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INKUNGA Y'ABANYAMERIKA



AKAZI KANOZE Youth Livelihoods Project

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May 2010
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PERFORMANCE MONITORING PLAN 2009-2013

AKAZI KANOZE YOUTH LIVELIHOODS PROJECT

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I. INTRODUCTION

As agreed with USAID in October-November 2009, the following PMP focuses on mutually agreed upon indicators between EDC and USAID for the Akazi Kanoze Project. This PMP is being reviewed to include additional indicators related to PEPFAR funding, as well as new targets with the project's extension approved by USAID in January 2012. This PMP presents in greater detail: indicator definitions, proposed data reporting methods and tools; and, targets for Fiscal Years 2010 to 2013.

II. PROJECT GOAL AND OBJECTIVES:

The project goal is to *improve youth livelihood development systems and outcomes in Rwanda*.

This goal will be met through two primary objectives:

1. Enable **youth** to be more capable of earning a livelihood, through appropriate and relevant connections to life and work readiness training, opportunities, market actors, and skills. This objective addresses the participant level of our work. Accomplishment of this objective will be manifested in the following result: targeted youth are more capable of earning a livelihood. Result 1 Indicators will yield quantitative information, at the outcome and output level, about how youth are benefiting from, and contributing to, project activities.
2. Enable local **institutions** (government, private sector and civil society) to better prepare youth for work, and better connect them to personal development, employment and self-employment opportunities. This objective addresses partner and network-level activities and outcomes. Accomplishment of this objective will be manifested in the following result: local institutions have improved capacity to prepare youth for work. Indicators for Result 2 measure quantitative outcomes about how local institutions are benefiting from, and contributing to, the project, and also about how the network as a whole is helping to create a sustainable youth livelihood development system.

III. SUMMARY OF CORE ACTIVITIES

AKAZI KANOZE will work with a cadre of youth-serving organizations (local and international) to implement project activities. Implementing institutions will include NGOs, Civil Society Organizations (CSO), government agencies, education and training providers and Private-Sector firms.

All youth participants will receive a modular, 100-hour work readiness training course designed as a core program. This interactive, dynamic curriculum is designed to promote functional literacy and numeracy, as well as the acquisition of core employability skills required by employers, including personal development, communication, leadership, work habits, financial

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literacy, problem solving, etc. Upon successful completion of the program, participants will receive a project-sponsored work readiness certificate.

Complementary specialized training will be determined based on market demand and provided by local institutions. This could for instance include topics such as English and hospitality, advanced entrepreneurship and business plan development, short term specialized technical training, health and HIV/AIDS prevention.

Beyond training, AKAZI KANOZE will work with local partners to increase their capacity in linking the program's youth graduates to sustainable livelihood pathways, either through pursuing formal and non formal education and training or linking them to jobs, internships and/or helping them to start small businesses. An important component of the project's activities is the linkages with the private sector: AKAZI KANOZE will work closely with the private sector, which will play a leadership role in the assessment of labor market demand and workforce opportunities, the development of demand-based skills training programs, the provision of jobs, internships, job shadowing experiences, apprenticeships and entrepreneurship opportunities for youth. Linkages with the private sector will be established at the project level as well as the participant level.

Implementing institutions will be asked to participate in a project-sponsored capacity-building program. The capacity building program will be targeted to meet the specific organizational needs of each institution, and to build the capacity of the network as a whole. It will include capacity-building in areas such as: the delivery of workforce education and training services, career counseling and job placement services, understanding labor market demand and working with the private sector, and organization and management. The minimum capacity building package provided to all implementing partners includes Training of Trainers (TOT) on the Work Readiness Curriculum, Financial Management, and Monitoring and Evaluation.

Finally, AKAZI KANOZE, through the creation of the Rwanda Youth Opportunity Network, will bring together public and private sector and implementing partners in a network that is meant to:

- Effectively leverage best practices of different types of youth livelihood development activities in Rwanda;
- promote greater and more effective partnerships between and among youth-serving organizations working in Rwanda;
- provide a vehicle through which youth can be effectively engaged in project activities;
- provide a means by which program issues can be vetted with local stakeholders.

