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College of Education
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USAID Empowered Youth Activity Monitoring, Evaluation & Learning Plan

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DISCLAIMER

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

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List of Abbreviations

| | |
|------------|--|
| AMELP | Activity Monitoring, Evaluation and Learning Plan |
| AOR | Agreement Officer's Representative |
| CBF | County Youth Bunge Forums |
| CDCS | Country Development Cooperation Strategy |
| CLA | Collaborating, Learning and Adapting |
| DO | Development Objective |
| DQA | Data Quality Assurance |
| DQIP | Data Quality Improvement Plan |
| EGU | Egerton University |
| HEI | Higher Education Institution |
| ICT | Information Communication Technology |
| IR | Intermediate Result |
| K-YES | Kenya Youth Empowerment and Skills |
| MEL | Monitoring, Evaluation and Learning |
| MSU | Michigan State University |
| NCBA CLUSA | National Cooperative Business Association, CLUSA International |
| NYBA | National Youth Bunge Association |
| P&R | Pause and Reflect |
| PIRS | Performance Indicator Reference Sheets |
| PITT | Performance Indicator Tracking Table |
| PMP | Performance Monitoring Plan |
| PPP | Private Sector Partnership |
| PPR | Performance Plan and Report |
| QHIP | Quadruple Helix Information Platform |
| REDCap | Research Electronic Data Capture |

I. INTRODUCTION

I.1 Activity Overview and Connection to USAID Priorities

USAID Empowered Youth is a \$15 million, five-year activity funded by the United States Agency for International Development (USAID) beginning in July 2021 and ending in July 2026. It aims to empower Kenyan youth aged 18-24 years and adolescent girls aged 15-19 years by increasing their prospective economic opportunities and building the capacity of Kenyan HEIs and youth-serving organizations. USAID Empowered Youth is implemented by Michigan State University (MSU) and a consortium of partners, including United States International University-Africa (USIU-A), Egerton University (EGU), the National Cooperative Business Association, CLUSA International (NCBA CLUSA), and National Youth Bunge Association (NYBA) among other local private sector and public organizations and agencies. USAID Empowered Youth will result in empowered youth networks and increased economic opportunities in six high-touch counties and 20 low-touch counties.

The program will focus on the high-touch counties of Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega in Year I, and then expand to low-touch counties starting with the former Yes Youth Can! (YYC) counties that have organized and strengthened structures such as County Youth Bunge Forums (CBFs), Youth Bunge Saccos (YBS), and Youth Employment Compacts (YEC) (Kwale, Garissa, Nairobi, Nyeri, West Pokot, Bungoma, Taita Taveta, Busia, Homabay, Kisii, Uasin Gishu and Mandera) and then working in Makueni, Machakos, Kitui, Meru, Turkana, Samburu, Kajiado, and Marsabit, which have substantial investment by USAID.

See below:

- Isiolo (Garissa, Marsabit, Samburu, Mandera)
- Kakamega (Bungoma, Turkana, West Pokot)
- Kisumu (Homabay, Kisii, Busia)
- Nakuru (Uasin Gishu, Nyeri)
- Kiambu (Nairobi, Kitui, Kajiado, Meru)
- Mombasa (Kwale, Makueni, Taita Taveta, Machakos)

The USAID Empowered Youth activity monitoring, evaluation, and learning plan (AMELP) clarifies the team's approach to monitoring, evaluation, and learning (MEL). The purpose of this activity level M&E plan is to:

- Provide evidence for activity-level management and decision making to the USAID Empowered Youth Activity Agreement Officer's Representative (AOR) and implementing partner staff (Chief of Party, activity technical staff).
- Measure progress towards achievement of activity level objectives, as well as associated targets.
- Ensure that activities provide necessary, high quality, data to USAID/Kenya to assess activity progress by USAID Empowered Youth.

The following key principles drive the development of this activity level M&E plan:

- Reflect the requirements outlined in Cooperative Agreement #72061521CA00019: The starting point for development of the activity level M&E plan is to identify the key objectives and associated theory of change, including specific indicators and targets.
- Respond to USAID’s M&E needs: The activity M&E plan is aligned with USAID’s Country Development Cooperation Strategy (CDCS) 2020-2025, Performance Monitoring Plan (PMP) and Performance Plan and Report (PPR) reporting requirements. USAID’s PMP provides the framework for this activity level M&E plan. This activity will work closely with the AOR to ensure that relevant data requirements outlined in the PMP are included in the activity M&E plan.
- Streamline: This MEL plan will ensure the project has a development hypothesis and has identified meaningful indicators from the agreement that aligns with Education and Youth programming needs. Specifically, the MEL plan integrates relevant PMP indicators and Standard Foreign Assistance Indicators among other indicators.
- Compliance with ADS 201: The plan complies with monitoring, evaluation, and CLA requirements as outlined in ADS 201 by emphasizing the systematic process of collecting, storing, and analyzing performance data and other information to track progress toward planned results.
- Mutual accountability and oversight: The plan helps track and measure progress on county, private sector and national-level engagement and commitment. The plan will help USAID track outputs related to commitment (financial contributions) and collaborative oversight (co-monitoring of implementation). The plan supports participatory monitoring and evaluation as well as the use of social audits which give project beneficiaries an opportunity to provide feedback on interventions received.

1.2 AMELP Purpose and Structure

The project’s approach is rooted in using data through monitoring to evaluate progress and learn how to adjust methods. The design of this project has been collaborative from the start, and this AMELP will highlight the collective approach the USAID Empowered Youth consortium took in its design. It will be rooted in using data to inform learning and adapting to the data and the situation as it changes.

As such, the AMELP is a “living document” and will be updated on a regular basis. The activity will conduct annual learning summits involving partners, key stakeholders, and USAID. The AMELP will be reviewed and updated after every session with proposed changes submitted to USAID within 45 days of each session. Regular after-action and mini pause-and-reflect sessions held throughout the year will help inform the design and agenda of the annual Pause & Reflects (P&Rs). The learning events will be formal and informal, and both within and across Intermediate Results (IRs) as the situation demands.

As the short duration of the start-up time did not allow for a full collaborative approach to this AMELP, USAID Empowered Youth submits this with the understanding that it will be reviewed and possibly revised in cooperation with key stakeholders at a six-month P&R that will be designed to synthesize the objectives of different partners in the private, education, government, and civil society sectors.

During this session, existing indicators will be reviewed and a discussion focusing on outcome indicators will be used to identify potential new ones to be added that have been co-created with a broader stakeholder group. Illustrative examples of new ones that may be added during this stage include the standard capacity building indicator, CBLD-9, and custom indicators focusing on measuring collaboration at the outcome level.

Going forward, future iterations of this document will be developed in collaboration with key partners. Specific focus will be on reviewing assumptions to see if they are still valid, and re-examining indicators and targets in light of changes in Kenya.

USAID Empowered Youth is designed to support Kenya’s Country Development Cooperation Strategy (CDCS) 2020-2025 Development Objective (DO) 2: Resilience of Vulnerable Populations and Environments Improved.¹ Specifically, under education and youth, the CDCS notes that “through partnerships with Kenyan higher education institutions, national and local government, youth organizations, and the private sector, USAID will support youth skills training aligned to market opportunities,” and Development Objective (DO) 3, that aims to catalyze economic growth opportunities for young women and men by equipping youth with skills and capacity to effectively participate in the marketplace, which will increase productivity, and transform Kenya into a less dependent economy to create high-value employment opportunities.

2. THEORY OF CHANGE

2.1 Current State/Problem Context

Despite billions of government and international donor funds invested in initiatives aimed at “empowering” Kenyan youth, they still face significant rates of unemployment, limited social and economic opportunities, and major challenges with livelihoods and well-being. The Kenyan youth development ecosystem faces significant micro- and macro-level challenges that often render youth empowerment initiatives ineffective.

At the micro level, many youth empowerment initiatives are focused on capacity building through workshops that equip youth with technical and life skills, but few have resulted in long-term sustainable and replicable results. Macro-level challenges are poor coordination and limited capacity of key actors in the youth ecosystem: the education system, the private sector, and county government. In response to these challenges, the MSU-led USAID Empowered Youth consortium proposes to develop, test, and scale an approach that will address micro- and macro-level youth empowerment challenges and cultivate increased social and economic opportunities. The project will apply a human-centered, creative problem-solving approach grounded in a systems-based Quadruple Helix Innovation Platform (QHIP) to achieve sustainable and scalable youth empowerment. Guided by our theory of change, USAID Empowered Youth’s approach is built on a strong Collaboration, Learning, and Adaptation (CLA) cycle.

2.2 Theory of Change Narrative

USAID Empowered Youth’s theory of change is that **IF** USAID Empowered Youth and related investments unite and empower youth through expanded formal networks such as county governments, higher education institutions, private sector partners, and community and youth networks, **THEN** there will be a measurable impact on youth well-being and livelihoods.

The QHIP (government, the private sector, HEIs, and communities) maps the national and county-level systems in which youth are embedded, ensures that the project’s interventions impact all parts of the systems, and supports integration across these sectors.

2.3 Activity Assumptions

USAID Empowered Youth assumes: 1) if youth can be prominent and empowered actors at local, county, and national levels, systems will be transformed in ways that benefit not only youth but the rest of society; 2) problems (especially those of the current and past youth interventions) cannot be solved with the same thinking that created them. To this end, USAID Empowered Youth will employ human-centered design (a mindset) complemented by design thinking (a process) to ensure diverse stakeholders within the system, primarily youth, are meaningfully interacting in creating new knowledge, services, and networks that solve problems. This approach prioritizes elevating youth voices and designing and implementing interventions

¹ [Kenya CDCS Report](#), 2020-2025

that will address the endemic issues of youth disenfranchisement and disempowerment in Kenya. The activity will apply the QHIP and integrate a human-centered design approach at all levels of USAID Empowered Youth, from design to implementation to evaluation. Please see Annex I for a list of critical assumptions and mitigation strategies.

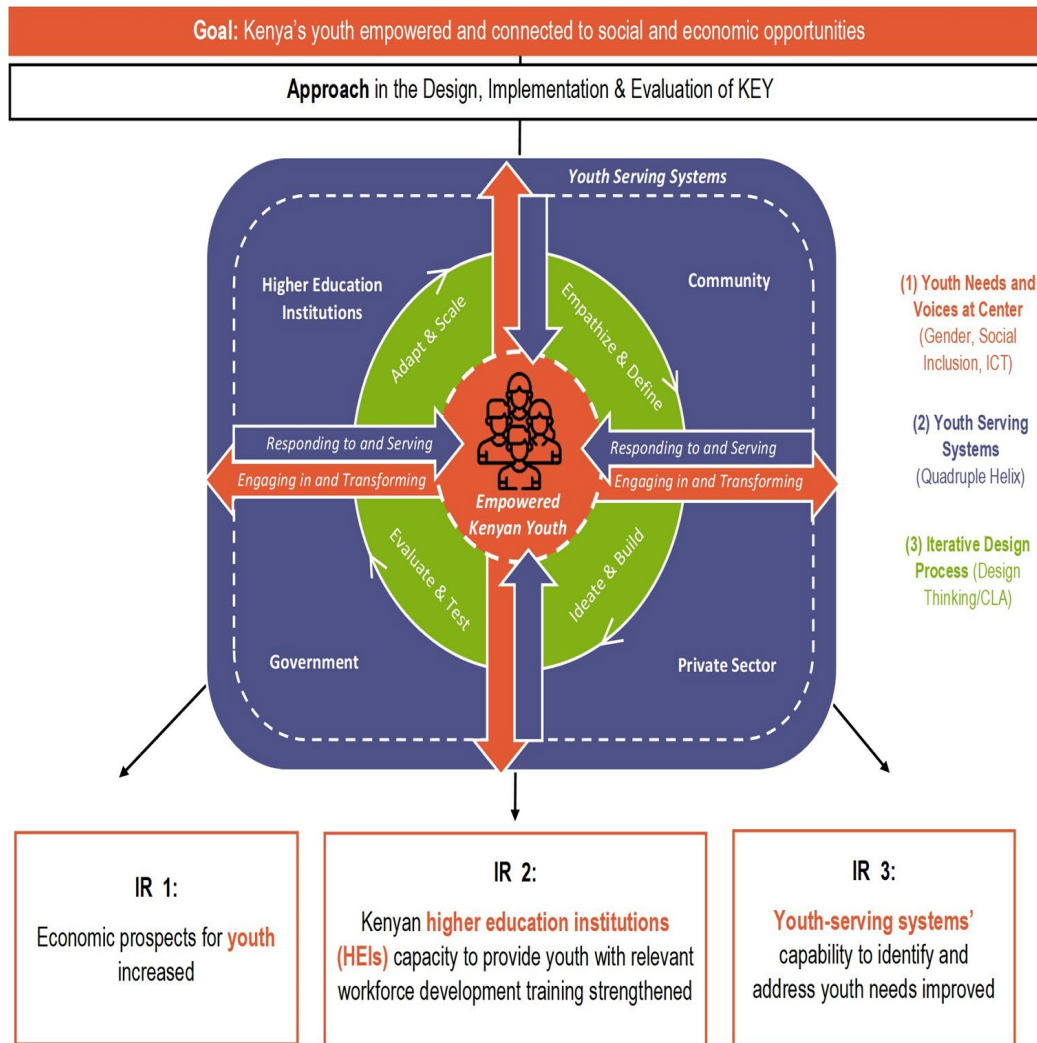


Figure 1. Quadruple Helix Innovation Platform (QHIP) Approach

To catalyze anticipated outcomes, USAID Empowered Youth has designed several intermediate results that will create the desired change. USAID Empowered Youth activity will focus on three strategic objectives: Objective 1: Increase youth economic prospects; Objective 2: Build Kenyan HEI’s capacity; Objective 3: Strengthen youth-serving systems. In the next section, this AMELP will outline the performance monitoring plan for each IR and sub-IR.

2.4 Logic Model (EY Results Framework)

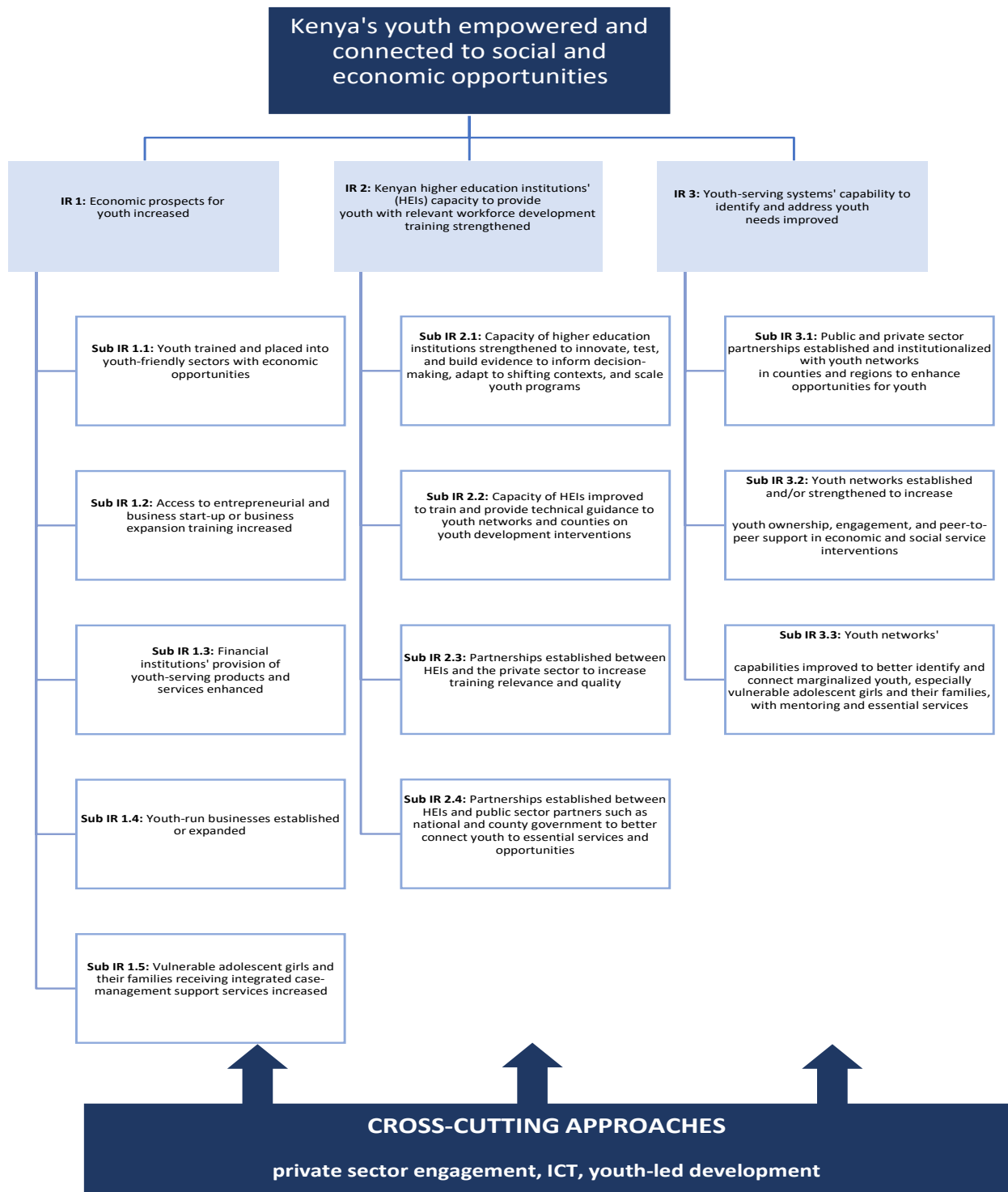


Figure 2. Logic Model for the Results Framework

3. BENEFICIARY FEEDBACK PLAN

As outlined in the quadruple helix model, there are four broad beneficiary groups and actors in the USAID Empowered Youth activity. These are: HEIs, community, government, and the private sector.

At the center of the community group are youth, especially those from marginalized communities. Youth are also expected to cut across the four groups. The table below outlines how each group will be identified.

