



USAID
FROM THE AMERICAN PEOPLE



EVALUATION

Performance Evaluation Report: Huguka Dukore Akazi Kanoze

October 17, 2019

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Stephanie Monschein, Team Lead/Evaluation Specialist, Max Shanstrom, Mid-Level Evaluation Specialist, Jeffrey Tines, Senior Workforce Development Specialist, and Carine Rukera, local Senior Evaluation Specialist (Dexis Consulting Group).

HUGUKA DUKORE AKAZI KANOZE PERFORMANCE EVALUATION

Prepared for

USAID

Prepared by

Dexis Consulting Group Evaluation Specialists

Research for Effective Education Programming – Africa (REEP)

Contract No. AID-OAA-TO-16-00024

October 17, 2019

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

CONTENTS

- Acronyms..... i**
- Abstract..... 1**
- Executive Summary 2**
 - Background, Activity Description, and Activity Purpose..... 2
 - Evaluation Questions and Methodology 2
 - Findings and Conclusions 3
 - Recommendations..... 5
- I. Introduction..... 6**
- II. Project Background 7**
- III. Evaluation Purpose And Methodology..... 8**
 - Evaluation Purpose..... 8
 - Evaluation Methodology 9
 - Data Sources 10
 - Data Collection Methods 11
 - Site Selection 11
 - Limitations..... 12
- IV. Findings and Conclusions..... 14**
- V. Recommendations..... 45**
- Annexes..... 48**
 - Annex I: Evaluation Statement of Work..... 48
 - Annex II: Evaluation Methods and Limitations 49
 - Getting To Answers Matrix (G2A) 49
 - Annex III: Data Collection Instruments..... 51
 - USAID/IP Instrument..... 51
 - Local IP KII Instrument..... 54
 - Rwanda Polytechnic KII Instrument 56
 - Trainer Instrument..... 57
 - Desk Review Instrument 59
 - Annex IV: Sources of Information..... 61
 - Evaluation Schedule..... 63
 - Participating Stakeholders..... 68
 - Annex VI: Disclosure of Any Conflicts of Interest..... 73

ACRONYMS

AEE	African Entrepreneurial Enterprise
AKA	Akazi Kanoze Access
AOR	Agreement Officer's Representative
APEFE	Association pour la Promotion de l'Education et de la Formation à l'Etranger
BYOB	Be Your Own Boss
CDCS	Country Development and Cooperative Strategy
CEFOTRAR	Centre for Workers' Training in Rwanda
CLA	Collaborating, Learning, and Adapting
COCOF	Conseil Consultatif des Femmes
COR	Contracting Officer's Representative
CPJSP	Centre Pour Promotion de Jeunes et Sortir de la Pauvreté
CRS	Catholic Relief Services
ECD	Early Childhood Development
EDC	Education Development Center
FGD	Focus Group Discussion
FSP	Financial Service Providers
G2A	Getting to Answers
GIZ	German Agency for International Cooperation
GoR	Government of Rwanda
GROW	Grow Your Own Business
HDAK	Huguka Dukore Akazi Kanoze
IGA	Income Generating Activity
IP	Implementing Partner
IR	Intermediate Results
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
KOICA	Korea International Cooperation Agency
MEL	Monitoring, Evaluation, and Learning
MoE	Ministry of Education
MoH	Ministry of Health
M&E	Monitoring and Evaluation
NEP	National Employment Program
NGO	Non-Governmental Organization
NISR	National Institute of Statistics of Rwanda
PDP	Personal Development Plan
PYD	Positive Youth Development
RCT	Randomized Control Trial

REEP-A	Research for Effective Education Programming–Africa
RP	Rwanda Polytechnic
SILC	Savings and Internal Lending Communities
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
WBL	Work-Based Learning
WDA	Workforce Development Authority
WRN!	Work Ready Now!
YES	Youth Employment Survey

ABSTRACT

This formative performance evaluation of the USAID/Rwanda Huguka Dukore Akazi Kanoze (HDAK) youth workforce development activity examines effectiveness of approach and implementation and performance of implementing partners and identifies areas for improvement and adjustment. The four-member international and local evaluation team used a mixed-methods approach.

Findings are that the majority of youth find new or improved employment after the HDAK project and therefore have higher incomes now than before training. Key factors for success include high levels of Government buy-in and coordination with HDAK; support of district officials in training and post-training support; and savings and lending communities as alternatives to formal lending leading to greater self-employment opportunities and income generation. The Team found that rapid scale-up of the activity scope led to trade-offs in quality of training/service. Challenges faced include inadequate resources for follow-up with youth, understanding the curriculum, and non-standardized employment and income data. Adaptive management to address challenges is a critical and effective component of HDAK.

National-level political will is high. Coordination/collaboration with government has been successful and led to additional work – including development of the curriculum for Level 2 of the TVET Qualifications Framework. Local IPs expressed overall satisfaction with support and communication and with budgetary constraints as a key challenge. The evaluation found that positive stakeholder perception, particularly regarding the value of the curriculum, and they agree that youth who participate benefit substantially with positive attitudes, increased access to wage-and self-employment, and increased income.

Recommendations relate to local capacity building, expanding disadvantaged youth served, government, donor and private sector coordination, and implementation improvements.

EXECUTIVE SUMMARY

BACKGROUND, ACTIVITY DESCRIPTION, AND ACTIVITY PURPOSE

The five-year, \$20.5 million Huguka Dukore Akazi Kanoze (HDAK) activity (12/2016-12/2021) is the U.S. Agency for International Development (USAID) Rwanda Mission's flagship youth workforce development activity. HDAK employs a Positive Youth Development (PYD) approach, with a focus on work readiness and the creation of, or linkage to, employment opportunities. The activity is primarily funded and supported by the USAID Rwanda Education Office and includes support from the USAID Rwanda Economic Growth and Health Office, as well.

This mid-term performance evaluation examines the effectiveness of the project approach and implementation, assesses the performance of the implementing partner(s), and identifies areas for future improvement or adjustment in HDAK activities. Beyond implications for HDAK, the mid-term evaluation provided an opportunity to contribute to the Government of Rwanda's (GoR) wider approach to workforce development in advance of the next Country Development and Cooperative Strategy (CDCS). The evaluation also explored how the HDAK relates to and interacts with larger efforts of USAID, the GoR, and other partners, in contributing to the development of the country's human capital.

EVALUATION QUESTIONS AND METHODOLOGY

The evaluation was guided by seven primary questions, developed by USAID Rwanda in collaboration with the Dexis Evaluation Team (the Team), which addressed: project effectiveness; implementation process; the implementing partners; adaptation; development aims alignment; capacity; and stakeholder perceptions and systems level impact.

The Team undertook a mixed-methods formative performance evaluation from October 2018 to April 2019, using both qualitative and quantitative data to answer evaluation questions and formulate learning-oriented, actionable recommendations. Inevitably, most new information produced by a mixed-method evaluation will come from qualitative sources – informed perceptions of stakeholders gathered in interviews and discussions. The team used the interviews to corroborate the quantitative data on beneficiaries, for example, that was extracted from the reports. This is most evident in Evaluation Question 1.

The four-member evaluation team consisted of a Team Lead/Evaluation Specialist, Mid-Level Evaluation Specialist, Senior Workforce Development Specialist, and a local Evaluation Specialist. The Team spent one month prior to field visits conducting a desk review of program documentation and relevant literature, developing data collection instruments, and selecting sites based on the HDAK training schedule. Field visits in Rwanda were conducted from November 27-December 15, 2018.

The first stage of the data collection process consisted of a thorough desk review of documents and literature relevant to the project and topic area. A desk review instrument was developed to organize and categorize program documents and literature, which were classified by relevance to evaluation questions and sub-questions. As the evaluation predominately employed qualitative methods of primary data collection (through Key Informant Interviews (KII) and Focus Group Discussions (FGD)), site selection was determined through purposive or convenience sampling.

As expected in the initial research design, there were a variety of limitations, some of which were easily mitigated and some, which the Team could not adequately address in the time or with the resources available. Firstly, there is the potential that, even subconsciously, the local IPs selected for visiting or interviewing were the higher performing or most engaged partners. The team attempted to mitigate this by proposing a suggested list of IPs and soliciting input from USAID and EDC to ensure the list covered

the pre-identified stratification categories (region, rural vs urban, size, grant round). Secondly, there was some potential for response bias on the part of respondents. To mitigate this challenge, the team used an open-ended approach to interviewing integrating outcome harvesting modalities to identify outcomes and then tease out attribution. Finally, due to the limited fieldwork time, the Team was unable to speak with all stakeholders at every level. This was unfortunately not something the team could mitigate due to time barriers. However, the team did confirm with EDC and USAID at multiple points in time that the list was sufficiently exhaustive.

FINDINGS AND CONCLUSIONS

There were three primary findings regarding **project effectiveness** - the first question. First, findings revealed that the majority of youth find new or improved employment after the HDAK project. Nearly all graduate youth that the Team interviewed, including those both fully employed and underemployed stated that they are engaged in more income generating activities, and therefore have higher incomes now than prior to the training. Second, while there are few differences in outcomes across most participant profiles, there are differences in types of employment. Specifically, more wage employment opportunities exist in cities due to a larger private sector presence; while employment opportunities in rural areas require more entrepreneurship. Finally, based on interviews with local implementing partners, the Team found that the HDAK project has been able to provide employment for participants in non-traditional sectors that were identified by the local labor market assessment.

The second evaluation question – on the **implementation process** - identified three factors for success, as well as five key challenges, in the implementation of HDAK. The first factor of success found that the HDAK project has benefited from coordinated efforts with a wide range of stakeholder groups, particularly government entities. Second, findings revealed that district administrations support the HDAK project through tasks such as participating in the selection process of project participants and supporting post-training follow-up support to graduates who transition into income-generating activities or self-employment schemes. Third, Savings and Internal Lending Communities or SILC models, which are small saving and lending communities established by graduates of HDAK, are effective in encouraging saving. However, the model faces some challenges as sources of loans or start-up funding for individual self-employment as a primary source of income. The lack of sufficient start-up capital for graduates and access to formal financial institutions are fundamental challenges to creating greater self-employment opportunities and income generations for youth. An additional challenge is the lack of inclusion of youth with disabilities and additional needs due to local IPs not being able to provide support to this group to the desired degree, because additional funds are not made available to supplement overall training costs for these. The final challenges are related to high targets creating trade-offs in youth support, and inconsistencies in labor market assessments. The Team found that rapid scale-up of the activity scope has led to trade-offs, particularly difficulties in delivery the same quality of training/service. Approximately half of IPs stated they did not conduct a local labor market assessment in Year I though this was not yet a requirement of the activity. An additional challenge is that capacity of local IPs, particularly in the rural areas, varies across organizations.

The third evaluation question examines the role of the **implementing partners** in the HDAK activity, specifically focusing on the four ways in which IPs can improve the overall outcomes and impact. First, the HDAK approach/model continues to evolve. These new interventions include local labor market assessments, work-based learning, youth leadership, peer support, accompaniment, financial support, mentoring/coaching and maintaining the ratio of HDAK implementing partner staff to youth beneficiaries. Second, capacity and commitment of Akazi Kanoze Access (AKA) is critical to sustainability. According to AKA and EDC management, the organization serves as the quality assurance arm for the training given by HDAK-contracted local youth-serving organizations. Third, the capacity of local youth-serving implementing partners is also critical to sustainability and outcomes. Local IPs are confronted with a wide range of challenges related to the different interventions of the HDAK

approach/model. Fourth, the challenges faced by local IPs include securing adequate resources for post-training follow-up with youth, understanding the WRN!/BYOB curriculum, and tracking employment and income data in a way that is comparable across IPs.

Evaluation question four – on **adaptive management** - found this currently a critical and effective component of the HDAK. HDAK activities have been continuously modified – as stated above - to address challenges and limitations, including accompaniment and follow up, access to finance and capital, and training curriculum that has led to more positive project outcomes.

The fifth evaluation question – on alignment with **development aims** - identified five core findings, by examining the degree to which HDAK is aligned with broader development aims, specifically through contribution to wider donor and GoR efforts to develop a more coordinated youth workforce development system. First, political will at the national level is high. HDAK is working in close coordination with the following government ministries in its efforts to develop a coordinated youth workforce development system: Ministry of Youth, Ministry of Labor, Ministry of Social Affairs and the Ministry of Education. Second, coordination/collaboration with the GoR has been successful. Presently, HDAK is the co-chair of two sector working groups that focus on youth economic empowerment at the district level, and HDAK has a strong working relationship with both district governments and district-level IPs. Third, stakeholders from the district administration in Kigali stated that the HDAK activity has been critical to helping develop the capacity of government institutions that work in the area of youth economic empowerment. Fourth, the donor community takes responsibility for coordination of the various donor-funded projects, though there is neither a clear donor responsible for leading these efforts nor any specific mandate for donor coordination of projects. In interviews, donors stressed that this was because the GoR has not taken a leading role in identifying overall needs in the workforce development system. Fifth, the private sector engagement overall is still nascent. Outside of in-company trainings, the private sector has not been adequately engaged in the development of the components of TVET programs such as curriculum development, internships, and apprenticeships

Evaluation question six explores six issues of **capacity** within the HDAK project and seeks to determine the level of change in the institutional capacity of sub-grantees as well as the variation of capacity across organizational profiles. First, local IPs view capacity support from EDC positively. Nearly every local IP expressed satisfaction with the support received from EDC and the level of communication that they receive overall. Second, local IPs cite budgetary constraints as inhibiting greater capacity improvements. Both USAID and IPs agree that with the expansion in scope of the program, the overall budget per trainee is small relative to other programs. Third, buy-in to the overall HDAK project approach varies across organizations. Local IP buy-in to the HDAK project model is increasing, but overall there is variation across local IPs in understanding the overall value of the HDAK model. Fourth, inconsistencies exist in reporting M&E employment data. In interviews with local IPs, the Team encountered varying interpretations of indicator definitions, notably defining employment differently in reporting their levels of job placement. Fifth, AKA is lacking in important management capacities. EDC has been a strong mentor and partner to the organization, but there are still management gaps, according to AKA staff. Sixth, assessments of local IPs' capacity have not yet been conducted systematically due to the lack of a comprehensive tool to conduct a full capacity assessment.

Evaluation question seven explores **stakeholder perceptions** and **systems-level impact**. To answer this evaluation question, the Team was able to collect perceptions at all levels of implementation, including national and district level GoR officials, IPs, donors, communities, families, youth participants and, to a limited extent, the private sector. The evaluation found that stakeholder perception of the HDAK project is positive, particularly regarding the value of the curriculum, and stakeholders agree that youth who participate in the HDAK project benefit substantially. The primary benefits cited by stakeholders include the development of positive attitudes, increased access to wage-and self-employment, and increased income.

RECOMMENDATIONS

Below are summaries of major recommendations based on the data analysis and findings of the evaluation.

The first category of recommendations is related to **capacity building**. EDC should provide trainings to AKA's organizational leadership on operational management, to ensure that they are equipped to manage the HDAK project activities once the project is closed. Additionally, EDC should ensure that AKA has a "seat at the table" when engaging with other donors, government counterparts, and USAID, particularly around sectoral working groups and other strategy meetings. Finally, EDC should include WRN!/BYOB curriculum training as part of their overall capacity building for local IP managers and other non-trainer staff.

The second category of recommendations is related to **youth**. USAID and EDC should consider providing start-up capital to graduates of the HDAK project, prioritizing youth in rural areas and/or those seeking self-employment to increase overall income generation and rates of self-employment. As well as this, EDC should de-prioritize focus on linking youth to formal financial institutions and banks as a source of finance, in favor of designating resources toward start-up funding, SILC group support, and accompaniment. USAID and EDC should emphasize disability inclusion by providing supplemental funding to IPs on a per student basis for persons with disabilities, pregnant women, and young mothers. USAID and EDC should ensure that all IPs have access to braille learning materials where they are needed. IPs are being trained and sensitized to issues around disability inclusion to increase future participation and increase their capacity to provide disability support services which is a crucial component that needs to be sustained and further developed through additional resources and materials.

The third category of recommendations is related to **government, donors, and private sector**. USAID should serve in a leadership role in continuing to advocate for efforts to strengthen the collaboration between GoR stakeholders, e.g., WDA, NEP, RP, and private sector enterprises. A second recommendation is that USAID should continue to support the workforce development system by promoting the development of Level 2 TVET curricula and support services such as numeracy and literacy courses, so that out-of-school, vulnerable and marginalized youth who are not able to enter into a Level 3 TVET can more easily transition into higher level TVET courses with the advent of Level 2. Limited experience to date shows that private sector coordination is positive and USAID and EDC should expand this particularly in the area of local labor market assessments. Focus should include larger companies, but also micro-enterprises owned/led by a single employee to provide vulnerable youth (especially those in rural areas) with positive role models for self-employment and entrepreneurship, especially those of HDAK graduates.

The final category of recommendations is related to **implementation**. For future activities, USAID should specifically outline CLA or collaboration, learning, and adaptation in the activity scope, including concrete CLA objectives along with a sufficient level of effort and budgetary resources allocated to achieve these aims. Additionally, EDC should consider expanding indicator definitions for employment to include one or more separate categories that account for irregular and/or infrequent income generating activities. Further, EDC should conduct an internal quality assessment of all IP-implemented labor market assessments to ensure that the technical training courses which are offered by IPs are those for which the local labor market has the greatest demand. Lastly, EDC should train local IPs to conduct studies of income-generating activities to determine the relative levels of income and sustainability of those employment opportunities that are identified by the labor market assessments.

I. INTRODUCTION

The five-year, \$20.5 million Huguka Dukore Akazi Kanoze (HDAK) activity (12/2016-12/2021) is the U.S. Agency for International Development (USAID) Rwanda Mission's flagship workforce development and youth activity. HDAK employs a Positive Youth Development (PYD) approach, with a focus on work readiness and the creation of, or linkage to, employment opportunities. The activity is primarily funded and supported by the USAID Rwanda Education Office and includes support from the USAID Rwanda Economic Growth and Health Office, as well.

This mid-term performance evaluation examines the effectiveness of the project approach and implementation, assesses the performance of the implementing partner(s), and identifies areas for future improvement or adjustment in HDAK activities. The results of this evaluation will be used to help USAID and the implementing partners, international and local, to make adjustments in the HDAK as well as to influence future programming in the sector. Beyond implications for HDAK, the mid-term evaluation provided an opportunity to contribute to the Government of Rwanda's (GoR) wider approach to workforce development in advance of the next Country Development and Cooperative Strategy (CDCS). The evaluation also explored how the HDAK relates to and interacts with larger efforts of USAID, the GoR, and other partners, in contributing to the development of the country's human capital.

Specific evaluation questions are listed in the evaluation statement of work in Section III below and in Annex I, the Evaluation Statement of Work. This report is organized as follows: project background; evaluation purpose and methodology; findings for each evaluation question; and recommendations. These are followed by a number of annexes including information on the evaluation and on documents and stakeholders consulted.

II. PROJECT BACKGROUND

The five-year, \$20.5 million Huguka Dukore Akazi Kanoze (HDAK) (12/2016-12/2021) initiative is the U.S. Agency for International Development (USAID) Rwanda Mission's flagship workforce development and youth activity. HDAK follows two predecessor activities also implemented by the Education Development Center (EDC): Akazi Kanoze Youth Livelihoods Project and Akazi Kanoze 2. The original Akazi Kanoze activity supported work readiness and entrepreneurship in Rwanda, focusing on personal development, communication, work habits, leadership, and financial and market literacy for almost 21,000 youth, with more than 50% of trained youth employed six months after graduation. This Work Ready Now! training package was integrated into all secondary and technical vocational education and training schools throughout the country through the Akazi Kanoze 2 project, scaling up the original Akazi Kanoze activity at a national level.

The Government of Rwanda's ambitious development agenda, which aims at becoming a middle-income, knowledge-based economy by 2020, emphasizes the development of human capital to spur economic growth. Over 43 percent of the Rwandan population is under age 15 which presents a huge risk, as well as an opportunity, for Rwanda's ambitious plans for development and transformation.¹

Building on the successes of the original two activities, HDAK's primary goals are to increase stable employment opportunities, including self-employment, for vulnerable youth; to improve youth training and employment systems; and to increase investment in skills for vulnerable youth. The program employs a Positive Youth Development (PYD) approach, with a focus on work readiness and the creation of, or linkage to, employment opportunities. The activity is primarily funded and supported by the USAID Rwanda Education Office and includes support from the USAID Rwanda Economic Growth and Health Offices, as well.

The USAID Rwanda Education Office has been investing in youth and workforce development programming since 2009, resulting in, among other successes, a work readiness curriculum that has now been adopted by the Government of Rwanda (GoR). The HDAK activity builds on previous USAID programming. While youth and workforce development are recognized as priorities for the USAID Rwanda Mission, as well as the GoR, much remains to be done.

The HDAK activity focuses on the following activities:

- Assessing and sharing data on employment opportunities
- Building capacity of local organizations to deliver employment skills preparation and job intermediation services
- Training youth in relevant job skills for work and self-employment
- Growing the network of youth-serving organizations and employment resources

¹ National Institute of Statistics of Rwanda (NISR), Ministry of Health (MOH) Rwanda, and ICF International, Rwanda Demographic and Health Survey 2014-15 (Rockville, Maryland: NISR, MOH, and ICF International, 2015).