The network will serve as a means by which local institutions can achieve an important sense of ownership of the Rwanda Youth Program.

Beyond these core activities, AKAZI KANOZE will also develop special initiatives aiming at strengthening the livelihoods pathways of vulnerable youth, through economic strengthening services in partnership with CRS, and a special initiative for low literate youth, called the Accelerated Learning Program (ALP). Details are provided in AKAZI KANOZE work plan.

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IV. INDICATORS

To assess our progress toward each of the project's two proposed results, we will track a number of outcome and output indicators derived from the USAID Foreign Assistance Framework in the areas of Basic Education, PEPFAR, Democracy and Governance, and Economic Growth. Proposed Indicators include (notation in parenthesis following each indicator describes the origin of the indicator):

Result 1: Targeted youth are more capable of earning a livelihood

- Number of persons participating in USG-funded workforce development programs (F) (EG/EDUC)
- Number of persons completing USG-funded workforce development programs (F) (EG/EDUC)
- Number of youth with improved work readiness skills after completing USG-funded workforce readiness program (EDUC)
- Number of employers stating satisfaction with the work readiness skills gained by the Akazi Kanoze participants placed with them (EDUC)
- Number of youth, pursuing further education and/or training, after completing USG-funded workforce readiness program (EG) – F indicator
- Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (EG)—F Indicator
- Number of person-days of employment generated by USG assistance (EG)
- Number of youth who participated in at least one civic activity in their district, sector or neighborhood (DG)
- Number of OVCs served by USG - funded initiative (PEPFAR)—F Indicator
- Number of eligible children provided with Education and/or vocational training and gaining employment (PEPFAR)
- Number of eligible adults and children provided with Economic strengthening services (PEPFAR)
- Number of targeted population reached with individual and/or small group level preventive interventions (PEPFAR)
- Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses norms about masculinity related to HIV/AIDS (PEPFAR)
- Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses gender based violence and coercion related to HIV/AIDS (PEPFAR)

Result 2: Local institutions have improved capacity to prepare youth for work

- Number of CSOs using USG funds to improve internal organizational capacity (DG)—F Indicator

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- Number of CSOs with increased capacity to engage youth in civil society activities and advocacy (DG)
- Number of workforce development initiatives created through USG assisted public-private partnerships (EG)—F Indicator
- Service Providers trained (PEPFAR)

Note1: Appendix 1 further details the definition and progress targeting and monitoring strategy of these proposed indicators.

Note 2: Some of these indicators will be disaggregated based on different factors, including in-school/out-of-school youth when they entered the program, level of education when they entered the program, districts, male/female, OVC/non OVC, below or above 18 years old. Furthermore, the indicator on the number of youth gaining employment will be disaggregated by type of employment/self-employment, including jobs, internships, small enterprise, cooperatives, and other self-employment opportunities.

OUTPUTS AND OUTCOMES:

The indicators presented above include some that measure direct delivery of program activities (outputs) and others that measure the direct and short-term results of program activities (outcomes). The table below presents all proposed program indicators, arranged by indicator type.

| Result 1: Targeted youth are more capable of earning a livelihood | |
|---|---|
| Outputs | Outcomes |
| OP 1.1 Number of persons participating in USG-funded workforce development programs (F) (EG/EDUC) | OC 1.1 Number of youth completing USG-supported functional literacy, numeracy and soft skills training (EDUC) OC 1.2 Number of youth with improved work readiness skills after completing USG-funded workforce readiness program (EDUC) OC1.2b Number of employers stating satisfaction with the work readiness skills gained by Akazi Kanoze participants placed with them OC 1.3 Number of youth, pursuing further education and/or training, after completing USG-funded workforce readiness program (EG) – F indicator OC1.4 Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (EG)—F Indicator OC1.4-b Number of person-days of employment generated by USG assistance OC1.5 Number of youth who participated in at least one civic activity in their district, sector or neighborhood (DG) |
| OP1.2 Number of OVCs served by USG - funded initiative (PEPFAR)—F Indicator OP1.3 Number of eligible children provided with Education and/or vocational training and gaining employment (PEPFAR) | |