Table 1 - Beneficiary Group, Beneficiary Type and Means of Identification

| Beneficiary Name | Beneficiary Type and Means of Identification | Summary of EY Services the Beneficiary will Receive | Methods and Frequency for Collecting Feedback | Methods and Frequency of Sharing Feedback with USAID | Analysis and Response to Feedback | Other Notes |
|-------------------------|--|---|--|---|---|--|
| Youth | <p>Youth (direct beneficiaries).</p> <p>The foundational landscape analysis will identify the initial potential group.</p> <p>Activities such as the national launch and stakeholder mapping events will create village youth binges that engage the youth as implementing partners as opposed to passive beneficiaries.</p> | <p>Stakeholder mapping event, capacity building such as supporting youth binges, additional training as needed.</p> | <p>Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity.</p> <p>Data will be continually collected mainly through qualitative and quantitative survey tools and recorded reviews.</p> | <p>The summary of feedback information collected through the beneficiary feedback program will be integrated into the regular learning sessions and issues that need to be addressed or discussed in a collaborative, solution-focused manner.</p> <p>Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports.</p> | <p>The learning events identified in the collaboration, learning, and adapting plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with youth suggestions and feedback integrated into the overall planning cycle.</p> <p>Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a specific component on reviewing and integrating beneficiary feedback into the overall activity implementation.</p> | <p>The primary community focus places youth needs at the center with a special focus on gender and social inclusion.</p> |

| | | | | | | |
|------------------|---|---|--|---|---|--|
| <p>HEIs</p> | <p>HEI partners (intermediate beneficiary).</p> <p>The current list of HEI partners have been identified through the pre-award co-creation with USAID.</p> | <p>Trainings, capacity building, and mentorship.</p> | <p>Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity.</p> <p>Data will be collected mainly through qualitative and quantitative survey tools and recorded reviews.</p> | <p>The summary of feedback information collected through the beneficiary feedback program will be integrated into the regular learning sessions and issues that need to be addressed or discussed in a collaborative, solution-focused manner.</p> <p>Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports.</p> | <p>The learning events identified in the CLA plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with their suggestions and feedback integrated into the overall planning cycle.</p> <p>Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a specific component on reviewing and integrating beneficiary feedback into the overall activity implementation.</p> | <p>Ongoing stakeholder mapping and participatory work plan development will identify if new HEIs should be added to the partner list.</p> |
| <p>Community</p> | <p>Youth and non-youth actors (intermediate beneficiary).</p> <p>The foundational landscape analysis will identify the initial potential group, activities such as the national launch and stakeholder mapping events</p> | <p>Stakeholder mapping event, capacity building such as supporting youth binges, additional training of community partners as needed.</p> | <p>Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity.</p> <p>Data will be collected mainly through qualitative and</p> | <p>The summary of feedback information collected through the beneficiary feedback program will be integrated into the regular learning sessions and issues that need to be addressed or discussed in a collaborative,</p> | <p>The learning events identified in the collaboration, learning, and adapting plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with their suggestions and feedback integrated into the</p> | <p>The primary community focus places youth needs at the center with a special emphasis on gender and social inclusion. This will be an ongoing and participatory process including county stakeholders,</p> |

| | | | | | | |
|------------|---|---|--|---|--|---|
| | <p>will create village youth binges that engage the youth as implementing partners as opposed to passive beneficiaries.</p> <p>Non-youth actors in supporting youth programs will also be identified.</p> | | <p>quantitative survey tools and recorded reviews.</p> | <p>solution-focused manner.</p> <p>Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports.</p> | <p>overall planning cycle.</p> <p>Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a specific component on reviewing and integrating beneficiary feedback into the overall activity implementation.</p> | <p>youth and youth organizations, and other community actors supporting youth empowerment initiatives.</p> |
| Government | <p>County-level government partners (intermediate beneficiary).</p> <p>Working with USAID, the activity will identify government partners who will serve as members of the county youth employment compacts and serve as the focal points on coordination between government and USAID Empowered Youth.</p> | <p>Joint work planning activities, trainings, youth employment contracts, joint monitoring visits, budget leverage.</p> | <p>Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity.</p> <p>Data will be collected mainly through qualitative and quantitative survey tools and recorded reviews.</p> | <p>The summary of feedback information collected through the beneficiary feedback program will be integrated into the regular learning sessions and issues that need to be addressed or discussed in a collaborative, solution-focused manner.</p> <p>Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports.</p> | <p>The learning events identified in the CLA plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with their suggestions and feedback integrated into the overall planning cycle.</p> <p>Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a specific component on reviewing and</p> | <p>USAID Empowered Youth will work closely with USAID as part of a co-creation process to identify initial counterparts and track changes in the county government as part of context monitoring.</p> |

| | | | | | | |
|----------------|--|---|---|--|--|---|
| | | | | | integrating beneficiary feedback into the overall activity implementation. | |
| Private Sector | Employers in the private sector (intermediate beneficiary). The foundational landscape analysis will provide the basis for understanding the private sector in the targeted counties. | Trained youth for employment, joint work planning with county government. | Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity. Data will be collected mainly through qualitative and quantitative survey tools and recorded reviews. | The summary of feedback information collected through the beneficiary feedback program will be integrated into the regular learning sessions and issues that need to be addressed or discussed in a collaborative, solution-focused manner. Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports. | The learning events identified in the CLA plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with their suggestions and feedback integrated into the overall planning cycle. Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a specific component on reviewing and integrating beneficiary feedback into the overall activity implementation. | This is an ongoing and participatory process including county stakeholders, youth and youth organizations, and private sector actors. |

As outlined in the work plan, USAID Empowered Youth will maintain a real-time beneficiary and indicator tracking database. Each beneficiary will have a unique indicator that will allow tracking of metrics at the country and activity-wide level while preserving anonymity. Additionally, the learning events identified in the collaboration, learning, and adapting plan include a wide array of stakeholders, and activity beneficiaries will be included in learning events with their suggestions and feedback integrated into the overall planning cycle. Feedback will be collected annually at the learning events as part of the CLA plan and on a regular basis using post-event feedback forms throughout the activity. The annual learning summit will include a

specific component on reviewing and integrating beneficiary feedback into the overall activity implementation. The summary of feedback information collected through the beneficiary feedback program will be integrated into regular learning sessions and issues that need to be addressed or discussed in a collaborative, solution-focused manner. Reporting on beneficiary feedback and solutions will be integrated into the activity's regular quarterly progress reports, semi-annual, and annual reports.

4. MONITORING PLAN

This section provides information on how USAID Empowered Youth will monitor the performance of each activity and contextual factors that may affect performance.

4.1 Performance Monitoring

USAID aims to use the best available empirical evidence and information from activity implementation to generate new knowledge and have greater accountability. Consistent with this goal, USAID Empowered Youth will routinely monitor performance indicators data and other relevant information to assess the quality, quantity, and timeliness of USAID Empowered Youth activities, outputs, and outcomes. The USAID Empowered Youth team also acknowledges that the data collected in the performance monitoring context is intended to be used to inform learning and adaptation and integrated into a broader knowledge management system.

From the performance monitoring perspective, a robust MEL system will be instituted with strategic focus on data quality and use of information for learning and adaptive management. This approach responds to various USAID initiatives for more effective evaluations, such as the Evaluation Policy, Program Cycle, and CLA Framework.

Performance indicators have been selected for each of the IRs in the results framework to measure USAID Empowered Youth's progress and achievements, validate development hypotheses, and guide management in making timely and informed adjustments to implementation strategies. Important criteria² guiding the selection process is that an indicator must be:

- **Direct.** A direct measure of the intended results and directly attributable to activity interventions.
- **Objective.** A transparent and standard measure of the intended result.
- **Quantitative.** Easily represented and conveyed in numerical terms.
- **Qualitative.** Evaluative, interpretive, and able to capture nuanced contextual meanings.
- **Attributable.** Plausibly associated with activity interventions.
- **Practical.** Collected and analyzed accurately and in a timely and cost-effective manner.
- **Reliable.** Consistently high quality based on reliable sources and sound data collection techniques.

Data will be collected mainly through qualitative and quantitative survey tools and recorded reviews. Performance indicators have been derived from the Standard Foreign Assistance (F) indicators that meet the criteria. Additional custom indicators have been tailored to measure interventions specific to USAID Empowered Youth's implementation approach and to address gaps in the results framework. The goal of

² Performance Monitoring and Evaluation TIPS: Selecting Performance Indicators. http://pdf.usaid.gov/pdf_docs/Pnadw106.pdf

the indicator selection process is to align with USAID/Kenya's PPR while considering the scope and focus of USAID Empowered Youth.

The Indicator Summary Table (Annex I) ties the measurable achievements of USAID Empowered Youth activities to the causal logic of the results framework. Indicator targets will be reviewed and revised annually, if necessary, based on previous achievements, changes in critical assumptions, and any subsequent modifications to the implementation strategy. The current CDCS notes that "The Mission will use MEL activities to further strengthen stakeholder engagement so that USAID programs will have stronger Kenyan ownership and contribution to course correction decisions."³ USAID Empowered Youth will embrace this approach and ensure indicator reviews are woven into the regular P&Rs and include key partners to take a collaborative approach to reviewing and perhaps revising indicators.

PIRS have been prepared for each indicator and can be found in the appendix section under Annex II.

After the baseline assessment, the PIRS will be updated to customize the activity context in consultation with the AOR and partner organizations. The field data collectors will receive training at regular intervals on these indicators.

Upon receiving the AOR's conditional approval of the draft AMELP, the USAID Empowered Youth team will plan to conduct an Ecosystem Market Assessment which will be designed in close collaboration with USAID/Kenya. The results of the study will be used to test the causal pathways as outlined in the activity theory of change, confirm, or modify the targets of key indicators, and lay the groundwork for learning during and/or after the activity implementation.

The next several sections provide a brief overview of each of the IRs. The detailed indicator information can be found in Annex I.

IRI –Youth Economic Prospects Increased

USAID Empowered Youth seeks to increase youth economic prospects by connecting them to relevant, stakeholder-driven, integrated skills training and job placement programs that are linked to industry needs in high-growth sectors. It also seeks to offer youth entrepreneurial and business startup assistance and increased access to financial services. Programs and services will be data-driven and will aim to 1) connect youth with job placement through career fairs and services, and 2) create quality jobs, spearheaded by the private sector in collaboration with HEIs, leveraging economic opportunities through Prosper Africa and generating opportunities through Nawiri, Food for Peace, Feed the Future, economic growth, environment- and health-related fields, water, sanitation, and hygiene, and other development partner investments.

From an MEL perspective, IRI currently has eight indicators, both output- and outcome-based. As Year 1 is a building year, the AMELP targets are conservative, with a focus on developing the collaboration with HEIs and the private sector necessary to expand youth opportunities and employment.

A key part of the MEL plan is ongoing learning. The learning questions for IRI are included in Section 4. There are two learning questions for IR I. The first focuses on specific challenges being faced by youth and the second seeks to ensure the project is thoughtful about the design and implementation being demand-driven and inclusive of youth voices.

³ [Kenya CDCS Report](#), 2020-2025

IR2 –Kenyan HEIs’ Capacity Built

USAID Empowered Youth will strengthen Kenyan HEI capacity to link training to youth economic opportunities, develop meaningful collaborative partnerships among key actors in youth development, effectively communicate across institutions, and take collective action to innovate, demonstrate, test, and scale new or improved ideas and/or practices that address the needs of youth.

USAID Empowered Youth will use a human-centered, creative, problem-solving approach grounded in the quadruple helix framework. Activities will include helping universities and technical training institutions link their training to high-growth value chains, increasing workforce competitiveness, conducting research, and increasing the use of reliable data to inform youth development training, policy, and investments.

There are currently three indicators for IR2. Two of them are output-focused on the number of partnerships and HEIs receiving support, while one is outcome-focused and looks at HEI contribution towards youth development. It will be critical to review and expand this in coordination with a broad array of partners during the initial programming phase. As noted in the introduction, during the P&R to discuss the AMELP with a broader array of partners, IR2 will discuss potential new outcome indicators.

The learning questions for Year 1 are focused on learning about the collaboration with private sector and local experts and integrating necessary skills and competencies into implementation in a way that is accessible for marginalized groups.

IR3 –Youth-Serving Systems Strengthened

IR 3 focuses on ensuring that the six high-touch counties and 20 low-touch counties (where Yes Youth Can! (YYC) and Kenya Youth Empowerment and Skills (K-YES) were implemented), will have increased investments in youth programs, increased partnerships with youth organizations and the private sector, HEIs that train and support youth, and regular involvement of youth in key county-level decisions. Youth organizations will be better able to conduct outreach and provide services to and represent youth, and youth networks will be strengthened into an inclusive, unified front, actively advocating for the inclusion of youth in Kenya’s social, economic, and political development. USAID Empowered Youth will adopt a two-pronged approach for strengthening youth-serving systems: 1) institutionalizing a sustainable framework for collaborative action by facilitating county-level participatory forums to encourage youth initiatives; and 2) strengthening the capacity and inclusivity of youth-led organizations and county- and national-level youth networks to offer services and support to all youth, including underrepresented and marginalized groups. USAID Empowered Youth will work closely with the Ministry of Youth and Information Communication Technology (ICT) and assist them in obtaining commitments from county governments to sustainably support the operation of 152 youth empowerment centers to serve as youth hubs at the constituency level. USAID Empowered Youth will work with county governments through the county youth forums and county compacts to consistently include a youth empowerment budget line item in the county budgets. Relationships built through IR3 will contribute to the success and sustainability of IR1 and IR2 activities. Youth, county governments, and the private sector will work together to identify strengths and resources to address priority youth issues in counties. Performance indicators referenced in Annex I will be used to monitor progress towards achievements in IR3.

IR3 currently has six indicators, detailed in Annex I. These are focused on youth development and the role the private sector and county government play in this area. IR3’s learning questions focus on the fundamental goals of this component – what works to improve youth economic prospects and what components of the activity are most attractive to the youth. They look at challenges that might be informative for future years such as building partnerships with the counties. These are very important questions to ask during the start-up phase and provide critical information on necessary adaptations for Year 2 and onward.

Cross-Cutting Activities

Cross-cutting activities for USAID Empowered Youth are integral and embedded throughout. Although there are specific cross-cutting indicators (see the Indicator Table in Annex I), the core responsibility of the cross-cutting team is to ensure that key groups, such as women and persons with disabilities, are integrated throughout the activity, not just as numbers served, but as active participants in the design. For example, the activity will ensure part of the human-centered design includes women and people with disabilities, so that activities are thoughtfully constructed from the ground up to be accessible and inclusive. Performance and context indicators will be designed to track changes in key gender gaps from baseline to end-of-project or end-of-activity results, and qualitative and quantitative methodologies will be used to gather and analyze relevant gender-sensitive data.

Within the learning plan are questions that specifically address cross-cutting activities. Within the broad organizational learning questions, two focus specifically on some of these cross-cutting issues, ensuring the project is intentional about awareness and equity in its engagement with marginalized communities. There is also one question specifically focused on girls and the case management system.

Additionally, from a broad programmatic perspective, public-private partnership and overall collaboration models are key cross-cutting activities that will be integrated throughout the IRs.

Currently, most of the indicators in the cross-cutting section are output-based. USAID Empowered Youth acknowledges this, and a key focus over the next six months is to design more outcome indicators around objectives such as collaboration, sustainability, and inclusive partnership models. They are not included in this first draft as USAID Empowered Youth believes these more outcome-focused indicators should be designed in concert with partners at the county and civil society levels. This will be a focus of the activity during the first six months of implementation.

Additional and specific foci of cross-cutting areas include:

Gender Equality and Female Empowerment

M&E will support measuring and reporting progress in multiple ways. In addition to the data collected through the Adolescent Girls Case Management Pilot (under IR 1), USAID Empowered Youth will collect sex-disaggregated data throughout the program. There is a specific standard gender indicator in the cross-cutting section, and the CLA section includes a specific question on the Adolescent Girls Case Management Pilot.

Engagement of Higher Education Institutions

M&E will support measuring and reporting progress utilizing a few specific indicators including tracking partnerships between the private sector and academia, the number of HEIs receiving capacity development support, and how HEI partners contribute to youth development, measured in USD.

Digital Technology

USAID Empowered Youth will include in its quarterly reporting the different digital technologies used, where they fit into the existing digital ecosystem, and the stakeholders involved in the use of these different technologies.

Sustainability and Local Ownership

M&E tracking here centers largely around the work done with the local county government and private sector partnerships. This includes ensuring counties are able to review both the work plan budget and

indicators for USAID Empowered Youth and seeking private sector continuous engagement and commitment of resources towards youth employment outcomes.

Private Sector Engagement (PSE)

The final cross-cutting area is PSE. USAID Empowered Youth's M&E activities will focus specifically on identifying both the number of new partnerships established as the result of its work across the three objectives, and also the revenue generated by new partnerships. Additionally, the M&E unit will track new public-private partnerships (PPP) formed as well as partners that report value-added to their organizations as a result of the newly formed PPPs. M&E activities will also track dollar value leveraged by each private sector partner as well as county government dollar value leverage.

4.2 Context Monitoring

USAID Empowered Youth will use context monitoring techniques to track shifts in external factors (environmental, economic, health, social, or political) that might affect operational performance within the implementation period. To this end, the USAID Empowered Youth team will regularly monitor national and county-level public health, political, and economic contexts that may have direct or indirect implications to the accomplishment of results. Some predicted external factors of context may affect the monitoring process:

1. **Public Health: COVID-19 and Coronavirus Issues.** New coronavirus waves may occur during this period. USAID Empowered Youth programming will include scenarios of lockdown, social distancing, time delays, travel restrictions, and community and staff health issues. The activity will mitigate travel restrictions by recruiting staff from, or assigned to, activity sites to ensure periodic reporting of required MEL activity indicators. As mentioned, social distancing has limited and will continue to affect the convening of face-to-face assessment and training sessions with participants. The activity's monitoring and evaluation processes will pivot regarding collecting data electronically and remotely, so significant changes in the actual data reporting will not be made. However, there will be more intentionality in data analysis that will help to progressively monitor the state of the project's operating environment. The activity commits to giving a summary analysis on the trends and gaps identified during this period and the actions taken towards ensuring work-plan activities speak to these changes.
2. **Political Shifts.** National and county elections will be held in August 2022. Based on previous experience, there are risks that political turmoil may take place in parts of Kenya and may result in disruption or suspension of activities. Additionally, changed county government leadership composition because of the elections may result in changes to the level of support the Kenyan government provides to activities. It may take additional time to build relations in high- and low-touch counties where changes in elected officials have occurred, thereby slowing planned activities.
3. **Economy.** Kenya has one of the fastest growing economies in Sub-Saharan Africa. COVID-19, along with environmental factors, such as a regional locust infection, has unfortunately disrupted the economy in recent years.⁴ Improving youth unemployment numbers is directly tied to overall economic recovery. The activity will track national and regional recovery and employment numbers to look for shifts that will impact programming and targets.

⁴ [World Bank Kenya Country Overview](#)

Risk Tracking

The Activity Technical Teams will focus context monitoring on usage of external risk-related metrics such as:

- Daily COVID-19 reports from the Ministry of Health, Eastern Africa Regional Collaborating Centre (EA-RCC) that coordinates Africa Centers for Disease Control and Prevention partnerships, World Health Organization (WHO) and the U.S. Centers for Disease Control.
- Regular engagement with local partners. This engagement will focus not only on USAID Empowered Youth activities but seek out guidance on how the context issues outlined above impact county-level engagement and implementation.
- Newspaper articles and on-the-ground reports from field staff and other stakeholders.
- Radio and newspaper articles on political developments in counties of operation.

5. EVALUATION PLAN

5.1 Internal Evaluations

MSU will hire an independent M&E Consultant to do midterm and final project evaluations of USAID Empowered Youth. Tasks include gathering baseline, mid-term, and fifth-year data from internal surveys, internal data quality assessments, as well as data from annual and quarterly reports.