III. EVALUATION PURPOSE AND METHODOLOGY

EVALUATION PURPOSE

This mid-term performance evaluation of the HDAK project presented an important learning opportunity for USAID Rwanda to improve the effectiveness of investment in work readiness for youth and in connecting youth to stable and sustainable employment. The primary aims of the performance evaluation were to examine the effectiveness of the project approach and implementation, assess the performance of the implementing partner, and identify areas for future improvement or adjustment in HDAK activities. The evaluation also explored how this activity relates to and feeds into the larger effort of USAID, the GoR, and other partners, in furthering the country's emphasis on human capital development.

Additionally, USAID/Rwanda is reexamining their approach to youth and workforce development activities more broadly. The HDAK activity is one of several USAID Rwanda Mission activities focused on youth. Beyond implications for HDAK, the mid-term evaluation provided an opportunity to contribute to the GoR's wider approach to workforce development in advance of the next Country Development and Cooperative Strategy (CDCS).

The evaluation was guided by seven primary questions, developed by USAID/Rwanda in collaboration with the Dexis Evaluation Team (the Team) and the EDC implementation consortium (EDC or the IP), which addressed the key evaluation purpose identified above, namely:

<p>Evaluation Questions:</p> <ol style="list-style-type: none">1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes? To what degree has the HDAK activity achieved its goals, as articulated in the activity log frame and the Monitoring, Evaluation, and Learning (MEL) plan overall?<ol style="list-style-type: none">a. What changes have participants experienced in income, employment status, and the ability to contribute to family income (baseline compared to current)? How do these outcomes vary by participant profile (e.g., sex, urban/rural, socio-economic status)?b. How effective has the HDAK activity been in providing employment opportunities for participants in “non-traditional” occupations and sectors (disaggregated by sex)? What lessons have been learned to date about reducing occupational segregation for youth in Rwanda?2. Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?3. Implementing Partner: How can the implementing partner(s) improve activity outcomes and impact?4. Adaptation: How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management? How can the activity's approach to CLA be enhanced to support improved adaptive management of the cooperative agreement?5. Development Aims Alignment: How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system? How has the activity contributed to wider efforts to increase investments in skills development for Rwandan youth?

- a. How effective are working relationships within the GoR across sectors engaged in youth workforce development?
- b. How effective are working relationships with GoR workforce development actors, donors, and other relevant stakeholders at both the central and district level?
6. Capacity: What changes have occurred in the institutional capacity of sub-grantees engaged in youth employment? How has this varied across organizational profiles (e.g., urban/rural, organization size)?
7. Stakeholder perceptions and systems level impact: How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?
 - a. How have successes and results at the youth level impacted investment and ownership of youth development initiatives by the GoR, the private sector, non-governmental organizations (NGOs), and communities?
 - b. Has the perception of the importance of youth workforce skills among government personnel and other key stakeholders, changed since the implementation of HDAK?
 - i. Do key stakeholders perceive that youth have acquired new and relevant skills through HDAK?
 - ii. Is there a change in perception of youth participation and contribution more widely, including to their families, communities, and employers?
 - iii. Do government stakeholders perceive that any potential change in perception has impacted interest in youth development activities among relevant stakeholders?
 - c. Do key stakeholders perceive that youth in HDAK are achieving better results in areas with heavier investment in positive youth development by communities, the GoR and the private sector?

EVALUATION METHODOLOGY

The Team undertook a mixed-methods formative performance evaluation from October 2018 to April 2019 with fieldwork during November 27 to December 15, 2018. The team used both qualitative and quantitative data to answer evaluation questions and to formulate learning-oriented, actionable recommendations. The methods for data collection and analysis used are detailed below and summarized in the Getting to Answers (G2A) Matrix (Annex II). An overview of the data sources (both primary and secondary), site selection process, site visits, and evaluation limitations is provided below.

The four-member evaluation team consisted of a Team Lead/Evaluation Specialist, Stephanie Monschein Mid-Level Evaluation Specialist, Max Shanstrom, Senior Workforce Development Specialist, Jeffrey Tines, and a local Senior Evaluation Specialist, Carine Rukera.

The Team spent one month prior to field visits conducting a desk review of program documentation and relevant literature, developing data collection instruments, and selecting sites based on the HDAK training schedule. Field visits in Rwanda were conducted over 18 days from November 27-December 15th, 2018. The first three days were spent conducting in-briefings in Kigali with USAID and the implementing partner, the Education Development Center (EDC). After initial in-briefings with both client and implementing partner, the Team held an internal planning meeting to finalize evaluation instruments and discuss evaluation logistics. The site visits began in two Kigali districts, where initial interviews were conducted with local partners, GoR stakeholders, and youth trainees. In addition to data collection, the instruments were also pilot tested during the initial site visits. From Kigali, the Team traveled to four districts in the Northern Province, returned to Kigali for a day, and then traveled to two districts in the Southern Province. Lastly, the Team returned to Kigali for interviews with the implementing consortium: EDC, Connexus, Catholic Relief Services (CRS), and Akazi Kanoze Access

(AKA) staff as well as with USAID personnel (see Annex for complete list of stakeholders interviewed by district). On the final day in-country, the Team conducted a debriefing with 14 stakeholders, of whom 12 were USAID, including the Mission Director, Education Office Director, the activity manager for this evaluation, agriculture and education staff, and Program Office staff. The EDC Chief of Party and Deputy Chief of Party were also in attendance.

DATA SOURCES

The HDAK evaluation collected data from a breadth of primary and secondary sources, including from a wide range of stakeholders. The Getting to Answers (G2A) matrix, which summarizes data sources, as well as a full list of interviews and FGDs conducted by district, can be found in Annexes to this report. Note that all numbers presented in tables included in this report are from HDAK official reports.

Primary data sources included:

- USAID Rwanda personnel, including the Agreement Officer's Representative (AOR), the Education Office Director, and the Monitoring and Evaluation (M&E) Program Specialist
- EDC staff in Rwanda, as well as the EDC Home Office Technical Director
- Staff from activity sub-grantees and organizations engaged in HDAK capacity-building activities
- GoR officials involved with HDAK at the district level
- Staff from donor organizations engaged in workforce development and PYD in Rwanda including Belgium and Germany
- Key technical experts and staff from NGOs engaged in workforce development and youth activities
- HDAK beneficiaries, including youth enrolled in Work Ready Now! (WRN!) and Be Your Own Boss (BYOB), youth alumni both employed and unemployed, and current Grow Your Own Business (GROW) participants

Secondary data sources included:

- HDAK activity cooperative agreement
- HDAK activity design documents including its MEL plan
- HDAK monitoring data from USAID Rwanda and the Implementing Partner (IP)
- HDAK quarterly and annual reports
- Youth Employment Survey (YES) tool and results
- Capacity assessment
- Internal Process and outcome evaluation results (per HDAK MEL plan)
- Relevant Randomized Control Trial (RCT) data and methodology documents from another entity
- Initial Vulnerable Youth and Gender Assessment
- Study on Youth Self-Employment Models
- Organizational Capacity Assessment
- Social Inclusion Assessment report
- Horticulture Value Chains Opportunities Assessment
- Macro Labor Market Assessment
- Individual Labor Market Assessments
- Private sector engagement study
- Academic literature related to workforce development and positive youth development, including the USAID PYD Measurement Toolkit

DATA COLLECTION METHODS

Data collection methods included:

- Desk review of relevant literature and program documentation
- Key informant interviews (KIIs)
- Focus group discussions (FGDs) with beneficiaries, trainers, and implementing partners

The first stage of the data collection process consisted of a thorough preliminary desk review of the documents listed above to better understand the activity design and implementation. The review also encompassed literature relevant to the project and topic area. A desk review instrument was developed to organize and categorize program documents and literature, which were classified by relevance to evaluation questions and sub-questions. The desk review informed the development of the KII and focus group instruments and shaped the overall evaluation approach.

KIIs were conducted with a range of stakeholders, detailed above in primary sources, who have a strong knowledge of, and engagement with, HDAK. The individual stakeholder interviews were guided by a KII instrument (located in the Annex), which consisted of a semi-structured questionnaire. The questionnaire was accompanied by clear guidance and instructions for administering. The instrument contains primary questions designed to collect information relevant to the overarching evaluation questions, followed by secondary probing questions. The probing questions allowed the Team to gather further details and were adjusted and tailored to the respondent. A semi-structured format encouraged a thorough understanding of the key evaluation aims and provided reliable and comparable qualitative data. KIIs utilized an outcome harvesting approach for several of the evaluation questions. This approach encouraged respondents to identify primary reasons or contextual factors that have contributed to specific outcomes. KIIs were generally conducted with a single respondent and took from 45 to 90 minutes. In the 10 districts visited during field work (discussed in more detail below), the Team visited 14 IPs and conducted 64 KIIs.

Qualitative data were also collected through 13 FGDs with a total of 113 youth. An instrument was developed (found in the Annex) to guide the FGDs and elicit information relevant to the primary evaluation aims. The focus groups were used as the primary method of data collection for youth and other activity beneficiaries, including current WRN! And BYOB students, as well as employed and unemployed HDAK alumni, including those enrolled in the GROW training. The FGDs consisted of semi-structured discussions around key topic areas to gain insight and perspectives from project beneficiaries regarding their experiences with HDAK. The FGDs provided the Team with qualitative information on impact, training experiences, post-training outcomes, and challenges. The FGDs were conducted in one to two-hour blocks of time at the site of employment, training, or IP offices. Due to time constraints and availability, the majority of respondents were selected by the IP based on a list of needs and criteria. The Team spoke with a small sample of employed and still un-employed youth to discuss challenges and lessons learned. As mentioned above, youth were not a primary focus of the evaluation design and therefore purposive rather than random nature of the sample is not an issue.

The performance evaluation adopted a PYD approach throughout the process, which was guided by the PYD Measurement Toolkit. PYD tools, indicators, and methodologies were integrated into the evaluation design to frame the assessment of impact.

SITE SELECTION

As the evaluation predominately employed qualitative methods of primary data collection (through KIIs and FGDs), site selection was determined through purposive or convenience sampling. The Team utilized purposive sampling for selecting KII respondents, drawing on a wide range of stakeholders who have been engaged in HDAK, as well as subject matter experts. Convenience considerations, including location and availability, were also a factor in determining KII and FGD respondents, particularly for GoR officials, local partners and/or IP and sub-grantee personnel. The complete table of selected sites

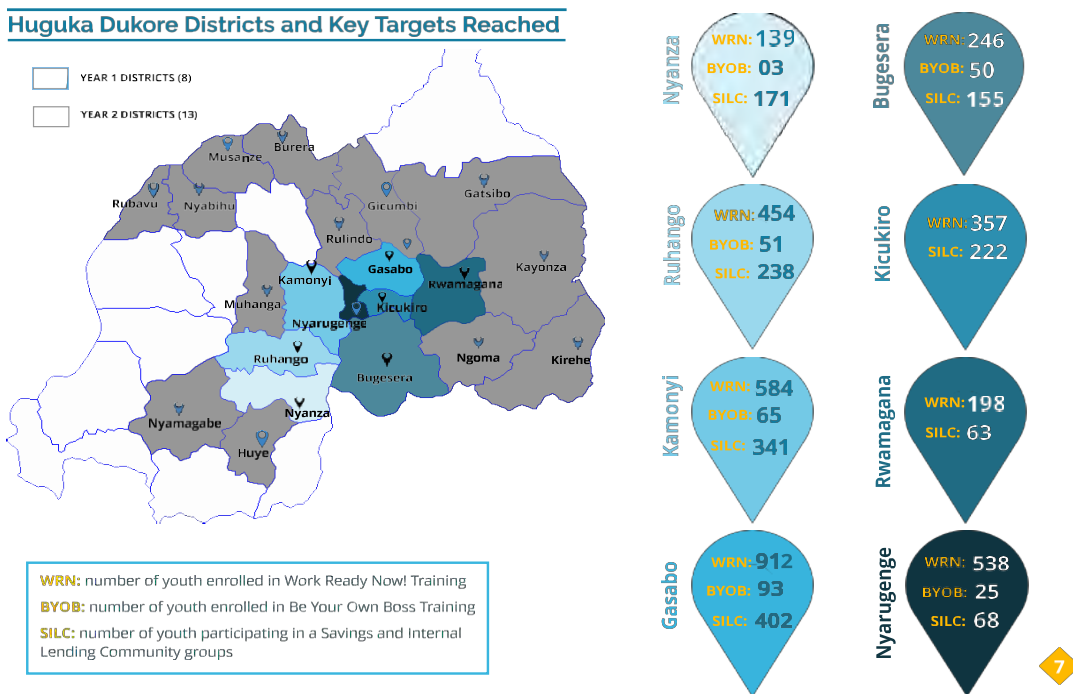
can be found in the Annex.

Focus group sites were selected based on the desk review, as well as consultations with USAID Rwanda and EDC. Prior to field visits, USAID Rwanda sent a training schedule to the Team for the selection of initial sites. HDAK annual reports and the MEL plan provided an overview of project sites by region, district, and year. The selected sites were chosen to allow for diversity in respondents and attempted to provide a representative sample. Representative factors emphasized a mix of Year 1 and Year 2 grants, geographic region (i.e. both urban and rural areas), intervention size, type of organization, beneficiary characteristics (i.e. income level and sex) and status in the activity (i.e. current students and graduates).

Following the completion of the evaluation design, the Team held an initial in-briefing with USAID Rwanda on November 29 and with EDC on November 28-30, 2018 to identify areas of focus for the data analysis, including geographic and content considerations, (i.e. rural and urban, sector, training type). Specifically, USAID Rwanda identified rural outcomes and activities as an area of emphasis for the analysis, to ascertain outcomes and identify any challenges and best practices in HDAK’s approach in reaching rural populations. The Team visited 18 IP and stakeholder sites in the Kigali area, namely in the Gasabo and Nyarugenge districts. In the Northern Province, the Team visited a total of 12 sites in Rubavu, Rulindo, Gisenyi, and Musanze. Lastly, in the Southern Province the Team visited a total of six sites in Kamonyi, Ruhango, Nyanza and Huye. The full schedule can be found in the Annex.

MAP OF HDAK DISTRICTS AND KEY TARGETS REACHED

Source: USAID and EDC. 2017c. Huguka Dukore Year 1 Annual Report.



LIMITATIONS

As expected in the initial research design, there were a variety of limitations, both those that were easily mitigated and those which the Team could not adequately address in the time or with the resources available. First, there was a potential for selection bias, as with any qualitative research using non-random samples. The Team spoke with local IPs based in multiple districts, selected with the help of the

IP, based on a set of criteria including length in program, number of beneficiaries, sector, geographic location, etc. There is the potential that even subconsciously the local IPs selected were the higher performing or most engaged. Given the reliance on the local IPs to help select the youth to be interviewed, there is a possibility that only youth who would speak positively about the program were ultimately selected for interviews. However, the evaluation focused on gathering perspectives from local IPs and other stakeholders, rather than from youth, given the difficulty of accessing the large number of youth enrolled in the training since inception. Through purposive and convenience sampling, the Team aimed to ensure that the youth interviewed reflected a variety of perspectives and demographics. The Team interviewed and conducted FGDs with a wide array of respondents, intended to be random, to obtain data that is reflective of the activity and not biased towards any particular outcome, to the extent possible. In addition to visiting youth contacted in advance by the IP, the Team gathered youth at random during site visits for

FGDs, with IP support. Selection criteria primarily targeted unemployed former participants, as well as wage-employed youth whose physical place of work could be visited during normal work hours (e.g. a shop, market, bakery). These steps were an attempt to mitigate some concerns regarding selection bias, due to the use of purposive sampling techniques in the evaluation. The Team triangulated the gathered data with the data collected by the IP through its performance monitoring.

Secondly, there was some potential for response bias on the part of respondents. Though interview questions were designed so that they would not be highly sensitive, there may have been some incentive for participants not to be fully forthcoming about their perspectives. The Team attempted to mitigate this concern in the question design process and through the internal harmonization of our team's approach to facilitating KII and FGDs. The Team used a semi-structured approach to interviewing to mitigate these concerns and introduce a level of trust with the respondent. The Team emphasized learning and activity improvement instead of words like "audit" to ensure that respondents knew that this exercise was ultimately for their benefit in addition to USAID's.

Finally, as with any performance evaluation design conducted with two to three weeks of field work, we were not able to speak with every stakeholder at every level. We mitigated this as best we could by working closely with USAID and EDC however to select the group of stakeholders with whom we would meet to make sure it was as representative as possible. We also frequently asked for additional stakeholder suggestions and checked in to make sure we had the best sample possible. We did not intend to speak with every individual since there is a point of diminishing returns with responses from similar stakeholders.

During the evaluation, the Team emphasized quality control, and conducted in-person exercises at the start of the evaluation to strengthen inter-rater reliability in the collection, coding, and analysis of data. The Team conducted a team planning meeting in Kigali during the second day of field work to finalize instruments and test instrument efficacy. Instruments were further refined and modified following the first day of data collection.

IV. FINDINGS AND CONCLUSIONS

As discussed above, the Team organized and analyzed data collected from key stakeholders and project documents to address the seven evaluation questions focused on implementation and management over 18 months of the HDAK activity (July 2017 to December 2018). Inevitably, most new information produced by a mixed-method evaluation will come from qualitative sources – informed perceptions of stakeholders gathered in interviews and discussions. The team used the interviews to corroborate the quantitative data on beneficiaries, for example, that was extracted from the reports. This is most evident in Evaluation Question 1. Below are the findings and conclusions organized by evaluation question.

EVALUATION QUESTION 1. PROJECT EFFECTIVENESS: HOW EFFECTIVE HAS THE HDAK APPROACH BEEN IN ACHIEVING INTENDED OBJECTIVES AND OUTCOMES? TO WHAT DEGREE HAS THE HDAK ACTIVITY ACHIEVED ITS GOALS, AS ARTICULATED IN THE ACTIVITY LOG FRAME AND THE MONITORING, EVALUATION, AND LEARNING (MEL) PLAN OVERALL?

- a. *What changes have participants experienced in income, employment status, and the ability to contribute to family income (baseline compared to current)? How do these outcomes vary by participant profile (e.g., sex, urban/rural, socio-economic status)?*
- b. *How effective has the HDAK activity been in providing employment opportunities for participants in “non-traditional” occupations and sectors (disaggregated by sex)? What lessons have been learned to date about reducing occupational segregation for youth in Rwanda?*

HDAK interventions focus on expanding the package of original Akazi Kanoze WRN! training (an eight module, 100-hour, soft skills training package) and BYOB training (a 30 hour training package focused on entrepreneurial and management skills), providing post-training support and accompaniment, linking to formal financial services, creating Savings and Internal Lending Communities (SILCs), and strengthening workforce development for vulnerable youth at the system level. Additionally, HDAK has expanded partnerships and linkages to the private sector, through a focus on work –based learning and job placement and promoted gender equality and women’s empowerment in the workplace.

The HDAK approach, which entails using local IPs as intermediary support providers, has proven effective in a variety of ways. HDAK works to build the organizational capacity of IPs, and the approach has been iterative, adaptive, and learning-centered. This has helped make HDAK successful in exceeding the target numbers of individuals trained, as well as in building a reputable and quality-driven training curriculum that has contributed to changing youth mentality and improving income, employment status, and self-management skills. HDAK has cultivated strong relationships with the GoR, donors, and development partners and has also been successful in adapting their mentalities to recognize the importance of soft skills training. This has contributed to HDAK’s ability to affect workforce development at the system level. For example, a soft skills training, developed under HDAK, is being integrated into a new Level 2 training and into broader GoR workforce development curriculum. The curriculum has also become part, in practice or design, of other donor-funded workforce development programs. The major findings regarding Evaluation Question 1 are detailed below.

Majority of youth find new or improved employment after the HDAK project. According to the Year Two IP Youth Transitions Outcomes Evaluation Report and performance monitoring data collected through the Youth Employment Survey, employment data show that 63.4% of HDAK graduates have new or improved employment as a result of HDAK. The Team attempted to validate this finding during its stakeholder interviews and group interviews, as well as in the limited FGDs held with youth. Nearly all graduated youth that the Team interviewed, including those both fully employed and

underemployed, stated that they are engaged in more income generating activities and therefore have higher income now than prior to the training. For example, as one youth in Kigali stated “my income selling soaps was 5000 in 3 weeks now 7000 in two weeks” and another in youth in Huye mentioned that after training he bought bananas for an income-generating activity at 4,000 and now has 95,000 and a bank account. Another Huye youth was doing nothing before and after the technical skills in mining, he gets around 17,000 a day. Has been able to save around 200,000. Every youth with whom the team spoke had a similar story; across the board whether they had nothing or little prior to training, their income and employment opportunities had increased. Some cited specific improvements in income; others spoke of the changes in terms of livestock. Results from the Year Two Youth Transitions Outcomes Evaluation Report corroborated this anecdotal evidence; out of the 63.7% of HDAK youth unemployed at baseline, 68.1% gain employment by end-line. Of the HDAK youth who had employment at both baseline and end-line, three quarters, or 75.2%, of these youth obtained improved employment by end-line. Even youth still self-identified as underemployed had more income-generating activities than prior to the training, and all mentioned they had developed a more positive attitude that opportunities would arise.

IP stakeholders interviewed cited between a 60-70% employment rate for youth following HDAK participation (including both self-employment and wage-employment). The majority of youth participating in the HDAK project that were interviewed also mentioned an improved ability to manage what they earn from an income generating activity and had an enhanced awareness of what constitutes an income generating activity or self-employment (e.g. formalizing and strengthening existing sources of incomes). Though there was fluctuation in the amount or formality of it, all youth interviewed had savings; some even had a bank account.

