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Mid-Term Evaluation of the Akazi Kanoze Youth Livelihoods Project April 2012

This evaluation report was produced for review by the United States Agency for International Development/Rwanda. It was prepared by Iain McLellan and Jackson Bamwesigye.

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i. Executive Summary

Introduction

Akazi Kanoze (“Work Well Done”) is a five-year, \$9.8 million youth workforce development project designed specifically to help Rwandan youth develop the skills and attitudes necessary to obtain sustainable livelihoods, maintain healthy lifestyles, and participate constructively in their communities through a combination of education, training, and support services. More specifically, it couples a Work Readiness Curriculum designed to build the soft skills required by youth to succeed in the careers they are preparing as they complete skills training programs offered by various youth-serving organizations. Akazi Kanoze is financed by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC).

The objective of the Akazi Kanoze program is to improve youth access to employment opportunities, where this term signifies part-time or full-time employment, paid internships, income generating cooperatives, micro-enterprise or self-employment. For the purpose of brevity, the term “employment” is occasionally used in this document to mean economic opportunities more generally. The project also seeks to build the capacity of organizations promoting youth workforce development and contribute to emerging Government of Rwanda (GoR) policy implementation in this area. The project design includes linking youth to existing jobs, training, and education opportunities where possible. Nurturing formal and informal collaborative alliances between USG, local government institutions, other donors, NGOs, education and training providers, and the private sector are also part of the project design.

Having launched in early 2010, the Akazi Kanoze project has nearly reached its midpoint. In order to assess how well the project design is achieving its aims, USAID/Rwanda invited an evaluation team made up of Iain McLellan, consultant, and Jackson Bamwesigye, USAID/Rwanda Monitoring and Evaluation Specialist, to conduct a mid-term evaluation. The Statement of Work prepared for the evaluation by USAID/Rwanda defined four evaluation objectives, as well as their respective illustrative key questions, as listed below. This evaluation explores the relevant data available to inform USAID/Rwanda on the impact of the Akazi Kanoze program in relation to the following four objectives.

Objective 1: Identify evidence of increased youth access to employment

Objective 2: Identify evidence of increased capacity of local NGOs to serve youth needs for non-formal Work Readiness and job skills training

Objective 3: Identify key components of the Akazi Kanoze model that may affect program success

Objective 4: Assess how well the Akazi Kanoze project is meeting its goal and key objectives cost-effectively

Evaluation Methodology

The Akazi Kanoze project design matches technical training to real labor market needs and prepares youths for work in general. The purpose of the evaluation was to gain insights into how effectively this approach achieves measurable results in order to potentially replicate aspects of

the project's approach in other settings on the continent and elsewhere. The evaluation objectives include identifying the strengths and limitations of the approach and how the selection of youth participants impacted the outcomes. Special attention has been given to tracking patterns of economic activity of the youth graduates to identify clear links with preparation and work.

Data to inform the analysis was collected by the evaluation team in Rwanda over the course of two weeks of field work in February 2012. Key informant interviews were held with EDC/Akazi Kanoze staff members, IP representatives, USAID/Rwanda staff members, Work Readiness Curriculum trainers, private sector employers and Akazi Kanoze youth participants. These were complemented by a series of focus groups and site visits. Data was triangulated by comparing emerging themes from qualitative interviews and focus groups with quantitative data collected through telephone surveys and IP databases.

Findings

Objective One: Identify evidence of increased youth access to employment

Halfway through FY12 in March 2012, the program had produced 2710 graduates, of whom 1413 (53%) were male and 1297 (47%) were female. Among these graduates, 1,851 (68.3%) had found an economic opportunity, including 880 women (47%). Although rates of graduate access to EOs are high, the data indicate a weak link between technical skills trainings and access to post-graduation economic opportunities within that particular sector. Those who received technical skills training did not necessarily find opportunities in the sectors for which they were trained. An analysis of qualitative data indicated a minority of graduates did not access an enduring economic opportunity after completing the program. Data also indicate that paid internships do not constitute a lasting EO, although it is unclear whether they facilitate access to longer-term EOs. The value of paid internships should be further explored to determine whether it is worthwhile to build sub-grantee capacity to connect graduates to these opportunities.

Objective Two: Identify evidence of increased capacity of local NGOs to serve youth needs for non-formal Work Readiness and job skills training

Quantitative and qualitative data indicate that the vast majority of stakeholders, including employers, Akazi Kanoze graduates and sub-grantee partners, are satisfied with both the soft and the hard skills that youth have developed through their participation in the project. Despite persistent gaps in some graduates' technical skill levels, Akazi Kanoze graduates are generally appreciated by employers. The soft skills they developed in Work Readiness training, such as customer service, leadership, conflict resolution, and working with others, are particularly appreciated by employers, particularly in sectors involving contact with the public such as hospitality and security.

The sub-grantee partners report that participation in administering Akazi Kanoze has greatly increased their program management skills and strengthened their ability to deliver youth-serving programs such as Akazi Kanoze in the future. There is enhanced ability on the part of the youth serving partner organizations to meet youth workforce training needs and strong enthusiasm to build on the initial success in implementing the Work Readiness Curriculum model. Youth-serving organizations could benefit from further capacity development in

providing support to graduates to link them with economic opportunities in the transition phase.

Objective Three: Identify key components of the Akazi Kanoze model that may affect program success

A number of social, economic and political dynamics contributed to the success of the model in Rwanda. An economic growth rate of 7 to 8% since 2003 and a relatively healthy economy, especially in the construction and hospitality sectors, facilitated the creation of economic opportunities for youth. This project model thrives in a context where the government provides a policy environment that supports private sector growth and favors entrepreneurship as well as the civic participation of women and youth. The Rwandan education context, with literacy levels approximately equal among women and men (around 77%) and high primary school enrollment rates, further support the program's success. Furthermore, a key factor contributing to the effectiveness of the Akazi Kanoze model is the market research that EDC staff members continually undertake to identify areas of economic opportunity where youth graduates are most likely to succeed. Tracking the youth from training centers into the working world enables EDC to make further adjustments in the selection of sub-grantees, thereby optimizing the employment outcomes of the project's graduates.

Objective Four: Assess how well the Akazi Kanoze project is meeting its goal and key objectives cost-effectively

EDC has achieved cost-effectiveness within Akazi Kanoze in a number of ways. EDC issued requests for proposals (RFP) to be submitted by youth serving organizations that were interested in adopting the Work Readiness Curriculum as a sub-grantee of Akazi Kanoze, thereby enabling the selection of partners with the most cost-effective proposals who had also demonstrated cost-effectiveness in previous programming. The final selection of sub-grantee partners was partly guided by what these sub-grantees could offer in terms of leveraged resources. EDC/Akazi Kanoze managed to contain costs and achieve relative cost-effectiveness on the part of its sub-grantee partners, in part, by establishing a ceiling for their deliverables. In addition, the Government of Rwanda has sought to have Akazi Kanoze integrated into its technical schools and is also considering the adoption of the curriculum at academic upper secondary schools. This policy has enabled the low-cost expansion of the reach and impact of the Work Readiness Curriculum, further augmenting the cost-effectiveness of the program.

Recommendations

The evaluation team identified a number of ways in which the impact of the Akazi Kanoze project can be further enhanced over the second half of its implementation period. Greater technical assistance to sub-grantees to improve market analysis capacity can help to ensure that necessary data is gathered in a practical, sustainable and timely way. This data collection could be enhanced by improving systems for tracking graduates to prevent falling out of contact due to changes in mobile numbers or physical relocation.

Youth serving partner organizations can further benefit from targeted trainings, coupled with the development of more numerous and stronger relationships between sub-grantees and the private sector, to build their capacity to support youth during the transition phase between graduation and access to economic opportunity. As these opportunities include entrepreneurial

activity, an increase in entrepreneurs' access to investment capital will diversify options for youth wishing to go into business for themselves.

Finally, EDC has provided technical assistance to sub-grantees to prepare sustainability plans, but further support could be provided to these partner organizations to build capacity in applying for grants that would enable them to continue implementing the Akazi Kanoze Work Readiness Curriculum and other youth workforce development activities into the future.

ii. Acknowledgements

The evaluation team would like to thank the USAID/Rwanda staff for its collaboration and guidance during this process. Particular thanks go to Carrie Antal, Education Team Leader and Brian Frantz, General Development Officer, for their well thought out scope of work that set clear objectives and questions to be explored in the evaluation.

Melanie Sany, Chief of Party of the EDC/Youth Livelihoods Project, and her staff did a remarkable job managing the logistics for the evaluation and were able to set up a full slate of interviews with numerable stakeholders on short notice. Maurice Masozera, Monitoring and Evaluation Specialist, and Jacques Sezikeye, Local Partner Manager, were instrumental in ensuring all the interviews, site visits and focus group discussions were scheduled within the tight time frame.

EDC/Akazi Kanoze provided efficient and well-managed logistical assistance in setting up the focus group discussions and interviews with stakeholders and staff representing more than half of the sub-grantee partners. The complete and user-friendly Monitoring and Evaluation systems put in place by EDC/Akazi Kanoze served the evaluation team well as it was possible to track results and disaggregate them easily.

Finally, the work of Jackson Bamwesigye, USAID/Rwanda Monitoring and Evaluation Specialist, USAID/Rwanda, was instrumental in conducting the focus group discussions and telephone surveys. His insights and analytical skills have helped to guide the evaluation process.

iii. Acronyms

AED	Academy for Educational Development
AJPRODHO	Youth Association for Human Rights Promotion and Development
AVSI	Association of Volunteers in International Service
BTC-CTB	Centre for Support to Small and Medium-Sized Enterprises in Rwanda
CAPMER	Centre d'Appui aux Petites et Moyennes Entreprises au Rwanda
CHAMP	Community HIV/AIDS Mobilization Program
COOJAD	Coopérative de la jeunesse pour l'auto-emploi et le développement
COP	Chief of Party
COATB	Construction Based Cooperative
CRS	Catholic Relief Services
CYM	Community Youth Mapping
DCOP	Deputy Chief of Party
EDC	Education Development Center
ICT	Information Communication Technology
EO	Economic Opportunity ¹
EOI	Expressions of Interest
EVI	Eco-Ventures International
ICT	Information and Communication Technology
IGA	Income Generating Activity
IPs	Sub-grantee partners
IYF	International Youth Foundation
LMEx	Mobile Labor Market Exchange
MIFOTRA	Rwandan Ministry of Public Service and Labor
MINAGRI	Rwandan Ministry of Agriculture
MINECOFIN	Rwandan Ministry of Finance and Economic Planning
MCC	Millennium Challenge Corporation
MOE	Ministry Of Education
NAR	Never Again Rwanda
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PCV	Peace Corps Volunteers
PPPMER	Projet pour la promotion des petites et micro-entreprises rurales
PSF	Private Sector Federation
PSI	Population Services International
RDB	Rwanda Development Board
RYON	Rwanda Youth Opportunity Network
RYP	Rwanda Youth Program
SCGR	Search for Common Ground Rwanda
PSF	Private Sector Federation

www.cia.gov/library/publications/the-world-factbook/geos/rw.html

¹ For the purposes of this evaluation, an employment opportunity is defined as part-time or full-time employment, paid internships, income generating cooperatives, micro-enterprises, self-employment and other means of earning a livelihood.

PSI	Population Services International
SILC	Savings and Internal Lending Communities
SMS	Short Message Service
TOT	Training of Trainers
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
VSLA	Voluntary Saving and Loan Associations
VTC	Vocational Training Center
YEN	Youth Employment Network
YES	YES Rwanda
WRT	Work Readiness Training
WRC	Work Readiness Curriculum
WDA	Workforce Development Authority

1.0 Introduction

1.1 Project Background

The Akazi Kanoze Youth Livelihoods Project is a five-year, \$9.8 million project in Rwanda financed by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC). The project's original budget, \$7.5 million, was increased by \$2.3 million in 2011 with the expansion of the project's scope from uniquely serving urban youth to also targeting youth in rural areas. Akazi Kanoze is a cross-sectoral collaboration within USAID/Rwanda that draws funding and input from four different sectors: Education (Basic Education), Health (PEPFAR), Democracy and Governance, and Economic Growth.

The specific objectives of the Akazi Kanoze program are twofold. The project aims to enable youth to be more capable of earning a livelihood by providing appropriate and relevant life skills education and work readiness training. It achieves this objective while building the capacity of local institutions (government, private sector, and civil society) to better prepare youth for work, and better connect them to personal development, employment and self-employment opportunities.

Akazi Kanoze, which means “work well done” in Kinyarwanda, initially set an annual target to provide services to 4,000 urban youths between the ages of 14-24 with the aim of improving their livelihood options within the first two years of the project. The project was expanded to rural areas in six districts in the second quarter of year three. The target rural population will be aged 14-35 for rural youths, of whom 75% will be below the age of 24. The total number of targeted youth beneficiaries over the life of the project has been increased from 12,500 to 15,000. At the time of writing, 812 youths over 24 and university graduates were also reached in the urban intervention at the request of the Government of Rwanda, but were not counted against the project indicators. Orphans and vulnerable children (OVCs) between the ages of 14-18 are also specifically targeted. The number of OVCs initially targeted was 5,000, but this target was lowered to 3,250 after the first two years due to reduced PEPFAR funding.

Project Design

The project is designed specifically to:

- Help Rwandan youth develop the skills and attitudes necessary to obtain sustainable livelihoods, maintain healthy lifestyles, and participate constructively in their communities through a combination of education, training, and support services.
- Build the capacity of organizations promoting youth workforce development and contribute to emerging Government of Rwanda (GoR) policy implementation in this area.
- Link youth to existing jobs, training, and education opportunities where possible.
- Nurture and support partnerships – both formal collaborative alliances and less formal coordination of efforts – between USG, local government and quasi-government institutions, other donors, NGOs, education and training providers, and the private sector.

1.2 Rwandan Context

Since 1994, USAID assistance to Rwanda has focused on peace-building, reconciliation, and humanitarian assistance. According to USAID/Rwanda, remarkable progress has been made in terms of rebuilding the country following the genocide by ensuring security and achieving economic growth. GDP has rebounded with an average annual growth of 7-8% since 2003 and inflation has been reduced to single digits. This was achieved in an economy based predominantly on subsistence agriculture, the primary source of livelihood for 70% of the population. The Government of Rwanda is striving to transition from an agricultural economy to a knowledge-based one characterized by high levels of savings and private investment. Africa's most densely populated country is trying to overcome the constraints to growth posed by its limited surface area and landlocked borders by leveraging its membership in the East African Community (EAC) to trade regionally, while establishing itself as the principal ICT hub in Eastern Africa.

Nonetheless, UNICEF statistics indicate approximately three quarters of the population was living below the official poverty line of \$1.25 per day between 2000 and 2009. Rwanda's Purchasing Power Parity level of \$1,300 ranks it 203rd in the world. Gross National Income per capita in 2010 was \$540. Rwanda has a population of over 9 million, with the number of inhabitants expected to reach 16 million by 2020 due to a high population growth rate averaging 4.4 children per woman. Consequently, food production often does not keep pace with demand, necessitating food imports. This rapid population growth has also produced a bulge in the number of Rwandan youth, defined by the UN as young people between the ages of 14-24. According to the 2002 national census, 67% of the population is 25 years of age or younger and only 3% of the population is over 65 years of age.ⁱ Consequently, the GoR has identified youth as a core area of concern.

In response to these challenges, the current administration has taken action to reduce poverty by improving education, expanding infrastructure, encouraging foreign and domestic investment, and pursuing market-oriented reforms. In particular, the development strategy of the government of Rwanda capitalizes on the opportunity presented by the youth bulge to engage young people in the development process. Key policy documents, including the National Youth Policy, the Five Year Action Plan for Youth Employment Promotion in Rwanda, and the national Economic Development and Poverty Reduction Strategy, explicitly identify youth as critical drivers of economic development and poverty reduction.

Several major challenges must be addressed in order for youth to become agents in the economic and social development of their country. According to the Five Year Action Plan, the profitability of traditional sources of income in the agricultural sector is declining due to reduced land productivity that stems from heavily fragmented, densely populated arable lands coupled with outdated farming techniques. Opportunities for self-employment and salaried work outside the agricultural sector are far exceeded by the number of job seekers. Many youth are ill-equipped to seize the opportunities that do arise, due to a lack of relevant education or training that limits youths' competitiveness on the job market.

The shift to a knowledge-based economy mandated in Rwanda's Vision 2020 identifies the strengthening of education as a key strategy for empowering youth to become active participants in the national development process. Investments in technical and vocational education (TVET) within the formal school system are complemented by non-formal training

opportunities offered by private training centers, NGOs and others. Non-formal programs serve youth with diverse levels of educational attainment, which in many cases can be limited to some primary schooling. While 94% of youth in Rwanda have had some schooling, only 43% of boys and 49% of girls attain 5th grade. A small proportion of the youth attend secondary school: in 2005, net enrollment was 10%ⁱⁱ and net attendance was under 5%ⁱⁱⁱ. In addition, a significant proportion of those enrolled in elementary school are over-age youth. Nonetheless, the youth literacy rate averaged 77% between 2005-2010 with roughly equal rates for males and females.^{iv} The government's National Education Plan 2006-2015 emphasizes Education For All with special attention given to the role of science and technology education in achieving Vision 2020. Beginning in 2008, Rwanda transitioned to English as the official language of instruction from P4 in order to hasten economic integration with East African neighbors.

The informal sector currently makes up over 93% of the economy,^v and over half (51.1%) of informal sector employees are youth aged 16-30.^{vi} Ninety percent of both informal and partially formal enterprises in Rwanda^{vii} were formed post-1994 and are very small, with around 90% employing only one or two workers. These small enterprises tend to be local operations with assets averaging less than \$1,000. The size of the informal sector and the large number of youths working within it are factors that contributed to the sector's prioritization by the national government. The formal private sector remains relatively underdeveloped but benefits from GoR initiatives to create jobs and grow the middle class through support to entrepreneurship. In addition, the new national cooperative law lends strong support to the creation and formalization of cooperatives formed by lower-income people. To support this entrepreneurship movement, microfinance institutions (MFIs) are primarily concerned with group lending through cooperatives, although new products for individual lending are being introduced in urban areas.

