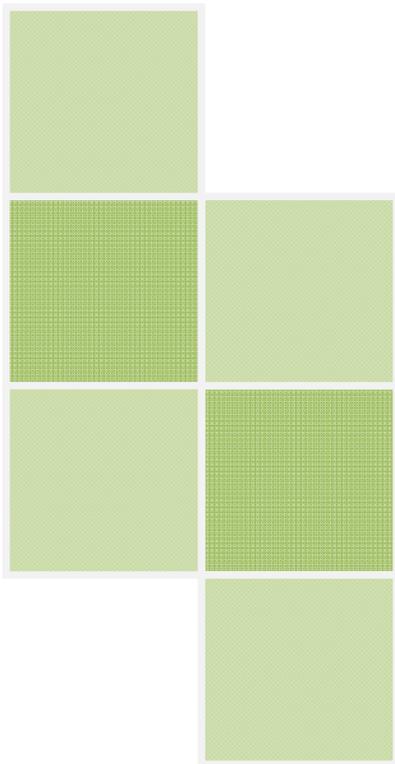




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AKAZI KANOZE

Youth Livelihoods Project

Annual Report

01 October 2009-

30 September 2010

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With support from: **EDC project team**



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ACRONYMS AND ABBREVIATIONS

AK	Akazi Kanoze
CEFE	Center for Ethics in Free Enterprise
COATB	Collectif des Association des Techniciens du Batiment
COP	Chief of Party
CRS	Catholic Relief Services
CSDI	Community Socio Economic Development Initiatives
CYM	Community Youth Mapping
DAP	the Developmental Assets Profile
EDC	Education Development Center
EQUIP3	Educational Quality Improvement Program 3
FGDs	Focus Group Discussions
GoR	Government of Rwanda
IFC	International Finance Corporation
IGA	Income Generating Activity
ILO	International Labour Organization
IPs	Implementing Partners
JICA	Junior International Chamber Association
M&E	Monitoring and Evaluation
MIFOTRA	Ministry of Labor and Public Service
MIGEPROF	Ministry of Gender and Family Promotion
MINIYOUTH	Ministry of Youth
MoE	Ministry of Education
NGO	Nongovernmental Organization
OVC	Orphans and other Vulnerable Children
PCVs	Peace Corps Volunteers
PEPFAR	The President's Emergency Plan For AIDS Relief
PSF	The private sector federation
PSI	Population Services International
RARS	Rapid Assessment of Reading Skills
RDB	Rwanda Development Board
RFA	Request for Application
RYON	Rwanda Youth Opportunity Network
TVET	Technical and Vocational Education and Training
USAID	United States Agency for International Development
UTEXRWA	Usine du Textiles du Rwanda
WDA	Workforce Development Authority
WRC	Work Readiness Curriculum

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I. BACKGROUND

The AKAZI KANOZE Youth Livelihoods Project is a 4-year project in Rwanda funded by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC). **The project seeks to improve the livelihood options of 12,500 youth and orphans and vulnerable children (OVCs) aged between 14 and 24 over a period of 4 years.**

The AKAZI KANOZE Livelihoods Project is designed to achieve the following objectives:

1. Enable **youth** to be more capable of earning a livelihood, through appropriate and relevant connections to life and work readiness training.
2. Enable 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.

This report covers the first year implementation of the project.

II. MAJOR ACCOMPLISHMENTS

Since its inception, the AKAZI KANOZE Youth Livelihoods project had submitted three consecutive quarterly reports to USAID and other government institutions. This is currently a yearly report covering the period of October 1, 2009 to September 30, 2010. This annual report subsumes the quarter 4 quarterly report. In this fiscal year, AKAZI KANOZE's staff and youth serving organization partners demonstrated positive progress towards aligning inputs and technical assistance activities with the FY09 annual work plan.

The Project major activities undertaken during this reporting period focused on the following components:

1. Development of the Core Work Readiness Curriculum
2. Partner selection and Capacity Building
3. Specialized Training and Support Resource Activities
4. Developing linkages with the private sector
5. Implementation of SILC groups
6. The Literacy and Numeracy Assessment Tools
7. The Nyamirambo Initiative
8. Rwanda Youth Opportunity Network
9. Policy Reform
10. Sustainability
11. Monitoring and Evaluation
12. Administration and Logistics

2.1. Development of the Core Work Readiness Curriculum

Over this reporting period, significant achievements were made in service delivery in regards to the Work Readiness Curriculum (WRC). There were also lessons learned from the pilot phase of the implementation of the WRC.

The WRC activities focused on the following areas:

- Development of the Rwanda WRC
- Pre-Test of the WRC
- WRC Implementation
- Revised WRC based on first round experience

Development of the Rwanda Work Readiness Curriculum

AKAZI KANOZE's curriculum specialist team developed the project's Work Readiness Curriculum in the first quarter of implementation. The team, composed of international and local specialists, worked from different sources, including EQUIP3 and local materials.

AKAZI KANOZE's curriculum specialists developed eight modules for the WRC. The main components of the WRC were developed and shared with the private sector for feedback during a meeting held on December 4th, 2009. This meeting brought together five CEOs from the private sector and human resources managers, identified by the Global Relief and Development Partners. Constructive feedback was shared which stressed the importance of work attitude. At present time, customer care is perceived as a much needed work skill in Rwanda. Private sector participants recommended that AKAZI KANOZE offer customer service trainings to youth in the project.

On December 5, 2009, AKAZI KANOZE had the opportunity to try out parts of Module 1 of the WRC with 80 young women who participated in GLOW, a Peace Corps leadership development camp. This trial was very educational for the WRC team and helped shape some of the changes that needed to be made to various modules in the WRC.

From December 7th to December 11th, 2009, AKAZI KANOZE conducted a workshop which focused on grouping different experts and resource personnel who were involved with different components of the WRC. This one-week refinement workshop was organized with stakeholders and AKAZI KANOZE's staff. The issues that were discussed in the workshop included: Finalizing the modules, orienting new staff to the curriculum, and testing materials with youth.

The workshop was facilitated by AKAZI KANOZE's international curriculum specialist, Beth Miller-Pittman, EQUIP3 curriculum specialist, Brenda Bell, and AKAZI KANOZE's local specialist, Ndekezi Maarifa. Participants in the workshop included representatives of government agencies and ministries (Ministry of Youth, Ministry of Labor and Public Service, Ministry of Education, and Workforce Development Authority), representatives of partner NGOs (CRS, Search for Common Ground), local NGOs (Building Bridges with Rwanda, Training Effectiveness Consulting, and others), and finally the staff members of AKAZI KANOZE.

