performance?

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### **Performance levels**

#### **Very competent person:**

Which kind of behavioral and technical outputs or behaviors that indicate a high competence level for each competency you have mentioned in this result/output area? Please be specific with real life examples. In other words what would some one who is very competent in this area do? (interviewer probes for clear distinction of levels of competency i.e. novice, apprentice, competent and expert)

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#### **Poor performer**

Which kind of outputs actions or behaviors would indicate a poor performer in this competence area (interviewer probes for clear distinction of levels of competency see above)?

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### **Self assessment**

Give real life examples of how you have demonstrated that you are a competent (or poor performer) in each of the competencies you have mentioned in this result/output area

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## SECTION 4

### Systems, processes and tools:

- a) Mention the systems, tools, processes and or coordination mechanisms that you see as important in fulfilling this result/output area.

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- b) For each of the systems, tools, processes and or coordination mechanisms mentioned give real life examples on how you have used it to fulfill this result area and give the specific outcome/s. of its use.

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- c) What critical indicators would you use to determine how functional each of the systems, tools, processes and or coordination mechanisms mentioned are? (interviewer probes for indicators to measure partial and full functionality)

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Using the indicators you have described tell us how functional these (systems, tools, processes and or coordination mechanisms mentioned) are in your role setting?

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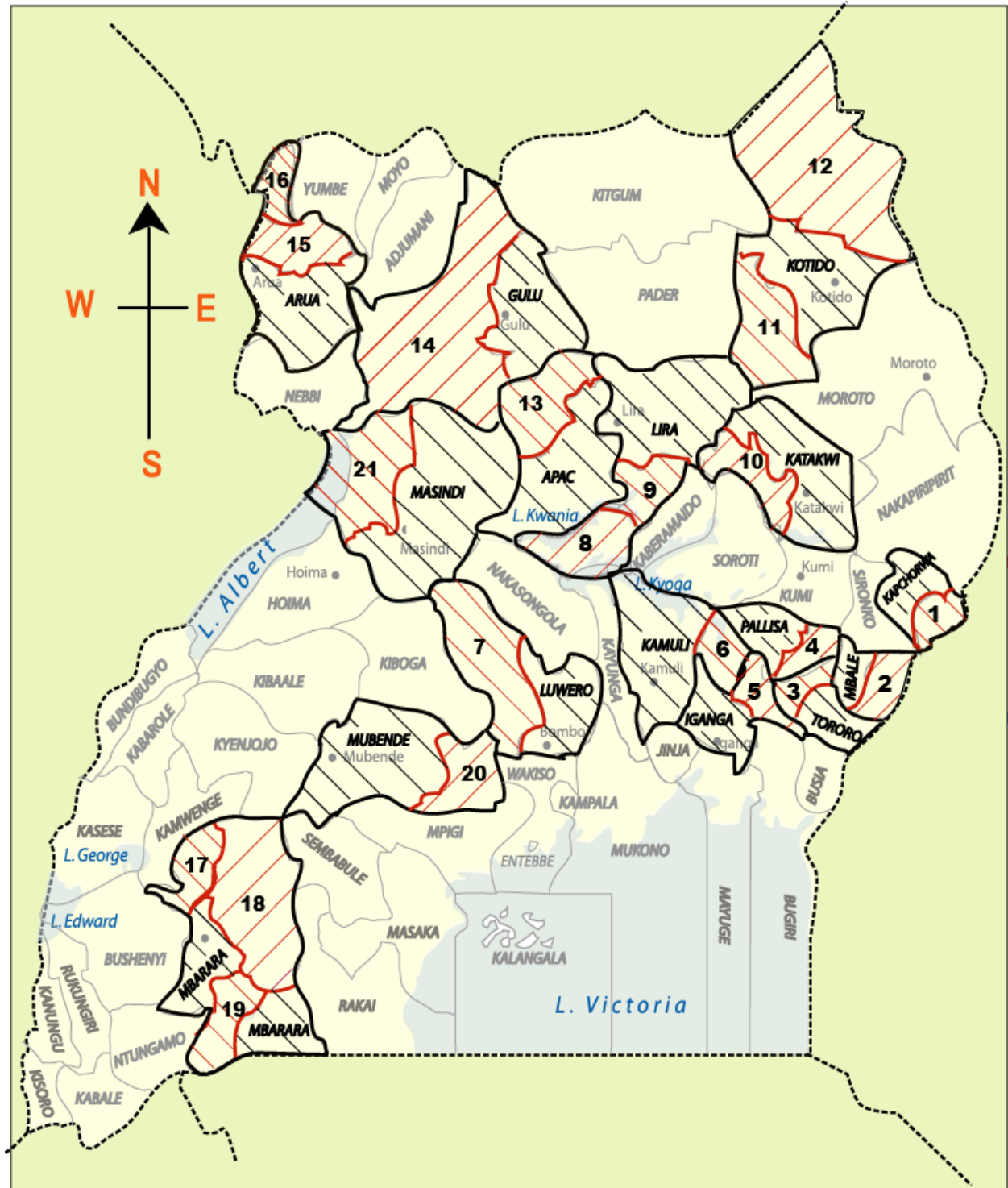
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**THIS PROCESS IS REPEATED FOR EACH OF THE RESULTS IDENTIFIED**