There is one pilot program that will be implemented in Year 1. To measure the effectiveness, cost implications, and potential impact and scale-up of Empowered Youth's gender inclusion and girls' empowerment approach, Empowered Youth will conduct a case management pilot intervention study, with 300 adolescent girls and young women (ages 15-19 years), and in some cases girls and their families, in Kisumu over 12 months between Years 1 and 2. The goals of the case management pilot are to: 1) offer EY services and referrals aimed at mitigating adolescent girls' vulnerabilities linked to EY program goals; 2) track and evaluate what happens to selected benchmarks/indicators of vulnerability when case management is layered into programming; and 3) assess cost effectiveness of case management as an approach to mitigating various kinds of vulnerabilities adolescent girls face, such as sources and correlates of school dropout, early marriage, teen pregnancy, gender-based violence, drugs and alcohol abuse. The intervention will use a mixed-methods design (a pre-post control group design, interviews and focus groups), where 100 girls will be enrolled (Treatment 1), an additional 100 girls and their families will be enrolled (Treatment 2), and a similar cohort of 100 girls not receiving case management are enrolled (Control). As the program is scaled, girls from the control group will be integrated for similar interventions in subsequent years. The intervention will include Positive Youth Development (PYD) life skills, entrepreneurship, business innovation, financial literacy training, innovation grants, and business mentorship for startups. Based on the outcomes, the program will be modified and scaled to the rest of the high-touch counties in Years 3-5, targeting 4,000 girls.

Given the primary goal of the case management pilot is to develop and test an impactful, scalable and cost-effective case management approach that can be sustained beyond the life of the project, the team will evaluate the intervention on these five key elements: reach, efficacy, adoption, implementation and maintenance.⁵ The RE-AIM framework is considered highly compelling for use with community-based interventions that are guided by systems-ecological thinking.⁶ The program must reach a significant

⁵ RE-AIM; Glasgow et al., 1999

⁶ Gould, 2016; Stokols, 1996

percentage of marginalized and vulnerable adolescent girls, it must have high efficacy, must be easy to adapt, implement and maintain.

5.2 Plans for Collaborating with External Evaluators

As part of its overall approach, USAID Empowered Youth will embed evaluative thinking throughout its planning and implementation. The current understanding is that USAID does not plan to conduct any external evaluations. If this changes, and outside evaluations are scheduled, USAID Empowered Youth will provide all necessary data, participate in quantitative sessions, and fully participate in validation and reporting events.

Beyond the basic participation in collection, USAID Empowered Youth's approach to creating an environment of evaluative thinking means that from its systems to its staff, it will support a learning environment, with learning and improvement embedded in daily activities. This type of approach will not only support an environment focused on learning and adapting, but create a flexible management environment, so when outside evaluations show areas for growth or change, the systems are able to absorb the updated information and integrate it into planning.

6. LEARNING PLAN

The Learning Plan is an activity rooted in supporting learning for collaborators and participants. It encourages an overall approach to monitoring, evaluating, and learning rooted in evaluative thinking. Michael Patton defines evaluative thinking as “an analytical way of thinking that infuses everything that goes on.”⁷ This plan will consider and integrate learning throughout the sections and discuss in each one how the different components will use the information collected to further learning and adapting.

Learning has already begun. USAID Empowered Youth will build on the collaboration information provided by USAID and will utilize the relationships developed during the co-creation phase to continue engaging with the relationships already developed. It is important to not just work with USAID, but also the county leaders and teams embedded at the local level.

The USAID Empowered Youth Think Tank is foundational to the overall Collaboration, Learning, and Adapting (CLA) approach of the activity, which is discussed in more detail in the program section.

USAID Empowered Youth will make CLA systematic and intentional by allocating the needed operational resources and linking it to the entire activity cycle to enable partners to think through the following themes and corresponding questions:

Collaborative, capacity-building approach to partnership: Are we collaborating with the right partners at the right time to promote synergy over stove-piping?

Ability to learn and adapt approaches based on research and program experience learning: Are we asking the most important questions and finding answers that are relevant to decision making?

Foster a culture of knowledge sharing, performance monitoring, and adaptation: Are we using the information that we gather through collaboration and learning activities to make better decisions and adjust, as necessary?

⁷ Patton, M.Q. 2008. *Utilization-Focused Evaluation*. 4th Edition, Thousand Oaks, CA: Sage.

Integrated throughout this AMELP has been a discussion of the activity's approach to CLA. This section first outlines the general approach, then will go into specifics on how the activity will integrate learning through implementation.

Collaborating: Engage in active collaboration with partners to share knowledge around assessments, emerging research, lessons learned, evaluations, and jointly develop action plans for integrating learning into improved implementation. USAID Empowered Youth understands that the root of collaboration is not just shared development of activities and ideas, but also about building systems and activities together.

- Knowledge management and the use of data will play an important role in collaboration. USAID Empowered Youth will work with its partners to design transparent reporting systems and dashboards that are accessible for all partners.
- Shared work-plans and MELs will be built together from the ground up, involving not just partners, but local government officials and key stakeholders across the geographic reach of USAID Empowered Youth.
- Collaborating means meeting people where they are. The diversity of stakeholders, from county governments to youth organizations to the private sector, means collaborators may have different ways of communicating and sharing information. As a result, USAID Empowered Youth will work with everyone to develop universal tools for collaborating that are compatible with existing tools and accessible for everyone.
- Some specific examples of collaboration with key partners and USAID includes the planned six-month review of the AMELP to examine existing indicators, as well as the regular bi-annual pause and reflect session planned for the life of the activity.
- The activity has specific indicators tied to collaboration, with a specific focus on ensuring county partners are engaged in the regular review and updating of indicators, budget, and work planning activities.

Learning: Develop learning schedules which include: 1) sets of questions addressing critical knowledge gaps, particularly in implementation evaluation and decision making; 2) sets of associated activities; and 3) products aimed at disseminating findings and designed with usage and application in mind.

USAID Empowered Youth will support multiple learning events throughout the life of the activity. The defined approach to evaluative thinking means that these will be integrated into planning and include both formal and informal events, as described below:

- *Formal.* Formal learning events include an annual learning summit that will bring together the implementation team, USAID, local governments, HEIs, and the private sector. It will be an opportunity to reflect on the previous year, identify what is and is not working, and decide together as course adjustments need to be made. Post-event surveys will include quantitative information about what was learned and more qualitative questions on perceived impacts and intended use. County-specific team meetings will allow a localized approach to learning that allows each county to adapt based on its unique needs within the context of the larger activity.

Informal. Staff will be encouraged to hold informal after-action meetings between events and comment in the event with any key lessons learned. Staff meetings will be structured to facilitate ownership and support open communication. Staff and partners will be encouraged to hold ad hoc learning events across IRs to promote collaboration and adapting across the activity.

The learning questions below are broad and divided into five categories. The first section is the broad management category that all staff will be asked to consider. Then, there are two-to-three learning questions for each IR in addition to cross-cutting learning questions.

The learning questions are intended to be reviewed not only at the bi-annual P&Rs but throughout implementation. The USAID Empowered Youth office will have the learning questions posted visibly throughout the office. Post-event checklists will encourage USAID Empowered Youth staff and partners to reflect on learning questions and if events impacted their learning on any of the covered topics. The table below outlines the learning questions. The objective and cross-cutting learning questions are designed to be Year 1 learning questions, and will be reviewed for answers throughout the year, as well as updated annually as the activity progresses. The organizational questions are designed to be reviewed on an annual basis and throughout the life of the project.

Table 2 - Learning Questions

| Overall Organizational Questions | Review Method and Timeframe |
|--|---|
| Learning Question 1: Are we achieving our intended results and outcomes? Why or why not? | Annually during pause and reflect sessions. As needed during workplan discussions. |
| Learning Question 2: Are there any unintended negative consequences as a result of USAID Empowered Youth's work? | Annually during pause and reflect sessions. As needed during workplan discussions. |
| Learning Question 3: Are there shifts in context that are impacting USAID Empowered Youth's ability to achieve expected results or create new opportunities? What are they and what is their impact? | Annually during pause and reflect sessions. As needed during workplan discussions. |
| Learning Question 4: What institutional and behavioral changes are needed to improve overall awareness and equity in the context of engagement with marginalized communities such as women, youth, and people with disabilities? (Adapted from HELA RQ10 and expanded to focused on marginalized communities generally.) | Annually during pause and reflect sessions. As needed during workplan discussions. |
| Learning Question 5: How are girls entering into the case management system? To what extent, and how, does the mode of service delivery affect outcomes? | Annually during pause and reflect sessions. As needed during workplan discussions. |
| IR Learning Questions | |
| Learning Question 6: How do we ensure that we are solving the real challenges being faced by the youth through training, internship, apprenticeship? | A quarterly review to identify if any new information has emerged that informs this question. As part of after-action checklist to review how a task addresses this question. Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |
| Learning Question 7: How should youth-focused interventions be designed and implemented to ensure they are demand-driven, inclusive of youth voices, responsive to evolving needs of youth, and sustainable? | A quarterly review to identify if any new information has emerged that informs this question. As part of after-action checklist to review how a task addresses this question. |

| | |
|--|---|
| | Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |
| IR 2 Learning Questions | |
| Learning Question 8: How can HEIs collaborate most effectively with the private sector and local experts to enhance the relevance and quality of teaching, learning, and research and innovation? (From USAID Higher Education Learning Agenda.) | A quarterly review to identify if any new information has emerged that informs this question. As part of after-action checklist to review how a task addresses this question. Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |
| Learning Question 9: How can skills or competencies (e.g., technical, and soft skills) for employability best be identified, analyzed, and incorporated into curricula, teaching, and learning in an inclusive manner that makes them accessible for marginalized groups in HEIs? (Adapted from USAID Higher Education Learning Agenda.) | A quarterly review to identify if any new information has emerged that informs this question. As part of after-action checklist to review how a task addresses this question. Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |
| IR 3 Learning Questions | |
| Learning Question 10: What components or combination of services are the most effective for increasing youth economic prospects? How do these components, or combinations of components, vary by context? What worked and didn't work about the process for incorporating youth activities in counties' annual work plans and budgets? | A quarterly review to identify if any new information has emerged that informs these questions. As part of after-action checklist to review how a task addresses this question. Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |
| Learning Question 11: What activities or interventions encouraged youth to join USAID Empowered Youth? How were they motivated to participate? What is the most cost-effective way to target vulnerable youth? | A quarterly review to identify if any new information has emerged that informs these questions. As part of after-action checklist to review how a task addresses this question. Annual review at end of Year 1 to determine if this question should be carried forward or adapted based on work done in Year 1. |

Adapting: Develop an intentional approach to making decisions and adjustments in response to new information and changes in context. Adaptive management is about changing the path used to achieve goals in response to changes. Integrating CLA throughout the program cycle will help to: 1) test and explore assumptions and hypotheses (Theory of Change); 2) determine learning activities to best help answer learning questions; 3) develop a plan using the most appropriate tools and methods; 4) fill knowledge gaps that remain during implementation start-up; 5) plan and resource learning activities.

A core part of adapting is the overall approach to knowledge management. The activity plans to use pause and reflect sessions regularly throughout the fiscal year or strategically timed to identify what is working and what needs adapting and allows project team members to consider the impact of changes in the operating environment or context; it also allows the project to utilize real-time data to inform operational or management decisions; for example, the team is considering developing an internal Wiki. This would

be accessible to all partners and would serve as a living and dynamic database of documents. Beyond the document and tangible information collected, the Wiki will serve as a way to capture more intangible knowledge, such as experiential learning. For example, lessons learned during training will be captured in a brief after-action report.

7. DATA MANAGEMENT

A rigorous, web-based data management system will capture real-time reporting and storage of data. Currently, USAID Empowered Youth is looking at using Research Electronic Data Capture (REDCap). REDCap can be used to collect and organize a variety of data and follows US government standards. It is designed to use online and offline data capturing methods. The online system will monitor the impact of interventions using simple electronic forms developed in REDCap for online and offline data entry and real-time updates of values. It will capture youth profiles and activities, and information about stakeholders such as government officials, service providers, and youth-serving organizations benefiting from USAID Empowered Youth. USAID Empowered Youth will include collecting routine output data through standardized tools and annual surveys to measure outcome indicators and case studies and assessments based on qualitative and quantitative methods needed to gather impact data or investigate unexpected results. To the extent possible, the activity will triangulate its data and seek secondary data from other stakeholders, including the Government of Kenya (GOK), other USAID activities, and relevant public and private sector entities. Following the Do No Harm principle, USAID Empowered Youth systems and approaches will be adjusted in a manner to minimize intentional or unintentional risks to beneficiaries, staff, partners, and communities of implementation. USAID Empowered Youth will carefully consider and implement data collection activities to neither cause potential harm nor exacerbate vulnerabilities.

7.1 Data Collection

USAID Empowered Youth will apply quantitative and qualitative methods and develop detailed guidelines for each data collection tool and indicator for collaboration with partners. The tools are currently under development and review as a part of a collaborative process with IR teams. They will be shared during the course of Year 1. Staff will be trained in data collection tools to ensure data collectors understand the steps required to obtain high data quality. Data collection activities include:

- MSU building the organizational capacity of partner organizations in using data for strategic planning and adaptive management.
- On-going data collection and quarterly and annual collation.
- GPS-enabled smartphones to be used to collect data that will be utilized to map outcomes of youth and map progression of activities to inform the analysis of results. Site visits by district trainers (overseeing districts) will also occur to observe the quality of activity interventions, interact with staff and youth, and assess data source documentation.
- Focus groups and key informant interviews to inform assessments of the activity process, relevance, and impact.
- Beneficiary and participant surveys to support data collection and analysis to help determine progress on crucial outcome indicators on an annual basis. In these surveys, youth enumerators will investigate and record facts, observations, and experiences from the sample beneficiaries and participants under USAID Empowered Youth.
- Secondary data from partners and GOK agencies such as HEIs, VTCs, Ministry of Youth, Youth empowerment centers, CIDACC, TVETA, KNQA, NITA, the Ministry of Education, and the Ministry of labor.

- Consistent monitoring of progress towards outcomes, which will require partners to have a clear understanding of activity indicators. USAID Empowered Youth will train partners in data collection tools to ensure that those primarily responsible for collecting performance indicators data understand the steps required to provide the highest data quality.

Data will undergo validation, sorting, summarization, aggregation, and analysis. USAID Empowered Youth will use quantitative and qualitative methods to analyze the activity data. Quantitative methods include but are not limited to descriptive and basic summary statistics such as mean, median, frequencies, and percentages, to report progress towards targets using performance indicators. There will also be extensive use of advanced multivariate methods to examine complex relationships among key indicators and effects of interventions. Qualitative methods will focus on a more holistic understanding of the results and the contextual factors affecting achievements. Focus groups and semi-structured interviews featuring open-ended questions and youth satisfaction surveys will be used to respond to context changes and make timely adaptations to development hypotheses. USAID Empowered Youth will integrate GIS into collection, management, and visualization of indicator data to create maps that can be used by USAID Empowered Youth staff to make informed decisions. The data collection tools will be designed in coordination with partners and shared with USAID as they are designed for review and feedback.

7.2 Data Quality Assurance

The project's approach ensures that USAID is aware of the strengths and weaknesses of data collected, as determined by USAID's five data quality standards: validity, integrity, precision, reliability, and timeliness. Data Quality Assurance (DQA) will provide processes, protocols, and templates to 1) assess the design and implementation of USAID Empowered Youth data management and reporting systems; 2) track and verify data collection processes and systems of indicator results; and 3) address DQA findings and implement recommendations. In compliance with data quality guidelines in USAID ADS 201.3.5.8 and MSU Human Research Protection Program requirements and data M&E protocols, USAID Empowered Youth will use the following tools to control the quality of data and monitoring by field staff and partners:

1. **Internal DQA.** USAID Empowered Youth will conduct DQAs quarterly to ensure that all indicator data is collected, recorded and complete. Data-related challenges, e.g., double counting of beneficiaries, missing data, aggregation and transcription errors, or misinterpretation of data collection and documentation procedures will be assessed and resolved with appropriate tools using internal DQAs.
2. **Annual DQA.** With support from the MSU MEL team, the USAID Empowered Youth MEL team will conduct an annual DQA to ensure that activity management is aware of the strengths and weaknesses of performance data. Findings from these DQAs will supplement any external DQAs that USAID may plan to undertake during project implementation.

Random Checks. USAID Empowered Youth will develop a confidential schedule for quality control audits of activity data to be conducted on an annual basis at minimum. Findings of these checks will be evaluated, and recommendations will be made to adopt corrective measures.

3. **Externally Initiated DQA:** The activity will work closely with external partners, such as USAID, to conduct the DQA. The activity will provide access to the system and respond to all the queries raised during the DQA process.
4. **Data Quality Improvement Plan (DQIP):** Any emerging data quality issues from the above DQA approaches will be documented and tracked through a data quality improvement plan.

7.3 Data Storage and Security

Proper data storage and security are also critical to data integrity, optimization, and usability, and the safeguarding of potentially sensitive or personally identifiable information. USAID Empowered Youth data storage and security systems will include password-protected electronic files on a cloud-based management system with role-based access controls. Data collected using electronic and data management platforms will also be password-protected and managed only by the authorized USAID Empowered Youth team. Laptops and desktops will also be password-protected and encrypted and used only by USAID Empowered Youth staff.

REDCap has multiple levels of access rights that can be assigned by the activity on an individual basis. USAID Empowered Youth will follow required protocols under ADS 508 including:

- Collecting the minimal amount of data necessary
- Anonymizing data when possible
- Purging identifiable data when reporting requirements have been met

As noted above, REDCap meets data quality and security requirements outline by multiple USG agencies, including the Department of Health and Human Services.

In accordance with USAID's Open Data Policy, quantitative survey data as well as geographic data (shape files, etc.) will be uploaded onto the Development Data Library (DDL) online interface. All geographic data will comply with ADS 579 with respect to geographic data quality requirements. In addition, indicator data will be reported as an integral part of annual reports submitted to USAID, and disaggregated data will be made available to USAID on a quarterly or on demand basis as well.

7.4 Data Analysis and Use

MSU will consolidate and analyze data to inform quarterly and annual reporting and draw conclusions on whether interventions should be continued, adjusted, or eliminated. Upon USAID approval, real-time information on activity processes, innovations and best practices will be housed in a shareable database and fully accessible by GOK counterpart departments. Periodic written reports will further ensure that MSU, USAID and the GOK share an understanding of progress on goals and deliverables.