15 people participated in the 5-day workshop. There was much valuable feedback from the workshop, which helped with the finalization of the modules within the WRC.

The translation of the eight modules of the WRC from English to Kinyarwanda had been a major accomplishment in the past year. Illustrations were also created in Rwanda to ensure the

respect of local context and take into consideration the youth's cultural and linguistic background. Trainers' notes and the introductory modules of the WRC were also developed and translated. In February during the first training implementation, it was discovered that the Kinyarwanda translation of the WRC was too technical. Since the curriculum is offered to youth with different levels of education (primary and secondary school completers and drop-outs), the master trainers of AKAZI KANOZE edited the vocabulary components of the WRC. Currently, the master trainers are looking at ways to simplify some sessions of the WRC based on the education levels of the youth.

In addition, several meetings were held which involved curriculum development experts. During those meetings, many ideas were proposed to improve the WRC.

Pre-Test of the WRC

AKAZI KANOZE successfully formed partnerships with prominent government actors such as MoE, MINICYOUTH, and MIFOTRA. A Letter of Collaboration was signed with the Minister of Labor, for Akazi Kanoze to train the youth participating in MIFOTRA's National Youth Internship Program. From this collaboration, on February 15-26, 2010, the WRC was piloted with the first 50 university graduates participating in the program.

The 50 university graduates finished a six months internship program in various government agencies, private, and public firms. Three of the university graduates received employment right after they completed the WRC training. To date, over 24 graduates have found employment and 1 graduate got a scholarship for his post-graduate study. The follow-up of the graduates was done by MIFOTRA. Not all graduates answered back and further data are being gathered. Several graduates expressed interest in working with the AKAZI KANOZE project as trainers on the WRC. Thus, EDC decided to create an internship program for the most competent graduates. Selected youth were offered a position to become assistant trainers with implementing partners: 7 youth were initially hired by Akazi Kanoze as assistant trainers, out of which 5 remained as trainers with Implementing Partners until the end of the implementation of the first youth cohort. The remaining 2 found new employment opportunities.

WRC Implementation

Throughout this year, the AKAZI KANOZE master trainers with the support of Ndekezi Maarifa from Frontiers Adventures (local consultant) and three international experts, Beth Miller-Pittman from EDC, Namsifu Nagabonya and Matthew Griffith from EVI, helped in the delivering of the Training of Trainers (ToT) for the WRC trainers recruited by the IPs. The Training aimed at equipping participants with WRC methodology and gave them the opportunity to be more familiar with contents of the WRC.

This year, **81 (31F, 50M)** trainers from different implementing partners were trained on the eight modules of the WRC.

In addition to the 14 IPs (AVSI, Bamporeze, COATB, COOJAD, CSDI, Esther's Aid, Frontiers, KORA,



MAXIMEDIA, PAJER, SOS, Strive Foundation, UTEXRWA, YES Rwanda), and the two potential additional partners (AJPRODHO and CEFOTRAR), three more institutions participated in the ToT: CRS which specializes in SILC group development, SFCG with radio programs, and Never Again Rwanda, a youth serving organization benefiting from USAID funding. A representative from the Workforce Development Authority (WDA) also participated in the ToT. CRS, as international partner of Akazi Kanoze, will teach the WRC to youth cohorts participating in their SILC program. SFCG will work with Akazi Kanoze to adapt some sessions of the WRC into a radio drama to reach out to youth listening to radio. Never Again Rwanda will use the WRC to reinforce its USAID funded project, EYE.



The completion of ToT with the involved participants revealed that, participants benefited tremendously from the WRC and its content. Following the training, the participants promised to adapt what they have learned from the WRC training into their own work model.

Furthermore, AKAZI KANOZE provided materials to the first group of cohort of IPs. These materials included 1,415 training participant manuals and 81 facilitator manuals.

Moreover, the project master trainers provided ongoing support on the field to trainers from all IPs. The site visits aimed at strengthening the facilitation skills of some trainers who still needed help to become familiar and confident with the WRC. The methodology used in these exercises was observation and discussion. After each training session, the master trainers with trainers from IPs discussed different training challenges. For instance, training issues that came up included; comfort level with curriculum, facilitation skills, level of understanding of participants, and time delivery of activities.

Over the reporting period, a total of 1,415 youth (under and above 24 years old) were enrolled in the WRC training, including **1,307 (659F, 648M)** youth UNDER 24 years old. Among them a total of 667 youth (under and above 24 years old) completed the WRC, including **572 (271F, 301M)** youth participants UNDER 24 years old. The training was organized in groups of 25 youth average. Each class had one facilitator and a co-facilitator. Among the 1307 enrolled youth, 683 youth are still in training.

Revised curriculum based on first round experience

a) Collecting information about needed improvement

- **Focus group discussions with participants:** After the completion of the WRC training, the master trainers conducted several focus group discussions (FGDs) with participants to better understand challenges and successes. To ensure that the questions were understood, a guideline was developed and used in all FGDs. In total, eight FGDs were carried out. The eight FGDs were very productive, which allowed the master trainers to comprehend the overall success of the WRC.
- **Meetings with trainers:** The ongoing support visits were used to collect information on areas that needed improvement.
- **Feedback workshop with trainers:** On June 17th, 2010, a one day workshop was organized with master trainers, IPs' trainers, assistant trainers, and AKAZI KANOZE's

local curriculum consultant. The main objective of this meeting was to collect trainers' feedback. Two templates were developed to help collect the information from trainers.

b) Analysis of the information collected and revisions to the WRC

A three day workshop with Beth-Miller Pittman, international curriculum specialist, was held to review changes within the WRC. Some activities and pictures were revised to better reflect the concepts in the WRC. Additional notes had to be added to make activities easier for low literate youth. A conference call was done between master trainers, Beth Miller Pittman and Matt Griffith (EVI), on the revision that needed to be made on Module 7 & 8.

The changes were done simultaneously with Ms. Miller and Mr. Griffith. These changes included working with a local artist who drew pictures of different activities in a culturally appropriate way to better enhance the WRC for the youth. As a result, youth were able to better understand the modules.