Further analysis in the report showed that 43.8% (\pm 4.4%) of youth created new businesses after participation in the HDAK project. According to one IP based in Kigali, HDAK participants in the national small business creation competition performed better than those who did not take the WRN! And BYOB training. Only 8.2% (\pm 2.5%) of youth participants reported that they pursued further education and/or training after completing the HDAK training. Based on conversations with beneficiaries, this low performance is largely due to financial constraints, given that the targeted populations, vulnerable youth, lack the financial freedom to pursue education (as evidenced by the fact that some of these youth left school to generate income for their family, or due to an inability to pay school fees).

Targets exceeded for youth enrolled in training and districts targeted. According to the Year 2 Implementing Partners Annual Report and the latest set of MEL plan performance indicator data, by the close of Year 2, HDAK work readiness training for vulnerable youth expanded from 3,428 youth enrolled in 8 initial districts to 15,850 youth enrolled across 23 of Rwanda’s 30 districts, exceeding its original district target of 19.

Few differences exist in outcomes by participant profile (rural versus urban, sex). The Team was not able to identify discernible differences in outcomes by participant profile (sex, urban/rural, socio-economic status, etc.). According to stakeholders interviewed, there are no discernible differences in participant profile in outcomes, recruitment, or approaches to training. However, according to those same stakeholders, differences exist across rural versus urban locations in post-HDAK training employment opportunities; namely there are more wage-employment opportunities in cities, as there is a larger private sector presence and greater opportunities for internships. This finding is corroborated by a study conducted by USAID/Rwanda in 2015 titled “Knowledge Management Review: Rural Self-Employment in Rwanda.” The report states that rural employment opportunities tend to lie more in

agriculture, agribusiness, and self-employment/income-generating activities because most employment opportunities in Rwanda are in micro-enterprise, self-employment, and agricultural.

The Team concludes that this makes the inclusion of BYOB training, provision of start-up kits, and strengthening of post-training support through youth leaders more critical in rural areas than in urban ones. The selection of appropriate and value-add crops by the local IPs for technical training, and the connection to agribusiness, is critical to ensuring there is a viable market and value. Youth also still believe that agriculture is their “parents’ job” and that it is outdated, so finding opportunities that emphasize all aspects of the value chain, including marketing and sales, could play a role in encouraging youth to engage in the field. The HDAK activity has been successful in selecting value chains with higher value in certain instances, like mushrooms.

There is a strong focus on female participation in the training and an emphasis on women’s empowerment and gender integration. The representation of women in HDAK reflects both success from HDAK in intentionally targeting female participants, as well as interest from female youth in participating due to the lack of wage- or self-employment opportunities relative to men. According to local IPs, the primary difference in outcomes by sex is that men are more likely than women to start their own businesses, while women tend to join cooperatives or secure wage employment. This does not necessarily include females with a vulnerability (e.g. single mothers), since those women typically face more challenges after the training in sustaining wage employment.

Given that 60-70% of training participants are women, women are benefiting more from the HDAK activity because they comprise a larger percentage, but there is a 7 percent difference in employment by sex, with more men employed after HDAK training. Anecdotally this is affected by motherhood and gendered cultural norms.

Limited wage employment in rural areas affects sustainability of employment. Due to the limited formal wage employment opportunities in rural areas, largely linked to the small size of the private sector, the HDAK project focuses on supporting youth to become self-employed or engaged in an income-generating activity to create their own market opportunities. Emphasizing self-employment, or more specifically income-generating activities, is both a positive move to sustainability in the face of limited employment and a risk of reduced sustainability because youth will consistently be searching for new or improved opportunities that may not have consistent wages. Creating a larger rural private sector generally is beyond the present program.

The HDAK project has been somewhat successful in providing employment in non-traditional occupations and sectors. Based on interviews with local IPs, the Team found that the HDAK project has been able to help secure employment for participants in non-traditional sectors that were identified by the local labor market assessment. However, if this is a specific objective of HDAK, then EDC and USAID need to ensure that non-traditional sectors are definitely included if local labor market assessments will largely determine sector focus. The HDAK project has encouraged both male and female youth to participate in career paths of their interests and in accordance with market opportunities.

Lessening occupational segregation has not been a central focus. In general, there has been no special attention to occupational segregation. Due to cultural circumstances and existing gender norms, girls are generally more interested in certain trades such as catering, tailoring, and domestic works, while boys generally pursue construction, welding, and masonry. The expansion of partnerships and linkages with the private sector for work experience and job placement may help to reduce occupational segregation, as some female-leaning industries, such as the hospitality industry and the tailoring industry, increasingly express being interested in having more boys in work-based learning and job placement. The Team did not encounter the converse during interviews, e.g. attempting to place

female youth in male-dominated industries like construction. This is largely due to cultural barriers, particularly in rural areas.

A few examples, although anecdotal, outline slow shifts towards the reduction of occupational segregation. One of the IP's staff mentioned being increasingly requested by hotels and restaurants to enroll more boys in catering. Another example of the shift that could progressively reduce occupational segregation is the increasing interest of boys in tailoring and hair dressing, as expressed by private companies' managers and owners during the focus group held at the in-company training. Lessons learned about reducing occupational segregation are also demonstrated by the early childhood development (ECD) caregivers' alumni, where one out of three respondents who attended the training on ECD and started a nursery school because of the training is male.

Effectiveness by Intermediate Result. The rest of this section breaks down findings on IP performance by their Intermediate Results (IRs) and sub-IRs across the indicators on which the IPs report progress. The findings are based on analysis of data from a variety of sources, including a review of relevant documents, interviews with key stakeholders, focus group discussions with beneficiaries, and observations. While there is a separate recommendations section, this question focuses on compiling lessons learned from the evaluation, including summarizing key findings from other evaluation questions.

Performance Indicator	LOP Target	Cumulative LOP	
		#	%
3.2.2-Z01 Employment Rate (percentage) of youth graduates of USG-supported workforce development programs	65%	N/A	63.44% M=67.89 % F=60.84 % Numerator = 6,149 Denominator = 9,692
EG.6-I Number of individuals with new or better employment following completion of USG-assisted workforce development programs	20,800	6149 M=2431; F=3718 Male Age (15-19) = 641 Female Age (15-19) = 915 Male Age (20-24) = 1172 Female Age (20-24) = 1735 Male Age (25-30) = 618 Female Age (25-30) = 1068	29.56%

INTERMEDIATE RESULT I: IMPROVED EMPLOYABILITY SKILLS FOR VULNERABLE MALE AND FEMALE YOUTH.

Under IR I, HDAK focuses its activities on increasing access to market relevant workforce readiness skills and employment services for vulnerable youth through the provision of work readiness skills, employment training, and expanding partnerships and linkages to the private sector for work experience

and job placement. Additionally, IR I focuses on increasing access to family planning and reproductive health information and services.

Performance Indicator	LOP Target	Cumulative LOP	
		#	%
3.2.2.4-Z01 Number of youth pursuing further education and /or training after completing USG training	3,200	549 M =250; F=299 Rural = 323; Urban = 226 Male Age (15-19) = 41 Female Age (15-19) = 101 Male Age (20-24) = 177 Female Age (20-24) = 153 Male Age (25-30) = 29 Female Age (25-30) = 48	17.16%
GNDR-4 Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	TBD on baseline	N/A	30% M=37.5%; F=62.5% Total =1825 M=936; F=889 Numerator = 1825 Denominator= 6084
EG.6-2 Number of individuals with improved skills following completion of USG-assisted workforce development programs	22,400	10,967 M=3,922; F=7,045 Rural = 5,394; Urban = 5,573 Male Age (15-19) = 1057 Female Age (15-19) = 2102 Male Age (20-24) = 1760 Female Age (20-24) = 3193 Male Age (25-30) = 1105 Female Age (25-30) = 1750	48.96%
4.7-Z05 Number of persons participating in USG funded workforce development program	40,000	15,850 M=5,687; F=10,163 Rural = 8144; Urban = 7706 Male Age (15-19) = 1441 Female Age (15-19) = 2924 Male Age (20-24) = 2628 Female Age (20-24) = 4590 Male Age (25-30) = 1618 Female Age (25-30) = 2649	39.63%

EG.6-3 Number of individuals who complete USG-assisted workforce development programs	32,000	11,097 M=3,967; F=7,130 Rural = 5,450; Urban = 5,647 Male Age (15-19) = 1073 Female Age (15-19) = 2148 Male Age (20-24) = 1781 Female Age (20-24) = 3221 Male Age (25-30) = 1113 Female Age (25-30) = 1761	34.7%
3.2.2.4-Z02 Number of internships financed by employers and facilitated by USG-Funded WFD program	16,250	4,390	27%
3.1.7-Z01 Number of people who received FP/RH message outside facilities	28,800	10,164 M=3,750; F=6,414 Rural = 5,022; Urban = 5,142	35.3%
3.1-6 Number of civil society organizations (CSOs) receiving USG assistance engaged in health advocacy	25	21	84.00%
3.1.7.2-1 Percent of audience who recall hearing or seeing a specific USG-supported FP/RH message	80%	N/A	N/A

I.1 INCREASED ACCESS TO MARKET RELEVANT WORKFORCE READINESS SKILLS AND EMPLOYMENT SERVICES FOR VULNERABLE YOUTH

Under IR 1.1, HDAK has increased access to market relevant workforce readiness skills and employment services for vulnerable youth.

I.1.1 EXPAND PACKAGE OF AKAZI KANOZE WORK READINESS AND TECHNICAL SKILLS TRAININGS.

As mentioned above, HDAK has revised WRN! and rolled out its updated modules in 23 out of the 30 districts in Rwanda to increase access to market relevant workforce readiness skills and employment opportunities for vulnerable youth. According to the Year 2 Implementing Partners Annual Report by the end of Year 2, HDAK work readiness programs for vulnerable youth expanded exceeded its performance target, expanding from 3,428 youth enrolled in eight initial districts to 15,850 youth enrolled across 23 of Rwanda's 30 districts. HDAK has also expanded its package of trainings to formally include the BYOB training, which emphasizes entrepreneurial and leadership skills, in its WRN! package. It has also strengthened post-training support and accompaniment, from focusing on the use of IP field officers, to identifying Youth Leaders early in the training to mentor and support youth in finding and sustaining employment after completing HDAK.

Regarding equitable and inclusive access to HDAK training activities for youth with disabilities, HDAK has selected an appropriate IP in the Rulindo District, one of the 23 districts where the project is implemented. The strategy of choosing one IP for disability inclusion, as well as the lack of an IP budget specifically allocated to disability inclusion has not allowed for equitable and inclusive access for youth with disabilities across all the districts in which HDAK is being implemented. According to IPs, it is easier to focus on including persons with a less debilitating physical disability over learning, hearing, or vision impaired youth because they require fewer additional resources and adaptation. If inclusion is to be a strong focus for HDAK, this data does provide a basis for rethinking the strategy to mainstream disability across the 23 districts and to ensure that grantee budgets adequately account for associated costs. Fully expanding access for inclusion would require in-house capacity of local IPs, including identifying training locations with sufficient accessibility (i.e. entrances, bathrooms), hiring trainers with sign language or braille training, and facilitating transportation. The Team only observed a small sample of training sites that were unsuitable and cannot extrapolate to all. Therefore, this is an area for further EDC exploration and follow-up with local IPs.

I.1.2 EXPAND PARTNERSHIPS AND LINKAGES TO THE PRIVATE SECTOR FOR WORK EXPERIENCE AND JOB PLACEMENTS.

In addition to the employment preparation training program, which focuses on WRN! and technical skills training, HDAK builds partnerships with, and links youth to, the private sector for internships/apprenticeships and other work-based learning (WBL) opportunities. In addition to more formal internships and apprenticeships, WBL also includes shadowing and observation, which provides students with real-life work experiences where they can apply academic and technical skills learned in the WRN! and BYOB training.

According to the Year 2 IP Annual Report, an increased number of youth report participating in an internship or apprenticeship after engaging in the HDAK program. At the baseline, only 13.5% ($\pm 3.1\%$) of HDAK youth responded that they had participated in an internship or apprenticeship in the past 6 months. By the end line of the study, after completing the HDAK program, roughly half (49.8% $\pm 4.5\%$) of youth survey participants reported participating in an internship or apprenticeship as a result of HDAK assistance. During FGDs with youth, the Team also found that a small percentage of youth participated in formal internships. Those that did not participate felt it was a major impediment to securing employment and stated that this should be a requirement for the youth-serving organizations. All youth the Team interviewed who had an internship opportunity received full-time employment upon completion; however, this cannot be extrapolated to all beneficiaries.

IP staff interviewed stated that they faced challenges in securing internships/apprenticeships for youth, as some private companies - especially those in the beauty industry - request to be paid a certain fee for youth to participate in internships in their companies. The fee requested – a standard Rwandan practice - is stated to be compensation for employers for the materials and equipment youth use during internships. Other challenges highlighted are those faced by youth in the agribusiness sector, where it is difficult for youth to obtain internships due to the limited presence of agro-processing companies in rural areas. The small size of the private sector both in terms of numbers of companies and the number of employees is a key challenge for work-based learning and employment after training.

I.1.3 PROMOTE GENDER EQUALITY AND WOMEN'S EMPOWERMENT IN THE WORKPLACE

HDAK aims to promote gender equality and women's empowerment in the workplace, and supports youth in pursuing non-traditional career paths, in line with their interests and market opportunities. In this regard, HDAK conducted a social inclusion assessment in Year 1 of implementation, leading to the development of a strategy for gender inclusion. Not only does HDAK strongly emphasize female participation in trainings, Year 2 HDAK data showed that more than half of youth (58.2%) held gender

equitable beliefs at baseline and 75% of remaining youth showed improvement in gender equitable beliefs at end line, based on perception-based survey data.

Overall, the project has been successful in empowering women and in promoting gender equitable beliefs, including boasting high levels of female participation in the trainings across implementing partners, including single mothers. The majority of HDAK implementing partners, namely 10 of 11 (91 percent) of IP staff interviewed, stated that a higher number of girls participate in the training than boys. During interviews with IPs however, it was not clear how these local IPs encourage both male and female youth to participate in career paths that are both of interest and aligned with viable market opportunities. One local IP's staff in the culinary arts industry working with hotels mentioned that once they started training, hotels asked for more boys. As a result, the IP started enrolling young boys in the training, expanding access for boys. The evidence at this stage is anecdotal but occurring consistently across IPs. There is a persistent challenge with female participants shying away from some male-dominated trades and vice versa due to cultural norms and perceptions around gender. To counteract this, gender-equitable messaging is delivered within the WRN! Curriculum, and HDAK has developed awareness-raising materials for youth on this topic. HDAK has also organized a special campaign to encourage women to participate in male-dominated trades. However, the Team could not obtain a clear understanding from IPs regarding their strategy and approach to this topic.

A challenge that remains in women's empowerment is for single mothers, one of the most vulnerable sub-groups of targeted youth. The majority of single or young mothers bring their babies or young children to trainings because they are breast feeding or have no one to watch them. This can be disruptive both to the young mother's learning as well as to the other students in the class. Women in the classrooms observed were supportive of each other, taking a joint approach to child care. One IP visited mentioned that they designed the training and schedule so that women participants split the class into two sections (AM and PM sessions), with each group watching the other's children. Another IP mentioned designating a portion of their budget for daycare but had not yet rolled it out. The costs associated with on-site day care, including whether it would be cost prohibitive for the IP, is unclear. Thus, it is not clear whether this is something that EDC can require of IPs during the granting process.

1.2 INCREASED INFORMATION ABOUT FAMILY PLANNING AND REPRODUCTIVE HEALTH SERVICES PROVIDED TO VULNERABLE YOUTH

To promote health awareness among vulnerable youth, HDAK has included the provision of information about family planning and reproductive health services under the WRN! Training. In this regard, HDAK has been effective in delivering information about family planning and reproductive health services to all the 15,850 youth that attended WRN! Training according to the project's monitoring data.

HDAK management also stated that they are working with other USAID health, nutrition, and family planning projects to establish collaboration frameworks to synergize across projects and access to services. It is yet to be determined how HDAK intends to ensure that past graduates and current graduates access such services.

INTERMEDIATE RESULT 2: INCREASED VIABLE SELF-EMPLOYMENT AMONG VULNERABLE MALE AND FEMALE YOUTH

Performance Indicator	LOP Target	Cumulative LOP	
		#	%
4.7.3.3-Z02 Number of youth who created new businesses as a result of USG Assistance	6,760	3,596 Rural = 2,006; Urban = 1,590	53.20%
Percentage of youth businesses with increased capacity as a result of Huguka Dukore assistance	75%	0	0%
Number of firms receiving USG-funded technical assistance for improving business performance [EG.5.2-1]	4,000	657	16.43%
4.2.1.3-Z01 Number of beneficiaries with new market linkages as a result of USG assistance	5,000	1,809 Rural = 1,145; Urban = 664	36.18%
EG.4.2-1 Total number of clients benefiting from financial services provided through USG-assisted financial intermediaries, including non-financial institutions or actors	13,000	7,861	60.47%

Under IR 2, HDAK program also aims to prepare vulnerable youth for viable self-employment options by delivering entrepreneurship training, identifying agriculture value chains opportunities, and linkages to growth markets. Vulnerable male and female youth are also trained on how to access saving and loan services through financial service providers and SILCs, as well as what options are available to them.

According to the IP Outcomes Evaluation Report, there was a 42.7% increase in youth self-employment from baseline to the point of data collection in 2018, with 43.8% of youth having created new businesses after participation in the HDAK project. In Year 1, the project was confronted with the challenge of deciding who should and who should not receive BYOB training. Across most of the IPs approximately just 25% of youth who received WRN! Training received BYOB training. The other three quarters of the WRN! Trainees did not receive BYOB training in Year 1 even though they were interested in becoming self-employed because that was not yet part of the HDAK approach. Resources were not yet allocated to BYOB, and the HDAK model separated the two training packages. BYOB training was expanded to include all youth in Year 2 as part of EDC's continual commitment to CLA, and based on youth demand for the training, the limited availability of wage-employment, especially in rural areas, and a realization that entrepreneurial skills would be beneficial for all youth trained.

2.1 IMPROVED QUALITY AND RELEVANCE OF ENTREPRENEURSHIP AND MARKET FACILITATION SUPPORT

HDAK has been successful in training 5,500 youth in the BYOB advanced entrepreneurship training program.

2.1.1 FACILITATE LINKAGES TO GROWTH MARKETS

To facilitate linkages to growth markets, HDAK is working with IPs with experience in agriculture value chains development, such as the Conseil Consultatif des Femmes (COCOF) and Imbaraga (the Rwandan Farmers Federation), who can provide technical skills in agri-business. They have also facilitated linkages with agri-enterprises like GreenTech and Kigali Farms, among others. In this regard, one of the IPs has facilitated partnerships between vulnerable youth and Kigali Farms, whereby 17 vulnerable youth have received training and technical support in mushroom growing. Out of total amount required for this group to start growing mushrooms, only 33% was obtained through Savings and Internal Lending Communities (SILCs). After securing additional funds through Imbaraga, this group grew mushrooms and made a gross profit of 43.5% of total amount invested. According to the youth interviewed, after deducting all expenses, their profit margin was too small to distribute among group members, so they decided instead to reinvest their profit in mushroom growth for an additional year. They used this year to determine if the mushroom value chain can serve as a self-sustaining income generating activity. This example shows the challenges faced by the program in supporting partnerships in growth markets for vulnerable youth that lack the start-up capital necessary for self-sustainability.

2.1.2 PROVIDE ENTREPRENEURSHIP TRAINING, ACCESS TO SAVINGS AND LOAN ASSOCIATIONS AND TECHNICAL SKILLS TRAINING TO VULNERABLE YOUTH

HDAK aims to provide entrepreneurship training and support to youth participating in SILCs, designed to enable youth to support each other in saving capital and borrowing microloans for income generating activities or micro-enterprises.

The SILC approach has been relatively successful given the lack of formal alternatives, since the saving capacity and incomes of vulnerable youth are very low, especially before the HDAK training. HDAK has been effective in guiding youth to join SILCs in all districts where the project is being implemented. According to the Year 2 Quarter 2 Implementation Report, HDAK has been able to guide 5,079 youth in SILCs through the creation of 348 SILC groups. The Team met with more than 150 youth and conducted focus groups specifically with SILCs in the regions it visited to discuss their experience. For the majority of the HDAK graduates, SILC is the only option available to gain access to start-up capital, especially in rural areas. Micro-finance institutions and banks have more stringent loan requirements, and the majority of out-of-school youth lack the access to the employment and income required to comply with these regulations and collateral requirements.

However, the SILC model has various limitations, including the fact that most SILCs have an inadequate amount of capital that youth can access, as they are funded solely by member contributions. Thus, SILCs generally lack the capacity to provide youth with the amount of start-up capital that is needed for them to start a new business. However, SILCs appear to be successful in supporting rural youth who are starting cooperatives or working in agriculture/agribusiness collectively. Youth interviewed, however, stated that because the amount of start-up capital was low, the return on investment takes time and most are participating in other income-generating activities or wage-employment to supplement income. However, it is still a success, as youth have access to supplemental income that requires minimal effort (e.g. mushroom growing cooperative).

