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AKAZI KANOZE

Youth Livelihoods Project

Workplan

October 1, 2010 – September 30, 2011



Submitted by Education Development
Center, Inc.
Associate Award #696-A-00-09-00002-00
Under EQUIP3 Cooperative Agreement

AKAZI KANOZE

WORKPLAN OCTOBER 1ST, 2010 – SEPTEMBER 30, 2011

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Section 1: PROJECT SUMMARY

The AKAZI KANOZE: Youth Livelihoods Project is a 4-year project financed by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC). The implementation dates are October 2009 – September 2013. AKAZI KANOZE provides youth, ages 14-24, with market-relevant life and work readiness training and support, hands-on training opportunities, and links to the employment and self-employment job market.

The project goals are to:

- **Increase Livelihood Opportunities for Youth**
AKAZI KANOZE empowers youth with the necessary tools and resources to enter into a positive development pathway that will lead to increased lifelong livelihood opportunities;
- **Develop a Thriving Youth Livelihood Support System**
AKAZI KANOZE builds capacity and creates linkages between youth, the Rwandan economy and the public and private institutions so that youth can access increased opportunities for productive engagement in Rwandan society.

Target Population

- 12,500 Urban youth of which 5000 will be orphans and vulnerable children
- Age: 14-24 years old
- Both male and female, with varied levels of education, and demonstrating the drive to improve their skills and assets to better connect with livelihood and market opportunities

Over the first year of activities, the project met and/or exceeded most of its targets. Major accomplishments included:

- Rapid project start-up and launch of activities
- Selection of 14 implementing partners, with capacity building program implemented, including Training of Trainers in Work Readiness Curriculum and organizational capacity building
- Development of a strong Work Readiness Curriculum
- Partnerships with over 20 private institutions
- Strong partnerships with Government institution, especially the Workforce Development Authority and the Ministry of Labor
- Strong foundations for Government appropriation of the model
- Enrollment of over 1300 youth in the program, including over 400 OVCs
- Among youth completers, job/internship/self-employment placement rate at 48% by September 2010
- Strong M&E plan, database and data collection tools and systems in place.

The following workplan details targets and activities for the second year of implementation (October 2010-September 2011).

Section 2: ACTIVITIES IN 2010-2011 (FY11)

Introduction

This document presents the Akazi Kanoze project's activities and planned outputs for Fiscal Year 2011. It is organized by objective. Each objective is broken down into its contributing activity sets, or components, and each component is described in terms of its FY11 activities. Finally, each planned activity for FY11 is summarized by an expected output for the fiscal year. These outputs contribute to the broader, project-level outputs and outcomes for Akazi Kanoze as a whole.

At the end of the document, we summarize planned FY11 outputs and activities by component and by objective, and state the timeframe within which we expect each activity to be completed. This summary table links back to the broader, project-level set of outputs and outcomes presented in the Akazi Kanoze Project Monitoring Plan (PMP).

Result 1: Targeted youth are more capable of earning a livelihood

Project Component 1: Development and delivery of curriculum, training and assessment

FY 11 Activity 1.1: Graduation from Youth Work Readiness Training:

In last year's workplan, EDC presented the planned roll-out for the 4-year project as follows:

Table 1: Proposed Life of Project Youth Rollout

	y1	y2	y3	y4
Total Youth per Year	1200	4000	4000	3300
Number of OVCs (included in total youth)	500	1500	1000	1000
Total Youth	12500			

While 1200 youth enrollees were planned in year 1, in fact, 1307 youth had been enrolled by September 30, 2010. Of these, 572 completed the WRC. A remaining 683 enrolled youth will complete their training by February 2011. A graduation ceremony for over 600 completing youth will be held in October 2010. A second graduation ceremony is planned for September-October 2011, for around 3500 youth.

FY11 Output 1.1: Graduation ceremony 1st youth cohort

FY11 Activity 1.2: Enrollment of new WRC cohorts

In addition to the FY10 youth finishing their training, Akazi Kanoze plans to enroll an additional 4,000 youth this year. Planning is as follows:

Table 2: Planned Timing of Youth Enrollment FY11

Dates	Total Youth Enrolled	OVCs	Partners
Oct-10	150	50	RFA2 IPs
Nov-Feb 11	450	100	Frontiers
Jan-11	900	500	RFA1 expansions
Feb-11	200	100	CRS
Feb-Apr 11	300	None	Frontiers extension: RDB internship program
Jan-Mar 11	200	None	WDA TVET piloting
Mar-11	300	100	RFA3: 3-4 new IPs
Apr-11	400	200	RFA2 expansion
May-11	400	100	ALP partners
Jul-11	400	200	CRS SILC groups trained by WRC trainers
Jul-11	300	150	RFA4: 3-4 new IPs
	4000	1500	

FY11 Output 1.2: Enrollment of new cohorts reaching 4000 youth

FY11 Activity 1.3: Literacy and Numeracy Assessment

For each partner recruiting youth who dropped out after Secondary 3 education or before, the Akazi Kanoze team administers a Literacy and Numeracy test in Kinyarwanda to ensure the youth have a minimum numeracy and literacy level that allows him/her to follow the Work Readiness Training, as well as ensure that groups are homogeneous by level of numeracy and literacy. This test will be administered on an ongoing basis during the recruitment of youth participants.