There exists a widespread shortage of technical capacity among the Rwandan population in such areas as construction, automotive, and customer service skills in hospitality, despite high and increasing demand in these growth areas. The hospitality industry in Rwanda, for instance, is growing steadily but a general lack of quality control in the training of skilled employees has mitigated the local education providers' ability to meet the demand. The situation is aggravated by the reality that secondary school graduates find it difficult to compete with university graduates for formal sector jobs. Those with less education are more likely to work in the informal sector where jobs can be "hazardous, unregulated, and low-paying" according to anecdotal evidence reported in the document. As a consequence of local skilled labor shortages, employers often resort to imported labor in areas such as construction and automotive or machinery maintenance. These jobs are often filled by Congolese, Ugandan and Kenyan workers. The government has liberalized the immigration of skilled workers to meet demand.

USAID/Rwanda designed the Rwanda Youth Livelihoods Project to contribute to building the capacity of the basic labor market support systems for youth. The project achieves this objective by focusing on several key areas:

- providing youth with general work readiness skills
- helping youth to connect with opportunities for apprenticeships, mentoring, and internships
- identifying and sharing information on labor market opportunities
- offering youth career counseling and related services

Through Akazi Kanoze, USAID/Rwanda seeks to make progress toward alleviating youth unemployment and underemployment, and prepare youth for work by providing work readiness training and supporting their transition toward economic opportunity. This includes strengthening the entrepreneurship culture among youth and addressing a shortage of financial services available to entrepreneurs and cooperatives.

1.3 Project Description

1.3.1 Project goals and objectives

The Rwanda Youth Livelihoods Project promotes linkages to achieve the following goals and objectives:

Goals:

- Increase youth access to livelihoods opportunities, both in the formal and informal sectors;
- Support Rwanda in its transition from an agricultural to a knowledge-based economy by supporting critical gaps in education and other service provision for youth;
- Increase youth leadership, participation, and engagement in civic and community affairs;
- Involve youth as leaders in conflict mitigation and reconciliation activities;
- Reduce youth vulnerability to health risks, especially HIV/AIDS, to maintain a healthy workforce that can effectively contribute to the growth of the country's economy.

Objectives:

- Provide holistic workforce development to prepare youth for the world of work. This includes basic education such as literacy, numeracy, critical thinking, and communication skills. It also includes youth entrepreneurship support services and life skills education (language, technical skills, and financial literacy). 2,500 out-of-school youth aged 15-24 will be reached each year over five years in urban areas in Rwanda, 1,000 of which will be orphans and vulnerable children (OVCs). Literacy development will involve linkages to the formal education system for certification of achievement.
- Create youth programming (both youth-led and youth-serving organizations) to capitalize on labor market demand through linkages to the private sector.
- Enable youth to build the skills and knowledge necessary for becoming healthy productive workers and participants in civic and community affairs. This includes: life skills in critical health areas (i.e., reproductive health and HIV/AIDS prevention) and leadership development, as well as meaningful opportunities for civic engagement.
- Build the capacity of civil society organizations (and where necessary government) led by, serving youth, and/or representing the interests and needs of youth, particularly in the areas of policy analysis and advocacy, conflict mitigation and reconciliation, service provision, job creation, workforce development, and as relevant to meet program goals and objectives.
- Encourage youth-led policy reform and provide capacity building (to relevant government and civil society organizations) to promote youth employment and job creation.
- Increase the number of youth micro-enterprises and the number of youth obtaining salaried work proportionate to what the existing labor market will bear.

- Accomplish the above to the extent possible by building on, supporting, linking, or partnering with the wide variety of efforts currently underway or planned in Rwanda to support youth and youth livelihoods.

1.3.2 Project design

A detailed initial field assessment was conducted and a work plan developed and approved by the Mission before the implementation began. The assessment included a thorough labor market assessment, youth cohort profiling, and institutional capacity assessment as well as a gap analysis. The 209 page report, entitled “Rwanda Youth Employment Assessment Report,” was published in January 2009 and revised a year later. It was developed in response to the USAID mission’s identification of the need among Rwandan youth for education, health livelihoods, employment and job creation. The in-depth, cross-sectoral assessment led to recommendations and design of the program.

The pre-project assessment team was asked to:

- Identify the essential characteristics of the Rwanda Youth Opportunity Project’s target group of urban out-of-school youth aged 15-24;
- Understand Rwanda’s labor market and its skill demands and trends;
- Understand the existing policies and institutional capacities of public and private youth-serving organizations in Rwanda; and
- Recommend key elements of the design for the contemplated Rwanda Youth Opportunity Project

Key findings. The assessment found a significant and measurable need in key urban regions of Rwanda for a livelihood project for youth. The team confirmed that targeted youth experienced high rates of unemployment, have limited formal education, few marketable skills suitable for the Rwanda’s growing formal business and industry sector, and few opportunities for developing new skills. The assessment also found low levels of literacy and educational attainment among youths and concluded that education should be a central component of any program with ambitions to support livelihood and youth development. It also found a lack of opportunity for formal employment, and official policy forbidding many forms of informal commerce combined to challenge livelihood in the urban areas. Gender concerns and poverty among youth were found to be driving concerns requiring specific responses.

Based on the consultations with a wide range of stakeholders, the findings of the assessment team support the development of a capacity-building and employment program the large urban youth population aged 14-24 which has significant education and employment needs. Strong governmental policies and action plans were also found to be necessary in addressing these needs.

1.3.3 Target beneficiaries

The primary beneficiaries of the project are 15-24 year old out-of-school youth based in the Kigali area. The project in its third year is being expanded to selected rural areas and the target population there will range from 15 to 35 years of age. The beneficiaries comprise female and male youth from diverse educational backgrounds including those with some primary through to secondary school graduates. Some university graduates were given Work Readiness Training at

the request of GoR. Younger youth aged 13-14 were targeted indirectly through health information outreach, mentoring by older youth participants, or in some cases direct participation in program activities.

The scope of this evaluation focuses on the primary beneficiaries: urban youth aged 14-24 who are pursuing skills training in the informal system. Although the popularity of the Work Readiness Training has led to its adoption by the GoR within certain formal educational institutions – namely the university system and secondary-level TVET system - the questions contained in the statement of work do not directly pertain to those who were exposed to Work Readiness Training as part of a formal schooling activity. For the purposes of this evaluation, unless otherwise indicated, a “graduate” of Akazi Kanoze is defined as a youth who attended the Work Readiness Training as a complement to technical skills training provided through the non-formal system (offered by a traditional Akazi Kanoze sub-grantee partner), and who completed this training at least two months before being surveyed. The graduate may or may not have completed the technical skills training component of this package at the time of data collection.

1.4 Organizational Roles and Responsibilities

The Rwanda Youth Livelihoods Project is managed by the Education Development Center (EDC) through an EQUIP 3 Associate Award. Three other EQUIP 3 consortium organizations--the Academy for Educational Development (AED), Catholic Relief Services (CRS), and Eco-Ventures International (EVI) had sub-grants and played targeted technical and service provider roles. 24 local Rwandan youth-serving organizations or sub-grantee partners have sub-grants to implement specific project activities.

EDC bears the overall responsibility for project implementation, for providing all deliverables, and for reaching targeted objectives in a quality manner, on time and within budget. EDC fields the Chief-of-Party and other key staff, provides technical responsibility for delivery of core Work Readiness Curriculum, manages responsibility for Rwanda Youth Opportunity Network, implements sub-grant agreements with local partners, supervises partner efforts, and serves as project liaison with USAID/Rwanda. At the time this evaluation was undertaken, EDC staff included a Chief of Party, Deputy Chief of Party, private sector specialist, master trainer and entrepreneurship specialist, monitoring and evaluation specialist, local partner liaison, and local partner manager, as well as three financial and administrative staff people and two field officers. (See annex D for most current staff list.)

In addition, three partner NGOs are providing support to Akazi Kanoze through the EQUIP 3 mechanism. Technical areas targeted by EQUIP 3 include community youth mapping (FHI-360), youth savings group development (CRS), and local labor market evaluation and identification of youth workforce opportunities (EVI). EDC and its EQUIP 3 partners have provided access to best international practices to local sub-grantee partners (NGOs, civil society organizations, government agencies, education and training providers, private-sector organizations and others). They have also implemented scopes of work and sub-grant agreements for targeted project activities including participation in project organizational capacity-building efforts.

1.5 Overall Project Spending

To gain perspective on how resources have been allocated in this project, EDC/Akazi Kanoze was asked to indicate what proportion of its resources were being allocated to the direct delivery of youth intervention, that is, the portion of the budget which has an “end-user focus”. End-user

focused spending amounts to 61% of funds. Project support funding, which includes project overhead, management, administration and start-up costs, amounts to 39%. The largest end-user expenditures (34%) were those associated with enabling sub-grantee partner organizations to implement the Work Readiness curriculum, subdivided as 17% dedicated to workforce linkages and 15% to technical assistance to sub-grantee partners. Almost half of the project support funds were spent on overhead (46%), while 22% was spent on administration and operations, and 17% was dedicated to management costs.

1.6 Evaluation Methodology

The evaluation began with a review of relevant documents selected by USAID/Rwanda and EDC/Akazi Kanoze. These included the Rwanda Youth Project Document (July 2008), the Rwanda Youth Program Proposal (April 2009) submitted by Education Development Center, and the Rwanda Youth Employment Evaluation Report (January 2009), as well as nine quarterly reports and two annual reports. Other documents reviewed include sector surveys, tools developed for sub-grantee partners and training materials such as the Work Readiness curriculum.

USAID/Rwanda prepared an evaluation statement of work which set forth specific evaluation objectives and questions, placing particular importance on generating original data to meet with new USAID evaluation standards and to provide concrete evidence to serve as a reference for replication of the approach in other settings. The evaluation objectives are detailed below. In addition, USAID/Rwanda requested the evaluation team to compare the cost-effectiveness of Akazi Kanoze in relation to USAID/Rwanda Governance and Democracy projects featuring livelihood components, as well as a German-funded employment creation project. The evaluator prepared an evaluation plan in response to this statement of work, which was subsequently reviewed by USAID/Rwanda. It proposed drawing upon a combination of existing quantitative data and new qualitative and quantitative data to be gathered in the field using a participatory approach.

Objective 1: Identify evidence of increased youth access to employment

Objective 2: Identify evidence of increased capacity of local NGOs to serve youth needs for non-formal Work Readiness and job skills training

Objective 3: Identify key components of the Akazi Kanoze model that may affect program success

Objective 4: Assess how well the Akazi Kanoze project is meeting its goal and key objectives cost-effectively

Briefing meetings were held with relevant staff of USAID/Rwanda and with technical and management staff of EDC/Akazi Kanoze to set up stakeholder meetings, select interviewees and reach agreement on the evaluative process and expected deliverables. USAID/Rwanda and EDC/Akazi Kanoze met periodically with the evaluation team to discuss progress in the implementation of the evaluation plan. The evaluation team included USAID/Rwanda in the development of data collection instruments to be used in the evaluation. .

The evaluation team was composed of two evaluators: an outside consultant and the USAID/Rwanda Monitoring and Evaluation specialist. EDC/Akazi Kanoze, USAID/Rwanda and the evaluation team collaborated to plan the data collection process undertaken during the field visit portion of the evaluation. EDC/Akazi Kanoze provided assistance in setting up the interviews with stakeholders and staff representing more than half of the sub-grantee partners

as well as seven Focus Group discussion sessions with Akazi Kanoze graduates. Kinyarwanda-language telephone interview data was gathered by the USAID/Rwanda Monitoring and Evaluation specialist with assistance from the USAID/Rwanda education team.

The evaluation team utilized a variety of techniques to collect data, including face-to-face interviews with a variety of stakeholders in the field. Key informant interviews were held with 10 EDC/Akazi Kanoze staff members, 19 representatives of sub-grantee partners, and seven USAID/Rwanda staff members, including those from the Governance and Democracy (DG) team who had been involved with DG projects in Rwanda that incorporate youth livelihood components. Eight Work Readiness Curriculum trainers were interviewed, as well as four representatives of the government sector, and four private sector employers who had hired Akazi Kanoze graduates. The evaluation team also visited five sites where youth were receiving the Work Readiness curriculum or associated skills development programming through Akazi Kanoze. These activities were informally observed and interviews were conducted with selected stakeholders at the site.

The evaluation team utilized focus groups to gather data about youth graduates' perceptions of and experiences in the Akazi Kanoze program. Seven focus group discussions were held with 70 Akazi Kanoze youth participants, consisting of three all-female groups and three all-male groups, in addition to one group of mixed gender with whom the discussion guide was pilot tested. The participants were representative of the Akazi Kanoze youth participants in terms of age (15-24) and level of education (including both primary and secondary-level completers). A mixed-gender focus group was also held for orphans and vulnerable children, a sub-group of youth that the program is likewise intended to benefit. The selection of participants comprised a cross-section of technical sectors in which youth graduates are trained. The male sessions included participants from mechanical, security, and Information and Communication Technology (ICT) sectors, among others. The female sessions included women working in industrial painting, hospitality, agri-business and agriculture. The sessions were moderated by evaluation team member Jackson Bamwesigye, Monitoring and Evaluation Specialist with USAID/Rwanda. Less formal group discussions were also held with five Work Readiness trainers and with 11 sub-grantee partner accountants at a monitoring and evaluation training session.

Much of the quantitative data informing this evaluation was collected by EDC/Akazi Kanoze as part of their standard monitoring and evaluation activities. The evaluation team briefed their EDC/Akazi Kanoze M&E counterparts regarding the types of data required to respond to the evaluation questions set forth by USAID/Rwanda, including data measuring the number of graduates who found economic opportunities disaggregated by age, gender and skill type/sector. This data was duly compiled by EDC/Akazi Kanoze and submitted to the evaluation team at the close of the field visit period.

This data was complemented by descriptive statistical data gathered through surveys administered over the telephone. Short surveys incorporating Lykert-scale questions were tailored to the three targeted groups: youth graduates, sub-grantee partners, and employers of Akazi Kanoze graduates. Ten Akazi Kanoze sub-grantee partners were surveyed in regards to the sustainability of the program and the effectiveness of their efforts to link youth graduates to economic activities. The selected IPs were active in training youth to work in the construction, hospitality, ICT, agri-business, and service sectors. Another survey was administered to 10 employers regarding their perceptions of Akazi Kanoze graduates. In addition, 34 Akazi Kanoze

graduates representing the construction, hospitality, ICT, agri-business, and service sectors were surveyed regarding their current economic activities. Finally, a number of stakeholders were selected for telephone interviews. Three Work Readiness training drop-outs were also interviewed over the telephone using a discussion guide to structure the interviews.

1.7 Constraints and Gaps

The analysis contained in this evaluation report reflects the most complete and objective assessment the team could conduct given existing constraints. The two-week field study period created limitations on data collection that were compounded by the complexity of the project and the capacity of the two-member evaluation team. Measures were taken to mitigate those limitations including involvement of the EDC/Akazi Kanoze monitoring and evaluation staff in disaggregating data and conducting the focus group discussions.

Data collection was challenged by a series of factors. Language barriers weakened the quality of data, as translation from Kinyarwanda to English inevitably caused loss of content and nuance. When focus group participants spoke in English or French to the lead evaluator, others in the group would have difficulty remaining engaged in the discussion if the second language selected was not one they had mastered. Furthermore, whereas the original evaluation plan had envisioned qualitative data as a supplement to triangulate existing quantitative data, the reality of the limited nature of existing quantitative data collected by sub-grantee partners placed heavier demands on the level of rigor required of the qualitative data collected in the field. However, the tight fieldwork timeframe resulted in the collection of qualitative data without adjustments to strengthen rigor. Consequently, instead of making recordings or transcripts of focus group discussions, Kinyarwanda-language comments were simultaneously translated to English and noted down, precluding the possibility of frequency counts or rich description. Access to existing data, by contrast, was simple and yielded valuable insights rapidly and accurately. The ease of working with existing data can be attributed to the user-friendly monitoring and evaluation system put in place by EDC/Akazi Kanoze, which enabled the evaluation team to quickly synthesize the disaggregated tracked indicators into the overall evaluation.

A number of constraints posed challenges to the depth of data gathered and the reliability and validity of its analysis. A key obstacle arose from the absence of a baseline or ongoing data collection related to critical youth livelihoods indicators, and particularly those pertaining to youth benefitting from the services provided to them by sub-grantee partners. Part of the challenge faced by EDC/Akazi Kanoze and its sub-grantee partners is the difficulty of remaining in contact with graduates to track their outcomes, due in large part to frequent residence and mobile telephone number changes. Without access to a wider range of youth livelihoods data, the evaluation team was limited in its ability to objectively measure the impact of the project on Akazi Kanoze youth beneficiaries and the sub-grantee partners that serve them. The evaluation statement of work called for comparing the outcomes of youth seeking economic opportunities before and after completing the Akazi Kanoze program, but only anecdotal data could be generated. Proxy measures were created where appropriate to offset data gaps, as in the case of variables intended to express the sustainability of capacity development at the level of sub-grantee partners, but these were themselves limited by lack of quantifiable evidence. Similarly, the statement of work requested a regression analysis to isolate the program components correlated with successful graduate outcomes. This component of the evaluation was not

completed, due in large part to the lack of existing data and complications around the creation of valid proxy measures.

The evaluation team was unable to fully explore GoR attitudes toward youth workforce issues and the Akazi Kanoze project's interventions in this area. This insight would have been valuable in terms of enabling the evaluation team to discover to what degree the wider GoR appreciates the project. Interviews with a wider range of GoR officials did not occur due to scheduling conflicts and, more importantly, the high turnover of government officials and shuffling of responsibility for the project between different GoR organizations. This institutional flux has interrupted the continuity of relationship building, thereby shrinking the pool of GoR stakeholders knowledgeable about the project.

