



  
**FINAL REPORT**

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**MID - TERM EVALUATION**

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**WORKPLACE LEARNING & YOUTH DECENT EMPLOYMENT SUPPORT PROGRAM**  
**IGIRA KUMURIMO UHANGE AKAZI**



January: 2025.



# MID - TERM EVALUATION

## WORKPLACE LEARNING & YOUTH DECENT EMPLOYMENT SUPPORT PROGRAM

### IGIRA KUMURIMO UHANGE AKAZI

Evaluated by:

1. **Mr. Didier MUNZERO:** Expert-1 / TL
2. **Mrs. Anne Marie MUKARUGAMBWA :** Expert 2

## FINAL REPORT

- Cell Phone: +250 788 303 726
- Email address : [dpmunezero@gmail.com](mailto:dpmunezero@gmail.com)
- Office Address:
  - GACURIRO Vision-2020 Estate
  - Street: Benamina-KG412
  - District: GASABO
  - Province: Kigali-City

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## Mid-Term Evaluation / APEFE RWANDA PROGRAM

### ACRONYMS AND ABBREVIATIONS:

- AFD	- African Development Bank
- APPROJUBAR	- Association pour la promotion des Producteurs de Jus, Boisson Alcoolique au Rwanda
- APS	- Annual Planning Scheme
- APT	- Association of Professional Tailors
- BBA	- Bachelors of Business Administration
- BDEUS	- Business Development & Employment Units
- BMA	- Beauty Makers Association
- CBA	- Competency Based Assessment
- CBT	- Competency Based Training
- DAC	- Development Assistance Committee
- DDBDE	- District Director of Business Development and Employment
- DDE	- District Director of Education
- DEO	- District Education Officer
- DP	- Development Partners
- EAV	- Ecole Agri-Vétérinaire
- EDC	- Education Development Centre
- EDP	- Entrepreneurship Development Policy
- EDPRS	- Economic Development and Poverty Reduction Strategy
- ESC	- Employment Service Centre
- ESSP	- Education Sector Strategic Policy
- ESTB	- Ecole des Sciences et Techniques de BUSOGO
- EVA	- Ecole de Formation Agricole
- FGDs	- Focus Group Discussions
- FMSIS	- Future Market Skills Information System
- GAEL	- Logiciel de gestion budgétaire en ligne
- GESLOC	- Gestion Locale / Logiciel de gestion financière en ligne
- GIZ	- Deutsche Gesellschaft für Internationale Zusammenarbeit
- HLIs	- Higher Learning Institutions
- IBI	- IMANZI Business Institute
- IBT	- Industrial Based Training
- ILO	- International Labour Organisation
- IPRC	- Integrated Polytechnic Regional College
- IR	- Inception Report
- JADF	- Joint Action Development Fund
- KII	- Key Informant Interviews
- KMS	- Digital Knowledge Management System
- LAPROLEP	- Rwandese association for the promotion of leather and leather products
- LMIS	- Labour Market Information System
- LNOB	- Leave No One Behind
- M&E	- Monitoring & Evaluation
- MBA	- Masters of Business Administration
- MEL	- Monitoring, Evaluation, and Learning
- MIFOTRA	- Ministry of Public Service and Labour
- MINEDUC	- Ministry of Education
- MINICOM	- Ministry of Trade and Industry
- MINICYOUTH	- Ministry of Youth (now MOYA - Ministry of Youth and Arts)
- MIS	- Management Information System
- MYP	- Multi-Year Plan
- NEP	- National Employment Programme
- NESAI	- National Examination and School Inspection Authority
- NISR	- National Institute of Statistics of Rwanda
- NQF	- the National Qualifications Framework

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- NSDEPS	- National Skills Development and Employment Promotion Strategy
- NST	- National Strategy for Transformation
- NYC	- National Youth Council
- ODEL	- Open and Distance Education
- OECD	- Organization for Economic Co-operation and Development
- PMU	- Program Management Unit
- PPP	- Public Private Partnership
- PSF	- Private Sector Federation
- PWDs	- People With Dissabilities
- RAM	- Rwanda Association of Manufacturers
- RBBA	- Rwanda Bread Bakers Association
- RDB	- Rwanda Development Board
- REB	- Rwanda Basic Education Board
- RICEM	- Rwanda Institute of Cooperatives, Entrepreneurship and Microfinance
- RP	- Rwanda Polytechnic
- RPL	- Recognition of Prior Learning
- RRT	- Rapid Response Training
- RTB	- Rwanda TVET Board
- RTQF	- Rwanda TVET Qualifications Framework
- RTTI	- Rwanda Trainers Training Institute
- SDGs	- Sustainable Development Goals
- SMEs	- Small and Micro Enterprises
- STEM	- Science, Technology, Engineering, and Math
- SWOT	- Strengths, Weaknesses, Opportunities, and Threats
- TL	- Team Leader
- TMC	- Technical Monitoring Committee
- TOC	- Theory of Change
- TOR	- Terms of Reference
- TOT	- Training of Trainers
- TVET	- Technical and Vocational Education and Training
- WDA	- Workforce Development Authority
- WPL	- Workplace Learning
- WPLSP	- Workplace Learning Support Program
- WPLYDE	- Workplace Learning and Youth Decent Employment
- YDA	- Youth Development Alliance
- YEGO	- Youth Empowerment for Global Opportunities

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## Mid-Term Evaluation / APEFE RWANDA PROGRAM

### I. EXECUTIVE SUMMARY SECTION:

The Mid-Term Evaluation of the Workplace Learning & Youth Decent Employment Support Program (WPLYDE), conducted by APEFE-Rwanda and the Ministry of Public Service and Labour (MIFOTRA), provides a comprehensive review of the program's progress and alignment with national priorities for youth employment, skills development, and poverty reduction. Launched in 2022, the WPLYDE program aims to empower Rwandan youth with job-ready skills, particularly through a dual training and transition to work model. This evaluation draws insights based on the OECD-DAC evaluation criteria: relevance, effectiveness, efficiency, and sustainability.

The WPLYDE program builds on the previous Workplace Learning Support Program (WLSP), seeking to expand its reach by including career guidance, entrepreneurship training, and youth employment support. Implemented across six (6) Rwandan districts, the program targets high-demand sectors: food processing, fashion design/tailoring, leatherwork and hairdressing/beauty. The program is structured to address both systemic and individual barriers to youth employment by strengthening TVET (Technical and Vocational Education and Training) systems, forging public-private partnerships, and enhancing career guidance and job-matching services.

#### Key findings:

1. **Relevance:** The program's design aligns with the National Strategy for Transformation (NST-1) and other national policies aimed at increasing off-farm employment, especially in rural and peri-urban areas. The selection of focus trades reflects local labour market needs, enhancing the likelihood of employment or self-employment for program graduates. Moreover, WPLYDE's collaboration with local governments and private sector actors ensures that its objectives support District Development Strategies (DDS) by addressing youth unemployment and skills gaps. Program activities have been especially relevant for addressing social inclusion, offering alternative pathways for youth who face barriers in traditional education systems.
2. **Effectiveness:** The WPLYDE program has effectively contributed to the coordination and mobilization of stakeholders, including TVET institutions, local governments, and private companies, creating a conducive environment for youth employment and skills development. Over 130 companies are actively participating to offer dual training that meets labour market demands. However, some challenges remain. Delays in training manual approvals, inconsistent participation from companies, and limited resources for stipends and consumables may have affected output consistency in some districts. Addressing these obstacles can further enhance the program's ability to meet its expected outcomes.
3. **Efficiency:** Program resources have been deployed effectively, leveraging the co-management structure with MIFOTRA and an established steering committee to guide program activities. The program's technical monitoring committee (TMC) ensures that project milestones are met and that issues are addressed promptly, though financial constraints have restricted resource distribution, affecting training quality and availability. Additionally, the program has demonstrated flexibility by adapting training content and methods to local conditions, a factor that has allowed efficient responses to emerging challenges. Further investment in monitoring systems, particularly digital tools, could improve data collection and feedback mechanisms, allowing for more responsive adjustments to program activities.
4. **Sustainability:** WPLYDE's emphasis on integrating youth employment targets into local government strategies and performance contracts promotes long-term sustainability. By enhancing the skills and competencies of district officials, the program builds local capacity for ongoing youth employment support. Partnerships with local industry, TVET institutions, and development partners have reinforced the program's foundation, though challenges persist in expanding program reach to other regions. Building on existing collaborations with financial institutions and providing entrepreneurship support can create additional avenues for sustainability, enabling graduates to establish and grow their own businesses.

## Mid-Term Evaluation / APEFE RWANDA PROGRAM

### Key recommendations:

1. **Strengthen digital tools and platforms:** Establish robust digital platforms for training and monitoring to enhance real-time data collection, track program outcomes, and facilitate job placements. Developing a digital M&E platform can support continuous improvements based on data-driven insights.
2. **Promote inclusivity and accessibility:** Tailor training environments to better support Persons with Disabilities (PWDs) and other marginalized groups by improving access to resources, adaptive equipment, and inclusive instruction, ensuring equal participation across all districts.
3. **Expand partnerships across the Private Sector:** Engage medium and large enterprises in program activities to diversify training opportunities and increase apprenticeship placements, especially in sectors beyond traditional TVET trades.
4. **Build post-graduation support structures:** Implement structured support mechanisms linking graduates with financial services, business advisory resources, and mentorship programs. Post-graduation support can help address challenges related to business start-up costs and improve job placement rates.
5. **Integrate career guidance into all program levels:** Expand career guidance and counselling services within the WPLYDE framework to guide youth in their career paths, promote personal development, and enhance job readiness. Conducting job fairs and industry talks would further support job placement outcomes.

### Conclusion:

Generally, the WPLYDE program has demonstrated substantial progress in fostering youth employment through a collaborative approach that engages both the public and private sectors. The relevance of its activities to Rwanda's development goals, coupled with its inclusive and comprehensive design, underscores the program's potential to address long-term skills and employment gaps. Implementing recommended adjustments, particularly in funding, inclusivity, and digital integration, will be crucial to achieving the full scope of program objectives. The Mid-Term Evaluation indicates that with continued support and refinement, the WPLYDE program is well-positioned to deliver sustainable employment opportunities and skills development for Rwanda's youth.

## Mid-Term Evaluation / APEFE RWANDA PROGRAM

### II. DETAILED SECTION:

#### 1. Identification of the Programme

The Workplace Learning and Youth Decent Employment (WPLYDE) Support Program is implemented by APEFE-Rwanda, a non-profit organization active in developing countries, including Rwanda, since 1976. APEFE's programs aim to fight poverty by strengthening individual, organizational, and institutional capacities. As an international cooperation agency under WALLONIE-BRUXELLES International, and within the framework of the international policy briefs of the Federation Wallonia-Brussels and Wallonia, APEFE provides technical support to strengthen the capacities of its partners in the Global South. APEFE-Rwanda primarily focuses on the technical and vocational training sector, broadly encompassing entrepreneurship.

The WPLYDE Support Program is the second phase of, and builds upon, the Workplace Learning Support Program (WLSP), which was implemented from 2017 to 2021 in partnership with the Ministry of Public Service and Labour (MIFOTRA) and the Private Sector Federation (PSF). The 2017–2021 program supported MIFOTRA and PSF in piloting workplace learning initiatives. Following this phase, a new program for 2022–2026 is being implemented, aimed at consolidating the workplace learning pilot while also focusing on career guidance, entrepreneurship, and youth employment in six districts. The table below highlights the program's objectives, outcomes, beneficiaries, and partners.

Program Objectives	<ul style="list-style-type: none"> <li>- Increase the capacities of Rwandan young women and men to access or create decent jobs in selected TVET trades in 6 districts.</li> <li>- Provide inclusive and equitable quality alternance training that is accessible to young Rwandan women and men, that corresponds to the needs of the growing Rwandan economy and is initiated in the trades of food processing, tailoring, leather works, hairdressing/ beauty and fashion in Rwanda.</li> <li>- Support the implementation of dual training and the development of tailor-made support for dual training/TVET graduates to find or create decent jobs to increase their livelihood and contribution to sustainable economic growth. This will be met by strengthening the quality of dual training provision by TVET Schools in collaboration with companies, as well as strengthening the service offered by employment and business development services.</li> <li>- Supported the Sector Skills Councils, clusters and professional associations under PSF to mobilize companies to participate in dual training and to ensure companies have the adequate capacity to do so. Also, District Offices will be supported to enhance the coordination of actors to ensure that the skills offer responds to the demand of the local and national labour market demand through frequent labour marker assessments and create or find employment. The chambers, professional associations will be strengthened to mobilize companies to contribute to dual training.</li> </ul>
Program Results/ Outcomes	<ul style="list-style-type: none"> <li>- The expected outcomes of the WPLYDE support program has been formulated as follows:               <ul style="list-style-type: none"> <li>- <b>At systemic level:</b> A sustainable and inclusive TVET system, governed and co-financed by public and private actors, delivers high quality, relevant and accessible TVET to all. Training and certification schemes and mechanisms as well as labour market insertion initiatives promoted under WPLYDE support program have a regulatory framework and are an integral part of the Rwandan TVET system.</li> <li>- <b>At target group level:</b> Rural and peri-urban young men and women, especially disadvantaged groups, have gainful employment or self-employment through quality and relevant TVET, labour market insertion and certification.</li> </ul> </li> </ul>

## Mid-Term Evaluation / APEFE RWANDA PROGRAM

	<ul style="list-style-type: none"> <li>- R1/Outcome-1: MIFOTRA, MINEDUC, MINICOM, MINICYOUTH, RDB, and PSF ensure strategic steering and coordination of skills development and employment of TVET/dual training graduates in respect of the SDGs Statement of result.</li> <li>- <b>R2/Outcome-2:</b> Districts coordinate the creation of an enabling local environment for skills and decent job development for youth in line with their development plans.</li> <li>- <b>R3/Outcome-3:</b> TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades (food processing, tailoring, leatherwork and beauty).</li> <li>- <b>R4/Outcome-4:</b> Employment and business development services at the district level collaborate and offer proper career guidance, employment placement, and business development services to TVET graduates.</li> </ul>
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Source: APEFE

The WPLYDE support program is co-managed by the Ministry of Public Service and Labour (MIFOTRA) and APEFE. The Program Management Unit (PMU) is composed of the Program Director, delegated to co-management by MIFOTRA and responsible for the PMU, and the Program Administrator, delegated to co-management by APEFE. The program's Steering Committee has also been established and plays a critical role in overseeing and guiding projects, programs, and organizational initiatives. This includes strategic direction, governance, decision-making, risk management, resource allocation, performance monitoring, stakeholder engagement, and conflict resolution. The Steering Committee is composed of the following ministries and institutions:

	Members:
Steering Committee	<ul style="list-style-type: none"> <li>- The Minister of Public Service and Labour (Chair)</li> <li>- APEFE Program Administrator, or their representative (Co-chair)</li> <li>- The Minister of Education (Member)</li> <li>- The Chief Executive Officer of the Private Sector Federation (Member)</li> <li>- The Chief Skills Officer of the Rwanda Development Board (Member)</li> <li>- The Vice Chancellor of Rwanda Polytechnic (RP) (Member)</li> <li>- The Director General of the Rwanda TVET Board (Member)</li> <li>- The Director General of NESAs (Member)</li> </ul>

**Note:** Another partner can be invited with an advisory role.

The program's **Technical Monitoring Committee (TMC)** has also been established, primarily composed of experts and technical staff from the above institutions. This committee is responsible for the operational monitoring of the program. Specifically, it:

- Validates the Annual Planning Scheme (APS) and its sub-activities, as well as the activity timetable indicated in the Multi-Year Plan (MYP) in the appendix, which forms an integral part of this agreement, by January 31<sup>st</sup> of each year.
- Proposes potential reallocations and adjustments, whether technical or budgetary, to the Steering Committee.
- Reports to the Steering Committee on the program's progress and presents semester, annual, and final reports.
- Takes all necessary measures to update the program indicators.

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On a daily basis, the program is managed by the Program Administrator, supported by 11 staff members as follows:

S/N	Position	Number
1.	Program Administrator	1
2.	Intervention Manager	1
3.	'Workplace Learning/TVET Inclusion & Gender Expert	1
4.	Employment and entrepreneurship Expert	1
5.	Expert in Knowledge Capitalization, Monitoring, and Evaluation	1
6.	Communication and E-Learning Expert	1
7.	RAF	1
8.	Administrative Assistant & Logistics	1
9.	Assistant Accountant	1
10.	Drivers	2
<b>Total</b>		<b>11</b>

*Table 1: Number of APEFE Staff (Source: APEFE, 2024)*

## 2. Characteristics of the Mid-Term Evaluation

### 2.1. Context and subject of the Evaluation

In accordance with the commitments made with APEFE's local partners and the Belgian state, all interventions implemented by APEFE are subject to mid-term and final evaluations, as stipulated in Article 44 of the Royal Decree of September 11, 2016, concerning non-governmental cooperation. The mid-term evaluation of the **WPLYDE Support Program** was initiated to align with significant changes in the Belgian and international development cooperation landscape. These changes emphasize the central role of local actors in development processes, resulting in shared responsibilities and mutual learning by capitalizing on lessons learned. The evaluation aligns with APEFE's accountability, obligations to taxpayers and the funding body, the Directorate-General for Development Cooperation (Belgian Federal Development Cooperation). It reflects APEFE's commitment to reporting to its partners, target groups, and beneficiaries. It is also formative in nature, contributing to internal learning and informing strategic, methodological, administrative, and financial decisions to enhance program outcomes and ensure the sustainability of its benefits.

The primary objective of the mid-term evaluation is to assess the WPLYDE support program based on the OECD-DAC criteria of relevance, effectiveness, efficiency and sustainability. The specific objectives include:

- Engaging all stakeholders involved in the program's implementation.
- Assessing the quality of the Theory of Change (ToC), its application in M&E processes, and updating it as necessary.
- Evaluating the program according to the OECD-DAC criteria, focusing on relevance, effectiveness, efficiency, and sustainability of the Workplace Learning and Youth Decent Work Support Programme.
- Reviewing how the program addressed issues of discrimination and gender (Leave No One Behind - LNOB).
- Drawing conclusions and providing concrete, viable recommendations, highlighting risks, and identifying lessons and best practices to facilitate the transition and implementation of the 2022-2026 program.

The evaluation will be valuable and relevant to APEFE, MIFOTRA, implementing partners, key partners, and stakeholders. It will further inform and guide the various program implementation bodies (e.g., Technical Monitoring Committee, Steering Committee) on the following:

- Making necessary adjustments based on the recommendations.
- Maximizing contextual opportunities.
- Managing identified risks.

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- Providing guidance for strengthening the implementation of entrepreneurship and career guidance initiatives.

The evaluation will focus on the program's strategy related to three of its four results (R) /intermediate outcomes:

- **R2:** Districts coordinate the creation of an enabling local environment for skills and decent job development for youth in line with their development plans.
- **R3:** TVET schools and companies collaborate to implement quality and inclusive dual training, utilizing digital solutions where appropriate, to equip youth with skills that meet labour market needs in selected trades (food processing, tailoring, leatherwork, and beauty).
- **R4:** Employment and business development services at the district level collaborate to offer appropriate career guidance, employment placement, and business development services to TVET graduates.

Finally, this mid-term evaluation will also support the strategic and operational decisions necessary to achieve the program's objectives by 2026 and ensure a successful post-2026 roll-out of the WPLYDE Support Program.

### 2.2. Dates and Location of the Evaluation

The evaluation process was performed within 40 working days, from early September 2024 to mid-January 2025. The period under review run from March 2022 to August 2024, mainly focusing on skills development and the intervention location, which includes City of Kigali and three (3) districts (MUSANZE, GATSIBO, and HUYE) in the fields of Fashion (Tailoring & Leather), Beauty, and Food Processing. The evaluation placed greater emphasis on Career Guidance and Entrepreneurship, as WPL was evaluated in 2021 (Ref.: final evaluation report-2021).

### 2.3. Mid-Term Evaluation Methodology

#### 2.3.1. Descriptive Approach

This mid-term evaluation was initiated to assess the relevance, effectiveness, efficiency, and sustainability of the WPLYDE support program. Each program objective was evaluated against the set criteria to allow for an overall assessment of program performance and the relative success of different aspects of the program. The evaluation was both retrospective and prospective in nature. It assessed how the program performed, particularly between March 2022 and August 2024, and whether it produced the intended outcomes in light of Rwanda's current political, economic, and social context. It also captured the project's learnings, highlighting best practices, project failures, policy recommendations, and opportunities for scaling up. The evaluation's methodology was primarily qualitative. Data collection, analysis, and validation tools included a deliberate approach of purposeful sampling and the use of standard tools such as semi-structured interviews, focus group discussions, expert observation, and triangulation. An overview of the proposed evaluation approach is presented as follows:

- **Empirical:** Four to five weeks of primary data collection, including two weeks of field visits.
- **Reliable and Valid:** Methodology that is academically sound.
- **Optimistic:** An Appreciative Inquiry approach that looks at problems, solutions, & opportunities.
- **Holistic:** Assessing broader program systems and sustainability.

The evaluation functioned as an independent study, collecting primary data based on the different OECD evaluation criteria. It examined the program's relevance and effectiveness as designed and executed, and whether these were achieved efficiently, sustainably, and at a reasonable cost in cases of positive outcomes. Ultimately, this evaluation aimed to shed light on management, how it addressed the critical criteria mentioned above, how it collaborated with institutional partners, and whether it was transparent, inclusive, and successful. The interviews were guided by an evaluation matrix. A total of 10 main questions were operationalized and tailored to suit the various target groups to which they applied. The data collection process was conducted with strict independence, ensuring objectivity, while the methodology adhered to academic rigor to maximize the validity and reliability of the primary data.

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Based on this matrix, APEFE (via its experts) was invited to organize a self-evaluation based on internal reflection meetings and provide evidence-based information. As the implementer of the WPLYDE program, APEFE, with its staff often present from the program's inception, served as a crucial source of information. This information was then contrasted with the independent observations of the evaluators as described above. This step was conducted after field data collection to avoid influencing the evaluators' observations beforehand. Discrepancies were identified and investigated through critical inquiry and further consultation of sources.

The evaluation partially utilized the methodology of Appreciative Inquiry. This qualitative approach is asset-based and participatory, using semi-structured dialogue to help participants identify existing strengths, advantages, or opportunities in their communities, organizations, or teams. After clarifying (Definition) the type of qualitative information needed, the focus groups were guided through the rest of the 5D-cycle: 1) Discovering current best practices (the best of what is); 2) Dreaming of improvements to those best practices; 3) Determining (envisioning) additional requirements (what more is needed); 4) Designing and co-constructing solutions (what the ideal should be); and 5) Destiny, focusing on sustaining results (how to empower, adjust, and improve). The raw data were presented as transcripts of each interview conducted during primary data collection, minutes of significant meetings, and analytical reports, which were used to assess resource management efficiency within APEFE

### 2.3.2. Methods and Techniques

The collection of Primary Data, also known as: "Raw Data", involved different techniques, as outlined in the table below:

- **Essentials:** Direct observations, Focus Group discussions (FGDs), Key Informant interviews (KII), SWOT analysis, Case studies, Self-evaluation matrix and a Theory of change (ToC) were designed. Operationalized and analogized interview guides and the evaluation matrix for the client's self-evaluation were also designed.
- **Optional:** Telephone interview, subject to the client's approval, this proposed technique were used to call some beneficiaries/graduates where it was not feasible to reach them physically. Online/Virtual meetings (especially in Kigali) were also organized, where applicable, to save time and allow flexibility, as well as WhatsApp Groups (where deemed necessary).

Documents related to the WPLYDE were reviewed, and a final list was provided in this Report. In the interim, some of the tentative documents were supplemented with other relevant managerial, technical and financial documents that the consultant reviewed.

### 2.3.3. Sample Size

The evaluation team engaged with over 130 key stakeholders during the data collection process. This included 13 representatives from the central government, 16 from local government, 6 from the private sector, 22 from TVET schools, and 73 graduates from 7 different TVET schools. The table below outlines the various respondent clusters, along with the evaluation methods and techniques applied. This comprehensive approach ensured representation across diverse stakeholder groups:

S/N	Category	Number	Kills	FGDs	Direct Observation
1.	Central GoR	13	13	0	0
2.	Local GoR	16	16	0	0
3.	Private Sector	6	6	0	0
4.	TVET Schools	22	22	0	0
5.	Graduates	73	0	73	2
<b>Total</b>		<b>130</b>	<b>57</b>	<b>73</b>	<b>2</b>

*Table 2: Categories of Respondents*

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Overall, the table above suggests that the evaluation team primarily relied on qualitative methods, such as discussions and interviews, to gather detailed and nuanced information from respondents. The evaluation employed three primary methods. The diversity of respondent clusters and the applied methods aimed to ensure a comprehensive understanding of the different perspectives in the TVET ecosystem.