FY 11 Output 1.3: Kinyarwanda literacy/numeracy assessment administered to all participating youth who did not complete S3 education assessment

FY11 Activity 1.4: Complementary Training and Services

All implementing partners usually propose a set of complementary training and/or services to increase youth's skills and capacity to access a job or start their own business. If the IP doesn't implement a complementary activity itself, it usually works in partnership within another organization that does so. In

addition to these complementary services, Akazi Kanoze is planning to implement the following complementary training and services:

FY11 Activity 1.4.1: Complementary Savings and Lending Group Services

Under its partnership with CRS, Akazi Kanoze is planning on providing SILC services to a target of 1,700 AKAZI KANOZE youth participants this year. To reach this target, CRS will use an approach that will include:

- For around 1000 youth, CRS will work with Akazi Kanoze Implementing Partners: while the IPS will select and train the youth in work readiness, they will also start right away forming SILC groups with CRS. Each IP will indicate at the beginning of its activities if the youth are interested in SILC and CRS will link with the IPs who expressed interest. An expected 300 youth will start SILC groups in the first quarter of this year. The next 700 youth will be selected from the extensions and new RFAs planned respectively in January 2011 and March 2011.
- For the remaining 700 youth: CRS reported that the demand among young people to start SILC groups is high. They propose to select 700 youth and start SILC groups with them. Once the groups are started, the youth will also receive the rest of the Akazi Kanoze package and thus counted toward the total targets. The WRC training would be delivered by either CRS or other IPs who have qualified WRC trainers who are not already employed full time with other youth cohorts. The group of 700 youth however will be closely monitored by CRS.

FY11 Output 1.4.1: 1700 youth formed into SILC Groups

FY11 Activity 1.4.2: Conversational English

Akazi Kanoze has trained 65 youth in its Conversational English curriculum during 2010. Based on lessons learned from this cohort, we have since revised both the curriculum and assessment tools. So far, only Peace Corps Volunteers deliver this training to Akazi Kanoze youth participants. Assuming that a Peace Corps Volunteer is teaching two 60-90 minute classes per week on average, the curriculum takes approximately six weeks to administer. Based on the current number of PCVs committed to the project, we plan to train 20-40 eligible youth in each of the four IPs in the coming quarter, serving approximately 80-160 youth. **According to these estimates, we would train 320-640 youth in conversational English in 2011.** An English literacy and an English oral communication tests have been created to assess levels in English of each group starting the English literacy program with the Peace Corps Volunteers. This test will be administered on an ongoing basis before the English course starts. We expect to see improved scores in the Spoken English Assessment, which will be administered before and after the training.

At this moment, there is a very high demand for EFL instruction from the IPs. Akazi Kanoze will also work this year on strategies to meet this demand, including requesting additional PCVs from Peace Corps; prioritizing teaching certain youth over others (for example, those with only a basic instead of an advanced level of English); training youth with advanced English skills to teach others in basic English.

FY11 Output 1.2.2:

- a. 320-640 participate in conversational English*
 - b. 320-640 youth receive pre/post course scores conversational English*
-

FY11 Activity 1.4.3: Development of various other complementary curricula

A priority for Akazi Kanoze will be to work on the development and/or adaptation of 3 specific, and others new curricula this year:

1. Akazi Kanoze will finalize the adaptation and/or adoption of a **modular HIV-AIDS prevention, family planning, and Gender Based Violence curriculum**, based on the VSO curriculum, that will complement the WRC module on Health and Safety at the Workplace. This complementary curriculum will be delivered to at least 3000 youth this year, aiming to provide a complete Health and Well being Package. This curriculum's adaptation will be finalized by December 2010. **HIV/AIDS training** will be delivered along with the WRC and will follow the WRC roll-out plan, starting with cohorts who will be recruited in January 2011 and onward. A training of trainers will be organized with partners by January 2011.
2. **Akazi Kanoze will pilot test a new entrepreneurship training** with WDA this year. It is anticipated that this pilot activity will be delivered to 250 TVET graduates selected by WDA and 100 Akazi Kanoze graduates. The pilot is anticipated to start by April 2011. For more about this activity, please see item 6.3.1.
3. **Advanced entrepreneurship training**: this module will complement the WRC and only be delivered to participating youth who demonstrate the drive and ideas to create their own business. This curriculum, as much as possible, will be the same as the entrepreneurship module described above for the work with WDA. This will help leverage different donors' funding (especially VVOB), in addition to USAID's funding of Akazi Kanoze. It will be developed as part of the WDA working group. For more about this activity, please see item 6.3.1.
4. Based on market research, some **specialized curricula** may need adaptation to allow youth to acquire a short term specialization that could help them access new economic opportunities. This year, Akazi Kanoze will look at leveraging existing resources and curricula developed in the region and by EDC elsewhere to meet these needs. One specific idea under review is a **short term specialization for Care Givers in Early Childhood Development**.

FY11 Outputs 1.4.3:

- a. Finalization of HIV-AIDS curriculum and TOT for Akazi Kanoze partners
 - b. Entrepreneurship curriculum pilot tested with 350 Akazi Kanoze and TVET participants
 - c. A minimum of 3 WDA working group meetings to review, develop and translate advanced entrepreneurship curriculum in Rwanda and implement a pilot
 - d. At least two additional curricula identified that could help open new economic opportunities for youth.
-

Project Component 2: Delivery of Complementary Services for Youth and Partners

FY 11 Activity 2.1: Develop a radio program

In the first year's workplan, EDC proposed to work with Search for Common Ground to develop short radio dramas that address work readiness topics such as the importance of good communication; how to resolve conflicts at the workplace; knowing worker rights and responsibilities in Rwanda, etc. In light of the approved budget, **EDC and SFCG agreed to produce 8 episodes of 10 minutes that will be aired along SFCG program on entrepreneurship. These will be developed and aired in quarter 1 and 2 of this fiscal year.** Based on the results collected from the listeners groups, EDC and SFCG will collaborate on identifying supplemental resources for a longer radio program.

