



Building local MERL capacity:

An interactive and phased approach to training local youth serving organizations

AKAZI KANOZE PROJECT OVERVIEW



Akazi Kanoze Youth Livelihoods Project

- **7 YEAR PROJECT**
(2009 – 2016)
financed by USAID
- **Over 21,000 YOUTH**
14-35 years old
with various levels of education
- Implemented by EDC with over
50 LOCAL PARTNERS



**Why did we create a
new M&E training
approach?**



Rationale:

1. Not many people on the technical team understood basic M&E concepts
2. Only the M&E team feels like M&E is their responsibility
3. Many people were didn't like M&E or were intimidated by it
4. Once trained, implementing partners were not applying the M&E learning to their own organizations

Workshop Outline



- **Energizer**
- **Activity: You are participants in a mock training session**
- **Presentation of the M&E Toolkit**
- **Discussion on applying this approach in your organizations**
- **Q&A Session**



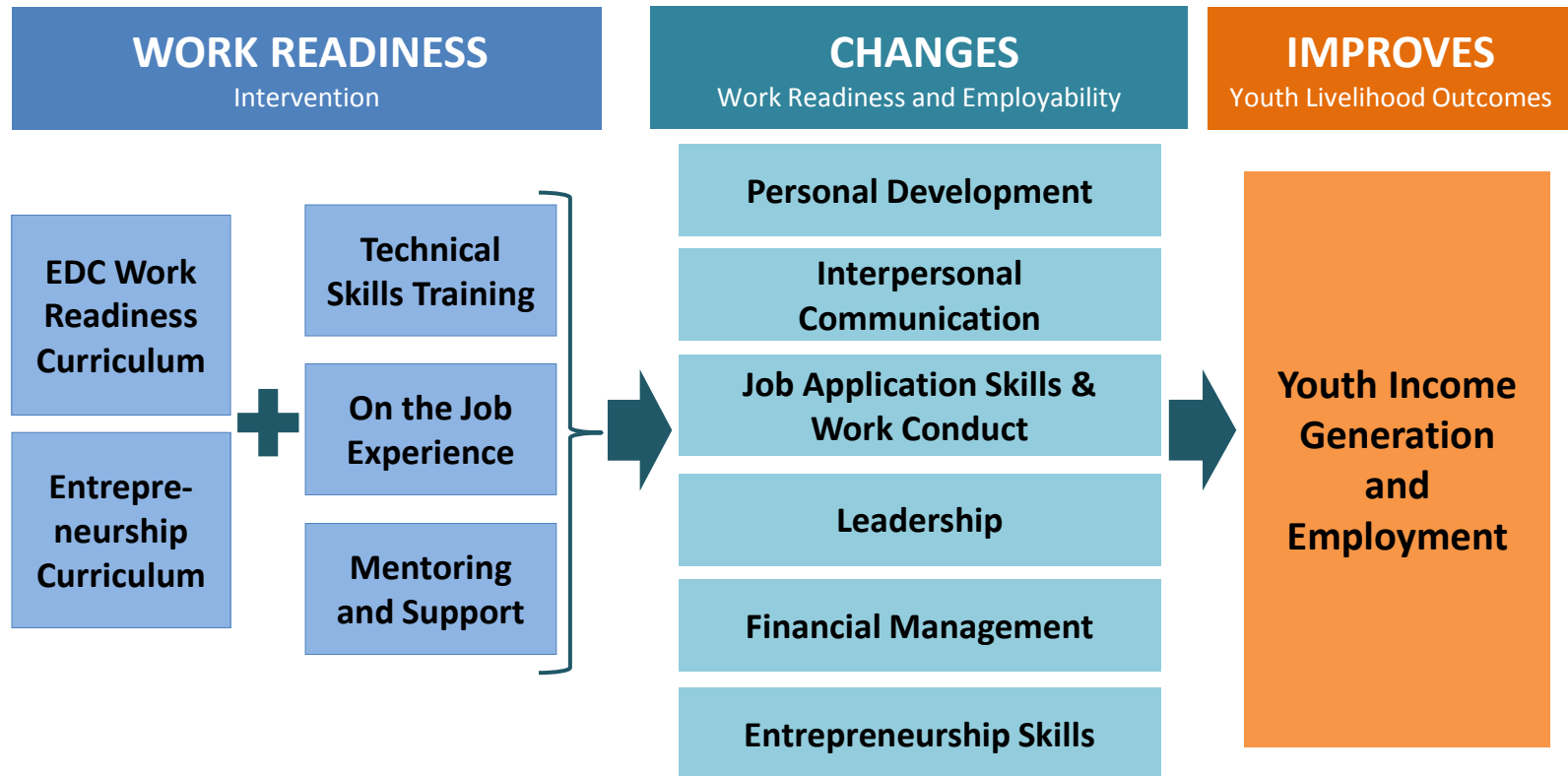
Energizer Time!