### 2.4. Examined Criteria

The OECD DAC Guidance on Evaluating Peacebuilding Activities in Settings of Conflict and Fragility (2012) serves as the key guiding source for assessing the core of the methodological approach. The four criteria of relevance, effectiveness, efficiency, and sustainability are covered and duly adapted to cross-cutting issues relevant to the TVET context and skills systems in Rwanda. The importance of examining each of these four criteria, in accordance with the OECD DAC (2012), is described as follows:

- **Relevance:** Relevance refers to the extent to which the objectives of a development intervention align with participants' requirements, country needs, global priorities, and the policies of partners and donors.
- **Effectiveness:** Effectiveness measures the extent to which program outcomes and objectives have been achieved. It assesses how effectively the project has brought about change in relation to the resources at its disposal. Effectiveness evaluates the change at an outcome level and assesses the program's contribution to the results within the project's sphere of influence.
- **Efficiency:** Efficiency evaluates the outputs, both qualitative and quantitative, in relation to the inputs. It is an economic term that signifies whether the project has used the least costly resources possible to achieve the desired results. This typically involves comparing alternative approaches to achieving the same outputs to determine whether the most efficient process has been adopted.
- **Sustainability:** Sustainability concerns measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Sustainable projects are financially stable, ensuring that activities continue once funding has ceased. They are also environmentally sustainable, ensuring that the environment in which the project operates remains conducive to project activities and is not degraded to the detriment of other environmental needs.

### 2.5. ToC Analysis and Recommendations

During the analysis of the Theory of Change (ToC), emphasis was placed on key components, including the goal, long-term outcomes, intermediate outcomes, outputs, activities, inputs, external factors or risks, clarity and logic, feasibility, assumptions, context, causal linkages and pathways, and indicators for measurement. The current ToC, which covers the period from 2022 to 2026, remains coherent, realistic, and evidence-based, ensuring a robust program design with achievable intended impacts due to the following factors:

- The ToC is well-structured and logical, with a clear connection between the proposed program activities, intervention strategies, outputs, outcomes, and overall impacts.
- The proposed activities and anticipated outcomes are realistic and feasible, considering the program's resources and context.
- The underlying assumptions about how and why the proposed actions will lead to the desired outcomes and impacts are sound and supported by evidence.

In the upcoming phases, the ToC may need to be reviewed for alignment with the new Education Strategy (2014-2050), the National TVET Strategy (2024-2029), the National Fund for Skills Development (NFSD), and the Sector Skills Councils (SSCs), which are being established by the Chief Skills Office (CSO) following its transfer from RDB to MIFOTRA. Overall, the current ToC is well-designed, providing a comprehensive description and illustration of the logical sequence of steps and assumptions that connect program activities to the desired outcomes and impacts. The program has a well-founded, evidence-based strategy to achieve its goals, enhancing the likelihood of success. Therefore, the project should proceed as planned, as there are currently no adjustments required.

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### 2.6. Observations and Conclusions

Evaluation questions have been organized according to their respective results/outcomes and aligned with the key OECD-DAC evaluation criteria: relevance, effectiveness, sustainability, and efficiency. The sections for observations and conclusions are primarily based on both primary and secondary information as detailed in the tables below.

#### 2.6.1. Relevance

**Result-2:** Districts coordinate the creation of an enabling local environment for skills and decent jobs development for youth in line with their development plans.

<b>Question-1:</b>	To what extent are the program interventions' objectives and outcomes relevant to the districts' needs to coordinate the creation of a local conducive environment to the development of skills and decent jobs for young people in accordance with their development plan?
<i>Observations &amp; Conclusions</i>	- Overall, the WPLYDE support program's interventions are highly relevant to district needs, playing a significant role in fostering youth employment, skills development, and inclusive growth. By addressing current gaps and scaling up efforts, the program can maximize its impact and contribute more effectively to sustainable local development.

Key factors demonstrating the program's relevance include:

- **Alignment with District Development Strategies (DDS):** The program's objectives directly support the DDS's focus on job creation by equipping youth with skills that meet the demands of the local labour market, especially in off-farm sectors. This approach helps address immediate employment needs while fostering long-term economic growth, contributing to district goals for reducing unemployment rates among young people.
- **Support for district employment and education initiatives:** The WPLYDE program complements the efforts of Business Development and Employment Units (BDEUs) and local employment initiatives by integrating workplace learning into district development plans. This synergy enhances the districts' capacity to create a local environment conducive to skills development, providing practical training that increases youth employability and prepares them for the labour market.
- **Holistic approach to skills development:** The program's collaborative framework, involving local governments, training institutions, and businesses, ensures a comprehensive approach to skills development. This collaboration allows for the customization of training content to meet local industry needs and demands, resulting in graduates who are better prepared for employment. The involvement of multiple stakeholders also strengthens the program's ability to create sustainable partnerships that contribute to skills development and job creation.
- **Synergies with policies and development plans:** The program's interventions are well-integrated with national and district policies, ensuring that activities not only address local needs but also contribute to broader national objectives. Alignment with the NST's priorities, such as increasing off-farm employment and enhancing economic inclusiveness, makes the program an important tool for achieving long-term development goals.

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**Sub-Question 1.1:** To what extent is the WPLYDE program strategy for better coordination at the districts' level realistic, appropriate, and adequate for achieving the result (R2)?

**Observations & Conclusions**

- The WPLYDE program's strategy for district-level coordination is well-conceived, leveraging existing structures, enhancing local capacities, and aligning with district needs. However, addressing staffing limitations, expanding capacity-building efforts, and improving M&E capabilities are crucial for optimizing the program's effectiveness in achieving Result R2. By refining these areas, the program can better support sustainable skills development, job creation, and local economic growth. During the current phase, the program will improve the LMA methodology through refresher courses, while additional tools will be incorporated into the program next year.

The WPLYDE program's strategy for better district-level coordination in achieving Result R2 is generally realistic, appropriate, and adequate. The program's approach leverages existing structures and builds local capacities, aligning well with district needs for coordinating skills development and job creation initiatives. The program has demonstrated the following strengths:

- **Integration with existing district structures:** The program's design effectively utilizes established district entities, such as Business Development and Employment Units (BDEUs) out of Kigali and Economic Development Units in City of Kigali, Employment Service Centres (ESCs), and YEGO Centres. By integrating these local resources and systems, the program aligns with district-level employment and skills development initiatives, facilitating smoother implementation and better coordination.
- **Capacity building for district staff:** Training provided to district staff in areas such as entrepreneurship, career guidance, and Labour Market Assessment (LMA) has significantly enhanced their ability to implement youth employment programs at the district level. This capacity-building approach ensures that district-level stakeholders are better equipped to contribute to Districts objectives, strengthening local ownership and sustainability.

**Sub-Question 1.2:** To what extent are WPLYDE Program activities appropriate to produce expected changes matching with the needs of the coordination at the district level in terms of youth development?

**Observations & Conclusions**

- Overall, the WPLYDE program's activities are well-suited to address district-level needs in youth development, supporting skills acquisition, job creation, and economic growth. The program's alignment stakeholder involvement have contributed to its success.

**Sub-Question 1.3:** What factors have contributed to achieving or hindering the achievement of the intended outputs and outcomes?

**Observations & Conclusions**

- Success factors include strong partnerships with central and local governments, private sector actors, and community organizations, which have created a supportive ecosystem for program activities.

The table below outlines key factors contributing to the program achievements and factors hindering the program performance.

### Description:

Key factors contributing to the achievements of R2:

- **Stakeholder engagement:** Regular planning, coordination meetings, and field visits have strengthened program implementation by identifying challenges, sharing best practices, and ensuring stakeholder ownership.
- **Local government involvement:** Direct participation of district officials and City of Kigali, including those from Kigali Employment Service Centre Unit and Economic

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Factors hindering the program performance:	<p>Development Units in City of Kigali, Business Development and Employment Units (BDEUs), Workplace Learning (WPL) technical committees, and affiliated centers such as YEGO Centres and Employment Service Centres (ESCs), in decision-making and program implementation has effectively aligned the program with local needs. Their involvement in youth selection and labour market assessments ensures that the program's interventions are relevant and responsive to the specific priorities of the districts.</p> <ul style="list-style-type: none"> <li>- <b>Capacity development:</b> Training for trainers and district staff on program coordination, employment promotion through entrepreneurship and career guidance has helped build the capacity needed for sustaining program benefits.</li> <li>- <b>Entrepreneurship and career guidance integration:</b> Embedding these elements into the dual training programs has equipped apprentices with valuable soft skills alongside technical training.</li> </ul>
	<ul style="list-style-type: none"> <li>- <b>Challenges with inclusion:</b> (i) There is low participation of Persons with Disabilities (PWDs) due to accessibility barriers and lack of appropriate facilities, equipment, and support mechanisms; (ii) Lack of consideration/focus in youth employment coordination at district level.</li> <li>- Nevertheless, the INSERJEUNE application is being developed.</li> </ul>

**Result-3:** TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades.

<b>Sub-Question 1.4:</b>	To what extent has the intervention strategy related to the WPL program result been relevant in achieving the desired outcome?
<b>Observations &amp; Conclusions</b>	- Overall, the WPL program's intervention strategy has been highly relevant and impactful, addressing critical gaps in youth employment and skills development..

The program's dual training model, which integrates classroom learning (50%) with practical workplace experience (50%), has effectively addressed key challenges in youth unemployment and skills development. By equipping participants with hands-on skills, the program has enhanced their employability, facilitated quicker entry into the labour market, and supported entrepreneurship. Partnerships between training institutions and companies have strengthened, contributing to the creation of a skilled workforce that aligns with market demands. The current scope of the WPL program is relatively small, engaging primarily with small and medium-sized enterprises (SMEs). This limitation restricts the program's ability to meet the high national demand for youth employment. Expanding partnerships to include medium and large enterprises could diversify training opportunities and a possible expansion of partnerships has to be explored. Additionally, some small-scale companies lack the necessary standards required by the Rwanda FDA or the resources to provide quality training, which impacts the consistency of the training experience for apprentices. In some cases, such companies may be shut down by the FDA for failing to meet the required standards, thereby disrupting ongoing dual training programs.

<b>Sub-Question 1.5:</b>	To what extent has the program been designed and adapted to policy changes and institutional reforms of partners?
<b>Observations &amp; Conclusions</b>	- Overall, the program demonstrates remarkable adaptability to policy shifts and institutional reforms, aligning its goals with national development priorities and local governance changes. This responsiveness ensures that the program remains relevant

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and continues to deliver impactful outcomes, even as the policy environment evolves.  
This capacity to pivot strengthens the program's sustainability and long-term relevance.

The WPLYDE program has been effectively designed and adapted to align with Rwanda's policy changes and institutional reforms. Its alignment with national strategies, adaptability to policy shifts, active consultation with partners, flexible implementation, and evidence of policy influence demonstrate a strong commitment to maintaining relevance and achieving desired outcomes. As the program continues, further aligning with NST2 priorities and emerging policies will be crucial for sustaining its impact.

- **Alignment with national policies and strategies:** The WPLYDE program aligns closely with key national policies, including the National Strategy for Transformation (NST-1: 2017-2024), which prioritizes job creation, youth employment, and skills development. By supporting these priorities, the program contributes to national goals and systemic changes, ensuring sustainability and government support. The program is also well-positioned to support the upcoming NST2 (2024-2029), which focuses on creating decent jobs and boosting exports. The program may respond to Goal 2 of Jobs for All, to Goal 5 in setting solid formulation of Education, to Goal 6 in developing Skills for the future (TVET and ICT).
- **Responsiveness to policy changes:** The program has shown adaptability in responding to changes in the policy environment, such as updates to the Education Policy (2024), the National TVET strategy (2024), and other strategic frameworks. This responsiveness ensures that program interventions remain aligned with the latest policy directions and continue to address the evolving needs of the TVET and skills development sectors. By integrating entrepreneurship training, and flexible training models, the program has adapted to modern demands and trends, which are crucial for maintaining its relevance amid policy shifts.
- **Consultation with partners and stakeholders:** The WPLYDE program has been actively involved in consultations with key stakeholders, to align its strategies with national policies and institutional reforms. Collaboration with partners like MIFOTRA, RTB, Districts, Private sector associations and TVET providers has facilitated the program's contribution to major policies such as the National Skills Development and Employment Promotion Strategy (2019-2024) and the Entrepreneurship Development Policy (2020), supporting various pillars related to skills development, employment promotion, and market access.
- **Flexibility in implementation:** The program has demonstrated flexibility by adapting training approaches and content to fit within the frameworks of multiple policies. For example, the dual training model aligns with the WPL Policy (2015) and WPL Guidelines (2021), which emphasize practical, work-based learning. This model supports both the National TVET Policy and the Strategic Plan (2021-2024), which focus on modernizing the TVET system and enhancing access and partnerships. The ability to adjust program delivery in response to partner feedback and changing policy landscapes ensures that the program remains relevant and capable of meeting the needs of beneficiaries. For instance, expanding digital and ICT-based training responds to the global trend of digitization in education, aligning with RTB's strategic objectives.
- **Evidence of policy influence and contribution:** The WPLYDE program has made significant contributions to policy implementation, such as the training of 235 young people in cohort 1 and 266 in cohort 2 under the dual training framework. This effort supports the WPL Guidelines and has practical implications for policy execution at the local and national levels. Additionally, the program's outcomes in terms of job placements, business creation, and skills development provide evidence that can influence future policy decisions and reforms, particularly regarding expanding the WPL model and integrating new trades into the national TVET curriculum.

**Result-4:** *Employment and business development services at district level collaborate and offer proper career guidance, employment placement and business development services to TVET graduates.*

**Question-2:** To what extent are the program interventions and outputs relevant to the needs of District-level employment and business development services operators to provide appropriate career guidance, job fair and placement, and business development services to TVET graduates?

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### Observations & Conclusions

- The program interventions are directly aligned with the needs of City of Kigali and district-level operators, particularly in enhancing their capacity to provide career guidance, job placement, and entrepreneurship support for youth. By equipping these operators with the necessary tools and methodologies, the program effectively fills critical gaps in local employment services, enabling operators to offer more specialized and responsive services to their target beneficiaries.

The WPLYDE program interventions and outputs have demonstrated significant relevance in addressing the needs of district-level employment and business development services operators. The program's design is based on comprehensive needs assessments that have identified and targeted district-specific challenges such as capacity gaps, skills deficiencies, and financial resource limitations. These interventions focus on enhancing career guidance, organizing job fairs, facilitating placements, and supporting business development services for TVET graduates, thereby meeting the needs of district operators in several key ways:

- **Capacity building for district-based actors:** The program has effectively addressed capacity gaps through targeted training and support for City of Kigali and district staff, including Kigali Employment Service Centre Unit, Economic Development Unit, Business Development and Employment Units (BDEUs), Employment Service Centres (ESCs), YEGO Centres, and incubation centres. The training initiatives, including the development of training manuals and Trainer-of-Trainers (ToT) sessions, have equipped district operators with essential skills and tools for effective career guidance, job placement, and business development support. This training is crucial for empowering district staff to deliver tailored services that meet the needs of TVET graduates.
- **Provision of tools and resources:** The program has supplied valuable resources, such as career guidance and entrepreneurship manuals, and toolkits, to support the delivery of employment and business development services. These tools have been instrumental in improving service quality and enabling district staff to offer practical and relevant guidance to TVET graduates.
- **Collaboration and stakeholder engagement:** The program has fostered collaboration with key stakeholders, including TVET institutions, local government actors, and companies, strengthening partnerships and enhancing the relevance of services provided. This engagement has not only improved the quality of career guidance and job placement services but also ensured that district-level interventions are aligned with broader national employment and skills development strategies.

**Sub-Question 2.1:** To what extent is the WPLYDE program responding to the needs of ESCs, Yego Centers, and incubation centers (NYARUTARAMA and MASAKA) in terms of career guidance, job placement, entrepreneurship, and coaching for young graduates?

### Observations & Conclusions

- The WPLYDE program responds proactively to the needs of ESCs, Yego Centers, and incubation centres (NYARUTARAMA and MASAKA) by providing them with the resources, tools, and training required to deliver effective career guidance, job placement, and entrepreneurship coaching. The program's engagement with these centers ensures a tailored approach that maximizes the impact of services, ultimately leading to improved employment outcomes and business opportunities for youth.

The WPLYDE program has demonstrated a substantial level of responsiveness to the needs of Employment Services Centres (ESCs), YEGO Centres, and business incubation centres (specifically in NYARUTARAMA and MASAKA). The program's interventions in career guidance, job placement, entrepreneurship, and coaching have been tailored to address identified challenges and gaps through a comprehensive approach:

- **Needs assessment and alignment:** The program began with thorough needs assessments across all centres, identifying specific requirements such as the lack of career guidance skills, training materials,

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and access to updated job market information. This needs-based approach enabled the program to design interventions that directly address the skills gaps and resource limitations faced by these centres, ensuring that activities were relevant and aligned with local needs.

- **Career guidance enhancement:** To address the gaps in career guidance, the WPLYDE program developed a comprehensive training manual and conducted Trainer-of-Trainers (ToT) sessions for staff at ESCs, YEGO Centres, and the two (2) incubation centres. The availability of quality career counselling materials and resources has improved, enabling centres to better support career guidance initiatives.
- **Entrepreneurship and job placement support:** The program has delivered training in entrepreneurship to enhance the capabilities of staff at these centres, with a focus on practical skills such as business planning, financial management, and market analysis. This support has allowed ESCs, YEGO Centres, and incubation centres to better prepare young graduates for self-employment and job opportunities. Job fairs and other placement activities need to be organized by the districts to link graduates with employers, improving the effectiveness of job placement services.

**Sub-Question 2.2:** What would be the additional actions/activities are necessary to correctly respond to the needs of ESCs, Yego Centers, and incubation centers regarding career guidance, job placement, and entrepreneurship for young graduates' employment transition and coaching?

### Observations & Conclusions

- The proposed additional actions include a multi-faceted approach such as increased investment in digital tools and start-up kits, enhanced collaboration with financial institutions for business creation support, and more focused mentorship programs to help young graduates transition into employment or entrepreneurship. Targeted mentorship programs, stronger private sector linkages, and ongoing monitoring and evaluation are also crucial to ensuring young graduates receive the necessary resources, guidance, and opportunities.

To enhance the WPLYDE program's effectiveness in addressing the needs of ESCs, YEGO Centers, and incubation centers in career guidance, job placement, and entrepreneurship for young graduates, the following actions are recommended. Key potential partners for the successful implementation of these recommendations include local governments (districts), the private sector (PSF, clusters, associations, and SSCs), RDB, MIFOTRA/CSOs, TVET institutions (RP, RTB, NESAs, and TSS), alumni associations, and others.

### Description:

#### Strengthen Career Guidance Services:

- **Organize regular job fairs and employer engagement events:** Hold career fairs (this virtually implemented during the COVID time) and engage local employers to actively participate in the job placement process by offering internships, job placements, and apprenticeships. Establish partnerships to ensure these events happen frequently and include diverse sectors to match local labour market needs.
- **Develop and maintain comprehensive career services:** Establish resource service hubs within ESCs, YEGO Centers, TVET institutions, and incubation centers. These hubs should provide up-to-date information on job opportunities, skills requirements, and career paths relevant to key local industries. Resources should include resume writing assistance, interview preparation, and job search strategies. In the future, career guidance resource centers may be established, subject to budget availability.
- **Implement continuous labour market assessments:** Conduct regular needs assessments to keep up with changes in the labour market and the evolving requirements of young graduates and training centres. Use the findings to adapt career guidance and job placement services accordingly.

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Enhance Job Placement Initiatives:	<ul style="list-style-type: none"> <li>- <b>Develop digital platforms for job matching:</b> Create or improve digital tools (I.e., INSERJEUNE) that help match young graduates with job openings, internships, and training programs based on their skills, qualifications, and interests. This platform should also offer features like job alerts, career advice, and interview scheduling.</li> <li>- <b>Facilitate networking opportunities:</b> Organize networking events that bring together graduates, employers, industry experts, and successful entrepreneurs. These events can provide valuable opportunities for young graduates to establish connections, gain industry insights, and explore potential career paths.</li> <li>- <b>Establish a job placement follow-up system:</b> Implement mechanisms to track the progress of graduates after job placement. Gather feedback from employers and graduates to evaluate job satisfaction and identify areas for improvement in placement strategies. Potential partners include</li> </ul>
Expand Entrepreneurship Support:	<ul style="list-style-type: none"> <li>- <b>Facilitate access to financial support for start-ups:</b> Strengthen partnerships with financial institutions, microfinance organizations, and investors to provide young entrepreneurs with access to loans, grants, or equity financing. Consider setting up microfinance schemes or grant programs specifically tailored for young graduates starting businesses.</li> <li>- <b>Develop business incubation and coaching programs:</b> Enhance the role of incubation centres like NYARUTARAMA and MASAKA by integrating them into dual training programs and providing additional support such as workspace, equipment, and expert mentorship. Launch structured business coaching initiatives that cover essential skills like financial management, marketing, and business strategy.</li> <li>- <b>Create peer support networks for young entrepreneurs:</b> Establish peer support groups where young graduates can share experiences, challenges, and strategies for entrepreneurship. These networks can foster collaboration and offer practical solutions for overcoming business obstacles.</li> </ul>
Implement Comprehensive Coaching and Mentoring Programs:	<ul style="list-style-type: none"> <li>- <b>Formalize mentorship arrangements:</b> Connect young graduates with experienced professionals through structured mentorship programs. These can include both virtual and in-person mentorship sessions tailored to individual needs and career goals.</li> <li>- <b>Integrate soft skills coaching:</b> Incorporate training in soft skills such as communication, leadership, and problem-solving into existing coaching programs to ensure graduates are well-prepared for the workplace.</li> <li>- <b>Leverage alumni networks for mentorship and support:</b> Encourage alumni who have successfully transitioned into employment or entrepreneurship to mentor recent graduates. This can foster a culture of giving back and enhance the support system for young professionals.</li> </ul>
Leverage Digital Solutions for Greater Impact:	<ul style="list-style-type: none"> <li>- <b>Develop mobile applications for career guidance and job matching:</b> Create mobile apps that provide access to job listings, career advice, and networking opportunities, making career guidance resources easily accessible to young graduates.</li> <li>- <b>Launch online learning platforms:</b> Offer digital courses, webinars, and e-learning resources focused on career development, entrepreneurship, and industry-specific skills. These platforms can provide flexible learning opportunities for graduates to upskill and enhance their employability.</li> </ul>
Raise Awareness and Conduct Outreach Campaigns:	<ul style="list-style-type: none"> <li>- <b>Launch awareness campaigns about available services:</b> Promote the career guidance, job placement, and entrepreneurship services offered through ESCs, YEGO Centers, and incubation centres to ensure young graduates are aware of the support available. Use social media, community events, and partnerships with educational institutions to reach a broader audience.</li> <li>- <b>Highlight Success Stories:</b> Share the stories of graduates who have successfully transitioned into employment or entrepreneurship through the WPLYDE program.</li> </ul>

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Improve Monitoring and Evaluation Mechanisms:	These case studies can serve as motivational examples and encourage greater participation.
	- <b>Establish a comprehensive M&amp;E framework:</b> Develop a detailed monitoring and evaluation system to assess the impact of career guidance, job placement, and entrepreneurship initiatives. This should include tracking key metrics such as employment rates, business start-up success, and stakeholder satisfaction.

2.6.2. Effectiveness

**Result-2:** Districts coordinate the creation of an enabling local environment for skills and decent jobs development for youth in line with their development plans.

<b>Question 3:</b>	To what extent has the program been making progress towards expected changes/outputs, outputs, and intermediate outcomes at the District Level regarding coordinating the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?
<b>Observations &amp; Conclusions</b>	- Significant progress has been made at the district level, especially in enhancing the capacity of local government bodies to coordinate youth employment and skills development initiatives. This progress is reflected in improved collaboration among stakeholders, more integrated approaches to youth employment, and early signs of increased job placement rates. Continued efforts to strengthen district-level ownership of these initiatives will further accelerate progress.

The assessment focused on the achievement of outputs, the realization of intermediate outcomes, alignment with district development plans, coordination efforts, monitoring of impacts, and adaptive responses to challenges.

- **Achievement of outputs and intermediate outcomes:** The program has largely met its planned outputs, with scheduled activities implemented on time, except for the delays encountered in results 2 and 4 due to the late approval of manuals by the responsible institutions. Despite these setbacks, the quality and delivery of capacity-building programs have met the established standards. This has resulted in increased availability and access to skills development initiatives that are tailored to the specific needs of the districts, contributing to the program's relevance and effectiveness.
- **Coordination of a local conducive environment:** The program has made significant contributions toward fostering a supportive local environment for skills development and youth employment. It has successfully facilitated partnerships with local companies across key sectors, such as food processing, tailoring, fashion design, and leatherwork. These collaborations not only provided practical training opportunities but, in many cases, led to apprentices being employed after graduation. This aligns well with district development priorities and supports the achievement of goals outlined in the District Development Strategies (DDS).
- **Integration with district development plans:** The program's interventions have been effectively integrated into the districts' formal development activities, including their work plans and performance contracts (IMIHIGO). By aligning the program with the districts' strategic objectives, it has ensured that skills development and job creation efforts are not only relevant but also sustainable. The program's support has enhanced local ownership and accountability, contributing to a more coordinated approach to achieving district-level economic and social development goals.