Some Lessons Learned:

- Due to the early stage of the WRC program, trainers had a tendency to over explain exercises from the eight modules. After the first four modules, trainers realized that they were running out of time. Thus, trainers used to rush through the modules. The master trainers recommended an appropriate timeline for each module of the WRC.
- Master trainers noticed that the time allocated for the delivery of the WRC (80 hours) was insufficient. The delivery of the original WRC lasted for about 96 hours. There were also some activities that required additional time, such as participants' enrollment exercise, external assessment, and literacy assessment. Thus, for the second RFA, issued in June 2010, the time to deliver the WRC was adjusted to 100 hours.

2.2. Partner Selection and Capacity Building

2.2.1. Implementing Partners

In year one of the project, Akazi Kanoze formed partnerships with 14 implementing partners, in addition to the pre-approved partnership with CRS. Two additional new local partnerships are pending and should be finalized in October 2010 (CEFOTRAR and SFCG (SFCG will do radio programming)). A last application from AJPRODHO was promising but is still under negotiation, especially for the cost proposal.

Currently, the implementing partners include local and International organizations. Two RFAs were organized to select these partners. One was launched in January 2010, out of which 5 IPs were selected and started activities in March, with a total of 500 youth (100 youth per IP) participating. A second RFA was launched in June 2010, nine applications were selected.

Table 1 Summary of the organizational profiles of the current and new implementing partners.

Table 1: Implementing Partners' Profile	
IP Name	IP description
AVSI	<p>AVSI's mission is to support children and youth in distressed conditions.</p> <p>AVSI focuses on the provision of holistic support to OVCs and caregivers affected by HIV/AIDS in the areas of psychosocial support, education, economic support, health care, domestic care and assistance, and shelter renovations/construction. AVSI has identified the area of Technical and Vocational Training (TVET) as a key factor for development of youth in RWANDA.</p> <p>Working with the AKAZI KANOZE project has helped AVSI to strengthen its programs with OVCs by adding a livelihood development component to its activities. AVSI's recruited youth have been trained in the Work Readiness Skills. Besides the Work Readiness Skills, AVSI offers services in guidance, counselling, psychosocial support, and life skills. AVSI also provides entrepreneurship training.</p>
Bamporeze	<p>Bamporeze's mission is to facilitate and promote the exchange of information, resources, knowledge, and skills among different stakeholders in Rwandan society and the international donor community to foster mutual support and cooperation in order to achieve sustainable development of youth, especially Orphans and Vulnerable Children (OVCs).</p> <p>Under AKAZI KANOZE, Bamporeze will train youth in the Work Readiness Curriculum. Other complementary trainings such as masonry, carpentry, hair dressing, and trade of agriculture products will be provided. Bamporeze will place youth in internship programs to help them acquire work experience.</p>
COATB	<p>COATB is a construction based cooperative. The main purpose of the organization is as followed:</p> <ol style="list-style-type: none"> 1. <i>Strengthening the coordination of the livelihoods of masons</i> 2. <i>Promoting construction as the most decent job in Rwanda and creating access to jobs towards masons and mason helpers</i> 3. <i>Training youth in construction domain and providing a literacy education to illiterate members for more access to job</i> 4. <i>Reinforcing solidarity and advocacy among masons in Rwanda</i> <p>Youth will be trained in the Work Readiness Curriculum, with hands-on experience on construction sites. Youth who have completed the Work Readiness Curriculum will be able to obtain paid interships as masons.</p>
COOJAD	<p>COOJAD is a youth micro-finance institution recognized by the Rwanda National Bank. COOJAD works in promoting youth's entrepreneurship and allows youth to obtain sustainable livelihoods. COOJAD has the mandate to:</p> <ul style="list-style-type: none"> • Help promote and facilitate youth in innovation and entrepreneurship activities • Help youth to save income • Contribute to youth capacity building in management of small businesses • Support youth to contribute to the national plan of poverty reduction <p>COOJAD's partnership with AKAZI KANOZE focuses in providing the Work Readiness Curriculum to youth along with entrepreneurship and loan management trainings which will enable youth to have easier access to loans. Youth will be placed into internship opportunities. Trained youth will also be encouraged to develop seven bankable projects which will enable them to run their own businesses.</p>
CSDI	<p>CSDI works with vulnerable youth in organizing Income Generating Activities (IGAs).</p> <p>Apart from the Work Readiness Curriculum, CSDI will train youth in electrical appliances. Youth will be placed into internship opportunities and given electrical tool-kits, with coaching to help them obtain jobs.</p>

Table 1: Implementing Partners' Profile (cont'd)

IP Name	IP description
Esther's Aid	<p>Esther's Aid for Needy and Abandoned Children is an international non-profit organization. Esther's Aid responds to the needs of orphaned children, vulnerable girls, the poor, and the outcast. Esther's Aid has a center where young girls learn different vocational activities such as sewing, catering, and basic literacy.</p> <p>Through the partnership with AKAZI KANOZE, Esther's Aid will train youth in the Work Readiness Curriculum. Besides the Work Readiness Curriculum, youth will be trained in catering, bakery, and sewing. Graduates of the Esther's Aid program will be placed into different internships to acquire work experience.</p>
Frontiers G.L	<p>Frontiers Great Lakes is a private consulting company in leadership and youth development. In the pilot phase of the project, Frontiers Great Lakes supported AKAZI KANOZE in the implementation of the Work Readiness Curriculum. The company offers ongoing services in coaching and mentorship to trainers on the field.</p> <p>Frontiers Great Lakes will implement the Work Readiness Curriculum to vulnerable youth and interns from the Ministry of Labor.</p>
KORA	<p>KORA focuses in teaching youth vocational skills in carpentry, welding, sewing, hair dressing, and electronics.</p> <p>Under AKAZI KANOZE, KORA will train youth in the Work Readiness Curriculum and will offer additional training in welding, carpentry, and hair dressing. After the Work Readiness Curriculum, youth will be placed in cooperatives.</p>
MAXIMEDIA	<p>MAXIMEDIA is a business providing IT, design and printing solutions to its clients. It has created an IT education center for vulnerable populations.</p> <p>MAXIMEDIA creates and delivers innovative programs to underserved population in Rwanda. The organization offers a broad range of technology based services that aim to allow underserved groups to take advantage of the educational and economic opportunities created by information technology. MAXIMEDIA runs a program which offers computer classes to community residents of all ages and background. However, youth remains their primary stakeholders.</p> <p>Under AKAZI KANOZE, MAXIMEDIA will provide training to youth on the Work Readiness Curriculum and will offer additional training in ICT along with traffic code courses. Recruited youth will also undergo a one month internship in ICT practices.</p>
PAJER	<p>Rwanda Youth Parliament (PAJER) was founded in 2000 by a group of Rwandan youth who were inspired by the spirit of transforming Rwandan young generation to promote peace, reconciliation, dialogue, and debate in a health manner. PAJER has many experiences in empowering cooperatives to gain good management skills, improve on the quality and quantity of their products, and good governance.</p> <p>AKAZI KANOZE is working with PAJER to train youth in the Work Readiness Curriculum and Village Saving and Loan (VSL) approaches. The partnership will assist youth to start small businesses.</p>
SOS	<p>SOS-Village D'Enfants is a non-governmental institution. The organization invests in the future of youth through education.</p> <p>Under the partnership, SOS will train youth in the Work Readiness Curriculum, ICT, and business English classes. Youth will be placed into different internship opportunities after the completion of the Work Readiness Curriculum.</p>
Strive Foundation	<p>Strive Foundation is committed to serving OVCs and OVCs' care givers, youth, PLHA, and MARPs of HIV. Strive foundation also focuses on economic empowerment, gender based violence, and environmental protection.</p> <p>Under the partnership between AKAZI KANOZE, the Strive Foundation will train youth in the Work Readiness Curriculum and will train youth in liquid soap making. Trained youth will be organized into cooperatives and will be given start-up kits to start producing soaps.</p>