The evaluation team drew upon diverse methods to strengthen the scientific validity and reliability of findings, including the triangulation of the disaggregated existing data with new qualitative and quantitative data collected in the field and the development of proxy measures where more precise data had not been tracked. The evaluation team requested EDC/Akazi Kanoze to select a stratified random sample meant to ensure the most important points of variability in the population were captured in the sample of youth, businesses and implementing partners interviewed.

2.0 Findings

2.1 Objective One: Identify Evidence of Increased Youth Access to Employment

2.1.1 Akazi Kanoze graduates who have found work

Key evaluation question: What percentage and number of Akazi Kanoze partner NGO youth graduates have found work (disaggregated by age, gender, education level, skill type etc.)?

The Akazi Kanoze project has adopted a variety of standard and custom indicators to measure its progress toward its objectives. Project standard indicator six, an F indicator, measures the number of people gaining initial employment or improved employment as a result of participation in USG-funded workforce development programs. The target for FY11 was 1,387 youths. In FY11, a total number of 1,225 youths were successfully placed in economic opportunities after completing the Akazi Kanoze Work Readiness Training. That number includes 705 graduates aged 16-24 of whom 383 are male and 322 are female, and 520 aged 25-35 of whom 242 are male and 278 are female. The 705 graduates aged 24 and under accessed the following employment opportunities after completion of the program: full-time employment (97), part-time employment (222), paid internships (187), income-generating cooperatives (138), and 61 in micro-enterprise or self-employment settings. An additional 261 youth below 24 years of age were also successfully placed in diverse economic opportunities after completing the Akazi Kanoze Work Readiness Training in the first quarter of year three.

These numbers, while indicative, do not tell the complete story of the success of Akazi Kanoze in enabling graduates to access EOs. This data only reflects the first economic opportunity accessed by a graduate. Those youth who completed the training and obtained an EO in FY10 but subsequently went on to access other EOs were not considered to have obtained an EO in FY11 in order to avoid double counting of individual youths. It is also necessary to recognize these data are aggregates that mask variations in the success of different youth serving organizations. Annex D contains detailed data on Akazi Kanoze graduate outcomes from specific sub-grantee youth serving organizations. These data also fail to reflect the successes of the program since the end of the last fiscal year. Halfway through FY12 in March 2012, the program had produced 2710 graduates, of whom 1413 (53%) were male and 1297 (47%) were female; 1,851 (68.3%) of these had found an economic opportunity. This FY12 data came available to EDC/Akazi Kanoze after the data collection period for this evaluation ended in February 2012.

A telephone survey of 34 Akazi Kanoze graduates appears to confirm high rates of access to EOs after completion of the program. Responses show 28 youth interviewees (85%) were engaged in an economic opportunity following graduation and one respondent returned to formal schooling. Among those who reported working, 14 had gained part-time employment and 12 had gained full-time employment. One was self-employed and one had joined an income-generation cooperative. Five out of 34 of the respondents (15%) reported being unemployed at the time of the survey. None reported being engaged in a paid internship, a finding which contrasts with the high number of graduates who accessed paid internships as their initial EO. This discrepancy may indicate the ephemeral nature of the paid internship arrangement, raising questions about the long-term value of guiding graduates toward such opportunities after program completion. Further inquiry into the path of graduates after completing an internship could provide evidence to inform decisions about continued promotion of this EO as an option for graduates.

Ten Akazi Kanoze sub-grantee partners that prepared their graduates in the hospitality, construction and agri-business sectors were surveyed regarding their perceptions of program success in connecting graduates to EOs. The majority (70%) of respondents agreed that youth graduating from the Akazi Kanoze training are better able to find work or internships as a result of partnership with businesses and other potential employers, while a minority (30%) neither agreed nor disagreed. When asked whether youth graduating from Akazi Kanoze training are starting their own businesses more than the youth their organization supported before Akazi Kanoze began, 60% of interviewed partner NGOs agreed and 20% strongly agreed, while 20% neither agreed nor disagreed. All NGO representatives interviewed (100%) agreed or strongly agreed with the statement that the Work Readiness Curriculum provides youth with qualities that make them more desirable job candidates than those who have not received this training. These responses, considered alongside the high rate of graduate access to EOs, suggest that Akazi Kanoze graduates are well-prepared to access economic opportunities. According to an interviewed staff person at a sub-grantee partner organization, “[Graduates’] capacity for getting work or creating it is reinforced through Akazi Kanoze.”

This sentiment was echoed by another respondent who lauded the “practical experience” that youth gain over the course of the program, thereby strengthening their competitiveness. One interviewee commented on the value of the project’s incorporation of regular market research to select the sub-grantee partners that provide skills training, thereby improving the odds that graduates will find work by building their technical skills in high-demand sectors. Another offered constructive feedback, suggesting that Akazi Kanoze program participants’ skills could be more systematically developed, with a stronger emphasis placed on job creation through partnerships between youth serving organizations and the private sector.

Akazi Kanoze graduates were questioned in focus groups and telephone surveys regarding the value of the program in improving their ability to access economic opportunities. Increased technical and practical skills, strengthened professional confidence, greater preparation for the job seeking process, and an improved ability to create economic opportunities through entrepreneurial training were considered the main benefits of the Akazi Kanoze program. Among those surveyed by telephone, 96% either agreed (14%) or strongly agreed (82%) that Akazi Kanoze had increased their self-confidence in finding work.

Graduates shared such remarks as “We are now prepared to apply [for jobs] and work,” “We learnt how to search for jobs,” and “I used to sit at home and wait to hear from friends about jobs, but now I have a CV and letters of recommendation.” Focus group participants also underscored the value of hands-on learning opportunities during skills training courses (e.g. “We got enough practice working in kitchens in the internship” or “We learnt good things working at this garage”). Strong appreciation was expressed regarding the life skills component of the Work Readiness Curriculum, with graduates observing that they had gained confidence in themselves and had gained a variety of skills that would enable them to thrive in society. Many graduates shared experiences related to the value of their training in customer service, such as a youth who recalled feeling prepared to respond when an interviewer at a call center asked questions about handling difficult clients, and another who reported, “I found an employer who was interested in me because he was looking for good customer care.”

The qualitative survey of graduates found that 53% strongly agreed and 12% agreed that their income today is higher than it would have been without the Akazi Kanoze training, while 11.5%

neither agreed nor disagreed and 17.5% disagreed or strongly disagreed. Youth respondents held similarly split opinions on whether the Akazi Kanoze program had improved their ability to earn an income. Two-thirds (67.5%) agreed strongly or agreed, while 15.5% neither agreed nor disagreed, and 17.5% disagreed or strongly disagreed. These responses raise questions about the quality of the economic opportunities accessed by youth and the extent to which they provide a viable livelihood. They also indicate a degree of dissatisfaction among Akazi Kanoze graduates in terms of the realities of the local job market and existing opportunities for earning a living. The project may benefit from further exploration of opportunities to empower and better equip youth to thrive in the workforce, and potentially manage expectations about incomes at the early stages of their professional lives.

Economic opportunity by gender

Male and female graduates of the Akazi Kanoze program have successfully accessed employment opportunities at approximately equal rates. Among 1413 male graduates, 971 (68.7%) accessed economic opportunities, while similar opportunities were accessed by 880 out of 1,297 female graduates (67.8%).

It should be noted that several sub-grantee partners had not yet collected or submitted the most recent data on graduation or placement rates to EDC at the time data was collected for this evaluation. For instance, sub-grantee partner Yes Rwanda had not submitted a report of an additional 58 youth placed in economic opportunities; similarly, Karisimbi Garage had not yet reported the placement of an additional 42 youth trained at its car repair shop. EDC/Akazi Kanoze estimates a more accurate average placement rate is currently between 72-78%.

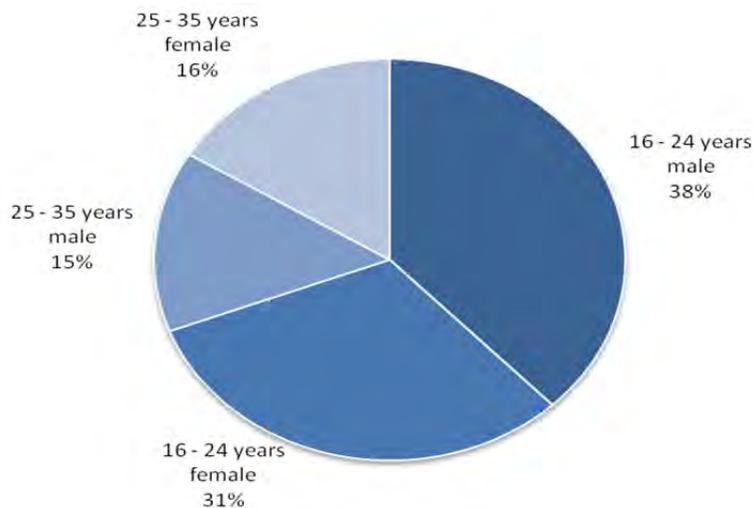


Figure 1: Age and gender distribution of graduates who found an economic opportunity

Economic opportunity by age

When disaggregated by age (Figure 1), nearly 70% of graduates who found economic opportunities were aged between 16 and 24 years, the primary target population of the project.

The remaining 30% who were older are mainly university graduates trained in collaboration with the Rwanda Development Board. It should be noted that the proportion of beneficiaries from this older cohort will likely increase as the project expands to rural areas, where the anticipated beneficiary population will range in age from 16 to 35 years.

As indicated in Table 1, 100% of graduates aged 25-35 years successfully found employment opportunities. The large majority of graduates in this age range completed Work Readiness Training as part of formal training delivered by the Rwanda Development Board. This formal program includes a mandatory internship period where the required placement is arranged by RDB in partnership with diverse institutions.

Age Range	16 - 24 years			25 - 35 years		
	male	female	total	male	female	total
# graduates	1143	997	2140	270	300	570
# gained EO	701	580	1281	270	300	570
% gained EO	61%	58%	59.6%	100%	100%	100%

Table 1: Proportion of graduates finding EOs, disaggregated by age range and gender

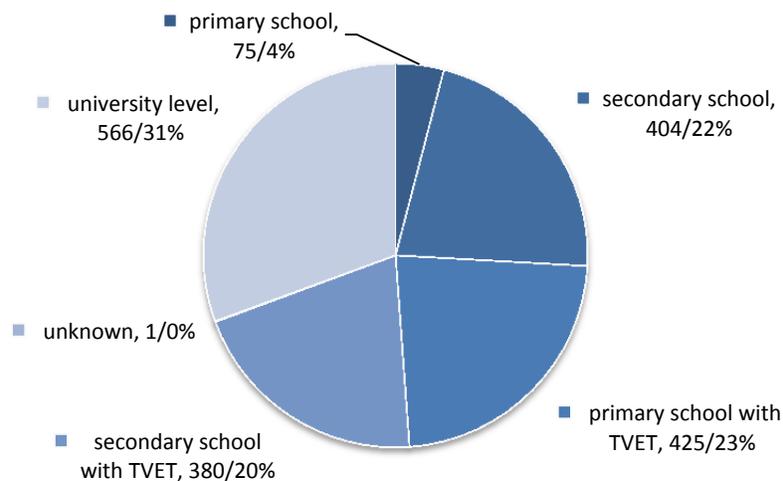


Figure 2: Educational background of graduates finding EOs

Economic opportunity by education level

The Akazi Kanoze project was initially designed with the intent of supporting access to economic opportunities among disadvantaged youth in the Kigali area. Within the program’s original vision, the primary beneficiaries were meant to be youth who receive the Work Readiness Training as a complement to a non-formal skills training program provided by a youth-serving organization or private skills training provider. Due to its popularity, the GoR has since adopted the Work Readiness Curriculum as part of formal TVET and university-level education programs

as well. Figure 2 above illustrates the number of graduates finding EOs by educational background.

EDUCATION LEVEL	Youth Graduates			Youth with EO			Percentage of placements (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
primary school	47	87	134	35	40	75	74.47	45.98	55.97%
secondary school	438	378	816	238	166	404	54.34	43.92	49.51%
primary school with TVET	279	246	525	236	189	425	84.59	76.83	80.95%
secondary school with TVET	390	275	665	205	175	380	52.56	63.64	57.14%
unknown	3	1	4	1	0	1	33.33	0.00	25.00%
university level	256	310	566	256	310	566	100.00	100.00	100.00%

Table 2: Rates of graduates finding EOs, disaggregated by education level

When economic opportunity is disaggregated by education level (Table 2), the highest proportion of graduates who found an income-generating opportunity are university graduates. They were trained and placed in collaboration with Rwanda Development Board. The second largest group is made up of those whose education combined TVET training with some primary school level education. Youth who have completed secondary school or secondary-level TVET form the third largest group of graduates who have obtained employment opportunities. Male graduates with primary school fared better than their female counterparts in terms of gaining economic opportunities by a three-to-two ratio. Females with primary school educations were least successful in accessing EOs: more than half had not accessed economic opportunities after completion of the program. By comparison, 84.59% of males who had completed both their primary education and TVET technical school training had accessed EOs (in contrast with only 76.83% of similarly educated females), indicating the economic competitiveness of this educational background and the privilege of males over females in the TVET sector.

Economic opportunity by technical skill area

An analysis of the rates of EO access when disaggregated by gender and skills training area (Table 3) reveals some striking variations, suggesting some sectors may offer greater ease of entry for graduates of a given gender. Male graduates had greater success than females in finding economic opportunities after being trained in construction, automobile repair sectors and entrepreneurship/savings. Female graduates had greater success than males in finding economic opportunities after being trained in hospitality and agri-business. Male and female graduates experienced approximately equal rates of success in finding economic opportunities after completing training in ICT. The "other" category comprises the Rwanda Development Board university graduates who were trained in such diverse fields as Law, Management, Accounting, Statistics and other highly professional fields. All trades related to construction were combined in a single category, including masonry, carpentry, welding and industrial painting.

2.1.2 Comparison of work placements

Key evaluation question: How do these placement rates and numbers, as well as the job placement system, compare to those seen at the same NGOs prior to Akazi Kanoze, at other NGOs who have not partnered with Akazi Kanoze, and with youth employment rates overall?

Limited longitudinal data collection among Akazi Kanoze sub-grantee partners offers little basis for an assessment of the comparative impact of the program model. Most governmental and non-governmental organizations in Rwanda conducting livelihoods training do not have a history of following graduates to document and assess the success of their training in terms of EOs accessed by youth. Only three Akazi Kanoze sub-grantee partners who provide skills training to youth had been tracking youth EO outcomes and collecting relevant data before becoming involved with Akazi Kanoze. These three organizations were each requested to compare the number of youths that accessed economic opportunities before Akazi Kanoze with the success rate of youth graduates of the Akazi Kanoze program.

Type of training received	# graduates female	# graduates male	# female who got EO	# male who got EO	% female who got EO	% male who got EO
Construction	169	345	87	253	51.48	73.33
Agri-business	96	92	69	59	71.88	64.13
ICT	88	93	72	78	81.82	83.87
Hospitality	196	133	138	79	70.41	59.40
Other	474	498	371	365	78.27	73.29
Entrepreneurship and savings	273	167	143	112	52.38	67.07
Car mechanics	1	85	0	25	0.00	29.41
Total	1297	1413	880	971	67.85	68.72

Table 3: Rates of graduates accessing EOs by technical skill area

This small-scale comparison yielded some trends indicative of significantly improved outcomes for youth graduates of technical skills programs that incorporated the Akazi Kanoze Work Readiness Curriculum. In the year prior to the launch of Akazi Kanoze, sub-grantee partner organization YES Rwanda placed 16 out of the 25 youth it trained, for an EO access rate of 64%. After implementing Akazi Kanoze's Work Readiness Curriculum, YES was able to place 85 out of 100 for an EO access rate of 85%. Similarly, prior to the launch of Akazi Kanoze, sub-grantee partner Benimpuhwe trained 130 youths a year in sewing, craft production and the creation of agricultural cooperatives, of whom only 26 (20%) accessed economic opportunities after graduation. Since becoming an Akazi Kanoze partner, Benimpuhwe has seen 33 out of the 47 Akazi Kanoze graduates access EOs after graduation, equal to a 70% EO access rate that represents more than a three-fold increase. Similarly, in the two years before becoming involved with Akazi Kanoze, Esther's Aid connected 50 youth with economic opportunities. In the two years after implementing Akazi Kanoze, 200 economic opportunities were created, mostly in catering and mushroom production, representing a four-fold increase in access to EOs. Although variations in the type of data collected by each organization limit the validity of direct

comparison, the trends these numbers suggest appear to lend further evidence to the success of the Akazi Kanoze model in improving youth access to economic opportunities.

Coordinators of 10 sub-grantee partners were surveyed to gain their subjective views on the impact that the Akazi Kanoze program had in terms of improving their graduates' access to EOs. They were requested to share the extent to which they agreed with three statements related to improved EO access for youth. 70% of the coordinators agreed that youth graduating from the Akazi Kanoze training are better able to find work or internships as a result of the program's partnership with businesses and other potential employers, while 30% neither agreed nor disagreed. In response to the statement that youth graduating from the Akazi Kanoze training are starting their own businesses more than the youth that were supported before Akazi Kanoze began, 80% strongly agreed or agreed. 20% neither agreed nor disagreed. Similarly, 100% of respondents strongly agreed with the statement that the Work Readiness Curriculum provides youth with qualities that make them more desirable job candidates than those who have not received this training. These data indicate that sub-grantee partners believe the Akazi Kanoze program has improved the likelihood that graduates of their skills training programs will be able to access economic opportunities in the future.

2.1.3 Match between technical training and economic opportunity

Key evaluation question: How successfully does the Akazi Kanoze project facilitate youth employment in the sector for which they were trained (considering such factors as time to job placement, livable wage and match between education and eventual employment)?