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**Sub-Question 3.1:** To what extent does the program implementation achieve the expected outputs outlined in the design phase?

**Observations & Conclusions**

- The program is well on track to achieve its expected outputs, with substantial progress in areas like capacity-building, dual training, and youth empowerment, effective collaboration between stakeholders and continued monitoring and real-time adjustments for ensuring that the full scope of outcomes is realized and to ensure that the program's objectives are being met. The use of innovative methodologies, such as digital learning platforms, still need to be improved..

The evaluation placed a greater emphasis on key areas such as tracking output achievement, assessing timeliness, evaluating the quality of outputs, identifying challenges, and examining mitigation strategies. We also reviewed documented evidence to support our findings. A comparative analysis was conducted between the targets established in the program log frame and the achievements reported in the activity reports, specifically for results 2, 3, and 4. The table below provides a comparative breakdown of program achievements relative to the targets for result 2.

Indicators/markers of progress	Mar.-Dec. 2022		Jan.-Dec. 2023		Jan.-Aug. 2024		Final target value 2026
	Targets	Achieved	Targets	Achieved	Targets	Achieved	
- Number of functional WPL technical teams at the district level (that replaced YDAs)	3	2 (66,6%)	3	2 (75%)	5	6 (120%)	6
- Number of job and trade fairs organised at district level	0	3 (100%)	4	3 (75%) Only in Kigali City	8	6 (75%)	16 (50%)
- Number of local labour market information reports available	0	1 (100%)	0	6 (100%) for 6 districts	3	6 (200%)	6 (200%)
- Number of companies informed on decent work and gender issues	0	149 (100%)	100	149 (150%)	150	149 (99%) No change from 2023	300 (49.6%)

*Table 3: Program Targets vs Achievements / R2 (Source: APEFE, 2024)*

The program showed mixed results in enabling local environments for skills development. Functional WPL technical teams exceeded targets by 120% in 2024, but job and trade fairs were only 75% achieved, indicating room for improvement. Labour market reports and company awareness of decent work and gender issues consistently reached or exceeded 100% targets, demonstrating strong progress in these areas. However, informing more companies to meet the 2026 target remains a challenge, with only 49.6% achieved to date.

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**Sub-Question 3.2:** To what extent has the program improved the district's capacity to coordinate youth employment interventions?

**Observations & Conclusions**

- The program has made considerable strides in enhancing district capacity, providing training and fostering stakeholder collaboration that have enabled districts to better coordinate youth employment initiatives. While substantial improvements have been made, ongoing technical and financial support will be critical to ensuring that districts can maintain and build on these gains over time.

The WPLYDE program has significantly contributed to improving the district's capacity to coordinate youth employment interventions. The evaluation focused on institutional strengthening, stakeholder coordination, targeted capacity building, resource mobilization, monitoring, integration into district plans, feedback from stakeholders, and adaptive responses to challenges.

The program has enhanced the district's organizational capacity by strengthening existing structures and fostering stakeholder ownership. Annual Joint Planning Coordination Meetings (JPCM) have been instrumental in bringing together experts from government, the private sector, civil society, and TVET institutions. These meetings have facilitated better coordinated stakeholder engagement by identifying challenges, setting priorities, and mapping initiatives to avoid duplication. This collaborative approach has laid a solid foundation for effective coordination of youth employment initiatives.

The program implemented one LMA in each district in 2023 and organized a WPL Technical Teams coordination meeting in 2024.

**Sub-Question 3.3:** To what extent do the adequate methodology and tools for conducting LMA allow ESCs, Yego Centers and Incubation Centers to adapt their strategy for employment creation?

**Observations & Conclusions**

- The tools and methodologies for Labour Market Assessments (LMA) are fundamentally sound and provide ESCs and Yego Centers with valuable insights to inform their employment strategies. However, further follow-up and monitoring are required to ensure that these tools are effectively integrated into daily operations. Providing ongoing technical assistance and refresher training will help these centers fully leverage LMAs to adapt their services to labour market trends.

The evaluation of the adequacy of the methodology and tools for conducting Labour Market Analysis (LMA) indicates that they have contributed to enabling Employment Service Centers (ESCs), YEGO Centers, and Incubation Centers to adapt their strategies for employment creation. The assessment focused on the comprehensiveness of the methodology, tool suitability, capacity to use the tools, alignment with employment strategies, planning and program design, monitoring and feedback mechanisms, sector coordination, and identification of challenges and gaps.

- **Comprehensiveness and relevance of the methodology:** The LMA methodology is designed to effectively capture current and emerging labour market trends, skills demands, and employment opportunities within districts. It includes sector-specific analysis that aligns with key economic activities, providing a foundation for ESCs, YEGO Centers, and Incubation Centers to adapt their employment strategies to local needs. The targeted approach helps these centers align their interventions with industry demands, enhancing the relevance of their programs.
- **Tool suitability and capacity building:** The data collection tools provided, such as surveys, interviews, and focus group techniques, are suitable for gathering comprehensive information on labour demand and supply. While district staff at ESCs, YEGO Centers, and Incubation Centers have received training on using these tools and understanding the LMA methodology, there are still gaps in capacity. According to district officials, the concept of LMA was explained clearly during the training sessions, but further efforts are needed to strengthen the training and testing phases to ensure that districts can independently

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conduct LMAs. The current capacity is not yet sufficient for fully autonomous implementation, indicating that the training beneficiaries have not yet begun conducting LMAs without external support.

- **Alignment with employment strategies and planning:** The use of LMA data has supported the alignment of employment creation strategies with local industry needs and district development plans. The centers can better design programs and interventions based on the specific skills requirements of local employers. This alignment is crucial for ensuring that training and employment programs are responsive to market realities and increase the likelihood of youth securing decent jobs.
- **Monitoring, feedback mechanisms, and sector coordination:** While the LMA methodology supports monitoring and feedback mechanisms, there is a need for enhanced technical support to ensure consistent and accurate use of tools across all centers. Sector coordination has benefited from the standardized approach to LMA, allowing for more effective sharing of labour market insights and collaborative planning. However, ongoing support is necessary to maintain consistency and avoid discrepancies in how LMA data is collected and applied across different centers.

<b>Sub-Question</b>	What are the challenges at the district level in better-coordinating activities regarding youth employment and entrepreneurship?
<b>3.4:</b>	

Observations  
& Conclusions

- At the district level, challenges in coordinating youth employment and entrepreneurship activities stem from varying technical capacities and the need for better integration of services. To enhance coordination, districts would benefit from additional technical support, capacity-building in key areas, and the capacity development of the existing coordination platforms.

<b>Sub-Question</b>	What should be done (additional or corrective actions) to support the districts in coordinating youth employment and entrepreneurship interventions?
<b>3.5:</b>	

Observations  
& Conclusions

- To improve coordination, it is recommended that districts receive increased technical assistance, in addition to the skills already acquired through training. Additional training on the use of digital solutions should also be provided. Furthermore, strengthening the existing platforms would support the districts' efforts in coordinating youth employment and entrepreneurship interventions.

Specifically, the following additional or corrective actions can be taken to support districts in better coordinating youth employment and entrepreneurship interventions:

- **Continuous capacity building:** Continue training district staff in project management, labour market analysis, data collection, digital skills, and program evaluation to enhance their ability to implement effective youth employment initiatives. District officials should receive targeted training in youth employment and entrepreneurship program management, focusing on strategic planning, resource mobilization, and monitoring and evaluation (M&E) of interventions. Strengthening their skills in these areas will empower them to manage and implement programs that are tailored to local needs effectively."
- **Facilitate networking and mentorship opportunities:** Organize regular networking events, mentorship programs, and entrepreneurship forums to connect young people with experienced professionals, investors, and peers. Partner with local businesses, Private Sector Federation (PSF) associations, and Sector Skills Councils (SSCs) to create mentorship programs that align with district employment priorities.
- **Integrate youth employment services:** Advocate for the integration of career guidance, job placement, and business development services under a unified district-level strategy to ensure cohesive service delivery.

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<b>Sub-Question 3.6:</b>	What are the best practices seen in implementing the program responding to the achievement of outputs and intermediate outcomes objectives?
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Observations & Conclusions	<ul style="list-style-type: none"> <li>- Key best practices include the active engagement of local stakeholders in program design and implementation, the integration of dual training models that align education with labour market needs, and the use of digital tools to expand access to employment services. Additionally, the program's emphasis on continuous capacity-building has helped districts and local partners adapt and sustain activities effectively, contributing to measurable improvements in youth employment outcomes.</li> </ul>
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The WPLYDE support program has implemented several best practices that have contributed to the achievement of outputs and intermediate outcomes. These practices are distinct from general contributing factors to program success as they are specific approaches and strategies that have consistently yielded positive results:

- **Competence-Based Training (CBT) and dual training approach:** The program implements a Competence-Based Training curriculum in alignment with the labour market's needs. The dual training approach combines theoretical learning with practical work experience, enhancing graduates' employability by equipping them with relevant skills.
- **Strong collaboration between TVET schools and private sector companies:** Partnerships with companies are facilitated through memoranda of understanding and involve co-management of training. This collaboration ensures the practical training's quality, relevance, and alignment with industry standards.
- **Regular field Monitoring and Evaluation (M&E):** Frequent field visits (up to four times in six months) by program staff and district officials help track progress, provide guidance, and ensure program standards are met. This practice also helps address emerging issues promptly. Adopt more advanced digital M&E platforms for real-time tracking and analysis of program impact.
- **Inclusion of entrepreneurship and career guidance modules:** By integrating practical entrepreneurship training and career guidance into the program, participants gain not only technical skills but also essential business and career management competencies, enhancing their ability to start businesses or secure employment.
- **Provision of toolkits to graduates:** Graduates receive start-up kits, which empower them to start businesses or improve their employability. This approach not only supports job creation but also reduces dependency on formal employment.
- **Study Tours and Exchange Programs:** The organization of study tours abroad for both program staff and participant's fosters knowledge exchange, targeted capacity building, and the adoption of international best practices in dual training and skills development.
- **Gender and vulnerability inclusion:** Efforts to promote gender inclusion and support for vulnerable groups, such as Persons with Disabilities (PWDs), have been integrated into the program design. This involves targeted outreach and tailored support to ensure participation from diverse groups.
- **Alignment with national development strategies:** The program aligns its objectives with national strategies, such as the National Strategy for Transformation (NST1), ensuring that activities support broader economic and social goals, including youth employment and job creation.

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**Result-3:** TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades.

**Question-4:** To what extent has the program been able to produce the desired result 3: TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades (food processing, tailoring, leatherwork, and beauty)?

**Observations  
& Conclusions**

- The program has made commendable progress in fostering collaborations between TVET schools and companies, leading to successful dual training models in key sectors like food processing, tailoring, and beauty. These partnerships have helped bridge the gap between skills development and labour market requirements, ensuring that graduates are well-prepared for employment. The incorporation of digital tools into the dual training process still needs to be improved.

The table below provides a comparative breakdown of program achievements relative to the targets for result 3.

Indicators/markers of progress	Mar.-Dec. 2022		Jan.-Dec. 2023		Jan.-Aug. 2024		Final target value 2026
	Targets	Achieved	Targets	Achieved	Targets	Achieved	
- Number of MoU signed between pilot schools and companies in the supported trades	27	43 (159%)	40	175 (437.5%)	60	195 (325%)	90 (216.6%)
- Number of TVET Trainers and in-company instructors certified in pedagogy according to the training programme	50 (18 TVET Trainers, 32 in-company instructor)	18 (100%)	70 (18 TVET Trainers, 52 in-company instructors)	18 (36%) Half of ICIs received theoretical trainings but not certified	100 (18 TVET Trainers, 82 in-company instructors)	18 (18%) Half of ICIs received theoretical trainings but not certified	200 (9%)
- Number of TVET Trainers and in-company instructors using digital tools for training and monitoring learning	0	0	18 TVET Trainers 45 in-company instructors	0	18 TVET Trainers 90 in-company instructors	0 The same like in 2023	18 trainers and 180 ICI
- Number of schools taking additional measures on inclusion and gender	0	8 (100%)	6	8 (130%)	9	8 (100%) All TVET schools	9 (88.8%)
- Number of companies	0	0 (0%)	24	0 (0%)	48	Unknown (0%)	76

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improving their environmental management						Assessment is not yet done	(Unknown %)
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**Table 4: Program Targets vs Achievements / R3 (Source: APEFE, 2024)**

Achievements in establishing Memorandums of Understanding (MoUs) between schools and companies significantly exceeded expectations, reaching 325% of the 2024 target. Inclusion measures also made substantial progress, with 88.8% of schools adopting gender-sensitive practices. In-company instructors (ICIs) participated in pedagogical training sessions, and following a validation workshop with RP, the next steps include issuing temporary certificates and preparing for final examinations to obtain certificates of competence (an ongoing activity). In terms of digital tools, all program trainers have been trained to use the digital certification platform, and some have received additional training on the INSERJEUNE platform. Regarding environmental management, 93 companies have been trained in waste management and environmental protection practices.

**Result-4: Employment and business development services at district level collaborate and offer proper career guidance, employment placement and business development services to TVET graduates.**

**Question 5:** To what extent has the program been making progress towards the expected changes/outputs and intermediate outcomes of District-level employment and business development services operators regarding collaboration and providing appropriate career guidance, job fairs and placements, and business development services to TVET graduates?

**Observations & Conclusions**

- The program has made notable strides in enhancing district-level employment and business development services, evidenced by the successful organization of job fairs, career guidance services, and entrepreneurship support programs. These initiatives have contributed to higher job placement rates and greater business creation opportunities for youth. Continued support and refinement of these services will further improve outcomes.

The WPLYDE Support Program has made considerable progress toward achieving district-level employment and business development outcomes by enhancing collaboration, career guidance, job fairs, placements, and business development services for TVET graduates. Below are the key achievements and areas where further improvements are needed: The table below provides a comparative breakdown of program achievements relative to the targets for result 4.

Indicators/markers of progress	Mar.-Dec. 2022		Jan.-Dec. 2023		Jan.-Oct. 2024		Final target value 2026
	Targets	Achieved	Targets	Achieved	Targets	Achieved	
- Number of youth that received career guidance advice	0	0 (0%)	300	283 (94%)	800 (60% of women, 10% PWDs)	582 (73%)	2000 (30%)
- Number of TVET graduates that received appropriate job placement support	0	0 (0%)	250	178 (72%)	600 (60% of women, 10% PWDs)	206 (34.3%)	1400 (14.7%)

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- Number of TVET graduates that received appropriate business and entrepreneurial coaching	0	235 (235%)	200	0 (250%)	500 (60% of women, 10% PWDs)	7500 (150%)	1200
- Number of TVET graduates that received appropriate mentoring	0	0 (0%)	200	0 (0%)	500 (60% of women, 10% PWDs)	0 (0%) (starting in 2025)	1200
- Number of business development institutions (6 YEGO centres, 2 incubators) and employment services centres (4) implementing a set of inclusive and gender sensitive measures	0	0 (0%)	6	5 (83%)	12	12 (100%) They were trained in signs language as a way of inclusion.	12

*Table 5: Program Targets vs Achievements / R4 (Source: APEFE, 2024)*

Career guidance and job placement for youth show mixed results. By 2024, 73% of the career guidance target and 34.3% of the job placement target were achieved. However, entrepreneurial coaching exceeded expectations (750% progress). Mentoring has not yet started, as it is scheduled for 2025. All 12 targeted business development and employment service centers implemented inclusive measures, achieving 100% of the target.

**Sub-Question 5.1:** To what extent is the program successful in supporting the reinforcement of ESCs, Yego Centers, incubation centres, and Youth Development Alliances at the district level regarding entrepreneurship, youth employment, job placement, and job searching?

**Observations & Conclusions**

- The program is effectively reinforcing ESCs, Yego Centers, and incubation centers through comprehensive capacity-building initiatives and resource allocation. These centers are increasingly equipped to offer job search assistance, career coaching, and entrepreneurship support to young graduates. However, continued investment in training and capacity building is needed to ensure that these centers can operate autonomously and sustain their services over the long term.

The evaluation focused on several key dimensions, including institutional targeted capacity building, entrepreneurship support services, youth employment and job placement services, incubation centre performance, and the effectiveness of WPL TTs.

- **Institutional capacity building:** The program has conducted staff training at ESCs, YEGO Centers, and incubation centers, aiming to enhance their ability to deliver youth employment and entrepreneurship services. This training has covered important areas such as business skills development, financial literacy, leadership training, and labour market assessment. However, there is still a need for further investment in strengthening partnerships and collaborations between these centers and local industries,

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financial institutions, and other stakeholders. Such collaborations would help create a supportive ecosystem for entrepreneurship and youth employment.

- **Entrepreneurship support services:** The program has provided various entrepreneurship training programs and mentorship opportunities at ESCs, YEGO Centers, and incubation centers. These programs include training in essential business skills, financial management, and leadership. Despite this progress, gaps remain in services such as linking young entrepreneurs to funding opportunities like micro-loans, grants, or partnerships with financial institutions.
- **Youth employment and job placement services:** While the centers offer job search support services, such as resume development, job search counselling, and interview preparation, the results are planned for 2025 and 2026 (the program will support the Districts to support the graduates). There are no documented cases of youth securing employment directly through the support of ESCs and YEGO Centers. The program has been organising job fairs, which have provided some level of support to job seekers, but these events were primarily driven by APEFE rather than the Districts themselves. This year, the approach was revised: job fairs are now organized by the Districts with support from APEFE

<b>Sub-Question</b>	To what extent do the methodology and tools developed for career guidance and entrepreneurship allow ESCs, Yego Centers and Incubation Centers to adapt their strategy and services for young graduates' employment and self-employment?
<b>5.2:</b>	
Observations & Conclusions	<ul style="list-style-type: none"> <li>- The methodology and tools developed under the program have proven highly effective, enabling ESCs and Yego Centers to adapt their strategies and offer more targeted and responsive services. By leveraging labour market data and digital tools, these centers can better match youth with employment opportunities and provide more tailored entrepreneurship coaching, improving both job placement and business creation outcomes.</li> </ul>

The methodology and tools developed for career guidance and entrepreneurship under the WPLYDE program have supported ESCs, YEGO Centers, and Incubation Centers in adapting their strategies and services to promote young graduates' employment and self-employment. The evaluation focused on several key aspects, including the relevance and adaptability of the tools, effectiveness in career guidance, entrepreneurship support, service delivery, staff capacity, monitoring, feedback mechanisms, and existing challenges.

- **Relevance and adaptability:** The methodologies and tools are well-aligned with current labour market demands and entrepreneurship opportunities, ensuring that career guidance and training are relevant and industry-specific. This alignment allows centers to provide up-to-date advice on job prospects, skills requirements, and further training opportunities. The tools are flexible and can be adapted based on local contexts, sectoral needs, and the profiles of individual graduates.
- **Effectiveness in supporting career guidance:** The methodology incorporates real-time labour market information to direct graduates toward sectors with promising employment prospects. This approach helps create effective career pathways by providing structured guidance on the skills required for various occupations. The tools also facilitate the identification of relevant training or educational programs, helping young graduates make informed decisions about their career development.
- **Support for entrepreneurship development:** The entrepreneurship tools provide comprehensive training on essential business skills such as financial literacy, business planning, market analysis, and innovation. These skills are crucial for graduates interested in self-employment, enabling them to develop viable business ideas.
- **Service delivery and staff capacity:** Staff at ESCs, YEGO Centers, and Incubation Centers have been trained to use the career guidance and entrepreneurship tools effectively, which has improved the quality of services provided. Their ability to apply the methodologies directly impacts the support received by young graduates. The tools streamline service delivery, allowing these centers to efficiently manage graduate career guidance, job placement, and entrepreneurship support activities. This efficiency ensures that more young people can benefit from the available services.

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- **Monitoring, feedback mechanisms, and continuous improvement:** The methodology includes monitoring tools to track the outcomes of career guidance and entrepreneurship services, such as employment rates, business creation, and participant satisfaction. This data allows the centers to adjust their strategies based on real-world results. Additionally, the methodology encourages continuous refinement of services based on feedback from graduates and changing market trends, helping to keep the support relevant and effective over time.

Overall, while the methodology and tools have laid a solid foundation for career guidance and entrepreneurship support, there is room for improvement in integrating resource access and refining support for high-growth sectors to maximize their impact on young graduates' employment and self-employment.

<b>Sub-Question 5.3:</b>	To what extent do job fairs organized at the district level bring added value to youth employment?
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**Observations & Conclusions**

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| <ul style="list-style-type: none"> <li>- District-level job fairs, although conducted virtually, have added value by connecting youth with potential employers and providing valuable networking opportunities. However, to fully realize their potential, these job fairs need to be conducted in-person, with targeted outreach, adequate follow-up support, and solutions to logistical challenges.</li> </ul> |
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Evaluating the extent to which job fairs organized at the district level add value to youth employment, several key dimensions were considered, including increased employment opportunities, exposure to employers and industries, career guidance and skills development, access to labour market information, support for vulnerable groups, awareness and motivation, challenges and limitations, and notable success stories.

- **Effectiveness of past job fairs:** District officials reported that the effectiveness of past job fairs was limited, primarily because they were conducted virtually during the COVID-19 pandemic. The virtual format reduced engagement and limited direct interaction between job seekers and employers, impacting the fairs' ability to facilitate meaningful employment connections. A success story from the previous virtual job fair is that a company called Pink Mango agreed to host apprentices undergoing dual training programs. Subsequently, the same company hosted an additional 200 apprentices from the RTB for industrial attachment in the field of tailoring.
- **Anticipated impact of upcoming job fairs:** The upcoming job fairs scheduled for November 2024 are expected to be more impactful, with plans for in-person events that can better support youth in securing employment or internships. The success of these fairs will be measured by the number of on-the-spot hires and subsequent follow-ups leading to employment. A diverse range of employers from different sectors and industries is expected to participate, offering young job seekers valuable exposure to various fields. These fairs will help youth better understand job requirements, essential skills, and career prospects in different industries. The upcoming events will provide young people with the opportunity to interact and network directly with employers, building connections that may lead to future job opportunities or internships, even if not immediately.
- **Raising awareness and increasing access to opportunities:** District officials noted that the job fairs help raise awareness among youth about the range of employment opportunities available at the district level. This exposure encourages young people to consider career options they may not have previously explored. The fairs are also instrumental in providing insights into labour market trends and job requirements, enabling participants to make more informed career decisions.
- **Follow-up and logistical challenges:** Despite the potential benefits, district officials expressed concerns about the lack of sufficient follow-up mechanisms after the fairs. Without effective post-event support, such as connecting participants to additional services or job placement opportunities, the long-term value of the job fairs may be diminished. There are also logistical and budgetary constraints, as job fairs are often not included in district budget plans, which can hinder the organization and effectiveness of these events.

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It is recommended that future job fairs be organized to specifically target young people in remote or disadvantaged communities, helping to reduce inequalities in access to employment services. Ensuring that job fairs are well-planned and resourced, with follow-up support in place, can significantly enhance their impact. This includes tracking participant outcomes, such as job placements, to better assess the fairs' effectiveness.

**Sub-Question 5.4:** To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?

**Observations & Conclusions**

- The program made efforts to support digital solutions, even though they were not integrated into its strategy. Based on the progress achieved so far with INSERJEUNE, it is essential to continue addressing the identified gaps.

The program's support for digital solutions to assist graduates in job searching, job placement, and career guidance has been assessed across several key areas: availability and integration of digital platforms and tools, the use of digital career guidance resources, access to social media for job searches, digital literacy, monitoring mechanisms, and identification of challenges and opportunities.

**Current efforts:** The program has made some progress in fostering digital inclusion, adapting a platform developed by IFEF Senegal (**INSERJEUNE**). A first pilot involving 29 schools (15 supported by APEFE and IFEF, and 14 supported by ENABEL and the EU) indicated that the platform had limited success. After that pilot this platform was adapted to the Rwandan context with support from APEFE, translated into English and Kinyarwanda, and will be hosted soon on RTB's website. It will serve as a job portal for youth and TVET graduates to connect with employers seeking skilled labour. The redevelopment of the platform was conducted in partnership with the Rwanda Coding Academy to enhance the platform's usability and relevance for Rwandan users

**Sub-Question 5.5:** To what extent does the program support the ESCs, Yego centres and incubation centres (MASAKA, NYARUTARAMA) in connecting young graduates with financial institutions for business creation?

**Observations & Conclusions**

- Overall, the majority of respondents highlight the strong potential for the program's ongoing efforts to support ESCs, YEGO Centers, and incubation centers in connecting young graduates with financial institutions for business creation. Strengthening these efforts will significantly enhance the sustainability of youth-led businesses and contribute to the growth of a more dynamic and robust entrepreneurial ecosystem.

The extent to which the program supports Employment Service Centers (ESCs), YEGO Centers, and incubation centers (such as MASAKA and NYARUTARAMA) in connecting young graduates with financial institutions for business creation has been evaluated based on several key factors: partnerships with financial institutions, access to financing schemes, financial literacy training, facilitation of funding applications, availability of alternative financing options, monitoring mechanisms, and identified challenges and success stories.