Table 1: Implementing Partners' Profile (cont'd)	
IP Name	IP description
UTEXRWA	<p>UTEXRWA is a textile industry that employs more than 500 youth in different activities. It has the capacity of offering more than 300 internships to youth every year.</p> <p>Under the partnership with AKAZI KANOZE, UTEXRWA will train youth in the Work Readiness Curriculum and sericulture. Trained youth will be placed in silk farming cooperatives, a growing market supported by the Government of Rwanda.</p>
YES Rwanda	<p>YES Rwanda is part of the Youth Employment Systems Global Youth Campaign. It has a mission of building the capacity of youth to attain skills for employability and job creation for sustainable livelihoods.</p> <p>AKAZI KANOZE will support YES Rwanda to improve the livelihoods of youth through the Work Readiness Curriculum, hospitality services, and entrepreneurship training.</p>
Pending applications to be finalized in October:	
CEFOTRAR	<p>CEFOTRAR is a recognised vocational training center with training equipments and several classrooms. The main vocational activities carried out in the center include: welding, masonry, carpentry, and sewing.</p> <p>Under AKAZI KANOZE, CEFOTRAR will train youth in the Work Radiness Curriculum. Complementary vocational trainings such as masonry, welding, and carpentry will be taught to youth. Youth will benefit from a one month internship program. Furthermore, youth will be provided with start-up kits to start their own businesses.</p>

2.2.2. Partner selection

The projects made two Requests for Applications (RFAs) which were shared with different partners. The second RFA followed an Expression of Interest that was published in The New Times on May 7, 2010, the Rwandan local newspaper. Many interested applicants responded to the RFAs. Applications were technically reviewed by an internal panel that assessed and selected the best proposals. Selected proposals were based on creativeness, experience in working with youth, relevance to the job market, project cost efficiency and organizational capacity. A scoring sheet was developed for the selection of potential partners. The scoring sheet can be found on Appendix 1.

2.2.3. Youth Selection

As previously mentioned, the AKAZI KANOZE project targets youth between the ages of 14-24 years old, AKAZI KANOZE uses the Rwandan government's definition of OVCs (as mentioned in MIGEPROF's strategic plan for OVCs 2007-2011, p.5) which also complies with USAID's definition.

The selection and recruitment of the project's beneficiaries especially of OVCs was done in a transparent manner through local government structures (cells, sectors, and districts). Implementing partners work closely with local leaders to identify vulnerable youth who can benefit from the training of AKAZI KANOZE. A strong partnership between local leaders, implementing partners, and AKAZI KANOZE is encouraged to ensure the sustainability of the project after it phases out.

According to the GoR through MIGEPROF's regulations, organizations are not allowed to recruit OVCs without passing through local leaders. This improves coordination and ensures that there are no duplications of services. IPs which serve OVCs are aware of the

government's rules and regulations in this regard. All OVCs are recruited through the department of Social Affairs at the sector or district level. OVCs that are enrolled with different IPs are recognized by the district and local authorities.

It should be noted that orphanage organizations are not obligated to follow the same process of consulting local leaders to recruit OVCs. Orphanage institutions such SOS-Village D'Enfants selects eligible OVCs themselves and gives reports to authorities at the sector and district level.

Note: for this first year, the project focused on youth with a minimum of P4 education equivalency in literacy and numeracy. While the WRC includes functional literacy and numeracy improvement, this curriculum is not fully adapted to youth with less proficiency. For youth under P4 level, Akazi Kanoze will develop, under its "Nyamirambo initiative", a program that builds the fundamental literacy and numeracy skills that better equip the youth for sustainable livelihoods.

To ensure that the youth recruited can fully benefit from the program, the IPs are instructed to recruit youth with a minimum of P4 education. During the recruitment process, a literacy and numeracy assessment is organized by Akazi Kanoze team to determine whether or not the youth has the required level. The details on this assessment tool are provided later in this report. Finally, Akazi Kanoze also insists on gender balance with its partners and takes it into consideration when selecting its partners.

2.2.4. Capacity building

Capacity building is a core component (one of the two major objectives) in insuring the effectiveness and sustainability of the AKAZI KANOZE project. With regards to this component, and having in mind the importance of CSOs and their network, the Akazi Kanoze project works to improve the capacity of its partners to coherently address the social economic needs of targeted youth.

WRC Training of Trainers: As previously mentioned, the project managed to carry out a Training of Trainers (ToT) on the Work Readiness Curriculum for **81** Trainers from different IPs. These trainings were organized into four groups, the training for each group lasted 10 days.

The first group of 25 (11F, 14M) trainers was trained in March 2010. A second group of 14 (4F, 10M) trainers was trained in May 2010 by Frontiers Adventures to have WRC Trainers deliver the training to MIFOTRA youth interns. Another 42 (16F, 26M) trainers were trained in two groups in August and September 2010. All trainings except Frontiers' group were organized at the AKAZI KANOZE home office.