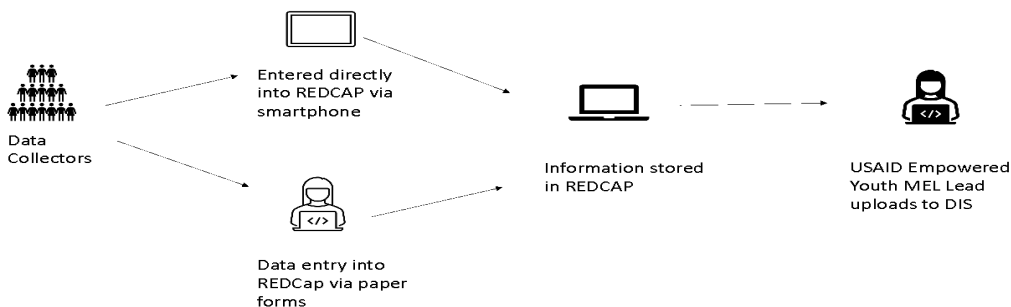


Table 3 - Data Reporting and Dissemination

| Report Name | Frequency | Due Date/Transmission to USAID | Description of Content |
|-----------------------------|-----------|--|--|
| Workplan Progress Reports | Monthly | 10 th of the following month | Monthly reports tracking progress of workplan planned activities against implementation. |
| Quarterly Reports | Quarterly | On the 30 th of October, January, April, July | Status of all activities of the preceding quarters and lessons learned. Will describe tasks completed relative to what was approved in the workplan and assess impact to date relative to performance indicator targets and results defined in the Theory of Change. |
| Annual Reports | Annual | The first report will be 90 days after the close of the reporting period at the end of the first full fiscal year. It will be annual for every year after that | Same format as quarterly but additional focus on cumulative accomplishments, progress, and problems towards achievement of results, performance measures, indicators and benchmarks tied to the WP and AMELP targets for the quarter and entire year. |
| GIS Reporting | Quarterly | On the 30 th of October, January, April, July | Geographic location for all USAID-supported sites both at IP organizations and sites that benefit from project resources. |
| Case Management Pilot Study | Once | TBD | Empowered Youth will conduct a case management pilot intervention study, with 300 adolescent girls and young women (ages 15-19), in one high-touch county over 12 months between Years 1 and 2. |
| Mid-term Evaluation | Once | TBD (evaluation conducted at mid-point and results likely transmitted in Quarter 1, Year 3) | Mid-term evaluation of work completed to date. Designed with a learning focus to inform adaptive management and course correction for second half of implementation. |
| End-term Evaluation | Once | TBD (data collection estimated in Quarter 1, Year 5 with results in Quarter 3, Year 5) | Final evaluation to be completed by end of activity. Will have a learning-focused design to inform future design and follow-up activities. |

| | | | |
|---------------------|-----------|---|---|
| Final Report | Once | After the end of the USAID Empowered Youth program period | Highlights accomplishments against implementation plans, final status of benchmarks and results; documents lessons learned during implementation and suggests ways to resolve constraints identified. |
| Financial Reporting | Quarterly | On the same schedule as the quarterly reports | As required under contract language. |
| Demobilization Plan | Once | 90 days prior to completion date of agreement | Plans to demobilization and steps taken to transfer capacity and knowledge to sub-grantees and local stakeholders. |

8. ACTIVITY MEL MANAGEMENT

8.1 MEL Roles and Responsibilities

Although all USAID Empowered Youth staff will play a role in executing the activities outlined within the AMELP, dedicated personnel will be assigned to all activity levels and will play pivotal roles in overseeing and institutionalizing a system for 1) collecting, analyzing, and managing data; 2) generating lessons learned to adapt and adjust planning and implementation; 3) and integrating gender and youth considerations into programming. Under the supervision of the Chief of Party (COP), the MEL Advisor, supported by county-based staff, will continue to lead activities and six (6) county-based M&E/data assistants. To maximize data collection needs and efficiency, the M&E assistants will also support data collection in low-touch counties assisted by NYBA network county M&E assistants/volunteers. Together, the team will continue to deliver coordinated data collection, management, and dissemination across all implementing units at the county and national levels.

Table 4 - MEL Roles and Responsibilities

| Role | Responsibility |
|----------------------|--|
| Chief of Party (COP) | The COP will lead coordination and communication efforts with USAID, private sector partners, implementing partners, and the GOK. The COP will also work to ensure partners' commitment to and collective ownership of the AMELP approach, including indicators and definitions, targets, and metrics for measuring progress, as well as roles and responsibilities between and within activities and reporting requirements and schedules. The COP will also directly oversee performance of key personnel and directly oversee the Deputy Chief of Party (DCOP) and MEL Advisor. |
| DCOP | The DCOP will guide day-to-day implementation and ensure that activities have adequate support, as well as coordinate and oversee implementation of IR2 area activities working collaboratively with consortium member institutions. The DCOP will prompt adaptive measures in response to MEL findings and lessons learned, as well as unexpected shocks or changes to the enabling environment. They will ensure that all activity components are integrated and include the MEL perspective. |

| | |
|-------------|--|
| MEL Advisor | The MEL Advisor will be responsible for overall development, maintenance, and implementation of MEL and CLA systems, ensuring effective, timely, and accurate data collection and quality. The MEL Advisor will be responsible for tracking performance and lessons learned to inform adaptive management in coordination with the DCOP and MSU-based MEL and CLA Advisor. |
|-------------|--|

In addition to Activity personnel, support will be provided by the MSU MEL and CLA advisor and Technical Leads for key MEL activities including baseline collection and periodic data quality assessments (DQAs). Learning activities will be led by the MEL Advisor.

M&E activities in the counties will be supported by county champions designated by Egerton and USIU county Liaison officers/coaches, county youth interns employed by NCBA CLUSA, and by NYBA county-based youth officers. These individuals will mostly be from the counties and/or possessing in-depth knowledge of the counties.

8.2 MEL Schedule

Table 5 - MEL Schedule

| Tasks | FY1 | FY2 | FY3 | FY4 | FY5 |
|--|-----|-----|-----|-----|-----|
| Market Assessment (six counties) | X | | | | |
| Develop and provide training on data collection tool | X | X | | | X |
| Develop & implement pilot case management study | X | | | | |
| Case management evaluation | | X | | | |
| Annual indicator review with partners | X | X | X | X | X |
| Collect data | X | X | X | X | X |
| Conduct DQA | X | X | X | X | X |
| Conduct Pause and Reflect events | X | X | X | X | X |
| Submit annual report to USAID, including information from beneficiary feedback | X | X | X | X | X |
| Hold AMELP review and update | X | X | X | X | X |

8.3 Resources for MEL Implementation

Monitoring & Evaluation. As part of the AMELP, MSU will hire an independent M&E Consultant to do a midterm and a final project evaluation. Evaluation tasks include the activities corresponding to each evaluation phase, including gathering baseline, mid-term, and fifth year data from internal surveys, internal data quality assessments, and hiring an outside expert for a full activity audit.

ANNEX I: PERFORMANCE INDICATOR TRACKING TABLE

| # | Indicator | Result Measured by Indicator | Required (PPR/PM P/IPF) | Unit of Measure | Reporting Frequency | Data Source | Baseline | | Targets | | | | | | |
|-----|---|------------------------------------|-------------------------|------------------------|---------------------|--|----------|------------|--------------------------|----------------------------|----------------------------|----------------------------|---------------------------|-------------------------|---|
| | | | | | | | # | Date | Yr1 | Yr 2 | Yr3 | Yr4 | Yr5 | LOP | |
| 1.1 | Number of partnerships targeting job creation in youth-friendly sectors. (Custom) | Youth Economic Prospects Increased | N | Number of Partnerships | Q | Signed MOU with partners | 0 | Sep., 2021 | 3 | 35 | 35 | 35 | 12 | 120 | 1 |
| 1.2 | EG. 6-12 Percent of individuals with new employment following participation in USG-assisted workforce dev. programs. (Standard) | Youth Economic Prospects Increased | PPR | Percent of Individuals | A | SMS, Call-in and County Tracer Surveys with trained youth beneficiaries | 0 | Sep., 2021 | 1.20% (1,200 of 100,000) | 17.40% (17,400 of 100,000) | 17.40% (17,400 of 100,000) | 17.40% (17,400 of 100,000) | 66.60% (6,600 of 100,000) | 60% (60,000 of 100,000) | 2 |
| 1.3 | EG. 6-16 Percent of individuals with better employment following participation in USG assisted workforce development programs. (Custom) | Youth Economic Prospects Increased | N | Percent of Individuals | A | SMS, Call-in and County Tracer Surveys with trained youth beneficiaries | 0 | Sep., 2021 | .80% (800 of 100,000) | 11.60% (11,600 of 100,000) | 11.60% (11,600 of 100,000) | 11.60% (11,600 of 100,000) | 4.40% (4,400 of 100,000) | 40% (40,000 of 100,000) | 3 |
| 1.4 | Amount, in U.S. dollars, of private sector contribution towards youth development. (Custom) | Youth Economic Prospects Increased | N | Amount in USD | A | Data Source: USAID-Empowered Youth financial and grant records; partnership MOUs | 0 | Sep., 2021 | \$725,000 | \$725,000 | \$725,000 | \$725,000 | \$275,000 | \$2,500,000 | 4 |
| 1.5 | Percent of youth accessing financial services following USG-supported training. (Custom) | Youth Economic Prospects Increased | PPR | Percent of Individuals | Q | Activity Records | 0 | Sep., 2021 | 1.00% (1,000 of 100,000) | 14.50% (14,500 of 100,000) | 14.50% (14,500 of 100,000) | 14.50% (14,500 of 100,000) | 5.5% (5,500 of 100,000) | 50% (50,000 of 100,000) | 5 |

| | | | | | | | | | | | | | | | |
|-----|---|--|-----|-------------------------|---|--|---|------------|-----------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------|----|
| | | | | | | | | | | 100,000) | 100,000) | 100,000) | | | |
| 1.6 | Number of youth who accessed government or private sector loans, grants or credit through USG supported programs. (Custom) | Youth Economic Prospects Increased | N | Percent of Individuals | Q | Financial institution, Lending/Loan records | 0 | Sep., 2021 | 500 | 7,250 | 7,250 | 7,250 | 2,750 | 25,000 | 6 |
| 1.7 | Percent of youth establishing new businesses following USG-assisted training. (Custom) | Youth Economic Prospects Increased | N | Percent of Individuals | Q | Call-in and County Tracer Surveys with trained youth beneficiaries | 0 | Sep., 2021 | 1.00% (500 of 50,000) | 14.50% (7250 of 50,000) | 14.50% (7250 of 50,000) | 14.50% (7250 of 50,000) | 5.50% (2750 of 50,000) | 50% (25,000 of 50,000) | 7 |
| 1.8 | Number of youth organizations implementing training programs developed with USG assistance. (Custom) | Youth Economic Prospects Increased | N | Number of Organizations | Q | Activity records | 0 | Sep., 2021 | 25 | 358 | 358 | 358 | 133 | 1,232 | 8 |
| 2.1 | Number of private sector and academia partnerships established or strengthened. (Custom) | Kenyan Higher Education Institutions' Capacity Built | N | Number of Partnerships | A | Activity records, MOUs | 0 | Sep., 2021 | 2 | 24 | 24 | 24 | 7 | 81 | 9 |
| 2.2 | ES. 2-1 Number of host country higher education institutions receiving capacity development support with USG assistance. (Standard) | Kenyan Higher Education Institutions' Capacity Built | PPR | Number of HEIs | A | Signed MOUs with partners | 0 | Sep., 2021 | 2 | 16 | 16 | 16 | 6 | 56 | 10 |
| 2.3 | Amount, in U.S. dollars, of HEI contribution towards youth development. (Custom) | Kenyan Higher Education Institutions' Capacity Built | N | Amount in USD | A | Activity financial and grant records; partnership MOUs | 0 | Sep., 2021 | \$3,000 | \$29,000 | \$29,000 | \$29,000 | \$110,000 | \$1,000,000 | 11 |
| 3.1 | Number of new partnerships established between youth associations and other | Youth-Serving Systems Strengthened | N | Number of Partnerships | Q | Activity records, MOUs | 0 | Sep., 2021 | 2 | 29 | 29 | 29 | 11 | 100 | 12 |

| | | | | | | | | | | | | | | | |
|-----|--|------------------------------------|-----|-------------------------------|---|--|---|------------|--|---|---|---|---|---|----|
| | stakeholders. (Custom) | | | | | | | | | | | | | | |
| 3.2 | Amount, in U.S. dollars, of county government contribution towards youth development. (Custom) | Youth-Serving Systems Strengthened | N | Amount in USD | A | Activity financial and grant records; partnership MOUs | 0 | Sep., 2021 | \$30,000 | \$435,000 | \$435,000 | \$435,000 | \$165,000 | \$1,500,000 | 13 |
| 3.3 | Amount, in U.S. dollars, of private sector contribution towards youth development. (Custom) | Youth-Serving Systems Strengthened | N | Amount in USD | A | Financial Activity financial and grant records; partnership MOUs | 0 | Sep., 2021 | \$20,000 | \$290,000 | \$290,000 | \$290,000 | \$110,000 | \$1,000,000 | 14 |
| 3.4 | Number of youth organizations engaged in economic and social transformation. (Custom). | Youth-Serving Systems Strengthened | N | Number of youth organizations | A | Activity records, MOUs | 0 | Sep., 2021 | 25 | 358 | 358 | 358 | 133 | 1,232 | 15 |
| 3.5 | Number of youth networks and coalitions established. (Custom) | Youth-Serving Systems Strengthened | N | Number of Networks | Q | Activity records, MOUs | 0 | Sep., 2021 | 2 | 10 | 10 | 10 | 3 | 35 | 16 |
| 3.6 | Number of youth-led programs scaled. (Custom) | Youth-Serving Systems Strengthened | N | Number of Organizations | Q | Activity records, participant surveys | 0 | Sep., 2021 | 3 | 29 | 29 | 29 | 10 | 100 | 17 |
| 4.1 | GNDR-2 Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment). (Standard) | Cross-cutting | PPR | Percent of Standard – GNDR-2 | Q | Activity monitoring forms (including training attendance records), financial institute records, YSO enrollment records | 0 | Sep., 2021 | 50% (number of women/ number of total) | 50% (number of women/ number of total participants) | 50% (number of women/ number of total participants) | 50% (number of women/ number of total participants) | 50% (number of women/ number of total participants) | 50% (number of women/ number of total participants) | 18 |
| 4.2 | Number of new USG-supported Public Private Partnerships (PPPs) formed. (Custom) | Cross-cutting | PPR | Number of Partnerships | Q | Signed MOUs with partners | 0 | Sep., 2021 | 3 | 35 | 35 | 35 | 12 | 120 | 19 |

| | | | | | | | | | | | | | | | |
|-----|--|---------------|-----|---------------------|---|--|---|------------|-------|--------|--------|--------|--------|---------|----|
| 4.3 | Amount, in U.S. dollars, of new revenue generated by private sector partners resulting from USG-supported Public Private Partnerships (PPPs). (Custom) | Cross-Cutting | N | Amount in USD | A | Activity financial and grant records; partnership MOUs | 0 | Sep., 2021 | TBD | TBD | TBD | TBD | TBD | TBD | 20 |
| 4.4 | Percent of counties receiving USG assistance that have collaborated on the current year annual work plan disaggregated by geographies, high- touch and low- touch counties. (Custom) | Cross-cutting | N | Percent of counties | Q | Training and meeting records and agendas | 0 | Sep., 2021 | 100% | 100% | 100% | 100% | 100% | 100% | 21 |
| 4.5 | Percent of counties receiving USG assistance that have reviewed the current year annual work plan budget. (Custom) | Cross-cutting | N | Percent of counties | Q | Training and meeting records and agendas | 0 | Sep., 2021 | 100% | 100% | 100% | 100% | 100% | 100% | 22 |
| 4.6 | Percent of counties receiving USG assistance that have reviewed the current year annual work plan indicators. (Custom) | Cross-cutting | N | Percent of Counties | Q | Training and meeting records and agendas | 0 | Sep., 2021 | 100% | 100% | 100% | 100% | 100% | 100% | 23 |
| 4.7 | Number of youth reached as a result of participating in USG assisted activity. (Custom) | Cross-cutting | PPR | Number of Youth | Q | Training and meeting records and agendas | 0 | Sep., 2021 | 6,000 | 87,000 | 87,000 | 87,000 | 33,000 | 300,000 | 24 |
| 4.8 | Number of youth trained as a result of participating in USG assisted activity. (Custom) | Cross-cutting | N | Number of Youth | Q | Training and meeting records and agendas | 0 | Sep., 2021 | 3,000 | 29,000 | 29,000 | 29,000 | 11,000 | 100,000 | 25 |

| | | | | | | | | | | | | | | | |
|------|--|---------------|-----|---------------------------|---|---|---|------------|-----|-----|-----|-----|-----|-------|----|
| 4.9 | Number of youth-led and youth focused local development organizations, networks and coalitions influencing development as a result of USG assistance. (Custom) | Cross-cutting | PMP | Number of Organizations | Q | Post-event survey reports, follow-up interviews, internal tracking sheet | 0 | Sep., 2021 | 25 | 358 | 358 | 358 | 133 | 1,232 | 26 |
| 4.10 | Percentage of individuals who participated in USG-assisted workforce development programs employed in fields related to their training. (Custom) | Cross-cutting | N | Percentage of Individuals | Q | SMS, Call-in and County Tracer Surveys and perusal of employment registers with trained youth beneficiaries | 0 | Sep., 2021 | TBD | TBD | TBD | TBD | TBD | TBD | 27 |