**Current Efforts:** The program's support in this area has been limited to:

- **Training on business development services:** The primary support provided has involved training ESCs, YEGO Centers, and incubation centers on business development services, with a focus on entrepreneurship and career guidance. These training sessions aim to build the capacity of the centers to support young entrepreneurs. Additionally, the program provides financial literacy training for young graduates, equipping them with the knowledge to understand financial products, prepare for loan applications, and develop viable business plans. This training is essential for enhancing their ability to secure funding.
- **Networking events with financial institutions:** The program has organized events that connect ESCs, YEGO Centers, and incubation centers with representatives from banks, microfinance institutions, and other funding agencies. For example, institutions like BDF (Business Development Fund), COPEDU, and

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CLECAM EJOHEZA have been involved in these events, where they present their services to young entrepreneurs.

2.6.3. Sustainability

**Result-2:** Districts coordinate the creation of an enabling local environment for skills and decent jobs development for youth in line with their development plans.

**Question-6:** How effectively has the program built the necessary capacity, ownership, and autonomy of the Districts to coordinate the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?

**Observations & Conclusions**

- The program has been highly effective in building district capacity, providing targeted training, tools, and frameworks that enable districts to take ownership of youth employment initiatives. Through local partnerships and consistent capacity-building efforts, districts are becoming more autonomous in coordinating youth skills development. However, sustained technical support and mentorship will be critical to ensuring that this autonomy continues to evolve.

Evaluating the sustainability of the program in building the necessary capacity, ownership, and autonomy of districts to coordinate the creation of a local environment conducive to skills development and decent job creation for young people, we focused on key aspects such as targeted capacity building for district authorities, integration into district development plans, institutional ownership and engagement, decision-making autonomy, monitoring and evaluation, stakeholder coordination, and the identification of challenges and best practices.

The program has made significant strides in conducting capacity-building initiatives, including training programs, workshops, and seminars designed to equip district officials with the essential skills for planning, coordinating, and managing youth employment and skills development activities. These initiatives have emphasized the importance of monitoring and evaluating the outcomes of youth employment initiatives, enabling districts to adapt their strategies accordingly. Moreover, the program has provided technical support and mentorship to district staff, ensuring they possess the necessary expertise to implement activities related to employment services and coordinate effectively with relevant stakeholders. Additionally, the program has collaborated closely with districts to integrate youth skills development and employment creation into their local development plans. This integration aligns with existing priorities, fostering a coordinated approach that supports the broader objectives of district development.

However, despite the skills acquired and the technical knowledge gained, district officials still need additional capacity building in order to independently coordinate the creation of an enabling environment for skills development and decent job creation as outlined in their development plans. External factors (at the district level) such as budget constraints, insufficient staffing, and challenges in coordinated stakeholder engagement hinder their progress. Consequently, districts are still reliant on external actors for the coordination of initiatives, partnerships, and activities to support youth employment. Notably, many districts have yet to allocate their own resources, financial, human, or material, to support youth employment initiatives effectively.

**Sub-Question 6.1:** What is the level of local government and partners' ownership (ESCs, Yego Centers, JADF, NYC, YDA)?

**Observations & Conclusions**

- Local government ownership is robust, particularly in districts where APEFE has actively involved officials in the co-development of youth employment strategies. This high level of ownership is reflected in local governments' commitment to sustaining program activities and aligning them with district development priorities. To further strengthen

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ownership, ongoing engagement and feedback mechanisms should be maintained. But the local governments must enhance their resource allocation and engagement with community stakeholders to build a more robust foundation for ownership of their youth development program and its initiatives. Ownership among local partners is steadily increasing as they become more engaged in program implementation and take on greater responsibilities. Centers like Yego and ESCs have shown strong commitment to the program's objectives, particularly in delivering career guidance and entrepreneurship support. This growing ownership is essential for long-term sustainability and further capacity-building will help solidify their role in coordinating youth employment and entrepreneurship.

In assessing the level of local government ownership to better coordinate youth employment and entrepreneurship, emphasis was placed on several key aspects, including commitment to implementation and leadership, resource allocation, integration into local development plans, stakeholder coordination, monitoring and accountability systems, community and youth engagement, as well as the challenges and opportunities for ownership.

The local governments are actively participating in planning, decision-making, and strategy development processes. The youth employment promotion program's objectives and activities have been integrated into local governments' strategic development plans, demonstrating a commitment to the program's success. Local governments are accountable for the success of program initiatives, which includes setting targets, tracking progress, and reporting outcomes. Additionally, they actively engage community stakeholders, such as youth groups and local councils, in their youth employment program's activities. However, mechanisms for gathering feedback from young people and other beneficiaries are still lacking. Several factors contribute to higher levels of local ownership:

- **Strong Political Will:** Local government leaders are increasingly recognizing the importance of youth employment and skills development.
- **Effective Capacity-Building Efforts:** Training initiatives have strengthened the capabilities of local officials to manage program activities effectively.
- **Established District Workplace Learning (WPL) Technical Team:** This team, stipulated in the new WPL policy, comprises six members, including:

- Director of the Business Development and Employment Promotion Unit (Chair)
- JADF Officer
- Youth, Sport and Culture Officer
- Director of Education
- Director of Planning
- PSF representative at the district level

The District Education Units have requested full involvement in the process to ensure a sense of ownership, similar to the engagement levels experienced by their colleagues in the BDEUs. At the time of writing this MTE report, the program had trained key district staff to better understand and implement the technical team structure. District planners were also involved

**Sub-Question 6.2:** To what extent did the programme's design and implementation include sensitization, mobilization, and capacity development to enhance local government (districts, ESCs, Yego centers) ownership of the Program objectives and results?

### Observations & Conclusions

- The program's design effectively included sensitization and mobilization efforts, ensuring that local government and partners were fully engaged from the outset. Capacity development workshops and stakeholder consultations have fostered strong buy-in, creating a foundation for sustained ownership. These elements have been pivotal in building trust and ensuring the long-term commitment of all involved actors.

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Evaluating the extent to which the program’s design and implementation included sensitization, mobilization, and capacity development to enhance local government ownership (districts, ESCs, YEGO centers) of the program objectives and results, key areas of focus included the scope and effectiveness of sensitization efforts, mobilization strategies, capacity development initiatives, alignment with local priorities, ownership-building approaches, and the resulting outcomes. The program design incorporated activities aimed at raising awareness and sensitizing local government stakeholders about the program's goals and benefits. Sensitization workshops, information sessions, and community outreach efforts were conducted to help district authorities, Employment Service Centers (ESCs), and YEGO centers understand the program's objectives, implementation approach, and expected outcomes.

In terms of mobilization, the program involved local government entities (districts, ESCs, Yego centers) in planning and decision-making processes from the outset. Local government officials were consulted to ensure that the program’s activities aligned with district development plans and priorities. Capacity development was a significant component of the program, focusing on training and equipping district officials, ESC staff, and YEGO centre representatives with skills in project management, career guidance, and youth employment services. This included workshops on entrepreneurship, career counselling, and monitoring and evaluation, aimed at building the technical competencies needed to support districts’ objectives related to youth employment.

Efforts to foster ownership were supported by integrating entrepreneurship and youth employment into local development plans, but resource allocation from local governments remained inadequate. Districts, ESCs, and YEGO centers still relied heavily on external support, including funding and technical assistance.

<b>Sub-Question 6.3:</b>	What are the required external and internal conditions for ownership and sustainability of program interventions, including legal aspects of ESCs?
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**Observations & Conclusions**

- Externally, the sustainability of program interventions hinges on a stable policy environment, financial backing from both government and development partners, and continued collaboration with private sector entities. Internally, strengthening the legal and institutional frameworks governing ESCs is crucial to ensuring their long-term viability. Additionally, ensuring that local actors are equipped with the skills and resources to maintain and scale interventions will be key to embedding these programs within district systems and beyond.

The necessary conditions encompass supportive policy frameworks, institutional capacity, coordinated stakeholder engagement, and sustainable resource allocation. These factors help establish a foundation for program longevity and effective implementation beyond the duration of external support.

**Description:**

Internal Conditions	<ul style="list-style-type: none"> <li>- <b>Capacity building:</b> Ensure that ESCs, YEGO Centres, and other local institutions have adequately trained personnel who can effectively implement, manage, and adapt program activities. Continuous professional development should be prioritized to maintain high standards and program effectiveness.</li> <li>- <b>Robust internal processes:</b> Establish comprehensive internal processes for planning, monitoring, evaluation, reporting and dissemination. These processes are crucial for assessing the program's impact and ensuring accountability.</li> <li>- <b>Alignment with core mandates:</b> All youth employment promotion programs interventions should align with the core mandates of ESCs, YEGO Centres, and other institutions. Embedding activities into the institutions' overall missions ensures prioritization and strengthens ownership.</li> </ul>
External Conditions	<ul style="list-style-type: none"> <li>- <b>Formal recognition:</b> Secure formal recognition through national or local legislation to institutionalize the roles of ESCs and ensure ongoing government support.</li> </ul>

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- **Supportive policies:** Develop and advocate for policies that prioritize youth employment, skills development, and local-level service delivery. These policies are essential for the sustainability of program interventions.
- **Policy integration:** Local partners should integrate the program’s objectives and activities into their internal policies and operational strategies. This integration ensures initiatives can continue even after external support ends.
- **Locally managed M&E systems:** Establish locally managed monitoring and evaluation (M&E) systems that empower stakeholders to track progress, assess impact, and make data-driven adjustments to interventions.
- **Legal frameworks for private sector participation:** Advocate for legal frameworks that incentivize private sector participation in skills development and employment initiatives. This support can enhance resource mobilization and expertise sharing.
- **Community involvement:** Involve local communities, including youth groups, parents, and local councils, in program planning and implementation. This involvement fosters a sense of shared ownership and ensures that interventions align with local needs and priorities.
- **Long-term funding:** Secure long-term funding from the government (e.g., the National Fund for Skills Development) or development partners to ensure program stability and continuity.  
**Funding diversification:** ESCs and YEGO Centres should cultivate the ability to secure funding from various sources, including local government budgets, private sector partnerships, and donor support. This diversification will help maintain financial stability.
- **Local budget allocation:** Advocate for local governments to allocate budgets for youth employment and skills development. This ensures that funding decisions are responsive to local conditions and needs.

**Sub-Question 6.4:** To what extent can the local government conduct Labour Market Assessment (LMA) on its own regularly?

**Observations & Conclusions**

- Local governments are increasingly capable of conducting LMAs independently. However, continuous technical assistance and periodic refresher courses will be necessary to ensure that these assessments remain accurate and actionable. Empowering districts with more advanced data collection and analysis tools could also enhance their ability to conduct LMAs consistently and adapt their strategies based on up-to-date market information.

The ability of local governments to conduct Labour Market Assessments (LMA) independently and on a regular basis depends on several critical factors, including technical capacity, resource availability, access to data and tools, institutional structure, integration into planning processes, and capacity-building efforts.

While district officials acknowledge that they have received training in LMA and possess foundational knowledge and skills to conduct LMAs, there remains a need to enhance training and practical testing to ensure districts can perform LMAs independently. The current level of preparation indicates that local governments are not yet fully equipped to carry out these assessments on their own. Additional training and support, particularly for local government and TVET institution staff, are required to enable independent management of labour market assessments and workplace learning programs. Refresher courses and simplified LMA tools would significantly improve local capabilities.

Local governments do have access to relevant data sources, such as employment statistics, business registrations, and educational attainment records. However, there is a gap in fully utilizing these data sources to conduct comprehensive and regular LMAs. Furthermore, while there is recognition of the value in using LMA results to guide policy and decision-making, mechanisms for integrating LMA findings into program improvement and service delivery have yet to be established. Conducting regular LMAs also necessitates consistent funding for various activities, such as data collection, training enumerators, data processing, and report preparation. Limited financial

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resources can hinder the local government's capacity to perform LMAs independently. Additionally, the presence of a dedicated team for labour market research or the assignment of existing staff to this responsibility is crucial for ensuring that LMAs are conducted with quality and consistency.

In summary, while the local government has made progress in building its capacity for LMA, there are still significant gaps that need to be addressed. With further training and coaching, financial support from the districts, and structural improvements, local governments could enhance their ability to independently and regularly conduct labour market assessments

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**Result-3:** TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades.

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<b>Sub-Question</b>	To what extent are the various mechanisms initiated/supported under the program mastered and managed by the partners, ensuring the long-term operationalization of results?
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**Observations  
& Conclusions**

<ul style="list-style-type: none"> <li>- The program has made considerable progress in building partners' capacities to master and manage mechanisms, particularly in areas like technical training, private sector collaboration, and MEL. However, external factors/challenges remain regarding financial sustainability, district-level operational capacity, and full integration into organizational and policy frameworks. Strengthening financial strategies, enhancing district-level autonomy, and institutionalizing program mechanisms will be crucial for ensuring the long-term operationalization of the program's results.</li> </ul>
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To evaluate the extent to which partners have mastered and managed the mechanisms initiated or supported under the WPLYDE program to ensure long-term sustainability, several key aspects were considered: targeted capacity building and technical mastery, operational and management capacity, financial sustainability, integration into local contexts, monitoring, evaluation, and learning (MEL), policy alignment, and coordinated stakeholder engagement.

- **Capacity building and technical mastery:** APEFE's ongoing support has significantly strengthened the partners' capacity to manage and sustain program activities. School trainers are now proficient in matching apprentices with appropriate companies, overseeing workplace learning, and monitoring progress. Furthermore, efforts to establish production units in partner schools are underway, with trainers drawing lessons from visits to established production units. This initiative is expected to generate income for schools, creating a sustainable approach for sourcing consumables and maintaining training activities.
- **Operational and management capacity:** While program activities have been integrated into partners' operational systems and processes, there is still a need for deeper embedding within organizational structures. Currently, roles, responsibilities, and workflows are not clearly defined across all partners, limiting the efficiency of implementation. District partners, in particular, face challenges related to technical know-how, budget constraints, and limited staffing, affecting their ability to independently monitor program results and make data-driven adjustments. Consequently, they continue to rely heavily on external factors, such as APEFE, for program leadership, and technical and financial support.
- **Financial sustainability:** Although some TVET schools have developed revenue-generation strategies through their production units, these efforts are not yet sufficient to independently sustain the program's activities. The absence of secured funding sources poses a significant challenge for partners aiming to continue implementing the program mechanisms without external support. A stronger focus on diversifying income streams and building financial resilience is needed.
- **Private sector engagement:** Efforts to engage the private sector have shown promising results, with increasing numbers of companies recognizing the dual training model's benefits. Industry partners are

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actively offering apprenticeships and job placements, with some hosting apprentices for extended periods without requiring consumables from the program. This indicates a growing commitment from the private sector to sustain the dual training system and support the long-term operationalization of results.

- **Monitoring, Evaluation, and Learning (MEL):** Partners are leveraging data and evidence gathered through MEL to guide decision-making for ongoing activities. However, MEL systems are not yet fully institutionalized at the district level. Improved capacity for monitoring program outcomes, evaluating effectiveness, and applying lessons learned is necessary for partners to independently drive continuous improvement.
- **Integration into policy and institutional frameworks:** Key program mechanisms, such as Workplace Learning (WPL), have gained traction at the policy level, with advocacy efforts from partners like MIFOTRA pushing for their institutionalization. While certain components, including career guidance and entrepreneurship, have been integrated into local government policies and national frameworks, more work is needed to embed these mechanisms fully into partners' organizational structures and operations.
- **Stakeholder engagement and community involvement:** Program partners have actively engaged a range of stakeholders, including employers, training institutions, and community groups, to support the implementation of mechanisms. Community members, particularly parents through school associations, are involved in program activities, fostering a sense of ownership and enhancing sustainability prospects.

<b>Sub-Question 6.6:</b>	What are the conditions for the sustainability of workplace learning in companies?
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**Observations & Conclusions**

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| <ul style="list-style-type: none"> <li>- The sustainability of workplace learning depends largely on the commitment of companies to invest in ongoing training programs, the alignment of these programs with labour market needs, and the integration of digital learning tools. Financial incentives for companies that offer workplace learning, could further enhance sustainability. Regular engagement between companies and TVET institutions is also critical to ensure that learning outcomes remain relevant and up to date.</li> </ul> |
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The proposed additional conditions for the sustainability of Workplace Learning (WPL) in companies include the following:

- **Quality of training and toolkits:** Providing high-quality toolkits and training materials is essential for enhancing the learning experience. When trainees have access to appropriate tools and materials, they can develop practical skills that meet industry standards, thereby making them more valuable to companies. Additionally, regular updates to training materials, based on emerging technologies and industry trends, will keep the training relevant.
- **Strengthening partnerships and international collaboration:** Lessons from international collaborations, such as study tours in Senegal and Belgium, have shown the benefits of cross-border partnerships. Expanding international collaboration can bring innovative practices and knowledge exchange that can improve the quality of WPL programs. These partnerships can also facilitate joint certification programs, mutual recognition of qualifications, and cross-training opportunities.
- **Incentives for companies:** Advocating for offering incentives such as tax reductions, grants, or subsidies for companies that participate in WPL programs can encourage more businesses to engage. Equipping companies with the necessary tools and providing pedagogical training through In-Company Instructors (ICIs) will also build their capacity to deliver high-quality training that aligns with labour market needs. Support measures could include subsidizing the costs of training resources or covering a portion of trainee stipends.
- **Mobilization of large companies:** Engaging large companies in dual training initiatives can significantly scale up WPL programs. Large firms often have more resources and training capacity than small and medium-sized enterprises (SMEs), which can help accommodate a greater number of apprentices. Actively mobilizing these companies through partnerships, outreach, and advocacy can strengthen the program's reach and quality.

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**Result-4:** *Employment and business development services at district level collaborate and offer proper career guidance, employment placement and business development services to TVET graduates.*

**Question 7:** How effectively has the program built employment and business development operators' necessary capacity, ownership, and autonomy regarding collaboration, job fairs and placement, appropriate career guidance, and business development services for TVET graduates?

**Observations & Conclusions**

- The program has achieved significant progress in enhancing the capacity of operators to deliver impactful career guidance, job placement, and business development services. Operators have demonstrated strong commitment to these initiatives, laying a solid foundation for long-term success. To fully embed these services into their core functions and ensure sustained impact, continued support will be instrumental in facilitating the transition to complete ownership and autonomy.

The program has made significant progress in building the capacity, ownership, and autonomy of employment and business development operators, such as Employment Service Centres (ESCs), YEGO Centres, and business incubation centres, in providing services to TVET graduates. The evaluation focused on several dimensions: targeted capacity building, ownership, autonomy, coordinated stakeholder engagement, collaboration, job fairs and placement services, career guidance, and business development services.

- **Capacity building:** The operators have undergone sufficient training aligned with local labour market needs, enabling them to independently deliver services such as career counselling, job placement, and entrepreneurship guidance to TVET graduates. The training provided has enhanced their ability to offer quality services with minimal external support, demonstrating effective capacity development. The staff's commitment and enthusiasm further indicate that the program has succeeded in equipping them with essential skills and motivation to carry out their roles effectively.
- **Collaboration and stakeholder engagement:** Operators have developed effective partnerships with employers, training institutions, and local government bodies, aligning their services with local development needs. The program support helps operators to demonstrate the capacity to independently establish partnerships with key stakeholders such as private companies for job placements, financial institutions for business development, or training providers for upskilling.
- **Job Fairs and placement services:** The organization of job fairs remains largely dependent on program support. APEFE program is now supporting job fairs initiated by Districts. For instance, the only significant job fair conducted was the virtual fair organized by APEFE during the COVID-19 pandemic. Operators have not yet independently organized successful job fairs that result in concrete job placements for TVET graduates. Nevertheless, they have shown some capacity to match graduates with suitable job opportunities based on their skills and qualifications, albeit with program assistance.

**Sub-Question 7.1:** What should be done, and how do ESCs, Yego Centers, and Incubation centres provide sustainable services to young graduates regarding job placement, business coaching, and job searching?

**Observations & Conclusions**

- ESCs, Yego Centers, and Incubation Centers should focus on building sustainable service models by fostering strong networks with employers, enhancing partnerships with financial institutions, and utilizing digital platforms for job matching and coaching. Additionally, establishing a system for ongoing professional development and ensuring stable funding streams will be crucial. Regular evaluations of service effectiveness and the incorporation of feedback from graduates will help these centers continuously improve and remain responsive to youth needs.

## Mid-Term Evaluation / APEFE RWANDA PROGRAM

To ensure that Employment Service Centres (ESCs), YEGO Centres, and Incubation Centres can provide sustainable services to young graduates for job placement, business coaching, and job searching, the following measures should be undertaken. These focus on building institutional capacity, achieving financial sustainability, and strengthening stakeholder linkages:

- **Continuous capacity building for staff:** Provide ongoing training to staff on current labour market trends, business coaching techniques, job placement strategies, and using digital tools for job matching and career guidance. Equip staff with digital skills to utilize online platforms for job searches, virtual business coaching, and hosting virtual job fairs. Create peer learning opportunities to enable knowledge sharing across different centres, allowing staff to learn from successful initiatives and replicate best practices. Strengthen digital literacy among participants and staff to ensure they can fully utilize digital tools for training and job placement.
- **Develop Monitoring and Evaluation (M&E) systems:** Implement robust M&E systems to track key performance indicators such as job placements, businesses created, and the number of young graduates coached. Use data analytics to assess the impact of services and identify areas for improvement. Regularly review the collected data to adjust strategies and better meet graduates' needs. Adopt more advanced digital M&E platforms for real-time tracking and analysis of program impact.
- **Strengthen digital job matching and E-services:** Integrate or collaborate with existing digital job-matching platforms, such as "INSERJEUNE," to connect young graduates with job opportunities. Offer virtual career guidance sessions, especially targeting graduates in rural areas who may face challenges accessing physical centres. Develop online resources, including e-learning courses, webinars, business plan templates, and video tutorials, to aid young entrepreneurs in starting or expanding their businesses.
- **Regular engagement events and networking opportunities:** Organize job fairs, networking events, and meet-and-greet sessions with employers to facilitate connections between graduates and the labour market. Host sector-specific events to align with the skills and interests of the graduates, such as technology job fairs or entrepreneurship expos. Partner with industry associations to co-sponsor these events.
- **Policy advocacy and institutional support:** Advocate for local and national policies that recognize and support the roles of ESCs, YEGO Centres, and Incubation Centres in providing employment and entrepreneurship services. Collaborate with local governments to integrate these centres into official employment and development strategies. Seek policy backing for sustainable funding, regulatory support, and tax incentives for young entrepreneurs.
- **Personalized career counselling and placement services:** *Provide individualized career counselling that considers the graduate's skills, interests, and local labour market demands. Conduct regular labour market assessments to ensure alignment between the career services offered and market needs. Offer personalized job search assistance, CV writing workshops, and mock interviews to better prepare graduates for job placement.*

<b>Sub-Question 7.2:</b>	What key factors will require attention to improve prospects of sustainability of the Program outcome and the potential for replication of the approach/intervention model?
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**Observations & Conclusions**

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| <ul style="list-style-type: none"> <li>- Key factors include securing long-term funding, fostering stronger public-private partnerships, and embedding program components into existing government structures for scalability. Attention should also be given to digital infrastructure, as it plays a critical role in reaching a wider audience and ensuring cost-effective implementation. Lastly, knowledge sharing and the documentation of best practices will be vital for replicating the program's success in other regions.</li> </ul> |
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To enhance the sustainability of the program's outcomes and increase the potential for replicating its approach or intervention model, several key factors must be addressed to ensure the impact and operational model can be effectively maintained and expanded. All identified factors are systemic or external.