Training on Monitoring and Evaluation: On March 29th, 2010, and September 3rd, 2010, a monitoring and evaluation training workshop was held at AKAZI KANOZE for 11 (2F, 9M) and 11 (4F, 7M) participants, respectively, including Project Coordinators and/or M&E Coordinators of the IPs. The training focused on the basic project principles of planning, monitoring and evaluation, data collection tools, and database management.

More specifically the workshops focused on:

1. Providing a better understanding of organizational planning, monitoring & evaluation
2. Enabling participants to understand the use of AKAZI KANOZE's data collection tools
3. Identifying ways to improve IPs' current practices in planning, monitoring and evaluation, and reporting

Workshop participants also learned about the project indicators definition and calculation.

Forms were distributed and participants were asked to evaluate and express their views on the organization, type of topics chosen, presentation and capacity of the presenters. The overall result was positive. Most of the participants found the monitoring and evaluation workshop to be informative and useful for better conducting and documenting their activities.

Training on Financial Management: A two-day workshop training in financial management was conducted at Akazi Kanoze office on February 12-13, 2010, and September 01-02, 2010. A total number of 29 (15M, 14F) participants attended both meetings. The participants were project coordinators and finance personnel. The two workshops were delivered to strengthen and build the capacity of sub-grants management.

2.3. Specialized Training and Support Resource Activities

Several implementing partners have proposed complementary specialized training services to facilitate youths' integration in the labor market. They proposed these activities in addition to the delivery of the WRC. Currently, UTEXRWA organizes youth in cooperatives and trains them on sericulture. Esther's Aid provides technical training in basic IT literacy, restaurants and hospitality care, and sewing skills. COATB trains youth in entry-level construction trades, with direct coaching from construction workers. YES Rwanda integrates the WRC to a 6-month project, which includes 3 months training in the hospitality industry and/or entrepreneurship, followed by 3-month internship/work experience.

Finally, AVSI provides a range of HIV/AIDS prevention services and support programs especially to vulnerable youth. AVSI is developing new livelihoods support services as part of its collaboration with AKAZI KANOZE.

A variety of specialized trainings are also provided by the IPs, as described in Table 1. It is important to note that during this first year of implementation, AKAZI KANOZE targeted partners who were already providing specialized training and/or economic strengthening services to their youth targets, in priority. This decision was made in light of the project's limited funding and specific design to leverage what is existing in Rwanda, as well as the focus on testing and finalizing a sound work readiness curriculum. The project also capitalized on the "low hanging fruit", meaning the economic opportunities that had already been identified with partners during the 2008 assessment and didn't require extra curriculum development to meet training needs. Therefore, these IPs played both the role of principal and specialized partners.

Moreover, recognizing that special expertise is also sometimes needed but not available at the level of the IPs, AKAZI KANOZE focused this year on creating partnerships with the private sector, for these companies to provide hands-on work experience, internships and/or in-house training to AKAZI KANOZE graduates. These partnerships, except for Utexrwa and Maximedia who plan on training large cohorts of youth, didn't require extra funding, as the private partners were ready to provide in-house training to small groups of youth they could absorb as interns. Details are provided later in this report, under the development of workforce linkages.

English Instruction:

During the enrolment exercise, many participants from the WRC have expressed the wish to have English literacy classes, as supplement training. This will allow the youth to gain a foundation in practical, work-related linguistic competencies so that they may successfully communicate with English-speakers, especially in the hospitality industry. Thus, during this reporting period, the 4 Peace Corps Volunteers attached to AKAZI KANOZE thanks to a partnership created with Peace Corps, organized English classes to the first cohort of the 5 IPs. The average number of youth who have attended English classes was 65. The overall distribution of males and females amongst the participating IPs was fairly even. Topics covered in the curriculum include numbers, time, food and drink, greetings, introductions, directions, clothing, description of self, and customer care. Trainees have improved significantly in their English reading skills.

Based on informal feedback received by the project master trainers as well as surveys distributed to certain students, the youth reported that the complementary course has increased their proficiency in English. Participants are now able to read basic personal messages and some excerpts from newspapers written in English.

English classes were organized for the WRC's participants, but with a limited budget. therefore, with some low income groups, attendance was below expectation or sporadic due to lack of transportation support. However, they still made great efforts to attend, demonstrating how important the training is to them. The project will look at ways to leverage resources to facilitate the training access for the poorest youth.

Health: This year, the project worked on identifying the best-suited HIV-AIDS prevention curriculum that would allow reinforcing what partners were already doing rather than duplicating efforts. This work is still in progress, as we are also looking for a CNLS approved curriculum, as required by the GoR.

In the meantime, Akazi Kanoze Peace Corps Volunteers worked with 4 IPs in understanding the strengths and weaknesses of each partner's activities in HIV-AIDS prevention. Initial components taught in the program included:

- Reproductive health (male and female reproductive health; Sexual intercourses; consequences of early pregnancies etc...)
- HIV Prevention: through games and discussions on Abstinence, Be faithful; Condom
- Sexually Transmitted Infections: Through games, then Introduction to STI
- VCT: Advantages of VCT, peer counseling, and living positively.

In addition, materials were provided by PSI, like HIV books, leaflets, Condom, wooden penis' and T-shirts. Finally, as part of the AK work readiness curriculum, all participating youth received training on health and safety at the work place, Good health habits; Hygiene and sanitation; preventing accidents; Basic first aid; Rwanda health and safety laws and practices.

Finally, with the support of PCVs, the project has been providing technical support to YES Rwanda (one of the IPs) in the development of a gender and HIV/AIDS lesson. This project is still in development, but a resource corner has been established and is available to provide information to the youth.

Computer literacy: Esther's Aid organized computer training in Microsoft Word, and Excel for 85 youth enrolled in the work readiness curriculum which was aimed at equipping the youth with relevant skills in the software listed above.



Entrepreneurship

Starting a business or a cooperative must be a viable option for Akazi Kanoze youth, if there is going to be enough jobs and economic opportunities for all Akazi Kanoze graduates. In its original design, Akazi

Kanoze was to identify existing programs offering entrepreneurship training and create partnerships with these organizations to provide specialized “advanced entrepreneurship training and coaching” to Akazi Kanoze participants.