ANNEX II: PERFORMANCE INDICATOR REFERENCE SHEETS

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – I.I | | | |
|---|--------|---|-------|
| Expected Result I: Increase Youth Economic Prospects | | | |
| Indicator Title: Number of partnerships targeting job creation in youth-friendly sectors. (Custom) | | | |
| Definition(s): Number of partnerships targeting job creation in youth-friendly sectors. Partnerships can be long or short in duration (length is not a criterion for measurement). A partnership is considered “formed” when there is a clear agreement, written and signed, to work together to achieve a common objective. This is often in the form of a memorandum of understanding (MOU) or, more formally, as a cooperative agreement, and/or a contract. A formal partnership is usually formed when the partner and the USG agree to combine resources and expertise to achieve key development objectives and mutually determined results. Only partnerships formed in the reporting year should be counted. Any partnership that was formed in a previous year should not be included. There must be either a cash or in-kind contribution to the effort by all partners. A USG entity must be one of the public partners – though often USG entities are represented in the partnership by implementing partners. Private partners could be for-profit enterprises, NGOs, private companies, a community group, or a state-owned enterprise which seeks to make a profit (even if unsuccessfully). A public entity can be a national or sub-national government as well as a donor-funded implementing partner. It could include state enterprises, which are non-profit. | | | |
| Rationale: This indicator reflects expanded private sector resources. The assumption is that if more partnerships are formed, USG programs are producing a more strategic, sustainable, and cost-effective development impact. This provides an indication that USG programs are achieving value-added in terms of scale, efficiency, effectiveness, and market-led approach. | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of Measure: Number | | | |
| Disaggregated by: Sector (e.g., ICT, agriculture, etc.) | | | |
| Data Source: Signed MOUs with partners | | | |
| Frequency: Quarterly | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/ Office: Program Office, based on information from the Contracts Office. | | Data Source: Contracts and Agreements (from contracts office). | |
| Data Collection Method: These data are obtained by deriving numbers from new PPP agreements (as of the last quarter). The Program Office maintains these data for all DOs. The key issue is to determine if any PPPs are facilitated at the IP level. | | | |
| Method of Data Acquisition by USAID: IPs will report in the fall in the quarterly report. | | | |
| Method of Data reporting by USAID-Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201. | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to clarify whether there are any PPPs facilitated at the IP level or whether they can all be tracked through USAID contracts and agreements. | | | |
| PLAN FOR DATA ANALYSIS | | | |
| Data Analysis Issues: The number of PPPs should be complemented by analysis that highlights those that are strategically important or particularly successful. | | | |
| Notes on Baselines: Baseline is 0 (as a result of USG support). | | | |
| Changes to the Indicator and Dates: | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual PY-I | Notes |
| LOP | 120 | | |
| Year 1 | 3 | | |
| Year 2 | 35 | | |
| Year 3 | 35 | | |
| Year 4 | 35 | | |
| Year 5 | 12 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.2 | |
|--|--------------------------------|
| Expected Result 1: Increase Youth Economic Prospects | |
| Indicator Title: Percent of individuals with new employment following participation in USG assisted workforce development programs. (Standard) | |
| <p>Definition: 'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise. 'New Employment' is measured by a longitudinal pre/post assessment of representative sample of the participating population or of the entire participating population using a contextualized adaptation of USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID E3/ED Toolkit, "Measuring Workforce Development Indicators: Employment and Earnings"). Individuals can be counted as having 'new employment' if they either did not have employment or were not in the labor force before participation in USG-assisted programs and do have employment at end line. 'Individuals' are those individuals of a working age (15 and older, or as appropriate per the country context). 'Percent of Individuals' is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>Calculation:</p> <p>Numerator*=number of individuals newly employed</p> <p>Denominator*=number of individuals who participate in workforce development programming</p> <p>*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported. In preparing for data analysis, each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, end line assessments should occur within six months of the end of the final component and the overall program in which the individual participated. 'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counselling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs, (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any program area. 'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc. 'Following participation' means that the individuals surveyed participated in a workforce development program that ended no more than six months prior. Edline data should be collected within six months of the end of an individual's programming.</p> | |
| Rationale: Employment is a critical outcome for workforce development activities and for a healthy population with reduced poverty and a growing, competitive economy. | |
| Type: Outcome | |
| Is this a Standard Indicator? Yes | |
| Unit of Measure: Number and Percentage of total trained | |
| Disaggregated by: Sector, Age (15-24-Youth), 15-19-(Adolescent Girls), by Sex, County, and Disability Status, Crisis and conflict | |
| Data Source: HQ Based CATI's and USAID WORQ | |
| Frequency: Annual | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: USAID WORQ |
| Data Collection Method: Implementing partner track, follow up and survey participants 12 months after they have participated in a workforce development program. For consistency in data collection, all implementing partners should use standardized forms/surveys and have a clear definition of what "new or better" employment is. | |

| | | | | |
|---|---------------|---------------|--------------------|--------------|
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | | | | |
| Method of Data Acquisition by USAID Empowered Youth: USAID WORQ* *Please refer to the USAID Toolkit, "Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire (WORQ)". Several resources--including the WORQ tools, a Local Partner Adaptation Guide, a training, and a data reporting form--are available to support activities to adapt, implement, and analyze data from the WORQ tools. Missions and implementing partners may contribute to the further development of the WORQ through the Youth Power WORQ Discussion Group. Note that the WORQ is not appropriate for measurement of on-farm employment. When measuring on-farm employment, activities may use a different tool. | | | | |
| DATA QUALITY ISSUES | | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201. | | | | |
| Key Data Quality Limitations and Actions to Address Limitations (<i>as applicable</i>): There can be challenges with tracking and following up with people which can affect the numbers that are reported. In addition, "New/"better" employment can have multiple interpretations, USAID/Kenya and East Africa should make sure to define what should be considered both better and new and communicate that to all implementing partners. | | | | |
| PLAN FOR DATA ANALYSIS | | | | |
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which USAID Empowered Youth cannot control, for example, lack of employment opportunity in current area or participants receiving other training or schooling. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support). | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| | Period | Target | Actual PY-1 | Notes |
| | LOP | 60,000 | | |
| | Year 1 | 2% | | |
| | Year 2 | 29% | | |
| | Year 3 | 29% | | |
| | Year 4 | 29% | | |
| | Year 5 | 11% | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.3

Expected Result 1: Increase Youth Economic Prospects

Indicator Title: Percent of individuals with better employment following participation in USG-assisted workforce development programs. (Custom)

Definition: 'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise. This indicator uses the International Labor Organization's international accepted definition on employment. For additional definitions related to employment, see Getting Employment to Work for Self-Reliance: A USAID Framework for Programming.

'Individuals' are persons of a working age (15 or older, or as appropriate per local labor laws/regulations) who are already employed (as defined above) at baseline and have employment at end line. Individuals who were unemployed or out of the labor market at baseline should not be counted by this indicator since their 'new employment' is captured under EG.6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs.

'Quality of employment' refers to a set of employment-related domains that may influence an individual's perception of their employment. These employment domains, summarized below, are adapted from the Global Impact Investing Network (GIIN) Quality Jobs framework. This Quality Employment Brief provides more information on USAID's use of the GIIN framework and recommendations for measurement. Activities do not need to measure change along all five domains but should measure only domains relevant to the activity's work. An individual with employment at baseline is considered to have 'improved quality of employment' if they report that, of the GIIN domains measured by a particular activity, they perceive their employment has improved in any of the domains that they feel are important to them between baseline and endline, either because they have changed employment or because the conditions at their workplace have improved.

If an individual perceives improvement in one domain but decline in another (e.g., the individual reports that they feel more safe at work but are earning less), that individual is still counted as having improved quality of employment as long as the domain in which they improved is important to them. Activities are not required to validate if an individuals' perception is accurate (e.g., activities do not need to determine whether the individual actually increased earnings or if their workplace instituted new workplace safety policies).

The GIIN domains are below:

"Earnings and wealth" refers to cash or in-kind remuneration paid to employees or income earned by the self-employed (earnings) as well as to savings and other assets owned by an individual (wealth). Activities may ask about sufficiency of earnings, wealth, ability to save, or other measures as appropriate. Activities do not need to quantify earnings and wealth to report on this domain.

"Health and well-being" refers to both occupational safety and health, as well as broader physical and mental well-being. Activities may ask about workplace stress, safety policies and procedures (which may or may not target risks faced by specific groups), violence--especially gender-based violence--at or on the way to work, workplace conditions, job fulfillment, well-being, healthy lifestyles, or other measures as appropriate.

"Job skills for the future" refers to the skills necessary to prepare the current and future workforce for rapid and evolving changes in work and workplaces. Activities should ask about specific skills (as opposed to relying on the respondent to identify job skills for the future), including skills in new technologies, soft skills, or technical skills, possible results of gaining those skills, such as promotions or career advancement, or other measures as appropriate.

"Job security and stability" refers to how certain or secure an individual perceives their work to be; it may be of particular concern for individuals facing additional disadvantages as a result of factors such as sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about control over schedule, number of employers/clients, contractual work relationships, or other measures as appropriate.

"Rights, respect, and engagement in the workplace" refers to equity of opportunity and treatment in the workplace by ensuring that employment opportunities are not restricted on the basis of sex, race, ethnicity, gender identity, sexual orientation, disability, citizenship, or belief. Activities may ask about workplace policies, procedures, and practices related to promoting equity as well as mechanisms of engaging workers through unions, channels for communication with management, employee engagement, or other measures as appropriate.

Quality of employment is measured by a longitudinal pre/post (panel) assessment of a representative sample of the participating population or of the entire participating population. Baseline data should be collected before an individual begins programming. Specific measurement tools should include questions on employment quality improvement in the domains that align with the activity's theory of change and are relevant for the local context or conditions. Domains should not be measured by a single question, but rather by a series of questions relevant to the domain, country context, and activity.

| | |
|--|--|
| Calculation | |
| Numerator* = number of individuals with employment at baseline who report improved quality of employment Denominator* = the total number of individuals with employment at baseline who participated in USG-assisted workforce development programs | |
| *Activities that rely on a sample of individuals rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported. | |
| 'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g., TVET or other formal education institutions, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, out-of-school youth, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component. Funding can be from any program area. | |
| 'Participation' in a USG-assisted program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc. | |
| 'Following participation' means that the individuals surveyed participated in a workforce development program that ended no more than six months prior. Endline data should be collected within six months of the end of an individual's programming. | |
| In preparing for data analysis, each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated. | |
| Rationale: Employment is a critical outcome for workforce development activities and for a healthy population with reduced poverty and a growing, competitive economy. The purpose of this indicator is to identify whether participants in USG programming perceive improvements in their employment, as defined by the participants themselves. This indicator will be used to monitor change in employment-related safety, health, wellbeing, and advancement of individuals following participation in workforce development activities. | |
| Type: Outcome | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Percent | |
| Disaggregated by: Sector, Age (15-24-Youth), (15-19 Adolescent Girls), by Sex, County, Disability Status, County, Disability Status | |
| Data Source - Self-reported perceptions of quality of employment by participants measured within six months of participation in a workforce development program | |
| Frequency: Annual | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners who have workforce development components for youth to their activity. |
| Data Collection Method: Implementing partner track, follow up and survey participants 12 months after they have participated in a workforce development program. | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | |
| Method of Data Acquisition by USAID Empowered Youth: Self-reporting employment tracer surveys | |
| DATA QUALITY ISSUES: None | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203. | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): There can be challenges with tracking and following up with individuals which can affect the numbers that are reported | |
| PLAN FOR DATA ANALYSIS | |

Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the USAID Empowered Youth project cannot control, for example, lack of employment opportunity in current area or participants receiving other training or schooling.

OTHER NOTES

Notes on Baselines/Targets: Baseline is 0 (as a result of USG support).

PERFORMANCE INDICATOR VALUES

| PERFORMANCE INDICATOR VALUES | | | | |
|------------------------------|--------|--------|-------------|-------|
| | Period | Target | Actual PY-I | Notes |
| | LOP | 40,000 | | |
| | Year 1 | 2% | | |
| | Year 2 | 29% | | |
| | Year 3 | 29% | | |
| | Year 4 | 29% | | |
| | Year 5 | 11% | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.4

Expected Result 1: Increase Youth Economic Prospects

Indicator Title: Amount, in U.S. dollars, of private sector contribution towards youth development. (Custom)

Precise Definition(s): Amount, in U.S. dollars, of private sector contribution towards youth development. Partner refers to the organization that has entered into a partnership with a USG entity and has brought its own resources (e.g., cash, in-kind, and expertise) to the partnership. For the purposes of this indicator, partners include private businesses, financial institutions, entrepreneurs, investors, philanthropists, foundations, and other not-for-profit non-governmental and governmental entities. New revenue refers to the additional value to USG-supported activities due to the implementation of the partnership with the partner organization. This value may range from a direct cash contribution to partnership activities to in-kind and intangible value such as curriculums, staff time, and brand influence.

Rationale: This indicator reflects expanded activity resources attributable to partnerships. Increased resources are an important indicator that PPPs are successfully leveraging USG-resources to crowd-in additional resources from partners in support of development objectives and strengthening the long-term sustainability of programs jointly developed with USG funding. The assumption is that if partners contribute meaningful resources to partnerships, USG programs are producing a more strategic, sustainable, and cost-effective development impact.

Is this a Standard Indicator? No

Unit of Measure: Value

Disaggregated by: Partner type, funding type

Frequency: Annual

Data Source: USAID Empowered Youth financial and grant records; partnership MOUs

Unit of Measure: Number (US Dollar equivalent)

PLAN FOR DATA COLLECTION BY USAID

Data Collection Method: The value of PPP resources leveraged can be derived from the contract's office from contracts and agreements. However, it is also important to confirm that IPs are not a source of PPPs. Information should include the development and consistent application of a methodology for assessing the value of partner contributions to activities. Care should be taken in valuing in-kind and intangible resources in order to focus on the incremental benefit to USG-supported programming, not the value of the in-kind or intangible resources themselves. Data sources include the work plan, regular progress reports and resource partner financial data. Will utilize a Partnership Valuation tool to carefully measure the value of resources leveraged through partnerships.

Method of Data Acquisition by USAID: The program office will derive data from the contract office.

Method of Data Acquisition by USAID Empowered Youth: Will compile performance data from financial/grant records and submit reports on an annual basis.

DATA QUALITY ISSUES

Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201.

Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to determine whether all data is available from the contracts office or if IPs need to report data as well.

PLAN FOR DATA ANALYSIS

Data Analysis Issues: Corresponding analysis is important to identify larger value partnerships or partnerships of strategic importance.

OTHER NOTES

Notes on Valuation of Partner Resources: Care should be taken to value conservatively and use actual replacement costs or authoritative third-party benchmarks when conducting partner contribution valuation.

Changes to the Indicator and Dates:

PERFORMANCE INDICATOR VALUES

| Period | Target | Actual PI | Notes |
|--------|-------------|-----------|-------|
| LOP | \$3,500,000 | | |
| Year 1 | \$50,000 | | |
| Year 2 | \$725,000 | | |
| Year 3 | \$725,000 | | |
| Year 4 | \$725,000 | | |
| Year 5 | \$275,000 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.5 | | | |
|--|--------|--------------------------------------|-------|
| Expected Result 1: Increase Youth Economic Prospects | | | |
| Indicator Title: Percent of youth accessing financial services following USG-supported training. (Custom) | | | |
| Precise Definition(s): This indicator measures the total number of youth trained on financial literacy (set of skills and knowledge that will allow youth to make informed and effective decisions with all their financial resources) arising from USG support. (Disaggregated by: Age (15-24-Youth), (15-19-Adolescent Girls), by Sex, County, Disability Status. | | | |
| Rationale: This indicator provides a comprehensive measure of the scale of impact of USG financial inclusion activities | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of Measure: Percentage | | | |
| Disaggregated by: Age (15-24-Youth), (15-19-Adolescent Girls), by Sex, County, Disability Status, County, Disability | | | |
| Frequency: Quarterly | | | |
| Data Source: Activity records | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/ Office: EDY | | Data Source: Activity records | |
| Data Collection Method: Implementing partners will track and record how many youth participants in USG programs were able to access different financial services as defined. | | | |
| Method of Data Acquisition by USAID: USAID/Kenya and East Africa will receive data in quarterly reports submitted by the implementing partners. | | | |
| USAID Empowered Youth Data Collection Method: Will collect and compile monthly data of financial services extended to youth groups. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201. | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): USAID/Kenya and East Africa should provide all IPs with a clear definition of which services should be counted towards this measure. This will limit data errors. | | | |
| PLAN FOR DATA ANALYSIS | | | |
| Data Analysis Issues: None | | | |
| OTHER NOTES | | | |
| Notes on Baselines: Baseline is 0 (as a result of USG support) | | | |
| Changes to the Indicator and Dates: | | | |
| Other Notes: | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual PY-1 | Notes |
| EOP | 50,000 | | |
| Year 1 | 2% | | |
| Year 2 | 29% | | |
| Year 3 | 29% | | |
| Year 4 | 29% | | |
| Year 5 | 11% | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.6 | | | |
|--|--------|---|-------|
| Expected Result 1: Increase Youth Economic Prospects | | | |
| Indicator Title: Number of youth who accessed government or private sector loans, grants or credit through USG supported programs. (Custom) | | | |
| Precise Definition(s): This indicator measures youth (15-24 and Adolescent Girls 15-19) who have been able to successfully receive government or private sector credit, loans, or grants through the support of USG programs. Any amount of credit that comes from official institutions should be counted towards this indicator. (Disaggregated by type of financial product, gender, age, and county.) Individuals should ONLY be counted if they received a loan or line of credit. Also included in grants are bursaries and other support for tuition assistance. IPs should not count individuals who have applied for a loan or opened an account. These are considered preliminary steps to obtaining loans and for the purpose of this indicator, USAID is only interested in those who successfully obtained a loan, grant, or credit. | | | |
| Rationale: This indicator provides a basic measure of USG efforts to expand youth's access to credit, loans, or grants. These services provide economic opportunities which contribute to overall youth empowerment and capacity. For example, credit can support youth's innovation and business ideas. | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of Measure: Number of clients | | | |
| Disaggregated by: County, Government, Private-Sector, and Other. | | | |
| Frequency: Quarterly | | | |
| Data Source: Finance Institution, Lending/Loan Records | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/Office: EDY Office | | Data Source: Implementing partners delivering programs supporting youths' access to loans/credit | |
| Data Collection Method: Implementing partners will track and record how many youth participants in USG programs were able to receive credit/loans through established institutions. | | | |
| Method of Data Acquisition by USAID: USAID/Kenya and East Africa will receive data in quarterly reports submitted by the implementing partners. | | | |
| USAID Empowered Youth Data Collection Method: Will collect and compile monthly data of loans/grants advanced to target youth through established institutions. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201. | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): USAID/Kenya and East Africa should provide all IPs a clear definition of which types of credit/loans/grants should be counted towards this measure. This will limit errors in the data. | | | |
| PLAN FOR DATA ANALYSIS | | | |
| Data Analysis Issues: This indicator measures the number of youth who accessed credit/loans/grants, but it does not measure the successes or challenges that came from the credit/loans. The analysis of this output measure should be supported by qualitative data or success stories. | | | |
| OTHER NOTES | | | |
| Notes on Baselines: Baseline is 0 (as a result of USG support) | | | |
| Changes to the Indicator and Dates: | | | |
| Other Notes: | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual PY-I | Notes |
| EOP | 25,000 | | |
| Year 1 | 500 | | |
| Year 2 | 7,250 | | |
| Year 3 | 7,250 | | |
| Year 4 | 7,250 | | |
| Year 5 | 2,750 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.7 | | | | |
|--|--------|-------------|---|-------|
| Expected Result 1: Increase Youth Economic Prospects | | | | |
| Indicator Title: Percent of youth establishing new businesses following USG-assisted training. (Custom) | | | | |
| Definition: This indicator measures youth (18-35) who have been able to establish new business through the support of USG programs. New businesses are any entrepreneurial ventures that youth establish after their participation in the USAID Empowered Youth program. These can be shops, sewing or any garment industry, warehouses, gardening, agribusiness ventures, information and communication technology, social media or other digital platforms, and/or the entertainment industry. | | | | |
| Rationale: New business is a critical outcome for workforce development activities and for a healthy population with reduced poverty and a growing, competitive economy. | | | | |
| Type: Output | | | | |
| Is this a Standard Indicator? No | | | | |
| Unit of Measure: Number and Percentage of total trained | | | | |
| Disaggregated by: Sector, Age (15-24-Youth), (15-19-Adolescent Girls), by Sex, County, Disability Status, County, Disability Status, Type of Business | | | | |
| Data Source: Call-in and county tracer surveys with trained youth beneficiaries; official records in County Bunge Offices | | | | |
| Frequency: Quarterly | | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | | |
| Responsible Individual/ Office: EDY Office | | | Data Source: Implementing partners | |
| Data Collection Method: Implementing partner track, follow up, and survey participants 12 months after they have participated in a workforce development program and established new businesses. | | | | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | | | | |
| Method of Data Acquisition by USAID Empowered Youth: Self-reporting employment tracer surveys through telephone callbacks and conventional paper questionnaires on all youth beneficiaries of interventions. Will also deploy ToTs, members of the CBFs, and other community facilitators to trace participants who are not reached by the two methodologies to ensure a 100% coverage. | | | | |
| DATA QUALITY ISSUES | | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201. | | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | | | | |
| PLAN FOR DATA ANALYSIS | | | | |
| Data Analysis Issues: Indicators used for reporting are subject to DQA as required by ADS 201. Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone's ability to create a new business even after participating in USAID Empowered Youth-hosted events. Issues control that are beyond the scope of this program will be difficult to analyze, for example, participants receiving other training or schooling which might deviate from the target goals. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-I | | |
| LOP | 25,000 | | | |
| Year 1 | 500 | | | |
| Year 2 | 7,250 | | | |
| Year 3 | 7,250 | | | |
| Year 4 | 7,250 | | | |
| Year 5 | 2,750 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 1.8 | | | | |
|---|--------|-------------|---|---|
| Expected Result 1: Increase Youth Economic Prospects | | | | |
| Indicator Title: Number of youth organizations implementing training programs developed with USG assistance. (Custom) | | | | |
| Definition: This indicator measures the number of youth organizations implementing training programs developed with USG assistance (disaggregated by county) | | | | |
| Rationale: This indicator comes in support of new engagement and participation of youth organizations in their own skills development process. It is one of the foundations for sustainability and resilience when youth-led initiatives are encouraged to be a part of the solution. Thus, measuring the number of youth organizations implementing training activities can determine a long-term impact toward a sustainable capacity development. | | | | |
| Type: Output | | | | |
| Is this a Standard Indicator? No | | | | |
| Unit of Measure: Number of youth groups | | | | |
| Disaggregated by: County, training type | | | | |
| Data Source: Activity records | | | | |
| Frequency: Quarterly | | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | | |
| Responsible Individual/ Office: EDY Office | | | Data Source: Implementing partners | |
| Data Collection Method: MOUs with Youth Organizations | | | | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports | | | | |
| Method of Data Acquisition by USAID Empowered Youth: MOUs with youth organizations | | | | |
| DATA QUALITY ISSUES | | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | | | | |
| PLAN FOR DATA ANALYSIS | | | | |
| Data Analysis Issues: None | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support). | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-1 | | |
| LOP | 988 | | | 988 groups from six high-touch counties |
| Year 1 | 20 | | | |
| Year 2 | 287 | | | |
| Year 3 | 287 | | | |
| Year 4 | 287 | | | |
| Year 5 | 107 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 2.1 | |
|--|---|
| Expected Result 2: Build Kenyan Higher Education Institutions' Capacity | |
| Indicator Title: ES. 2-54 Number of private sector and academia partnerships established or strengthened. (Custom) | |
| <p>Definition: This indicator captures partnerships for the purpose of strengthening higher education, regardless of program area or funding stream. "USG-supported partnerships" are formal, documented agreements between two or more organizations. They are characterized by 1) A formal memorandum of understanding (MOU) or the like. These formal documents may follow the norms and requirements necessitated by the partnering organizations. 2) A set of documented and expected outcomes that will result from the partnership. 3) The explicit, stated purpose of addressing regional, national, and/or local development objectives. Partnerships may or may not be financial in nature, though at least one of the partnering organizations must be receiving USG funding. A "higher education institution" (HEI) is an organization that provides educational opportunities that build on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and post-secondary training institutes, including teacher training institutes. To be counted toward this indicator, the partnership must include at least one higher education institution, regardless of the country in which it is based, as a partner. Other partners could include the private sector, NGOs, research institutions, governments, or a USAID mission. "Number of partnerships" refers to the number of formal partnerships that meet the definition above, not the number of organizations involved in a partnership. For example, if a partnership with one documented agreement involves five organizations, three of which are higher education organizations, and two of which are receiving USG funding, that partnership should be counted as one partnership. All partnerships that are supported with USG-funding in a given reporting year should be reported, regardless of whether they are new or existing. An example of a partnership is an Economic Growth activity in the Latin American and Caribbean region that built four industry/higher education "clusters." Each of these clusters developed formal alliances between the private sector and universities that spur collaboration. Each cluster is composed of an industry association, a group of universities, government representatives, and an advisory board of prominent businesspeople, academics, and administrators. Under this indicator, these four clusters would be counted as four partnerships.</p> | |
| <p>Rationale: This indicator will be used to monitor the overall scale and reach of higher education partnerships. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the 2018 USAID Education Policy.</p> | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Private sector and academia partnerships | |
| Data Source: Activity records, MOUs | |
| Frequency: Annual | |
| <p>Disaggregates: Number of partnerships that involve partner-country HEIs as a formal partner, number of partnerships that involve US-based HEIs as a formal partner, and number of partnerships that involve third country HEIs as a formal partner. Disaggregates may add up to more than the total reported to the indicator in the case where both a US-based, a partner-country HEI and/or a third-country HEI are involved in the same partnership.</p> | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners |
| <p>Data Collection Method: These data are obtained by deriving numbers from new agreements (as of the last quarter). The Program Office maintains these data for all DOs. The key issue is to determine if any partnerships are facilitated at the IP level.</p> | |
| <p>Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports.</p> | |
| <p>Method of Data Acquisition by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of program implementation.</p> | |
| DATA QUALITY ISSUES | |
| <p>Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201</p> | |
| <p>Key Data Quality Limitations and Actions to Address Limitations (as applicable): None</p> | |