In light of the considerable attention paid by EDC/Akazi Kanoze to market demand in the selection of sub-grantee partner organizations, the success of graduates in finding work in the field they studied is important to ascertain. An analysis of data collected by EDC/Akazi Kanoze revealed mixed results regarding alignment between technical skills training and economic opportunities accessed. Those who received skills training did not necessarily access opportunities within the sector for which they were trained, with considerable variation between particular technical sectors. Among sub-grantee partners that took a more active role in facilitating the transition of Akazi Kanoze graduates into economic opportunities, a greater degree of alignment can be seen. There was also evidence that some of the technical training was insufficient for the needs of the sector. Qualitative data collected found that a minority of graduates were still without economic opportunity, or complained of low wages and long hours.

Sector	# access EO	% of total EO access
Construction	340	18%
Agri-business	128	7%
ICT	150	8%
Hospitality	217	12%
Other	736	40%
Entrepreneurship and savings	255	14%
Car mechanics	25	1%
Total	1851	100%

Table4: Number/percentage of graduates who found an EO disaggregated by skill/sector

It should be noted that not all those who successfully accessed an economic opportunity received a complementary training or developed skills for work in specific sectors. As of March 2012, 40% of youth beneficiaries of the Akazi Kanoze program had not received complementary training. Youth who did not receive complementary training in a specific technical area were generally not the principal beneficiaries of the program, as most were still enrolled in formal schooling or had recently graduated from a university course of study when they received the Work Readiness Training. The number of graduates who found an economic opportunity, disaggregated by sector, includes only those who received complementary training in technical skills.

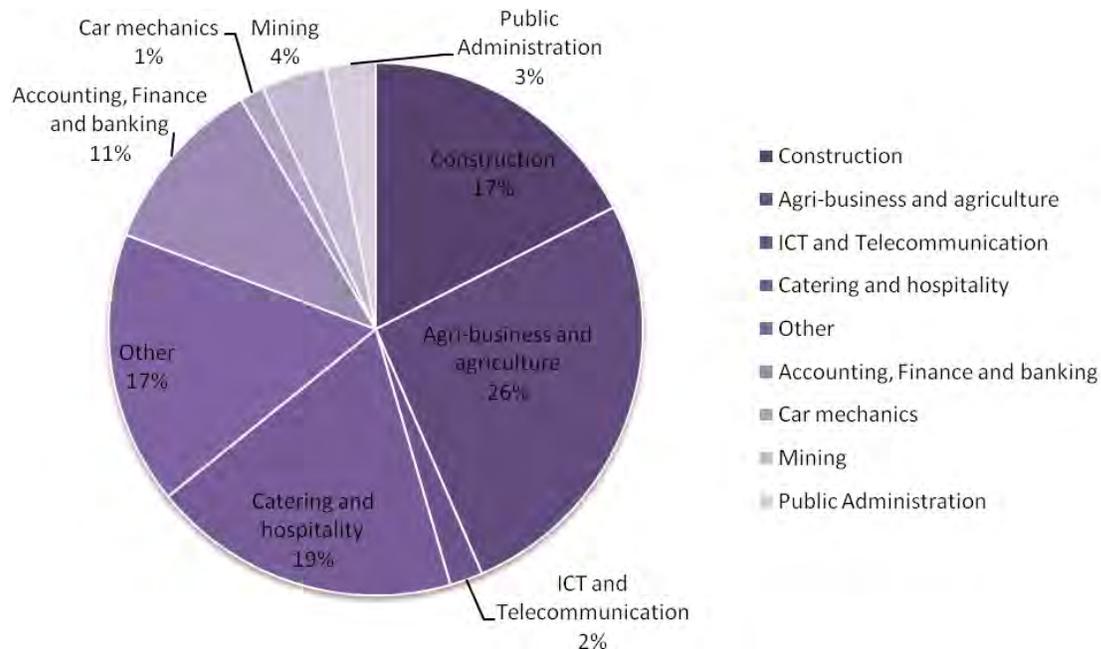


Figure 3: Employment sectors for all Akazi Kanoze graduates (WRC only and WRC with complementary technical training)

When the outcomes of Akazi Kanoze graduates who pursued complementary trainings in addition to the WRC training are combined with those who completed the Work Readiness Curriculum without complementary training, the largest number of Akazi Kanoze graduates got jobs in agriculture and agri-business fields. The hospitality sector, including catering, was next, followed closely by the construction industry sector. The relatively high number of graduates accessing economic opportunities in the agriculture sector can be largely explained by the fact that the Rwanda Development board places roughly 60% of youth graduates agriculture/agribusiness companies, such as the Rwanda Agriculture Export Board and the Rwanda Agriculture Board. The “other” category includes sectors such as hair dressing, data entry agents, clothing vendors and primary school teachers. Specific patterns of employment do not emerge from the limited data pertaining to graduates accessing these areas of economic opportunity.

The data tell a slightly different story when examining only the outcomes of graduates who completed the Work Readiness Curriculum and complementary training together. Construction

and entrepreneurship were the sectors that provided the lion's share of economic opportunities for those with complementary training. The majority of those with complementary training who found economic opportunities were those who had studied to develop technical skills in the construction trades such as masonry, welding, painting and carpentry. Those who received training in entrepreneurship or saving and lending groups like Savings and Internal Lending Communities (SILC) and Voluntary Saving and Loan Associations (VSLA) were the second largest group to successfully access economic opportunities. These youths mainly formed their own income-generating cooperatives involved in livestock and farming. The sector to provide economic opportunities to the third largest group of graduates was that of hospitality. Youths received training in catering, hotel management and baking, and were mainly placed in hotels, bars and restaurants. The agri-business sector includes those who were trained in silkworm farming and liquid soap making.

Qualitative data on economic opportunities following Akazi Kanoze graduation was collected in seven Focus Group discussion sessions conducted by the evaluation team with 70 Akazi Kanoze graduates. The most common economic opportunity accessed by focus group participants was entrepreneurship. Some had successfully started businesses, such as an interior décor consultant or a vendor of telephone airtime cards, but most were either in the process of setting up a business or were planning to do so. "[I] made a business plan, earned a little money and paid back the loan," one graduate stated. Others remarked that they "hope to find investors to start a small business" and "learnt how to manage money and establish a business." Among these youth, construction was the second most accessible sector. They found work as painters, electricians, construction helpers and carpenters. "We get paid lots of money painting when we get contracts," one graduate noted. An almost equal number found work or an internship in the hospitality industry, including work in hotels, restaurants and catering. One student remarked, "Catering is a good choice. It makes me competitive" Another shared, "Before I worked as an assistant cook but after graduating from Akazi Kanoze I shifted to cook with an increased salary." There were some disappointments with finding suitable economic opportunities expressed in three of the six Focus Group discussion sessions. The frustrations concerned primarily difficulty finding work ("It's not easy to get work in a garage"), low pay ("I struggle to get money doing small jobs"), and only part-time work available ("I'm not getting permanent work.")

Together, the quantitative and qualitative data suggest youth graduates of Akazi Kanoze are generally satisfied with their access to economic opportunities, particularly in the construction and hospitality sectors, and with self-employment or starting businesses. Overall, two-thirds of Akazi Kanoze graduates were satisfied.

The other third reportedly were less satisfied. Some found that their income had not increased as much as they would have liked, while others struggled to find steady, full-time employment. Furthermore, despite high expectations for creating employment opportunities in the Information and Communication Technologies (ICT) sector when the project was developed, the actual number of Akazi Kanoze graduates able to access this sector was relatively low. A similar pattern was revealed for graduates of automobile repair technical trainings. This can be attributed to a demand for high skill levels in these sectors, exceeding the competencies gained by youth studying at some of the sub-grantee technical training facilities.

2.1.4 Factors affecting employability outcomes

Key evaluation question: What are the factors affecting the outcomes identified in questions 1-3 above?

Work Readiness increases employability

Evidence indicates that the project increases employability and that Work Readiness Training contributes to the ability of Akazi Kanoze graduates to access economic opportunities. Employers appreciate the work ethics of the Work Readiness graduates. The Work Readiness Curriculum is a relevant, engaging tool that results in increased confidence and employability as well as improved skills for entrepreneurship.

Sub-grantee partner support to graduates' transitions is key

The sub-grantee partners have a pivotal role in initiating and fostering relationships with private sector partners who can provide youth with economic opportunities ranging from employment to paid internships. However, the full potential of these relationships has not yet been achieved. According to EDC/Akazi Kanoze, the sub-grantee partners can do more to assist the graduates in their transitions, thereby further increasing the rate at which graduates are able to access economic opportunities.

Communication facilitates graduates' transition

In each of the seven Focus Group sessions, graduates welcomed the idea of increasing access to information about potential economic opportunities by diversifying the channels of communication. "We can communicate with other graduates about different opportunities to advance," one graduate noted. Another recommended, "Decentralize information after training about where jobs are and how to connect with other graduates." A third remarked, "Follow up is good. It shows you care about what happens to us after training." Networking among graduates about economic opportunities was another strategy suggested in the Focus Group sessions. "If we worked together in small groups, it could help us get work in construction," one graduate remarked. Another suggested, "If we had a common focal point that had a list of people to contact, it could snowball."

Over 80% of the Akazi Kanoze graduates participating in the focus groups said they had mobile phones and considered Short Message Service (SMS) an excellent mode of communication for follow-up. Graduates commented, "We can follow up through SMS to share what we are doing," and "SMS is a good way of communicating with us about job opportunities." Another recommended, "Send SMS in the future about how to access capital and how to set up a business." Half the graduates said they had regular access to the web and some suggested that work opportunities and internships should be posted on a web site. It was recommended that exchanges between graduates be made through chat or other online forums. Only two graduates had Facebook accounts, calling into question the potential effectiveness of this particular form of social media as a communication tool.

External factors produce student attrition

According to statistics provided in the FY11 annual report combined with the report from FY12 Q1, a total of 4,704 youth enrolled in training provided by Akazi Kanoze. Of these, 3,787 would go on to graduate, for an 89% completion rate. To understand these figures, a telephone survey

was conducted with selected drop-outs of the Work Readiness Training. The survey identified the principal reasons for dropping out as reentry to formal schooling, pursuit of an employment opportunity, and prohibitive cost of transport to the training site. Attrition rates decrease when the training provider is located in closer proximity to the youth beneficiaries completing workforce readiness training there. All of the drop-outs interviewed said they had valued the training and regretted not being able to complete it.

EDC/Akazi Kanoze estimates that contact is lost with a third of Akazi Kanoze graduates after completion of the program and no information is available on their post-training outcomes. This information gap can be traced back to three causes. First, some sub-grantee partners have not attempted to develop a systematic means of preserving contact with their students after graduation. The transient nature of youths in search of economic opportunity has furthermore translated to their relocation throughout the country, resulting in higher cost and levels of effort to track them outside of Kigali. Finally, the principal means by which contact can be maintained with most youth graduates is by mobile telephone, but contact numbers frequently change as youth alternate between service providers or allow existing accounts to fall into disuse.

2.2 Evaluation Objective Two: Identify Evidence of Increased Capacity of Local NGOs

2.2.1 Graduates' skill levels and work readiness

Key evaluation question: How highly do employers rate Akazi Kanoze program graduates' work readiness on a variety of technical and soft skills relative to others who have not benefitted from this program?

Akazi Kanoze graduates are greatly appreciated by employers in general. The soft skills that graduates developed in Work Readiness Training, such as customer service, leadership, conflict resolution and teamwork, are commended by employers in all sectors, and particularly in those involving contact with the public. The technical skills of graduates for work in food preparation, security and construction were appreciated by employers, particularly when the employers had direct involvement and actively partnered in determining the content of the skills development. Technical training for work in the areas of Information and Communication Technology and automobile repair were not sufficiently developed to interest employers in the sector on the scale anticipated.

The evaluation team interviewed and administered a questionnaire to 15 employers of Akazi Kanoze graduates working in four different sectors, including hospitality, construction, agri-business and other services like banking and mobile phone services. Employers were asked to describe how strongly they agreed with statements about the abilities and employability of Akazi Kanoze graduates. All but one of the 15 employers (92%) strongly agreed that satisfaction with the performance of Akazi Kanoze graduate employees would encourage them to hire more in the future. An equal proportion strongly agreed that program graduates were reliable workers and possessed good technical skills that could be put to immediate use in the work environment. Graduates were perceived as being distinguished from their peers by stronger communication and relationship skills by 86% of employers, and an equal percentage also viewed the Akazi Kanoze Work Readiness certificate as holding significant value when considering an applicant for a position at their place of business.

The findings of the survey were supported in one-on-one interviews with business owners, personnel managers, and intern supervisors who had employed Akazi Kanoze graduates. Those selected for interview represented six diverse sectors and included an upscale hotel, an auto repair garage, a golf course, a large supermarket, a construction cooperative and a restaurant. All interviewed employers had strong praise for the quality of the Akazi Kanoze graduates and their work ethics, remarking on their discipline and tendency to work hard. One remarked that hiring graduates of the program had “made [his] job easier,” while another observed, “Their behavior is different from others. Communication is no problem.” Several employers noted that customer service had been a persistent problem area in the past, but that graduates of the program were the exception to this trend and excelled in their professional relationship with clients. “They know how to handle difficult customers” was one comment. An employer at a business where Akazi Kanoze graduates represent three-quarters of his employees reported, “Our branch won an award for customer service because we had fewer customer complaints than the other branches of this chain.”

The Employer and Employee Satisfaction Survey, administered by EDC/Akazi Kanoze to 20 employers from ten organizations, provides further confirmation of the program’s effectiveness. Survey participants were primarily supervisors and managers from the hospitality and construction industries. Among surveyed respondents, 92% said Akazi Kanoze graduates had either met or exceeded expectations at their workplace, and 82% confirmed they would hire program graduates if given the opportunity.

While this evidence suggests that employers value the soft skills developed through the Akazi Kanoze program, the technical skills that graduates bring to the workplace generally remain below the standards that employers are seeking. Graduates with training in auto mechanics and electricity were considered to have good basic skills but lacked expertise. Similarly, an employer within the catering unit of a hotel noted that graduates had a minimum level of qualification but required considerable on-the-job training, while conceding, “They came with a good attitude and were eager to learn.”

When asked what additional help Akazi Kanoze could offer its graduates during focus group discussions, graduates strongly emphasized the need for access to additional practical information and resources related to job hunting. “There is not enough information on jobs,” one graduate remarked. “[We] need help getting jobs elsewhere after an internship,” another stated, while a third requested that Akazi Kanoze partners “help [them] find jobs if there are no jobs.” More specifically, graduates requested more assistance from Akazi Kanoze in making links to potential employers. In addition, more advanced entrepreneurship skills training, increased access to micro-financing and further assistance in forming and managing cooperatives were also highly recommended by focus group participants.

2.2.2 Graduates’ assessment of the value and utility of skills acquired

Key evaluation question: How highly do graduates rate the value and utility of the skills they gained as a result of training with an Akazi Kanoze partner NGO, on a variety of technical and soft skills?

Akazi Kanoze graduates greatly appreciate the Work Readiness Training, consider increased personal confidence and improved ability to find and create economic opportunities as key

outcomes of the experience. In focus group discussions, over a third of youths (36.6%) said their primary interest in graduating from Akazi Kanoze was to gain skills to improve their livelihood prospects. Among the participating program graduates, 26.6% expressed an interest in improving their competitiveness in pursuing available job opportunities, while 17.5% described eagerness to create jobs for themselves through private enterprise or the forming of cooperatives. Approximately 13.3% mentioned they had been motivated by the prospect of learning how to perform well at work.

Graduates expressed satisfaction overall with the program, which they largely viewed as meeting their expectations. Focus group participants were very satisfied with the content of the workforce readiness training, particularly including customer service, good work habits, stronger communication skills and financial management education. The appreciation of the soft and technical skills developed in the Akazi Kanoze training is also reflected in the results of the telephone survey administered to youth graduates. A majority (83%) agreed or strongly agreed that the training had developed their job interview skills, improved their ability to write a strong CV and strengthened their ability to seek and secure employment.

In focus group discussions, Akazi Kanoze graduates were asked what they most appreciated about the Work Readiness Training. The most frequent comments lauded the participatory style of the training. “It was dynamic and fun, with so many sketches and role plays,” recalled one graduate. Others commended the “clever games that helped me to understand,” and the incorporation of “lots of exercises, group work and role plays.” The practical nature of the training was the second most appreciated aspect. One graduate commented that “the challenges were the same as they are in real life, like managing time.” There was also general satisfaction with the diversity of the topics covered. A student described the lessons as “well developed modules that all supplement each other.” Another viewed them as “well thought out and easy to understand,” while a third shared that the modules were written in a way that gave him a “thirst to continue every topic.” Another youth said the curriculum was “perfect, as it really includes everything.” (*See Annex G for additional findings on graduates’ views of the Work Readiness Curriculum*)

Focus group participants were generally satisfied with technical skills trainings provided by partner organizations. This trend was quantified in the results of the telephone survey which showed 79% of the sampled graduates agreed the program had provided them with strong technical skills.

2.2.3 Sustainability of changes in NGO capacity

Key evaluation question: To what extent have partner NGOs ensured the sustainability of changes to educational and institutional capacity adopted as a result of implementing the Akazi Kanoze project?

Sub-grantee partners report having increased their skills in project management, resource development, monitoring and evaluation and youth workforce readiness training as a result of partnering in the implementation of Akazi Kanoze. Staff at EDC/Akazi Kanoze stated that the sub-grantee partners have developed a full range of new skills needed to effectively implement youth workforce development programming, and that the sub-grantees anticipate sustaining elements of Akazi Kanoze by selling workforce readiness training services to the private sector or attracting support from donors for continued or expanded technical training in conjunction

with a workforce readiness component. To learn about the effectiveness of these capacity development efforts, the evaluation team interviewed senior staff representing 16 of the 24 Akazi Kanoze sub-grantee partners, including coordinators, administrators and monitoring and evaluation specialists.