FY11 Outputs 2.1:

- a. Radio program developed
 - b. Radio program aired
 - c. Radio program monitored and evaluated
 - d. Radio program M&E results presented and used to leverage funding for expanded radio programming
-

FY11 Activity 2.2: Developing a SMS information system

As part of increasing Akazi Kanoze capacity to continuously survey and provide relevant job market information, **EDC will partner with Souktel to develop an SMS-based information system.** Souktel proposes a SMS-based system that can provide 3 different types of services potentially useful to the project. Akazi Kanoze will define with Souktel the type of features the system should include for this specific project. Features may include:

- Souktel's SMS Alert system enables EDC staff, local partners, and/or local employers to send out job/training information and educational content rapidly, on a large scale, to young beneficiaries' mobile phones on all Rwandan mobile networks.
- Job Matching system, with creation of mini CVs via SMS
- SMS surveys let EDC staff/local partners create educational quizzes/contests, M&E surveys, and youth opinion polls—and then send them out on a large scale to young beneficiaries' phones (on all Rwandan mobile networks). Youth can respond to questions by texting their answers, one by one.

This support has the potential to keep track of thousands of youth alumni and has the potential of becoming a key feature of the Rwanda Youth Opportunity Network (RYON). **Initial study will be done in Quarter 2, development and piloting in quarter 3 and 4.**

FY11 Outputs 2.2:

- a. Initial study of SMS information system possibilities for work opportunity linkages
 - b. SMS system developed
 - c. SMS system piloted
-

Project Component 3: Accelerated Learning Program (former “Nyamirambo Initiative”)

This project component was postponed from Year 1 to Year 2. Main activities this year are as follows:

FY11 Activity 3.1: Community Youth Mapping

Community Youth Mapping (CYM) will be implemented from October 2010 to January 2011. In **October 2010**, local **partners will be recruited and survey tools will be developed**. Feedback will be gathered from USAID, WDA, MINICYOUTH, Districts, local NGOs. In **November 2010**, **45 youth will be trained in a 4-day training**, developing work skills needed for the success of CYM in Kigali. These skills include data collection, data analysis, data management, data dissemination and presentation, public speaking, interviewing, small group problem solving, effective survey techniques, situational professionalism, communication, facilitation, and data integrity. In **November-January 2011**, **youth will map places in three sectors of Kigali** to identify the services, supports, and opportunities available for youth, children and families. In addition, the youth will be interviewing youth to find out more about the conditions youth face in Kigali. In **January-February 2010**, the **data** collected through the CYM strategy will be **analyzed** with the goal of providing youth and adults with increased access to resources in communities and identification of gaps in services, supports and opportunities from a youth perspective. Once the data is analyzed the findings will be presented to local partners, key community stakeholders, and help to inform the advancement of AKAZI KANOZE youth livelihood project goals in Kigali.

FY11 Outputs 3.1:

- a. CYM partners recruited, tools developed*
 - b. 45 Youth community mappers trained*
 - c. Mapping activities conducted in 3 sectors of Kigali*
 - d. CYM data analyzed and findings presented*
-

FY 11 Activity 3.2: Accelerated Learning Program (ALP)

Literacy and Numeracy Curriculum: once an agreement has been reached between USAID and EDC on the most efficient and effective way to increase the literacy and numeracy skills of primary school dropouts, the Akazi Kanoze team will **develop the Literacy and Numeracy Curriculum** to be taught as part of the “Nyamirambo Initiative” which will be the Accelerated Learning program. This curriculum is expected to be finalized by April-May 2011.

The Accelerated Learning Program (ALP) targets primary school dropouts with a 3rd grade level or above, and provides accelerated education that results in an alternative P6 level. This alternative basic education will include the same basic literacy and numeracy competency provided by formal education, yet with the difference that accompanying subjects would be more work and livelihood oriented, and would prepare learners with a strong life and work readiness foundation from which they would be eligible either to re-enter formal post primary education; enter post-primary vocational-technical schools; or, access other livelihood/training opportunities, with the basic skills necessary for success.

During the first quarter, Akazi Kanoze will hold meetings with the Government of Rwanda, USAID and local partners to detail the ALP approach. A budget will also be created. Development of a Literacy and

Numeracy curriculum is planned for Quarter 2, along with the development of technical training curricula and an assessment approach for both technical skills and literacy and numeracy. Selection of implementing partners will be scheduled for May 2011, with a start-up implementation date in June 2011 for a minimum of 300 youth. The total number of youth to be served under the project's current budget for this initiative will be determined based on the budgeting exercise.

FY11 Outputs 3.2:

- a. ALP approach finalized
 - b. Review of existing curricula and development of ALP curriculum for literacy and numeracy
 - c. Assessment approach for technical and literacy/numeracy skills developed
 - d. Implementing partners selected
 - e. Implementation begun
-

Project Component 4: Workforce Linkage Activities

FY11 Activity 4.1: Connecting Partners with the Private Sector

Akazi Kanoze will look at sharing experiences and reinforcing the capacity of local partners to link with the private sector and create direct short term job and internship opportunities for the youth participants to benefit from hands-on work experience. The private sector specialist, especially, will work directly on facilitating connections between training partners and the private sector.

FY11 Output 4.1:

- a. List of potential new private sector partnership institutions
 - b. Connections facilitated between potential institutions and IPs
-

FY11 Activity 4.2: Meet with existing “champions” of the program

First, Akazi Kanoze's private sector specialist will work hand in hand with the IPs, to renew the commitment of the 20 “champions” of the project. These “champions” each sponsored at least 2 youth for internships, jobs and/or apprenticeships this past year, Akazi Kanoze will look to expand placement opportunities with these partners. The Project will also explore with some of them the possibility of an ongoing program for in-house training. The first industry targeted for this is the Hospitality and Services Industry, especially the Hotels and Restaurants sub-sector. We expect that at least 100 youth will receive jobs, paid internships and/or in-house training from these renewed partnerships.