The project took a 2 step approach this year. First, a decision was made that all participating youth needed at least a basic introduction to business management and entrepreneurship. While such training would not have a developed business plan as a learning outcome, it would still engage youth participants in a business simulation to help them understand the different aspects of running a business, the cycles of production, relationship with suppliers and customers, selling techniques, etc. Exposing all youth to this training had an additional objective to increase youth’s interest in running a business, which often is the second choice in case a graduate doesn’t find a job. The business simulation has been integrated in Akazi Kanoze WRC, under Module 8. It was developed, along with Module 7 on financial literacy, by international partner Eco-Venture International (EVI).

The project also met with different institutions running entrepreneurship programs, including PSF, RDB, IFC, Duterimbere and several new programs that were launched during the year (DOT Rwanda, CBS). From this initial review, 2 curricula in particular were of interest as they better matched the program’s needs: a training based on an interactive methodology that can address lower literate youth up to secondary school completers. These identified curricula were CEFE and the ILO GERME curricula. However, ILO GERME curriculum is not yet available in Kinyarwanda, while CEFE is a relatively long curriculum that would need further adaptation, as well as technical support for TOT. The CEFE curriculum is not part of an organization’s effort, but has rather a few consultants that were trained on the methodology a few years ago, which could delay the potential sustainability of the approach.

The training and/or BDS (Business Development Services) being implemented by local institutions are mostly targeted for university level or imbedded into a specific market or project strategy that would not allow for the wide range of youth who need to be trained under Akazi Kanoze. Or, on the other extreme, available curricula can also be geared towards very low literate women already running micro enterprises geared towards survival economy.

While this desk analysis was conducted, the project was invited by WDA to chair its sub-group aiming at including entrepreneurship and work readiness skills development within the TVET system. As a joint effort between WDA and different development partners, Akazi Kanoze saw it as an opportunity to develop and/or adapt a curriculum that would meet both WDA and Akazi Kanoze needs, while ensuring a more sustainable approach, as the curriculum would be directly certified and recognized by WDA.

This recent development led to the development of a joint action plan which aims at adapting the Akazi Kanoze WRC and an advanced entrepreneurship curriculum that would be piloted in

February-March 2011, for final appropriation by WDA by June 2011. Akazi Kanoze would pilot the curriculum at the same time and make further adaptations to its target group, if necessary, by June 2011. The options under review are the adaptation of CEFE or a newly released curriculum by ILO specifically targeted to TVET students, as well as the possibility of requesting EVI to develop a curriculum specifically targeted to WDA and Akazi kanoze needs, as a complement of Module 8 of the WRC.

2.4. Developing linkages with the private sector

A strong workforce development program has to have multiple linkages with the private sector, in order to:

- Identify the skills needed by the labor market
- Ensure the youth can benefit from hands-on work experience that will ground their training in reality and increase their chances to access jobs and/or acquire the skills to run their own businesses
- Ensure the participation of the private sector in discussion and sharing of experiences on how best support a system aiming at supporting youth employment and self-employment.

This year, Akazi Kanoze was in the initial stages of developing long lasting relationships with the private sector that would lean towards the achievement of the above objectives.

Skills identification:

The initial assessment run in October 2008 made a point of meeting with the private sector to better understand the types of skills needed by the labor market. These findings were used to design the Akazi Kanoze project. Especially of importance was the need to consider a set of transversal skills that the labor force needed to improve: those skills often referred to as soft skills or employability skills that cut across all economic sectors. It is in this perspective that the Akazi Kanoze WRC was developed. At the early stages of the project's start, Akazi Kanoze organized a breakfast meeting with companies from different sectors to validate the general framework of the curriculum and ensure the project was focusing on much needed skills. This meeting with 5-6 CEOs and Human resources Managers from the construction, services and agribusiness industry, was organized with the support of the Global Relief and Development Partners.

Regarding complementary skills needed by specific economic sectors, Akazi Kanoze, this first year, drew from the conclusions of the project's assessment and selected priority partners with existing programs that targeted these specific markets. This included the construction sector and the hospitality and services industry. One of the first implementing partners that was evaluated and supported was COATB, the privately run cooperative of construction workers. Furthermore, the assessment referred specifically to the silk farming industry as an emerging market in Rwanda and the interest of Utexrwa in supporting the development of a skilled labor force to develop this market. Akazi Kanoze worked specifically with implementing partners on these initial markets, ensuring that the youth benefit from specialized training and/or in-house and internship opportunities within these industries.

Furthermore, a WRC participant Performance Evaluation Tool was developed where employers will be able to record their satisfactions about interns' performances, as well as provide feedback on skills gaps. In its pilot phase, the questionnaire tool was administered to 15 private sector organizations owners/managers. Approximately 60 WRC interns participated in the pilot phase of the Performance Evaluation Tool. The outcome of the tool demonstrated that the youth comprehended and respected their given responsibilities in their

respective jobs. Amongst the 15 interviewed private sector organizations, 13 of them expressed their satisfaction on good attitude and ambition to learn on-the job skills of the youth currently in either internship or temporary employed. The other two mentioned that the lack of exposure to hands-on skills and poor English literacy does affect their performance, however if given experience with an appropriate length of time these youth will perform perfectly well. Thus, skills gained by the youth, especially in Hospitality and services industries, are sought to be beneficial in the long run.

For the coming years, as many more youth are going to participate in the Akazi Kanoze project, ongoing efforts in building partnership with hosting private sector organizations will be necessary, as well as linking with new investors and further analyzing existing market studies to understand where new markets are emerging that would become new economic opportunities for participating youth. Furthermore, in some sectors such as construction, which has a high absorption capacity especially in Kigali, more work with private companies and WDA will be needed to develop entry-level technical training that would better prepare entry level youth for the specific needs of the new constructions requirements such as hotels construction and housing.

Access to hands-on experience

The project recruited a Private Sector Specialist in January 2010. One of her main responsibilities is to develop a network of private sector companies “friends and champions” of Akazi Kanoze, who would take groups of graduates in internships, jobs, as well as ensuring in-house training. Getting them on board includes organizing individuals meetings, reaching out to sector associations, as well as ensuring Akazi Kanoze presence in major private investors events such as the annual Rwanda Development Board (RBD) award ceremony, Commonwealth Business Council (CBC) annual meeting, meetings organized by the JCI and the American Embassy, etc. Akazi Kanoze succeeded to get invitations in these often very closed meetings, allowing for increased networking and visibility of the project.