2.1.3 YOUTH ACCOMPANIMENT AND BUSINESS DEVELOPMENT COACHING

HDAK provides post-training coaching, mentoring, business development, and job placement support to program graduates. In this regard, each IP has local field officers responsible for providing such support to graduates. Across all IPs interviewed, staff expressed that meeting youth's ongoing support needs is a challenge. Some IPs have only one field officer with the responsibility of providing post-training, coaching, and mentoring support to 350 youth. Interviewed graduates mentioned having received a 10 to 15-minute follow-up call as a part of the youth accompaniment program, only once in six months after finishing the trainings. Field officers interviewed mentioned the accompaniment program being the most challenging aspect, as the number of graduates is too high for one field officer alone. The ratio of one field officer for 350 youth is unrealistic for the provision of proper post-training/follow-up support. This is discussed further in Evaluation Question 2 below.

Members from the different key stakeholder groups, e.g., district administration, IPs, and youth, identified the lack of post-training/follow-up support as one of the main challenges that youth are confronted with. AKA also confirmed that one of the greatest challenges of the HDAK approach was the inadequacy of post-training support due to budgetary/resource and capacity issues.

As an example of EDC's commitment to CLA and strengthening HDAK, and thereby improving the likelihood of sustainable and positive outcomes, HDAK launched a youth leadership program, providing a mechanism whereby youth leaders facilitate peer-to-peer accompaniment and employment support. These youth leaders are nominated by the training class as the peer point of contact for support and mentoring during and post-training. This individual is incentivized through recognition, responsibility, resume-building, and attendance at youth leader-centered events. These new accompaniment mechanisms were introduced in the second quarter of 2018 and have not yet provided tangible results for the Team to conclude on their effectiveness.

2.2 EXPANDED ACCESS TO ENTREPRENEURSHIP SUPPORT PROGRAMS FEMALE AND FEMALE YOUTH

2.2.1 FACILITATE BUSINESS LINKAGES BETWEEN YOUTH MICRO ENTERPRISES AND FINANCIAL SERVICE PROVIDERS

One of HDAK's IPs, Connexus, is facilitating linkages between SILCs and microfinance institutions to develop financial products specifically for vulnerable youth. These products take into account vulnerable youth's lack of capital and savings. In this regard, Connexus has made strides in the following areas: mapped all financial service providers, selected financial service providers with youth friendly and affordable services in the district where the project is implemented, provided them with adequate trainings, and linked those financial service providers with IPs. At the time of the evaluation, the Team could not yet determine if and how these linkages have effectively allowed vulnerable youth to access capital from microfinance institutions because as one of the selected Financial Service Providers (FSPs) interviewed mentioned, no loans had been disbursed and no appropriate financial products for vulnerable youth had yet been developed.

2.2.2 BUSINESS DEVELOPMENT SERVICES FOR SUCCESSFUL ALUMNI ENTERPRISES

HDAK offers a business development training package for 4,000 youth who are already managing a micro-enterprise and/or have small income generating activities with the potential for growth. In this regard, HDAK has developed curriculum in collaboration with AKA. Given that the majority of IPs interviewed are still in the early stages of delivering the GROW training to HDAK alumni with established businesses, it was not possible to assess the effects of the training on business growth in terms of income increase, employment improvement, and job creation. Because of GROW's nascent stage in implementation and the small number of alumni with whom the team spoke, as of the mid-term evaluation, it remains unclear as to whether the HDAK GROW approach is one that will be successful

in supporting vulnerable youth transition into sustainable income-generating activities. This is an activity that requires evaluative follow up in six months.

INTERMEDIATE RESULT 3: HIGH QUALITY, MORE COORDINATED WORKFORCE DEVELOPMENT DELIVERY SYSTEM

Performance Indicator	LOP Target	Cumulative LOP	
		#	%
3.2.2.2-Z01 Number of USG supported workforce development institutions meeting or exceeding minimum job placement rate (60% or more job placement for youth	12	15	125.00%
Number of organizational competencies developed	TBD		
3.2.2.2-Z02 Percentage of implementing partners meeting or exceeding the target of 80% retention of youth undergoing training	80%	19	100%
4.2.2-Z01 USD value of cost share provided by government, private sector and development partners targeting USG WFD beneficiaries	350,000	299,244.23	85.50%
Number of employers participating in and contributing to skills development and employment services for vulnerable youth under the Huguka Dukore Activity	800	565	70.63%
3.2.2.2-Z03 Percent of targeted workforce development institutions with established referral networks	75%	14	74%

Under IR 3, the HDAK project focuses on developing a more coordinated workforce development delivery system by strengthening networks between public and private workforce actors and improving the capacity of local IPs to provide youth with high quality employment services.

3.1 STRENGTHEN TECHNICAL, FINANCIAL AND OPERATIONAL CAPACITY OF THE AKAZI KANOZE ACCESS

The project aims to strengthen AKA technical, financial, operational, leadership, and managerial capacity, to achieve sustainability of the objectives of the HDAK activity. The capacity of AKA is still insufficient to carry out implementation of HDAK activities alone at this time beyond the implementation period or in the next iteration, if EDC were not closely linked in implementation and resources.

3.1.1 IMPROVE AKA ABILITY TO STRENGTHEN IP CAPACITY TO OFFER EFFECTIVE AND SUSTAINABLE EMPLOYMENT SERVICES FOR VULNERABLE YOUTH

HDAK provided technical and capacity building support to AKA on systems strengthening, planning, and local labor assessment to improve the effectiveness and sustainability of post-training support for vulnerable youth. AKA was involved in curriculum development, the updating of WRN!, BYOB, and GROW, conducting training of master trainers, and providing training of trainers to IPs. AKA's role includes, among other responsibilities, the provision of data collection and analysis mechanisms to IPs. Based on interviews with local IPs, observation of their trainings, and site visits to their offices, it appears that the HDAK project has been successful in improving AKA ability to strengthen IPs' trainer capacity in the provision of the HDAK training package, and less successful in building their capacity to strengthen IPs' ability to report consistent and reliable employment and income data collection and reporting. The latter claim is based on inconsistent definitions of employment articulated during interviews of IPs staff, and self-identified levels of capacity in M&E data collection and analysis. A positive mitigating factor is that each local IP now has an in-house M&E fellow to support the collection and aggregation of data. However, until all IPs consistently define employment (even to outside stakeholders like the Evaluation Team during interviews), the level of capacity in data collection is not yet sufficient.

3.1.2 STRENGTHEN AKA ORGANIZATION LEADERSHIP AND MANAGEMENT

There is a need to further strengthen AKA organizational leadership and management. It was initially planned that EDC would support AKA in the development of a robust financial management system and strong technical and administrative leaders within the organization, and guide AKA on developing funding strategies to support long term viability of the organization. However, this has not yet completely occurred. AKA is fully financially dependent on the HDAK program and has limited financial and operational capacity to coordinate the IPs sub grants. Further, AKA staff mentioned gaps in resource mobilization, as well as a limited understanding of USAID rules and regulations, grants management, and project management. To lessen these gaps, HDAK recently facilitated AKA's participation in trainings on USAID rules and regulations.

3.2 IMPROVED CAPACITY OF WORKFORCE DEVELOPMENT INSTITUTIONS TO PROVIDE RELEVANT DEMAND DRIVEN EMPLOYMENT SERVICES FOR VULNERABLE YOUTH.

According to the original project design document, this capacity enhancing objective is meant to increase responsiveness to market demand, to adapt curricula and advocate for the incorporation of a more inclusive skills certification pathway, and to position AKA to serve as a recognized certification agency for work readiness and employment training in Rwanda. The evaluation takes this intention as the basis for the analysis in this section.

3.2.1 INSTITUTE DEMAND DRIVEN CURRICULUM ADAPTATION PROCESS

HDAK aims to collaborate with the Workforce Development Authority (WDA) and other development partners to create and adapt curricula designed for vulnerable youth in technical skills areas with evidence of market demand. In this regard, HDAK contributed to the development of the capacity of government entities, including the WDA, to develop Technical and Vocational Education and Training

(TVET) curricula themselves. HDAK has also provided support to Rwanda Polytechnic (RP) by working on the development of soft-skills training curricula for Level 2 TVET training. This initiative supported by HDAK is the first at the national level designed to bridge the gap between Level 1 TVET and Level 3 and beyond, which previously was inaccessible by Level 1 graduates. HDAK has also provided support and training manuals and has supported RP in the development of accompaniment or post-training support mechanisms for their national-level technical training programs to ensure graduates of HDAK successfully transition into sustainable self-employment activities in rural communities.

HDAK also played an important role in contributing to the development of a more responsive and coordinated youth workforce development system at the national level and district level, by working with GoR institutions, in addition to working with members of the donor community. The GoR possesses strong political will for youth employment. For example, the Ministry of Youth expressed significant interest in working with key stakeholders in developing and implementing youth economic empowerment initiatives. HDAK has also developed a good working relationship with the Ministry of Public Service and Labor and the Ministry of Education (MoE). GoR officials recognized the value of HDAK and, this is concretely evidenced by the integration of the WRN! Curriculum into the national technical education curriculum.

3.3 INCREASED INVESTMENT IN SKILLS DEVELOPMENT BY RWANDAN STAKEHOLDERS

HDAK continues to be successful in establishing partnerships and collaborating with Rwandan stakeholders. HDAK participates in the TVET subsector working group and is the co-chair of the competency-based training taskforce. It also participates in other sector working groups and taskforces that focus on youth economic empowerment. This provides HDAK with an opportunity to coordinate national-level youth employment efforts with key stakeholder groups. However, several key stakeholders stated that one of the limitations at the national level related to youth economic empowerment is the lack of GoR-led engagement and their internal capacity for that level of coordination (e.g. taking the lead) of youth employment initiatives.

3.4 STRENGTHENED NETWORKS AND INFORMATION SHARING BETWEEN PUBLIC AND PRIVATE WORKFORCE DEVELOPMENT ACTORS

Under this sub IR, the HDAK program aims to link youth to employment, specifically through strengthened networks and information sharing between public and private workforce development actors. According to stakeholders, apart from isolated initiatives by development partners to engage private sector companies at the district level, no major efforts are being undertaken at the national level to strengthen information sharing between public and private workforce development actors. However, HDAK does collaborate with workforce development partners at the district level. As an example, HDAK works with the Association for the Promotion of Education and Training Abroad (APEFE), in developing the capacity of private sector enterprises, which receive HDAK beneficiaries for WBL. The training of private sector companies is well received by private sector managers/owners, as the organizations also learn how to accommodate youth that join their companies as apprentices. During a FGD at the private sector training, managers mentioned having struggled to accommodate youth in their organization. The private sector employers interviewed by the Team who had HDAK training in the past subsequently felt more confident mentoring youth.

EVALUATION QUESTION 2. IMPLEMENTATION PROCESS: WHAT HAVE BEEN SOME OF THE PRIMARY FACTORS FOR SUCCESS, AS WELL AS KEY CHALLENGES, IN PROJECT IMPLEMENTATION?

Implementation of the HDAK approach has evolved over its first two years, in order to enhance its employment success and effectiveness on income, introducing several components in Year 2 which were not included in the Year 1 model. For example, all participants now receive the BYOB module and

work-based learning as part of the training package, and the accompaniment model has evolved to focus on youth-leader support for follow-up activities, in lieu of field officers, due to the growing number of youth participants. All IPs in Year 2 are also required to conduct a local labor market assessment to become more familiar with the economic sectors and occupations that have the greatest need for skilled workers. Given that HDAK has proven adaptive to programmatic and contextual changes, the Team has indicated areas in which the IP has already attempted to address the challenges listed.

FACTORS OF SUCCESS

This section identifies several factors that have contributed to the success of the HDAK approach/model in equipping youth with demand-driven skills that facilitate their transition into sustainable, viable income-generating activities or employment.

“We have very fruitful cooperation with EDC. They work with Levels 1 and 2. We are working to bridge the gap between 1 and 2 and the higher levels. We conducted the first workshop with EDC and AKA to develop something for in-company training. We will find ways of working together.”

-Donor partner

Strong degree of coordination with key stakeholders. The HDAK project has benefited from coordinated efforts with a wide range of stakeholder groups, particularly government entities. HDAK has worked to ensure that all key stakeholders, both in the GoR and among other donors, are actively involved in the implementation of the HDAK approach/model. The HDAK project coordinates its efforts across government ministries, including the Ministry of Youth, Ministry of Education and the Ministry of Public Service and Labor. HDAK

also coordinates with government institutions providing services in employment promotion and youth workforce development including organizations under the Ministry of Education including the RP, WDA, and the National Employment Program (NEP). The high degree of coordination between the HDAK project and key government counterparts has led to the integration of the WRN! curriculum into the national technical education curriculum. All GoR officials, both at the national and district level were positive about their collaboration with the HDAK project and recognized the value of soft skills training, viewing HDAK as a crucial contributor toward workforce development.

The HDAK project also coordinates its efforts with other donor entities in the workforce development and technical education sectors. For example, HDAK and the German Agency for International Cooperation (GIZ) are working on developing a Level 2 TVET curriculum which can be used by disadvantaged, out-of-school youth as an entry point into technical education and then as a future career path. The strong coordination between the HDAK project and key stakeholders is reflected in a statement by a donor in the text box above.

“We get a lot of support from the government. For the selection process, we do it with district, sector, village authorities. Without them we don’t know who is in category 1 and 2. We can’t call the youth without their permission. We do coordination meetings with representatives for youth, for local government. We report to them every progress of the project. If there is something not going well, we inform the local government. They evaluate us. We have to be accountable to local govt.” –Local IP staff

Strong relationships and support from district level government officials. District administrations support the HDAK project by participating in the selection process of project participants, attending regular coordination and implementing meetings to review and monitor the implementation of the project, and supporting post-training follow-up support to graduates who transition into income-generating activities or self-employment schemes. The strength of this collaboration benefits HDAK’s implementation of training, as selecting target youth requires the support of District governments who maintain socio-economic data needed to identify these youth.

District administrations and local IPs collaborate through performance-based contracts. As district officials have a target for youth employment in their performance contracts, this incentivizes their active participation and buy-in to HDAK's success in training and employing youth. So far, the activity has been successful in aligning these objectives through continued collaboration with District government. These contracts have been largely successful in encouraging cooperation from district officials, as explained by one IP: "District administration now puts in their performance contracts: youth with jobs. The government is supporting this effort even without the funding. This is good politics for the government. Each representative needs to present how many youth have been employed".

SILC models are effective in encouraging saving. SILC groups are small saving and lending communities established by graduates of HDAK. They are meant to serve as a source of start-up capital for youth interested in establishing an income-generating activity or small-scale enterprise. All of the youth who have participated in the HDAK, from a wide range of IPs, spoke positively on the benefits of the SILC group model as an effective means for saving and pooling funds. This is particularly true because for nearly all of the youth served by HDAK, collateral to secure formal loans or credit doesn't exist. In particular, youth praised the model of peer support that the SILCs encourage. As each individual youth is reliant on the contributions of all the other members, they are strongly incentivized to provide savings to the group rather than spending. The majority of SILC groups interviewed by the Team had designated set distributions and intervals for contributions, for example contributing 500 Rwandan francs each month. These elements add further motivations and encourage continued participation and savings among youth. Furthermore, the Team found that these groups have had tangible social benefits, creating friendships and social bonds among the youth in their communities. Youth spoke highly about the model of peer support and encouragement that the SILC groups provided, in which other youth reinforced lessons about savings from the WRN! training.

CHALLENGES IN IMPLEMENTATION

This section identifies some of the challenges that the HDAK project has been confronted with during implementation of the HDAK approach/model.

Lack of sufficient start-up capital for graduates. The lack of start-up capital and/or kits has been a fundamental challenge in creating greater self-employment opportunities and income generation for youth, particularly in regard to agriculture. This limitation was cited widely across stakeholder groups, including IPs, district government, and youth. As a majority of graduates seek self-employment opportunities upon completing the course, these youth require start-up funding to purchase equipment, land, or other products to start their business. While HDAK promotes the SILC groups as the primary means of providing start-up funding, youth and local IPs agree the amounts generated from these groups are not sufficient to start and maintain profitable self-employment. According to one local IP's staff, "start-up capital is a challenge and SILCs are not helping sufficiently with start-up capital. The savings from SILC groups is not sufficient, as any loan from a SILC is too small." Although effective as a savings and peer support group, the contributions made have not been enough to drive employment creation among graduates. Given HDAKs targeting of the most vulnerable, youth have few assets and generate little income prior to entering WRN!/BYOB, and therefore are only able to contribute small amounts to SILCs every month. Given the high numbers youth in the groups (up to 30), this reduces their effectiveness as a lending tool on a large scale. This is coupled with the challenge that youth do not have the collateral necessary to apply for formal loans (described below). A lack of start-up capital has proven to be a significant challenge to greater income generation among youth.

There are local IPs, including IMBARAGA, who do provide start-up kits, though the amounts also tend to be relatively small (around 10 thousand Rwandan francs). The views of IPs who provided start-up kits were reflected by other stakeholders, agreeing that the amount that they provide is too small to be a sufficient source of capital to start a business. Staff from one local IP providing start-up materials stated,

“With start-up kits, [the amount] is too small because these students do not have access to land. Students need to get money to rent the land. If he has to farm that land, he needs to buy seeds and fertilizer.”

Lack of access to formal financial institutions. Closely related to the issue of start-up capital is the challenge of access to formal finance. In interviews with both youth and financial institutions, the Team found no evidence of youth being provided formal funding or credit on a wide scale. The primary reason for this is a lack of collateral. Given that HDAK targets the poorest youth, graduates of WRN! and BYOB lack sufficient assets to borrow against at a formal bank. The local financial institutions that the Team interviewed cited the lack of collateral and associated risk as the primary reason that they do not lend to more youth. The bank expressed interest in providing loans and financial services to youth but said that the risk of default was too high to justify loans.

“We want to encourage those with disabilities to join, to be inclusive. We have had some success with this. We try as much as possible, but due to limited resources we cannot accommodate those with all types of disabilities. For those who are blind, we don’t have materials in braille. Sign language translators for those who are deaf. It can be hard to find them. We cannot provide wheelchairs. Also, with young mothers, it can sometimes be disruptive. We don’t have childcare support.” -Local IP staff

The Team acknowledges that work is currently being done to develop and incorporate youth-friendly lending services, largely through EDC partner Conexus. They are working to facilitate connections between banks and youth and improve levels of trust toward HDAK graduates. They are currently in the process of mapping Rwandan financial service providers that offer youth-appropriate financial services to improve the availability of these services.

Inclusion of youth with disabilities and additional needs. According to interviews with stakeholders and limited visits to training sites, youth with disabilities and other needs are not receiving adequate support from the HDAK project, despite being an objective of the HDAK project. Currently, local IPs are not able to provide support to this group to the desired degree, because additional funds have not been made available to supplement overall training costs for disabled youth or those with additional needs. Local IPs indicated that there was a lack of sufficient facilities that are accessible for persons with disabilities; training materials for visual impairments; transportation for the physically disabled; and availability of daycare for single mothers. While facilities and infrastructure are outside of the HDAK scope, they are still prohibiting factors for inclusion. This has restricted vulnerable populations from accessing the benefits of the HDAK program. Furthermore, HDAK does not provide supplemental funding to local IPs to cover the costs associated with teaching youth with disabilities or additional needs. As a consequence of the lack of supplemental funding from HDAK, staff from two local IPs have indicated that this has led them to intentionally select youth without disabilities to avoid the extra costs and resources needed from their own budgets to accommodate those students. As one staff member from a local IP explained, “They say that the project is inclusive but that’s only on paper.” The same staff member stated that, unless they are provided with more financial support by the HDAK project, they will not be able to increase the number of participants who have special needs.

It should be noted that EDC has made efforts to accommodate those with disabilities, including developing braille language course materials for WRN!. It is not clear at the time of the evaluation how widely these materials have been disseminated, as indicated by the quote above.

High targets have created trade-offs in youth support. Increasing the number of graduates has certainly had positive benefits for youth. These benefits include increased levels of youth employment and income generation expanded numbers of youth receiving valuable soft skills training, and an overall strengthening of the workforce development system in Rwanda. However, the Team found that rapid scale-up of the activity scope has led to trade-offs, particularly in difficulties in service provision, trainee

follow-up and post-training support. As the number of youth has increased relative to the numbers of staff available at each local IP, this has put strain on the ability of the field officers to provide follow-up accompaniment to each graduate. Following a learning review with all IPs in Year 2, the ratio was revised to one field officer per 200 youth. Field officers have stated that due to the numbers of youth for which they are responsible, they have less time per graduate to follow up on individual business plans and provide individual support. At least two of these field officers have substituted brief phone calls for in-person visits with more one-on-one counselling. EDC expressed awareness of these challenges, stating, “talking about challenges, you have growing pains going to scale. What used to be a really nurturing Personal Development Plan (PDP) was so much easier, however now we are unable to provide individualized follow up with PDP.” In response, the HDAK model has evolved to address this challenge by introducing accompaniment by peers through the SILC groups. This approach supplements the follow-up support provided by local IP field-officers with peer support and mentorship through SILC groups. This peer accompaniment approach has been well-received by youth as well as local IPs, as it addresses the issue of in-house resources. It is still too early to draw firm conclusions as the approach had not yet been fully introduced at the time of the evaluation. However, initial data indicates that while peer accompaniment is not a full substitute for professional mentorship, it has mitigated somewhat the challenges associated with providing post-training support to large numbers of graduating youth.

Inconsistencies in local labor market assessments. According to local IPs and EDC, formal local labor market assessments were not conducted by all local IPs in Year 1, as the requirement or standard procedures had not yet been established by EDC at the local level. Approximately half of IPs stated they did not conduct a local labor market assessment in Year 1. One IP staff member also mentioned that the district administration selected the sectors for market assessments.