Second, newly selected IPs have identified private companies to host youth participants in internships. This includes companies in the IT and printing industry, banks and Micro-finance institutions, construction business (carpentry, masonry, welding, blacksmith...), agriculture products trading, mobiles phones companies, electronics and mechanics, hair dressing and other small businesses.

FY11 Output 4.2: 100 Youth engaged in work experience through existing “champions”

FY11 Activity 4.3: Meet with private sector institutions to ID and build youth opportunities

Akazi Kanoze will continue exploring new industries, especially the construction and agri-business sectors. An initial list includes:

- **Food Processing:** Inyange, Sulfo, Masaka Farms, Urwibutse Nyiragarama, Sorwathe, Ocir Rwanda, Rwandex, Huye, Bralirwa, Skol, Sosoma Industries, Shema Juices,
- **Infrastructure:** Optic fibers, Roads construction, Ruliba, CCICC, TP, Leapstream, Dimach, and individual entrepreneurs', Cimerwa, Rwanda Ciment Company.
- **Hospitality:** Milles Colline, Gorillas, Stipp, Lando, HillTop, Golden Hill, Ninzi, Flamingo, Republica, Chez Roberts, Mama Africa, La Corniche, Freddy's.

With all private sector institutions who will host at least 2 youth in internships, Akazi Kanoze will administer an Employer Satisfaction Survey aiming at 1) ensuring youth have gained the employability skills taught by the WRC, and 2) continue gathering feedback from the private sector on skills development to ensure the Akazi Kanoze project remains informed on labor market needs and thrive to answer these needs. This information will be shared with the IPs in a one day workshop, where IPs will also learn how to analyze the information gathered from these surveys. The IPs will then be in a position to better understand how their training and coaching services more directly answer the needs of the labor market and can be improved for increased numbers of job placements.

FY11 Outputs 4.3:

- a. Meetings with construction and agri-business sectors to identify training needs and economic opportunities for youth
 - b. Employer satisfaction surveys implemented with selected employers
 - c. Employer feedback shared with IPs
-

FY11 Activity 4.4: Labor demand and work experience opportunity surveying

Program staff will work with network members, and non-network member private sector organizations, to collect information on current and future workforce and livelihood opportunities for youth. (See also the description of activity 6.4.5, the Market Development Workshop planned in February 2011, from which this activity will originate).

FY11 Output 4.4: IPs collect market data, with support of private sector specialist, after Market Development workshop

FY11 Activity 4.5: Pursue specific markets and economic opportunity studies

1. **Harvard Business School (HBS) study on silk farming:** Last year, USAID Rwanda invited us to submit a proposal to benefit from an immersion program organized by the Harvard Business School. The proposal was selected and a team of Harvard students will run a market study on the silk farming industry in Rwanda to inform the Akazi Kanoze project on the future opportunities for youth

graduates and conditions to have an economically viable activity in this sector. The study will be finalized by the end of January 2011.

FY11 Output 4.5.1: Evaluate and incorporate (if possible) the results of the Harvard Business School silk industry study

2. **Identify opportunities for Early Childhood Development (ECD) care givers:** For youth who completed at least Secondary 3 education, but didn't pursue secondary school, Akazi Kanoze wants to explore the economic opportunity for ECD care givers. While the MoE is eager to support the development of pre-school teachers, in order to meet the important need of the country in ECD, the sector will also need qualified and well trained care givers to supplement this goal. A short term specialization can be done at a cost efficient way, as good curricula and practices exist in neighboring countries, such as Tanzania. However, the project will also need to identify direct employment and/or self-employment opportunities for at least a pilot of 50 youth before selecting this possibility.

FY11 Output 4.5.2: Assess economic relevance/develop financial analysis for ECD care givers

FY11 Activity 4.6: Meet with the Rwanda Development Board

RDB is developing a strategy to have Youth Career Centers in universities and high schools. We will work closely with the department implementing this strategy to see how Akazi Kanoze can support some of this initiative while looking at opportunities for out-of-school youth.

FY11 Output 4.6: Consultation with RDB on Akazi Kanoze role within RDB strategy for career center development

Result 2: Local institutions have improved capacity to prepare youth for work

Project Component 5: Institutionalization of Work Readiness and Sustainability

While the Work Readiness Curriculum was developed, tested, reviewed and finalized in the first year of the project, Akazi Kanoze team will work with the Workforce Development Authority (WDA) to institutionalize work readiness within Rwanda's workforce development system. A number of activities are planned.

FY11 Activity 5.1: Chair working group for WRC adaptation by WDA

EDC was asked by WDA to **lead its subgroup on Work Readiness and Entrepreneurship Skills**. WDA requested Akazi Kanoze to lead a multi-donor effort to have a curriculum on Work Readiness and Entrepreneurship Skills ready for appropriation by the TVET system by June 30, 2011. Akazi Kanoze curriculum will be the base for adaptation for the work readiness component.

Outputs 5.1.1:

- a. EDC-WDA MoU and finalized TOR
 - b. Regular meeting minutes of the Work Readiness and Entrepreneurship Skills Subgroup
-

FY11 Activity 5.2: Through working group, develop a work readiness and an entrepreneurship curriculum that can be used by WDA and other GoR WFD institutions.

Akazi Kanoze will lead the effort to review the existing potential contributing curricula for both a work readiness and an entrepreneurship curriculum, then to merge these into a document that is appropriate and acceptable for the WDA and other Rwanda WFD institutions. The curriculum will be piloted with 250 youth; 25 trainers will be trained to deliver it.