Furthermore, the Private Sector Specialist works closely with the implementing partners to ensure that not everybody goes to the same companies. She also organizes specific job interviews for youth graduates based on the needs expressed by the private sector. These joint efforts between the Private Sector Specialist and IPs led to the placement of **279 (139F, 140M)** youth UNDER 24 in jobs, paid internships and/or cooperatives. Moreover, many of these companies send staff to directly speak to the youth during their Work Readiness Training. The placement rate by the time of this report is 48.78% (279 youth over 572 youth who completed the program). This result concerns only the youth under 24 years old.

A next step is the direct integration within a specific economic sub-sector of both in-house training and work experience across different participating companies, where a youth will be able to have work experience and in-house training in different companies during their internship. This would allow youth to gain a broader range of hands-on skills from different businesses working in the same sector. This possibility is currently under discussion with the Hospitality industry, especially restaurants and hotels, members of the Association of Hotels and Restaurants. In the construction and agribusiness industry, the focus is on ensuring both practical work experience accompanied with in-house training in each of the partnering firms.

Private sector inclusion in the discussion on youth employment:

This aspect of our work with the private sector is further developed in the paragraph referring to the Rwanda Youth Opportunity Network.

2.5. Implementation of SILC groups

This year, an agreement between EDC and CRS to implement SILC activities was finalized. So far, 100 youth were recruited by CARITAS and trained on the WRC. The youth were also mobilized to form SILC groups; small saving activities, and micro-loan programs. Mentored and coached by CRS, these youth are now conducting savings in 4 groups with intention to get loans, which will help them to start small businesses.

After identifying and training the Field agents, CRS identified the youths to be trained on the Work readiness and SILC Methodology using such criteria as:

- Living in Kigali city
- Reading and writing ability
- Strong participation in Common activities with other youths from the same general location.

The following table indicates the number of Youths identified disaggregated according to their physical location and gender:

Table 2 Number of youth identified by CRS to be trained on WRC and SILC

N°	DISTRICT	SECTORS	PARISHES	YOUTH NUMBER		
				F	M	Total
1	Nyarugenge	Nyamirambo	Nyamirambo	14	10	24
2	Gasabo	Ndera	Ndera	15	10	25
			Kabuye	15	10	25
3	Kicukiro	Gikondo	Gikondo	14	12	26
Total				58	42	100

In addition, other than the youth recruited by CARITAS, at least 180 youth from different EDC implementing partners trained in the WRC have expressed interest to benefit from the SILC program. The youth are currently exploring ways to start the SILC program under the mentorship of CRS's field agents.

2.6. The literacy and Numeracy Assessment Tools

As the AKAZI KANOZE project is targeting different groups of youth with various levels of education, the team developed the Literacy and Numeracy Assessment Tools to help evaluate participants' literacy (Kinyarwanda and English) and numeracy levels. The main purpose of the Kinyarwanda tools are to help the AKAZI KANOZE team and its implementing partners select youth who have reading and calculation skills, estimated at a Primary 4 level. The main purpose of the English version is to evaluate participants' English reading capacity and help AKAZI KANOZE and implementing partners who want to teach English literacy create homogeneous groups.

During this fiscal year, the tools were developed, tested and finalized. The pilot phases are completed although it will be important to keep analyzing results during the project's second year. Appendix 2 gives a more detailed presentation of the tools' development process.

In addition, Peace Corps Volunteers developed from scratch the Basic English Functional Literacy Curriculum. The goal of the curriculum is to give AKAZI KANOZE youth a foundation in practical, work-related linguistic competencies so that they may successfully communicate with English-speakers, especially in the hospitality industry. The English Literacy Assessment Tool was used to assess English literacy levels of the youth going to participate in the Basic English Functional Literacy Curriculum provided by Peace Corps Volunteers. This tool may not however be the most accurate assessment methodology for spoken English competencies. We will review our approach over the coming year.

Because this Basic English Functional Literacy Curriculum was in its pilot stage, we had not yet developed accurate monitoring and evaluation tools with which to measure the success of the program. Furthermore, since the English Literacy Assessment Tool evaluates reading literacy more than spoken communication skills, we would like to create an assessment tool that can more effectively evaluate a person's ability to orally express himself or herself in English.

2.7. The Nyamirambo Initiative

The Nyamirambo initiative is an initiative focused on reaching and serving lower literate youth with a focus on the densely populated Nyamirambo neighborhood of Kigali. The design of the initiative will be fully determined following community youth mapping activities (CYM). The CYM aims at understanding the needs and assets of targeted youth.

During this first implementation year, the project proposed several adjustments to this initiative based on discussions with local stakeholders, especially our Implementing Partners and the District Officials. Kigali has 3 districts, among which there are pockets of higher poverty, with higher numbers of particularly vulnerable and less educated youth. These 3 districts recommended that instead of only focusing on Nyamirambo, that the CYM look at these vulnerable areas within the 3 sectors. Based on the recommendations from the CYM, the project would refine its design and select specific areas/youth groups to participate in this initiative.

In addition, the Community Youth Mapping activity needed to be postponed after the elections held in August 2010, due to some tensions and some grenades attacks that precluded an activity such as CYM. The CYM activity was postponed to October- November, 2010. Meanwhile, CYM project director, Raul Ratcliffe, came from Washington DC in July 2010 to review essential elements of the project's design and identify a CYM coordinator. The CYM action plan will be finalized early October. CYM tools will be adapted to the local context and implementation will begin soon after.

The project also conducted a study of all literacy curricula existing in Rwanda that could fit our needs for the Nyamirambo initiative, with the idea of serving illiterate youth. What became clear is that there was no exit strategy available, even with the national curriculum of the Ministry of Education, to link the youth to further training and/or education after participation in such programs. Furthermore, the catch-up programs that were identified as a possible exit strategy in the 2008 assessment were being phased out by the Ministry of Education. The focus of the 9-year free basic education has been on getting all youth under the age of 18 to return to formal school.

Based on these findings, the project held several discussions with USAID's Education Officer and UNICEF on the phasing out of these catch-up programs. Discussion with USAID centered on identifying the type of program that would most impact low literate youth and give them a variety of options following their participation in the program. It was decided to look at another option different from the initially planned basic literacy and numeracy programs for illiterate youth that would not have linkages to any further formal schooling, nor give the youth the chance to grow beyond this 18-month initiative.