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|--|--|
| <p>OP1.4 Number of eligible adults and children provided with Economic strengthening services (PEPFAR)</p> <p>OP 1.5 Number of targeted population reached with individual and/or small group level preventive interventions (PEPFAR)</p> <p>OP 1.6 Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses norms about masculinity related to HIV/AIDS (PEPFAR)</p> <p>OP 1.7 Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses gender based violence and coercion related to HIV/AIDS (PEPFAR)</p> | |
|--|--|

| Result 2: Local institutions have improved capacity to prepare youth for work | |
|--|--|
| Outputs | Outcomes level |
| <p>OP2.1 Number of CSOs using USG funds to improve internal organizational capacity (DG)—F Indicator</p> <p>OP2.2 Service Providers Trained (PEPFAR)</p> | <p>OC2.1 Number of CSOs with increased capacity to engage youth in civil society activities and advocacy (DG)</p> <p>OC2.2 Number of workforce development initiatives created through USG assisted public-private partnerships (EG)—F Indicator</p> |

As part of our ongoing project monitoring activities, we will regularly collect data on program output and outcome indicators. Measuring output and outcome indicators related to the project’s two proposed results on a quarterly basis will allow both project management and USAID to monitor the pace of implementation against the plan, verify that key outputs are being delivered, and provide periodic measures of program benefits. Project outputs will be measured quantitatively.

Output and outcome indicators will be tracked using such tools as intake, attendance and participant profile forms; organizational capacity and profile forms; literacy and work readiness assessments; and organizational capacity assessments. Where relevant, baseline data will be collected. (Please see Appendix 2 for a description of which indicators will be subject to a baseline data collection.)

V. M&E APPROACH

1. M&E Staffing:

The proposed M&E staffing structure includes one international M&E expert to provide short term technical assistance; one local, fulltime M&E specialist; one local full-time Data Administrator and one local full-time M&E assistant. These staff are joined by AKAZI KANOZE’s

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management team (COP, DCOP, Local Partners Manager, , Small Grants Administrator) and supported by the database development contractor. Together, these individuals are responsible for developing and finalizing the M&E system, indicators, targets, database and reporting system. They are also responsible for assuring the quality and reliability of data and for training implementing partners to complete AKAZI KANOZE reporting requirements. Staff will visit partners to provide guidance, quality control, and in the process, collect data using a set of weekly, monthly and quarterly tracking forms.

2. Data Collection:

Because much of the project's delivery system will likely function through partners, AKAZI KANOZE Youth Livelihoods Project will develop data tracking instruments for both youth level and institutional level indicators. Since AKAZI KANOZE relies heavily on local implementing partners, data for many indicators will be collected by our implementing partners. Therefore, AKAZI KANOZE M&E team and program staff will provide all IPs with an initial training in the Project's monitoring processes and tools. The M&E team will conduct regular monthly site visits, and follow up with IPs quarterly meetings. In addition, the M&E team and other technical staff with CSO managers will review data collection practices and forms.

3. Data Management, Analysis and Reporting.

All data will be housed in the project results database. The database will be designed specifically to house, and produce reports.. A data analysis team composed of the local M&E Specialist, International M&E Specialist and AKAZI KANOZE COP, will review and analyze data. The team will also present an analytical summary of results as part of regular project reporting.

Relevant data will be shared with donors and governmental partners on a quarterly basis, as part of the project's quarterly reporting requirement. In the final quarterly report of each project year, the project will include a summary of progress achieved for the year. Also on an annual basis, the project will share progress results with all project stakeholders, both in the form of a progress report and in the form of annual results sharing meetings.

4. Table: Information Use & Feedback

| Activity | Timing | Staff responsibilities |
|---|-------------------|-------------------------------|
| Regular meetings with youth center managers | Monthly/Quarterly | Technical staff |
| Regular site visits | Monthly | Technical staff |
| Annual retreat (evaluation and planning session) with all stakeholders for dissemination of project results | Annually | Project – COP |

A summary of the data cycle is as follows:

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1. Facilitate partners' involvement in monitoring by training CSOs to use project data collection tools as well as performing site visits and holding quarterly meetings;
2. Collect data at intake and at regular intervals and called for by the particular indicator;
3. Conduct regular field visits to youth centers in order to assess the quality of service delivery and triangulate IPs' data;
4. Input data into program-wide database to track data over time;
5. Analyze implementing partners' (IPs) progress reports; synthesize data in quarterly donor reports.