FY11 Output 5.2:

- a. WDA approved WRC and Entrepreneurship draft curriculum developed (depends on overall WG functionality and timeliness)
 - b. Piloting of WRC with WDA involving TOT of 25 trainers and implementation with 250 youth (depends on overall WG functionality and timeliness)
-

FY11 Activity 5.3: Certification of the Work Readiness Curriculum by WDA

In parallel of the effort described above, Akazi Kanoze will work with WDA to ensure that the Work Readiness Curriculum is certified. Target date is the same as above.

FY11 Output 5.3: WRC certified by WDA

FY11 Activity 5.4: Refine work readiness assessment approach

In addition, **further work will be done on the Assessment of the work readiness skills** gained by the youth. These include an external review of the current assessment approach and tools to determine how they relate with international standards; the creation of a test item bank from which to draw assessment questions; working with WDA to include an assessment approach in the broader WDA system; and, systematically implementing an Employer Satisfaction Survey to employers taking at least 2 youth in employment or internship.

FY11 Output 5.4:

- a. WRC Assessment approach is reviewed against international standards, and revised accordingly
 - b. WRC assessment item bank created
 - c. WDA assessment approach developed
 - d. Employer Satisfaction Survey given to all employers hiring 2 or more youth
-

Several avenues for sustainability have been identified in Year 1, on which the project will work this year. In addition to the institutionalization of the WRC and related activities as described under components 5 and 8, we plan the following activities:

FY11 Activity 5.5: Meet with IPs and discuss sustainability

All IPs were requested to highlight a sustainability strategy to include youth workforce development activities within their ongoing activities, as part of their application to the project. These strategies were on average weak, except a few programs that are structured in a way that, in the long term, the WRC could fit within their current programming “naturally” and therefore be more easily financed in the long run. This strategy fits particularly well with organizations that have several sources of funding.

Some other implementing partners, however, especially small organizations who specialize in serving the most vulnerable populations, will need more support from the project in the coming years to build capacity but also help them access other sources of funding and be in a good position for accreditation by WDA, therefore helping them secure further sources of funding. In addition, ideas around small Income Generating Activities or Cooperatives that could help partly fund activities will be explored.

By the end of this year, all IPs should have been selected for the life of the project, with maybe a few exceptions. In quarter 4 of this year, Akazi Kanoze will submit a report summarizing the potential strategy for sustainability for each IP.

FY11 Output 5.5: All Akazi Kanoze implementing partners have a documented sustainability strategy to provide ongoing workforce development services to the youth

Project Component 6: Partner Selection and Capacity Building

FY11 Activity 6.1: Continued Support to existing partners:

During its first year of implementation, AKAZI KANOZE targeted partners with a priority in providing specialized training and/or economic strengthening services to youth. This decision was made in light of the project’s limited funding and specific design to leverage what exists in Rwanda. In light of the success of this year’s economic opportunities’ placement rates (near 50% by September 30, 2010), the project will continue this strategy, while reinforcing its partners’ capacity with the additional curricula and services described above. With each existing partner, Akazi Kanoze will discuss possible extension of their activities to new youth cohorts. Decisions will be made based on organizational capacity, sound management of the first subgrant, technical proposal for training and job placement of the proposed new youth targets, etc. For the partners demonstrating weaker organizational capacity, the number of youth to be recruited will be limited and a capacity building and monitoring plan will be developed. The roll-out plan for the 4000 youth describes when the project anticipates to renew subgrants with these partners.

FY11 Output 6.1: Selected prior Akazi Kanoze partners subgranted to work with new cohorts for approximately 2600 youth

FY11 Activity 6.2: Support for new partners

Activity 6.2.1: Developing new Principal Implementing Partners:

Over the first year, 14 institutions were identified as Implementing Partners, through 2 separate RFAs. While efforts will focus on scaling up the number of youth served by these IPs, we anticipate the need to select additional partners in order to meet our targets, as well as better reach out to our different target populations. With this in mind, EDC will invite new organizations to submit a proposal, among which at least 8 new organizations will be selected as new IPs. This process will be done through 2-3 consecutive RFAs planned in January, March and/or June 2011.

FY11 Output 6.2.1: At least 8 new implementing partners selected

Activity 6.2.2: Developing New Specialized Partners

Priority will also be given to develop more “complementary training” partnerships, especially with the private sector for in-house training. This year, we would like to scale up this approach with more partners and bigger groups of youth. Priority industries include the construction sector and the agri-business sector. Details and outputs are provided in section 4.3, *Meet with Private Sector institutions to ID and build youth opportunities*.

Activity 6.2.3: Increasing the role of the Peace Corps

The partnership with Peace Corps will also be pursued. Discussions are under way to receive additional Peace Corps Volunteers to train in English communication, support the work of the IPs in HIV-AIDS prevention and health package and coach young people in their transition such as creating cooperatives and small businesses.

FY11 Output 6.2.3: Agreement for additional volunteers reached with PC

FY 11 Activity 6.3: Government of Rwanda partnerships (see also Component 5).

In year 1 of implementation, Akazi kanoze developed partnerships with different institutions of the Government of Rwanda (GoR), with whom it plans to continue working towards the appropriation of the Work Readiness Curriculum within their respective programs. As described under Component 5, the Rwanda Workforce Development Authority asked Akazi Kanoze to lead WDA’s effort to have a work readiness and entrepreneurship curriculum for the whole TVET system. The details and outputs of this partnership are described under component 5.