By Year 2, all IPs were expected to conduct market assessments after they had been trained by AKA, prior to implementing any components of the HDAK model. The capacity of local IPs, particularly in the rural areas, varies across organizations. Limited capacity has implications for how IPs tailor and deliver their training and support with respect to their regional labor market. However, if the local labor market assessment indicated that IPs were expected to offer a technical training course for which they did not have the in-house capacity, then they would have to sub-contract out this service to a different service provider, creating additional challenges.

In order to address this mismatch between supply and demand, after Year 1, AKA began to train the IPs on how to conduct a local labor market assessment and synthesize the results. Improvements made to the capacity component of the HDAK program aim to address these challenges, but the Team was unable to evaluate the efficacy of the changes due to their recent implementation.

Lack of available technical training at TVET Level 2. TVET Levels 3 and above provide certifiable technical trainings in several vocational trades and skills. Currently, there is a gap between Levels 1 and 3, with no bridging training between the two, which presents a significant challenge. Many of the marginalized, out-of-school youth supported by HDAK reside in rural communities, and therefore do not have the academic qualifications to enroll in Level 3 vocational training courses. As a result, even after completing HDAK training they are not able to access certified technical training provided at Level 3 and above.

To address this concern, HDAK is involved in the development of Level 2 training curricula, integrating WRN! training into the coursework. The development of Level 2 curricula will provide an opportunity for out-of-school youth, many of whom are from rural areas, to enroll in the formal TVET system and develop skills of semi-skilled workers. The Level 2 training will be 70% practical, with a total of 1,200 hours, nine months of institution/school-based training and three months of on-the-job attachment. The entry requirements for Level 2 training is not based primarily upon academic credentials but rather by age, with participants required to be at least 16 years old to participate. Following the completion of the Level 2 training, youth could also potentially transition into higher level TVET courses, such as Level 3, 4

and 5, which prepare skilled workers.

EVALUATION QUESTION 3. IMPLEMENTING PARTNER: HOW CAN THE IMPLEMENTING PARTNER IMPROVE ACTIVITY OUTCOMES AND IMPACT?

The Team found that the HDAK approach is iterative and continues to evolve in order to mitigate identified challenges and strengthen implementation. The Team also found that sufficient capacity of AKA and local IPs is critical to achieving sustainable outcomes. The primary challenges identified by local IPs during the evaluation are in post-training follow up, understanding the WRN!/BYOB curriculum, and tracking employment and income data.

HDAK approach/model continues to evolve. The HDAK approach continues to evolve, as new interventions are introduced to address challenges facing local IPs in achieving targeted outcomes and impact. As new interventions are conceptualized, developed, and introduced, EDC and AKA are responsible for developing the capacity of the local IPs to ensure that they are effectively implemented. These new interventions include local labor market assessments, work-based learning, youth leadership, peer support, accompaniment, post-training financial support, mentoring/coaching and maintaining the ratio of HDAK IP staff to youth beneficiaries. These activities have all been recently introduced as part of the continual learning and improvement process.

However, once new interventions are developed, and their respective standard operating procedures are finalized by EDC, technical assistance needs to be provided to AKA and local IPs to ensure they understand and can implement the procedures. First, EDC must develop the capacity of AKA so that AKA is able to assume a role as the primary capacity builder of local IPs. Subsequently, AKA must monitor, on a continuous basis, the implementation of the new intervention to ensure that it is being implemented properly and that the local IPs have the “in-house” capacity for implementation. The introduction of new interventions to the HDAK approach on an annual basis places additional management challenges on AKA, which they have already identified as one of their own capacity challenges. Based on interviews with local IPs, AKA, and HDAK staff, this challenge is not currently being addressed in a way that has achieved desired capacity outcomes.

Capacity and commitment of AKA is critical to sustainability. According to AKA and EDC management, the primary role of AKA is to serve as the quality assurance arm for the training given by local IPs. AKA has been responsible for activities in the early phase of the HDAK project, including developing and contextualizing the different interventions for the training modules. These interventions include WRN!, BYOB, GROW, and “in-company” training modules. AKA seeks to continue the work of HDAK after the activity ends, and therefore its success is crucial to the sustainability of the HDAK model.

“We know EDC has a pool of experts writing proposals, research. We don’t have that capacity or budget. We are not prepared to know how to be able to have this expertise to raise money. We are afraid by the time that EDC leaves all the salaries will stop, all activities will stop. We are 100% paid by EDC. EDC could focus on increasing our capacity to do advocacy, raise money. On the technical side we are ok.” -AKA staff

However, AKA flagged several issues related to their management and implementation capacity, financial sustainability through diversifying business funding streams, as well a commitment towards managing the Quality Assurance Framework, which ensures that local IPs develop their own capacity to implement the training portfolio and accompaniment. AKA recognizes their limited management and financial capacity, as well as the challenges they face in managing and supporting the local IPs’ implementation of the HDAK components. USAID stakeholders also expressed concerns regarding

AKA’s ability and commitment to develop the technical capacity of local IPs to implement the components of the HDAK approach.

Capacity of local youth-serving IPs is also critical to sustainability and outcomes. Local IPs are confronted with a wide range of challenges related to the different interventions of the HDAK approach/model such as: (a) recruitment and selection of beneficiaries; (b) orientation, counseling and matching youth to proper skills development programs; (c) local labor market assessments; (d) identification, selection and provision of “demand-driven” technical training courses; (e) implementation of work-based learning modalities; and (f) provision of post-training/follow-up support. Until the local IPs develop sufficient in-house capacity to successfully implement all of the interventions of the HDAK approach/model, the local IPs will not be able to achieve the targeted outcomes. Interviewees reported that the project has a target of 65% self-employment rate for youth, reached through a successful transition into viable, sustainable income-generating activities and/or self-employment schemes.

Challenges confronting local IPs are primarily in three areas. Project challenges currently faced by local IPs include securing adequate resources for post-training follow-up with youth, understanding of the WRN!/BYOB curriculum, and tracking employment and income data in a way that is comparable

“What we know so far is that the post-training support is not enough. Youth were not raising enough start-up capital. It was a very big problem. They need start up kit. We learned from everyone that they need start up. EDC is aware it is not enough.” –IP staff

across IPs. In principle, the local IPs are expected to implement HDAK’s comprehensive portfolio, including mentoring/coaching, job placement, and follow-up approaches, among others. However, based on interviews, many of the local IPs seem to have slightly different approaches to the model, ranging from sequencing of the technical training and soft-skills training, to time frame for the HDAK components. While this flexibility in sequences may be intentional, it complicates tracking the quality of training and outcomes by reducing the number of constants.

Local IPs (i.e. grantees) have struggled with the provision of post-training follow-up support to graduates of HDAK, as they do not have the necessary financial resources to cover expenses associated with this component. Staff from IPs stated that this is their greatest challenge in implementing the HDAK model. While the majority of HDAK graduates need post-training support, IPs do not always have the in-house capacity to provide it. District officials interviewed by the Team during the evaluation generally agreed that this challenge exists.

Another challenge identified by the Team is the lack of understanding by local IPs on a standardized definition for employment. As a result, employment data is understood and collected differently by each local IP. IP staff interviewed often had difficulty explaining their approach to data collection or their definition of employment in a consistent manner. One IP’s staff stated that 576 of the 720 youth were now working. However, when asked if the figure referred to any type of employment, or specifically to wage-employed youth, they were not able to provide a definition of employment by the period of time (i.e. the number of hours, days, or weeks of work). This was reflected in approximately half of the interviews conducted on this topic. This finding is based on information self-reported by IPs during interviews, and therefore requires further verification in HDAK’s continual data collection.

According to one IP, one of the challenges that youth were confronted with is that after a local labor market assessment was conducted in Year 2, only two trades were short listed, namely hairdressing and baking. All of the youth interested in taking a technical course had only these two options, even if they were not interested in either course. This IP’s staff members suggested offering a wider range of courses so that many youth did not have to take a technical training course that did not match their interests. Additionally, if too many youth are trained in the same technical area, there is a risk of saturating the labor market in a specific skill area. The evaluation team concludes that IPs can better match trainees to technical training courses – even if given by other entities - to improve the results of their training efforts.

EVALUATION QUESTION 4. ADAPTATION: HOW HAS THE PROJECT EMPLOYED ADAPTIVE MANAGEMENT AND COLLABORATING, LEARNING, AND ADAPTING (CLA) IN ITS IMPLEMENTATION APPROACH AND MANAGEMENT? HOW CAN THE ACTIVITY'S APPROACH TO CLA BE ENHANCED TO SUPPORT IMPROVED ADAPTIVE MANAGEMENT OF THE COOPERATIVE AGREEMENT?

The fourth evaluation question examines the degree to which HDAK employed adaptive management and collaboration, learning, and adapting (CLA) in its implementation approach and management.

Adaptive management is currently a critical and effective component of the HDAK project. EDC has systematically incorporated adaptive management into its activity implementation, which has led to more positive project outcomes, as well as a more learning-centered and receptive management approach. Adaptive management and learning has been an integral part of EDC's current approach to HDAK implementation. The HDAK team has utilized intentional reflection points; acknowledging challenges, learning from them, and continuously adapting. Work plans and reports show that HDAK activities have been continuously modified to address challenges and limitations, including accompaniment and follow-up, access to finance and capital, and the training curriculum.

Project efforts at CLA are continuous and integrated into performance management. CLA activities include conducting monthly IP coordination meetings and holding quarterly and mid-year IP reflection meetings to gain feedback on IP successes, challenges, and suggestions for improvement. The EDC team has conducted focus groups with youth to ascertain feedback on challenges and successes. Many new components of the HDAK project including the Youth Leadership Program, the integrated work-based learning in WRN! program, and the integration of BYOB with WRN! for all trainees were developed based on direct learning from focus groups and feedback. The EDC team conducts regular refresher trainings and curriculum review meetings with trainers, and then adapts and refines materials based on the feedback. Additionally, EDC advocated to USAID that the youth selection criteria be adapted based on feedback from sector level officials and IPs at the community level.

“The process of adaptation has been a big success. The original version of WRN! was adapted to be more inclusive, to include reproductive health, family planning, social inclusion. Materials are becoming more inclusive. Also, the capacity to get to 23 districts within 3 years. The capacity to engage different stakeholders, private sector, enterprises, being able to place youth and develop accompaniment process that starts during the training, not after. These are all new innovations.”—EDC staff

As part of this process, HDAK initiated an annual Youth Summit where youth shared successes and lessons learned. This has expanded to include regional youth summits that local officials can attend. This Youth Summit informed several adaptations to implementation, including the introduction of the Youth Leadership model. This conference is an example of how EDC has built a culture of learning throughout the HDAK project, its partners, and its beneficiaries.

Improvements made from Year 1 to Year 2. As an improvement in the approach from Year 1 to Year 2, HDAK now requires local IPs to conduct Local Labor Market Assessments to identify priority sectors, and a

standardized tool was developed to ensure each IP is following the same methodology. To improve regional coordination at the district level, HDAK also developed an IP Coordination mechanism to reinforce the importance of presenting a one-face one-voice approach.

HDAK has created a Monitoring and Evaluation (M&E) Fellows position for IPs, to enable effective data collection and meet reporting requirements. Originally, M&E fellows were selected and placed by EDC. However, when IPs mentioned feeling monitored by EDC because of this, the process was adapted, and local IPs now select and hire their own M&E fellows.

Lastly, the Team found evidence of collaboration and learning in interactions in the conference room and EDC project offices in Kigali. The conversations with HDAK staff generally showed self-reflection

and awareness, openness to discussing weaknesses and challenges, and an understanding that addressing gaps, in addition to embracing continual improvement through evidence-based learning, is imperative.

Suggested practices for improved adaptive management. This evaluation question also explored ways that HDAK's approach to CLA can be enhanced to support improved adaptive management of the cooperative agreement. EDC can improve its approach to CLA by addressing challenges listed in other evaluation questions. This includes enhancing coordination with other USAID activities operating in the same districts and sectors, strengthening training and employment activities, and improving access to finance and loans. While significant progress is being made at the intra-activity level, there are opportunities for increasing strategic multi-donor and GoR activities and partnerships, based on collaboratively identified needs.

While the HDAK team has been intentional about its adaptive management approach, it is too early to determine whether the new changes to implementation and activities have had positive effects on eventual employment outcomes. Likewise, it is yet to be seen whether these modifications will lessen the challenges HDAK is encountering while continuing to provide high quality services to vulnerable youth.

EVALUATION QUESTION 5. DEVELOPMENT AIMS ALIGNMENT: HOW HAS HDAK BEEN CONTRIBUTING TO BROADER DONOR AND GOR EFFORTS TO DEVELOP A MORE COORDINATED YOUTH WORKFORCE DEVELOPMENT SYSTEM? HOW HAS THE ACTIVITY CONTRIBUTED TO WIDER EFFORTS TO INCREASE INVESTMENTS IN SKILLS DEVELOPMENT FOR RWANDAN YOUTH?

- a. *How effective are working relationships within the GoR across sectors engaged in youth workforce development?*
- b. *How effective are working relationships with GoR workforce development actors, donors, and other relevant stakeholders at both the central and district level?*

To answer this evaluation question, the Team explored the role that HDAK has played, at both the national and districts levels, in contributing to the wider efforts to increase investment in skills development for Rwandan youth, in coordination with key actors such as the GoR, the donor community and the private sector. To understand the systems level dynamic, the Team conducted individual and group interviews and FDGs with stakeholders across the sector, including GoR ministries, donors, employers, EDC staff, youth-serving organizations, private sector employees, and HDAK youth.

The HDAK project has played an important role in contributing to the development of a more responsive and coordinated youth workforce development system. This has been accomplished primarily through HDAK's close collaboration with the GoR and other members of the donor community at both the national and district levels. Furthermore, youth targeted by the HDAK activity are labeled as vulnerable, as they fall into certain social sub-strata (called *ubudehe*) that receive government assistance. By providing training that leads to income generation for vulnerable youth, the HDAK project is working to decrease youth reliance on government assistance.

Overall, representatives from the GoR stated that with the support of development partners through the HDAK project, including USAID, the GoR will be better positioned to achieve its mission and objectives related to youth workforce development. The Team found that, across stakeholder groups, the perception is that HDAK has played an important role in contributing to the development of a more responsive and coordinated youth workforce development system at all levels.

Results are presented below in detail by national and district levels, followed by a discussion of findings for both donor and the private sector stakeholders.

NATIONAL LEVEL

Political will at the national level is high. The evaluation found that there is strong political will at the national level towards improving youth employment. The HDAK project is working in close coordination with the following government ministries in its efforts to develop a coordinated youth workforce development system: Ministry of Youth, Ministry of Public Service and Labor, and the Ministry of Education. As an example of an outcome of this coordination, the GoR is involved in youth economic empowerment at the national level through the adoption of the WRN! curriculum. This curriculum is now a key component in high schools and TVET institutions. The adoption of WRN! demonstrates the level to which the GoR supports the curriculum delivered by HDAK, as well as the strength of political will to integrate these lessons nationwide.

The HDAK project is also working in close coordination with the MoE to develop curricula and provide ToT for Level 2 TVET training as part of the National Qualifications Framework. By introducing TVET Level 2 courses, vulnerable, out-of-school youth will be offered an opportunity to receive nationally certified technical training courses that will help to improve their employment opportunities and/or facilitate transition into higher-level national certified TVET level courses.

Technical assistance to and collaboration with the GoR has been successful. At the national level, the HDAK project has been very successful in establishing partnerships and collaborating with key stakeholders. Presently, HDAK is the co-chair of two sector working groups that focus on youth economic empowerment, where it oversees the development of a coordinated youth workforce development system in Rwanda. To support their ability to lead, the HDAK project has provided support to senior management at the ministerial levels and has contributed to the development of the capacity of government technical entities such as the RP, the WDA, and the NEP. Specifically, HDAK has provided support to the WDA, an institutional framework established to provide a strategic response to the skills development challenges facing different sectors of the economy, in the development of the national level TVET curricula.

The HDAK project has been able to obtain a place at the table with the NEP, which provides services in the following four areas: skills development, business management, labor market studies, and coordination with other ministries. HDAK has assisted the NEP in the provision of soft-skills training for NEP short courses, as well as providing implementation training for NEP trainers. As a result, the NEP is currently offering soft-skills training in business development, entrepreneurship, communication and work-place attitudes to all participants. During interviews, NEP staff expressed the desire for the HDAK project to expand its capacity building efforts, citing the benefits that NEP has already derived from the assistance to date. USAID and EDC stated that due to budgetary limitations, HDAK has been unable to provide NEP with as much support as they would like to receive.

Challenges. As identified by donors and HDAK staff during the evaluation, one of the biggest national level barriers to project implementation is insufficient GoR capacity to perform an effective leadership role in coordinating youth employment initiatives. As described below, despite the overall level of political will to implement a functioning workforce development system, GoR partners have been overly reliant on HDAK and other donor contributions to develop the workforce development framework. Other donors agree that the GoR should assume a larger coordination role of organizations working in youth economic empowerment. The perception of these donors is that the lack of capacity of GoR ministries, coupled with limited efforts to coordinate key stakeholders, has led to the deployment of multiple different approaches to youth workforce development. In some cases, this has led to duplication of efforts. As one donor explained: “the GoR representatives need to become more involved in the sector group activities and they need to become more engaged in the planning activities.”

DISTRICT LEVEL

At the District Level, the evaluation found that HDAK has a strong working relationship with both district governments, and district-level IPs.

Capacity strengthened at the district level. Stakeholders from the district administration in Kigali stated that the HDAK project has been critical to helping develop the capacity of government institutions that work in the area of youth economic empowerment. This view was supported by Musanze district officials, who are involved in the coordination of youth economic empowerment efforts at the district level. District administrations are heavily involved in the selection of youth who participate in HDAK-supported training activities. They also facilitate the provision of post-training support by distributing start-up toolkits for youth who have successfully completed the HDAK training through local IPs.

However, in interviews, officials from district administrations downplayed this role, expressing strong support that HDAK IPs should be the entities providing most of the follow-up and post-training support to the graduates. District officials generally suggested that HDAK's IPs should be more engaged in the provision of post-training and follow-up support, as they are much more familiar with the HDAK approach and curriculum than the district. These district stakeholders strongly believe that sufficient post-training and follow-up support is critical to ensuring the successful transition of youth into sustainable income-generating activities. Further, Musanze District officials believe that the HDAK project must establish better cooperation with micro-finance institutions, to ensure access to start-up capital for participants from the rural areas.

Lastly, district administrations expressed interest in supporting HDAK in efforts to introduce TVET Level 2 training at the district level. Many vulnerable and out-of-school youth from rural areas have not been able to gain access to nationally certified TVET courses to date. To address this, district officials stated in interviews that cooperative efforts must be made to provide both soft-skills training and technical skills training at the district level to help youth transition into sustainable income-generating activities.

DONORS

HDAK has worked extensively with donors to ensure that the project is contributing to other workforce development initiatives and has provided direct support to donors engaged in the sector more widely, particularly in utilizing the HDAK curriculum.

Need for leadership in donor coordination. In interviews, donors engaged in workforce development agreed that there are many actors engaged in workforce development in Rwanda, without centralized leadership to facilitate coordination. Donors stressed that the GoR has not taken a leading role in identifying overall needs in the workforce development system and has not done enough to harmonize donor efforts to strengthen capacity. Therefore, these responsibilities often fall to the donor community, without a clear leading actor or any specific mandate to coordinate the various donor-funded projects.

There are several significant donor organizations (i.e. USAID, GIZ, Korea International Cooperation Agency (KOICA) and Japan International Cooperation Agency (JICA)) working in the area of TVET, employment creation, and youth workforce development in Rwanda. However, each organization has its own approach and mandate, which addresses individual sectors or target populations. Based on data from the evaluation, these efforts are not sufficiently coordinated among donors. As one donor described it: "USAID, they should give advice on how to coordinate. There are too many players. TVET is reorganizing. Now there is WDA, RP, and other organizations. Curriculum development is under RP. But RP and WDA have not clarified who is doing what. It may take years. The government needs to direct more strategy."

Despite this challenge, representatives from the donor community participate in several sector-specific working groups that seek to coordinate complementary activities to enhance the overall youth economic empowerment and TVET system. These working groups have helped to improve coordination and mitigate the lack of overall leadership.

The HDAK curriculum has been utilized by other donors.

The Mastercard Foundation-funded Hanga Ahazaza project, implemented by GIZ, has cooperated with HDAK in the development of Level 2 curricula and is currently working on the development of curricula in the hospitality and tourism sector. Through this collaboration, Hanga Ahazaza is developing the technical content while HDAK is developing the soft-skills component of the training. A stakeholder from the Hanga Ahazaza project stated that the WRN! training, designed and implemented by the HDAK project, has already been integrated into the Level 3 curricula of the hospitality and tourism sector. This stakeholder expressed interest in having WRN! training integrated into all training levels in the hospitality and tourism sector. Additionally, a Hanga Ahazaza project staff member, has expressed that they would like the WBL component of the HDAK approach/model to focus more on internships and long-term on-the-job training, as opposed to short WBL experiences, such as job shadowing.

“There are two advantages [of the training]. One is that the company also receive those soft skills. So when they have them we can give those skills back to our apprentices. When we are training we are also learning. If apprentices joining our companies have these skills, they will have more advantages, because we will receive the apprentice with new skills. The ones who are coming with soft skills, will have enough to be self-employed or managers themselves.” -Company trainee

PRIVATE SECTOR

Lastly, HDAK has supported a workforce development system through their collaboration with private sector partners, including businesses, youth employers, and financial institutions.