### Appendix 3 Map of Uganda



## Appendix 4

MGLSD AND DISTRICT SYSTEMS/TOOLS AND  
CORE COMPETENCIES. PROPOSED MILESTONES**MGLSD Systems and Tools - Critical Incidents of Full Functionality and Milestones**

System/Procedures/Tools	Critical Incidence for Full Functionality	Milestones		
		2006	2007	2008
<b>Planning</b>				
Establishment of MGLSD OVC inter-departmental planning process	Annual MGLSD Inter-Departmental OVC Plans that are integrated in MGLSD annual plans and budget	One Multi-departmental OVC meeting	Multi department OVC Plan integrated in MGLSD 2007/08 plan and budget	Multi department OVC Plan integrated in MGLSD 2008/09 plan and budget
<b>Coordination</b>				
Establishment/strengthening of an inter-ministerial OVC coordination mechanism (strengthen NOSC and TRC)	NOSC meeting Bi-annually and submitting Bi-annual reports to MGLSD	3 year annual operational plan for NOSC and TRC	NOSC meeting Bi-annually and submitting Bi-annual reports to MGLSD	1. NOSC meeting Bi-annually and submitting Bi-annual reports to MGLSD  2. Mid-term review of plan implementation shows good performance
Establishment/strengthening of an intra-ministerial OVC coordination mechanism	Annual MGLSD Inter-Departmental OVC Plans that are integrated in MGLSD annual plans and budget	One Multi-departmental OVC meeting	Multi department OVC Plan integrated in MGLSD 2007/08 plan and budget	Multi department OVC Plan integrated in MGLSD 2008/09 plan and budget
<b>Management</b>				
Establishment of MGLSD mechanism and tool to monitor, support and supervise districts	Bi-annual support supervision visits to all districts by MGLSD (or Zonal support teams) and timely feedback (within 3 months) after the visit.	1. Support supervision mechanism and tool developed and adopted.  2. Zonal team and MGLSD staff trained in support supervision	Bi-annual support supervision visits to all districts by MGLSD (or Zonal support teams) and timely feedback (within 3 months) after the visit.	1. Bi-annual support supervision visits to all districts by MGLSD (or Zonal support teams) and timely feedback (within 3 months) after the visit.  2. Reviewed support supervision mechanism and tool
Review staff induction manuals and processes	All new staff inducted using staff induction manual within the first 3 moths after recruitment	Staff induction manual reviewed and adopted	All staff who have never been inducted are inducted	All new staff within the first 3 moths after recruitment
Development of operational guidelines for the UPS performance appraisal process	All MGLSD Youth and Children Department and district CBS department OVC are appraised annually using the UPS performance appraisal tool and with the help of the guidelines developed	1. Operational guidelines for the UPS performance appraisal process developed and adopted  2. MGLSD staff trained in performance appraisal	1. All MGLSD Youth and Children Department and are appraised annually using the UPS performance appraisal tool and with the help of the guidelines	All MGLSD Youth and Children Department and district CBS department OVC are appraised annually using the UPS performance appraisal tool and with the help of the guidelines developed