| PLAN FOR DATA ANALYSIS | | | |
|--|--------|-------------|-------|
| Data Analysis Issues: None | | | |
| OTHER NOTES | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| PERFORMANCE INDICATOR VALUES | | | Notes |
| Period | Target | Actual PY-I | |
| LOP | 81 | | |
| Year 1 | 2 | | |
| Year 2 | 24 | | |
| Year 3 | 24 | | |
| Year 4 | 24 | | |
| Year 5 | 7 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 2.2 | |
|---|---|
| Expected Result 2: Build Kenyan Higher Education Institutions' Capacity | |
| Indicator Title: ES.2-1 Number of host country higher education institutions receiving capacity development support with USG assistance. (Standard) | |
| Definition(s): This Indicator measures the number of host country HEIs receiving capacity development support with USG assistance. | |
| <p>This indicator captures capacity development for the purpose of strengthening higher education, regardless of program area or funding stream. A "higher education institution" (HEI) is an organization that provides educational opportunities that are built on secondary education, providing learning activities in specialized fields. It aims at learning at a high level of complexity and specialization. Higher education includes what is commonly understood as academic education but also includes advanced vocational or professional education that is not part of general or technical secondary education. This may include public or private universities, colleges, community colleges, academically affiliated research institutes, and post-secondary training institutes, including teacher training institutes. "Host country institution" refers to institutions receiving capacity development support. Institutions <i>providing</i> support should not be counted here. The institution should be counted (not individual components or departments). For example, if an activity is working with multiple departments within a single university, the university should be counted as a whole, not as individual departments. "Capacity" is the ability of people, organizations, and society to manage their affairs successfully. "Capacity development support" consists of a range of activities, interventions, processes, and approaches that may include, but are not limited to institutional partnerships, professional development, training, coaching, technical assistance, participatory assessments, process mapping and improvement, etc. These may be focused on a range of specific topics, including but not limited to human resources, management and administration, instruction, research, technology transfer, translation of knowledge, infrastructure, fund raising, etc. A list of higher education institutions receiving support should be reported in the narrative associated with this indicator.</p> | |
| Rationale: Supporting the capacity development of higher education institutions can have ripple effects throughout an education system, the economy, and more. As described in the 2018 USAID Education Policy, building the capacity of higher education institutions can contribute to the advancement of all four priorities of the policy. | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Sector, Public/Private, Private: Institution that is controlled and managed by a non-governmental organization (e.g., a church, a trade union, or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency. Public: Institution that is controlled and managed directly by a public education authority, agency of the country where it is located, or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise. The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution. | |
| Data Source: Signed MOUs with partners | |
| Frequency: Annual | |
| Use of Indicator: This indicator will be used to monitor the overall scale and reach of higher education programs and the extent to which they are supporting institutional capacity development. It will be used, along with other education-related standard indicators, to report progress and results in education and related sectors and supplement other reporting against the priorities of the 2018 USAID Education Policy. | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: Program Office, based on information in contracts from the Contracts Office. | Data Source: Contracts and Agreements (from contracts office). |
| Data Collection Method: | |
| Method of Data Acquisition by USAID: IPs will report in the fall in the quarterly report. | |
| Method of Data reporting by USAID Empowered Youth: | |
| DATA QUALITY ISSUES | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 2013. | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable) None. | |
| PLAN FOR DATA ANALYSIS | |
| Data Analysis Issues: None | |
| Notes on Baselines: Baseline is 0 (as a result of USG support) | |
| Changes to the Indicator and Dates: | |

| PERFORMANCE INDICATOR VALUES | | | |
|-------------------------------------|---------------|--------------------|--------------|
| Period | Target | Actual PY-I | Notes |
| LOP | 56 | | |
| Year 1 | 2 | | |
| Year 2 | 16 | | |
| Year 3 | 16 | | |
| Year 4 | 16 | | |
| Year 5 | 6 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 2.3 | | | |
|---|-------------|-----------|-------|
| Expected Result 2: Build Kenyan Higher Education Institutions' Capacity | | | |
| Indicator Title: Amount, in U.S. dollars, of HEI contribution towards youth development. (Custom) | | | |
| Precise Definition(s): Amount, in U.S. dollars, of Higher Education Institutions' contribution towards youth development. HEI refers to the institution that has entered into a partnership with a USG entity and has brought its own resources (e.g., cash, in-kind, and expertise) to the partnership. For the purposes of this indicator, partners include universities and other HEIs. New revenue refers to the additional value to USG-supported activities due to the implementation of the partnership with the partner organization. This value may range from a direct cash contribution to partnership activities, to in-kind and intangible value such as curriculums, and staff time. | | | |
| Rationale: This indicator reflects expanded activity resources attributable to partnerships. Increased resources are an important indicator that HEIs are successfully leveraging USG-resources to crowd-in additional resources from partners in support of development objectives, and strengthening the long-term sustainability of programs jointly developed with USG funding. The assumption is that if partners contribute meaningful resources to partnerships, USG programs are producing a more strategic, sustainable, and cost-effective development impact. | | | |
| Is this a Standard Indicator? No | | | |
| Unit of Measure: Value | | | |
| Disaggregated by: Type of funding, partner category, in-kind vs. cash | | | |
| Frequency: Annual | | | |
| Data Source: USAID Empowered Youth financial and grant records; partnership MOUs | | | |
| Unit of Measure: Number (US Dollar equivalents) | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Data Collection Method: The value of PPP resources leveraged can be derived from the contract's office from contracts and agreements. However, it is also important to confirm that IPs are not a source of PPPs. Information should include the development and consistent application of a methodology for assessing the value of the range of partner contributions to activities. Care should be taken in valuing in-kind and intangible resources in order to focus on the incremental benefit to USG-supported programming, not the value of the in-kind or intangible resources themselves. Data sources include the work plan, regular progress reports and resource partner financial data. Will utilize a Partnership Valuation tool to carefully measure the value of resources leveraged through partnerships. | | | |
| Method of Data Acquisition by USAID: The program office will derive data from the Contract Office. | | | |
| Method of Data Acquisition by USAID Empowered Youth: Will compile performance data from financial/grant records and submit reports on an annual basis. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201 | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to determine whether all data is available from the contracts office or if IPs need to report data as well. | | | |
| PLAN FOR DATA ANALYSIS | | | |
| Data Analysis Issues: Corresponding analysis is important to identify larger value partnerships or partnerships of strategic importance. | | | |
| OTHER NOTES | | | |
| Notes on Valuation of Partner Resources: Care should be taken to value conservatively and use actual replacement costs or authoritative third-party benchmarks when conducting partner contribution valuation. | | | |
| Changes to the Indicator and Dates: | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual PI | Notes |
| LOP | \$1,000,000 | | |
| Year 1 | \$20,000 | | |
| Year 2 | \$290,000 | | |
| Year 3 | \$290,000 | | |
| Year 4 | \$290,000 | | |
| Year 5 | \$110,000 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 3.1 | |
|--|---|
| Expected Result 3: Strengthen Youth-Serving Systems | |
| Indicator Title: Number of new partnerships established between youth associations and other stakeholders. (Custom) | |
| Definition: This indicator measures the number of new partnerships established between youth associations and other stakeholders. Partnerships can be long or short in duration (length is not a criterion for measurement). A partnership with multiple partners should only be counted as a single partnership. However, an operating unit may form more than one partnership with the same entity and each partnership should be counted separately. A partnership is considered “formed” when there is a clear agreement, written and signed, to work together to achieve a common objective. This is often in the form of a memorandum of understanding or, more formally, as a cooperative agreement, or a contract. A formal partnership is usually formed when the partner and the USG agree to combine resources and expertise to achieve USAID Empowered Youth development objectives and mutually determined results. Only partnerships formed in the reporting year should be counted. Any partnership that was formed in a previous year should not be included. | |
| Rationale: This indicator assumes that if more partnerships are formed, USG programs are producing a more strategic, sustainable, and cost-effective development impact. This provides an indication that USG programs are achieving value-added in terms of scale, efficiency, effectiveness, and market-led approach. | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Private sector and academia partnerships | |
| Data Source: Activity records, MOUs | |
| Frequency: Quarterly | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners |
| Data Collection Method: These data are obtained by deriving numbers from new agreements (as of the last quarter). The Program Office maintains these data for all DOs. The key issue is to determine if any partnerships are facilitated at the IP level. | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | |
| Method of Data Acquisition by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation. | |
| DATA QUALITY ISSUES | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | |

| PLAN FOR DATA ANALYSIS | | | | |
|---|--------|-------------|--|-------|
| Data Analysis Issues: None | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-1 | | |
| LOP | 100 | | | |
| Year 1 | 2 | | | |
| Year 2 | 29 | | | |
| Year 3 | 29 | | | |
| Year 4 | 29 | | | |
| Year 5 | 11 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 3.2 |
|---|
| Expected Result 3: Strengthen Youth-Serving Systems |
| Indicator Title: Amount, in U.S. dollars, of county government contribution towards youth development. (Custom) |
| Precise Definition(s): This indicator measures the amount, in U.S. dollars, of county government contribution towards youth development. County Government refers to the specific county that has entered into a partnership with a USG entity and has brought its own resources (e.g., cash, in-kind, and expertise) to the partnership. This value may range from a direct cash contribution to partnership activities to in-kind and intangible value such as curriculums, and staff time, 'Counties' refer to any county receiving USG assistance (funded in part or in whole by USG). 'In-kind' refers to contributions other than cash for training and technical services provided by extension officers. 'USG assistance' refers to assistance provided by USAID through its implementing partners to support primary, secondary, or tertiary education and/or youth workforce development, including Technical and Vocational Education and Training (TVET). |
| Rationale: This indicator reflects expanded activity resources attributable to partnerships. Increased resources are an important indicator that HEIs are successfully leveraging USG-resources to crowd-in additional resources from partners in support of development objectives and strengthening the long-term sustainability of programs jointly developed with USG funding. The assumption is that if partners contribute meaningful resources to partnerships, USG programs are producing a more strategic, sustainable, and cost-effective development impact. |
| Is this a Standard Indicator? No |
| Unit of Measure: Value |
| Disaggregated by: County, Cash and In-Kind |
| Frequency: Annual |
| Data Source: USAID Empowered Youth financial and grant records; partnership MOUs |
| Unit of Measure: Amount (US Dollar equivalents) |
| PLAN FOR DATA COLLECTION BY USAID |
| Data Collection Method: The value of PPP resources leveraged can be derived from the contract's office from contracts and agreements. However, it is also important to confirm that IPs are not a source of PPPs. Information should include the development and consistent application of a methodology for assessing the value of the range of partner contributions to activities. Care should be taken in valuing in-kind and intangible resources in order to focus on the incremental benefit to USG-supported programming, not the value of the in-kind or intangible resources themselves. Data sources include the work plan, regular progress reports and resource partner financial data. USAID Empowered Youth will utilize a Partnership Valuation tool to carefully measure the value of resources leveraged through partnerships. |
| Method of Data Acquisition by USAID: The program office will derive data from the Contract Office |
| Method of Data Acquisition by USAID Empowered Youth: Will compile performance data from financial/grant records and submit reports on an annual basis. |
| DATA QUALITY ISSUES |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201 |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to determine whether all data is available from the contracts office or if IPs need to report data as well. |
| PLAN FOR DATA ANALYSIS |
| Data Analysis Issues: Corresponding analysis is important to identify larger value partnerships or partnerships of strategic importance. |
| OTHER NOTES |
| Notes on Valuation of Partner Resources: Care should be taken to value conservatively and use actual replacement costs or authoritative third-party benchmarks when conducting partner contribution valuation. |
| Changes to the Indicator and Dates: |
| PLAN FOR DATA ANALYSIS |
| Data Analysis Issues: None |
| OTHER NOTES |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) |
| PERFORMANCE INDICATOR VALUES |

| PERFORMANCE INDICATOR VALUES | | | |
|-------------------------------------|---------------|--------------------|--------------|
| Period | Target | Actual PY-I | Notes |
| LOP | \$1,500,000 | | |
| Year 1 | \$30,000 | | |
| Year 2 | \$435,000 | | |
| Year 3 | \$435,000 | | |
| Year 4 | \$435,000 | | |
| Year 5 | \$165,000 | | |