In-company trainings have been well received. HDAK has been involved in developing the capacity of private sector enterprises that conduct WBL for HDAK beneficiaries, including providing training on how to conduct well-structured in-company trainings. Private sector enterprises looking for future employees with both critical technical skills and soft skills, such as positive attitudes and effective communication, have reached out to HDAK and IPs. Based on this demand, HDAK has developed and implemented soft-skills training for employers of WRN! and BYOB graduates. While the first training was still underway at the time of the evaluation, it appears to be a positive step forward for private sector engagement. During an FGD, employers spoke positively of the value of the soft-skills education provided by HDAK, stating that it provided necessary job skills, including time management and professionalism. Employers viewed the training as having a positive impact on the training and management of employees, particularly those graduating from the HDAK training. Furthermore, it appears that trainings have already made positive strides in standardizing a set of employable skills across sectors. As one trainee in hair dressing explained, “the opportunity of these trainings is that we discuss with the skills we have, we identify a gap where everyone was doing things differently. Now with these skills we have a standard. We used to receive people coming with technical skills but had no standard. What we learned in previous trainings we have adopted and is now used in all salons.”

Private sector engagement overall is still nascent. According to interviews with USAID, EDC, private sector employees, and GoR stakeholders, the relationship between the GoR and the private sector/industry remains very limited. Outside of in-company trainings, the private sector has not been adequately engaged in the development of the components of TVET programs such as curriculum development, internships, and apprenticeships. According to interviews, several donors, including USAID, GIZ, and KOICA, have been promoting an enhanced relationship between youth employment initiatives and the private sector, to ensure that the content of technical and soft-skills training programs are more demand-driven.

Despite HDAK's current approach, stakeholders across the workforce development system have struggled with engagement of the private sector in skills development efforts for disadvantaged youth. According to a representative of GIZ, part of this challenge is that the private sector in Rwanda is very small so its capacity to absorb even youth with high school education or college degree is limited. Therefore, its capacity to provide employment or internship opportunities for vulnerable youth is even lower. According to GIZ staff interviewed, approximately 0.5% of all private sector enterprises are medium to large size (defined by the number of employees); meaning that 99.5% of private enterprises are small and therefore provide a limited number of employment opportunities. As a result, even though the government may have WBL initiatives that promote on-the-job training, an incentive mechanism for the private sector to train vulnerable youth as part of a dual vocational training system is lacking, primarily because there are even highly-educated youth who find employment challenging. This makes it difficult to subsequently hire or support the trainees. The GoR and the private sector have yet to establish and implement a financial model which would promote practical, on-the-job training for vulnerable youth who enroll in vocational training programs.

As explained above in Evaluation Question 2 findings, the HDAK project's local IPs have begun conducting local labor market studies in each geographical area where the HDAK project is implemented. The studies will help to identify the economic sectors and occupations in the district to better match youth with employment opportunities, though it is too early to determine the impact of these assessments on overall HDAK private sector engagement.

EVALUATION QUESTION 6. CAPACITY: WHAT CHANGES HAVE OCCURRED IN THE INSTITUTIONAL CAPACITY OF SUB-GRANTEES ENGAGED IN YOUTH EMPLOYMENT? HOW HAS THIS VARIED ACROSS ORGANIZATIONAL PROFILES (E.G., URBAN/RURAL, ORGANIZATION SIZE)?

Based on a review of existing data and interviews with HDAK and local IP staff, the evaluation found an overall improvement in the institutional capacity of local sub-grantees since the start of HDAK. Overall, local IPs have strengthened their technical capacity to implement the WRN! and BYOB training. However, capacity levels vary across organizations, particularly in their ability to manage grants and meet activity requirements.

Local IPs view capacity support from EDC positively. The Team found that local IPs overwhelmingly view their relationship with EDC as positive. Nearly every local IP expressed satisfaction with the support received from EDC and can identify positive changes in their own institutional capacity since working with HDAK. Specifically, IPs stated that they appreciate the regular communication and workshops between local IPs and EDC. Furthermore, IPs generally agreed that their engagement with EDC was successful in increasing capacity, despite variations in IP technical knowledge and management expertise. IPs found the EDC trainings to be useful and appreciated the regular conferences and working groups to discuss strategy and facilitate learning. One IP staff explained, "We can't do it without them, or be very impactful without them. We need this training. It has really helped. We suffered from people not taking their jobs seriously, not coming on time. Or they don't show up. The training is put together well. The EDC support is very important."

Capacity to implement the HDAK model varies across organizations.

In general, local IPs show clear understanding of the value of the WRN!, BYOB, and GROW curriculum, with all IPs expressing support for the importance of the soft skills training provided by the HDAK project. However, local IPs expressed varied understandings of and how to implement the HDAK model. Many IPs are still relying on a training delivery model, rather than a comprehensive set of support mechanisms designed to bolster the impact of the training courses. Some IPs have experienced difficulties in expanding their previous scopes of work to the more comprehensive approach of the HDAK project, including the sustained follow-up and nurturing of PDPs. Due to these challenges, EDC has made efforts to develop greater understanding and appreciation of the HDAK model among IPs. As noted in the statement by IP staff above, this has been successful in informing IP approaches to implementing the HDAK model.

“Market development models are quite new. They are used to a development model, not answering the “so what?” questions. We want to know how many students are being placed because of the training. Local IPs think once students are trained that their job is done. There has been a change in mindset. They are thinking already in the recruitment phase where they are going to place people. That is a big change.” –IP staff

A related capacity challenge is a lack of comprehensive Standard Operating Procedures (SOPs) for the new and combined components of the HDAK approach, described above. Many local IPs do not yet appear sufficiently familiar with the revisions to the HDAK approach, including the replacement of field-officer follow-up with peer mentorship and youth leader follow-up. Additionally, while all IPs have begun implementing the combined WRN!/BYOB curriculum, local IPs were unclear as to the specific reasoning behind the changes. Because major HDAK implementation changes were either made directly prior to or during the evaluation, the Team cannot conclude the level to which all local IPs will be socialized and trained on these adaptations going forward.

Relatedly, local IP management expressed interest in gaining more in-depth understanding of the technical aspects of the HDAK approach. Local IP management staff do not receive the detailed training on the WRN! and BYOB curriculum given to trainers. Staff from three local IPs expressed a desire for management staff to receive an in-depth overview of modules, with a preference for the full curriculum training.

Capacity for reporting M&E employment data is weak. Another institutional capacity challenge in HDAK implementation is a varied understanding of M&E among local IPs. This has led to inconsistent M&E data, despite EDC’s standard M&E definitions. In interviews with local IPs, the Team encountered varied interpretations of indicator definitions, notably in terms of employment and job placement reporting. For example, some IPs included youth with irregular income generating activities in the employed category. However, when the Team conducted a FGD with youth considered unemployed by the IP, a majority of participants stated that they still had some form of income generating activities. This has led to inconsistencies in reporting of indicator data for employment numbers among local IPs. One IP staff agreed with this assessment, stating challenges associated with reporting consistent employment numbers due to varying definitions and data collection processes among local IPs. The Team found that when probed about the meaning of “working” or “employed”, IPs were unable to concretely define employment by the period of time or the number of hours, days or weeks worked.

The Team recognizes that a major contributor to this challenge is the inherent difficulty in providing employment statistics when most youth graduates have irregular or infrequent income generating activities. Often, the Team found that many youth did not have a single consistent stream of income, but rely on multiple activities, including short-term work tasks conducted over one or two days. This presents a significant challenge, which puts additional strain on IPs to monitor these figures accurately and consistently.

Local IPs cite budgetary constraints as inhibiting greater capacity improvements. During interviews, local IPs cited budgetary constraints as a contributing factor in the inability to develop a stronger institutional capacity through investment in management systems and additional staff. Both USAID and IPs agree that with the expansion in scope of the HDAK program, the overall budget per trainee is small relative to other programs. Three local IPs cited the limited budget per trainee as a primary concern related to the capacity strength. According to one IP, “during implementation, they [EDC] are very supportive, it is a good relationship. They are very responsive. They give a lot of advice, conduct field visits, and we discuss challenges. They plan for coordination meetings. The problem is the budget. 100k Rwandan Fr for one trainee is not enough.”

Capacity assessments were recently introduced by EDC. The main challenge in addressing capacity gaps is that assessments of local IP’s capacity have not yet been conducted systematically. This is largely due to the lack of a comprehensive tool that can adequately assess capacity. Instead, EDC has relied primarily on field visits, conversations with IPs, and grant applications to identify IP strengths and weaknesses. This approach has downsides, as it difficult to gather concrete data, identify existing capacity gaps, and draw systematic comparisons between IPs when measuring changes in capacity. To address this, EDC introduced a Capacity Assessment tool in fiscal year 2019. Though it is too early for the Team to make conclusions about the effectiveness of this tool, it appears to be a promising step toward developing a more comprehensive approach going forward.

EVALUATION QUESTION 7. STAKEHOLDER PERCEPTIONS AND SYSTEMS LEVEL IMPACT: HOW EFFECTIVE HAS THE SYSTEMS LEVEL WORK OF HDAK BEEN, IN ADDITION TO THE DIRECT WORK AT THE YOUTH LEVEL?

- a. *How have successes and results at the youth level impacted investment and ownership of youth development initiatives by the GoR, the private sector, non-governmental organizations (NGOs), and communities?*
- b. *Has the perception of the importance of youth workforce skills among government personnel and other key stakeholders, changed since the implementation of HDAK?*
 - i. *Do key stakeholders perceive that youth have acquired new and relevant skills through HDAK?*
 - ii. *Is there a change in perception of youth participation and contribution more widely, including to their families, communities, and employers?*
- c. *Do government stakeholders perceive that any potential change in perception has impacted interest in youth development activities among relevant stakeholders?*

To answer this evaluation question, the Team collected perceptions at all levels of implementation, including national and district level GoR officials, IPs, donors, communities, families, youth participants and, to a limited extent, the private sector. The evaluation found that stakeholder perception of the HDAK project is entirely positive, particularly regarding the value of the soft-skills curriculum, and stakeholders agree that youth who participate in the HDAK project benefit substantially in a multitude of ways from income to attitude. The primary benefits cited by stakeholders include the development of positive attitudes, increased access to wage-and self-employment, income, and savings. Findings are broken down by government stakeholders, IPs, youth, and other community members, and the private sector.

GoR officials are invested in youth development initiatives because of the HDAK successes. The principal reason GoR officials at the national and district levels are invested in and supportive of the HDAK project is the success of the approach in changing the mindset of youth, specifically in encouraging youth to be more professional, self-confident, on-time, and respectful of their employment, as well as an increased ability to work in teams. GoR officials strongly believe in the importance of

providing soft-skills training to out-of-school, disadvantaged youth because of the positive impact such skills have had, particularly in helping these vulnerable populations develop a positive mindset, strengthened self-esteem and self-confidence, and an enhanced belief in their capacity to solve problems.

Government stakeholders' perception of the importance of youth workforce skills has changed positively since the implementation of HDAK. Government stakeholders interviewed, including officials from the RP, WDA, and the NEP stated that working with the HDAK activity changed their mentality and improved their understanding of the importance of soft-skills training, which helps

“Before the training I had no skills in what I was doing [in bee keeping]. I had no personal development plan. I started working and managing my time in a way that I could achieve what was in my PDP. I learned how to save money and grow my business. After training continued to work on my bee keeping business, saving money I was getting out of it and reinvested in bee keeping. After reinvesting in my business, I got more income. This year had a very good harvest.... Those are the achievements after training.” -Youth HDAK graduate

youth develop positive attitudes and mindsets towards employment in any systemic workforce development training program.

Though still nascent, the private sector is becoming increasingly involved in the activities implemented by HDAK IPs through the initiation of local labor market assessments. As the private sector is a key stakeholder in the HDAK program, consultation and coordination regarding private sector employment needs is a vital component of the project.

The other major private sector-focused component of HDAK is work-based learning and on-the-job training. This component has been adopted by IPs, as well as key stakeholder groups, due to its utility in

gaining employment for program graduates. However, the degree of implementation of this aspect varies based on the context, specifically based on location in a rural or urban environment. In the urban context, work-based learning may occur within a private sector company, whereas in a rural context, it generally occurs with individuals working in agricultural activities, such as farmers. Thus far, 83 private sector companies have participated in the in-company training component of the HDAK project and another 96 companies will receive training on how to implement the training. Key stakeholder groups are currently developing the capacity of private sector companies to implement in-company training, which complements ongoing training from vocational training institutions. At the time of the evaluation, this component was still in the early phase of implementation and it would be difficult to make a statement about ownership vis-a-vis in-company training. After private sector companies have implemented the in-company training and learned lessons from the process, the success of this component can be better assessed. However, in an FGD held during an in-company training, trainers noted that had received support from HDAK previously, and that they had noticed an improvement in their capacity to manage and mentor youth following this support.

District administrations are strong advocates of the HDAK approach/model. At the district level, the success of the HDAK project is perceived to be significant with respect to the number of youth who have received training and the number of graduates who have successfully transitioned into either wage- or self-employment. As a result, the local district administrations are very interested in expanding the interventions of the HDAK project to a larger number of youth. The district administration for the three districts in Kigali that participated in the evaluation expressed the belief that youth have learned important lessons from the HDAK project. For example, the assigned district administration official in Kigali stated that, "the soft-skills training provided by the HDAK project helps disadvantaged youth develop positive behaviors on the job." Lastly, stakeholders from the district administration in Kigali expressed very strong support of the WRN!, BYOB, SILC groups, and the post-training accompaniment components of the HDAK approach/model, as they feel that it equips youth with relevant soft skills.

"The first we are noticing is that there is a change. We used to have meetings with youth and women. They always asked us what can we do? Since the project started, there has been a change. Now they think forward about what they can do. Now they have ideas. The other thing we see is that youth who participate in the training learn that they are also talented and gifted, and that the district has a lot to offer them in agriculture and livestock. After seeing that and seeing the opportunity, they see that they have something to offer. Now they have learned about co-ops and groups, they have more opportunity than if they each wanted to start an opportunity individually." -District administration official

Local partner staff have a strongly positive view of the HDAK approach and its impact.

Based on interviews conducted during the evaluation process, IP perceptions of the HDAK approach, as

Before the training the youth don't develop any plans. They don't have a set plan. When they have an objective, any job they are doing they are thinking how it helps to achieve the objectives. It serves as a road map...It helps to see how they can achieve their objective. The training shows that they can start any opportunity, how they can get money from small activities, get money to save, and achieve their objective." -Local IP staff

well as the importance of soft-skills training, is extremely positive. Local IPs stated that the successes of the HDAK approach have had a very positive impact on youth in the districts where they work. One important factor related to the success of the HDAK approach, expressed by IP staff, is that the interventions have helped youth develop self-confidence, which results in strong, positive mindsets about their future. Another IP stated that the HDAK approach has had a positive impact on female youth's mentality, a primary target group of HDAK.

Families, communities and youth have an overall positive perception of HDAK training, due to an increase in employment and income generation. The main finding of the evaluation from youth who have participated in the HDAK project is an increased belief in

their abilities to engage in income-generating activities that produce earnings for themselves and their families. One group of 29 female and male youth who completed the HDAK project in the Musanze district demonstrate the positive impact that the HDAK approach/model potentially can have on all vulnerable youth. This group works together in a potato production project. They stated that one of the most important benefits received from the HDAK training is learning how to work as a team. The group members stated that the HDAK training also helped them develop more self-confidence and self-esteem at an individual level, as well as better problem-solving skills.

Youth participants from the Ruhango district agreed that the training has had a significant impact on their mindset and perspective regarding employment. One IP's beneficiaries stated that they had acquired a stronger belief in themselves, as well as in their capacity to perform work-related tasks, as a

result of the HDAK training. These youth also stated that they had benefitted significantly from the GROW training, as part of the WRN!, PDP, and BYOB soft-skills training, as it helped them address issues related to the marketing and financial management of income-generating and/or self-employment opportunities in a rural area. The value of the WRN!, BYOB, and GROW trainings has been expressed widely throughout the evaluation. Even youth who have not yet been able to transition into full-time employment expressed the belief that the HDAK approach has been successful in developing their individual capacity. A group of unemployed alumni from Kigali agreed that they have benefited from the WRN! training and have developed an open-mindedness which has helped them identify temporary employment options while they search for long-term employment.

District administration officials interviewed in Musanze stated that the HDAK soft-skills training interventions have had a significant impact on the attitudes of youth. One district administration in Musanze stated that, “youth have developed more positive attitudes as well as a stronger sense of self-confidence which contributes positively to their efforts in becoming engaged in agricultural activities.” District administration officials also believe that the SILC component of the HDAK approach/model has been successful in providing disadvantaged and/or out-of-school youth from rural communities with the technical and financial support needed for them to initiate and sustain income-generating and/or self-employment opportunities.

According to the staff of an IP in the Musanze district, youth from rural communities who have participated in the HDAK project have developed, at a minimum, improved self-esteem, enhanced problem solving, communication and financial management skills, and strengthened teamwork and work performance. Youth participants have also engaged in the development of personal goals and objective planning. These skill sets directly relate to the soft-skills training that youth receive through WRN!, BYOB and PDP.

Private sector stakeholders view the HDAK approach as successful in providing future workers with necessary soft skills.

Through interviews and FDGs with private sector employers and in-company trainers, the Team found that the HDAK training has increased youth employability, due to the project’s emphasis on professionalism, attentiveness, timeliness, and commitment to soft-skills training. It has also increased the ability of in-company trainers to manage and mentor interns and employed youth. The training of in-company trainers focuses on their ability to provide mentorship and management to vulnerable youth, ensuring that employed youth are effectively contributing in the work environment. According to the in-company trainers, the HDAK/APEFE training has changed their mentality on the importance of soft-skills training. During an FGD with the Team, trainers cited differences between interns that had HDAK training and those that did not, specifically in terms of ease of management of youth with the HDAK training.

The leadership module helped me to understand that I am a leader. Today we learned communication and I learned a lot: a good mindset. Working with others. Expanding my business...Before I wouldn't stand up and express myself. From the first module it was the first time I could talk to my peers. I was very shy. Before I wouldn't have initiative to call someone for a job. But now I have started communicating information.” -Female WRN! trainee

V. RECOMMENDATIONS

Below are recommendations based on the data analysis and findings of the evaluation. Recommendations are presented in the categories of capacity building, youth, government and donors, and implementation.

CAPACITY BUILDING

- EDC should continue to provide trainings to AKA’s organizational leadership on operational management, to ensure that they are equipped to manage the HDAK project activities once the project is closed. Building on the trainings already provided, additional or more frequent trainings would continue to be a significant asset, perhaps tailored for various seniority levels with particular emphasis on aspects of business development, donor and government outreach, and advocacy. Recommendation primarily based on findings in EQ 3.
- EDC should continue building AKA’s reputation and capacity through continuing joint meetings and outreach to ensure AKA has a “seat at the table” when engaging with USAID, other donors, and government counterparts, particularly for sectoral working groups and other strategy meetings. Recognizing, that as a result of EDC’s advocacy, all IPs and public institutions recognize AKA as a key partner in employability skills delivery and certification, and AKA has been invited as a standalone NGO to relevant TVET meetings, EDC should continue to build the capacity of AKA’s leadership to be more engaged in the decision-making processes related to strategy, implementation, and management of HDAK. Recommendation primarily based on findings in EQ 3.
- USAID and EDC should include WRN!/BYOB curriculum training as part of their overall capacity building for local IP managers and other non-trainer staff to ensure their understanding of and buy-in to the curriculum. Recommendation primarily based on findings in EQ 6.

YOUTH

- USAID and EDC should consider providing start-up capital to graduates of the HDAK project, prioritizing youth in rural areas and/or those seeking self-employment, to increase overall income generation and rates of self-employment. USAID and EDC should utilize the findings from the ongoing impact evaluation to help determine the level of effectiveness of capital paired with training. Recommendation primarily based on findings in EQ 2.
- EDC should assess all options of linking youth to financial resources as a source of financing, including formal and informal options. The available options and the key element to securing start-up funding will vary based on circumstances and therefore both informal and formal financing options should be a priority for measuring outcomes. Recommendation primarily based on findings in EQ 2.
- Local IPs who are going to counsel and orient vulnerable youth towards income-generating activities or small-scale enterprise should identify sectors based upon a feasibility study, which confirms that the activity has the potential to become sustainable based on demands in the local community. Recommendation primarily based on findings in EQ 2 and 3.
- USAID and EDC should emphasize disability inclusion by providing supplemental funding to IPs on a per student basis for persons with disabilities, pregnant women, and young mothers. USAID and EDC should ensure that all IPs have access to braille learning materials where they are needed. IPs are being trained and sensitized to issues around disability inclusion to increase future participation and increase their capacity to provide disability support services. Such services are a crucial component that needs to be sustained and further developed through additional resources and materials. Recommendation primarily based on findings in EQ 1 and 2.

- Once the Youth Leadership and peer mentorship model has been operating with sufficient time to assess impact, EDC should conduct an internal assessment to determine if it is providing effective post-training support and increasing employment/income rates. Initial findings indicate very positive feedback and continued research on how to scale up to reach target numbers should continue, perhaps with initial focus on start-up funding for youth in locations where the provision of follow-up support is most challenging. Recommendation primarily based on findings in EQ 1, 2, 3 and 6.