FY11 Activity 6.3.1: Continued meeting with MIFOTRA and RDB

Ministry of Labor (MIFOTRA)/Rwanda Development Board (RDB): Akazi Kanoze entered in an agreement with MIFOTRA to provide the WRC to the youth participating in their National Youth Internship program. While in year 1, 50 youth received this training, we expect that at least 400 youth will benefit from the training this year. Most of these youth will be trained in quarter 2. However, it is important to note that, while these youth are university graduates who couldn’t find a job and were lacking some basic employability skills to access the job market, the majority of them are above 24 years old, while still

fitting with the national youth definition's bracket of 14-35 years old and therefore cannot be all counted within the Akazi Kanoze total target.

FY11 Output 6.3.1: As part of the RDB/MIFOTRA partnership, WRC delivery to at least 400 national internship program youth graduates

FY11.Activity 6.3.2: Meetings with the Ministry of Education

Ministry of Education/Secondary schools: The Minister of Education expressed the interest that Akazi Kanoze curriculum be adapted for secondary schools. While we will be working on this approach this year, we don't anticipate that a pilot will be implemented before next year.

FY11 Output 6.3.2: Consultations with MoE representatives on the WRC adaptation to secondary schools

FY11 Activity 6.4: Partner Capacity Building

All new IPs receive the following training, completed by ongoing field visits and support from Akazi Kanoze Team:

FY11 Activity 6.4.1: Conduct financial management training

A financial management 2 days workshop, followed by regular monitoring and individualized training by Akazi Kanoze's financial team on the partner's offices. The financial management training is provided immediately after the subgrants' finalization.

FY11 Output 6.4.1: Financial management training and financial management field support for AK implementing partners

FY11 Activity 6.4.2: Carry out a training of trainers for new implementing partners

A Training of Trainers (ToT) for the Workforce Readiness Curriculum's implementation to be delivered over a period of 10 days to the trainers selected by the local partners (average of one trainer per 25 youth). This will be delivered at the start of each round of subgrants. Akazi Kanoze will assess the qualifications of the trainers with the implementing partners.

FY11 Output 6.4.2: Training of Trainers for Implementing Partners

FY11 Activity 6.4.3: Carry out an M&E and communications training for new implementing partners

A Communication and M&E training, consisting of branding, external communication and M&E reporting is organized with each partner's Director to ensure compliance and standardization. This training will be organized within the first month of subgrant's implementation.

FY11 Output 6.4.3: Communications and M&E Training for Local Partners

FY11 Activity 6.4.4: Technical training and capacity building services for partners

In addition to training on delivering the work readiness curriculum, EDC also provides implementing partners with ongoing coaching on youth mentorship and career counseling, based on specific needs. Support is directly provided through the placement of a Peace Corps Volunteer (for youth coaching, English Functional Literacy and HIV-AIDS prevention support), as well as support from the Private Sector Specialist and Master Trainers.

FY11 Output 6.4.4: Peace Corps volunteers and Master Trainers provide coaching and mentoring support to at least 20 partners.

FY Activity 6.4.5: Design and deliver a market development workshop

This activity was initially planned in Year 1. However, as the project concentrated on economic opportunities that were already identified in the design phase Assessment in 2008, this activity wasn't one of the key priorities of Year 1. The project team decided to postpone it until a relevant number of IPs were selected for maximum impact of the activity.

EDC international partner, EVI, will design and deliver a workshop for AKAZI KANOZE staff and project partners on how to understand and deliver market-orientated project interventions. The Market Development Orientation Workshop should ensure that AKAZI KANOZE staff and key partners are in line with effective market development practices for the development of youth employment opportunities. These skills will serve as a critical foundation as partners move forward with their individual AKAZI KANOZE project activities.

FY11 Output 6.4.5: Market development workshop

FY11 Activity 6.4.6: Soliciting feedback and developing refresher trainings for IPs

Akazi Kanoze has several mechanisms to ensure the project remains informed on lessons learned and that interaction among partners is ongoing to increase efficiency and quality of programming:

- Focus groups: are organized regularly, at least quarterly with different actors: trainers, youth, project coordinators.
- Meetings: based on programmatic and organizational needs, meetings are organized at Akazi Kanoze office with M&E coordinators, project coordinators, trainers.
- Refresher courses: Refresher courses will be organized with partners going through an expansion of their activities. A WRC refresher course will be organized in December, another will be planned in April-May. Another refresher course on M&E is also planned in December, another will be organized in April-May.

FY11 Outputs 6.4.6:

- a. Quarterly focus group meetings with trainers, youth and/or project coordinators
 - b. Periodic Akazi Kanoze management meetings with staff and partners
 - c. A minimum of 4 refresher courses and sharing of lessons learned among IPs
-

Project Component 7: Rwanda Youth Opportunities Network (RYON)

FY11 Activity 7.1: Develop relationships to establish RYON

The first year was extremely promising in linking with the different stakeholders of an emerging network who could learn best practices and share expertise in tackling the issue of youth unemployment. Furthermore, the different connections created with these different institutions helped open new opportunities for youth, which is the primary goal of a Rwanda Youth Opportunity Network (RYON). However, these relationships are still isolated and the project's priority, for this coming year, will be to institutionalize an initial structure that would start bringing local implementing institutions, private sector and public institutions together, around specific issues, while ensuring that the momentum built in the first year of the project remains high. Furthermore, an important challenge remains on the choice of the chairmanship of RYON, as the private sector remains cautious about a public institution led initiative. An innovative approach may emerge from sub-sector/cluster meetings that will bring together all the stakeholders around the same table.