This project **Performance Monitoring Plan** will be reviewed on an annual basis. It will refine the indicators included in the annual work plan and monitor direct beneficiaries and track progress on the two major goals and related project objectives.

APPENDICES

Appendix 1: Detailed definition and counting for project's indicators

Appendix 2: SPIT

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APPENDIX 1: INDICATOR DEFINITION AND CALCULATION

| Indicators | Proposed AKAZI KANOZE Project Wording/detailed understanding |
|--|--|
| Result 1 Targeted youth are more capable of earning a livelihood | |
| Other USG- FUNDS | |
| <p>OP1.1 Number of persons participating in USG-funded workforce development programs (F) (EG/EDUC)</p> | <p>F definition: Number of persons participating in USG-funded workforce development programs, including technical and vocational education programs and workforce readiness programs.</p> <p>The project will track: Number of youth participants enrolled in the Akazi Kanoze workforce readiness curriculum (WRC) and/or basic literacy and numeracy curriculum.</p> <p>WRC enrollment: # of youth who have no more than one unexcused absence during module one and continue on to module 2 of the WRC.</p> <p>Literacy and numeracy enrollment: # of youth who have no more than one unexcused absence after 7 sessions.</p> |
| <p>OC1.1 Number of persons completing USG-funded workforce development programs (F) (EG/EDUC)</p> | <p>F definition: Number of persons completing USG-funded workforce development programs, including technical and vocational education programs and workforce readiness programs.</p> <p>The project will count in this indicator:</p> <ul style="list-style-type: none"> - Individuals following all the modules in the WRC with a maximum of 3 hours absence per module and a maximum of 8 hours absence of the total time of the WRC. - And who take the work readiness internal and external assessments |
| <p>OC1.2 # of youth with improved work readiness skills after completing USG-funded workforce readiness program</p> | <ul style="list-style-type: none"> - Number of persons completing the workforce readiness curriculum and who successfully pass the WRC final assessment. In order to succeed/ pass, every participant should have an overall pass mark of 50% (in agreement with WDA). - Pass rate: 80% of completers. Example: If 10,000 youth COMPLETE the WRC, we would expect 80% of them, or 8000, to pass the WRC final assessment and be counted in this indicator. - Calculations are made based on a completion rate of the basic employability training |
| <p>OC1.2b Number of employers stating satisfaction with the work readiness skills gained by the Akazi Kanoze participants placed with them</p> | <p>Number of employers filling the employer satisfaction survey, who are overall satisfied by the work readiness skills demonstrated by participating youth (including internships, cooperative members, jobs)</p> <p>Employers who will take at least 2 youth on jobs or internship will be surveyed</p> |
| <p>OC1.3 # of youth pursuing further education and/or training, after completing USG-funded workforce readiness program</p> | <p>Number of youth graduates enrolled in a formal or non formal education program, including vocational training provider.</p> <p>Every vocational or education training funded or not by the project which lasts for at least twenty four hours will be considered further education and/or training</p> |
| <p>OC1.4 # of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (F)</p> | <p>Number of youth graduates who have had at least one income generating opportunity within six months of completing the work readiness curriculum, including:</p> <ul style="list-style-type: none"> # of youth starting new business (e.g. small enterprises, joining an income generating cooperative and/or starting self-employment/ individual income generating activity); # of youth employed through internships with program partners or other businesses. |