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- **Strengthen local institutions and capacity building:** Build local institutional capacity to independently run program activities. This includes providing ongoing training in technical skills, management capabilities, financial planning, and resource mobilization to ensure sustainability. Institutionalize program interventions by incorporating them into the core functions of local governments, ESCs, and other partners. This involves aligning program activities with operational plans and annual budgets to foster accountability and ensure they are recognized as essential services.
- **Diversify funding sources for financial sustainability:** Secure diverse funding sources to support program activities, such as the National Fund for Skills Development, local government budgets, private sector contributions, and grants from development partners. Revenue-generating activities at the school levels, such as fee-based training or consultancy services, can provide additional financial stability. Strengthen collaboration with private sector partners to secure ongoing sponsorships and investments in the program. Corporate social responsibility initiatives can support activities such as job fairs, career counselling, and entrepreneurship training, while private sector funding can also be used for apprenticeship stipends or skills development projects. To add the Chancen (down payment: 80%).
- **Advocate for a supportive legal and policy framework:** Advocate for the integration of youth employment initiatives into national employment, education, and entrepreneurship policies. Legal and policy backing can help secure ongoing government support and funding, making the interventions a recognized part of official development strategies. Encourage the development of policies that provide incentives for companies that participate in workplace learning, dual training, or job placement programs. This can include tax breaks, grants, or regulatory support to reduce operational costs.
- **Build and strengthen partnerships across sectors:** Develop partnerships with local governments, training institutions, private sector entities, and financial organizations. Memoranda of understanding (MOUs) or formal agreements can facilitate collaboration and ensure alignment of objectives across different stakeholders. Partner with employers to identify skills needs, design relevant training programs, and offer internships or job placements. This strengthens the link between training and labour market demands, improving employability outcomes for graduates.
- **Enhance knowledge management and learning systems:** Develop systems for retaining and disseminating best practices, lessons learned, and effective approaches. This will ensure continuity and institutional memory, even with staff turnover, and provide a repository of resources for scaling and replication. Establish MEL systems to track program outcomes and impact. Regularly assessing the program's effectiveness will inform necessary adjustments and help document successful elements that can be replicated.
- **Integrate digital tools and promote digital literacy:** Leverage digital tools for job searching, career guidance, business coaching, and training delivery. This can help reduce costs, increase efficiency, and extend reach, especially to underserved areas. Equip both service providers (e.g., district staff, TVET providers) and beneficiaries (e.g., apprentices) with the necessary digital skills. This ensures that program participants and implementers can effectively utilize available technological tools. Strengthen digital literacy among participants and staff to ensure they can fully utilize digital tools for training and job placement.
- **Establish mechanisms for adaptive program management:** Adapt the program model to fit the specific contexts of different regions, recognizing that local conditions may vary. Flexibility ensures that the interventions remain relevant and effective in diverse settings. Test new program components on a smaller scale and refine them based on the results before expanding to other areas. This reduces risks and allows for iterative improvement.
- **Create pathways for scaling and replication:** Focus on regions with similar labour market conditions or developmental needs where the program's impact could be significant. Maintain consistent elements that form the foundation of the program while allowing flexibility to customize additional aspects according to local needs.

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**Sub-Question 7.3:** Which capacities must be strengthened at the individual and organizational level (including contributing factors and constraints)?

**Observations & Conclusions**

- At the individual level, strengthening skills in digital literacy, entrepreneurship, and career coaching are priorities. At the organizational level, there is a need to improve coordination, financial management, and data-driven decision-making. Constraints such as limited financial resources and varying levels of engagement across districts must be addressed to ensure that both individuals and organizations can operate effectively and sustainably.

To strengthen the effectiveness and sustainability of Employment Service Centres (ESCs), Yego Centres, and Incubation Centres, capacities need to be enhanced at both the individual and organizational levels. Here's a breakdown of the capacities that need improvement, including contributing factors and constraints:

Description:	
Individual level capacity	<p>Individual capacities refer to the skills, knowledge, and competencies required by staff to effectively implement and sustain program activities. To improve these capacities, the following areas should be strengthened:</p> <ul style="list-style-type: none"> <li>- <b>Career guidance and counselling skills:</b> Provide training to staff in delivering effective career guidance and counselling, equipping them to help young graduates navigate career pathways and make informed choices. Training should cover skills assessments, career planning techniques, and psychological support, focusing on holistic career development.</li> <li>- <b>Business coaching and entrepreneurship development:</b> Strengthen competencies in business coaching, including business planning, financial literacy, risk assessment, and market analysis. Staff should be able to guide young entrepreneurs in developing viable business models, accessing finance, and navigating regulatory requirements.</li> <li>- <b>Labour market information utilization:</b> Train staff to collect, interpret, and utilize labour market data to identify employment trends, skills gaps, and growth industries. Practical, hands-on testing of their skills will help ensure they can analyse data and adapt district strategies to align with local and national labour market needs.</li> <li>- <b>Digital skills for job matching and career tools:</b> Develop staff capacity to use digital platforms for job matching, online career guidance, and remote learning tools (INSERJEUNE). Training should cover navigating job portals, utilizing digital tools for career planning, and applying technology to enhance service delivery.</li> <li>- <b>Social media and digital outreach:</b> In the future, it is also recommended to equip staff with skills to leverage social media for outreach, awareness creation, and engagement with young graduates, job seekers, and potential employers. This includes digital content creation, social media campaign management, and online community building.</li> <li>- <b>Partnership development and negotiation skills:</b> Strengthen capacities in negotiation, relationship-building, and stakeholder management. Staff need skills to establish and sustain partnerships with private sector companies, financial institutions, NGOs, and other service providers, creating a network that supports program goals.</li> <li>- <b>Monitoring, Evaluation and Learning (MEL) skills:</b> Train staff in the principles of MEL, focusing on data collection, data analysis, reporting and dissemination. Building these skills ensures that staff can track program performance, measure impact, and continuously refine strategies for better outcomes.</li> </ul>
Institutional level capacity	<p>Organizational capacities encompass the processes, structures, systems, and resources needed to support the effective functioning of Employment Service Centres (ESCs), YEGO Centres, and Incubation Centres. Key areas for improvement include:</p>

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- **Strategic planning and leadership:** Enhance the capacity for strategic planning, ensuring that centers have a clear vision, mission, and actionable strategies aligned with local development needs and program objectives. Strengthen leadership skills to drive strategic initiatives, motivate teams, and foster a culture of continuous improvement.
- **Management systems for service delivery:** Improve management systems to optimize service delivery, staffing, and stakeholder engagement. Effective systems for scheduling, resource allocation, and communication will help centers operate more efficiently and serve clients better.
- **Resource mobilization and financial sustainability:** Build the capacity to identify, apply for, and secure funding from diverse sources, such as government funds, private sector partnerships, grants, and revenue-generating activities like paid training programs. This helps ensure financial sustainability beyond donor funding.
- **Financial management and accountability:** Strengthen financial management systems, including budgeting, accounting, and financial reporting. This will ensure effective use of resources, improve transparency, and support sustainability through sound financial practices.
- **Integration of program activities into core operations:** Enhance the ability of centers to integrate program activities into their core functions, embedding them within operational plans and ensuring they are not seen as add-ons but as essential services that contribute to the centres' overall mission.
- **Digital infrastructure investment:** Invest in modern digital infrastructure, such as computers, internet access, and software, to support activities like digital job matching, career counselling, online training, and entrepreneurship development. This will also facilitate remote service delivery and expand outreach.
- **Physical facilities improvement:** Ensure that centers have adequate physical infrastructure to host training sessions, conduct counselling, and organize events like job fairs and business expos. Well-equipped facilities will enhance the quality of services offered.
- **Partnerships and stakeholder engagement:** Strengthen the ability to establish and maintain partnerships with employers, financial institutions, training providers, and other local stakeholders. Collaborative agreements and partnerships should be developed to share resources, expertise, and opportunities.
- **Coordination with local governments:** Foster better coordination with local governments to align services with district development plans and secure their support for program activities. Local government involvement can facilitate access to additional resources and ensure activities align with local needs.
- **Monitoring, Evaluation, and Learning (MEL) systems:** Develop and implement robust MEL systems at the organizational level, enabling centers to collect, analyse, and utilize data for evidence-based decision-making. Use findings from evaluations to continuously improve service delivery and program strategies.
- **Feedback mechanisms and continuous learning:** Establish systems for obtaining feedback from beneficiaries, stakeholders, and partners, incorporating their insights into program improvements. This will support adaptive management and help the centers remain responsive to changing needs.
- **Advocacy for career guidance counsellors:** Advocate for the recruitment and placement of career guidance counsellors in TVET institutions and other supported schools. Career guidance should be integrated as a core component of the training program, helping students make informed career choices and transition to the labour market.

It is crucial to strengthen capacities at both the individual and organizational levels to ensure the effectiveness and sustainability of the activities of Employment Service Centres (ESCs), Yego Centres, and Incubation Centres. This requires an integrated approach that includes staff training in digital skills, entrepreneurship, career management, as well as improvements in management systems, strategic planning, and resource mobilization at the

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organizational level. These actions should be prioritized in the implementation of strategies for the development of the centres, to effectively address the needs of beneficiaries and support their self-sufficiency.

**Sub-Question 7.4:** What are the main lessons (good practices or failures) and recommendations that must be considered in the second part of the implementation phase of this program?

### Observations & Conclusions

- Key lessons include the importance of local stakeholder involvement, the success of dual training models, and the positive impact of integrating digital tools for skills development and job placement. Failures to address include delays caused by resource constraints and the occasional misalignment between stakeholders. Recommendations for the second phase include streamlining coordination efforts, improving resource allocation, and enhancing district-level autonomy to ensure faster, more efficient implementation

The table below outlines key lessons learned, both successful practices and challenges encountered, and provides recommendations to be addressed in the second phase of the program's implementation:

	Description:
Lessons Learned	<ul style="list-style-type: none"> <li>- <b>Dual training works well:</b> Combining classroom learning with hands-on workplace experience has helped to improve the skills of participants and made them more employable.</li> <li>- <b>Local stakeholder involvement is key:</b> Involving district officials in planning has made the program more relevant to local needs and better aligned with district priorities.</li> </ul>
Failures and Challenges	<ul style="list-style-type: none"> <li>- <b>Company participation:</b> While many companies actively participated in training, some faced challenges in maintaining consistent engagement. Additionally, occasional in-company instructor turnover highlighted opportunities to enhance awareness and understanding of workplace learning, ensuring a more robust and sustainable impact.</li> </ul>
Recommendations for the Second Phase	<ul style="list-style-type: none"> <li>- <b>Improve coordination at the district level:</b> Enhance communication and give districts more decision-making power to reduce better address local needs.</li> <li>- <b>Expand partnerships with large companies:</b> Involve larger companies to provide more high-quality apprenticeship opportunities, helping to meet the demand for youth employment.</li> <li>- <b>Strengthen Monitoring and Evaluation:</b> Use digital tools to track progress and train staff on data collection for better decision-making.</li> <li>- <b>Increase support for vulnerable groups:</b> Provide additional help for marginalized groups, such as transport subsidies and training instructors in inclusive practices.</li> <li>- <b>Continue aligning training with job market needs:</b> Regularly update training content based on labour market assessments and involve employers in designing training programs</li> </ul>

### 2.6.4. Efficiency

**Question-8:** Are the resources allocated coherent and adapted to the outcome of the intervention?

### Observations & Conclusions

- The program has allocated resources effectively, ensuring that they are well-aligned with the desired outcomes, particularly in the areas of capacity-building and technical assistance. However, there is room for improvement in resource optimization, especially when it comes to digital infrastructure for TVET graduates. Further streamlining resource

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distribution will enhance the program's ability to meet its targets without overstressing its budget.

The WPLYDE is funded by the Belgian State / Belgian Federal Development Cooperation. The total budget, financed through APEFE-Rwanda, covers investment, operational costs and human resources amounting to three million seven hundred fifty thousand euros (€3,750,000) for the period 2022–2026. The program budget is allocated as follows: €523,875 in 2022, €735,750 in 2023, €750,000 in 2024, €764,250 in 2025, and €768,125 in 2026. Overall, the program's financial health is considered good, as there are no significant gaps (short falls or over-estimations) or deviations (overruns) noted. The underspending in 2022 and 2023 is relatively minor, and the projected full execution in 2024 suggests improved financial management or adjustments to budget plans.

<b>Question-9:</b>	Which recommendations could contribute to increasing the rate of the WPLYDE program efficiency?
<b>Observations &amp; Conclusions</b>	<ul style="list-style-type: none"> <li>- To increase efficiency, the program should consider expanding the use of digital platforms for training and communication, which could streamline operations and reduce costs. Enhancing data collection and analysis capabilities would also improve program monitoring, allowing for more efficient adjustments and resource allocation.</li> </ul>

To enhance the efficiency of the WPLYDE program, it is essential to adopt digital platforms for training and communication, enabling streamlined operations and cost reduction. Additionally, enhancing data collection and analysis capabilities will improve program monitoring and facilitate more informed adjustments to resource allocation. By implementing these measures alongside targeted recommendations for optimizing processes, fostering coordinated stakeholder engagement, and improving outcomes measurement, the program can achieve greater efficiency and sustainability.

<b>Question-10:</b>	To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?
<b>Observations &amp; Conclusions</b>	<ul style="list-style-type: none"> <li>- The proportionality between the program's results and the resources deployed has been strong, with many of the intended outcomes, particularly regarding youth skills development and employment, being achieved within budget. The program has demonstrated good value for money by delivering impactful results without excessive expenditure. Continued monitoring of cost-effectiveness will ensure that resources are used efficiently as the program moves into its next phase.</li> </ul>

Assessing the proportionality between the changes induced by the Workplace Learning and Youth Employment Development (WPLYDE) program and the resources deployed involves determining whether the program's outcomes justify the investments made.

- **Resource utilization:** On average, the program budget has been utilized effectively, with expenditures reaching 78% (81.2% by the end of 2022 and 74% by the end of 2023).
- **Achievement of objectives:** The allocation and use of resources in the WPLYDE program have resulted in notable positive impacts, achieving its stated objectives through measurable indicators. These include:
  - The number of youth placed in jobs.
  - The success rate of entrepreneurship initiatives.
  - The number of partnerships established.
  - The effectiveness of career guidance services.
- **High-impact activities:** The program budget has been spent efficiently on high-impact activities, such as job fairs, training programs, and capacity-building initiatives. The skills and training provided have led to sustained employment, business viability, and increased income for beneficiaries.

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- **Beneficiary satisfaction:** There is a high level of satisfaction among young graduates regarding the services provided and their perceived value.
- **Comparative performance:** A comparison between the WPLYDE program's outcomes and resources with similar programs supported by other DPs in Rwanda reveals only slight differences. The primary distinction lies in the allocation for mission facilitations and stipends, which are slightly higher than those provided by APEFE.
- **Long-term sustainability:** The changes induced by the program appear sustainable over the long term, with successful strategies that could be replicated or scaled in other contexts. This is supported by recommendations from the majority of respondents, particularly from central and local governments, to expand the program to cover more districts, focusing on secondary cities, border regions, and trades aligned with market demands and quick employment opportunities.

### 2.7. Recommendations

Based on the discussions in this report regarding the relevance, effectiveness, efficiency, and sustainability of the WPLYDE support program, with a focus on outcomes/results 2, 3, and 4, the following key recommendations are presented. These recommendations are categorized according to the corresponding results/outcomes. It is important to emphasize that not all proposed actions are intended for implementation exclusively by APEFE; some may be applicable for the next program phase, rather than the latter part of the current phase.

The successful implementation of these recommendations will require a collaborative approach and resource pooling from all involved institutions. Key potential partners for the successful implementation of these recommendations include local governments (districts: NYC, JADF, YDA, ESCs, DDEs, DEOs, and BDEUs), the private sector (PSF, clusters, associations, and SSCs), RDB, MIFOTRA/CSOs, MOYA, TVET institutions (RP, RTB, NESAs, and TSS), alumni associations, and others.

#### A. Relevance:

##### Result-2: District Coordination for Skills Development and Youth Employment.

Recommendation	Potential Partners
1. <b>Tailor interventions to local economic needs:</b> Conduct regular labour market assessments in each district to keep program activities aligned with local employment trends. This would help ensure that interventions address the unique skills needs	<i>Districts, RTB, MIFOTRA/CSOs, TVET Schools and SSCs.</i>
2. <b>Focus on vulnerable groups:</b> Strengthen initiatives targeting marginalized youth, such as persons with disabilities or those from low-income backgrounds. This could involve tailored support mechanisms, like adaptive training programs, accessible learning environments, or specialized equipment	<i>Districts, RTB, MIFOTRA/CSOs, NCPD, TVET Schools and SSCs.</i>

##### Result-3: TVET Schools and Companies Implementing Dual Training.

Recommendation	Potential Partners
1. <b>Expand trade options:</b> Introduce new training courses in trades that are experiencing growth or have future potential, if the program budget allows	<i>Districts, RTB, MIFOTRA/CSOs, NESAs, TVET Schools and SSCs.</i>
2. <b>Incorporate soft skills training:</b> Ensure that soft skills, such as communication, teamwork, problem-solving, and ICT & digital literacy, are embedded in all training programs. Employers often find these skills equally important as technical competencies	<i>MINICT/Digital Inclusion Council, RTB, and TVET Schools.</i>

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### Result-4: Career Guidance, Job Placement, and Business Development.

Recommendation	Potential Partners
1. <b>Adapt career services to local job markets:</b> Conduct district-specific job market analysis and use this information to tailor career guidance services to local employment opportunities. This would make the guidance more relevant and impactful for young people	<i>Districts, RTB, MIFOTRA/CSOs, and TVET Schools.</i>
2. <b>Ensure inclusivity in career guidance services:</b> Make career counselling accessible to all, including providing services in sign language, offering materials in braille, and providing personalized support for youth with disabilities	<i>Districts, RTB, MIFOTRA/CSOs, and TVET Schools.</i>

### B. Effectiveness:

### Result-2: Enhancing District Coordination for Better Outcomes.

Recommendation	Potential Partners
1. <b>Ongoing capacity building for district staff:</b> Regularly update training for district staff, focusing on project management, labour market analysis, monitoring and evaluation, and resource mobilization. This will enable them to support youth employment programs more effectively (	<i>MIFOTRA/CSOs, Districts, RTB, and RP/RTTI.</i>
2. <b>Strengthen stakeholder engagement:</b> Foster stronger relationships between local authorities, employers, TVET institutions, and civil society. This can be achieved by strengthening the existing WPL TT and promotion of platforms for dialogue, ensuring that all partners contribute to program planning and execution	<i>RP, RTB, PSF, SSCs, Civil society, MIFOTRA/CSOs, and TVET Schools.</i>
3. <b>Improve data collection and use:</b> Continue training the district staff to collect and analyse labour market and employment data accurately. Use this data to inform decision-making and adapt interventions to changing conditions	<i>Districts, RDB, RTB, MIFOTRA/CSOs, and TVET Schools.</i>

### Result-3: Enhancing the Quality of Dual Training.

Recommendation	Potential Partners
1. <b>Expand partnerships with larger companies:</b> Explore the list of existing partnerships to involve medium and large enterprises in the program to provide diverse training opportunities. Larger companies can offer higher-quality training environments, more complex tasks, and better equipment for apprentices	<i>Districts, PSF, SSCs, RTB, MIFOTRA/CSOs, and TVET Schools.</i>
2. <b>Develop a digital training strategy:</b> To examine the feasibility of investing in blended learning approaches that combine online content with in-person training. Use e-learning platforms, simulations, and virtual reality for practical training, which can supplement hands-on work experience	<i>MINICT/Digital Inclusion Council, RTB, MIFOTRA/CSOs, and TVET Schools.</i>
3. <b>Organize entrepreneurship boot camps:</b> Conduct boot camps focusing on essential business skills such as business planning, financial management, and marketing. This can empower participants to start their own businesses after completing the training	<i>Districts, RDB, RTB, MIFOTRA/CSOs, TVET Schools, CG professionals, CCC-practitioners, and Alumni associations.</i>
4. <b>Use of incubation centers:</b> To check the feasibility with the RTB of a possible integration of both MASAKA and NYARUTARAMA Incubation Centers into the dual training program	<i>Districts, RTB, MIFOTRA/CSOs, and MASAKA and NYARUTARAMA Incubation Centers.</i>

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### Result-4: Strengthening Career Guidance and Business Support.

Recommendation	Potential Partners
1. <b>Integrate digital tools for career services:</b> Use digital solutions such as job-matching platforms, e-learning courses, and online career counselling services. These tools can help scale services and make them accessible to more young people	<i>Districts, RTB, MIFOTRA/CSOs, MINICT/Digital Inclusion Council, and TVET Schools.</i>
2. <b>Formalize mentorship programs:</b> Establish structured mentorship initiatives linking experienced professionals with young entrepreneurs or graduates. Mentors can guide them through business start-ups, provide industry insights, and offer advice on career development	<i>Districts, RTB, MIFOTRA/CSOs, PSF, and TVET Schools.</i>
3. <b>Host regular networking and industry engagement events:</b> Organize events that connect graduates with employers, investors, and other business professionals. This can include job fairs, pitch competitions, and industry forums. It is recommended that future job fairs be organized to specifically target young people in remote or disadvantaged communities, helping to reduce inequalities in access to employment services. Ensuring that job fairs are well-planned and resourced, with follow-up support in place, can significantly enhance their impact	<i>Districts, RTB, MIFOTRA/CSOs, PSF, and TVET Schools.</i>
4. <b>Curriculum alignment and manual development:</b> Develop and align the training manuals with a comprehensive curriculum for both entrepreneurship and career guidance, in collaboration with the RTB. This curriculum should provide clear learning outcomes and standardized content that reflects the needs of different sectors	<i>Districts, RTB, MIFOTRA/CSOs, PSF, SSCs, and TVET Schools.</i>
5. <b>Early career guidance integration:</b> Advocate to begin career guidance activities earlier in the educational pathway, before apprentices select their trades. Earlier consultations with MINEDUC to integrate career counselling as part of the foundational stages of education to help students make informed choices	<i>Districts, RTB, MIFOTRA/CSOs, REB, PSF, and TVET Schools.</i>
6. <b>Integration of career guidance into the ToT framework:</b> This would help trainers enhance their impact, making training more relevant, personalized, and connected to real-world career opportunities. It empowers trainers to provide more comprehensive support, ensuring trainees are well-prepared not only for their jobs but for long-term career success	<i>Districts, RP/RTTI, RTB, MIFOTRA/CSOs, PSF, and TVET Schools.</i>
7. <b>Network of CG professionals:</b> Establishing a network of career guidance professionals' fosters collaboration, improves service quality, encourages professional development, and creates a platform for advocacy and innovation. By pooling their collective knowledge and resources, career guidance professionals can offer more comprehensive, relevant, and effective support to individuals navigating their career paths	<i>Districts, RTB, MIFOTRA/CSOs, PSF, and TVET Schools.</i>
8. <b>Pool of CCC-practitioners:</b> Establishing a pool of Career Counselling Coaches (CCC) practitioners offers significant benefits for both individuals and the workforce as a whole. It ensures access to high-quality, diverse, and specialized career support, fosters collaboration among professionals, and promotes lifelong career development. By providing comprehensive, adaptive, and accountable services, CCC practitioners help individuals navigate their career paths successfully in an ever-changing job market	<i>Districts, RTB, MIFOTRA/CSOs, PSF, and TVET Schools.</i>

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### C. Sustainability:

#### Result-2: Securing Long-Term Coordination by districts authorities for Youth Employment Initiatives.

Recommendation	Potential Partners
1. <b>Integrate youth employment initiatives into district development plans:</b> Advocate, through the WPL Technical Teams, to ensure that the program's objectives are incorporated into District Development Strategies (DDS) and other local plans. This can help sustain activities beyond the program's funding period. Notably, districts have yet to allocate their own resources, financial, human, or material, to support youth employment initiatives effectively.	<i>(Districts, RTB, RDB, MIFOTRA/CSOs, and TVET Schools.</i>
2. <b>Establish multi-stakeholder partnerships:</b> Foster collaboration among local government, private sector, development partners, and civil society organizations to support program sustainability. Encourage private sector co-financing and local resource contributions	<i>Districts, RTB, RDB, MIFOTRA/CSOs, and TVET Schools.</i>

#### Result-3: Institutionalizing dual training for Long-Term Impact.

Recommendation	Potential Partners
1. <b>Support TVET schools in developing income-generating activities:</b> Encourage and support the TVET schools to establish production units or provide services to the community. This could generate income to sustain training activities and provide real-world business experience for students	<i>MIFOTRA/CSOs, RTB, Districts and TVET Schools.</i>
2. <b>Provide post-graduation support:</b> Establish follow-up mechanisms that link graduates to start-up grants, loans, or leasing schemes for equipment to help them start their businesses. Set up alumni networks to support continuous learning and business growth	<i>MIFOTRA/CSOs, RTB, Districts, Financial Institutions and TVET Schools.</i>

#### Result-4: Promoting sustainable career guidance and business development services.

Recommendation	Potential Partners
1. <b>Build financial literacy and access to finance:</b> Incorporate financial literacy into the training and career guidance curriculum. Partner with financial institutions to create youth-friendly financial products, such as micro-loans and business start-up grants	<i>MIFOTRA/CSO, RTB, Districts, Financial Institutions, and TVET Schools.</i>
2. <b>Partner with financial institutions for long-term support:</b> Forge partnerships and work with banks, microfinance institutions, and other financial partners to offer credit products and savings plans specifically designed for young entrepreneurs	<i>MIFOTRA/CSO, Districts, RTB, Financial Institutions, and TVET Schools.</i>
3. <b>Institutionalize career guidance services:</b> Advocate for career guidance to become a standard service within educational and training institutions, ensuring that it remains available even beyond the program's duration	<i>Districts, RDB, RTB, MIFOTRA/CSOs, TVET Schools, CG professionals, CCC-practitioners, and Alumni associations.</i>

### D. Efficiency:

#### Result-2: Improving Program Coordination and Resource Use

Recommendation	Potential Partners
1. <b>Use Digital Tools for Efficient Program Management:</b> Adopt software for project management, coordination, and communication among district stakeholders to reduce the time spent on manual processes and improve	<i>MINICT/Digital Inclusion Council, RTB,</i>

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	response times. Additionally, implement more advanced digital M&E platforms for real-time tracking and analysis of program impact	<i>MIFOTRA/CSOs, and TVET Schools.</i>
2.	<b>Standardization of unit costs:</b> The lack of standardized costs can create inefficiencies and disparities in program quality. Standardization would lead to more equitable resource distribution	<i>RTB, MIFOTRA/CSOs, and TVET Schools.</i>
3.	<b>Addressing budget shortfalls for key components:</b> Some program components, such as the provision of consumables and start-up kits, require additional financial support. To ensure the program's effectiveness. Companies hosting more than 5 WPL trainees should receive consumables for the first 2-3 months of the six-month training period. This would enable a smoother transition into the work environment and reduce the financial burden on companies, thereby encouraging more businesses to participate in the pro	<i>Districts, RTB, MIFOTRA/CSOs, and TVET Schools.</i>

#### Result-3: Enhancing Training Delivery and Monitoring.

Recommendation	Potential Partners
1. <b>Standardize M&amp;E tools:</b> Use common tools and templates for data collection to ensure consistency and comparability across different training centers. Train staff to use these tools effectively	<i>Districts, RTB, MIFOTRA/CSOs, and TVET Schools).</i>
2. <b>Financial accessibility for graduates:</b> Collaborate with financial institutions to develop loan facilities or grant schemes to support graduates, particularly those unable to access bank loans due to lack of collateral. Many graduates struggle to start businesses due to financial constraints. Easing access to credit could unlock the potential for job creation and entrepreneurship growth. This recommendation needs to be explored more ahead, above all for next program phase: 2027-2031	<i>Districts, RTB, MIFOTRA/CSOs, Financial Institutions and TVET Schools.</i>

#### Result-4: Streamlining Career Guidance, Job Placement, and Business Development Services.

Recommendation	Potential Partners
1. <b>Implement a comprehensive digital monitoring system:</b> Use real-time digital platforms to track the delivery and outcomes of career guidance and job placement services. Collect data on employment rates, business start-ups, and graduate satisfaction to inform continuous improvement.	<i>Districts, RDB, RTB, MIFOTRA/CSOs, Financial Institutions, TVET Schools, MASAKA/NYARUTARAMA Incubation Centres, CG professionals, CCC-practitioners, and Alumni associations.</i>
2. <b>Enhance coordination of services to avoid overlap:</b> Align career guidance, job placement, and business development activities under a unified strategy to reduce redundancy and ensure that resources are used efficiently	<i>Districts, RDB, RTB, MIFOTRA/CSOs, Financial Institutions, TVET Schools, MASAKA/NYARUTARAMA Incubation Centres, CG professionals, CCC-practitioners, and Alumni associations.</i>

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### III. ANNEXES:

#### 1. Annex-1: Composition and Responsibilities of the Evaluators

The evaluation team was composed of two experts: **Mr. Didier MUNEZERO** as Expert 1 and Team Leader (TL), and **Mrs. Anne Marie NTWALI MUKARUGAMBWA** as Expert 2. The TL was primarily responsible for the overall planning, coordination, and implementation of the mid-term evaluation, while Expert 2 was mainly involved in primary data collection. Before beginning her work, Expert 2 was trained on the use of the evaluation tools. The level of expertise, position, and qualifications of the consultants determined their contributions. Expert 1 (TL) was allocated 62.5% of the total consultancy days, while Expert 2 was allocated 37.5%. The table below provides a detailed breakdown of the experts' contributions/participation.