| USAID Empowered Youth- PERFORMANCE INDICATOR REFERENCE SHEET – 3.3 |
|--|
| Expected Result 3: Strengthen Youth-Serving Systems |
| Indicator Title: Amount, in U.S. dollars, of private sector contribution towards youth development. |
| Precise Definition(s): This indicator measures the amount, in U.S. dollars, of private sector contribution towards youth development. Amount of new revenue generated from partners for USG-supported activities as a result of USG-supported PPPs (in USD). Partner refers to the organization that has a partnership with a USG entity and has brought its own resources (e.g., cash, in kind, and expertise) to the partnership. Often these organizations are referred to as “resource partners.” For the purposes of this indicator, partners include private businesses, financial institutions, entrepreneurs, investors, philanthropists, foundations, and other not-for-profit non-governmental and governmental entities. New revenue refers to the additional value of USG-supported activities because of the implementation of the partnership with the partner organization. This value may range from a direct cash contribution to partnership activities to in-kind and intangible value such as curricula, staff time, and brand influence. |
| Rationale: This indicator reflects expanded activity resources attributable to partnerships. Increased resources are an important indicator that HEIs are successfully leveraging USG-resources to crowd-in additional resources from partners in support of development objectives, and strengthening the long-term sustainability of programs jointly developed with USG funding. The assumption is that if partners contribute meaningful resources to partnerships, USG programs are producing a more strategic, sustainable, and cost-effective development impact. |
| Is this a Standard Indicator? No |
| Disaggregated by: Private Sector Entity, Cash and In-Kind |
| Unit of Measure: Value |
| Frequency: Annual |
| Data Source: USAID Empowered Youth financial and grant records; partnership MOUs |
| Unit of Measure: Number (US Dollar equivalents) |
| PLAN FOR DATA COLLECTION BY USAID |
| Data Collection Method: The value of PPP resources leveraged can be derived from the contract's office from contracts and agreements. However, it is also important to confirm that IPs are not a source of PPPs. Information should include the development and consistent application of a methodology for assessing the value of the range of partner contributions to activities. Care should be taken in valuing in-kind and intangible resources in order to focus on the incremental benefit to USG-supported programming, not the value of the in-kind or intangible resources themselves. Data sources include the work plan, regular progress reports and resource partner financial data. USAID Empowered Youth will utilize a Partnership Valuation tool to carefully measure the value of resources leveraged through partnerships. |
| Method of Data Acquisition by USAID: The program office will derive data from the Contract Office. |
| Method of Data Acquisition by USAID Empowered Youth: Will compile performance data from financial/grant records and submit reports on an annual basis. |
| DATA QUALITY ISSUES |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to determine whether all data is available from the contracts office or if IPs need to report data as well. |
| PLAN FOR DATA ANALYSIS |
| Data Analysis Issues: Corresponding analysis is important to identify larger value partnerships or partnerships of strategic importance. |
| OTHER NOTES |
| Notes on Valuation of Partner Resources: Care should be taken to value conservatively and use actual replacement costs or authoritative third-party benchmarks when conducting partner contribution valuation. |
| Changes to the Indicator and Dates: |
| PLAN FOR DATA ANALYSIS |
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the program cannot control, for example, lack of employment opportunities in the current area or participants receiving other training or schooling. |
| OTHER NOTES |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) |

| PERFORMANCE INDICATOR VALUES | | | | |
|------------------------------|--------|-------------|-------------|-------|
| PERFORMANCE INDICATOR VALUES | | | | |
| | Period | Target | Actual PY-1 | Notes |
| | LOP | \$1,000,000 | | |
| | Year 1 | \$20,000 | | |
| | Year 2 | \$290,000 | | |
| | Year 3 | \$290,000 | | |
| | Year 4 | \$290,000 | | |
| | Year 5 | \$110,000 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 3.4 | |
|--|---|
| Expected Result 3: Strengthen Youth-Serving Systems | |
| Indicator Title: Number of youth organizations engaged in economic and social transformation. (Custom) | |
| Definition: This indicator measures the number of youth organizations engaged in economic and social transformation. | |
| Rationale: | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Type of youth organizations | |
| Data Source: Activity records, MOUs | |
| Frequency: Quarterly | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners |
| Data Collection Method: These data are obtained by deriving numbers from new agreements (as of the last quarter). The Program Office maintains data for all DOs. The key issue is to determine if any partnerships are facilitated at the IP level. | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | |
| Method of Data Acquisition by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation. | |
| DATA QUALITY ISSUES | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | |

| PLAN FOR DATA ANALYSIS | | | | |
|---|--------|-------------|--|-------|
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect an individual being employed which the program cannot control, for example, lack of employment opportunities in the current area or participants receiving other training or schooling. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-I | | |
| LOP | 1,232 | | | |
| Year 1 | 25 | | | |
| Year 2 | 358 | | | |
| Year 3 | 358 | | | |
| Year 4 | 358 | | | |
| Year 5 | 133 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 3.5 | |
|--|---|
| Expected Result 3: Strengthen Youth-Serving Systems | |
| Indicator Title: Number of youth networks and coalitions established. (Custom) | |
| Definition: This indicator measures the number of youth networks and coalitions established. All support structures public, private institutions, NGOs, and local communities will be engaged to join efforts that will reinforce services towards youth organizations and strengthen capacity development efforts. This requires inclusion and participation of all stakeholders involved. A coalition or network will be considered established when an MOU between organizations outlining the roles and responsibilities of each has been agreed to by all parties. | |
| Rationale: This indicator justifies the importance of collaboration and strategic partnerships that will encourage youth-supporting systems to achieve positive outcomes. A lack of collaboration and concerted approaches can negatively affect the overall youth empowerment ecosystem. USAID Empowered Youth will make sure that youth networks and coalitions are collectively working together to achieve the support that young people need the most. | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Private sector and academia partnerships | |
| Data Source: Activity records, MOUs | |
| Frequency: Quarterly | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners |
| Data Collection Method: These data are obtained by deriving numbers from new agreements (as of the last quarter). The Program Office maintains data for all DOs. The key issue is to determine if any partnerships are facilitated at the IP level. | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | |
| Method of Data Acquisition by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation. | |
| DATA QUALITY ISSUES | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | |

| PLAN FOR DATA ANALYSIS | | | | |
|---|--------|-------------|--|-------|
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the program cannot control, for example, lack of employment opportunities in the current area or participants receiving other training or schooling. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support). | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-I | | |
| LOP | 35 | | | |
| Year 1 | 2 | | | |
| Year 2 | 10 | | | |
| Year 3 | 10 | | | |
| Year 4 | 10 | | | |
| Year 5 | 3 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 3.6 | | | | |
|--|--------|-------------|---|-------|
| Expected Result 3: Strengthen Youth-Serving Systems | | | | |
| Indicator Title: Number of youth-led programs scaled. (Custom) | | | | |
| Definition: This indicator measures the number of youth-led programs scaled. Since youth-led programs will be encouraged through training, networking, and collaboration, the assumption is that the experience of participants improves their ability to scale up their activities. Scaling up will be done through innovation, creativity, access to resources, information, and the expansion of existing businesses or enterprises. It will be defined as any improvement in design of activities from the previously mentioned categories. | | | | |
| Rationale: This indicator aims for improvement by increasing youth-led programs and initiatives. Youth must be at the center of this effort, as the goal is to nurture youth-led activities to their highest potential. This indicator will facilitate that process because when youth scale up their programs, it sets a strong record for sustainability. This will inspire other youth organizations to engage in self-led activities that could lead them to better opportunities. | | | | |
| Type: Output | | | | |
| Is this a Standard Indicator? No | | | | |
| Unit of Measure: Number | | | | |
| Disaggregated by: Private sector and academia partnerships | | | | |
| Data Source: Activity records, MOUs | | | | |
| Frequency: Quarterly | | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | | |
| Responsible Individual/ Office: EDY Office | | | Data Source: Implementing partners | |
| Data Collection Method: These data are obtained by deriving numbers from new agreements (as of the last quarter). The Program Office maintains data for all DOs. The key issue is to determine if any partnerships are facilitated at the IP level. | | | | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | | | | |
| Method of Data Acquisition by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation. | | | | |
| DATA QUALITY ISSUES | | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | | | | |
| PLAN FOR DATA ANALYSIS | | | | |
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the program cannot control, for example, lack of employment opportunities in the current area or participants receiving other training or schooling. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support). | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-1 | | |
| LOP | 100 | | | |
| Year 1 | 3 | | | |
| Year 2 | 29 | | | |
| Year 3 | 29 | | | |
| Year 4 | 29 | | | |
| Year 5 | 3 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.1 | |
|--|---|
| Expected Result: Cross-Cutting Indicators | |
| Indicator Title: GNDR-2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income, or employment). (Custom) | |
| Definition: This indicator is meant to measure the percentage of women participating in USAID Empowered Youth. Productive economic resources include assets - land, housing, businesses, livestock, or financial assets such as savings, credit, wage or self-employment, and income. Programs include: <ul style="list-style-type: none"> • Micro, small, and medium enterprise programs; • Workforce development programs that have job placement activities; and, • Programs that build assets such as land redistribution or titling; housing titling; agricultural programs that provide assets such as livestock; or programs designed to help adolescent females and young women set up savings accounts. <p>This indicator does NOT track access to services, such as business development services or stand-alone employment training (e.g., employment training that does not also include job placement following the training).</p> <p>The unit of measure will be a percentage expressed as a whole number.</p> <p>Numerator = Number of female program participants Denominator = Total number of male and female participants in the program</p> <p>The resulting percentage should be expressed as a whole number. For example, if the number of females in the program (the numerator) divided by the total number of participants in the program (the denominator) yields a value of .16, the number 16 should be the reported result for this indicator. Values for this indicator can range from 0 to 100. The numerator and denominator must also be reported as disaggregates.</p> | |
| Rationale: The lack of access to resources is frequently cited as a major impediment to gender equality and women's empowerment. Tracking the proportion of females among participants in USG-funded interventions designed to increase access to economic resources can provide information on the scope of USG efforts to lift women out of poverty. | |
| Type: Output | |
| Is this a Standard Indicator?: Yes | |
| Unit of Measure: Number | |
| Disaggregated by: Sex, Age, County, Disability Status | |
| Frequency: Quarterly | |
| Data Source: Activity monitoring forms (including training attendance records), financial institute records, YSO enrollment records, surveys | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: DO 2 Youth team | Data Source: Implementing partners delivering programs supporting youth's access to credit/loans |
| Data Collection Method: Implementing partners will track and record how many youth participants in USG programs were able to receive credit/loans through established institutions. | |
| Method of Data Acquisition by USAID: Will compile gender disaggregated data from all activity activities that are focused on increased productive economic resources by female participants. | |
| Method of Data Acquisition by USAID: USAID/Kenya and East Africa will receive data in quarterly reports submitted by the implementing partners. | |
| DATA QUALITY ISSUES: Indicators used for reporting are subject to DQA as required by ADS 203 | |
| Data Quality Assessment Procedures: Data quality was assessed during PMP development. Indicators used for reporting are subject to DQA as required by ADS 201 | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): None | |
| PLAN FOR DATA ANALYSIS | |
| Data Analysis Issues: None | |
| OTHER NOTES | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | |

Changes to the Indicator and Dates:

PERFORMANCE INDICATOR VALUES

| PERFORMANCE INDICATOR VALUES | | | |
|-------------------------------------|----------------------|--------------------|--------------|
| Period | Target | Actual PY-4 | Notes |
| EOP | 50% of 300,000 youth | | |
| Year 1 | 50% | | |
| Year 2 | 50% | | |
| Year 3 | 50% | | |
| Year 4 | 50% | | |
| Year 5 | 50% | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.2

Expected Result: Cross-Cutting Indicators

Indicator Title: Number of new USG-supported Public-Private Partnerships (PPPs) formed. (Custom)

Definition(s): Number of partnerships targeting job creation in youth-friendly sectors (standard). Partnerships can be long or short in duration (length is not a criterion for measurement). A partnership with multiple partners should only be counted as a single partnership. However, an operating unit may form more than one partnership with the same entity and each partnership should be counted separately. A partnership is considered “formed” when there is a clear agreement, written and signed, to work together to achieve a common objective. This is often in the form of a memorandum of understanding (MOU) or, more formally, as a cooperative agreement, and/or a contract. A formal partnership is usually formed when the partner and the USG agree to combine resources and expertise to achieve key development objectives and mutually determined results. Only partnerships formed in the reporting year should be counted. Any partnership that was formed in a previous year should not be included. There must be either a cash or in-kind contribution to the effort by all partners. A USG entity must be one of the public partners – though often USG entities are represented in the partnership by implementing partners. Private partners could be for-profit enterprises, NGOs, private companies, a community group, or a state-owned enterprise which seeks to make a profit (even if unsuccessfully). A public entity can be a national or sub-national government as well as a donor-funded implementing partner. It could include state enterprises, which are non-profit.

Rationale: This indicator reflects expanded private sector resources. The assumption is that if more partnerships are formed, USG programs are producing a more strategic, sustainable, and cost-effective development impact. This provides an indication that USG programs are achieving value-added in terms of scale, efficiency, effectiveness, and market-led approach.

Type: Output

Is this a Standard Indicator? No

Unit of Measure: Number

Disaggregated by: Sector, partner

Data Source: Signed MOUs with partners

Frequency: Quarterly

PLAN FOR DATA COLLECTION BY USAID

| | |
|---|---|
| Responsible Individual/ Office: Program Office, based on information in contracts from the Contracts Office. | Data Source: Contracts and Agreements (from contracts office). |
|---|---|

Data Collection Method: These data are obtained by deriving numbers from new PPP agreements (as of the last quarter).The Program Office maintains data for all DOs. The key issue is to determine if any PPPs are facilitated at the IP level.

Method of Data Acquisition by USAID: IPs will report in the fall in the quarterly report.

Method of Data reporting by USAID Empowered Youth: Will report on the number of MOUs signed with partners every quarter of implementation.

DATA QUALITY ISSUES: Indicators used for reporting are subject to DQA as required by ADS 201

Data Quality Assessment Procedures:

Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to clarify whether there are any PPPs facilitated at the IP level or whether they can all be tracked through USAID contracts and agreements.

PLAN FOR DATA ANALYSIS

Data Analysis Issues: The number of PPPs should be complemented by analysis that highlights those that are strategically important or particularly successful.

Notes on Baselines: Baseline is 0 (as a result of USG support)

Changes to the Indicator and Dates:

| PERFORMANCE INDICATOR VALUES | | | |
|------------------------------|--------|-------------|-------|
| Period | Target | Actual PY-1 | Notes |
| LOP | 120 | | |
| Year 1 | 3 | | |
| Year 2 | 35 | | |
| Year 3 | 35 | | |
| Year 4 | 35 | | |
| Year 5 | 12 | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.3

Expected Result: Cross-Cutting Indicators

Indicator Title: PPP4. Amount, in U.S. dollars, of new revenue generated by private sector partners resulting from USG-supported Public-Private Partnerships (PPPs). (Custom)

Precise Definition(s): Amount of new revenue generated from partners for USG-supported activities as a result of USG-supported Public-Private Partnerships (PPP) (in USD). Partner refers to the organization that has entered into a partnership with a USG entity and has brought its own resources (e.g., cash, in-kind, and expertise) to the partnership. Often these organizations are referred to as “resource partners.” For the purposes of this indicator, partners include private businesses, financial institutions, entrepreneurs, investors, philanthropists, foundations, and other not-for-profit non-governmental and governmental entities. New revenue refers to the additional value to USG-supported activities due to the implementation of the partnership with the partner organization. This value may range from a direct cash contribution to partnership activities, to in-kind and intangible value such as curriculums, staff time, and brand influence.

Rationale: This indicator reflects expanded activity resources attributable to partnerships. Increased resources are an important indicator that PPPs are successfully leveraging USG-resources to crowd-in additional resources from partners in support of development objectives and strengthening the long-term sustainability of programs jointly developed with USG funding. The assumption is that if partners contribute meaningful resources to partnerships, USG programs are producing a more strategic, sustainable, and cost-effective development impact. Furthermore, the indicator is a strong metric for USAID Forward Objectives of host-country ownership, capacity building, and innovation through market-led development.

Is this a Standard Indicator? No

Unit of Measure: Value

Frequency: Annual

Disaggregated by: Sector, Partner, Cash and In-kind

Data Source: USAID Empowered Youth financial and grant records; partnership MOUs

Unit of Measure: Number (US Dollar equivalents)

PLAN FOR DATA COLLECTION BY USAID

Data Collection Method: The value of PPP resources leveraged can be derived from the contract's office from contracts and agreements. However, it is also important to confirm that IPs are not a source of PPPs. Information should include the development and consistent application of a methodology for assessing the value of the range of partner contributions to activities. Care should be taken in valuing in-kind and intangible resources in order to focus on the incremental benefit to USG-supported programming, not the value of the in-kind or intangible resources themselves. Data sources include the work plan, regular progress reports and resource partner financial data. Will utilize a Partnership Valuation tool to carefully measure the value of resources leveraged through partnerships.

Method of Data Acquisition by USAID: The program office will derive data from the Contract Office.

Method of Data Acquisition by USAID Empowered Youth: Will compile performance data from financial/grant records and submit reports on an annual basis.

DATA QUALITY ISSUES

Data Quality Assessment Procedures: Data quality was assessed during PMP development. Indicators used for reporting are subject to DQA as required by ADS 203

Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key data quality issue is to determine whether all data is available from the contracts office or if IPs need to report data as well.

PLAN FOR DATA ANALYSIS

Data Analysis Issues: Corresponding analysis is important to identify larger value partnerships or partnerships of strategic importance.

OTHER NOTES

Notes on Valuation of Partner Resources: Care should be taken to value conservatively and use actual replacement costs or authoritative third-party benchmarks when conducting partner contribution valuation.