System/Procedures/Tools	Critical Incidence for Full Functionality	Milestones		
		2006	2007	2008
			2. developed All MGLSD Youth and Children Department and district CBS department OVC are trained in performance appraisal	
Establish a task/role HRD planning process	MGLSD (youth and Children's department) staff trained in accordance with the Developed HRD plan	3 year HRD plan based on MGLSD prescribed Tasks and Roles	MGLSD (youth and Children's department) staff trained in accordance with the Developed HRD plan	1. MGLSD staff trained in accordance with the Developed HRD plan 2. Reviewed HRD plan to meet changing MGLSD HR needs
Orientation of personnel in all OVC-related departments and units on the key functions and key outputs of MGLSD (as per the re-structuring)	All OVC related MGLSD staff aware of the key functions and key outputs of MGLSD	MGLSD staff aware of key functions and key outputs of MGLSD (workshop)	MGLSD staff aware of key functions and key outputs of MGLSD (workshop)	1. MGLSD staff aware of key functions and key outputs of MGLSD (workshop) 2. MGLSD staff refreshed on functions and key outputs of MGLSD

### **District Systems and Tools - Critical Incidents of Full Functionality and Milestones**

System/Procedures/Tools	Critical Incidence for Full Fuctionality	Milestones		
		2006	2007	2008
<b>Planning</b>				
Establishment of a district OVC multi-departmental planning mechanism	Annual District Inter-Departmental OVC Plans that are integrated in District annual plans and budget	1. Development of a district inter-departmental OVC planning guidelines 2. One Inter-departmental OVC meeting	Inter-department OVC Plan integrated in District 2007/08 plan and budget	Inter-department OVC Plan integrated in District 2008/09 plan and budget
<b>Coordination</b>				
Establishment of a district OVC multi-departmental coordination process	Annual District Inter-Departmental OVC Plans that are integrated in District annual plans and budget	One Inter-departmental OVC meeting	Inter-department OVC Plan integrated in District 2007/08 plan and budget	Inter-department OVC Plan integrated in District 2008/09 plan and budget
Establishment/strengthening of a District OVC coordination mechanism	OVC coordinating body meeting bi-annually and submitting bi-annual reports to Local Government Authority	3 year annual operational plan for District OVC coordinating body	OVC coordinating body meeting bi-annually and submitting bi-annual reports to Local Government Authority	1. OVC coordinating body meeting bi-annually and submitting bi-annual reports to Local government Authority 2. Mid-term review of plan implementation shows good performance

System/Procedures/Tools	Critical Incidence for Full Fuctionality	Milestones		
		2006	2007	2008
<b>Management</b>				
Establishment of a District mechanism and tool to monitor, support and supervise sub-counties	Quarterly support supervision visits to all sub-counties and OVC CSOs by District CBS department and timely feedback (within 1 months) after the visit.	<ol style="list-style-type: none"> <li>1. Support supervision mechanism and tool developed and adopted.</li> <li>2. District CBS staff trained in support supervision</li> </ol>	Quarterly support supervision visits to all sub-counties and OVC CSOs by District CBS department and timely feedback (within 1 months) after the visit	<ol style="list-style-type: none"> <li>1. Quarterly support supervision visits to all sub-counties and OVC CSOs by District CBS department and timely feedback (within 1 months) after the visit</li> <li>2. Reviewed District support supervision mechanism and tool</li> </ol>
Establish a District CBS task/role HRD planning process	District staff trained in accordance with the Developed HRD plan	3 year HRD plan based on District CBS prescribed Tasks and Roles	District CBS staff trained in accordance with the Developed HRD plan	<ol style="list-style-type: none"> <li>1. District CBS staff trained in accordance with the Developed HRD plan</li> <li>2. Reviewed HRD plan to meet changing District HR needs</li> </ol>