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|---|---|
| | <ul style="list-style-type: none"> - Internship is considered employment only if there is a minimum remuneration (decided based on further analysis by Akazi Kanoze). - Participants (youth employed and/or business owners and/or cooperative members) who had stable income generation strategies before taking the WRC course will fill out a form to assess whether they consider that their income generation capacity has improved after participation in AKAZI KANOZE program; this is a perception of improvement in their work. |
| OC1.4b Number of person-days of employment generated by USG assistance | <p>This is a cumulative of the total number of days worked, obtained using the following formula:</p> <p>Number of days worked = Number of working people x Average work period (in weeks) x Average work days (per week and per work type)</p> <p>Average work days = 3 days/week for part time jobs and 5 days/week for fulltime employment, cooperatives, and paid internships.</p> <p>The average work period is calculated as follows: period of employment/internship in weeks between Start date and End date (cut-off September 30 for ongoing jobs). Total of weeks is divided by number of youth for whom we have available information. Some jobs, internships and self employment opportunities may still be ongoing on September 30 of the year under review. This indicator calculates the numbers of days worked up to September 30, 2010. The days worked after this date count for the next fiscal year.</p> <p>It is estimated that 70% will be full time employment and 30% part time employment</p> |
| OC1.5# of youth who participated in at least one civic activity in their district, sector or neighborhood | <ul style="list-style-type: none"> - Civic activity can be defined as an individual voluntary work/action such as registering people to vote, participating in charity events (collecting food or building houses for homeless, donating blood,...), being part of a nonprofit organizations, etc. |
| PEPFAR INDICATORS | |
| OP1.2 # of OVCs served by USG - funded initiative (F) | <p># of orphans and vulnerable children enrolled in Akazi Kanoze program.</p> <p>An orphan is a child who has lost one or both parents.</p> <p>A vulnerable child is a person under 18 years exposed to conditions, which do not permit him/her to fulfil her/his fundamental rights for her/his harmonious development.</p> <p>The following are classified as OVC:</p> <p>Child headed households, foster care, street children, children living in centres, conflict with the law, disabled, affected by armed conflict, sexually exploited and/or abused, working children, affect/infected by HIV/AIDS, infants with mothers in prison, poor households, refugee and displaced children, children of single mothers, children who are married before majority, lost one or both parents.</p> |
| OP1.3# Eligible children provided with Education and/or vocational training | <p># of Akazi Kanoze youth OVC who have participated in Akazi Kanoze Work Readiness program, including work readiness training and/or complementary training.</p> <p>This is a PEPFAR indicator proposed by MEMS</p> |
| OP1.4# Eligible adults and children provided with Economic strengthening services | <p># of OVC who have completed the Akazi Kanoze WRC program. This also includes the complementary types of services they benefit from such as support and transition to gain employment, stable livelihood, start a business, access a saving and loan program. This is a PEPFAR indicator proposed by MEMS</p> |
| OP 1.5 Number of targeted | <p># of unduplicated individuals that received training which is meant to increase</p> |

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|---|--|
| <p>population reached with individual and/or small group level preventive interventions</p> | <p>knowledge and skills (e.g., communication, negotiation, refusal, condom use) in HIV prevention, change attitudes, and motivate individuals to adopt healthier behaviors.</p> <p>This indicator includes adults and youth (both in and out of school youth)</p> <p>This is Indicator #P8.1.D in the PEPFAR New Generation Indicators (NGI)</p> |
| <p>OP 1.6 Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses norms about masculinity related to HIV/AIDS</p> | <p># of adults and children that received training that seeks to change traditional, cultural, and social male norms that contribute to behaviors that increase HIV risk in both men and women and that impede access to care and treatment services for those who need them.</p> <p>Norms about masculinity related to HIV and AIDS include those that govern the following behaviors:</p> <ul style="list-style-type: none"> • Cross generational and transactional sex; • Multiple concurrent partnerships; • Alcohol/substance misuse/abuse; • Poor use of health-care services; • Limited involvement in HIV and AIDS care-giving. <p>This is Indicator #P12.1.D in the PEPFAR New Generation Indicators (NGI)</p> |
| <p>OP 1.7 Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses gender based violence and coercion related to HIV/AIDS</p> | <p>This indicator measures the number of adults and children who participated in a training on gender-based violence and coercion related to HIV and AIDS prevention.</p> <p>Gender-based violence (GBV) results in physical, sexual and psychological harm to both men and women and includes any form of violence or abuse that targets men or women on the basis of their sex. <i>(Definition from the USAID Guide to Programming Gender-Based Violence Prevention and Response Activities, 2009)</i></p> <p>This is Indicator #P12.2.D in the PEPFAR New Generation Indicators (NGI)</p> |
| <p>Result 2 Local institutions have improved capacity to prepare youth for work</p> | |
| <p>OP2.1 # of CSOs using USG funds to improve internal organizational capacity (F)</p> | <p># of Akazi Kanoze implementing partners, that are not a government entity, subgranted and trained in the Akazi Kanoze minimum organizational capacity building package (eg. financial training and M&E training)</p> <p>CSO: The term civil society refers to the independent, non-governmental realm of citizen activity. (USAID definition)</p> <p>It is also defined as an intermediate associational realm between state and family populated by organizations which are separate from the state, enjoy autonomy in relation to the state, and are formed voluntarily by members of society to protect or extend their interests or values (White 1994:379) Definition from a democracy and governance publication from USAID</p> |
| <p>OC2.1# of CSOs with increased capacity to engage youth in civil society activities and advocacy</p> | <p># of CSOs which have completed the training of trainers in the workforce readiness curriculum AND have engaged youth in civic participation activities</p> <p>This is a minimum definition. Additional support for specific youth civic engagement is also planned in the program, with the goal of having CSOs with strengthened capacity to plan and manage youth development programmes on a sustainable basis including capacity to monitor and evaluate the program, capacity to managed funds.</p> |
| <p>OC2.2# of workforce development initiatives created through USG assisted public-private</p> | <p># of workforce development initiatives created through USG assisted public-private partnerships. Includes number of work-learning initiatives created that target individuals, such as internships, short-term trainings, and mentorships, as well as initiatives created by stakeholders to facilitate improved workforce opportunities for</p> |