All sub-grantee interviewees spoke positively about the management and technical support provided by EDC/Akazi Kanoze. “EDC taught us a lot,” remarked one sub-grantee. Another stated that their organization had “benefited from the experience of capacity building.” Sub-grantee partners particularly welcomed the support and guidance provided by EDC/Akazi Kanoze throughout the application and vetting process. “We were given information about the role of sub-grantee partners at a meeting and the guidelines and forms were clear,” one sub-grantee staff person recalled. All but one of the sub-grantee partner staff members interviewed felt that their organization had improved their project management capacity. “They have made us stronger in the work that we do,” one administrator remarked. “Akazi Kanoze called for us to follow procedures that we had never tried before.” Another coordinator stated, “EDC taught us much that we can use to approach other donors.” It was suggested that the support had positioned them well to access the funding and ensure the organizational capacity required to provide youth workforce development programming in the future. Sub-grantees further commended the Akazi Kanoze approach for creating an environment where the less experienced sub-grantee partners can benefit from those that are more experienced. “We are encouraged to exchange with others and share challenges,” one coordinator said. “All parties meet and share ideas,” another NGO’s staff member confirmed. This networked approach to capacity development independent of EDC/Akazi Kanoze is one means by which EDC has improved the likelihood that the quality of youth workforce development activities can be maintained beyond the life of the program.

The sub-grantee partner financial officers interviewed appreciated the administrative and financial procedures that were put in place. “They gave us more skills and have improved our capacity in accounting,” one officer declared. The strongest praise was reserved for the monitoring and evaluation systems put in place by the sub-grantee partners. Those interviewed appreciated the training in its use, the simplicity of the software, and mentoring provided by specialists who worked with sub-grantee partner staff to set up the systems. “The system is perfect. We have complete information on each youth,” remarked one sub-grantee’s monitoring and evaluation specialist. Another suggested the system was better than others used previously and has already been adopted for use on other projects the organization is undertaking. “It is self-explanatory and can even fix errors. We will be using it in the future.” Partners also expressed strengthened ability to manage reporting requirements. An interviewee stated, “[Although] we are not only reporting good results, it has been a very positive experience. We can apply these new procedures to other areas.”

This anecdotal evidence is supported by the findings of a survey of sub-grantees, who were asked the degree to which they agreed with a series of statements related to capacity development of their organizations and their ability to sustain certain components of the Akazi Kanoze model after the life of the program. A large majority (88.8%) agreed that they had received adequate material and technical support from EDC to effectively manage the youth workforce development activities, and that their management capacity had been strengthened through the EDC/Akazi Kanoze partnership. An equal number agreed that they had created internal resource documents or training systems to maintain their own capacity to continue the

youth workforce development activities introduced through Akazi Kanoze. Similarly, a majority (77.7%) strongly agreed that the relationships they developed with technical skills trainers as part of Akazi Kanoze would enable them to continue providing youth with training in specific trades in the future. An even larger proportion (88.8%) believed that partnerships developed with potential employers as part of Akazi Kanoze would continue to ensure job opportunities and internships for youth graduates after the life of the program.

2.2.4 Factors Affecting Outcomes Related to Partners

Key evaluation question: What are the factors affecting the outcomes identified in questions 1-3 above?

Careful selection of sub-grantee partners increases quality

The system for identifying and vetting sub-grantee partners resulted in the selection of highly motivated and competent partners. The net result was the engagement of a diverse group of sub-grantee partners that has proven to be reliable, innovative and responsive. EDC/Akazi Kanoze purposely opted to avoid selecting only large, well-established NGOs, deliberately including smaller ones that are often more physically accessible to local communities and have already established a niche among the youth they serve.

Training key to sub-grantee partner success

Rwanda hosts a relatively large number of higher-capacity local and international NGOs. Many of the sub-grantee partners selected had little or no experience with livelihoods creation but had a good record of serving the needs of youth in other ways. Where gaps existed prior to project implementation, EDC/Akazi Kanoze provided intensive technical assistance and coaching systems in management and administration as well as for monitoring and evaluation. For instance, EDC/Akazi Kanoze estimates that approximately half the sub-grantee partners would not have qualified independently for USG at the time of their selection as a project sub-grantee partner. Due to the financial and administrative capacity development activities undertaken as part of the Akazi Kanoze project, most of these are now better equipped to compete for funding after the end of the project. EDC's sub-grantee development strategy has successfully built the capacity of sub-grantee organizations and enabled them to become responsive and effective project partners.

2.3 Evaluation Objective Three: Key Components Affecting Success of Model

2.3.1 Regression analysis of variables affecting program success

Key evaluation question: What does a regression analysis reveal about the variables that may affect program success?

The evaluation team was asked to conduct a regression analysis to shed light on how different variables may have an effect on program success. A regression analysis is a technique used for modeling and analyzing several variables when the focus is on the relationship between a dependent variable and one or more independent variables. As the technique relates to this particular study, the evaluation team was asked to use a regression analysis to identify factors that had a statistically significant effect on graduate outcomes as measured by access to economic opportunity. Such an analysis could inform programming decisions by identifying

factors that are likely to improve project outcomes. For example, the effects of such factors as the age and education level of youth beneficiaries could be quantitatively demonstrated, and this evidence could be drawn upon to affect project modifications to improve its success.

Upon accessing and assessing existing EDC/Akazi Kanoze data sets collected by EDC and its sub-grantee partners, the evaluation team found that no existing data lent itself to conducting a regression analysis. While the collection of new data could have been accomplished within the timeframe planned for the mid-term evaluation, the limited statistical expertise of the evaluation team precluded conducting such an analysis. The evaluation team recommends identifying the specific variables of interest and requesting sub-grantees to begin collecting data for each successive cohort from the mid-point to the beginning of the summative evaluation, to ensure the availability of adequate data to perform a valid assessment.

2.3.2 Applicability for youth education programs in other contexts

Key evaluation question: What do interview and observation data explain about the quantitative findings and opportunities or limits to their applicability for youth education programs in other contexts?

Due to the evaluation team's inability to complete a regression analysis, it is not possible to provide a response to this question as it was originally conceived. Instead, this evaluation will briefly revisit the elements of the Rwandan context that have most likely affected the program's success. These contextual factors may come into play in interpreting the results of an eventual regression analysis when extrapolating lessons for transferring the model to other contexts.

A key characteristic of the Akazi Kanoze operating environment is the rapid rate of economic growth in Rwanda, which improves opportunities for entrepreneurship and job creation potentially benefitting youth graduates of the program. The Gross Domestic Product of Rwanda has rebounded following the aftermath of the genocide with an average annual growth of 7-8% since 2003. This economic boom has been especially beneficial to particular sectors like construction and hospitality, facilitating youth access to economic opportunities in these areas regardless of program completion. Success of the model will likely vary in other settings depending on the relative health of an economy, as placement rates for graduates are likely to be low if economic growth is modest or stagnant.

Although literacy levels in Rwanda average 77% across genders and the rate of school enrollment is increasing, educational attainment levels remain low. Nearly the entire youth population (94%) has some schooling, but more than half have dropped out prior to completing six years of primary education, and only a small proportion attend secondary school. The economy remains predominantly centered around subsistence agriculture, a livelihood that occupies 70% of the population. As a result, there is a large segment of the population of youth that both needs and welcomes the opportunity to increase their work readiness skills and access to economic opportunities. The existence of a high percentage of literate youths with some primary schooling facilitates work readiness and complementary training relative to settings challenged with higher levels of illiteracy. On the other hand, countries where educational achievement or quality are stronger may enable youth workforce development programs to focus on different skill sets or types and durations of technical training programs, underscoring

the importance of the incorporation of a thorough needs assessment and the market research component of the Akazi Kanoze model in ensuring local relevance and optimizing project outcomes.

Rwanda has a high absorption capacity within its private sector and a government that is very supportive of economic growth. Another country might have a good decentralized agricultural banking system which is not the case in Rwanda. Each country has its own assets that can be built upon. The strengths of a country, such as its NGOs, economy, and private sector and government programs, should be identified in an initial needs assessment. Subsequent programming can then be designed to build on those strengths. The Akazi Kanoze model has great potential to be applied in other contexts. In order for the model to be a success, it would need to be adapted, ensuring that local resources are identified including local institutions and existing livelihood training capacity.

2.3.3 Lessons that can be drawn from the Akazi Kanoze model

Key evaluation question: What lessons can be drawn from this analysis to expand our knowledge of good practice in youth education initiatives around the globe?

The Akazi Kanoze model studies markets to identify growth sectors where youth are likely to access economic opportunities, builds the capacity of technical training providers to deliver the workforce readiness training to recruited youth, facilitates graduates' access to economic opportunities, then tracks graduates' outcomes in the working world. The first stage of this process, the detailed market analysis, is especially critical as it determines the most promising sectors in which technical skills training should be provided to project beneficiaries. Sectors found to provide less opportunity were avoided. This has proven to be an effective approach in strengthening project outcomes, as demonstrated by the high rates of youth graduate access to economic opportunity. The conducting of thorough market research to inform sector prioritization was time consuming and occasionally delayed approval of new contracts or renewals. This inconvenience was offset by the value of ensuring that training met demand. A strong market analysis increases confidence in the utility and relevance of trainings and helps gain government buy-in to the project's activities and products.

The saturation of economic potential is a risk that the program takes into consideration by performing continuous reassessment of market demand. Hair dressing and sewing are two sectors that were identified through market research as areas where economic opportunities are limited due to an overabundance of individuals trained in these areas relative to existing demand for these services. Placement rates for youth graduates increase when they pursue a technical course of study that provides skills identified as in high demand on the job market. Nonetheless, high demand is no guarantee of access to economic opportunity, particularly in developing economies that remain subject to unpredictable external factors. For example, a Harvard marketing survey showed potential for silkworm farming and technical skills training for the production of textiles in Rwanda. A cohort of youth was selected to begin training in this area, only to find the demand for their specialized skills vanished when the policies of a single textile buyer changed. In another example, a need for more coffee drying stations was identified, but a market survey found that the demand would be filled relatively rapidly. EDC/Akazi Kanoze was required to seek out new, alternative opportunities in rural areas.

From the perspective of the sub-grantee partner coordinators interviewed by the evaluation team, the Akazi Kanoze model can and should be replicated in other settings. Interviewees viewed the program as successful in building youth livelihood skills as well as facilitating the transition towards economic opportunities. Planned activities for youth graduates following completion of livelihood training, including the development of additional linkages to employers, strengthening of job search skills, and expansion of technical support to cooperatives and other groupings of graduates, is often detrimentally missing in other livelihood interventions. The focus on the creation of self-employment opportunities is particularly important to the success of the Akazi Kanoze model because of the limits to the formal economic sector in Rwanda.

Multiple USAID/Rwanda funding streams have contributed to the Akazi Kanoze project, including education, democracy and governance, economic growth, and health. A youth committee made up of representatives of the different sectors was created within USAID to enable a holistic approach in the development of the project. This project benefited from a relatively high level of commitment from the different sectors, producing rapid initial buy-in and a quick start-up, according to USAID/Rwanda staff. The multi-sectoral youth team provided EDC/Akazi Kanoze with good contacts and an interdisciplinary sounding board for program design and implementation issues. EDC staff with experience in other countries found livelihoods development initiatives met with less success when the education sector worked alone. It was observed that USAID education officers can have difficulty getting the attention of Economic Growth Officers. EDC/Akazi Kanoze suggests that the strong technical support it got from the different USAID/Rwanda sector officers throughout the development and implementation of the project was a major strength.

The importance of relationships between the sub-grantee partners and other Akazi Kanoze stakeholders cannot be overstated. A strong initial private sector evaluation enables identification of promising economic opportunities and the establishment of initial contacts with employers interested in recruiting youth graduates. The presence of a private sector specialist among the implementing partner staff can further facilitate business community links to a livelihood project, while also taking the lead in managing market research. Similarly, the engagement of community leaders at the local level increases the chances of identifying appropriate youth participants and of making connections for economic opportunities. Community level sub-grantee partners should establish or expand contacts to local youths and authorities to boost youth outcomes. In one illustrative instance, a sub-grantee partner that had cultivated a strong relationship with the local authorities was successful in persuading them to provide land for use by agriculture sector cooperatives formed by youth graduates, greatly benefitting the program.

Requiring a minimum education level for youth program participants (such as completion of lower primary) improves the likelihood that youth will master the work readiness and technical training. Some trainers reported that training secondary and primary school leavers together improved the quality of learning across the board, particularly during group work. While youth with low literacy levels were the primary target population in the original plan, EDC/Akazi Kanoze found they required considerable supplementary assistance to match the performance of the more highly educated participants. "If being able to read and write is a minimum requirement, it makes a big difference. They have the capacity to understand and accept the concepts quickly and either continue in school or look for opportunities for work," one sub-

grantee partner coordinator observed. The Acceleration Learning Program is designed to improve technical training and post-graduate outcomes for youth with low literacy levels by strengthening literacy, numeracy and other basic skills these primary dropouts would otherwise have developed within the formal system.

At the beginning of the project, EDC/Akazi Kanoze did not encourage sub-grantee partners to concentrate their efforts on supporting the transition of youth graduates toward accessing economic opportunities. As the importance of this factor became apparent, EDC/Akazi Kanoze began to increase the emphasis placed on facilitating transitions. If the Rwanda model were to be replicated in another setting, greater importance should be placed on assisting graduates in finding or generating economic opportunities.

2.4 Evaluation Objective Four: Assessing Goals, Objectives, Cost-Effectiveness

2.4.1 Assessment of success of Akazi Kanoze project in meeting its objectives

Key evaluation question: How well is the Akazi Kanoze project meeting its objective of “enabling youth to be more capable of earning a livelihood through appropriate and relevant connections to life and work readiness training, opportunities, market actors, and skills”?

Qualitative and quantitative evidence demonstrates the success of the program in enabling youth to access economic opportunities. Over two-thirds of Akazi Kanoze graduates have successfully accessed economic opportunities after program completion. The perception of program success was likewise evident in interviews with employers and youth graduates alike. A key contributing factor in this high success rate appears to be the selection of technical skills training for youth on the basis of market research that identified high-demand sectors.

The expansion of the project into rural areas in its third year will increase the number of youth beneficiaries. However, in light of the fact that 65% of the Rwandan population is between the ages of 15 and 25 and an estimated 2 million youths require improved work readiness and technical skills, the project’s current scope cannot meet existing demand. Efforts by EDC to further expand the reach of the project and the institutionalization of its best practices at the sub-IP and government partner levels are commendable and should be further strengthened and expanded to the extent possible.

2.4.2 Factors affecting outcomes related to administration

Key evaluation question: To what extent has Akazi Kanoze succeeded in “enabling local institutions (government, private sector and civil society) to better prepare youth for work, and better connect them to personal development, employment and self-employment opportunities”?

Administrative aspects of the Akazi Kanoze model contributed to its success. Chief among these was the importance placed on developing the internal administrative capacity of sub-grantee youth serving organizations, many of which were lacking in sophisticated monitoring and evaluation techniques or personnel. As a key component of EDC’s strategy, the management, administrative and technical capacity of its 24 sub-grantee partners was developed,

strengthening the internal efficiency of their processes and thereby improving the project's cost-effectiveness.

Similarly, the model's success can be partly attributed to the integration of the private sector into project aspects from the market research stage to the youth graduate placement stage and beyond. The private sector took a leadership role in the assessment of labor market demand and economic opportunity, the development of demand-driven work readiness training programs, and the identification of youth opportunities for jobs, internships, apprenticeships and entrepreneurship. The company Frontier was instrumental in the development of the work readiness curriculum, and industry associations such as the Private Sector Federation and the Rwanda Development Board provided important guidance. COATB, a construction industry cooperative, cultivated placement opportunities within that sector; this cooperation was mirrored by partners in the hospitality and agri-business sectors as well. The EDC/Akazi Kanoze private sector specialist worked with the private sector stakeholders to conduct market surveys, identify current and potential economic opportunities, and strengthen the education and training programs of youth-serving organizations.

Interviews with sub-grantees revealed an administrative challenge in the area of timely proposal approvals that was perceived by them as negatively impacting their success. Staff from 11 of the 16 sub-grantee partners interviewed by the evaluation team cited problems with contract renewal delays ranging from three to 12 months and taking seven months on average; EDC/Akazi Kanoze estimated the delay to be slightly shorter, at six and a half months. The annual Akazi Kanoze report for FY11 suggests indicators were not fully met in part because of the long delays in approving the renewals. For example, the second year annual report for 2010-2011 reports that the project worked with 21 sub-grantee partners that resulted in a total enrollment of 3815 youths compared to the 4000 youth targeted.^{viii} The report suggests that this shortfall was due to the fact that only four of the 14 sub-grants up for renewal had been approved by the end of September 2011, while the remaining proposals were still being reviewed.

According to EDC, many delays within the first cohort of sub-grantee renewals stemmed from emerging administrative and technical capacity challenges within sub-grantee organizations that needed to be resolved prior to renewal. According to both the sub-grantees and EDC/Akazi Kanoze, the most time-consuming delays were caused by the careful vetting of potential sub-grantee proposals by EDC headquarters and USAID offices in Kigali and Nairobi. Another problem caused by the delays was maintaining the Work Readiness Trainers of Trainers. "The TOTs have experience and need to be kept active and ready. We did not want to lose those with experience who will be useful in the future," the coordinator of Bamporeze said. Recognizing the need to shorten renewal processes, EDC reported progress in streamlining the vetting process to result in an average delay of seven weeks.

2.4.3 Comparison of cost-effectiveness of Akazi Kanoze and other programs

Key evaluation question: Is Akazi Kanoze meeting its goal and objectives in a cost-effective manner?