GOVERNMENT, DONORS, AND PRIVATE SECTOR

- USAID should continue to serve in a leadership role in the advocacy efforts to strengthen the collaboration between GoR stakeholders, e.g., WDA, NEP, RP, and private sector enterprises. USAID and EDC should continue to leverage their strong relationships with government partners to further institutionalize the curriculum at all levels of national TVET programs. Recommendation primarily based on findings in EQ 2 and 5.
- USAID should continue to support the workforce development system by promoting the development of Level 2 TVET curricula and support services such as numeracy and literacy courses, such that out-of-school, vulnerable and marginalized youth who are not able to enter a Level 3 TVET can find a pathway to transition into higher level TVET courses. Recommendation primarily based on findings in EQ 2.
- Based on positive though limited experience, USAID and EDC should promote more private sector involvement, whether through internships, job shadowing, informal work-based learning, or job placement, and continue expanding the reach of training for in-company trainers and mentors given the early success this has had in preparing these to support vulnerable youth during internships and in job placement. This should include larger companies with capacity to hire more widely, but also on micro-enterprises owned/led by a single employee to provide vulnerable youth (especially those in rural areas) with positive role models for self-employment and entrepreneurship. Some of these should be HDAK graduates as feasible, so that a positive trajectory can be seen by trainees. Recommendation primarily based on findings in EQ 2, 3, 5 and 7.
- USAID and EDC should also continue bridging the collaboration gap between sectors in workforce development at both systems and working level given the two are synergistic in providing education in sectors/industries with private/public sector employment opportunities (e.g. demand-driven gaps in employment markets). As the private sector is a key stakeholder in HDAK, consultation and coordination regarding employment needs is vital particularly in groundtruthing local labor market assessments. Recommendation primarily based on findings in EQ 2, 3, 5 and 7.

IMPLEMENTATION

- Capitalizing on the benefits gained through the use of CLA throughout the activity, a more formalized approach of including concrete CLA objectives in future activity and component scopes, along with sufficient budgetary resources specifically allocated to achieve these aims, will further highlight and bolster all activities and components internally. Coordination with USAID projects and other donors' initiatives will also benefit from this approach. Recommendation primarily based on findings in EQ 3 and 4.
- EDC should consider expanding indicator definitions for employment to include one or more separate categories that account for irregular and/or infrequent income generating activities. These categories would capture income generation outside of regular full or part-time work, to include multiple streams of income, temporary work, and other irregular work arrangements.

These definitions should be accepted and mainstreamed by all IPs through additional M&E training and support. This expansion of definitions promotes recognition of broader inclusion, and more accurate knowledge of income generating opportunities. Recommendation primarily based on findings in EQ 3 and 6.

- Building on the process of analyzing labor market assessments with each IP, a more formal system should be established to ensure consistency in quality and understanding across all IPs. This standardized system would include audits of the assessments and would facilitate determining and developing the technical training courses offered by IPs to cover topics with the greatest demand in the local labor market. This system would also include training for local IPs on how to conduct feasibility studies with relation to income-generating activities to determine relative levels of income and sustainability across potential employment opportunities identified by the labor market assessments. Recommendation primarily based on findings in EQ 2 and 6.

ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

The five-year Huguka Dukore (12/2016-12/2021) initiative is the U.S. Agency for International Development (USAID) Rwanda Mission's flagship workforce development and youth activity. The activity's primary goals are to increase stable employment opportunities, including self-employment, for vulnerable youth; to improve youth training and employment systems; and to increase investment in skills for vulnerable youth. The program employs a Positive Youth Development (PYD) approach, with a focus on work readiness and the creation of, or linkage to, employment opportunities.

The Government of Rwanda's ambitious development agenda, which aims at becoming a middle-income, knowledge-based economy by 2020, emphasizes the development of human capital to spur economic growth. Over 43 percent of the Rwandan population is under age 15 which presents a huge risk, as well as an opportunity, for Rwanda's ambitious plans for development and transformation.

The USAID Rwanda Education Office has been investing in youth and workforce development programming since 2009, resulting in, among other successes, a work readiness curriculum that has now been adopted by the Government of Rwanda (GoR). Huguka Dukore builds on previous USAID programming, and aims to assess and share data on employment and labor market demand, build capacity of local implementing partners to deliver market-driven employment preparation and job intermediation services, and train youth with relevant skills for work and self-employment. While youth and workforce development is recognized as a priority for the USAID Rwanda Mission, as well as the GoR, much remains to be done.

Huguka Dukore focuses on improving youth workforce readiness and youth employment opportunities through the following activities:

- Assessing and sharing data on employment opportunities
- Building capacity of local organizations to deliver employment skills preparation and job intermediation services
- Training youth in relevant job skills for work and self-employment
- Growing the Akazi Kanoze network of local youth-serving organizations and employment resources

Huguka Dukore is one of several USAID Rwanda Mission activities focused on youth. The USAID Rwanda Mission requested a performance evaluation of Huguka Dukore to determine the effectiveness of the activity and its implementation thus far. Specifically, the performance evaluation will examine the effectiveness of the project approach and implementation, assess the performance of the implementing partner, and identify areas for improvement or adjustment. The evaluation may explore how this activity relates to and feeds into the larger effort of USAID, the GoR, and other partners, in furthering the country's emphasis on human capital development.

ANNEX II: EVALUATION METHODS AND LIMITATIONS

GETTING TO ANSWERS MATRIX (G2A)

EVALUATION QUESTIONS	SOURCE(S)	METHOD(S)	ANALYSIS
<p>1. Project Effectiveness: How effective has the Huguka Dukore Akazi Kanoze approach been in achieving intended objectives and outcomes? To what degree has the Huguka Dukore Akazi Kanoze activity achieved its goals, as articulated in the activity log frame and the Monitoring, Evaluation, and Learning (MEL) plan overall?</p> <p>a. What changes have participants experienced in income, employment status, and the ability to contribute to family income (baseline compared to current)? How do these outcomes vary by participant profile (e.g., sex, urban/rural, socio-economic status)?</p> <p>b. How effective has the Huguka Dukore Akazi Kanoze activity been in providing employment opportunities for participants in "non-traditional" occupations and sectors (disaggregated by sex)? What lessons have been learned to date about reducing occupational segregation for youth in Rwanda?</p>	<p>Huguka Dukore Akazi Kanoze cooperative agreement and project documents including annual reports and monitoring data, Organizational Capacity Assessment, YES tool and results</p> <p>USAID personnel, IP staff and partner staff, GoR personnel, youth and other project beneficiaries</p>	<p>Desk review (including performance monitoring data), KIIs, FGDs</p>	<p>Content analysis, quantitative analysis, qualitative analysis, thematic coding, convergence/divergence determinations</p>
			<p>Content analysis, thematic coding, convergence/divergence determinations</p>
			<p>Content analysis, thematic coding, qualitative analysis</p>
<p>2. Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?</p>	<p>Huguka Dukore Akazi Kanoze project documents</p> <p>USAID personnel, GoR stakeholders, IP staff, staff from NGOs and private sector partners</p>	<p>KIIs, FGDs (if applicable)</p>	<p>Content analysis, thematic coding</p>
<p>3. Implementing Partner: How can the implementing partner improve activity outcomes and impact?</p>	<p>Huguka Dukore Akazi Kanoze project documents</p> <p>USAID personnel, IP staff and partner staff, staff from NGO and private sector partners, youth and other project beneficiaries</p>	<p>Desk review, KIIs</p>	<p>Content analysis, thematic coding</p>
<p>4. Adaptation: How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management? How can the activity's approach to CLA be enhanced to support improved adaptive management of the cooperative agreement?</p>	<p>USAID personnel, IP staff and partner staff, GoR personnel</p>	<p>Desk review, KIIs</p>	<p>Content analysis, thematic coding</p>
<p>5. Development Aims Alignment: How has Huguka Dukore Akazi Kanoze been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system? How has the activity contributed to wider efforts to increase investments in skills development for Rwandan youth?</p> <p>a. How effective are working relationships within the GoR across sectors engaged in youth workforce development?</p>	<p>Huguka Dukore Akazi Kanoze project documents</p> <p>USAID personnel, GoR staff, youth and other project beneficiaries, staff from NGOs and private sector partners</p>	<p>Desk review, KIIs</p>	<p>Content analysis, thematic coding, convergence/divergence determinations</p>

EVALUATION QUESTIONS	SOURCE(S)	METHOD(S)	ANALYSIS
b. How effective are working relationships with GoR workforce development actors, donor partners, and other relevant stakeholders at both the central and district level?			
6. Capacity: What changes have occurred in the institutional capacity of sub-grantees engaged in youth employment? How has this varied across organizational profiles (e.g., urban/rural, organization size)?	IP staff and partner staff, youth and other project beneficiaries, staff from NGOs and private sector partners	Desk review, KIIs	Content analysis, thematic coding,
7. Stakeholder perceptions and systems level impact: How effective has the systems levelwork of Huguka Dukore Akazi Kanoze been, in addition to the direct work at the youth level? a. How have successes and results at the youth level impacted investment and ownership of youth development initiatives by the GoR, the private sector, non-governmental organizations (NGOs) and communities? b. Has the perception of the importance of youth workforce skills among government personnel and other key stakeholders, changed since the implementation of Huguka Dukore Akazi Kanoze? i. Do key stakeholders perceive that youth have acquired new and relevant skills through Huguka Dukore Akazi Kanoze? ii. Is there a change in perception of youth participation and contribution more widely, including to their families, communities, and employers? iii. Do government stakeholders perceive that any potential change in perception has impacted interest in youth development activities among relevant stakeholders? c. Do key stakeholders perceive that youth in Huguka Dukore Akazi Kanoze are achieving better results in areas with heavier investment in positive youth development by communities, the GoR and the private sector?	GoR personnel, IP staff and partner staff, NGO and private sector partner staff, community stakeholders, youth and other project beneficiaries	KIIs, FGDs	Content analysis, quantitative analysis, qualitative analysis

Limitations

There are some expected limitations which the Team will mitigate, to the extent possible, throughout the evaluation process. First, there is a potential for selection bias, as with any qualitative research using non-random samples. Despite the use of purposive and convenience sampling, the Team will aim to ensure that respondents reflect a variety of perspectives and demographics, particularly among project beneficiaries.

Secondly, there is some potential for response bias on the part of respondents. Though interview questions are unlikely to be highly sensitive, there may be some incentive to not be fully forthcoming about their perspectives. The Team will attempt to mitigate this concern in the question design process and through the training of KII and focus group facilitators.

In the course of the evaluation, the Team will emphasize quality control, and will conduct in-person exercises to strengthen inter-rater reliability in the collection, coding, and analysis of data.

ANNEX III: DATA COLLECTION INSTRUMENTS

USAID/IP INSTRUMENT

Protocol: Thank participant for taking part in the interview. Explain the purpose of the evaluation and the reasons for collecting interview data.

This interview is part of a mid-term performance evaluation of Huguka Dukore Akazi Kanoze (HDAK). It presents an important learning opportunity for USAID Rwanda to improve the effectiveness of investment in work readiness for youth and in connecting youth to stable employment. The primary aims of the performance evaluation are to examine the effectiveness of the project approach and implementation, assess the performance of the implementing partner, and identify areas for future improvement or adjustment.

The mid-term evaluation could provide an opportunity to contribute to the GoR's wider approach to workforce development in advance of the next CDCS. The evaluation may also explore how HDAK relates to and interacts with larger efforts of USAID, the GoR, and other partners. The evaluation centers on seven central evaluation questions:

1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes?
2. Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?
3. Implementing Partner: How can the implementing partner improve activity outcomes and impact?
4. Adaptation: How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management?
5. Development Aims Alignment: How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system?
6. Capacity: What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?
7. Stakeholder perceptions and systems level impact: How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?

EQ1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes?

Explanation: We want to start out by getting general understanding of how effective the activity has been in achieving its overall outcomes.

What would you say is the largest impact that the activity has made on project participants? Is it income, employment status, contribution to family income?

Probe: Were any of these unexpected? Why or why not?

Probe: Are there any areas in which you think the activity is underperforming?

Probe: Have you noticed a variation in employment or income generation across genders? What about between urban and rural beneficiaries?

How effective do you think HDAK has been in providing employment opportunities for participants in non-traditional occupations and sectors?

Probe: Where have these non-traditional opportunities been most prevalent?

Do you think as the project contributed to reduction of occupational segregation for youth in Rwanda?

EQ2: Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?

Explanation: In addition to understanding HDAK's impact, we also want to understand some of the issues around the process of implementing the activity.

Would you say that the process of implementing HDAK has been successful overall? Why or why not?

Probe: What are some of the key factors that contribute to that success or failure?

What are the primary challenges that you've faced in implementing the activity?

Probe: How has USAID or EDC gone about addressing this challenge?

Probe: Do you have any recommendations for how implementation could be improved?

EQ3. Implementing Partner: How can the implementing partner improve activity outcomes and impact?

Explanation: Let's now talk in more detail about the IP (EDC).

Questions for USAID:

How would you describe your relationship with EDC? Do you think USAID's relationship with the IP has been successful?

Probe: Why or why not? Do you have any suggestions for how the relationship could be improved?

Probe: Have you faced any challenges with EDC? If so, what were they?

Are there any specific ways in which you think they could improve?

Probe: With management procedures? With M&E? With implementation processes or procedures? With communication?

Questions for EDC:

How would you describe your relationship with USAID? Do you think EDC's relationship with the IP has been successful?

Probe: Why or why not? Do you have any suggestions for how the relationship could be improved?

Probe: Have you faced any challenges in implementing the activity? If so, what were they?

Are there any specific ways in which you think EDC could improve?

Probe: With management procedures? With M&E? With implementation processes or procedures?
With communication?

EQ4. Adaptation: How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management?

Explanation: As you probably know, there is an Agency-wide effort to incorporate collaboration, learning, and adapting (CLA) into all USAID programs. Let's discuss how it has been integrated into HDAK.

How has the project employed collaborating, learning, and adapting (CLA) in its implementation approach or management?

Probe: Can you think of a time when the activity has had to adapt to contextual or implementation challenges?

Probe: Do you have any recommendations for how the activity can better incorporate CLA or adaptive management approaches?

EQ5. Development Aims Alignment: How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system?

Explanation: We now want to look specifically at the activity's contributions toward IR3 to understand how HDAK has contributed toward larger efforts toward a more coordinated workforce development system.

How has the activity contributed to increase investments in skills development for Rwandan youth?

Probe: Who did HDAK work with to accomplish this?

How would you describe your working relationship with GoR workforce development actors, donors? What about other donors?

Probe: Have these relationships been stronger at the central and district levels?

How effective do you think the activity has been in building the capacity of AKA?

What new partnerships have been created as a result of HDAK?

EQ6. Capacity: What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?

Explanation: One of the key outcomes that HDAK aims to achieve under IR3 (Higher quality, more coordinated workforce development system) is to strengthen the capacity of local subgrantees. We want to know more about how the activity is doing under this objective.

What changes have you seen in the institutional capacity of subgrantees engaged in youth employment?

Probe: In what ways has their capacity improved?

Probe: How has this varied across organizational profiles (e.g., urban/rural, organization size)?

EQ7. Stakeholder perceptions and systems level impact: How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?

Explanation: Staying on IR3, we'd like to understand more broadly how the work of HDAK has had an effect at the systems level, in addition to the direct work at the youth level.

How have successes and results at the youth level impacted investment and ownership of youth development initiatives by the GoR, the private sector, non-governmental organizations (NGOs), and communities?

Do you think there is general stakeholder buy-in for HDAK?

Recommendations:

In general, what recommendations do you have for how HDAK could be improved?

Probe: What could increase sustainability?

LOCAL IP KII INSTRUMENT

Protocol: Thank participant for taking part in the interview. Explain that all responses will be anonymized and that the team will take care to protect personally identifiable information (PII).

This interview is part of a mid-term performance evaluation of Huguka Dukore Akazi Kanoze (HDAK). It presents an important learning opportunity for USAID Rwanda to improve the effectiveness of investment in work readiness for youth and in connecting youth to stable employment. The primary aims of the performance evaluation are to examine the effectiveness of the project approach and implementation, assess the performance of the implementing partner, and identify areas for future improvement or adjustment.

The mid-term evaluation could provide an opportunity to contribute to the GoR's wider approach to workforce development in advance of the next CDCS. The evaluation may also explore how HDAK relates to and interacts with larger efforts of USAID, the GoR, and other partners. The evaluation centers on seven central evaluation questions:

- 1. Project Effectiveness:** How effective has the HDAK approach been in achieving intended objectives and outcomes?
- 2. Implementation Process:** What have been some of the primary factors for success, as well as key challenges, in project implementation?
- 3. Implementing Partner:** How can the implementing partner improve activity outcomes and impact?
- 4. Adaptation:** How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management?
- 5. Development Aims Alignment:** How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system?
- 6. Capacity:** What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?
- 7. Stakeholder perceptions and systems level impact:** How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?

EQ1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes?

Explanation: We want to start out by getting general understanding of how effective the activity has been in achieving its overall outcomes.

1. To start off, please tell me about the specific trainings or services that your organization offers under HDAK? (BYOB, WRN, GROW, etc.)
2. What would you say is the largest impact that your organization has made on project participants? Is it income, employment status, contribution to family income?

Probe: Have you noticed a variation in employment or income generation across genders? What about between urban and rural beneficiaries?

Probe: Have you been able to provide employment opportunities for participants in non-traditional occupations and sectors?

1. What are the main reasons youth drop-out of the training? What have you found to be most helpful in overcoming the drop-out challenges?
2. What are lessons learned in working with youth to prepare their personal development plans? What about the business idea plans?
3. How many youth have opportunities for work based learning? Which are most common – apprenticeships, internships, job shadowing, volunteering, other? What are challenges in youth experiences with work-based learning?
4. What is the experience so far of youth finding jobs/wage employment after training? In what sectors and types of occupations are they finding jobs?
5. How do youth receive coaching/mentoring? What has been working well with coaching/mentoring, what has been challenging?
6. What have been the lessons learned from the SILGs?

Probe: How are youth getting support to get start-up finance for their business idea? How are they accessing the materials and equipment they need? What about land for agriculture opportunities?

EQ2: Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?

Explanation: In addition to understanding HDAK's impact, we also want to understand some of the issues around the process of implementing the activity.

7. What are the primary challenges that you've faced in implementing the activity?

Probe: How has USAID or EDC gone about addressing this challenge?

Probe: Do you have any recommendations for how implementation could be improved?

Probe: What has gone most successfully in implementation?

EQ6. Capacity: What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?

Explanation: One of the key outcomes that HDAK aims to achieve under IR3 (Higher quality, more coordinated workforce development system) is to strengthen the capacity of local subgrantees. We want to know more about how the activity is doing under this objective.

8. How much support do you receive from EDC? What about USAID?
9. Do you feel that your organization has a high level of ownership over your work?

Probe: Has this changed over time?

10. Do you think your capacity as an organization has improved since joining HDAK?

EQ7. Stakeholder perceptions and systems level impact: How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?

Explanation: Staying on IR3, we'd like to understand more broadly how the work of HDAK has had an effect at the systems level, in addition to the direct work at the youth level.

11. How would you describe your relationship with local government officials engaged in youth employment?

Probe: Do you think the government is supportive of your work?

Probe: Do you work directly with the local government? If so, how?

Recommendations:

1. In general, what recommendations do you have for how HDAK could be improved?

RWANDA POLYTECHNIC KII INSTRUMENT

Guide for Key Informant Interview – Rwanda Polytechnic

General Introduction and Informed Consent

Welcome! My name is _____ from Dexis Consulting, an evaluation company from America. We are conducting a mid-term evaluation study of the HDAK project.

Name of the participant: _____

Position of the participant: _____

1. What is the mandate of the Rwanda Polytechnic? What role does the Rwanda Polytechnic play regarding vocational training, skills development, and employment of youth?
2. Are you partnering/collaborating with the HDAK project? If so, in what way are you partnering/collaborating with the HDAK project?
 - What is your motivation for collaboration?
 - How does the Rwanda Polytechnic support HDAK? How does HDAK support the Rwanda Polytechnic?

- Since when have you been involved?
 - What are your expectations from the project
3. In your opinion, how has the HDAK Project contributed to developing the skills of Rwandan youth at the national level thus far? Also, how will the HDAK Project contribute to developing the skills of Rwandan youth at the national level in the future
 4. Any lessons learned or recommendations based on your experience with the HDAK project?
 5. In general, what recommendations do you have for how HDAK could be improved?
 6. Anything you would like to tell us about the HDAK project?

TRAINER INSTRUMENT

Protocol: Thank participant for taking part in the interview. Explain that all responses will be anonymized and that the team will take care to protect personally identifiable information (PII).

This interview is part of a mid-term performance evaluation of Huguka Dukore Akazi Kanoze (HDAK). It presents an important learning opportunity for USAID Rwanda to improve the effectiveness of investment in work readiness for youth and in connecting youth to stable employment. The primary aims of the performance evaluation are to examine the effectiveness of the project approach and implementation, assess the performance of the implementing partner, and identify areas for future improvement or adjustment.

The mid-term evaluation could provide an opportunity to contribute to the GoR's wider approach to workforce development in advance of the next CDCS. The evaluation may also explore how HDAK relates to and interacts with larger efforts of USAID, the GoR, and other partners. The evaluation centers on seven central evaluation questions:

1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes?
2. Implementation Process: What have been some of the primary factors for success, as well as key challenges, in project implementation?
3. Implementing Partner: How can the implementing partner improve activity outcomes and impact?
4. Adaptation: How has the project employed adaptive management and collaborating, learning, and adapting (CLA) in its implementation approach and management?
5. Development Aims Alignment: How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system?
6. Capacity: What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?
7. Stakeholder perceptions and systems level impact: How effective has the systems level work of HDAK been, in addition to the direct work at the youth level?