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| | |
|-----------------------------------|--|
| partnerships (F) | <p>populations, such as seminars, roundtables, job fairs, etc.</p> <p># of Initiatives and Partners supporting:</p> <ul style="list-style-type: none"> • work readiness • basic education • technical training, related to identified economic opportunities • micro-enterprise • internships (below this list a range of categories such as: social sector; construction; IT; hospitality; agro-processing; emerging markets; other) • other employment (list the same categories as above) • Youth network meetings • Youth related workshops • Volunteer opportunities <p>This also includes the number of private and public institutions who provided at least work experience to 2 youth, such as apprenticeship, internship, jobs.</p> |
| PEPFAR INDICATORS | |
| OP2.2 # Service Providers trained | # of trainers trained in the delivery of the WRC towards OVCs |

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APPENDIX 2: SUMMARY PERFORMANCE INDICATOR TABLE (SPIT)

This table summarizes monitoring activities, as well as planned targets for the 4 years of the project.

| In. | Indicator | Baseline and other Intake Information | Monitoring Activities | Data source | Data collection Instrument | person(s) responsible for data collection | IP reporting period | Target overall project | FY10 | FY11 | FY12 | FY13 |
|---|--|---|---|--|--|--|---------------------|---|-------------------------|---------------------------|-----------------------------|-----------------------------|
| Result/Outcome #1: Increase number of youth capable of earning a livelihood. | | | | | | | | | | | | |
| OP1.1 | Number of persons participating in USG-funded workforce development programs (F) (EG/EDUC) | Implementing partners administer an intake questionnaire to determine the profile of the youth as well as assess numeracy and literacy skills level for youth who didn't pursue secondary education | Trainers maintain attendance sheets for WRC training and/or literacy and numeracy training and report on the youth still in training in Module 2 (for WRC) or after session 7 for literacy and numeracy | Implementing partners reports | Intake questionnaire and Rapid Assessment for Reading Skills test and Attendance sheet | Implementing Partner | Monthly | 15,000 | 1,200 600 M 600 F | 4,000 2000 M 2000 F | 5,500 2,750 M 2,750 F | 4,300 2,150 M 2,150 F |
| OC1.1: | Number of persons completing USG-funded workforce development programs (F) (EG/EDUC) | Final enrollment form describing the list of youth enrolled/participating in the program | Implementing partners complete the attendance sheet that keeps track on the overall youth attendance across modules | Implementing partners reports | Attendance lists | Implementing Partner | Monthly | 80% of 15,000 i.e. 11,874 | 320 | 2,773 | 4,000 | 4,780 |
| OC1.2: | Number of youth with improved work readiness skills after completing USG-funded workforce readiness program | List of the youth participants who completed the program and can present for the final assessment. Pre-assessment of enrolled youth | Administer a capacity evaluation form/post test to youth completing USG-funded workforce readiness program | Implementing partners and external evaluator reports | WRC assessment forms | Implementing Partners and external evaluator | Monthly | 80% of WRC completers (9,499) | 256 | 2,219 | 3,200 | 3,824 |
| OC1.2b: | Number of employers stating satisfaction with the work readiness skills gained by Akazi Kanoze participants placed with them | | Administer the employer satisfaction survey to employer after at least 1 month of internship | Employer satisfaction survey | Employer satisfaction survey | EDC M&E Team and Private Sector Specialist | Quarterly | 60 employers who take at least 2 youth on jobs or internship will be surveyed | - | 20 | 30 | 10 |