Activities	Period	Consultancy days				
		Total	Expert-1	%	Expert-2	%
- Preparation Phase	09.-10/24	10.0	7.5	75%	2.5	25%
- Data Collection Phase	10.-11/ 24	20.0	8.5	42.5%	11.5	57.5%
- Reporting Phase	12/24-01/25	10.0	9.0	90%	1.0	10%
<b>Total</b>		<b>40.0</b>	<b>25</b>	<b>62.5%</b>	<b>15</b>	<b>37.5%</b>

*Table 6: Experts' Contribution*

We extend our heartfelt gratitude to APEFE-Rwanda office for their unwavering support in ensuring the success of this stock-taking mission. From the outset, the APEFE team provided exceptional assistance, facilitating every stage of the evaluation process. During field visits, the APEFE office offered comprehensive support, with key members, including the program administrator, providing invaluable resources and literature essential to the evaluation. In particular, we recognize Mr. Théogène MUGISHA for his instrumental role in organizing multiple site visits and meetings, ensuring seamless coordination throughout the mission. Additionally, APEFE-Rwanda made arrangements for transportation, meals, accommodation, and allowances for missions outside Kigali, enabling the evaluation team to conduct their work effectively and comfortably. We are profoundly grateful for the dedication and assistance from APEFE, which greatly contributed to the success of this evaluation.

#### 2. Annex-2: Organization and Execution of the Evaluation

The mission was led by the Team Leader (TL) and followed a structured, eight-step process divided into three main phases to ensure a comprehensive and organized approach. Below are the details:

Steps	Description
<b>PHASE I:</b>	<b>PLANNING AND PREPARATIONS:</b>
<b>Step-1: Planning / Preparations</b>	<ul style="list-style-type: none"> <li>- This stage primarily involved preliminary discussions with APEFE and the preparation of evaluation tools, such as a self-evaluation matrix with a list of 61 interview questions for APEFE and five (5) types of interview guides (for GoR partners, private sector/employers, districts, TVET schools, graduates, and apprentices). As previously discussed, the questions were tailored and adapted for the different target groups to which they applied.</li> <li>- Meetings with APEFE, including the kick-off and detailed discussions at both the management and individual levels, were held to collect relevant information that would help the evaluators understand various components of the study, such as program efficiency (financial aspects, M&amp;E framework, and human resource management).</li> <li>- Finally, the evaluators were provided with all the requested data (both primary and secondary sources) necessary for the success of this work. These included a</li> </ul>

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### Step-2: Inception Report

preliminary list of documents (reports and databases) for secondary data, a list of resource persons for contact, and a list of all graduates (cohort-1) and apprentices (cohort-2) for primary data collection.

- The preliminary discussions with APEFE informed the design of this Inception Report (IR), which was developed to guide the consultancy process. The IR primarily includes a work plan, outlining the phases of the evaluation, the timeline, key deliverables, milestones for conducting the evaluation, and the experts' profiles.
- At this stage, a validation meeting was organized and held on 26/07/2024 to present the first draft of the IR to the program administration for comments, inputs, and approval. This was followed by the incorporation of the client's feedback. The final IR was officially approved during a meeting on 30/08/2024

## PHASE II:

### DATA COLLECTION AND ANALYSIS:

### Step-3: Desk Review Report

- While a desk review report is not a deliverable required by the Terms of Reference (ToR), it was prepared to provide a comprehensive overview of relevant national policies, frameworks, programs, and primary research aligned with the program. It also includes several theories that may not easily integrate into the mid-term evaluation report.
- More importantly, this report demonstrates how the WPLYDE support program closely aligns with key Education/TVET policies and frameworks, including the Education Policy (2024), National TVET Policy (2025), Education Strategy (2014-2025), National Skills Development and Employment Promotion Strategy (2019-2024), RTB Strategic Plan (2021-2024), RP Strategic Plan (2019-2024), Workplace Learning (WPL) Policy (2015), WPL Guidelines (2021), Training of Trainers (ToT) Manual/Entrepreneurship Training Modules for Small and Micro Enterprises (SMEs) (2024), Career Pathways Guide (2022), and the Guide to Career Orientation, Guidance, and Counselling for TVET at Basic Education Levels (2023).
- Additionally, the report reveals that the WPLYDE support program aligns with other national references such as Vision 2050, the National Transformation Strategy (2017-2024), and the Entrepreneurship Development Policy (2020). The attached report also outlines major TVET challenges and summarizes key findings and recommendations from previous evaluation reports.

### Step-4: Field Data Collection

- The field data collection exercise took more than 4 weeks, from .../09/2024 to .../11/2024, with 2 weeks in Kigali City and 3 weeks outside Kigali (MUSANZE, GATSIBO, and HUYE) for regional consultations (districts, TVET schools, employers, graduates, and apprentices). All meetings and discussions began with an introduction and description of the evaluation purpose by Expert-1/TL
- Primary and secondary data collection were conducted as outlined in the Inception Report (IR). The evaluators employed cross-sectional and mixed methods and techniques, depending on the nature and location of the target respondents. Methods and techniques were applied as follows:
  - **Key Informant Interviews (KIIs):** This technique was primarily used for interviewing GoR partners, districts, TVET schools, the private sector/employers, and graduates at work. During the interviews with heads of institutions, such as Directors General (DGs) and Managing Directors (MDs),

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### Step-5: Data Analysis

who were available for no more than 30 minutes, the evaluation questions were condensed to focus primarily on the performance of the WPLYDE support program. Key topics included the significant changes or impacts created by the program, its achievements compared to expectations, budget management and time efficiency, supported districts and trades, and general recommendations. More detailed questions, as outlined in the attached interview guides, were primarily directed at experts and program focal points

- **Focus Group Discussions (FGDs):** This technique was used for interviewing both graduates and apprentices. At each of the eight TVET schools, an FGD with 10 graduates and 10 apprentices was organized. Two groups were created, one for men and one for women. For these Focus Group Discussions (FGDs), splitting the groups by gender provided a more comfortable space for participants to share their experiences. The evaluation questions were similar for both groups to ensure consistency, with the addition of one extra question for women to address gender-specific challenges.

Thus, the number of interviewed graduates and apprentices at each school was 20. Each group included People with Disabilities (PWDs), where applicable. Expert-1 interviewed the men's groups, while Expert-2 interviewed the women's groups. The interviews were conducted concurrently. An attendance list was prepared in advance for all participants to sign. Key highlights for each meeting were documented, and photographs were taken.

- During the field visits, the evaluation team was accompanied by Mr. Théogène MUGISHA, the expert in charge of Knowledge Capitalization, Monitoring, and Evaluation at APEFE-Rwanda's office. Mr. MUGISHA played a crucial role in organizing the various visits and meetings. The evaluation team was provided with transportation, meals, accommodation, and allowances during missions outside Kigali.
- The data analysis was conducted as outlined in the Inception Report (IR). The collected data were analysed, processed, and consolidated to inform the draft of the provisional Mid-Term Evaluation Report. This report demonstrated the purpose of each information source and how it contributes to achieving the evaluation objectives.
- The evaluators also analysed correlations between the training received and employment outcomes, among other relevant metrics. Thematic analysis was used to identify common themes from interviews and focus groups. Data related to recurring themes such as program effectiveness, stakeholder engagement, and beneficiary satisfaction were coded. The evaluators synthesized findings from both qualitative and quantitative data to draw comprehensive conclusions. For example, qualitative data revealed satisfaction with the program and provided suggestions for improvement.

### PHASE III:

#### Step-6: Provisional Mid-Term Evaluation Report

### REPORTING AND VALIDATION:

- The provisional Mid-Term Evaluation Report was drafted according to the recommended structure (table of contents) outlined in the Terms of Reference (ToRs), except 3 more additional items that are highlighted in dark blue color and some minor re-arrangement. The report content includes the following:

Cover of the Report  
Table of abbreviations

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*Table of content*

*List of Tables and Figures*

**I. Summary Section**

**II. Detailed Section**

1. Identification of the programme
2. Characteristics of the evaluation
  - 2.8. Context/purpose/justification/usefulness and subject of the evaluation
  - 2.9. Location of the evaluation
  - 2.10. Evaluation methodology
  - 2.11. Criteria examined
  - 2.12. Theory of change analysis and recommendations
  - 2.13. Observations, conclusions and recommendations
  - 2.14. Recommendations

**III. Annexes**

1. **Annex-1:** Composition and respective responsibilities of the evaluators
2. **Annex-2:** Organization and execution of the evaluation
3. **Annex-3:** Documentary references
4. **Annex-4:** Interview Guides
5. **Annex-5:** Self-Evaluation Matrix
6. **Annex-6:** Persons involved/mobilized by the evaluation
7. **Annex-7:** Program Evaluation timetable
8. **Annex-8:** Program Evaluation matrix
9. **Annex-9:** Pictures

- A key consideration in structuring and drafting the report was its accessibility to a wide range of readers, to maximize learning outcomes and facilitate its use for developing new project ideas (client-driven).

- The provisional Mid-Term Evaluation Report (subject to review) was presented in the form of a PowerPoint presentation during validation and restitution meetings on ...../...../2025 and ...../...../2025 to disseminate the findings.

- The final step was to integrate relevant observations and suggestions from the restitution meeting to finalize the report for submission. The final "**Mid-Term Evaluation Report**" is the exclusive **property of APEFE**.

**Step-7:**  
**Validation Process**

**Step-8:**  
**Final Mid-Term Evaluation Report**

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### 3. **Annex-3:** Documentary References

- APEFE (2022), RASERA Annual Monitoring Evaluation Accountability Learning Report
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### 4. Annex-4: Interview Guides

#### Graduates & Apprentices

FGD	Evaluation Questions
	<ol style="list-style-type: none"> <li>1. When did you start/join the WPLYDE programme?</li> <li>2. What course (Trade / Occupation) have you followed under the WPLYDE programme?</li> <li>3. Which technical and soft skills did you acquire under the WPLYDE programme?</li> <li>4. Did you receive (are you receiving) training in your preferred area of skills?</li> <li>5. Did you have access to the tools and materials during the training?</li> <li>6. Are the training facilities friendly to PWDs?</li> <li>7. At what level are you satisfied with the knowledge/skills acquired from the WPLYDE programme?</li> <li>8. How would you rate the quality of the trainers?</li> <li>9. Did you receive financial support to follow the WPLYDE programme?</li> <li>10. Would you be able to follow the training without this support?</li> <li>11. Was the post-training support provided?</li> <li>12. Do you think you have better employment opportunities?</li> <li>13. After graduation did you find employment in the sector in which you were trained?</li> <li>14. Are you using the skills you learned through the programme to gain income?</li> <li>15. If you are self-employed, what is the ownership of the activities in which you are engaged?</li> <li>16. If you are self-employed, what was the source of your start-up capital of your activities?</li> <li>17. What do you think is the difference between entrepreneurship offered at school and entrepreneurship offered by APEFE?</li> <li>18. What do you think is the difference between career guidance offered at school and entrepreneurship offered by APEFE?</li> <li>19. To what extent do job fairs organized at the district level bring added value to youth employment?</li> <li>20. To what extent does the program support connect young graduates with financial institutions for business creation?</li> <li>21. To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?</li> <li>22. What are the key challenges you faced during the WPLYDE programme implementation process?</li> <li>23. What are the best practices (Lessons learnt) you can recommend for the future?</li> <li>24. What do you think should be additional actions you can recommend for the future?</li> <li>25. What is the biggest disappointment you have with the WPLYDE programme?</li> <li>26. What is the most significant change created by the programme?</li> <li>27. What should be done to provide sustainable services to young graduates regarding job placement, business coaching, and job searching?</li> </ol>

#### Local Government / Districts

Kills	Sub-Questions
A	<ol style="list-style-type: none"> <li>1. Could you describe the relationship between your institution and APEFE, and highlight the key areas of collaboration ?</li> <li>2. When did your collaboration with APEFE/WPLYDE begin ?</li> <li>3. To what extent are the program interventions' objectives and outcomes relevant to the districts' needs to coordinate the creation of a local conducive environment to the development of skills and decent jobs for young people in accordance with their development plan?</li> <li>4. To what extent is the WPLYDE program strategy for better coordination at the districts' level realistic, appropriate, and adequate for achieving the result (R2)?</li> </ol>

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5. To what extent are WPLYDE Program activities appropriate to produce expected changes matching with the needs of the coordination at the district level in terms of youth development?
6. What factors have contributed to achieving or hindering the achievement of the intended outputs and outcomes?
7. To what extent has the program been making progress towards expected changes/outputs, outputs, and intermediate outcomes at the District Level regarding coordinating the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?
8. To what extent does the program implementation achieve the expected outputs outlined in the design phase?
9. To what extent has the program improved the district's capacity to coordinate youth employment interventions?
10. To what extent do the adequate methodology and tools for conducting LMA allow ESCs, Yego Centers and Incubation Centers to adapt their strategy for employment creation?
11. What are the challenges at the district level in better-coordinating activities regarding youth employment and entrepreneurship?
12. What should be done (additional or corrective actions) to support the districts in coordinating youth employment and entrepreneurship interventions?
13. What are the best practices seen in implementing the program responding to the achievement of outputs and intermediate outcomes objectives?
14. How effectively has the program built the necessary capacity, ownership, and autonomy of the Districts to coordinate the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?
15. What is the level of local government ownership?
16. What is local partners' ownership (ESCs, Yego Centers, JADF, NYC, YDA)?
17. To what extent did the programme's design and implementation include sensitization, mobilization, and capacity development to enhance local government (districts, ESCs, Yego centres) ownership of the Program objectives and results?
18. What are the required external and internal conditions for ownership and sustainability of program interventions, including legal aspects of ESCs?
19. To what extent can the local government conduct LMA on its own regularly?
20. What should be done, and how do ESCs, Yego Centers, and Incubation centres provide sustainable services to young graduates regarding job placement, business coaching, and job searching?
21. What key factors will require attention to improve prospects of sustainability of the Program outcome and the potential for replication of the approach/intervention model?
22. Which capacities must be strengthened at the individual and organizational level (including contributing factors and constraints)?
23. What are the main lessons (good practices or failures) and recommendations that must be considered in the second part of the implementation phase of this program?
24. Which recommendations could contribute to increasing the rate of the WPLYDE program efficiency?
25. To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?
26. Are the resources allocated coherent and adapted to the outcome of the intervention?
27. To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?
28. How do you evaluate the WPLYDE program time efficiency?
29. What is the most significant change created by the programme?
30. What can be recommended to increase the cost-benefits ratio?

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### Partner Government Agencies

Klls	Evaluation Questions
	<ol style="list-style-type: none"> <li>1. Could you describe the relationship between your institution and APEFE, and highlight the key areas of collaboration?</li> <li>2. When did your collaboration with APEFE/WPLYDE begin?</li> <li>3. To what extent has the intervention strategy related to the WPL program result been relevant in achieving the desired outcome?</li> <li>4. To what extent has the program been designed and adapted to policy changes and institutional reforms of partners?</li> <li>5. To what extent has the program been able to produce the desired result 3? <i>I.e., TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades (food processing, tailoring, leatherwork, and beauty)?</i></li> <li>2. To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?</li> <li>3. What are the conditions for the sustainability of workplace learning in companies?</li> <li>4. How effectively has the program built employment and business development operators' necessary capacity, ownership, and autonomy regarding collaboration, job fairs and placement, appropriate career guidance, and business development services for TVET graduates?</li> <li>5. To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?</li> <li>6. Are the resources allocated coherent and adapted to the outcome of the intervention?</li> <li>7. How do you evaluate the WPLYDE program time efficiency?</li> <li>8. To what extent does the chosen target group from Kigali and rural areas still make sense and what are alternatives?</li> <li>9. How did the project impact the target community or beneficiaries? Was the impact sustained over time?</li> <li>10. What is the biggest disappointment you have with the WPLYDE programme?</li> <li>11. What is the most significant change created by the programme?</li> <li>12. What key factors will require attention to improve prospects of sustainability of the Program outcome and the potential for replication of the approach/intervention model?</li> <li>13. What are the main lessons (good practices or failures) and recommendations that must be considered in the second part of the implementation phase of this program?</li> <li>14. Which capacities must be strengthened at the individual and organizational level (including contributing factors and constraints)?</li> <li>15. What can be recommended to increase the cost-benefits ratio?</li> <li>16. What other strategies can the programme use to maximize effectiveness in achieving the intended outcome and responding to contextual challenges?</li> <li>17. What are major risks to a successful programme implementation in the future and how could these be overcome?</li> <li>18. How can new themes such as climate change and digitalization be better included in a possible future programme?</li> <li>19. Which recommendations could contribute to increasing the rate of the WPLYDE program efficiency?</li> <li>20. What potential is there for new relationship with the Rwandan government?</li> <li>21. Where can collaboration between stakeholders still be further increased?</li> </ol>

### Private Sector / Employers

Klls	Evaluation Questions
	<ol style="list-style-type: none"> <li>1. Could you describe the relationship between your institution and APEFE, and highlight the key areas of collaboration?</li> <li>2. When did your collaboration with APEFE/WPLYDE begin?</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Could you please describe your collaboration with the WPLYDE support program?</li> <li>4. What course (Trade / Occupation) did you provide under the WPLYDE support programme?</li> <li>5. Did you have enough, standard and relevant tools and materials during the training?</li> <li>6. Are the training facilities friendly to PWDs?</li> <li>7. Would you be able to conduct the training without the WPLYDE programme support?</li> <li>8. Do you think that the courses you provided through the APEFE programme respond to skills demand in the labour market?</li> <li>9. Were TVET institutions effective in training young women and men to be competitive in the labour market?</li> <li>10. Do you think graduates have better employment opportunities?</li> <li>11. Would you say the programme has produced value for money?</li> <li>12. Do you think that the courses provided through the APEFE programme respond to skills demand in the labour market?</li> <li>13. Did the programme support ensure the right quality of training for trainees to be competitive on the labour market?</li> <li>14. How would you rate the quality of the TVET skills provided through the programme?</li> <li>15. Did the programme provide the support to companies to provide workplace learning opportunities?</li> <li>16. Has workplace learning been beneficial for your company?</li> <li>17. Will your company continue providing workplace opportunities?</li> <li>18. Are you satisfied with the capacity development support that is provided?</li> <li>19. How do you evaluate the achievements of the programme to increase collaboration among the key actors in the TVET/workplace learning field?</li> <li>20. What are the key challenges you faced during the WPLYDE programme implementation process?</li> <li>21. What do you think should be additional actions you can recommend for the future?</li> <li>22. What is the biggest disappointment you have with the WPLYDE programme?</li> <li>23. What is the most significant change created by the programme?</li> <li>24. Where can collaboration between stakeholders still be further increased?</li> <li>25. Which recommendations could contribute to increasing the rate of the program efficiency?</li> </ol>
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### Interview Guide: TVET Schools

KIs	Evaluation Questions
	<ol style="list-style-type: none"> <li>1. When did you start implementing the WPLYDE programme?</li> <li>2. Could you please describe the type of activities you conducted in the framework of the programme?</li> <li>3. What course (Trade / Occupation) did you provide under the WPLYDE programme?</li> <li>4. Which technical and soft skills did you provide under the WPLYDE programme?</li> <li>5. How many did you train?</li> <li>6. Did you have (use) enough, standard and relevant tools and materials during the training?</li> <li>2. Are the training facilities friendly to PWDs?</li> <li>3. Would you be able to conduct the training without the WPLYDE programme support?</li> <li>4. Do you think that the courses you provided through the APEFE programme respond to skills demand in the labour market?</li> <li>5. Were TVET institutions effective in training young women and men to be competitive in the labour market?</li> <li>6. Do you think graduates have better employment opportunities?</li> <li>7. Was the WPLYDE programme designed in line with relevant policies and legal frameworks of TVET?</li> <li>8. Has collaboration between relevant stakeholders increased?</li> <li>9. Are the resources allocated coherent and adapted to the outcome of the intervention?</li> <li>10. Would you say the programme has produced value for money?</li> <li>11. Which of the three intervention strategies were most relevant in achieving the desired outcome?</li> <li>12. How do you evaluate the achievements of the programme to increase collaboration among the key actors in the TVET/workplace learning field?</li> </ol>

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	<ol style="list-style-type: none"> <li>13. What is the biggest disappointment you have with the WPLYDE programme?</li> <li>14. What is the most significant change created by the programme?</li> <li>15. What do you think is the difference between entrepreneurship offered at school and entrepreneurship offered by APEFE?</li> <li>16. How did the programme strengthen the collaboration and coordination between stakeholders?</li> <li>17. How did this collaboration and coordination strengthen the equitability and quality of TVET and WPL?</li> <li>18. To what extent do job fairs organized at the district level bring added value to youth employment?</li> <li>19. To what extent does the program support connect young graduates with financial institutions for business creation?</li> <li>20. To what extent has the proportionality between the changes induced by the program been adequate concerning the resources deployed (value for money)?</li> <li>21. To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?</li> <li>22. What are the best practices (Lessons learnt) you can recommend for the future?</li> <li>23. What are the key challenges you faced during the WPLYDE programme implementation process?</li> <li>24. What are your recommendations to improve the programme if there would be a second phase?</li> <li>25. What do you think should be additional actions you can recommend for the future?</li> <li>26. What is the biggest disappointment you have with the WPLYDE programme?</li> <li>27. What is the most significant change created by the programme?</li> <li>28. What should be done to provide sustainable services to young graduates regarding job placement, business coaching, and job searching?</li> <li>29. Where can collaboration between stakeholders still be further increased?</li> <li>30. Which programme elements could be done more efficient or cost effective?</li> <li>31. Which recommendations could contribute to increasing the rate of the program efficiency?</li> </ol>
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### 5. Annex-5: Success Stories