EQ1. Project Effectiveness: How effective has the HDAK approach been in achieving intended objectives and outcomes?

Explanation: We want to start out by getting general understanding of how effective the activity has been in achieving its overall outcomes.

To start off, please tell me about the type of training you offer under HDAK? (BYOB, WRN, GROW, etc.)

1. What would you say is the largest impact that your training has made on project participants? Is it income, employment status, contribution to family income?

Probe: Were any of these unexpected? Why or why not?

Probe: Are there any areas in which you think the training is underperforming?

Probe: Have you noticed a variation across genders? What about between urban and rural beneficiaries?

2. Have you been able to provide employment opportunities for participants in non-traditional occupations and sectors?

Probe: Where have these non-traditional opportunities been most prevalent?

3. Has your organization done any work to reduce occupational segregation for youth in Rwanda?

*IF trainer conducts employability skills training (WRN!, MVT, ACP, tech skills, etc.):

4. What are the main reasons youth drop-out of the training? What have you found to be most helpful in overcoming the drop-out challenges?

5. What are lessons learned in working with youth to prepare their personal development plans? What about the business idea plans?

6. How many youths have opportunities for work based learning? Which are most common—apprenticeships, internships, job shadowing, volunteering, other?

7. What are challenges in youth experiences with work-based learning? What about challenges with employers?

8. What is the experience so far of youth finding jobs/wage employment after training? In what sectors and types of occupations are they finding jobs?

*IF trainer conducts self-employment/entrepreneurship training (BYOB, GROW, etc):

9. How are youth identifying viable business ideas in their communities?

10. How many youths receive coaching/mentoring? On average, how many sessions do they receive? What has been working well with coaching/mentoring, what has been challenging?

11. What have been the lessons learned from the SILGs?

12. How are youth getting support to get start-up finance for their business idea? How are they accessing the materials and equipment they need? What about land for agriculture opportunities?

EQ3. Implementing Partner: How can the implementing partner improve activity outcomes and impact?

13. How would you describe your relationship with the NGO you work for?

Probe: Have you faced any challenges?

14. How do you feel that your training fits into the larger goals of the HDAK activity?

EQ5. Development Aims Alignment: How has HDAK been contributing to broader donor and GoR efforts to develop a more coordinated youth workforce development system?

Explanation: We now want to look specifically at the activity's contributions toward IR3 to understand how HDAK has contributed toward larger efforts toward a more coordinated workforce development system.

15. How would you describe your working relationship with local government?

Probe: Have you made any new partnerships as a result of HDAK?

EQ6. Capacity: What changes have occurred in the institutional capacity of subgrantees engaged in youth employment?

Explanation: One of the key outcomes that HDAK aims to achieve under IR3 (Higher quality, more coordinated workforce development system) is to strengthen the capacity of local subgrantees. We want to know more about how the activity is doing under this objective.

16. How much support do you receive from EDC/USAID?

17. Do you feel that you have a high level of ownership over your training?

Probe: Has this changed over time?

18. Can you talk about your training process?

Probe: Do you feel that you've gained new skills as a trainer since joining HDAK?

Probe: How could the training of trainers process be improved?

Recommendations:

19. In general, what recommendations do you have for how HDAK could be improved?

DESK REVIEW INSTRUMENT

EVALUATION QUESTION NUMBER	EVALUATION QUESTION THEME	RELEVANT FINDINGS/PARTIAL ANSWERS IN EXISTING DOCUMENTS	DOCUMENT CITATION	PAGE	GAPS TO BE FILLED BY FIELD WORK

ANNEX IV: SOURCES OF INFORMATION

RELEVANT DOCUMENTS REVIEWED

- European Training Foundation. 2014. *Work-based Learning: A Handbook for Policy Makers and Social Partners in ETF Partner Countries*. Bonn: Germany.
- International Labor Organization (ILO). 2016.. *Compilation of Assessment Studies on Technical Vocational Education and Training*. Geneva.
- ILO and UNHCR. 2017.. *A Guide to Market-Based Livelihood Interventions for Refugees*. Geneva.
- ILO. 2018.. *Guide on Measuring Decent Jobs for Youth – Monitoring, Evaluation and Learning in Labour Market Programmes*. Geneva. McIntosh, C. and A. Zeitlin. 2018.
- National Institute of Statistics of Rwanda (NISR), Ministry of Health (MOH) Rwanda, and ICF International. *Rwanda Demographic and Health Survey 2014-15*. Rockville, Maryland: NISR, MOH, and ICF International, 2015.
- Using Household Grants to Benchmark the Cost Effectiveness of USAID Programming: A Pre-Analysis Plan. March 13, 2018.
- Republic of Rwanda, Ministry of Finance and Economic Planning. *Rwanda Vision 2020*. Kigali: Ministry of Finance and Economic Planning, 2000.
- United States Agency for International Development (USAID). 2013. *State of the Field Report: Examining the Evidence in Youth Workforce Development*. Washington: DC.
- USAID. 2015. *Knowledge Management Review: Rural Self Employment in Rwanda*. Washington: D.C.
- USAID. 2015. *Rwanda AK Scale and Sustainability*. Washington: D.C.
- USAID. 2016. *Cooperative Agreement: AID -696-A17-00005/Education Development Center Huguka Dukore Activity*.
- USAID, 2019. *Evaluation: Youth Potential Activity – Youth Cohort Study*. Washington: D.C.
- USAID and Education Development Center (EDC). 2009. *Rwanda Youth Employment Survey*.
- USAID and EDC. 2017a. *HD Social Inclusion Assessment Report*.
- USAID and EDC. 2017b. *HDAK Macro Labor Market Study*.
- USAID and EDC. 2017c. *Huguka Dukore Year 1 Annual Report*.
- USAID and EDC. 2017d. *Huguka Dukore Monitoring, Evaluation, and Learning (MEL) Plan*.
- USAID and EDC. 2018a. *Year 2 Huguka Dukore Akazi Kanoze Annual Report*.
- USAID and EDC. 2018b. *FY 2018 1st Quarterly Report*.
- USAID and EDC. 2018c. *FY 2018 2nd Quarterly Report*.
- USAID and EDC. 2018d. *Huguka Dukore Akazi Kanoze FY 2018 3rd Quarterly Report*.

USAID and EDC. 2018e. Huguka Dukore Gender and Health Assessment.

USAID and EDC. 2018f. HDAK Year Two IP Outcome Evaluation Report.

USAID and EDC. 2018d. Huguka Dukore Akazi Kanoze FY 2018 3rd Quarterly Report.

USAID and EDC. 2018e. Huguke Dukore Gender and Health Assessment.

USAID and EDC. 2018f. HDAK Year Two IP Outcome Evaluation Report.

Williams, D.R. and Burgess, P. 1997. Best Practices in Workforce Development: A Chamber of Commerce Perspective. Ohio State University.

EVALUATION SCHEDULE

DAY	"BASE" LOCATION	TASKS	FIELD WORK DISTRICT	PROPOSED TIME	CONTACTS	
28-Nov	Kigali	Internal team meeting	Kigali City			
29-Nov	Kigali	IP & USAID KII				
30-Nov		IP & USAID KII				
1-Dec						
2-Dec		DAY OFF				
3-Dec	Kigali	HDAK IP site visit in Gasabo district: Esther's Aid	Meet IP staff Coordinator/Director and Field Officers	8:30 AM - 12:00 PM	Hubert	
			Visit WRN/BYOB trainings (2nd cohort)			
		HDAK IP site visit in Nyarugenge: CEFOTRAR	Meet IP staff Coordinator/Director and Field Officers		1:30 PM - 5 PM	Dominique
			Visit WRN/BYOB trainings			
		HDAK site visit to self/wage employed youth in Nyarugenge	Youth in tailoring or in welding under CEFOTRAR			
		HDAK site to GROW youth	Visit to HDAK alumni benefiting from GROW package: youth in ECD or in Agribusiness			
4-Dec	Kigali	Meeting with District Officials in Nyarugenge	Meet JADF and Vice Mayor in charge of Economic or Social Affairs	8:00 AM - 9:30 AM	Jason	

DAY	"BASE" LOCATION	TASKS	FIELD WORK DISTRICT	PROPOSED TIME	CONTACTS	
		Meeting with Ministry of Education Officials: RP and/or WDA	Curriculum development Officer: Aimable Rwamasirabo and or Felix	10:00 AM - 11: 30 AM	Aimable	
		HDAK site visit to Benimpuhwe in Nyarugenge	Meet youth in WRN/BYOB training in Kanyinya	12:00 AM - 12: 30 AM	Jason	
			Meet IP staff Coordinator/Director and Field Officers	12:30 PM - 2:00 PM		
		LUNCH			2:00 PM - 2: 45 PM	
		Meeting with Development Partner in TVET sub-sector	APEFE Program Manager: Marie Pierre Ngoma	3:00 PM - 4:00 PM	Marie Pierre	
		Meeting with jobless Youth trained by CEFOTRAR In Nyarugenge	Meet jobless youth: CEFOTRAR /Nyarugenge	4:15 PM - 5:00 PM	Dominique	
5-Dec	Kigali	Debrief with HDAK Management		8:30 AM		
	Northern Province	Travel to Musanze		2:00 PM		
	Gisenyi/Musanze	Visit to UPHLS sites in Rulindo: employed youth with disabilities	Meet IP staff and visit employed youth with disabilities and private sector companies hosting youth	3:30 PM		
		Arrive in Musanze	Musanze	6:00 PM		
6-Dec	Musanze	HDAK IP (Imbaraga Farmers' Association) site visit	Meet Imbaraga staff and visit youth Ag sites	9:00 AM	Denys	
		Site visit to Imbaraga sites in Musanze	Self/wage employed youth in Ag value chains and/or other trades	10:30 AM		

DAY	"BASE" LOCATION	TASKS	FIELD WORK DISTRICT	PROPOSED TIME	CONTACTS
		Meet Financial Service Providers: RIM and/or Goshen MFIs	Meet branch Managers and/or loans officers to understand partnership with HDAK	2:00 PM	TBD
		Partnership with Private Sector in Ag value chain	Meet Holland Green Tech Branch Manager and other relevant staff	3:30 PM	
		Partnership with District	Meet District Officials: JADF and/or Vice Mayor Econ Affairs	8:00AM	
7-Dec	Departure to Rubavu	Day off/Travel PM		9:30 AM	
		On the way, visit to Imbaraga alumni	Youth in Ag value chains: horticulture in Nyabihu district	10:30 AM	Denys
	Rubavu	HDAK IPs: Vision Jeunesse Nouvelle (VJN)	Meet IPs field staff and youth alumni (AEE), VJN youth yet to start trainings	11:30 AM	Wilson (AEE); Frere Vital (VJN)
		AEE	Select few companies that hosted youth in WBL and jobs	3:00 PM	TBD
10-Dec	Kigali	HDAK IP: RODI in Kigali	Meet IPs field staff : Kigali Office	8:30AM - 10:00 AM	Desire
	Kigali	TVET DPs	Meeting with GIZ Hanga Ahazaza (Mastercard funded project) Program Managers - Christian and/or Ludovic	10:30AM -12:00AM	Christian
	Departure to Southern Province: Kamonyi, Ruhango, Nyanza and Huye	HDAK IPs in Kamonyi: CPJSP	Meet IPs field staff and youth alumni (wage/self-employed in Ag and various trades), youth in WRN/BYOB trainings	1:00 PM - 2:30 PM	Tharcisse
		HDAK IP: RODI in Ruhango	Meet youth alumni (wage/self-employed in Mining and their Employer)	3:00 PM - 4:30 PM	Desire

DAY	"BASE" LOCATION	TASKS	FIELD WORK DISTRICT	PROPOSED TIME	CONTACTS
		Proceed to Nyanza		4:30 PM	
11-Dec		HDAK IPs: COCOF in Nyanza	Meet IPs staff, youth in trainings and alumni COCOF	8:30 AM	Albert (AVSI); Tharcisse (COCOF)
		HDAK IPs: youth leadership groups in Ruhango	Meet Youth Leadership/Accompaniment group	3:00 PM	Tharcisse (COCOF)
12-Dec			5 AEE youth: during big rain storm		
			Training of in-company trainers	9:00 AM	
13-Dec		Return to Kigali		12:00 PM	
		HDAK Staff	Interview with available staff		
		USAID Interview	Interview with David, Luan, Emmanuel and EG Ag person	10:30 AM-12 PM	
	Kigali	HDAK Staff	Interview with Viktor	3:00 PM	
		HDAK staff	Connexus and Melissa		
		HDAK IP: AKA Management	Interview with Executive Director (Valence) and the Programs Manager (Anne Marie)	3:00 PM	Valence
			Interview with Lucy GIZ		
			Interview with Eliazar		

DAY	"BASE" LOCATION	TASKS	FIELD WORK DISTRICT	PROPOSED TIME	CONTACTS
13-Dec		HDAK: Interview continues	Market Development Specialist - Theophile Mudenge	10:00 AM	Theophile
14-Dec		USAID	Debrief with USAID	9:00AM - 10:00 AM	
		HDAK IP: AVSI		11 AM – 12 PM	

PARTICIPATING STAKEHOLDERS

Implementing Partners

GEOGRAPHIC LOCATION	NAME OF ORGANIZATION	MEETING TYPE	NUMBER OF	SEX	
				M	F
HUYE	AFRICA EVANGELISTIC ENTERPRISE (AEE)	Interview	2	2	0
RUBAVU	AFRICA EVANGELISTIC ENTERPRISE (AEE)	Interview	2	2	0
NYARUGENGE	AKAZI KANOZE ACCESS(AKA)	Interview	3	2	1
NYANZA	AVSI	Interview	1	1	0
NYARUGENGE	BENIMPUHWE	Interview	1	1	0
NYARUGENGE	CENTRE DE FORMATION DES TRAVAILLEURS RWANDAIS (CEFOTRAR)	Interview	3	1	2
RUBAVU	VISION JEUNESSE NOUVELLE (VJN)	Interview	5	5	0
KAMONYI	CONSEIL CONSULTATIF DES FEMMES(COCOF)	Interview	6	4	2
KAMONYI	CPJSP	Interview	3	2	1
GASABO	ESTER'S AID	Interview	5	4	1
MUSANZE	IMBARAGA FARMERS' ORGANIZATION	Interview	7	4	3
RUHANGO	RWANDA ORGANIZATION FOR DEVELOPMENT INITIATIVES (RODI)	Interview	2	2	0
GASABO	SOS CHILDREN'S VILLAGE	Interview	1	1	0
RULINDO	UMBRELLA OF ORGANIZATION OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTION (UPHLS)	Interview	1	1	0
TOTAL NUMBER OF PEOPLE INTERVIEWED-IPS			42	32	10

Youth

GEOGRAPHIC LOCATION	NAME OF ORGANIZATION	MEETING TYPE	NUMBER OF PEOPLE MET	SEX	
				M	F
HUYE	AEE HUYE	FDG	5	5	0
NYARUGENGE	CEFOTRAR UNEMPLOYED YOUTH	FDG	8	2	6
NYARUGENGE	CEFOTRAR YOUTH ALUMNI-TAILORING COOPERATIVE	FDG	8	0	8
NYARUGENGE	CEFOTRAR BYOB ALUMNI-SHOP OWNER	INTERVIEW	1	0	1
KAMONYI	COCOF YOUTH ALUMNI IN MUSHROOM VALUE CHAIN	FDG	12	6	6
KAMONYI	CPJSP ALUMNI	FDG	3	2	1
GASABO	ESTHER'S AID	INTERVIEW	1	1	0
MUSANZE	IMBARAGA YOUTH IN MUSHROOM VALUE CHAIN	FDG	10	3	7
MUSANZE	IMBARAGA YOUTH IN POTATO VALUE CHAIN	FDG	29	13	16
RUBAVU	VJN YOUTH IN SILC	FDG	25	11	14
RUHANGO	RODI YOUTH ALUMNI	FDG	6	3	3
GASABO	SOS GROW ALUMNI	FDG	3	1	2
RULINDO	UPHLS YOUTH ALUMNI	FDG	6	6	0
TOTAL			117	53	64

FINANCIAL SERVICE PROVIDER MET/INTERVIEWED

GEOGRAPHIC LOCATION	NAME OF ORGANIZATION	MEETING TYPE	NUMBER OF PEOPLE MET	SEX	
				M	F
MUSANZE	Goshen Finance	FGD	3	2	1
TOTAL			3	2	1

EDC-HDAK STAFF & OTHER PARTNERS

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		
Bill Potter	1	0	Chief of Party	EDC HDAK
Steve Kamanzi	1	0	Deputy chief of Party	EDC HDAK
Eliezer Mugarira	1	0	Implementing Partners Coordinator	EDC HDAK
Victor	1	0	Monitoring & Evaluation Coordinator	EDC HDAK
Theophile Mudenge	1	0	Market Development Specialist	EDC HDAK
Melissa Matlock	0	1	Project Director	CONNEXUS
Augustin Sebakambwe	1	0	Senior Access to Finance, Market and Agribusiness Specialist	
TOTAL	6	1		

GOVERNMENT OFFICIALS

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		
Aimable Rwamasirabo	1	0	Curriculum Development Coordinator	Rwanda Polytechnique
Abdallah	1	0	Coordinator	National Employment Program
Johnson Gatsinzi	1	0	Director of Education	Nyarugenge District
Anaclet Habinshuti	1	0	JADF Coordinator of Implementing partners	Musanze District
Augustin Ndabereye	1	0	Economic Affairs Vice Mayor	Musanze District
John Ngendahayo	1	0	Director of Agriculture	Musanze District
Total	6	0		

OTHER DEVELOPMENT PARTNERS INTERVIEWED

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		
Christian	1	0	Team Leader	GIZ Hanga Ahazaza
Ludovic Gelin	1	0	Workplace Learning Expert	
Lucy Schalkwijk	0	1	TVET Component Manager	GIZ Employability Program
Marie Pierre Ngoma	0	1	Programme Manager	Association pour la Promotion de l'Education et de la Formation à l'Etranger (APEFE)
TOTAL	2	1		

Government Officials

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		
Aimable Rwamasirabo	1	0	Curriculum Development Coordinator	Rwanda Polytechnique
Abdallah	1	0	Coordinator	National Employment Program
Johnson Gatsinzi	1	0	Director of Education	Nyarugenge District
Anaclet Habinshuti	1	0	JADF Coordinator of Implementing partners	Musanze District
Augustin Ndabereye	1	0	Economic Affairs Vice Mayor	Musanze District
John Ngendahayo	1	0	Director of Agriculture	Musanze District
Total	6	0		

Other Development Partners

FIRST & LAST NAME	SEX		POSITION	ORGANIZATION
	M	F		
Christian	1	0	Team Leader	GIZ Hanga Ahazaza
Ludovic Gelin	1	0	Workplace Learning Expert	
Lucy Schalkwijk	0	1	TVET Component Manager	GIZ Employability Program
Marie Pierre Ngoma	0	1	Programme Manager	Association pour la Promotion de l'Education et de la Formation à l'Etranger (APEFE)
TOTAL	2	1		

USAID Staff

FIRST & LAST NAME	GENDER		POSITION	ORGANIZATION
	M	F		
Fina Kayisanabo	0	1	Private Sector Agribusiness Team Leader	USAID - Economic Growth Office
David Rurangirwa	1	0	Senior Education Specialist	USAID - Office of Education
Emmanuel Gasana	1	0	Monitoring and Evaluation Specialist	USAID - Monitoring and Evaluation Office

ANNEX VI: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Name	Stephanie Monschein
Title	Technical Advisor
Organization	Dexis Consulting
Evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-I-15-00019/AID-OAA-TO-16-00024
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Rwanda, Huguka Dukore Akaze Kanozi, EDC
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation. 	


I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this

disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	<i>Stephanie Monschein</i>
Date	November 26, 2018

Name	Jeffrey Tines
Title	Workforce Development Advisor
Organization	Dexis Consulting
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-OAA-I-15-00019/AID-OAA-TO-16-00024
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	USAID/Rwanda, Huguka Dukore Akaze Kanozi, EDC
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>7. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</p> <p>8. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</p> <p>9. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</p> <p>10. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</p> <p>11. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</p> <p>12. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</p>	


I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	November 26, 2018

Name	Carine Rukera
Title	Local Evaluation Specialist
Organization	Dexis Consulting
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-I-15-00019/AID-OAA-TO-16-00024
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	USAID/Rwanda, Huguka Dukore Akaze Kanozi, EDC
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>13. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</p> <p>14. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</p> <p>15. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</p> <p>16. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</p> <p>17. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</p> <p>18. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</p>	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other


companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished

Signature	
Date	November 26, 2018

Name	Max Shanstrom
Title	Evaluation Specialist
Organization	Dexis Consulting
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-OAA-I-15-00019/AID-OAA-TO-16-00024
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	USAID/Rwanda, Huguka Dukore Akaze Kanozi, EDC
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>If yes answered above, I disclose the following facts:</p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>19. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>20. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>21. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>22. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>23. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>24. <i>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p>	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other

companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	November 26, 2018

U.S. Agency for International Development
1300 Pennsylvania Avenue, NW
Washington, DC 20523