Output 7.1:

- a. At least three network clusters formed
 - b. Priority areas for joint action established
 - c. Joint (cross-cluster) action planning meeting held
-

FY11 Activity 7.2: RYON Cluster Development

Specific RYON activities will be organized around “clusters” that will build the foundations for RYON:

FY11 7.2.1 Activity: Support for WRC trainer clusters

Many WRC trainers expressed the desire to organize regular meetings to share experiences as they deliver the training, as well as improvements they bring to the training. Moreover, several WRC trainers last year have trained through different IPs because of their recognized advanced training skills. Akazi Kanoze will create a database of experienced WRC trainers who can provide support to different institutions willing and needing the delivery of the WRC. These trainers will be certified by WDA and recognized by the project for their competency. Moreover, Akazi Kanoze will facilitate 3 meetings over the year for these WRC trainers to share experience and feedback.

FY11 Output 7.2.1:

- a. Create WRC trainer database
 - b. 1-2 WRC Trainer cluster meeting
-

FY11 Activity 7.2.2: Support Youth Graduate Clusters

One of RYON's most valuable potential assets is the Akazi Kanoze alumni base. For this reason, we will work with Akazi Kanoze graduates to create an Alumni cluster. To begin, activities related with this cluster will include the possible development of internship opportunities for several youth graduates within the project itself. The first internship program that will be created this year is the M&E internship program, in which 5-10 youth Akazi Kanoze graduates will be selected to be trained in Access database and provide support to IPs in the implementation of the Akazi Kanoze M&E database. Another planned activity will be support for a selected group of youth representatives to participate in the RYON steering committee. Finally, through the SoukTel SMS activity described under activity 2.2, we will include AK graduates in our information sharing and job linkage program.

FY11 Output 7.2.2:

- a. Youth Alumni Cluster formed
 - b. 3 Alumni meetings held
 - c. 10-15 Akazi Kanoze alumni working as project interns
 - d. SMS system is populated with youth graduates information
-

FY11 Activity 7.2.3: Identify Private Sector Industry Clusters

Hospitality industry: at least 3 meetings will be organized with this cluster to share updates on project progress, analyze future opportunities and youth employment strategies to be implemented throughout this year. New specialized skills such Bakery, Catering services, specialized cooking skills will also be discussed to explore new opportunities for training for the youth.

Construction industry: Akazi Kanoze will organize at least 2 meetings this year with this sector, as well as strengthen its support to the large construction cooperatives. Several important construction companies and projects will be invited to join this cluster including Optic cables, Road reconstruction, hospitality and school renovation in certain districts.

Other clusters will emerge, most certainly next year, in sectors such as IT, agribusiness and miscellaneous.

FY11 Output 7.2.3:

- a. 3 Hospitality industry cluster meetings
 - b. 2 Construction industry meetings
-

Project Component 8: Policy Reform

FY11 Activity 8.1: Work in conjunction with WDA and the MoE to include work readiness as a foundational element in the formal TVET system.

As an outgrowth of the of planned WRC insitutionalization activities (see Component 5) we will pursue the possibility with WDA (based on a prior GoR request) that the work readiness and entrepreneurship are also included as part of the TVET system around Rwanda.

FY 11 Output 8.1: Strategy to scale up WRC and entrepreneurship curriculum within TVET (depends on both WDA and overall WG functionality and timeliness)

FY11 Activity 8.2: Meet with Ministry of Labor and MoE representatives to determine other salient areas in which EDC can provide policy-level support.

In addition to our work with the WDA, we plan to schedule meetings with representatives from the Ministries of Labor and Education to determine which policy areas EDC, through Akazi Kanoze, could best support. Based on these meetings, we will determine at least one additional policy initiative to be pursued in the following years.

FY11 Output 8.2: Meetings held with MoL and MoE representatives; areas of policy support determined.

FY11 Activity 8.3: Examine issues with youth entrepreneurship and business start-up

In light of all the reforms concerning entrepreneurship and business start-up, a short “briefing note” on youth entrepreneurship could help “demystify” the burden of business start-up and taxations. Furthermore, it could help reveal hidden obstacles that would still preclude the youth to start their own business, or access to financing. This work will be started this year.

FY11 Output 8.3: Youth entrepreneurship briefing note developed

Additional policy issue to be explored in **Year 3 and 4** of the project:

In light of the UNICEF research that will be held on out-of-school youth and the evaluation of the catch-up programs, as well as other findings from CYM and other sources of information, there may be a case to be made for a “non formal basic education policy” that would help overage students better link with formal schooling, ensure an equivalency system, at least for primary education. This strategy paper is not planned for this year but will build on the ALP experience.

Project Component 9: Monitoring and Evaluation

FY11 Activity 9.1: Roll-out of M&E database to IP partners

As described above, in order to build IPs’ capacity in managing the new Access database, up to 10 interns will be recruited among the Akazi Kanoze youth graduates. A test will be administered to select them. A training will be organized with both interns and IPs on the database in November 2010 (with all 16 IPs). The interns will manage 2 IPs each and work with them over a period of at least 3 months. The interns will also have the responsibility to report any difficulty met in populating the database. The M&E coordinator will be managing the interns and create the improvements in the database, with technical support from international partner, Data Collaborative. The project will also look for a specific training in VBA application for the M&E Coordinator to improve his skills in the database development/refinement.

The VBA (Visual Basic for Applications) is a programming language used to enhance the functions of Microsoft Access software, that will enable the M&E Coordinator to keep improving the functionalities of the project's Access Database.

FY11 Output 9.1:

- a. Ongoing data collection with IPs
 - b. M&E interns in place to support AK IPs
 - c. M&E coordinator trained in VBA application
-

FY11 Activity 9.2: Develop and implement tracking mechanisms for graduating youth

Tracking the youth after they graduate from the program has been a challenge. This year, the M&E section will develop a tailored strategy with each IP on tracking youth after graduation. In addition, it is expected that the SMS system developed by Souktel will also allow the project to administer short surveys to youth graduates to be able to report on their success.