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| In. | Indicator | Baseline and other Intake Information | Monitoring Activities | Data source | Data collection Instrument | person(s) responsible for data collection | IP reporting period | Target overall project | FY10 | FY11 | FY12 | FY13 |
|---|--|---|---|-------------------------------|--|---|---------------------|---|------|--------|---------|---------|
| Result/Outcome #1: Increase number of youth capable of earning a livelihood. | | | | | | | | | | | | |
| OC1.3 | Number of youth, pursuing further education and/or training, after completing USG-funded workforce readiness program | At the end of the core workforce readiness program, each IP will complete "transition strategy" profile for each youth who completed the WRC training. For the youth who pursue education, profile includes the name of the educational institution in which the student is enrolled, start date, grade, and expected graduation date | Track attendance in further education opportunity | Implementing partners reports | Transition form and M&E SMS tracking system | Implementing Partner | Monthly | 6,148 (40% of completers in rural area against 60% in urban area.) | 200 | 1,400 | 2,165 | 2,383 |
| OC1.4 | Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (F) | List of the youth participants who completed the program Intake form that captures pre-program level and source of income | Administer and complete the transition form; - Participants (youth employed and/or business owners and/or cooperative members) who had employment before taking the WRC course will fill out a form to assess whether they consider that their livelihood generation capacity has improved after participation in AKAZI KANOZE | Implementing partners reports | Transition forms and M&E SMS tracking system | Implementing Partners | Quarterly | 6,297 (60% of youth completers in rural area will gain an economic opportunity versus 50% of urban completers) | 160 | 1,387 | 2,117 | 2,633 |
| OC1.4 b | Number of person-days of employment generated by USG assistance | | Administer and complete the transition form | Implementing partners report | Transition form M&E SMS tracking system | Implementing Partners EDC M&E office | Quarterly | 398,822 | - | 48,822 | 150,000 | 200,000 |

PERFORMANCE MONITORING PLAN (Updated August 2012)

| In. | Indicator | Baseline and other Intake Information | Monitoring Activities | Data source | Data collection Instrument | person(s) responsible for data collection | IP reporting period | Target overall project | FY10 | FY11 | FY12 | FY13 |
|-------|--|---|--|-------------------------------|--|---|---------------------|--|------|-------|-------|------|
| OC1.5 | Number of youth participating in at least one civic activity in their district, sector or neighborhood | | At the end of each quarter Implementing partners (IPs) track how many enrolled youth participated in civic activities | Implementing partners reports | Transition form and M&E SMS tracking system | Implementing Partners | Monthly | 1,450 (About 10% of participants enrolled in AKP) | 50 | 400 | 500 | 500 |
| OP1.2 | Number of OVCs served by USG - funded initiative (F) | Implementing partners complete the program enrollment profile for each applicant to get a list of OVCs | 1.Administer an intake literacy assessment for youth who didn't complete secondary school; 2. Complete program enrollment form for each applicant | Implementing partners reports | intake questionnaire and literacy assessment | Implementing Partners | Monthly | 3,200 | 500 | 1,500 | 1200 | - |
| OP1.3 | Number of Eligible children provided with Education and/or vocational training | Implementing partners complete the program enrollment profile (demographic data) for each applicant | collect attendance/completion data; collect data on livelihood generation | Implementing partners reports | attendance form and individual follow up forms | Implementing Partners | Monthly | 3,200 | 500 | 1,500 | 1,200 | - |
| OP1.4 | Number of Eligible adults and children provided with Economic strengthening services | At the end of each quarter Implementing partners (IPs) Carry out an assessment to determine how many OVC are enrolled in the WRC training | Maintain enrollment and intake form, update based on the number and types of economic strengthening services the OVC benefit from | Implementing partners reports | Individual enrollment form and attendance form | Implementing Partners | Monthly | 2,660 i.e. Over 83% of OVC enrolled in the AKP | 500 | 1200 | 960 | - |