A cost per beneficiary analysis comparing Akazi Kanoze with other USG-funded projects in Rwanda having livelihood components is difficult to conduct because the projects feature different inputs, target populations, objectives and settings. The original Akazi Kanoze project

budget of \$7.5 million was programmed to reach 12,500 beneficiaries over five years, at an average cost of \$600 per beneficiary. This estimate excludes the \$500,000 spent by USAID/Rwanda on the initial evaluation and other aspects of initial project design. The cost per beneficiary rises to \$653 with the expansion to rural areas (\$9.8 million for 15,000 beneficiaries). Both these per-beneficiary costs are considered by EDC/Akazi Kanoze to be relatively low when compared to other interventions offering a similar array of outputs, suggesting that \$1,000 to \$1,200 per beneficiary is more typical.

An understanding of the relative cost-effectiveness of the Akazi Kanoze model is informed by its comparison with three USAID Rwanda Democracy and Government projects with livelihood components. The first, “Youth for Change,” established rural youth cooperatives for the production of coffee, livestock, honey and other commodities. The \$600,000 project supported the creation of 29 cooperatives with an average of 12 members each for a total of 348 youth beneficiaries. The cooperatives were given \$600 in grants and were provided technical assistance for capacity development. As the participating youth represented 5.7% of the project’s 61,000 beneficiaries, the proportion of the project resources spent on youth can be estimated at \$34,200, averaging \$98.27 per youth beneficiary.

Never Again, Rwanda’s “Empowering Young Women Entrepreneurs Project” provides leadership and job-related skills training to out-of-school female youth. These young women received six months of training in cooperative administration, sewing and hospitality and were provided room and board for the duration of their studies. The \$500,000 spent on this component of the project benefited 150 young women for a cost per beneficiary of \$3,333.

A third Democracy and Government project, International Alert’s “Reconciliation and Reintegration Project,” provides training on entrepreneurial skills to youth within its larger objective to strengthen peace and reconciliation in Rwanda. Training in micro-finance was accompanied by increased access to loans as well as encouragement of community dialogue. The project served 3,660 youth beneficiaries, including a certain number who only engaged in the community dialogue component. The total budget of the project was \$600,000, or \$163 per beneficiary.

3.0 Cross-Cutting Issues

3.1 Gender Balance

Special attention has been given to ensuring that roughly equal numbers of women and men are participating in Akazi Kanoze. Female youth represent 45% of the graduates who accessed economic opportunities, while 55% were accessed by males. EDC deliberately attempted to link women with sectors where there were greater economic opportunities for them, such as the hospitality industry or the painting specialization within in the construction industry, but also ensured women were not excluded from non-traditional positions like mechanics or welders. Market research also helped prevent sub-grantees from directing women into traditionally female occupations such as hair dressing or sewing that were no longer lucrative due to market saturation. One element considered in the selection of sub-grantee partners was a demonstrated focus on the needs and strengths of young women and experience in overcoming the specific constraints and challenges facing female youth.

3.2 Youth Perspectives

Throughout the implementation of the Akazi Kanoze project, the youth perspective on workforce needs has been taken into consideration. Based on feedback from youths in the evaluation phase, the project appears to have successfully adhered to its own guidelines on youth engagement. These guidelines underscore the importance of working with sub-grantee partners who have relevant experience in youth development. They urge the building of relationships with employers that enable a matching of their needs with the particular skills of young job seekers while providing opportunities for youth to further strengthen their competencies. EDC/Akazi Kanoze has recognized that program success is dependent upon empowering youth to identify these skills within themselves, set realistic goals for professional growth, and acknowledge specific educational needs they must address in order to achieve their long-term goals for greater economic self-efficacy.

4.0 Recommendations

Strengthen sub-grantee partner capacity in market analysis

To date, EDC/Akazi Kanoze has taken the primary responsibility for conducting market analysis to ensure that technical training corresponds with real market needs and opportunities. Capacity of sub-grantee partners in conducting market analysis can be increased through a strengthening of technical assistance offered by EDC/Akazi Kanoze. This would allow information to be gathered in a practical way through systematic meetings with stakeholders across sectors, thereby ensuring that this crucial element is sustained beyond project completion. Conducting market research in collaboration with the private sector and sub-grantees will also encourage new contacts between these stakeholders that may potentially lead to economic opportunities for Akazi Kanoze graduates.

Sub-grantee support to graduates' transitions key

Sub-grantee partners' engagement of the private sector is a key contributor to strengthening graduates' access to economic opportunities. These relationships, which are initially cultivated during market research activities to identify promising sectors for youth technical skills development, can lead to new opportunities for youth employment or internships at these places of business. According to EDC/Akazi Kanoze, the sub-grantees have not yet fully seized the opportunity to cultivate these relationships with the private sector, which has impeded their ability to fulfill their mandate to assist graduates in the transition period. By adopting a more active role in strengthening ties with the private sector, sub-grantees can improve their organization's placement success rate.

Engage sub-grantees in marketing the skills of graduates

Akazi Kanoze graduates strongly urged greater assistance in making contact with potential employers and marketing their skills. For example, young women trained as painters for the construction sector expressed the need for assistance from the sub-grantee training institution to prepare and distribute a pamphlet that could present their skills and testimonials from satisfied clients. Due to greater professional expertise and established relationships with private sector partners, a sub-grantee may have more success than individual graduates in marketing the skills of youth who have completed the program.

Increase contact with graduates to facilitate transition

Due to the transient nature of youths and the fact their mobile phone numbers change relatively frequently, new strategies are needed to maintain contact with Akazi Kanoze graduates in order to follow-up on their success and to help them identify new economic opportunities. Short Message Service (SMS messages) may represent a powerful means to communicate new economic opportunities to graduates as 80% report having a mobile phone and using SMS. This option, however, is dependent upon a current list of graduates' telephone numbers. Alternatively, establishing a telephone hotline could enable graduates to request or share information on economic opportunities and report their successes. Posting information about economic opportunities on the Akazi Kanoze website can potentially reach the 50% of project graduates who report having access to the internet. Encouraging input from graduates through online chat-rooms is also worth exploring.

Increase access to expanded entrepreneurship training

Akazi Kanoze graduates express strong demand for technical skills related to developing and managing start-up businesses, economic cooperatives, and self-employment opportunities. Currently, the Work Readiness Curriculum provides all Akazi Kanoze project beneficiaries with basic entrepreneurship training. The weakness of the formal employment sector and the priority placed on entrepreneurship as an economic opportunity for youth has led EDC/Akazi Kanoze to develop a supplementary curriculum that provides a more intensive and complete entrepreneurship training. This training, which has not yet been launched, should be made available to as many youth as possible, and should be modified if necessary to reflect the diverse entrepreneurship options for urban and rural youth alike.

Increase access to funding for business start-ups

The formation of economic cooperatives and small businesses will meet with limited success unless funds are available to invest in these startups. Entrepreneurs' increased access to capital could be facilitated through linkages with banks, the establishment of revolving fund schemes (such as group savings and lending collectives) or teaching youth about how to access alternative forms of financial support. The development of the skills and knowledge required to obtain funding, such as preparing and presenting business plans, should be included in the entrepreneurship training.

Improve illustrations in workbooks

Illustrations and photographs are known to greatly enhance the quality of communication in printed materials. This visual reinforcement of printed knowledge can particularly strengthen educational outcomes for primary and secondary school dropouts, who form the bulk of youth participants in the Akazi Kanoze program. Drawings are generally a less effective communication tool than photographs, and they were less appreciated by youth who described them as occasionally difficult to interpret. The workbook illustrations should be assessed, and those that are found to be problematic should be replaced by photographs where possible or by newer and clearer drawings.

Explore possibility of expanded training duration

All aspects of the Work Readiness Curriculum are greatly appreciated by Akazi Kanoze graduates. The most significant criticism is that more time is needed to complete the training in order to ensure the content is adequately covered. A study should be done to further evaluate the concerns of the graduates and ascertain whether more time is needed to cover the curriculum or if content should be streamlined to lighten the course load.

Develop models for sustainability

Priority needs to be given to the development of new models for achieving sustainability. EDC/Akazi Kanoze has made good progress in collaborating with sub-grantees to design sustainability plans. However, more effort is required to successfully scale up the Akazi Kanoze model to national level. Partnerships with TVET and WDA are a good initial action toward achieving this long-term sustainability objective, and the introduction of the Work Readiness Curriculum into TVET schools will further broaden the project's impact. However, the government sector lacks the capacity to scale up nationally, and sub-grantees have the technical capacity but not the resources. Different and varied funding sources will be needed to achieve national scale-up, potentially involving creative solutions such as the privatization of Work Readiness Curriculum training, whether as a for-profit venture or a non-profit initiative subsidized by local businesses and other private sector beneficiaries.

5.0 ANNEXES

ANNEX A: Persons Met

EDC/Youth Livelihoods Project staff

Melanie Sany, Chief of Party, EDC/Youth Livelihoods Project
Steve Kamanzi, Deputy Chief of Party, EDC/Youth Livelihoods Project
Maurice Masozera, Monitoring and Evaluation Specialist, EDC/Youth Livelihoods Project
Beth Miller Pittman, Curriculum Developer, EDC/Youth Livelihoods Project
Claudia Nino de Guzman, Financial Analyst, Global Learning Group, EDC
Laura Shemeza, Private Sector Specialist, EDC/Youth Livelihoods Project
Anne Marie Mukarugambwa, Education and Training Manager, EDC/Youth Livelihoods Project
Francine Mutuyimana, Sub-grant Manager, EDC/Youth Livelihoods Project
Godefroid Nsekambabaye, Financial and Office Manager, EDC/Youth Livelihoods Project
Jacques Sezikeye, local partner manager, EDC/Youth Livelihoods Project

Sub-grantee partners

Jean de Dieu Kabengera, project coordinator, Youth Employment Systems, Rwanda
Evariste Habyarimana, representative, COATB (Collectif des Associations des Techniciens du Batiment)
Cyrille Sinayobye, managing director, Maximedia
Richard Mugabo, ICT training coordinator, Maximedia
Hubert Cyiteretse, project coordinator, Esther's AID
Beatrice Mukankusi, project coordinator, Association Benimpuhwe
Enias Gashango, project coordinator, Kalisimbi Garage
Alexis Simugumwa, Vocational Training Centre, Kinazi
Dieudonne Kimenyi, project coordinator, CSDI
Godelieve Kayiganvsa, project coordinator, ASOFERWA
Uwinez Fatuma Nakaobob, project coordinator, Strive Foundation
Vincent Maarita Ndekezi, director, Frontiers Adventures Great Lakes Ltd.
Anathalie Mukankusi, senior economic strengthening team leader, CRS/Rwanda
Louis Ntabana, director, SOS Village
Simon Ndatubaye, project coordinator, SOS Village
Beatrice Mukankusi, project coordinator, Association Benimpuhwe
Sub-grantee partner Accounting and M&E staff
Christine Amutuhaire, accountant, Frontiers Adventures Great Lakes
Isaiah Uwimbabazi, Finance officer, CRS
Emmanuel Ntagungira, field supervisor, PAGER
Dominique Uhigumugabo, coordinator, CEFOTRAR
Odette Mukarusagara, accountant, CEFOTRAR
Asnath Uwizeye, accountant, Esther's Aid
Elvanie Mutsinzi, programme manager, AVSI
Violette Uwamahoro, accountant, AVSI
Alphonse Karangwa, monitoring and evaluation, COATB
Anathalie Wibabara, accountant, SFR

USAID/Rwanda staff

Carrie Antal, Education Team Leader, USAID/Rwanda
Jackson Bamwesigye, Monitoring and Evaluation Specialist, USAID/Rwanda
David Rurangirwa, COTR/EDC, USAID/Rwanda
Brian Frantz, General Development Officer, USAID/Rwanda
Paul Kaiser, Democracy and Governance Team Leader, USAID/Rwanda
Gilbert Mwenedata, Conflict Technical Advisor, USAID/Rwanda

Trainers

Hyacinthe Mukamana, work readiness trainer, Strive Foundation
Albertine Umugiraneza, work readiness trainer, Strive Foundation
Patrick Bugingo, trainer and community development facilitator, Bamporeze
Siviaan Kaboemv, trainer, Frontiers
Alphonse Karangwa, trainer, COATEB
Jeanne d'Arc Uwamungu, trainer, COATEB
Jean de Dieu Ndayamaje, trainer, COATEB
Samual Sindayigaya, trainer, COATEB
Emmanuel Ndahiro, facilitator, COATEB

Employers

Michael Fietzek, owner, La Galette Bakery
Jolly Uwase, human resources manager, Serena Hotel
FeleateKayirangua, floor supervisor, Serena Hotel
Herman Rwihimba, Kigali Golf Club

Others

Jerome Gasana, director, Workforce Development Authority
Georg Heidenreich, Promotion of Economy and Employment, GIZ/Rwanda
MikerlangeRemplait, Peace Corps Volunteer
G. Niyiteyeka, director, TVET/Gacuriro Centre de Formation Professionnel
Francois Nzabakira, director of studies, TVET/Gacuriro Centre de Formation Professionnel
Jean Claude Mugabo, trainer, TVET/Gacuriro Centre de Formation Professionnel

ANNEX B: Focus Group Discussion Participants

Organization name: YES/Rwanda, Youth Group-Current

Date of interview: 17.02.2012

s/n	Name of Participant	Age
1	Eloi Cyezuwitoka	20
2	Safari Marius	19
3	Mukarage Muriel	18
4	Ingabire Emmanuel	20
5	Ahishakiye Dieudonne patrick	20
6	Ingabire M.Ange	21
7	Mukashyaka Josiane	18
8	Rwema Frank	21
9	Nsabimana Ishimwe Pascaline	18
10	Mukarage Ninon	19

Organization name: YES/Rwanda, OVC youth group-Current

Date of interview: 17.02.2012

s/n	Name of Participant	Age	Education level
1	Niyobyose Emmanuel	19	P.6
2	Mahame Andrew	30	university
3	Nzamwitakuze Joseph	25	P.6
4	Umurerwa M.Chantal	19	S.6
5	Karangwa Jean Paul	22	P.4
6	Mukankusi Emerthe	22	S.1
7	Uwizeye Denyse	25	S.6
8	Mukashyaka Melene	21	S.6
9	Nshizirungu Vicent	20	S.6
10	Uwizeyimana Alphonse	23	S.6

Organization name: COATEB, Youth Group-Current

Date of interview: 18.02.2012

s/n	Name of Participant	Age	Education level
1	Ndayishimiye Ismael	19	S.3
2	Karangwa Fabrice	18	S.3
3	Manirakarama Prosper	21	S.3
4	Hakizimana Eugene	20	S.3
5	Turabavandimwe Innocent	18	S.4
6	Karengere Jean Pierre	23	S.6
7	Irakoze Serge	21	S.6
8	Nsengiyumva Abdul Dady	20	S.6
9	Mwitende Fraterne	19	S.6
10	Nsengimana	22	S.2

Organization name: ESTHER's AID, Youth-Graduates

Date of interview: 20.02.2012

s/n	Name of participant	Age	Education level	Current job/placement
1	Uwimana Alice	25	S.2	Mushroom project
2	Nyirambarushimana Beatrice	24	S.4	Part-time jobs in catering
3	Kankundiye Gloria	22	S.3	Part-time in catering
4	Mukanyandwi	24	S.2	Plan-mushroom project
5	Uwarugira Alice	23	YR1 University student	Student
6	Uwimana Claudine	19	S.3	No job yet
7	Mukankubito Jeanne	23	S.3	As above
8	Nibakure Seraphine	24	S.5	As above
9	Uwiringiyimana Alice	24	S.6	As above

Organization name: BENIMPUHWE –Youth Graduates

Date on interview: 20-02-2012

s/n	Name of participant	Age	Education level	Current occupation
1	Mbuyu Esperance	21	S.2	Help on Domestic chores
2	Uwizeyimana Aline	17	P.6	As above
3	Uwizeyimana Forelonise	17	P.6	As above
4	Uwimana Anitha	18	P.6	As above
5	Akingeneye Yvette	17	P.5	As above
6	Nyabyenda Vestine	18	P.5	As above

Organization name: Karisimbi Garage - Youth Currently in training

Date of interview: 20.02.2012

s/n	Name of participant	Age	Education level
1	Uwamahoro Marc	21	S.5 Mechanics
2	Somani Anisept	20	S.5 Mechanics
3	Dusingizimana peter celestin	19	S.5 Mechanics
4	Fidelite Musomandera	20	S.5 Mechanics
5	Hakizimana Wilson	23	S.5 Mechanics
6	Dufatanye Anoclet	23	S.5 Mechanics
7	Tuyisenge Patherne	18	S.5 Mechanics
8	Murangwa Jacque	17	S.5 Mechanics
9	Bavamwabo Theoneste	20	S.5 Mechanics
10	Akimana J.Bosco	18	S.5 Mechanics

Organization name: Frontiers Great Lakes: Youths Graduates

Date of interview: 24.02.2012

s/n	Name of participant	Age	Education level	Current occupation
1	Karamaga Jackson	24	YR1 University student	TIGO, Zone supervisor
2	Gashema Jules	21	S.6	TIGO
3	Bayugirije Emmanuel	29	P.6	Station Kobil
4	Bazamutunga Isaie	28	S.6	Rwanda plastics
5	Mushinzimana Jean	25	S.6	Decorations
6	Gatera Sam	25	Year 1 University student	Hotel Hiltop employee
7	Kabare Naseer	28	S.6	Security company RGL

S=Secondary School

P= Primary School

Current= Still undertaking Akazi Kanoze training

Graduates= Finished Akazi Kanoze training, and/or already found job

ANNEX C: Documents List

“Akazi Kanoze Youth Livelihoods Project Quarterly Report Year One, Quarter One, October 1st, 2009 – December 31, 2009,” EDC

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year One, Quarter Two, January 1st – March 31st, 2010,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year One, Quarter Three, April 1st, 2010 – June 30th, 2010,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year One, Quarter Four, July 1st, 2010 – September 30th, 2010,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Annual Report, October 1st 2009 - September 30th 2010,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year Two, Quarter One, October 1st, 2010 – December 31st, 2010,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year Two, Quarter Two,” EDC, January 1st – March 31st, 2011