FY11 Output 9.2:

- a. IPs have a youth tracking strategy
 - b. Souktel SMS system for administering short surveys with graduates
-

FY 11 Activity 9.3: Skills assessment during and at completion of the work readiness training:

Akazi Kanoze will administer a comprehensive assessment guide and tools were created to assess the participant level outcomes of the Work Readiness Curriculum. This assessment involved the participants, the trainers, and the "external" evaluators. The system is based on percentage points: 40% external evaluation and 60% trainers' evaluation.

The 60% (the trainers' evaluation) is further divided as follows:

1. Participant workbook (35%): This is the written documentation that comes in each module that the participants are required to do. The trainers would assess whether or not it met a basic set of criteria.
2. End of module assessment (50%): These assessments are administered at the end of each module.
3. Trainer's observation/trainees' participation (15%): Using a basic rubric, trainers would assess participants' participation at the beginning and end of each module or at the beginning, midpoint and end of the course. The concern with the method of evaluation during each module was that there might not be enough time to observe some of those skills that gradually emerge over time.

The External Assessment is to date administered by EDC M&E Team, with the support of Master Trainers. The External Assessment is a 2 hour written test given at the end of the work readiness training. This test is administered by people other than those involved in the training of the graduates hence the term - "external" assessment. Since the youth enrolled have different levels of literacy and numeracy, for those who have a lower level of literacy and numeracy, the questions of the assessment are read to them to facilitate comprehension.

FY 11 Output 9.3: Youth completing the Work Readiness Curriculum training will be assessed.

ANNEX

Annex A--FIRST YEAR IMPLEMENTATION PLAN (MAJOR ACTIVITIES)

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	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	Jul 11	Aug 11	Sep 11	Indicator
Objective 1: Targeted youth are more capable of earning a livelihood													
Component 1: Development and delivery of curriculum, training and assessment													
Graduation from Youth Work Readiness Training													OP1.1 # of youth participating in USG-supported functional literacy, numeracy and soft skills training program
Enrollment of new youth cohorts													
Literacy and Numeracy Assessment													
Complementary Training and Services													
Complementary Savings and Lending Group Services													
Conversational English													
Development of various other complementary curricula													
Component 2: Delivery of Complementary Services for Youth and Partners													
Develop a radio program													OC1.2 # of youth with improved work readiness skills after completing USG-funded workforce readiness program
Developing a SMS information system													
Component 3: Accelerated Learning Program (former "Nyamirambo Initiative")													
Community Youth Mapping													OC1.5# of youth who participated in at least one civic activity in their district, sector or neighborhood
Accelerated Learning Program (ALP)													OP1.1 # of youth participating in USG-supported functional literacy, numeracy and soft skills training program

	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	Jul 11	Aug 11	Sep 11	Indicator
Component 4: Workforce Linkages Activities													
Connecting Partners with the Private Sector													OC1.4 # of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (F)
Meet with existing "champions" of the program													
Meet with private sector institutions to ID and build youth opportunities													
Labor demand and work experience opportunity surveying													
Pursue specific markets and economic opportunity studies													
Meet with the Rwanda Development Board													
Objective 2: Local institutions have improved capacity to prepare youth for work													
Component 5: Institutionalization of Work Readiness and Sustainability													
Chair working group for WRC adaptation by WDA													OC2.2# of workforce development initiatives created through USG assisted public-private partnerships (F)
Through working group, develop a work readiness and an entrepreneurship curriculum that can be used by WDA and other GoR wfd institutions													
Certification of the Work Readiness Curriculum by WDA													
Refine work readiness assessment approach													
Meet with IPs and discuss sustainability													
Component 6: Partner Selection and Capacity Building													
Continued Support to existing partners													OP2.1 # of CSOs using USG funds to improve internal organizational capacity (F)
Support for new partners													

	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	Jul 11	Aug 11	Sep 11	Indicator
Developing new Principal Implementing Partners													
Developing New Specialized Partners													
Increasing the role of the Peace Corps													OC2.2# of workforce development initiatives created through USG assisted public-private partnerships (F)
Government of Rwanda partnerships													
Continued meeting with MIFOTRA and RDB													OC2.2# of workforce development initiatives created through USG assisted public-private partnerships (F)
Meetings with the Ministry of Education													OC2.2# of workforce development initiatives created through USG assisted public-private partnerships (F)
Partner Capacity Building													
Conduct financial management training													OP2.1 # of CSOs using USG funds to improve internal organizational capacity (F)
Carry out a training of trainers for new implementing partners													
Carry out an M&E and communications training for new implementing partners													
Technical training and capacity building services for partners													
Soliciting feedback and developing refresher trainings for IPs													
Design and deliver a market development workshop													
Component 7: Rwanda Youth Opportunities Network (RYON)													
Develop relationships to establish RYON													
RYON Cluster Development													
Support for WRC trainer clusters													
Support Youth Graduate Clusters													

	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Mar 11	Apr 11	May 11	Jun 11	Jul 11	Aug 11	Sep 11	Indicator
Identify Private Sector Industry Clusters													
Component 8: Policy Reform													
<i>Work in conjunction with WDA and the MoE to include work readiness as a foundational element in the formal TVET system</i>													OC2.2# of workforce development initiatives created through USG assisted public-private partnerships (F)
<i>Review and discuss Labor Law Policy</i>													
Examine issues with youth entrepreneurship and business start-up and develop a briefing note													
Component 9: Monitoring and Evaluation													
Roll-out of M&E database to IP partners													OP2.1 # of CSOs using USG funds to improve internal organizational capacity (F)
Develop and implement tracking mechanisms for graduating youth													