PERFORMANCE MONITORING PLAN (Updated August 2012)

| In. | Indicator | Baseline and other Intake Information | Monitoring Activities | Data source | Data collection Instrument | person(s) responsible for data collection | IP reporting period | Target overall project | FY10 | FY11 | FY12 | FY13 |
|------------|---|---|---|-------------------------------|--|--|----------------------------|-------------------------------|-------------|-------------|-------------|-------------|
| OP1.5 | Number of targeted population reached with individual and/or small group level preventive interventions | Implementing partners complete the program enrollment profile (demographic data) for each applicant/participant | collect training attendance/completion data | Implementing partners reports | Individual enrollment form and attendance form | Implementing Partners | Monthly | 9,800 | - | - | 5,500 | 4,300 |
| OP1.6 | Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses norms about masculinity related to HIV/AIDS | Implementing partners complete the program enrollment profile (demographic data) for each applicant | collect training attendance/completion data | Implementing partners reports | Individual enrollment form and attendance form | Implementing Partners | Monthly | 9,800 | - | - | 5,500 | 4,300 |
| OP1.7 | Number of people reached by an individual, small group, or community level intervention or service that explicitly addresses gender based violence and coercion related to HIV/AIDS | Implementing partners complete the program enrollment profile (demographic data) for each applicant | collect training attendance/completion data | Implementing partners reports | Individual enrollment form and attendance form | Implementing Partners | Monthly | 9,800 | - | - | 5,500 | 4,300 |

PERFORMANCE MONITORING PLAN (Updated August 2012)

| In. | Indicator | Baseline/Intake Activities | Monitoring Activities | Data source | Data collection Instrument | person(s) responsible for data collection | IP reporting period | Target overall project | FY10 | FY11 | FY12 | FY13 |
|--|--|---|--|--|---|---|---------------------|------------------------|------|------|------|------|
| Result #2: Increase number of local institutions improved capacity to prepare youth for work. | | | | | | | | | | | | |
| OP 2.1 | Number of CSOs using USG funds to improve internal organizational capacity (F) | Carry out the organizational needs assessment; Develop a CSO selection profile check-list | Conduct organizational capacity assessment quarterly | Akazi kanoze technical team reports | 1. Implementing partners selection forms and training enrollment forms; 2. Reporting forms | AKAZI KANOZE technical team | - | 30 | 5 | 10 | 10 | 5 |
| OP2.2 | # Service Providers trained | Implementing partners identify trainers to be trained in the Akazi Kanoze WRC; and fill out the trainers form | Attendance sheet of the WRC ToTs organized by AKAZI KANOZE Master Trainers | Akazi kanoze technical team ToTs reports | training report format | AKAZI KANOZE technical team | Monthly | 70 | 10 | 30 | 30 | - |
| OC2.1 | Number of CSOs with increased capacity to engage youth in civil society activities and advocacy | Carry out the organizational needs assessment | Conduct organizational capacity assessment quarterly Assess ability to manage the grants, M&E of the progress of activities | Akazi kanoze technical team reports | Implementing partners attendance forms | AKAZI KANOZE M&E team | - | 25 | 5 | 10 | 5 | 5 |
| OC2.2 | Number of workforce development initiatives created through USG assisted public-private partnerships (F) | Tracking form to count and detail types of partnerships created through the AKAZI KANOZE project | Update tracking form of PPPs on a quarterly basis from information gathered from the technical staff and Ips | Implementing partner reports and AKAZI KANOZE technical team reports | Implementing partner reporting form | Implementing Partner | Quarterly | 53 | 3 | 35 | 10 | 5 |