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year Two, Quarter Three,” EDC, April 1st – June 30th, 2011

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year Two, Quarter Four, July 1st – September 30th, 2011,” EDC, 2011

“Akazi Kanoze Youth Livelihoods Project Second Annual Report, October 1st 2010 - September 30th 2011,” EDC, 2011

“Akazi Kanoze Youth Livelihoods Project Quarterly Report
Year Three, Quarter One, October 1st – December 31st, 2011,” EDC

“Final Rwanda Youth Project Document,” USAID/Rwanda, 2008

“Rwanda Youth Program Submitted by Education Development Center Inc.,” USAID, EDC, Equip3, 2009

“Rwanda Youth Employment Evaluation Report,” USAID, EDC, Equip3, 2009 (revised 2010)

“Akasi Kanoze Database User Guide,” EDC, 2001

“EDC-Akazi Kanoze Youth Livelihoods Project Employer Satisfaction Survey,” EDC, 2010

“EDC-Akazi Kanoze Youth Livelihoods Project Performance Monitoring Plan 2009-20013,” EDC, 2010

“Sustainable Youth Employment Opportunities in the Rwandan Silk Industry: Market Evaluation Prepared for EDC,” EDC/Harvard Business School Emersion Experience Program Student Team, 2001

“Akazi Kanoze Youth Livelihoods Project Request for Applications (RFA),” EDC, 2011

“Education Development Center, Inc. (EDC) Announcing Potential Funding Opportunity: Akazi Kanoze: Youth Livelihoods Project – Rwanda; Districts of Kigali City. Request: Expressions of Interest (EOI),” EDC, 2010

“Report on the FGD on Strengthening Youth Livelihood Opportunities in Rwanda Project,” Search for Common Ground, 2010

“Rwanda Labor Market and Youth Survey,” International Youth Foundation, 2011

“Akazi Kanoze Youth Livelihoods Project Participant’s Handbook Work Readiness Training Program,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Trainer’s Manual Work Readiness Training Program,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Introductory Module to the Rwanda Work Readiness Curriculum: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Introductory Module to the Rwanda Work Readiness Curriculum: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 1 Personal Development: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 1 Personal Development: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 2 Interpersonal Communication: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 2 Interpersonal Communication: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 3 Work Habits and Conduct: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 3 Work Habits and Conduct: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 4 Leadership: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 4 Leadership: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 5 Safety and Health at Work: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 5 Safety and Health at Work: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 6: Rights and Responsibilities of Workers and Employers: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 6: Rights and Responsibilities of Workers and Employers: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 7: Financial Fitness: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 7: Financial Fitness: Trainer’s Manual,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Module 8: Exploring Entrepreneurship: Participants Handbook,” EDC, 2010

“Akazi Kanoze Youth Livelihoods Project Module 8: Exploring Entrepreneurship: Trainer’s Manual,” EDC, 2010

ANNEX D: Expenditures

Note that youth considered in this table are cohorts who had at least 2 months after they complete their work readiness training.

Nr.	IP	Amount spent (RWF)	Number of youth served and # of transitions	COMMENTS
1	CSDI	10,813,630	<ul style="list-style-type: none"> # youth served: 110 (47F, 63M) # youth placed in, at least one economic opportunity: 87 (31F, 56M) 	<p>79% of youth who showed up on the second day of the work readiness training in CSDI were placed into an income generating opportunity after completing the very training.</p> <p>However, if we take the number of training completers (91 youth) as the denominator; 95% of youth graduates from CSDI received jobs or were placed in different EO.</p> <p>In addition, CSDI provided its youth with complementary training in electricity.</p>
2	SFR	5,909,998	<ul style="list-style-type: none"> # youth served: 43 (24F, 19M) # youth placed in, at least one economic opportunity: 41 (23F, 18M) 	<p>Over 95% of youth were placed into an income generating cooperative after training. These youth were trained in liquid soap making and formed a income generating cooperative afterwards</p>
3	MAXIMEDIA	11,492,008	<ul style="list-style-type: none"> # youth served: 118 (60F, 58M) # youth placed in, at least one economic opportunity: 58 (24F, 34M) 	<p>In addition to WRC, youth in Maximedia received training in computer skills.</p> <p>Note that 27 (12F, 15M) youth went back to school after graduating from the WRC. If we remove these from the youth served, we get a 64% placement rate for Maximedia.</p>
4	BAMPO-REZE	10,537,151	<ul style="list-style-type: none"> # youth served: 102 (67F, 35M) # youth placed in, at least one economic opportunity: 51 (30F, 21M) 	<p>9 (5F, 4M) youth were also reported to have gone back to school after the work readiness training.</p> <p>That gives us a 55% placement rate.</p>

5	PAJER	11,499,696	<ul style="list-style-type: none"> • # youth served: 100 (65F, 35M) • # youth placed in, at least one economic opportunity: 43 (26F, 17M) 	<p>7 (4F, 3M) were reported to have gone back to school.</p> <p>i.e. 46% placement rate</p>
6	SOS	10,988,303	<ul style="list-style-type: none"> • # youth served: 105 (50F, 55M) • # youth placed in, at least one economic opportunity: 67 (35F, 32M) 	<p>20 (7F, 13M) people were reported to have gone back to school; mainly for university studies.</p> <p>i.e. SOS secured a 79% placement rate</p>
7	CEFOTRAR	11,404,498	<ul style="list-style-type: none"> • # youth served: 95 (13F, 82M) • # youth placed in, at least one economic opportunity: 36 (0F, 36M) 	<p>CEFOTRAR also provided youth with, trainings such as masonry, carpentry and welding. Graduates were also provided with startup equipments.</p> <p>Placement rate in IGA: 38%</p>
8	KORA	10,890,596	<ul style="list-style-type: none"> • # youth served: 110 (42F, 68M) • # youth placed in, at least one economic opportunity: 51 (5F, 46M) 	<p>8 (4F, 4M) youth were reported to have gone back to secondary school after work readiness training.</p> <p>Placement rate in IGA: 50%</p>
9	COOJAD	11,064,886	<ul style="list-style-type: none"> • # youth served: 110 (54F, 51M) • # youth placed in, at least one economic opportunity: 0 (0F, 0M) 	<p>COOJAD did not place youth after training; however, youth trained have an association affiliated with the Catholic church; which makes it easy to find them. EDC is working on an MOU with the very association, so as to help follow up on youth transitions and help them start cooperatives.</p>
10	Frontiers G.L.	77,989,975	<ul style="list-style-type: none"> • # youth served: 1,088 (519F, 569M) • # youth placed in, at least one economic opportunity: 654 (347F, 307M) 	<p>210 (55F, 155M) youth were reported to have gone back to school after training.</p> <p>Placement rate in IGA: 74%</p>

11	Esther's Aid	35,207,300	<ul style="list-style-type: none"> • # youth served: 394 (253F, 141M) • # youth placed in, at least one economic opportunity: 190 (124F, 66M) 	<p>161 youth are part of the holiday program and were trained during their vacation, and went back to school after training.</p> <p>If you remove youth in the holiday program, that would make over 93% placements on every youth who take the very first module of the work readiness training.</p>
12	CRS	-	<ul style="list-style-type: none"> • # youth served: 736 (421F, 315M) • # youth placed in, at least one economic opportunity: 161 (87F, 74M) 	<p>CRS is an international sub-grant; and covers all the SILC activities. In the SILC program; youth usually spend 1 year on savings before starting an IGA. Among Akazi Kanoze graduates; 185 have graduated from the SILC program. Based on that we could say that the placement rate is 87%</p>
13	WDA	-	<ul style="list-style-type: none"> • # youth served: 387 (172F, 215M) • # youth placed in, at least one economic opportunity: 0 (0F, 0M) 	<p>These youth were trained in collaboration with the Workforce Development Authority at their technical and vocational training centers and technical secondary schools.</p> <p>All youth transitioned to further education; and there was no financial sub-grant to WDA</p>
14	AVSI	36,220,420	<ul style="list-style-type: none"> • # youth served: 732 (353F, 379M) • # youth placed in, at least one economic opportunity: 69 (29F, 40M) 	<p>Except for 150 youth, AVSI provided work readiness training to youth in training at different VTC and TSS.</p> <p>Placement rate in IGA: 46%</p>
15	UTEXRWA	10,143,183	<ul style="list-style-type: none"> • # youth served: 88 (45F, 43M) • # youth placed in, at least one economic opportunity: 26 (16F, 10M) 	<p>The 26 youth were reached though their silk and fish farming cooperative.</p> <p>However, track of the other youth completers was lost and the partnership with UTEXRWA was not renewed.</p> <p>Placement rate in IGA: 30%</p>

16	YES RWANDA	9,121,400	<ul style="list-style-type: none"> • # youth served: 99 (47F, 52M) • # youth placed in, at least one economic opportunity: 23 (12F, 11M) 	Lost track of youth of first cohort Placement rate in IGA: 23%
17	COATB	9,763,200	<ul style="list-style-type: none"> • # youth served: 100 (30F, 70M) • # youth placed in, at least one economic opportunity: 74 (23F, 51M) 	Placement rate in IGA: 74%
18	KARISIMBI	8,229,260	<ul style="list-style-type: none"> • # youth served: 100 (1F, 99M) • # youth placed in, at least one economic opportunity: 25 (0F, 25M) 	Placement rate in IGA: 25% Most of the youth completers are still in complementary training in car mechanics.
19	SOURCE VIVE	10,058,870	<ul style="list-style-type: none"> • # youth served: 107 (49F, 58M) • # youth placed in, at least one economic opportunity: 47 (20F, 27M) 	Source vive secured placement of 44%; and since their contract expired; EDC met with youth in cooperatives which were yet to be placed into IGA. The Private Sector Specialist will link them to jobs.
20	Camara	4,853,249	<ul style="list-style-type: none"> • # youth served: 50 (28F, 22M) • # youth placed in, at least one economic opportunity: 0 (0F, 0M) 	Camara works with the Ministry of Education and supplies IT equipments and maintenance to schools. Youth were supposed to be placed within these schools. However, the Ministry put on hold all activities while they conduct a quality evaluation of the equipments supplied. This has caused delay in youth placements, since they were to be placed within these schools. If a solution is not reached between Camara and the Ministry of Education within a month; EDC will follow up on these youth to explore alternative placements.

21	Lions Club	0.00 RWF	<ul style="list-style-type: none"> • # youth served: 114 (83F, 31M) • # youth placed in, at least one economic opportunity: 0 (0F, 0M) 	<p>The M&E officer at Lions Club has left the organization; and they were yet to find a replacement to be able to track youth. Lions Club used a Grant from UNIFEM to provide Work Readiness Training.</p> <p>Also EDC is exploring ways to track these graduates through the SMS system.</p>
22	ASOFERWA	9.642,834	<ul style="list-style-type: none"> • # youth served: 97 (37F, 60M) • # youth placed in, at least one economic opportunity: 58 (20F, 38M) 	<p>11 (5F, 6M) youth completers were reported to have gone back to school after training.</p> <p>Placement rate in IGA: 67%</p>
23	BENIMPUH-WE	5,431,252	<ul style="list-style-type: none"> • # youth served: 47 (12F, 35M) • # youth placed in, at least one economic opportunity: 33 (6F, 27M) 	<p>Benimpuhwe secured over 70% of placements so far.</p>
24	AEE	11,372,841	<ul style="list-style-type: none"> • # youth served: 107 (43F,64M) • # youth placed in, at least one economic opportunity: 0 (0F, 0M) 	<p>AEE has placed at least 20 youth so far; however, their M&E officer has not yet sent a detailed report to be able to disaggregate the data. With this in mind we can estimate a 19% placement rate for AEE.</p>

Table 6: Expenditures of each sub-grantee partner versus total number of youth trained and placed in different income generating opportunities.

ANNEX E: EDC/Akazi Kanoze Staff (March 2011)

Sany, Melanie	COP
Kamanzi Steve	DCOP
Nsekambabaye Godefroid	Financial and Office Manager
Umugiraneza Rosette	Administrative Assistant
Shemeza, Laura	Private Sector Specialist
Mukarugambwa, Anne Marie	Master Trainer and Entrepreneurship Specialist
Masozera Maurice	M&E Specialist
Nsinga Olivier	Driver II
Mukeshimana, Claudine	Receptionist
Ingabire, Josée	Office Janitor
Uwuzuyinema, Prosper	Office Gardener
Kamanzi, Willy	Local Partner Liaison
Nirere, Joseph	Driver I
Kayiranga Damascene	Field Officer
Niyonteze Pierre Canisius	Field Officer
Mutuyimana Francine	Accountant and Finance Coordinator
Sezikeye Jacques	Local Partner Manager

**ANNEX F: Interview and Focus Group Discussion Schedule
17/02/2012 to 27/02/2012**

Date	Time and duration of the activity	Activity	IPs	AK Staff responsible
Friday 17/02/2012	10h00 (1h30)	Interview with Coordinator	MAXIMEDIA	Maurice Masozera
	15h00 (1h30)	FGD with 5 boys		Jacques SEZIKEYE
Saturday 18/02/2012	8h30 (1h30)	Interview with Coordinator in Town	COATB	Jacques SEZIKEYE
	10h00(1h30)	FGD with 10 boys in construction	COATEB	Jacques SEZIKEYE
Monday 20/02/2012	9h00(1h30)	FGD with 10 Girls (3 in mushroom growing, 7 in hospitality)	Esther's Aid	Jacques SEZIKEYE
	10h30 (1h30)	Interview with Coordinator	Esther's Aid	Jacques SEZIKEYE
	12h00(1h30)	FGD with 10 girls in painting	BENIMPUHWE	Jacques SEZIKEYE
	14h00(1h30)	Interview with Coordinator	KALISIMBI GARAGE	Jacques SEZIKEYE
	1600(1h30)	FGD with 10 boys in Mechanics	KALISIMBI GARAGE	Jacques SEZIKEYE
Thursday 23/02/2012	? (1h30)	Interview with Coordinators	Frontiers	Jacques SEZIKEYE
	? (1h30)	FGD with 10 boys in Business	Frontiers	Jacques SEZIKEYE
Friday 24/02/2012	10h00(1h30)	Interview with Coordinator	CRS	Jacques SEZIKEYE
	13h00(1h30)	Interview with Coordinator	SOS	Jacques SEZIKEYE
	15h00 (1h30)	FGD with 3 OVCs	SOS	Jacques SEZIKEYE
Monday 27/ 02/2012	10h00(1h30)	Interview with Coordinator	BENIMPUHWE	Maurice
	14h00(1h30)	Interview with Coordinator	BAMPOREZE	Maurice
Monday 28/ 02/2012	(1h30)	Interview with Supervisor of AK youth graduates	SERENA	Maurice
	? (1h30)	Interview with person in charge of courses	TVET / GACURIRO	Maurice
	? (1h30)	Interview with Supervisor of AK youth graduates	NAKUMATT	Maurice

ANNEX G: Akazi Kanoze Graduates' Findings on Work Readiness

Work Readiness Materials at right level

The Akazi Kanoze graduates who participated in the seven Focus Group discussions were asked to comment specifically on the eight workbooks that make up the Work Readiness Curriculum. The response was overwhelmingly positive. "The book includes everything you need in life," "Different from school books," and "Easy to understand especially with those with just some secondary school."

In fact, the participants found that the workbooks complemented nicely the training. "We write notes in our workbooks," "We can learn from this book," and "It helps to understand the whole package," were common comments. In three of the six Focus Group discussion sessions, participants pointed out that the workbook is less useful on its own without the training. Comments included: "We can't go through the books ourselves. We need a good trainer," "I started reading the book but didn't understand it. But then through the activities and playing games I learned and gained skills," "It is not useful without the course."

The strongest criticisms were reserved for the illustrations in the workbooks. In general, those who mentioned illustrations found some of them difficult to understand. "Poor quality images," "not clear" and "the goat doesn't look like a goat." There were two modules with few illustrations. The suggestion was made to increase the number of illustrations in all the workbooks especially those with only two or three included. "It helps to understand the book when you see pictures." Other suggestions included using photographs instead of drawings and using color instead of black and white images.

The Akazi Kanoze graduates were asked to say which modules they preferred. Here is the list in order of popularity with the number of youths who made comments and a sample comment on what they liked about it. It is interesting to note that there were no strong patterns of preferences of some modules over others.

Safety and Health at Work-9

"Avoiding hazards in the workplace."

Financial Fitness-7

"Learnt about financial literacy and budgeting."

Personal Development-7

"Got basic help for planning the future."

HIV/Reproductive Health

"How to protect ourselves from HIV."

Interpersonal Communication-6

"Taught how to handle customers so they keep coming back to help the business."

Work Habits-6

“How to help each other as a team.”

Leadership-6

“I didn’t know I could be a leader.”

Exploring Entrepreneurship-6

“Learn how to create a small business”

Rights and Responsibilities of Workers and Employers-3

“Why it is important for employees and employers to work together.”

Participatory approach of trainers facilitated learning

The Work Readiness Trainers were highly praised in all seven of the Focus Group discussion sessions with the Akazi Kanoze graduates. “Up to now a perfect experience with the facilitators,” “Trainers are happy to help with things we don’t understand,” “Trainers explained and we caught on quickly.”

There were also many comments appreciating the use of games and role-playing by the trainers. “Dramas were used to create examples,” “Focused on practical things and games,” “Role-playing was used to create examples.” In fact, the interactive methodology used by the trainers was considered a good feature of the curriculum. “Asking questions is a good way to teach,” “good interactivity between trainers and us,” and “open to us and given a chance to explain things,” were typical comments.

Most challenging Work Readiness content

When asked to cite modules or areas that were more difficult, several respondents said there were none that were too much of a challenge. Comments included: “none were too tough” and “all modules complement each other.” The module that was considered the most challenging was the first one. The graduates said they were not used to the methodology and had never really thought about planning their future before. “It took time to understand goal setting” and “were not used to the terms used in the beginning” were comments.