Description:	
Success Story and Unique Scenario 1:	<p>- <b>Mr. Jean Claude SIBOMANA</b>, a graduate in Food Processing from EAV-KABUTARE, decided not to wait for or rely on donations. Instead, he launched his own food catering business, offering bakery services for events such as weddings and parties. He initially invested <b>Rwf 200,000</b> five months ago, and his business has since grown to be worth <b>Rwf 300,000</b>. His monthly earnings range between <b>Rwf 80,000</b> and <b>Rwf 100,000</b>. However, these earnings are insufficient to fully support both his business and family needs. To supplement his income, he works as a cleaner supervisor at CHUB/HUYE hospital, earning an additional <b>Rwf 100,000</b> per month. He sets aside <b>Rwf 20,000</b> to expand his business, while the remaining <b>Rwf 80,000</b> goes towards supporting his family's needs.</p>
Success Story and Unique Scenario 2:	<p>- <b>Ms. Annualita MUKANYANDWI</b>, a graduate in Tailoring from MARABA TSS, chose not to wait for or rely on donations. Instead, she demonstrated remarkable resourcefulness with the monthly stipend of <b>Rwf 50,000</b> provided by APEFE. Instead of spending on food and expensive transportation (such as buses), she opted to use a bicycle, which cost her just a small fee per day. By doing so, she was able to save <b>Rwf 30,000</b> each month from the stipend. Over six months, she accumulated <b>Rwf 150,000</b>, which she invested in a brand new sewing machine (<b>Rwf 120,000</b>), fabric (<b>Rwf 5,000</b>) and a telephone (<b>Rwf 15,000</b>). With the income generated from her new business, she has since acquired a cow and a goat, demonstrating how the program empowered her to become financially independent.</p>

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<p>Success Story and Unique Scenario 3:</p>	<p>- <b>Ms. Giselle UWERA</b>, a graduate in Food Processing from ESTB BUSOGO, chose not to wait for external donations. She raised <b>Rwf 100,000</b> from her relatives and invested in a business producing donuts ("AMANDAZI") and fresh juice. Giselle secured a business agreement with an industry to supply her products, earning <b>Rwf 40,000</b> per month. However, this income alone was insufficient to cover her business and personal expenses. To supplement her income, she began working in the evenings selling mobile money services, which brought in an additional <b>Rwf 20,000</b> per month.</p>
<p>Success Story and Unique Scenario 4:</p>	<p>- Before joining the WPLYDE Support Program, <b>Mr. Lambert NIYONSHUTI</b> was pursuing a degree in Literature, French, and Kinyarwanda (LFK) at the university level. He decided to leave university to enrol in the program and graduated in tailoring from GAKONI TSS. After completing his training, he was employed by GAKONI TSS, where he earns a monthly salary of <b>Rwf 50,000</b>. In addition to this, he receives an extra <b>Rwf 30,000</b> from a project supporting youth with disabilities in the same area. Using savings from his earnings, Mr. NIYONSHUTI later established his own tailoring business and has since acquired two sewing machines. Currently, after covering all expenses, he generates a net monthly income of <b>Rwf 93,600</b>.</p>
<p>Success Story and Unique Scenario 5:</p>	<p>- <b>Mr. Olivier NZABONIMPA</b>, a leather work graduate from GAKONI TSS, established a business in the field of leatherwork. It took him 1 year to obtain an initial investment capital of <b>Rwf 364,500</b> that was acquired from different jobs at different times. He aspires to grow his monthly income from <b>Rwf 100,000</b> to at least <b>Rwf 300,000</b>. He also envisions expanding his business by offering training opportunities to more young people, thereby contributing to reducing youth unemployment and enhancing the value of leather products in society. With better tools and training, he aims to scale his operations and contribute to the country's economic development. Recently, Mr. Olivier partnered with a former classmate from GAKONI TSS, <b>Mr. Antoine NIYIGABA</b>, to purchase a new sewing machine for leather at a cost of <b>Rwf 250,000</b> to raise the standards and quality of work. He charges <b>Rwf 40,000</b> per month for students while at his business for dual training program.</p>
<p>Success Story and Unique Scenario 6:</p>	<p>- <b>Mr. Yusuf NSHIMIYIMANA</b>, a graduate in hospitality from EFA-NYAGAHANGA, has successfully transformed his passion for baking into a flourishing small business. He started with an initial investment of <b>Rwf 50,000</b>, which he obtained as a loan from a friend. Specializing in a variety of pastries such as cakes, chapatti, and other baked goods, his business has quickly grown. However, the Rwf 50,000 was insufficient to cover all the necessary equipment, so he borrowed additional items like tables, chairs, and plates to get started. He has also incorporated a unique traditional product known as "IKARAYI" (a traditional frying pan) into his offerings. Today, the business is valued at approximately <b>Rwf 2 million</b>.</p>
<p>Success Story and Unique Scenario 7:</p>	<p>- <b>Ms. Charlene DUSABIMANA</b>, a graduate in food processing in EFA-NYAGAHANGA. Before joining the WPLYDE program she had graduated from university at the diploma level, which makes this scenario unique. With all university acquired skilled and diploma, she could not easily get job and later on decided to join the program for a quick win. During the dual training program, she was placed at BINYA ISHINGIRO Ltd for dual training program for six months like other apprentices. After successfully completing the program, the company entrusted her with a position within the company, offering her a job as a storekeeper in the packaging department. She earns <b>Rwf 120, 000</b> per month.</p>
<p>Success Story and Unique Scenario</p>	<p>- <b>Mr. Azarias HAKORIMANA</b>, a food processing graduate from BUMBOGO TSS, started a small business making AMANDAZI (doughnuts) in NDERA, KIBENGA (GASABO District) using <b>Rwf 60,000</b> saved from his training stipend. Despite having</p>

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8:	<p>essential tools provided by APEFE, his business struggled to grow due to a lack of specialized equipment. He now earns around <b>Rwf 50,000</b> per month. Though the provided tools (bakery equipment) were not immediately relevant to his butchery business, Mr. HAKORIMANA has assured the evaluators that he is saving profits from his butchery to support future expansion into the bakery sector, demonstrating resourcefulness and commitment.</p>
Success Story and Unique Scenario 9:	<p>- <b>Mr. Samson SINABURARAGA</b>, a food processing graduate from BUMBOGO TSS, launched a small business with an initial investment of <b>Rwf 300,000</b>, funded by savings from his permanent job, where he earns <b>Rwf 120,000</b> monthly. His business specializes in producing peanut butter, mayonnaise, fruit preserves, and liquid soap, all in high demand due to their quality and adherence to industry standards. This venture has allowed Samson to achieve financial independence, ensuring a steady income and enabling him to expand his operations. His formal training and entrepreneurial spirit have not only equipped him with technical skills but also instilled a commitment to product quality, consistency, and safety, positioning him as a competitive player in the food processing sector. Through his growing business, Samson is contributing to his personal economic growth and the broader community.</p>
Success Story and Unique Scenario 10:	<p>- <b>Mr. Ahmed UWITONZE</b>, another food processing graduate from BUMBOGO TSS, supplements his regular job, which pays <b>Rwf 70,000</b> per month and runs from 8:00 AM to 3:00 PM, by using the skills he gained during his training. Eager to diversify his income, he invested in a peanut processing machine, purchased with savings from his salary. After work hours, Ahmed processes peanuts and packages them professionally, catering to client demand. His financial discipline is evident through his savings with Equity Bank and his active participation in a local savings group, where he contributes <b>Rwf 5,000</b> weekly to secure his financial future. Ahmed aims to expand by opening a grocery store ("alimentation") to sell his products, maximizing the utility of his <b>Rwf 250,000</b> machine and creating a new revenue stream. His entrepreneurial journey showcases his commitment to growth and financial stability</p>
Success Story and Unique Scenario 11:	<p>- <b>Ms. Ruth GWIZAGUSENGA</b>, a food processing graduate from BUMBOGO TSS, took a strategic approach to entrepreneurship, driven by thorough market research and an understanding of her customers' needs. Identifying gaps in the market, Ruth positioned herself as a reliable supplier of hard-to-find products. Despite her background in accounting, her passion led her to start a food and beverage business, producing natural juices, wine, doughnuts, and cakes, all crafted by hand due to limited equipment. With a modest initial investment of <b>Rwf 20,000</b>, Ruth's resilience and resourcefulness have enabled her to generate consistent profits, reinvesting her earnings into better tools and materials. Although her profit margins are currently modest, she saves <b>Rwf 25,000</b> monthly, demonstrating a disciplined approach to financial growth and commitment to building a sustainable business.</p>
Success Story and Unique Scenario 12:	<p>- <b>Mr. Ezekiel NIYONZIMA</b>, a tailoring graduate from GACURIRO TSS, exemplifies the transformative power of education and entrepreneurship. He balances a stable job at a call centre, earning <b>Rwf 171,000</b> per month, with his tailoring business, which involves sewing custom clothing and creating unique designs. His investment in fabric at <b>Rwf 150,000</b> typically results in sales worth <b>Rwf 350,000</b>, generating a significant profit margin. Alongside his technical skills, Ezekiel has developed valuable soft skills, such as confidence and an entrepreneurial mind-set, which have opened new opportunities. His vision includes expanding his business by establishing his own atelier, where he can increase production and make a greater impact in the fashion industry.</p>

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Success Story  
and Unique  
Scenario  
13:

- **Mr. Benjamin MVUYEKURE**, a hairdressing graduates from GACURIRO TSS, transitioned from working in a security company, where he saw little economic progress, to pursuing a career in hairdressing. Initially hesitant due to his Christian beliefs, which viewed certain grooming practices as taboo, Benjamin's perspective shifted, allowing him to embrace this profession. After resigning from his security job, he used his **Rfw 150,000** severance pay and an additional **Rfw 100,000** loan to purchase essential hairdressing tools, including machines, mirrors, chairs, and other supplies. Over the past seven months, Benjamin has experienced a significant increase in earnings compared to his previous job. He saves **Rfw 30,000** monthly and plans to expand his equipment to better serve clients, especially women. Though he currently offers home services, his goal is to open a fully equipped salon. Despite the challenge of limited capital, Benjamin remains committed to his dream, regularly saving at Equity Bank and steadily working toward business growth.

6. **Annex-6: Self-Evaluation Matrix**

Evaluation Design Matrix		Program Self-Assessment		Statement of Response by APEFE	Objectively verifiable sources of reference
S/N	OECD-DAC key areas of Interest	Sub-Questions			
<i>Please fill this part (2 columns) / Qualitative and Quantitative Data (where applicable)</i>					
<i>Overall Targets / Achievements / Progress, and Explanation of under or over Performance, Successes and Challenges</i>					
<b>RETROSPECTIVE</b>					
<b>I. RELEVANCE</b>					
1.	Review the program objectives, the extent to which these were achieved, and how relevant to the beneficiaries.	<b>a. Coordination at the District Level</b>			
		Q <sup>1</sup>	- To what extent are the program interventions' objectives and outcomes relevant to the districts' needs to coordinate the creation of a local conducive environment to the development of skills and decent jobs for young people in accordance with their development plan?	-	-
		Q <sup>2</sup>	- To what extent is the WPLYDE program strategy for better coordination at the districts' level realistic, appropriate, and adequate for achieving the result (R2)?	-	-
		Q <sup>3</sup>	- To what extent are WPLYDE Program activities appropriate to produce expected changes matching with the needs of the coordination at the district level in terms of youth development?	-	-
		Q <sup>4</sup>	- What factors have contributed to achieving or hindering the achievement of the intended outputs and outcomes?	-	-
		<b>b. Workplace Learning-WPL</b>			
		Q <sup>5</sup>	- To what extent has the intervention strategy related to the WPL program result been relevant in achieving the desired outcome?	-	-
Q <sup>6</sup>	- To what extent has the program been designed and adapted to policy changes and institutional reforms of partners?	-	-		
<b>c. Career Guidance &amp; Entrepreneurship</b>					
Q <sup>7</sup>	- To what extent are the program interventions and outputs relevant to the needs of District-level employment and	-	-		

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			business development services operators to provide appropriate career guidance, job fair and placement, and business development services to TVET graduates?		
		Q <sup>8</sup>	- To what extent is the WPLYDE program responding to the needs of ESCs, Yego Centers, and incubation centers (NYARUTARAMA and MASAKA) in terms of career guidance, job placement, entrepreneurship, and coaching for young graduates?	-	-
		Q <sup>9</sup>	- What additional actions/activities are necessary to correctly respond to the needs of ESCs, Yego Centers, and incubation centres regarding career guidance, job placement, and entrepreneurship for young graduates' employment transition and coaching?	-	-
<b>II. EFFECTIVENESS</b>					
2.	Review of the project to provide valuable insights into the project and help identify improvement areas, learn from the past and implement changes for a better future.	<b>a. Coordination at the District Level</b>			
		Q <sup>10</sup>	- To what extent has the program been making progress towards expected changes/outputs, outputs, and intermediate outcomes at the District Level regarding coordinating the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?	-	-
		Q <sup>11</sup>	- To what extent does the program implementation achieve the expected outputs outlined in the design phase?	-	-
		Q <sup>12</sup>	- To what extent has the program improved the district's capacity to coordinate youth employment interventions?	-	-
		Q <sup>13</sup>	- To what extent do the adequate methodology and tools for conducting LMA allow ESCs, Yego Centers and Incubation Centers to adapt their strategy for employment creation?	-	-
		Q <sup>14</sup>	- What are the challenges at the district level in better-coordinating activities regarding youth employment and entrepreneurship?	-	-
		Q <sup>15</sup>	- What should be done (additional or corrective actions) to support the districts in coordinating youth employment and entrepreneurship interventions?	-	-

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	Q16	- What are the best practices seen in implementing the program responding to the achievement of outputs and intermediate outcomes objectives?	-	-
	<b>b. Workplace Learning-WPL</b>			
	Q17	- To what extent has the program been able to produce the desired result 3: TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades (food processing, tailoring, leatherwork, and beauty)?	-	-
	<b>c. Career Guidance &amp; Entrepreneurship</b>			
	Q18	- To what extent has the program been making progress towards the expected changes/outputs and intermediate outcomes of District-level employment and business development services operators regarding collaboration and providing appropriate career guidance, job fairs and placements, and business development services to TVET graduates?	-	-
	Q19	- To what extent is the program successful in supporting the reinforcement of ESCs, Yego Centers, incubation centres, and Youth Development Alliances at the district level regarding entrepreneurship, youth employment, job placement, and job searching?	-	-
	Q20	- To what extent do the methodology and tools developed for career guidance and entrepreneurship allow ESCs, Yego Centers and Incubation Centers to adapt their strategy and services for young graduates' employment and self-employment?	-	-
	Q21	- To what extent do job fairs organized at the district level bring added value to youth employment?	-	-
	Q22	- To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?	-	-
	Q23	- To what extent does the program support the ESCs, Yego centres and incubation centres (MASAKA,	-	-

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			NYARUTARAMA) in connecting young graduates with financial institutions for business creation?		
<b>III. SUSTAINABILITY</b>					
3.	Review of the project to identify, measure, and evaluate the potential impacts of alternatives for sustainability.	<b>a. Coordination at the District Level</b>			
		Q <sup>24</sup>	- How effectively has the program built the necessary capacity, ownership, and autonomy of the Districts to coordinate the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?	-	-
		Q <sup>25</sup>	- What is the level of local government ownership?	-	-
		Q <sup>26</sup>	- What is local partners' ownership (ESCs, Yego Centers, JADF, NYC, YDA)?	-	-
		Q <sup>27</sup>	- To what extent did the programme's design and implementation include sensitization, mobilization, and capacity development to enhance local government (districts, ESCs, Yego centres) ownership of the Program objectives and results?	-	-
		Q <sup>28</sup>	- What are the required external and internal conditions for ownership and sustainability of program interventions, including legal aspects of ESCs?	-	-
		Q <sup>29</sup>	- To what extent can the local government conduct LMA on its own regularly?	-	-
		<b>b. Workplace Learning-WPL</b>			
		Q <sup>30</sup>	- To what extent are the various mechanisms initiated/supported under the program mastered and managed by the partners, ensuring the long-term operationalization of results?	-	-
		Q <sup>31</sup>	- What are the conditions for the sustainability of workplace learning in companies?	-	-
		<b>c. Career Guidance &amp; Entrepreneurship</b>			
		Q <sup>32</sup>	- How effectively has the program built employment and business development operators' necessary capacity, ownership, and autonomy regarding collaboration, job fairs and placement, appropriate career guidance, and business development services for TVET graduates?	-	-

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		Q33	- What should be done, and how do ESCs, Yego Centers, and Incubation centres provide sustainable services to young graduates regarding job placement, business coaching, and job searching?	-	-
		Q34	- What key factors will require attention to improve prospects of sustainability of the Program outcome and the potential for replication of the approach/intervention model?	-	-
		Q35	- Which capacities must be strengthened at the individual and organizational level (including contributing factors and constraints)?	-	-
		Q36	- What are the main lessons (good practices or failures) and recommendations that must be considered in the second part of the implementation phase of this program?	-	-
<b>IV. EFFICIENCY / RESOURCES AND MANAGEMENT</b>					
4.	Review of the project to provide valuable insights into the overall efficiency of the project and its long-term impact, financial viability, social impact, and organizational capacity.	<b>a. Cost Efficiency</b>			
		Q37	- Are the resources allocated coherent and adapted to the outcome of the intervention?	-	-
		Q38	- Which recommendations could contribute to increasing the rate of the WPLYDE program efficiency?	-	-
		Q39	- To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?	-	-
		Q40	- Any budget gaps and deviations?	-	-
<b>b. HR Management</b>					
		Q41	- How is the APEFE/WPLYDE program governed and how many staff?	-	-
		Q42	- What are the recruitment processes, deviations and gaps?	-	-
<b>c. Monitoring &amp; Evaluation</b>					
		Q43	- What were the original goals and objectives of the project? Were they clear and measurable?	-	-
		Q44	- What were the key activities of the project? Were they implemented as planned?	-	-
		Q45	- Who were the beneficiaries of the project? Were they reached as intended?	-	-
		Q46	- What were the expected short-term and long-term outcomes of the project? Were they achieved?	-	-

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		Q <sup>47</sup>	-	What were the unintended or unexpected outcomes of the project? Were they positive or negative?	-	-
		Q <sup>48</sup>	-	What were the strengths and weaknesses of the project design and implementation?	-	-
		Q <sup>49</sup>	-	What are the M&E tools that are available?	-	-
		Q <sup>50</sup>	-	How adequate are the existing M&E systems?	-	-
		Q <sup>51</sup>	-	How do you evaluate the WPLYDE program time efficiency?	-	-
		Q <sup>52</sup>	-	How did the project impact the target community or beneficiaries? Was the impact sustained over time?	-	-
		Q <sup>53</sup>	-	What were the strengths and weaknesses of the project design and implementation?	-	-
		Q <sup>54</sup>	-	What lessons can be learned from the project? How can they be applied to future projects?	-	-
		Q <sup>55</sup>	-	What were the key factors (Internal & External) that contributed to the success or failure of the project?	-	-
<b>PROSPECTIVE</b>						
<b>V. RECOMMENDATIONS</b>						
	5.	Given the lessons learned and the ambitions of all partners concerned, what elements of the WPLYDE program can be considered key for the future and should be brought forward and integrated into the future programme?	Q <sup>56</sup>	-	To what extent does the chosen target group from Kigali and rural areas still make sense and what are alternatives?	-
			Q <sup>57</sup>	-	What can be recommended to increase the cost-benefits ratio?	-
			Q <sup>58</sup>	-	What other strategies can the programme use to maximize effectiveness in achieving the intended outcome and responding to contextual challenges?	-
			Q <sup>59</sup>	-	What are major risks to successful programme implementation in the future and how could these be overcome?	-
			Q <sup>60</sup>	-	How can new themes such as climate change and digitalization be better included in a possible future programme?	-
			Q <sup>61</sup>	-	What potential is there for new relationship with the Rwandan government?	-

**Mid-Term Evaluation / APEFE RWANDA PROGRAM**
**7. Annex-7: Persons involved/mobilized by the Evaluation**

Organization and Execution / Evaluation Process						Experts' Contribution			
Date	Institution	Purpose	Location	Resourceful Person (s)		Expert <sup>1</sup>	Expert <sup>2</sup>		
				Name (s)	Position (S)				
07/10/2024	HUYE District HQs	Data Collection	HUYE District	<b>District Officials</b>					
				1. Mr. CASSIEN DUKUNDIMANA	Director - BDEU	✓	✓		
				2. Mr. LEON PIERRE KAYITARE	Manager - JADF	✓	✓		
				3. Mr. DONAT ABIMANA	Manager - ESC & Employment Promotion	✓	✓		
					4. Mr. CONSTANTIN KAYITARE	Manager - YEGO Centre	✓	✓	
	<b>School Officials</b>								
		KABUTARE TSS			5. Mr. PHILEMON OLIVIER NYIRIMANZI	Deputy School Manager / Trainings	✓	✓	
					6. Ms. PELAGIE IRAKARAMA	Trainer - WPL / Food Processing	✓	✓	
					7. Ms. JEAN D'AMOUR MUTUYIMANA	Trainer - WPL / Food Processing	✓	✓	
					8. Ms. PLACIDIE MUKARUKAKA	Trainer - Agriculture / Work Readiness	✓	✓	
	<b>Graduates</b>								
						9. Mr. BIGIRIMANA JEAN CLAUDE	Graduate / Food Processing / Not Employed	✓	✓
						10. Mr. SIBOMANA JEAN CLAUDE	Graduate / Food Processing / Employed	✓	✓
						11. Mr. NSHIMYUMUKIZA JANVIER	Graduate / Food Processing / Employed	✓	✓
					12. Ms. BENEGUSENGA ANNE MARIE	Graduate / Food Processing / Employed	✓	✓	
					13. Ms. NYIRANEZA VESTINE	Graduate / Food Processing / Employed	✓	✓	
					14. Ms. NYIRANSHUTI DONATHA	Graduate / Food Processing / Employed	✓	✓	
					15. Ms. UWIRAGIYE CLEMENTINE	Graduate / Food Processing / Not Employed	✓	✓	
					16. Mr. NDAYISABA JEAN PAUL	Graduate / Food Processing / Employed	✓	✓	
				17. MUGIRANEZA DIANE	Graduate / Food Processing / Not Employed	✓	✓		
				18. Mr. MUGWANEZA EMMY	Graduate / Food Processing / Self-Employed	✓	✓		
				19. Mr. BYUKUSENGE EMMANUEL	Graduate / Food Processing / Self-Employed	✓	✓		
<b>School Officials</b>									
08/10/2024	MARABA TSS			20. Mr. THEOGENE NTAWUHIGANAYO	School Manager	✓	✓		
				21. Ms. MARIE GORETH UWAMAHORO	Trainer - Tailoring	✓	✓		

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				22. Ms. AHISHAKIYE GORETH	Graduate / Tailoring / Self employed	✓	✓
				23. Ms. KWIZERA JOSEPHINE	Graduate / Tailoring / Self employed	✓	✓
				24. Ms. MANISHIMWE CHANTAL	Graduate / Tailoring / Self employed	✓	✓
				25. Mr. MASENGESHO EPAPHRODITE	Graduate / Tailoring / Self employed	✓	✓
				26. Ms. MUHAWENIMANA CLAUDETTE	Graduate / Tailoring / Self employed	✓	✓
				27. Ms. MUKAMUKIZA VESTINE	Graduate / Tailoring / Self employed	✓	✓
				28. Ms. MUKANYANDWI ANNUALITHE	Graduate / Tailoring / Self employed	✓	✓
				29. Mr. NYANDWI CLAUDE	Graduate / Tailoring / Self employed	✓	✓
				30. Ms. NYIRARUKUNDO LOUISE	Graduate / Tailoring / Self employed	✓	✓
				31. Ms. YUMVAGUSENGA ESTHER	Graduate / Tailoring / Self employed	✓	✓
				32. Ms. NIYONAGIRA ALICE	Graduate / Tailoring / Self employed	✓	✓
				33. Ms. INGABIRE JULIETTE	Graduate / Tailoring / Self employed	✓	✓
				<b>District Officials</b>			
09/10/2024	MUSANZE District HQs		MUSANZE District	34. Mr. JEAN DAMASCENE IYAMUREMYE	Director - BDEU	✓	✓
	ESTB BUSOGO			35. Mr. AIMABLE RWIGAMBA	Manager – ESC & YEGO Centre	✓	✓
				<b>School Officials</b>			
				36. Mr. OBED HASHAKIMANA	School Manager	✓	✓
				37. Mr. PHOCAS BIZIMANA	Deputy School Manager / Training	✓	✓
				38. Mr. JEAN CLAUDE RUVUGO	Trainer / Food Processing	✓	✓
				<b>Graduates</b>			
				39. Mr. TUYIZERE JEAN CLAUDE	Graduate / Food Processing / Self-employed	✓	✓
				40. Mr. NTIRENGANYA THEOGENE	Graduate / Food Processing / Employed	✓	✓
				41. Mr. TURIKUMWENIMANA MOSES	Graduate / Food Processing / Self-employed	✓	✓
				42. Ms. UWERA GISELE	Graduate / Food Processing / Employed	✓	✓
				43. Mr. NSHIMIYIMANA DEO	Graduate / Food Processing / Self-employed	✓	✓
				44. Ms. UWIMANA ALICE	Graduate / Food Processing / Self-employed	✓	✓
				45. Ms. MUKAMUSONI JOSIANE	Graduate / Food Processing / Self-employed	✓	✓
				46. Ms. MARIE UWAMBAJIMANA	Graduate / Food Processing / Self-employed	✓	✓
				47. Ms. OLIVE NYIRAMUGISHA	Graduate / Food Processing / Employed	✓	✓
				<b>District Officials</b>			
10/11/2024			GATSIBO District	48. Ms. VESTINE UWAMARIYA	Director - BDEU		✓