Welcome to Day 2 M&E Training

M&E and Project Implementation

Akazi Kanoze Theory of Change





M&E and Project Implementation

The Logic Model

Terms

- **Input**
- **Activity**
 - **Output**
 - **Outcome**
 - **Impact**

M&E and Project Implementation

The Logic Model

Activity

Each group has these pieces of paper:

- 5 logic model terms
- Flip chart paper

In small groups, you have 5 minutes to do the following:

- Put the logic model terms in order on the flip chart
- Write examples from your project/org below each

After the activity, each group will pick 1 person to present

Draft Results Chain or Logic Model (USAID Akazi Kanoze)

Input	Activity	Output	Outcome	Impact
<i>Resources available to the project</i>	<i>What the program does (activities, processes, events)</i>	<i>Completed actions directly under control of the implementing organization</i>	<i>Short- to medium-term effects on beneficiary population (changes in attitudes, skills, behaviors)</i>	<i>Long-term effects not under the control of the program, often influenced by a variety of factors</i>
Input: <ul style="list-style-type: none"> • Budget • Staff • Trainers • Curriculum • Training Centers • Implementing Partners(IPs) • Time • Trainees • Government support • Transport means • Technical experts (e.g. Master trainers) etc. 	IP Activity: <ul style="list-style-type: none"> • Organize stakeholder meetings • IPs’ capacity building • Review/Update curriculum Trainer Activity: <ul style="list-style-type: none"> • Conduct TOTs/refresher trainings WR Training Activity: <ul style="list-style-type: none"> • Implementing Work Readiness Training Employment Activity: <ul style="list-style-type: none"> • Link graduates with employers • Organize employers internship management trainings 	IP Output: <ul style="list-style-type: none"> • Meetings/workshops and IPs’ capacity building completed • Updated curriculum Trainer Output: <ul style="list-style-type: none"> • TOTs/refresher trainings conducted • Trainers’ certified WR Training Output: <ul style="list-style-type: none"> • Youth enrolled • Youth complete WR training Employment Output: <ul style="list-style-type: none"> • Work Readiness graduates placed in jobs/ internships(AKA) • SILC groups created • Alumni chapters created 	IP Outcome: <ul style="list-style-type: none"> • IPs’ capacity improved Trainer Outcome: <ul style="list-style-type: none"> • Trainers have improved in work readiness skills • Trainers have improved IGA management skills WR Training Outcome: <ul style="list-style-type: none"> • Youth have improved work readiness skills • Youth have improved IGA & cooperative management skills Employment Outcome: <ul style="list-style-type: none"> • Youth find new jobs • Youth create self-employment • Youth participate in further trainings 	Impact: Youth Impact: <ul style="list-style-type: none"> • Increased employment rate • Improved self-reliance/self-confidence • Youth improved livelihoods • Improved business oriented minds for youth Systems Level Impact: <ul style="list-style-type: none"> • Scale-up of program (Work Readiness Training program implemented in schools (GSS, TSS, VTC)) • Education policy changed



Appendix 2: Results Chain Template

Template Results Chain or Logic Model				
Input	Activity	Output	Outcome	Impact
<i>Resources available to the project</i>	<i>What the program does (activities, processes, events)</i>	<i>Completed actions directly under control of the implementing organization</i>	<i>Short- to medium-term effects on beneficiary population (changes in attitudes, skills, behaviors)</i>	<i>Long-term effects not under the control of the program, often influenced by a variety of factors</i>
<p><i>Example:</i></p> <ul style="list-style-type: none"> • Budget • Staff • Equipment 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Organize WR ToTs • Provide books to WR students 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Teachers trained in WR • Students placed in internships 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Teachers improve teaching methodology • Students increase their knowledge of WR 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Lower youth unemployment • Higher household income
Input:	Activity Category 1: <i>(Who/what benefits from this activity?)</i>	Output Category 1: <i>(This output should affect the same people/things as Activity 1)</i>	Outcome Category 1: <i>(This outcome should affect the same people/things as output 1)</i>	Impact:
	Activity Category 2:	Output Category 2:	Outcome Category 2:	
	Activity Category 3:	Output Category 3:	Outcome Category 3:	

Your Assignment:



Fill out the results chain template for your organization's projects

What is the AK M&E Toolkit?



The AK toolkit is designed to guide implementing partners' organizations through Akazi Kanoze (AK) project monitoring and evaluation (M&E).

Adapting the Toolkit for Your Needs



How do you think your organization/institution can use the toolkit?





Learn More:

www.akazikanoze.org

www.edc.org

edc.org

Annie Alcid: aalcid@edc.org

Cynthia Iradukunda: ciradukunda@edc.org