Changes to the Indicator and Dates:

| PERFORMANCE INDICATOR VALUES | | | |
|------------------------------|--------|-------------|-------|
| Period | Target | Actual PY-1 | Notes |
| EOP | TBD | | |
| Year 1 | TBD | | |
| Year 2 | TBD | | |
| Year 3 | TBD | | |
| Year 4 | TBD | | |
| Year 5 | TBD | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.4 | | | |
|---|--------|---|-------|
| Expected Result: Cross-Cutting Indicators | | | |
| Indicator Title Percent of counties receiving USG assistance that have collaborated on the current year annual work plan. (Custom) | | | |
| Definition: Counties refer to any county receiving direct USG assistance (funded in part or in whole by USG). | | | |
| 'Percentage of counties' is the number of counties that have collaborated on the work plan divided by the total number of counties receiving USG assistance. | | | |
| 'Collaborated' refers to at least one between the USG implementing partner and county-level government representatives in which the annual work plan is shared and discussed. | | | |
| 'USG assistance' refers to assistance provided by USAID through its implementing partners in primary through tertiary education and/or youth workforce development, including Technical and Vocational Education and Training (TVET). | | | |
| Rationale: This indicator will be used to monitor the results of implementing partners' pivot to sustainability and ownership. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Use of Indicator: This indicator will be used to monitor the results of implementing partners' pivot to sustainability and ownership. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of measure: Percent | | | |
| Disaggregated by: Disaggregated by geographies, high-touch, and low-touch counties | | | |
| Calculation: Numerator: Total number of counties that collaborated on the annual work plan Denominator: Total number of counties that received direct USG assistance (funded in part or in whole by USG) Direct USG assistance means that a county has participated in a structured program that targets education and workforce development outcomes. | | | |
| Frequency: Quarterly | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/ Office: DO2 sub teams (health, education, and youth) | | Data Source: IPs will report data to USAID | |
| Data Collection Method: USAID Empowered Youth will track the total number of county programs as a percent of the nine USAID Empowered Youth counties that collaborate/share/discuss their annual work plans with county-level government representatives | | | |
| Method of Data Acquisition by USAID: Official reports from USAID Empowered Youth. | | | |
| Method of Data reporting by USAID Empowered Youth: Will collect and report data and results to USAID on a quarterly basis. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201 | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): TBD | | | |
| PLAN FOR DATA ANALYSIS | | | |
| OTHER NOTES | | | |
| Notes on Baselines/Targets: Baseline is TBD | | | |
| Changes to the Indicator and Dates: | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual | Notes |
| EOP | 100% | | |
| Year 1 | 100% | | |
| Year 2 | 100% | | |
| Year 3 | 100% | | |
| Year 4 | 100% | | |
| Year 5 | 100% | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.5 | | | |
|---|--------|---|-------|
| Expected Result: Cross-Cutting Indicators | | | |
| Indicator Title: Percent of counties receiving USG assistance that have reviewed the current year annual work plan budget. (Custom) | | | |
| Definition: Counties refer to any county receiving direct USG assistance (funded in part or in whole by USG). | | | |
| 'Percentage of counties' is the number of counties that have collaborated on the work plan divided by the total number of counties receiving USG assistance. | | | |
| 'USG assistance' refers to assistance provided by USAID through its implementing partners in primary through tertiary education and/or youth workforce development, including Technical and Vocational Education and Training (TVET). | | | |
| Rationale: This indicator will be used to monitor the results of implementing partners' pivot to the journey to self-reliance. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Use of Indicator: This indicator will be used to monitor the results of implementing partners' pivot to the journey to self-reliance. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of measure: Percent | | | |
| Disaggregated by: Disaggregated by geographies, high-touch, and low-touch counties | | | |
| Calculation: Numerator: Number of counties that received annual work plan budgets Denominator: Total number of counties that received direct USG assistance (funded in part or in whole by USG) Direct USG assistance means that a county has participated in a structured program that targets education and workforce development outcomes. | | | |
| Frequency: Quarterly | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/ Office: DO2 sub teams (health, education, and youth) | | Data Source: IPs will report data to USAID | |
| Data Collection Method: USAID Empowered Youth will track the total number of county programs as a percent of the nine USAID Empowered Youth counties that have reviewed their annual work plans with county-level government representatives | | | |
| Method of Data Acquisition by USAID: Official reports from USAID Empowered Youth | | | |
| Method of Data reporting by USAID Empowered Youth: Will collect and report data and results to USAID on a quarterly basis. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): TBD | | | |
| PLAN FOR DATA ANALYSIS | | | |
| OTHER NOTES | | | |
| Notes on Baselines/Targets: Baseline is TBD | | | |
| Changes to the Indicator and Dates: This indicator was added to the PIRs list in February 2020 | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual | Notes |
| EOP | 100% | | |
| Year 1 | 100% | | |
| Year 2 | 100% | | |
| Year 3 | 100% | | |
| Year 4 | 100% | | |
| Year 5 | 100% | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.6 | | | |
|--|---------------|---|--------------|
| Expected Result: Cross-Cutting Indicators | | | |
| Indicator Title: Percent of counties receiving USG assistance that have reviewed the current year annual work plan indicators. (Custom) | | | |
| Definition: Counties refer to any county receiving direct USG assistance (funded in part or in whole by USG). | | | |
| 'Percentage of counties' is the number of counties that have collaborated on the annual work plan divided by the total number of counties receiving USG assistance. | | | |
| 'USG assistance' refers to assistance provided by USAID through its implementing partners in primary through tertiary education and/or youth workforce development, including Technical and Vocational Education and Training (TVET). | | | |
| Rationale: This indicator will be used to monitor the results of implementing partners' pivot to the journey to self-reliance. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Use of Indicator: This indicator will be used to monitor the results of implementing partners' pivot to the journey to self-reliance. It will be used, along with other indicators, to describe the Government of Kenya's progress towards self-reliance. | | | |
| Type: Output | | | |
| Is this a Standard Indicator? No | | | |
| Unit of measure: Percent | | | |
| Disaggregated by: Disaggregated by geographies, high-touch, and low-touch counties | | | |
| Calculation: Numerator: Total number of counties that received annual work plan indicators Denominator: Total number of counties that received direct USG assistance (funded in part or in whole by USG) Direct USG assistance means that a county has participated in a structured program that targets education and workforce development outcomes. | | | |
| Frequency: Quarterly | | | |
| PLAN FOR DATA COLLECTION BY USAID | | | |
| Responsible Individual/ Office: DO2 sub teams (health, education, and youth) | | Data Source: IPs will report data to USAID | |
| Data Collection Method: RTI will track the total number of county programs as a percent of the nine USAID Empowered Youth counties that have reviewed their current annual work plans indicators with county-level government representatives | | | |
| Method of Data Acquisition by USAID: Official reports from USAID Empowered Youth through quarterly reports | | | |
| Method of Data reporting by USAID Empowered Youth: Will collect and report data and results to USAID on a quarterly basis. | | | |
| DATA QUALITY ISSUES | | | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203 | | | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): TBD | | | |
| PLAN FOR DATA ANALYSIS | | | |
| OTHER NOTES | | | |
| Notes on Baselines/Targets: Baseline is TBD | | | |
| Changes to the Indicator and Dates: This indicator was added to the PIRs list in February 2020 | | | |
| PERFORMANCE INDICATOR VALUES | | | |
| Period | Target | Actual | Notes |
| EOP | 100% | | |
| Year 1 | 100% | | |
| Year 2 | 100% | | |
| Year 3 | 100% | | |
| Year 4 | 100% | | |
| Year 5 | 100% | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.7

Expected Result: Cross-Cutting Indicators

Indicator Title: Number of youth reached as a result of participating in USG-assisted activity. (Custom)

Definition: This indicator is meant to measure the number of youth reached as a result of participating in a USG-assisted activity. This comprises youth reached through training, issuance of IDs and in other related project implementation activities.

Rationale: For devolution to be effectively implemented, formerly marginalized groups (including women and youth) must have a greater voice in the political system. ID cards are a prerequisite for employment in Kenya and critical for young Kenyans to step out of poverty and into a productive economy.

Type: Output

Is this a Standard Indicator? No

Unit of measure: Number

Disaggregated by: Sector, Sex, Age, County, Disability Status

Data Source: Activity monitoring records

Frequency: Quarterly

PLAN FOR DATA COLLECTION BY USAID

Responsible Individual/ Office: DO2 sub teams (health, education, and youth)

Data Source: IPs will report data to USAID

Data Collection Method: Implementing partners will track the total number of youth beneficiaries as a result of USG assistance

Method of Data Acquisition by USAID: Implementing partners will report numbers through quarterly reports

Method of Data reporting by USAID Empowered Youth: Monthly output data will be collected for beneficiaries of all activities implemented by the USAID Empowered Youth and reported to USAID on a quarterly basis.

DATA QUALITY ISSUES

Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 201

Key Data Quality Limitations and Actions to Address Limitations (as applicable): The key issue is to ensure consistent data collection.

PLAN FOR DATA ANALYSIS

OTHER NOTES

Notes on Baselines/Targets: Baseline is 0 at the start of the new strategy.

Changes to the Indicator and Dates:

PERFORMANCE INDICATOR VALUES

| Period | Target | Actual PY-I | Notes |
|--------|---------|-------------|-------|
| EOP | 300,000 | | |
| Year 1 | 6,000 | | |
| Year 2 | 87,000 | | |
| Year 3 | 87,000 | | |
| Year 4 | 87,000 | | |
| Year 5 | 33,000 | | |

USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.8

Expected Result: Cross-Cutting Indicators

Indicator Title: Number of youth trained as a result of participating in USG-assisted activity. (Custom)

Definition: This indicator tracks the number of youth trained as a result of participating in a USG-assisted activity. USG support could include provision of funds to pay teachers, providing hosting facilities, or other key contributions necessary to ensure training is delivered. This indicator does not automatically count any course for which the USG helped develop the curriculum, but rather focuses on delivery of courses that are made possible through full or partial funding from the USG. Only individuals who complete the entire training course are counted for this indicator. Training is defined as sessions in which participants are educated according to a defined curriculum and set learning objectives. Sessions that could be informative or educational, such as meetings, but do not have a defined curriculum or learning objectives are not counted as training.

Rationale: Measuring completion to business skills training programs intends to show a direct link of access to the ability of the program to produce a quality workforce with relevant business skills.

Type: Output

Is this a Standard Indicator? No

Unit of measure: Number

Disaggregated by: Sex, Age, County, Type of Training, Disability Status

Frequency: Quarterly

Data Source: Training attendance curriculum, certificates, pre-post assessment surveys

PLAN FOR DATA COLLECTION BY USAID

| | |
|--|---|
| Responsible Individual/ Office: DO 2 Youth team | Data Source: Implementing partners delivering programs supporting employment skills programs for youth |
|--|---|

Data Collection Method: USAID Empowered Youth will track and record all youth who participate in business enhancement skills training programs through sign-in and program completion sheets. Business training completion data needs to be monitored and recorded on an ongoing basis and reported every quarter. Only youth who complete short-term business training programs offered by the partnership will be counted.

Method of Data Acquisition by USAID: USAID/Kenya and East Africa will receive data in quarterly reports submitted by the implementing partners.

DATA QUALITY ISSUES Indicators used for reporting are subject to DQA as required by ADS 203

Data Quality Assessment Procedures: Data quality was assessed during PMP development. Indicators used for reporting are subject to DQA as required by ADS 201

Key Data Quality Limitations and Actions to Address Limitations (as applicable): There can be challenges with tracking and following up with people which can affect the numbers that are reported. USAID/Kenya and East Africa should make sure to define what should be considered as business skills training.

PLAN FOR DATA ANALYSIS

Data Analysis Issues: Attendance records may be incomplete or inaccurate, especially in the case of determining whether a participant *completed* an entire course.

Notes on Baselines: Baseline is 0 (as a result of USG support)

| PERFORMANCE INDICATOR VALUES | | | |
|-------------------------------------|---------------|--------------------|--------------|
| Period | Target | Actual PY-1 | Notes |
| EOP | 100,000 | | |
| Year 1 | 2,000 | | |
| Year 2 | 29,000 | | |
| Year 3 | 29,000 | | |
| Year 4 | 29,000 | | |
| Year 5 | 11,000 | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.9 | |
|---|---|
| Expected Result 1: Increase Youth Economic Prospects | |
| Indicator Title: Number of youth-led and youth-focused local development organizations, networks and coalitions influencing development as result of USG assistance. (Custom) | |
| Definition: This indicator measures the number of youth-led and youth-focused local development organizations, networks and coalitions influencing development as result of USG assistance. These could be county bunge, county bunge SACCOs, NYBA, and other youth influencing partners and stakeholders. | |
| Rationale: Employment is a critical outcome for workforce development activities and for a healthy population with reduced poverty and a growing, competitive economy. | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number | |
| Disaggregated by: Sector, county | |
| Data Source: SMS, call-in and county tracer surveys with trained youth beneficiaries | |
| Frequency: Quarterly | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY Office | Data Source: Implementing partners |
| Data Collection Method: County Bunge Records | |
| Method of Data Acquisition by USAID: None | |
| Method of Data Acquisition by USAID Empowered Youth: Activity quarterly reports | |
| DATA QUALITY ISSUES Indicators used for reporting are subject to DQA as required by ADS 201 | |
| Data Quality Assessment Procedures: Data quality was assessed during PMP development. Indicators used for reporting are subject to DQA as required by ADS 201. | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): There can be challenges with tracking and following up with individuals which can affect the numbers that are reported. | |

| PLAN FOR DATA ANALYSIS | | | | |
|---|--------|-------------|--|-------|
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the program cannot control, for example, lack of employment opportunities in the current area or participants receiving other training or schooling. | | | | |
| OTHER NOTES | | | | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support) | | | | |
| PERFORMANCE INDICATOR VALUES | | | | |
| PERFORMANCE INDICATOR VALUES | | | | Notes |
| Period | Target | Actual PY-1 | | |
| LOP | 1,232 | | | |
| Year 1 | 25 | | | |
| Year 2 | 358 | | | |
| Year 3 | 358 | | | |
| Year 4 | 358 | | | |
| Year 5 | 133 | | | |

| USAID Empowered Youth PERFORMANCE INDICATOR REFERENCE SHEET – 4.10 | |
|--|--|
| Expected Result 1: Increase Youth Economic Prospects | |
| Indicator Title: Percentage of individuals who participated in USG-assisted workforce development programs employed in fields related to their training. (Custom) | |
| Definition: Employment refers to work for pay, profit, or family gain (cash and/or in kind). This may include formal and informal, farm and off-farm, and full-time and part-time employment. An unpaid internship or volunteer work does not qualify as employment. This indicator measures the percent of youth (18-35 years old), who attend and successfully complete USG programs (i.e., trainings, workshops, mentoring, internships, etc.) designed to improve employment skills (i.e., communication, interpersonal skills, problem solving, technical, etc.) and obtain employment in fields related to their training. Completing a workforce development program means that an individual has met the completion requirements of a structured workforce development program (components of which are defined by the program offered). For example, a program may be focused on individuals who are or would like to be in the labor market (e.g., those looking for work or to improve their employment or employability), on quality/access of workforce development programs (e.g., those aimed at workforce development providers), or on assistance to employers/businesses (e.g., capacity development support focused on in-house employee training, human resource development, etc.). A certificate may or may not be issued at the end of the workforce development program. When calculating the total numbers of individuals, each individual should be counted only once (regardless of how many workforce development programs he or she successfully completed). If a workforce development program contains multiple components, then this calculation should be done after completion of the final component and the overall program. | |
| Rationale: Employment is a critical outcome for workforce development activities and for a healthy population with reduced poverty and a growing, competitive economy. | |
| Type: Output | |
| Is this a Standard Indicator? No | |
| Unit of Measure: Number and percentage of total trained | |
| Disaggregated by: Sector, Age (15-24-Youth), (15-19-Adolescent Girls), by Sex, County, Disability Status, County, Disability Status | |
| Data Source: SMS, call-in and county tracer surveys and perusal of employment registers with trained youth beneficiaries | |
| Frequency: Quarterly | |
| PLAN FOR DATA COLLECTION BY USAID | |
| Responsible Individual/ Office: EDY | Data Source: Implementing partners who have workforce development components for youth to their activity. |
| Data Collection Method: Implementing partner tracks, follows up and surveys participants 12 months after they have participated in a workforce development program. For consistency in data collection, all implementing partners should use standardized forms/survey and have a clear definition of what "new or better" employment is. | |
| Method of Data Acquisition by USAID: Implementing partners will report numbers in annual reports. | |
| Method of Data Acquisition by USAID Empowered Youth: Self-reporting employment tracer surveys through telephone callbacks/conventional paper questionnaires and SMS on all youth beneficiaries of interventions implemented under result areas 1,2,3 and 4. USAID Empowered Youth will also deploy ToTs, members of the CBFs and other community facilitators to trace participants who are not reached by the two methodologies to ensure 100% coverage. | |
| DATA QUALITY ISSUES | |
| Data Quality Assessment Procedures: Indicators used for reporting are subject to DQA as required by ADS 203. | |
| Key Data Quality Limitations and Actions to Address Limitations (as applicable): There can be challenges with tracking and following up with people which can affect the numbers that are reported. In addition, "new/better" employment can have multiple interpretations, USAID/Kenya and East Africa should make sure to define what should be considered both better and new and communicate that to all implementing partners. | |
| PLAN FOR DATA ANALYSIS | |
| Data Analysis Issues: There are some limitations to attribution since there are many factors that can affect someone being employed which the program cannot control, for example, lack of employment opportunity in current area or participants receiving other training or schooling. | |
| OTHER NOTES | |
| Notes on Baselines/Targets: Baseline is 0 (as a result of USG support). | |

| PERFORMANCE INDICATOR VALUES | | | | |
|------------------------------|--------|--------|-------------|-------|
| PERFORMANCE INDICATOR VALUES | | | | |
| | Period | Target | Actual PY-1 | Notes |
| | LOP | TBD | | |
| | Year 1 | TBD | | |
| | Year 2 | TBD | | |
| | Year 3 | TBD | | |
| | Year 4 | TBD | | |
| | Year 5 | TBD | | |

ANNEX III: CRITICAL ASSUMPTIONS AND MITIGATION STRATEGIES

| # | Critical Assumption | Mitigation Strategies |
|---|---|---|
| 1 | No political turmoil will take place in Kenya or in parts of Kenya that would result in disruption or suspension to the activities or funding. | <ul style="list-style-type: none"> Force majeure. Follow USAID instructions. |
| 2 | The priority sectors will not change radically over the next five years. | <ul style="list-style-type: none"> Build the capacity of partners to adapt and modify activities to target new/emerging sectors as possible. |
| 3 | Implementation of county integrated plans by counties is effective and provides adequate funding and support to counties to drive policies and service delivery in education, enterprise, agriculture and livestock, youth, gender, and sports. | <ul style="list-style-type: none"> Established partnership with counties through USAID MOUs. |
| 4 | There are vocational, technical, and business educational entities; financial institutions; and industry partners willing to participate and engage with the objectives and to commit human and financial resources to leverage and support implementation. | <ul style="list-style-type: none"> Aggressively promote USAID Empowered Youth to potential educational and private sector partners and clearly explain benefits of participation during stakeholder and community outreaches. Provide support to explain the process and facilitate USAID grant requirements as part of the open call. Benefit from lessons learned during YYC and K-YES to modify and pursue a more successful approach if necessary. |
| 5 | There is sufficient interest from and capacity in NYBA, CBFs, Counties, and village bunge associations to shift engagement from a role as a USAID beneficiary to that of an effective implementing partner. | <ul style="list-style-type: none"> Regularly and strategically sensitize NYBA and other bungenes on this new approach. Seek USAID support to communicate this shift. |

| | | |
|----|--|--|
| 6 | Successfully change mindsets: this will induce behavioral change against the stigma extended toward vocational education and learning in Kenya. | <ul style="list-style-type: none"> ● Collaborate with other actors such as the Permanent Working Group on Vocational Training, Directorate of TVET, and counties to drive anti-stigma agenda. ● Pilot non-institutional-based vocational training component, apprenticeship, and on-the-job training models. |
| 7 | The regulatory framework that allows the implementation of changes or reforms will not be a constraint. | <ul style="list-style-type: none"> ● Target policy reform work to directly support the type of change required to make partnership activities successful. |
| 8 | The election period will not disrupt implementation of activities. | <ul style="list-style-type: none"> ● Most critical and foundational activities will be implemented before the campaign period of June-August. |
| 9 | USAID Empowered Youth partners will remain in place, even if individual leaders change. Each partner will contribute the necessary technical resources required for implementation and sustainability. | <ul style="list-style-type: none"> ● Work with multiple members in the leadership of USAID Empowered Youth partners to ensure broad commitment rather than individual commitment; support partners to build systems and management capacity. |
| 10 | The facilitation of additional ID cards to youth in the target counties will not be misconstrued as involvement in county political spaces. | <ul style="list-style-type: none"> ● Carry out a sustained and strategic campaign on the importance of IDs as a tool for youth involvement in economic activities and national development. |
| 11 | Disruption of the ecosystem operations by additional investment. by GoK and development partners on workforce developments, particularly on incentive systems and overlapping initiatives. | <ul style="list-style-type: none"> ● Foster collaborations with all the existing and potential initiatives on youth employment, particularly those focusing on USAID Empowered Youth target counties. |