## MGLSD/District Competencies – Milestones for competency development

Competence Assessed (knowledge, skills and attitudes)	2006	2007	2008
<b>Planning</b>			
General strategic planning skills	Training in general strategic planning or: ▪ 10 MGLSD staff ▪ 35 zonal team members ▪ CBS officers in 10 districts	1. Annual MGLSD OVC Inter-departmental plan developed with help from CORE 2. Training in general strategic planning skills for CBS officers in the remaining 76 districts	Annual MGLSD OVC Inter-departmental plan in agreed upon format and content based on the NSSPI and ground evidence. No help from outside MGLSD
Knowledge of the national and district planning and budgeting cycle/process	Training in national and district planning and budgeting cycle and process for: ▪ 10 MGLSD staff ▪ 35 zonal team members ▪ CBS officers in 10 districts	1. MGLSD and 10 districts OVC inter-departmental plans integrated into MGLSD and district annual plans and budgets (under different department activities and budgets). With help from MGLSD/CORE/Zonal 2. Training in national planning and budgeting cycle and process for all the CBS officers in all 76 districts.	MGLSD and all 76 district OVC inter-departmental plans integrated into MGLSD and district annual plans and budgets (under different department activities and budgets). With no external technical support
Multi-sectoral OVC planning skills	Training in Multi-sectoral OVC Planning for: ▪ 10 MGLSD staff ▪ 35 zonal team members ▪ CBS officers in 10 districts	MGLSD and 10 districts OVC inter-departmental plans are multi-sectoral	MGLSD and all 76 district OVC inter-departmental plans are multi-sectoral.
<b>Management</b>			
General management and leadership skills	Training in general management and leadership skills for: ▪ 10 MGLSD staff ▪ 35 zonal team members ▪ CBS officers in 10 districts	Performance appraisal done in MGLSD and 10 districts and show progressive improvement in performance. MGLSD and/or zonal teams used in coaching and mentoring	Performance appraisal done in MGLSD and all 76 districts and show progressive improvement in performance. MGLSD and districts used no outside help for coaching and mentoring
Support supervision skills	Training in support supervision for: ▪ 10 MGLSD staff ▪ 35 zonal team members ▪ CBS officers in 10 districts	1. MGLSD and/or Zonal teams identify and document capacity issues in 10 districts and gives feedback in writing at least one months before the next visit. with help of CORE. 2. Training in support supervision for all CBS officers in 76 districts	MGLSD and/or Zonal teams identify and document capacity issues in all 76 districts and gives feedback in writing at least one months before the next visit. Without outside help.