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	GATSIBO District HQs		49. Mr. JOHN MUSHUMBA	District Director of Education (New)		✓
			50. Mr. ALLY HASSAN NGAMIJE	District Director of Education (Former)		✓
			51. Mr. NARCISSE MAJYAMBERE	SEI / KIRAMURUZI Sector		✓
	GAKONI TSS		<b>School Officials</b>			
			52. Mr. CASSIER NGABONZIZA	School Manager		✓
			53. Mr. EUGENE HARERIMANA	Trainer / Tailoring		✓
			54. Mr. JEAN MARIE SIBORUREMA	Trainer / Tailoring		✓
			55. Mr. GEOFFREY MUSASIRE	Trainer / Leather		✓
			56. Ms. ODETTE UWITONZE	Trainer / Leather		✓
			<b>Graduates</b>			
			57. Ms. NYINAWUMUNTU SYLVIE	Graduate / Leather / Self-Employed		✓
			58. Mr. MINANI ELIA	Graduate / Leather/ Self-Employed		✓
			59. Mr. NZABONIMPA OLIVIER	Graduate / Leather/ Self-Employed		✓
			60. Mr. NIYIGABA ANTOINE	Graduate / Leather/ Self-Employed		✓
			61. Mr. NIYONKURU DJUMA	Graduate / Leather/ Self-Employed		✓
			62. Mr. NIYONSHUTI RAMBERT	Graduate / Tailoring / Self-Employed		✓
			63. Ms. WIHOGORA JOSELYNE	Graduate / Tailoring/ Self-Employed		✓
			64. Ms. MANISHIMWE FOUSTINE	Graduate / Tailoring/ Self-Employed		✓
			<b>School Officials</b>			
			65. Mr. INNOCENT DUSABIMANA	School Manager		✓
			66. Mr. JMV BARAGHORANYE	Trainer / Food Processing		✓
			67. Mr. J. PIERRE MUGABARIGIRA	Trainer / Food Processing		✓
			<b>Graduates</b>			
			68. Ms. KAYITESI OLIVE	Graduate / Food Processing / Unemployed		✓
			69. Mr. MANASSEH NIYITEGEKA	Graduate / Food Processing / Unemployed		✓
			70. Mr. NDAYISHIMIYE YUSUFU	Graduate / Food Processing / Self-employed		✓
			71. Mr. PASCAL NIYOMUGABO	Graduate / Food Processing / Self-employed		✓
			72. Mr. GILBERT BARAYAVUGA	Graduate / Food Processing / Self-employed		✓
			73. Ms. HAGENIMANA PHIONAH	Graduate / Food Processing / Unemployed		✓
			74. Ms. CHARTINE DUSABIMANA	Graduate / Food Processing / Employed		✓
			75. Mr. DUSHIMIYIMANA URBAIN	Graduate / Food Processing / Self-employed		✓
			76. Mr. MUBERUKA ANATHOLE	Graduate / Food Processing / Self-employed		✓
11/11/2024	NYAGAHANGA TSS					

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			77. Mr. LAMBERT NDAYISHIMIYE	Graduate / Food Processing / Self-employed		✓
			78. Mr. ISAAC HABAMAHIRWE	Graduate / Food Processing / Unemployed		✓
			79. Mr. ERIC NISINGIZWE	Graduate / Food Processing / Self-employed		✓
			80. Mr. ANACLET TUYUMVIRE	Graduate / Food Processing / Self-employed		✓
			81. Ms. JEANNETTE MUKASHYAKA	Graduate / Food Processing / Unemployed		✓
			<b>School Officials</b>			
			82. Ms. LOUISE UWIZEYE	School Manager	✓	✓
			83. Mr. MAURICE NDORIMANA	Trainer - Food Processing	✓	✓
			<b>Graduates</b>			
			84. Ms. GODELIE GUMYUSENGE	Graduate / Food Processing	✓	✓
			85. Mr. INNOCENT GAKWERERE	Graduate / Food Processing	✓	✓
			86. Ms. ANATHALIE MUKANGENZI	Graduate / Food Processing	✓	✓
			87. Mr. J. DAMASCENE HAGENIMANA	Graduate / Food Processing	✓	✓
			88. Ms. MARIE GRACE NISHIMIRWE	Graduate / Food Processing	✓	✓
			89. Mr. AHMED UWITONZE	Graduate / Food Processing	✓	✓
			90. Mr. VALERIE NYIRANSABIMANA	Graduate / Food Processing	✓	✓
			91. Mr. SAMSON SINABURARAGA	Graduate / Food Processing	✓	✓
			92. Ms. RUTH GWIZAGUSENGA	Graduate / Food Processing	✓	✓
			93. Ms. CLARISSE MANIRAMWUMVA	Graduate / Food Processing	✓	✓
			94. Ms. SANDRINE UMURERWA	Graduate / Food Processing	✓	✓
			95. Ms. DJASMIN MUDAHOGORA	Graduate / Food Processing	✓	✓
			96. Mr. AZARIAS HAKORIMANA	Graduate / Food Processing	✓	✓
			<b>School Officials</b>			
			97. Mr. BROTHER ERIC DUSHIMIMANA	School Manager	✓	✓
			98. Mr. DENISE MUGIRWA	Trainer - Fashion & Tailoring	✓	✓
			99. Mr. ELISABETH UWITONZE	Trainer - Hairdressing	✓	✓
			<b>Graduates</b>			
			100. Ms. REGINE NIYONSENGA	Graduate / Hairdressing	✓	✓
			101. Ms. FRANCINE UWIRAGIYE	Graduate / Tailoring	✓	✓
			102. Ms. EZECHIEL NIYONZIMA	Graduate / Tailoring	✓	✓
14/10/2024	BUMBOGO TSS					
15/10/2024	GACURIRO TSS					

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			103. Ms. BENJAMIN MVUYEKURE	Graduate / Hairdressing	✓	✓	
			104. Ms. OLIVE MUSHIMIYIMANA	Graduate / Tailoring	✓	✓	
			105. Ms. MUKESHIMANA EUPHRASIE	Graduate / Tailoring	✓	✓	
			<b>GoR Institutions</b>				
07/10/2024	Kigali	MIFOTRA	106. Mr. ABDALLAH NZABANDORA	WPL Coordinator	✓		
				107. Mr. PATRICK UMUHOZA	WPL/Skills Development Specialist	✓	
15/10/2024		Incubation Centre	108. Mr. PULICANO AYEBAZIBWE	Manager / MASAKA Incubation Centre	✓	✓	
16/10/2024				109. Mr. JEAN BOSCO HABİYAREMYE	Manager / NYARUTARAMA Incubation Centre	✓	✓
17/10/2024		RTB		110. Dipl.-Ing. PAUL UMUKUNZI	Director General	✓	
				111. Ms. SOLANGE UWAMAHORO	HoD - Training Management	✓	
				112. Mr. EMMANUEL ASHA	Digital Inclusion Manager	✓	
				113. Ms. GERMAINE MUDAHOGORA	WPL & Short Term Training	✓	
				114. Mr. DIOGENE KAGANGO	Incubation Centre Manager	✓	
				115. Mr. VEDASTE CYIZA	APEFE Focal Person / Leather	✓	
22/10/2024			MIFOTRA	116. Mr. FAUSTIN MWAMBARI	HoD – Employment Promotion	✓	
				<b>Local Government</b>			
16/10/2024			City of Kigali	117. Ms. ALICE UMULISA	Director – ESC / Kigali City		✓
17/10/2024			GASABO	118. Mr. GABRIEL SINYIGENGA	Director - BDEU / GASABO District		✓
				119. Mr. FAUSTIN NTIYAMIRA	Employment Promotion / GASABO District		✓
			KICUKIRO	120. Mr. AUSTIN IYAMUREMYE	Employment Promotion / KICUKIRO District		✓
		121. Dr. PELECANDA MUTETIWABO		Investment Promotion / KICUKIRO District		✓	
		NYARUGENGE	122. Mr. JEAN D'AMOUR SHUMBUSHO	Director - BDEU / NYARUGENGE District		✓	
			123. Mr. PULICANO AYEBAZIBWE	Private Sector Investment Officer		✓	
		YEGO Centre	124. Mr. TADEO TALEMWA	Coordinator / KIMISAGARA YEGO Centre		✓	
			<b>Private Sector</b>				
		LAPROLEP	125. Mr. SIMEON GASIGWA	Vice President	✓		
		APPROJUBAR	126. Mr. AUGUSTIN NTIVUGURUZZA	Chairperson	✓		
		APT	127. Mr. DANIEL NSHIMIYIMANA	Chairperson	✓		
		BMA	128. Mr. KARIM KARINGANIRE	Chairperson	✓		
		RAM	129. Ms. RUTH CYOMUGISHA	Chairperson	✓		
		RBBA	130. Ms. JOSIANE UMUTONI	Secretary	✓		

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8. **Annex-8: Program Evaluation Timetable**

ACTIVITIES	Timeline: September 2024 - January 2025																			
	September: 2024				October: 2024				November: 2024				December: 2024				January: 2025			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
<b>A. PREPARATION PHASE / 10 DAYS</b>																				
<b>Step-1: Planning &amp; Preparations</b>																				
1.1. Kick-Off Meeting	■																			
1.2. Self-Evaluation Meeting		■																		
1.3. Departmental Meetings		■	■																	
1.4. Desk Review			■	■																
1.5. Planning and preparation of Meetings and Filed Visits			■	■	■															
1.6. Preparation of Evaluation Tools			■	■																
<b>Step-2: Inception Report</b>																				
2.1. Development of the IR			■	■																
2.2. Presentation of the IR			■	■																
2.3. Incorporation of Client's Input			■	■																
2.4. Submission of the final IR			■	■																
<b>B. DATA COLLECTION PHASE / 20 DAYS</b>																				

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Step-3: Data Collection											
3.1. Meeting & Field Visits / Kigali (Partner Institutions)											
3.2. Meeting & Field Visits / Kigali (Schools + Companies)											
3.3. Meeting & Field Visits / Outside Kigali											
3.4. Development of Meeting Minutes											
Step-4: Data Processing & Analysis											
4.1. Minutes reports consolidation											
4.2. Data processing											
4.3. Information + Data analysis											
C. REPORTING PHASE / 10 DAYS											
Step-5: Provisional Mid-Term Evaluation Report											
5.1. Development of Provisional Report											
5.2. Proof Reading of the Provisional Report											
5.3. Submission of the Provisional Report											
Step-6: Stakeholders' Validation											
6.1. Debriefing Meeting with APEFE											
6.2. Stakeholders' Validation Meeting											
6.3. Stakeholders' Validation Workshop Report											
Step-7: Final Mid-Term Evaluation Report											
7.1. Incorporation of the stakeholders' Inputs											
7.2. Submission of the Final Evaluation Report											

9. **Annex-9: Program Evaluation Matrix**

EVALUATION DESIGN MATRIX		PROGRAM SELF-ASSESSMENT								
S/N	OECD-DAC key areas of Interest & Description	Operationalization / Sub-Questions								
		Methods and Plans for Data Collection and Analysis			Work plan and Task Division					
		- <b>Interview techniques:</b> Semi-structured, Critical observation, Probing, Peer-review, Triangulation, Focus Group Discussions-FGDs, Appreciative Inquiry Techniques, Validation and Feedback.			- <b>Targeted stakeholders</b> via Desk research of documentation, M&E of data and finance, questioning final beneficiaries, TVET institutions, employers and private sector, Partner institutions/GoR, including Districts authorities, APEFE implementers and key resources persons.					
					DESK REVIEW	APEFE	GOR	EMPLOYERS	TVET	GRADUATES
RETROSPECTIVE										
I. RELEVANCE										
1. Review the program objectives, the extent to which these were achieved, and how relevant to the beneficiaries.		a. <b>Coordination at the District Level</b>								
		Q1	-	To what extent are the program interventions' objectives and outcomes relevant to the districts' needs to coordinate the creation of a local conducive environment to the development of skills and decent jobs for young people in accordance with their development plan?	*	*	*			

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	Q <sup>2</sup>	- To what extent is the WPLYDE program strategy for better coordination at the districts' level realistic, appropriate, and adequate for achieving the result (R2)?	*	*	*				
	Q <sup>3</sup>	- To what extent are WPLYDE Program activities appropriate to produce expected changes matching with the needs of the coordination at the district level in terms of youth development?	*	*	*				
	Q <sup>4</sup>	- What factors have contributed to achieving or hindering the achievement of the intended outputs and outcomes?	*	*	*				
<b>b. Workplace Learning-WPL</b>									
	Q <sup>5</sup>	- To what extent has the intervention strategy related to the WPL program result been relevant in achieving the desired outcome?	*	*	*	*	*	*	*
	Q <sup>6</sup>	- To what extent has the program been designed and adapted to policy changes and institutional reforms of partners?	*	*	*	*	*	*	*
<b>c. Career Guidance &amp; Entrepreneurship</b>									
	Q <sup>7</sup>	- To what extent are the program interventions and outputs relevant to the needs of District-level employment and business development services operators to provide appropriate career guidance, job fair and placement, and business development services to TVET graduates?	*	*	*	*	*	*	*
	Q <sup>8</sup>	- To what extent is the WPLYDE program responding to the needs of ESCs, Yego Centers, and incubation centers (NYARUTARAMA and MASAKA) in terms of career guidance, job placement, entrepreneurship, and coaching for young graduates?	*	*	*	*	*	*	*
	Q <sup>9</sup>	- What additional actions/activities are necessary to correctly respond to the needs of ESCs, Yego Centers, and incubation	*	*	*	*	*	*	*

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		centres regarding career guidance, job placement, and entrepreneurship for young graduates' employment transition and coaching?								
<b>II. EFFECTIVENESS</b>										
2.	Review of the project to provide valuable insights into the project and help identify improvement areas, learn from the past and implement changes for a better future.	<b>a. Coordination at the District Level</b>								
		Q <sup>10</sup> - To what extent has the program been making progress towards expected changes/outputs, outputs, and intermediate outcomes at the District Level regarding coordinating the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?	*	*	*					
		Q <sup>12</sup> - To what extent does the program implementation achieve the expected outputs outlined in the design phase?	*	*	*					
		Q <sup>13</sup> - To what extent has the program improved the district's capacity to coordinate youth employment interventions?	*	*	*					
		Q <sup>14</sup> - To what extent do the adequate methodology and tools for conducting LMA allow ESCs, Yego Centers and Incubation Centers to adapt their strategy for employment creation?	*	*	*					
		Q <sup>15</sup> - What are the challenges at the district level in better-coordinating activities regarding youth employment and entrepreneurship?	*	*	*					
		Q <sup>16</sup> - What should be done (additional or corrective actions) to support the districts in coordinating youth employment and entrepreneurship interventions?	*	*	*					
		Q <sup>17</sup> - What are the best practices seen in implementing the program responding to the achievement of outputs and intermediate outcomes objectives?	*	*	*					

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		b. Workplace Learning-WPL					
Q18	- To what extent has the program been able to produce the desired result 3: TVET schools and companies collaborate and implement quality and inclusive dual training, using digital solutions when appropriate, to provide youth with adequate skills responding to the labour market needs in selected trades (food processing, tailoring, leatherwork, and beauty)?	*	*	*	*	*	*
		c. Career Guidance & Entrepreneurship					
Q19	- To what extent has the program been making progress towards the expected changes/outputs and intermediate outcomes of District-level employment and business development services operators regarding collaboration and providing appropriate career guidance, job fairs and placements, and business development services to TVET graduates?	*	*		*	*	*
Q20	- To what extent is the program successful in supporting the reinforcement of ESCs, Yego Centers, incubation centres, and Youth Development Alliances at the district level regarding entrepreneurship, youth employment, job placement, and job searching?	*	*		*	*	*
Q21	- To what extent do the methodology and tools developed for career guidance and entrepreneurship allow ESCs, Yego Centers and Incubation Centers to adapt their strategy and services for young graduates' employment and self-employment?	*	*		*	*	*
Q22	- To what extent do job fairs organized at the district level bring added value to youth employment?	*	*		*	*	*

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		Q23	- To what extent is the program supporting digital solutions to help TVET graduates search for jobs, find job placement, and get career guidance?	*	*	*	*	*
		Q24	- To what extent does the program support the ESCs, Yego centres and incubation centres (MASAKA, NYARUTARAMA) in connecting young graduates with financial institutions for business creation?	*	*	*	*	*
<b>III. SUSTAINABILITY</b>								
3.	Review of the project to identify, measure, and evaluate the potential impacts of alternatives for sustainability.	<b>a. Coordination at the District Level</b>						
		Q25	- How effectively has the program built the necessary capacity, ownership, and autonomy of the Districts to coordinate the creation of a local conducive environment to developing skills and decent jobs for young people per their development plan?	*	*	*		
		Q26	- What is the level of local government ownership?	*	*	*		
		Q27	- What is local partners' ownership (ESCs, Yego Centers, JADF, NYC, YDA)?	*	*	*		
		Q28	- To what extent did the programme's design and implementation include sensitization, mobilization, and capacity development to enhance local government (districts, ESCs, Yego centres) ownership of the Program objectives and results?	*	*	*		
		Q29	- What are the required external and internal conditions for ownership and sustainability of program interventions, including legal aspects of ESCs?	*	*	*		
		Q30	- To what extent can the local government conduct LMA on its own regularly?	*	*	*		

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b. Workplace Learning-WPL							
Q <sup>31</sup>	- To what extent are the various mechanisms initiated/supported under the program mastered and managed by the partners, ensuring the long-term operationalization of results?	*	*	*	*	*	*
Q <sup>32</sup>	- What are the conditions for the sustainability of workplace learning in companies?	*	*	*	*	*	*
c. Career Guidance & Entrepreneurship							
Q <sup>33</sup>	- How effectively has the program built employment and business development operators' necessary capacity, ownership, and autonomy regarding collaboration, job fairs and placement, appropriate career guidance, and business development services for TVET graduates?	*	*		*	*	*
Q <sup>34</sup>	- What should be done, and how do ESCs, Yego Centers, and Incubation centres provide sustainable services to young graduates regarding job placement, business coaching, and job searching?	*	*		*	*	*
Q <sup>35</sup>	- What key factors will require attention to improve prospects of sustainability of the Program outcome and the potential for replication of the approach/intervention model?	*	*		*	*	*
Q <sup>36</sup>	- Which capacities must be strengthened at the individual and organizational level (including contributing factors and constraints)?	*	*		*	*	*
Q <sup>37</sup>	- What are the main lessons (good practices or failures) and recommendations that must be considered in the second part of the implementation phase of this program?	*	*		*	*	*
<b>IV. EFFICIENCY / RESOURCES AND MANAGEMENT</b>							

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4. Review of the project to provide valuable insights into the overall efficiency of the project and its long-term impact, financial viability, social impact, and organizational capacity.	<b>a. Cost Efficiency</b>								
	Q <sup>38</sup>	- Are the resources allocated coherent and adapted to the outcome of the intervention?	*	*					
	Q <sup>39</sup>	- Which recommendations could contribute to increasing the rate of the WPLYDE program efficiency?	*	*					
	Q <sup>40</sup>	- To what extent has the proportionality between the changes induced by the WPLYDE program been adequate concerning the resources deployed (value for money)?	*	*					
	Q <sup>41</sup>	- Any budget gaps or deviations?	*	*					
	<b>b. HR Management</b>								
	Q <sup>42</sup>	- How is the APEFE/WPLYDE program governed and staffing status?	*	*					
	Q <sup>43</sup>	- What are the recruitment processes, deviations and gaps?	*	*					
	<b>c. Monitoring &amp; Evaluation</b>								
	Q <sup>45</sup>	- What are the M&E tools that are available?	*	*					
	Q <sup>46</sup>	- How adequate are the existing M&E systems?	*	*					
	Q <sup>47</sup>	- What were the original goals and objectives of the project? Were they clear and measurable?	*	*					
	Q <sup>48</sup>	- What were the key activities of the project? Were they implemented as planned, and on time?	*	*					
	Q <sup>49</sup>	- Who were the beneficiaries of the project? Were they reached as intended?	*	*					

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		Q <sup>50</sup>	- What were the expected short-term and long-term outcomes of the project? Were they achieved?	*	*						
		Q <sup>51</sup>	- What were the unintended or unexpected outcomes of the project? Were they positive or negative?	*	*						
		Q <sup>52</sup>	- What were the strengths and weaknesses of the project design and implementation?	*	*						
		Q <sup>53</sup>	- How did the project impact the target community or beneficiaries? Was the impact sustained over time?	*	*						
		Q <sup>54</sup>	- What were the strengths and weaknesses of the project design and implementation?	*	*						
		Q <sup>55</sup>	- What lessons can be learned from the project? How can they be applied to future projects?	*	*						
		Q <sup>57</sup>	- What were the key factors (Internal & External) that contributed to the success or failure of the project?								
		Q <sup>57</sup>	- How do you evaluate the WPLYDE program time efficiency?	*	*						
<b>PROSPECTIVE</b>											
<b>V. RECOMMENDATIONS</b>											
5.	Given the lessons learned and the ambitions of all partners concerned, what elements of the WPLYDE program can be considered key for the future and should be brought forward and integrated into the future programme?	Q <sup>58</sup>	- To what extent does the chosen target group from Kigali and rural areas still make sense and what are alternatives?	*	*	*	*	*	*	*	*
		Q <sup>59</sup>	- What can be recommended to increase the cost-benefits ratio?	*	*						
		Q <sup>60</sup>	- What other strategies can the programme use to maximize effectiveness in achieving the intended outcome and responding to contextual challenges?	*	*	*	*	*	*	*	*

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	Q <sup>61</sup>	- What are major risks to successful programme implementation in the future and how could these be overcome?	*	*				
	Q <sup>62</sup>	- How can new themes such as climate change and digitalization be better included in a possible future programme?	*	*				
	Q <sup>63</sup>	- What potential is there for new relationship with the Rwandan government?	*	*				

10. Annex-10: Sample Pictures



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MARABA TSS



MARABA TSS



MARABA TSS



MARABA TSS



GAKONI TSS



GAKONI TSS



EFA-NYAGAHANGA

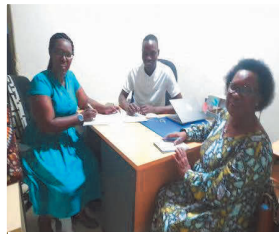


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BUMBAGO TSS



KCUKIRO District



MASAKA Incubation Centre



MASAKA Incubation Centre



Certificate 1 / FP / 8 Competencies

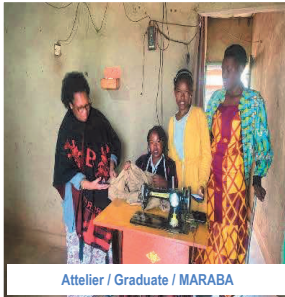


Certificate 2 / FP / 14 Competencies

Certificate / Tailoring

Certificate / Leatherwork

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Atelier / Graduate / MARABA



Business / Graduate / MARABA



Product / Graduate / MARABA



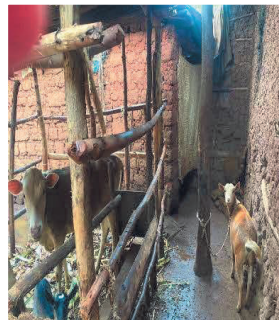
Product / Graduate / MARABA



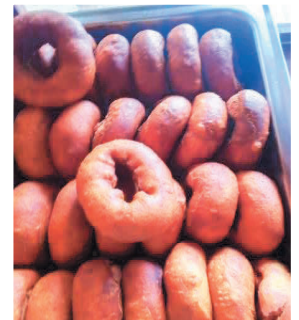
Business / Graduate / MARABA



Business / Graduate / MARABA



Business / Graduate / MARABA



Business / Graduate / KABUTARE

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Business / Graduate / KABUTARE



Business / Graduate / KABUTARE



Business / Graduate / KABUTARE



Business / Graduate / KABUTARE



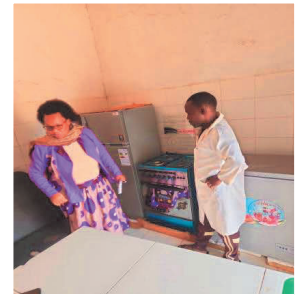
Business / Graduate / GAKONI



Business / Graduate / GAKONI



Business / Graduate / GAKONI



Business / Graduate / BUMBOGO

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Business / Graduate / BUMBOGO



NYARUTARAMA Incubation Centre



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RTB Certificate



RTB Certificate

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City of Kigali



GASABO District