The content on HIV and reproductive health was also considered a bit of a challenge for some graduates due to shyness or difficulty understanding “the complicated but useful reproductive system.” A few graduates mentioned the leadership and financial management modules as being a challenge but in general there were no strong tendencies indicating major difficulties with any module or any activity in particular.

Work Readiness Training feels rushed

Increasing the amount of time it takes to cover the curriculum was the most significant request when asked about improving the Work Readiness training. “The problem is there is not enough time to cover all the topics,” “We would like more time,” and “sometime the modules are given too quickly.”

The suggestion was made to increase the number of days to cover curriculum in all seven of the Focus Group Discussion sessions. “Better to do it in two rather than one month,” “Better to spread over 30 days,” “Add 5 days to cover the topics well.” The second largest number of

comments concerned increasing the help offered to the graduates looking for economic opportunities. “We need the knowledge of where to apply to secure employment,” and “We need help to get access to construction sites then we can do the rest.”

Increasing the time spent on practicing the skills developed was another suggestion made by the graduates. “Topics need more practice like going for a real interview,” “Add things that help us put in practice what we have learnt,” and “Need to increase the time of practice,” were typical comments.

ANNEX H: Relevant USG Results and PEPFAR Indicators

USAID/Rwanda's sub-grantee partners were governed by two results and 15 USG indicators and three specific PEPFAR indicators.

Result #1: Targeted youth are more capable of earning a livelihood (USG Indicators)	
In. 1	Number of persons participating in USG-funded workforce development programs (F) (EG/EDUC)
In. 2	Number of persons completing USG-funded workforce development programs (F) (EG/EDUC)
In. 3	Number of youth with improved work readiness skills after completing USG-funded Work Readiness program
In. 4	Number of employers stating satisfaction with the work readiness skills gained by the Akazi Kanoze participants placed with them
In. 5	Number of youth pursuing further education and/or training, after completing USG-funded Work Readiness program
In. 6	Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (F)
In. 7	Number of person-days of employment generated by USG assistance
In. 8	Number of youth who participated in at least one civic activity in their district, sector or neighborhood

Result #1: Targeted youth are more capable of earning a livelihood (PEPFAR Indicators)	
In. 9	Number of OVCs served by USG - funded initiative (F)
In. 10	Number of Eligible children provided with Education and/or vocational training
In. 11	Number of Eligible adults and children provided with Economic strengthening services

Result #2: Local institutions have improved capacity to prepare youth for work.	
In. 12	Number of CSOs using USG funds to improve internal organizational capacity (F)
In. 13	Number of CSOs with increased capacity to engage youth in civil society activities and advocacy
In. 14	Number of workforce development initiatives created through USG assisted public-private partnerships (F)
In. 15	Number of Service Providers trained

Table 7: Key indicators

ANNEX I: Project Spending

Project Spending		
Categories	Spent	Percent
End-user Focus	\$2,527,743	61%
Project Specific Focus	\$1,634,171	39%
Total	\$4,161,914	100%

Estimated allocation of expenses for the period October 1, 2008 - March 31, 2012*

Table 8: Overall Project Spending

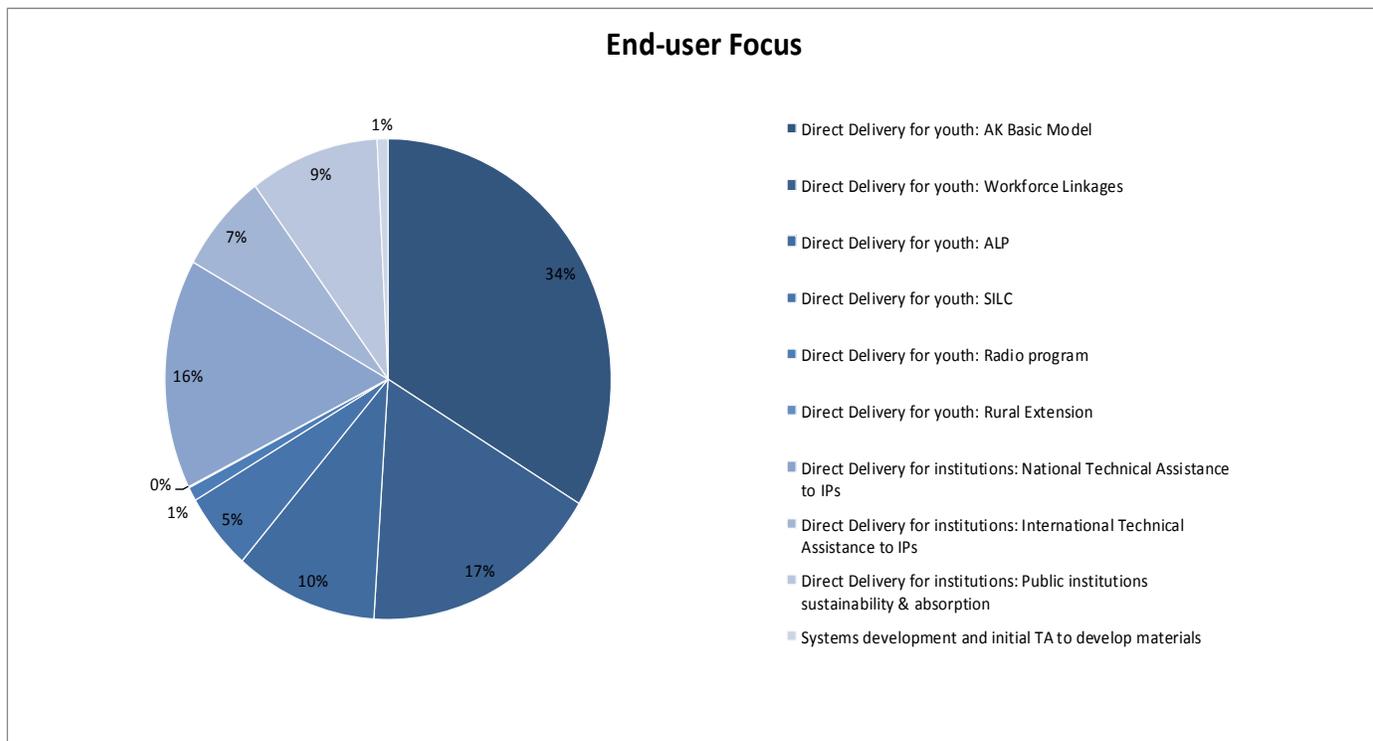


Figure 4: End-user Focus

End-user Focus **		
Categories	Spent	Percent
Direct Delivery for youth: AK Basic Model	\$850,760	34%
Direct Delivery for youth: Workforce Linkages	\$438,792	17%
Direct Delivery for youth: ALP	\$261,276	10%
Direct Delivery for youth: SILC	\$132,617	5%
Direct Delivery for youth: Radio program	\$23,911	1%
Direct Delivery for youth: Rural Extension	\$1,851	0.07%
Direct Delivery for institutions: National Technical Assistance to IPs	\$391,099	15%
Direct Delivery for institutions: International Technical Assistance to IPs	\$170,729	7%
Direct Delivery for institutions: Public institutions sustainability & absorption	\$236,858	9%
Systems development and initial TA to develop materials	\$19,850	1%
Total	\$2,527,743	100%

Table 9: End-user Focus

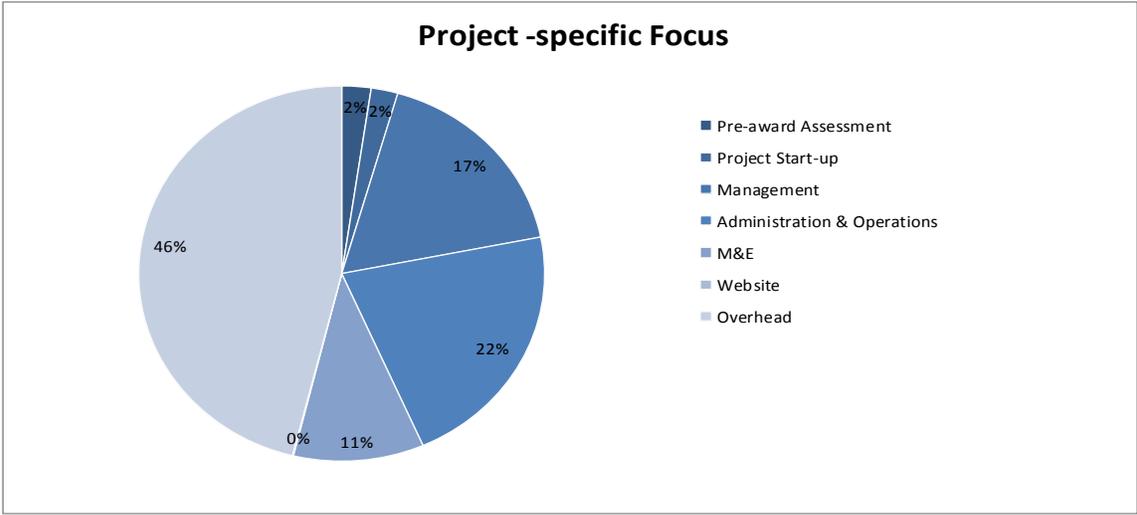


Figure 5: Project-specific focus

Project-Specific Focus ***		
Categories	Spent	Percent
Pre-award Evaluation	\$38,200	2%
Project Start-up	\$34,988	2%
Management	\$284,538	17%
Administration & Operations	\$351,776	22%
M&E	\$170,297	10%
Website	\$1,442	0%
Overhead	\$752,931	46%
Total	\$1,634,171	100%

Table 9 : Project-specific Focus

ANNEX J: Quantitative Phone Survey Instrument

(English version see below)

Abashyiramubikora Akazi Kanoze nuko babona gahunda ya AK

Iriburiro: Turimo gukora igenzura ry' Umushinga wa Akazi Kanoze, ikigamijwe kikaba ari ukumenya aho dukeneye kongera ingufu kugirango umushinga ugende neza. Rero tukaba twabasabaga ko mwatubwira uko mubona uwo mushinga ushyirwa mubikorwa ku bibazo bikurikira tugiye kubabaza.

Ku bibazo bikurikira tubwire uko ubyumva kugipimo cyohagati ya gatanu na rimwe. Gatanu bivuga ko ubyemera cyane naho rimwe nukuvuga ko utabyemera nagato

- 1) Duhabwa na EDC ubushobozi n'ibikoresho bikwiriye byatuma Dukora neza ibikorwa bya gahunda y'akazi Kanoze

1 2 3 4 5

- 2) Dutanga amahugurwa n'imfashanyigisho kubakozi bacu muburyo bwo kwiyongera ubushobozi kugirango Dushobora gukomeza ibikorwa by'akazi Kanoze

1 2 3 4 5

- 3) Ubufatanye Dufitanye nabatanga akazi binyuze muri gahunda y'A kazi Kanoze bizadufasha gukomeza kubonera urubyiruko rurangije amahugurwa akazi na stage/kwimenyereza

1 2 3 4 5

- 2) Ubufatanye Dufitanye n'abatanga amahugurwa y'imyuga muri gahunda y'akazi Kanoze bizakomeza kudufasha guhugura urubyiruko mu myuga

1 2 3 4 5

- 3) Bitewe nubufatanye Dufitanye na EDC mugushyira mubikorwa gahunda y'akazi Kanoze, twiyongereye ubushobozi butuma mubasha kubona izindi nkunga zizatuma dukomeza inyigisho zitegura urubyiruko mubikorwa by'iterambere

1 2 3 4 5

PART II Abashyiramubikorwa Akazi Kanoze/IPs

- 1) Urubyiruko rurangije amahugurwa y'akazi Kanoze babona byoroshye cyangwa imenyerezwa/stage bitewe n'ubufatanye mufitanye n'abakoresha batandukanye

1 2 3 4 5

- 2) Urubyiruko rurangije amahugurwa y'akazi Kanoze bihangira imirimo kurusha urundi rubyiruko mwigishije gahunda y' akazi Kanoze itaratangira

1 2 3 4 5

- 3) Inyigisho z'akazi Kanoze zahaye urubyiruko ubumenyi buhagije butuma bakenerwa kwisoko ryakazi kurusha urubyiruko rutabonye izo nyigisho

1 2 3 4 5

Uko Abakoresha babona abahawe amahugurwa y'akazi Kanoze

- 1) Twakwifuzaga guha akazi urubyiruko rurangije amahugurwa y'akazi Kanoze mugihe kiri imbere

1 2 3 4 5

- 2) Dusanga abakozi bakoze amahugurwa y'akazi Kanoze ari abakozi bizewe mukazi

1 2 3 4 5

- 3) Abahuguriwe Akazi Kanoze bafite ubumenyi buhagije bahita bakoresha igihe tubahaye akazi mu kigo cyacu

1 2 3 4 5

- 4) Abarangije amahugurwa y'akazi Kanoze bitwara neza ndetse bakabana neza cyanne bitandukanye n'abandi bakozi batayabonye

1 2 3 4 5

- 5) Impamyamba bumenyi /certificate ihabwa abarangije amahugurwa y'akazi Kanoze n'iyagaciro cyanne mugihe duhitamo umukozi wahabwa akazi mu kigo cyacu

1 2 3 4 5

Abarangije Amahugurwa y'Akazi Kanoze

Part A: Muri ibi bikurikira, Tubwire ibikuranga kubijyane n'akazi aho urangirije amahugurwa y'akazi Kanoze

- 1.... Nabonye akazi gahoraho/permanent
- 2..... akazi ki ibiraka
- 3... stage ihemba
- 4... Ndikorera kugiti cyange
- 5... Ndi umunyamuryango wa Koperative ibyara inyungu
- 6... Nasubiye kwishuri

7... Ntakazi mfite

PART B: Ku bibazo bikurikira tubwire uko ubyumva kugipimo cyohagati ya gatanu na rimwe.

Gatanu bivuga ko ubyemera cyanne naho rimwe nukuvuga ko utabyemera nagato

1) Uburyo bwo kubona amafaranga bwariyongereye bitewe n'amahugurwa y'akazi Kanoze

1 2 3 4 5

2) Akazi Kanoze kongereye ikizere cyange kubijyane nogushaka akazi

1 2 3 4 5

3) Akazi Kanoze kongereye ububushozi n'ubumenyi byange kubijyane nogukora *interview* ndetse na CV/umwirondoro.

1 2 3 4 5

4) Akazi Kanoze kampaye ubumenyi –ngiro bwingenzi bimesha amahirwe yokubona akazi no kwibeshaho neza

1 2 3 4 5

5) Kuva aho mboneye amahugurwa ya AK, Amafaranga ninjiza aruta ayo nakabaye ninjiza iyo ntakora ayo mahugurwa

1 2 3 4 5

English version- Quantitative Phone Survey

Introduction: We are doing an evaluation of the Akazi Kanoze project. We would appreciate if you can help us with the evaluation. We will read you several statements. We would like you to tell us to how much you agree with the statements on a scale of one to five. Five meaning that you agree very much and one meaning that you don't agree at all.

Survey of AK IPs on sustainability

1. We receive adequate material and technical support from EDC to effectively manage the youth workforce development activities supported by Akazi Kanoze.
2. We provide training and/or resource materials to our staff to ensure our own internal capacity to continue the youth workforce development activities supported by Akazi Kanoze.
3. We believe the partnerships we have developed with potential employers as part of Akazi Kanoze will ensure future job opportunities and internships for the youth we train.

4. We believe the relationships we have developed with technical skills trainers as part of Akazi Kanoze will enable us in the future to continue providing youth with training in specific trades.
5. As a result of partnering with EDC to implement Akazi Kanoze, we have strengthened our ability to obtain funding to continue our youth workforce development activities.

Survey of AK IPs on creation of economic activities

1. Youth graduating from the Akazi Kanoze training are better able to find work or internships as a result of the program's partnership with businesses and other potential employers.
2. Youth graduating from the Akazi Kanoze training are starting their own businesses more than the youth we supported before Akazi Kanoze began.
3. The Work Readiness Curriculum provides youth with qualities that make them more desirable job candidates than those who have not received this training.

Survey of employer perceptions of AK graduates

1. We would prefer to hire Akazi Kanoze graduates in the future.
2. We find Akazi Kanoze graduates to be good reliable workers.
3. Akazi Kanoze graduates have strong technical skills that can be immediately put to use in our business.
4. Akazi Kanoze graduates have good communication and relationship skills which set them apart from other new employees.
5. An Akazi Kanoze completion certificate represents a significant value when considering an applicant to work with us.

Survey of AK graduates

Demographics (choose all that apply):

1. Gained full-time employment
2. Gained part-time employment
3. Had a paid internship
4. Had an unpaid internship
5. Became self-employed
6. Became a member of a cooperative
7. Returned to school

8. Unemployed

Questionnaire:

1. As a result of Akazi Kanoze my ability to earn money has improved.
2. Akazi Kanoze has greatly increased my self-confidence when it comes to finding work.
3. The strengthening of my interview skills and CV through Akazi Kanoze has improved my ability to find work.
4. Akazi Kanoze has given me technical work skills that are very useful for finding work opportunities
5. My income today is higher than it would have been without the Akazi Kanoze training.

ⁱ Republic of Rwanda, Ministry of Youth, Culture and Sports. *National Youth Policy*.

ⁱⁱ Huggins and Randell 2007, citing Integrated Household Survey on Living Conditions, 2005-06.

ⁱⁱⁱ USAID Education Policy and Data Center, Rwanda country profile, from DHS 2005.

^{iv} www.unicef.org/infobycountry/rwanda_statistics.html

^v Republic of Rwanda. *National Employment Policy*.

^{vi} Republic of Rwanda, Ministry of Finance and Economic Planning. *Rwanda Informal Sector Survey 2005-2006*.

^{vii} Distinction based on self-perception of respondents in “Government of Rwanda: Sources of Informal Economic Activity in Rwanda, November 2006” prepared by On the Frontier (OTF) on behalf of FIAS.

^{viii} Akazi Kanoze Youth Livelihood Project Second Year Annual Report: October 1, 2010-September 30, 2011, EDC, October 2011