*MGLSD and district existing capacity scores 2006*

Competence Assessed (knowledge, skills and attitudes)	2006	2007	2008
<b>Management (cont.)</b>			
Capacity needs assessment and planning skills	Training in capacity needs assessment and planning for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	<ol style="list-style-type: none"> <li>Documented HRD needs at MGLSD and 10 districts that are in line with prescribed MGLSD or district tasks and roles. HRD plan that addresses the identified HR needs. Done with the help of MGLSD/CORE/Zonal Teams</li> <li>Training in capacity needs assessment and planning for 76 districts</li> </ol>	Documented HRD needs at MGLSD and all 76 districts that are in line with prescribed MGLSD or district tasks and roles. HRD plan that addresses the identified HR needs. Done with the no outside help
Computer skills	Training in computer for 10 MGLSD staff	<p>10 MGLSD staff able to:</p> <ul style="list-style-type: none"> <li>Use the internet</li> <li>Write reports</li> <li>Present using Power Point</li> </ul> <p>CBS officers in 10 districts able to:</p> <ul style="list-style-type: none"> <li>Use the internet</li> <li>Write reports</li> <li>Present using Power Point</li> </ul>	<p>10 MGLSD staff and CBS officers in all 76 districts able to:</p> <ul style="list-style-type: none"> <li>Use the internet</li> <li>Write reports</li> <li>Present using Power Point</li> </ul>
Performance appraisal skills (using the public service tool)	Training in performance appraisal for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> </ul> <p>CBS officers in 10 districts</p>	<ol style="list-style-type: none"> <li>MGLSD and 10 districts carry out annual performance appraisal with the help of the developed guidelines. With support from MGLSD and Zonal teams</li> <li>66 other district CBS officers trained in performance appraisal for:</li> </ol>	MGLSD and all the 76 districts carry out annual performance appraisal with the help of the developed guidelines. Without external support.
Operational knowledge of tools and systems developed	Training the use of systems/tool developed for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	<ol style="list-style-type: none"> <li>Developed systems/tools fully functional (as per functionality indicators) in MGLSD and 10 districts</li> <li>Training the use of systems/tool developed for 76 other districts</li> </ol>	Developed systems/tools fully functional (as per functionality indicators) in MGLSD and all 76 districts
<b>OVC technical</b>			
Knowledge and understanding of the national OVC policy and the NSPPI	Training on NOP and NSPPI for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	<ol style="list-style-type: none"> <li>Annual MGLSD and 10 districts OVC Inter-departmental plan's content based on the NSSPI and ground evidence. With help from CORE/MGLSD/Zonal Teams</li> <li>Training on NOP and NSPPI for 66 other districts</li> </ol>	Annual MGLSD and all 76 district OVC Inter-departmental plan's content based on the NSSPI and ground evidence. With no outside help
TOT skills	Training in TOT for support supervision for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	<ol style="list-style-type: none"> <li>MGLSD and/or Zonal teams identify and document capacity issues in 10 districts and gives feedback and coaching/mentoring on the next visit. With help of MGLSD/CORE.</li> <li>Training in TOT for support supervision for all CBS officers in 76 districts</li> </ol>	MGLSD and/or Zonal teams identify and document capacity issues in all 76 districts and gives feedback and coaching/mentoring on the next visit. With help of MGLSD/CORE.

*MGLSD and district existing capacity scores 2006*

Competence Assessed (knowledge, skills and attitudes)	2006	2007	2008
<b>OVC technical (cont.)</b>			
Understanding psycho social support	Training in psychosocial support for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	1. Annual MGLSD and 10 districts OVC Inter-departmental plans developed and address psychosocial issues. Outside help used. 2. Training in psychosocial support for the 66 districts	Annual MGLSD and all the 76 district OVC Inter-departmental plans developed and address psychosocial issues. No outside help used.
Introduction to family law	Training in psychosocial support for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	1. ? % of juvenile offenders defended by PWO sent to probation as opposed to rehabilitation centers 2. Timely dispensation of juvenile offender cases 3. Training in psychosocial support for the other 66 districts	1. ? % of juvenile offenders defended by PWO sent to probation as opposed to rehabilitation centers 2. Timely dispensation of juvenile offender cases
Measurement of quality of OVC services	Training in psychosocial support for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	1. MGLSD and 10 district OVC Inter-departmental Plans PMPs contains indicators of quality. Outside help needed to use PMP 2. Training in psychosocial support for the other 66 districts	MGLSD and all 76 district OVC Inter-departmental Plans PMPs contains indicators of quality. PMP used without outside help
Child Counseling and Communication	Training in measurement of quality of OVC services for: <ul style="list-style-type: none"> <li>10 MGLSD staff</li> <li>35 zonal team members</li> <li>CBS officers in 10 districts</li> </ul>	1. 10 districts carrying out a one to one session with child clients. 2. Training in measurement of quality of OVC services for the other 66 districts	All 76 districts carrying out a one to one session with child clients.