The project developed a concept paper on an "Accelerated Learning Program", with the following characteristics:

Goal: Prepare low skilled, minimally educated youth for active engagement in economic and civic life.

Objectives:

1. Provide youth with accelerated basic education at the P4-6 level
2. Provide youth with market relevant entry-level technical training
3. Provide youth with career guidance and work experience opportunities (livelihood accompaniment)

Proposed Target Group: Youth, 14-24 years old, who at least completed P3 education, but dropped out before completing P6 education.

The concept paper is being finalized and will be submitted to USAID in October 2010. Discussions are also ongoing with WDA and the Ministry of Education to further assess the relevance of such a program.

2.8. Developing a network

The efforts this year were focused on 1) advocacy towards the Government of Rwanda and the Private Sector in an attempt to make Akazi Kanoze known, and 2) starting to build strong linkages with each of these identities and providing the base for growing networking activities. Building these relationships takes time and it was too early to formally institutionalize a steering committee and chairmanship for this network. The project decided to strengthen the different relationships and start working by clusters.

Government of Rwanda Institutions:

The first steps of the project were to identify who, among the different GoR agencies, would be the natural Chair of a network such as RYON. However, recent reforms and/or internal changes between the Ministry of Labor, the Ministry of Education, the Ministry of Youth, as well as the growing agency for investment and employment, the Rwanda Development Board, prevented the project from having a firm ground to set up such official networks without losing some of the rich resources each of these entities could bring to such a network. The project decided to rather focus on building strong partnerships with each institution for this first year.

Workforce Development Authority/MINEDUC: WDA is the line ministry for EDC in Rwanda and, as such, a natural partner in our programs. WDA is a recent institution with strong focus on the reform of the TVET system. Its mandate is very much focused on Training delivery. Akazi Kanoze's COP was part of the WDA donor sector group and participated in all the meetings. Through this participation and various meetings with the WDA director, WDA decided to adopt the WRC as part of a core training program within WDA. Furthermore, it requested EDC to chair the sub-working group on Work Readiness and Entrepreneurship Skills building within the broad TVET system. This step will also allow the WRC to be formally recognized

(which is already the case for the first youth cohort whose certificates will be signed by WDA) and further certified by WDA.

MIFOTRA/RDB: MIFOTRA has been interested from the beginning of the project to have the WRC taught to all youth graduates participating in the National Youth Internship program. This program is now being managed by RDB, who expressed the strong interest to maintain this training as an integral part of the Internship Program.

RDB: A meeting was organized just before the national elections with the deputy CEO of RDB. While this initial meeting was promising and could lead to a strong collaboration with RDB's Skills Building department, it has been difficult to secure another meeting in light of a very tight agenda from the deputy CEO. It is a priority for the project for the coming quarter to strengthen these ties.

Ministry of Youth: MINICYOUTH has a program for Youth Friendly Centers, which aims at providing a minimum package to young people. A strong priority is for training and services in entrepreneurship and employment/self-employment. Akazi Kanoze sees it as an opportunity to further extend its support to the GoR. However, this is a recent development as there was a change in some of the key leadership of MINICYOUTH. The project is participating in all sector reviews and regular meetings. It will also chair the subgroup on Youth Economic support.

Private Sector Federation (PSF): this semi-public institution expressed interest in the WRC to be administered to all graduates of their own internship program for TVET graduates. While the project was ready to move forward in direct delivery and Training of Trainer, PSF postponed last minute in light of other priorities.

Private Sector:

Since the month of January, a group from the business community in Rwanda have been contacted and informed about the AKAZI KANOZE project. These meetings were both individual meetings, as well as "private Sector breakfast meetings" held with CEOs of businesses in different industries, as well as CEOs and Manager of the Hospitality industry. Those meetings led to mutual understandings on steps to be taken in order to reinforce the capacity of the youth while improving the service level of those businesses. Amongst those businesses met, the hospitality industry was the first interested in supporting the project goals and objectives. One of the workforce linkages agreement made with the hospitality industry was to host a number of youth for in-house training and internships so they can be placed within the hospitality sub-sectors that have high employee demand. This strategic proposition is to be implemented in priority with hotel & restaurant officials. It will also be implemented by construction and agribusiness industries, which have been approached but have not yet concretely agreed on specifics of the partnership.

Regular meetings with different economic sectors, followed by individual meetings will be a priority for the coming year. The next steps is to obtain a formal agreement by sub-sector on the skills standards required by these industries and share them with training institutions and GoR institutions, especially RDB and WDA.

Building a Network with Local Partner Institutions:

To date, Akazi Kanoze has been partnering with over 17 local partner institutions, which received the TOT in WRC and have been implementing the WRC in different contexts. Several

networks are emerging from this work that will strengthen the common knowledge and expertise in youth livelihood development.

Trainers: WRC Trainers have expressed the interest in having regular meetings to exchange lessons learned and best practices. Akazi Kanoze will facilitate these meetings.

Youth Alumni Network: the Akazi Kanoze team agreed that it would be important to have an alumni network as part of RYON. This year, the project will focus on having a system to keep alumni informed and connected, possibly through SMS technology.

Partners meetings: Akazi Kanoze has been holding regular partner meetings, especially with the first five implementers, as a way to improve the work being done with the youth and share lessons learned. These meetings will continue this coming year, bringing WDA representatives around the table. Several meetings will also be directly organized with the Private Sector, to test some assumptions and learning outcomes.

Conclusion:

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 too isolated and the project's priority, for the 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-sectors meetings that will bring together all the stakeholders around the same table.

2.9. Policy Reform and Advocacy

As described above, the project made important progress on the Advocacy side. With just one year of existence, it already benefits from the support and recognition of many stakeholders. The GoR requested the project technical support, private sector companies have come to Akazi Kanoze to request youth graduates, and a strong network of local implementers is being recognized.

To support this advocacy effort, many meetings are regularly held; participation in key meetings organized by public institutions, as well as in events organized for private investors, is essential. In addition, the project developed a brochure. A draft website was also created and should be finalized in the first quarter of the coming year.

Another priority for the first year project was to identify a policy research agenda. This agenda has not been finalized yet, as many reforms were passed over the year that has direct implications on our own work. This includes the 9 year education reform (as described in the Nyamirambo initiative report), continuous reforms by RDB to facilitate doing business for small entrepreneurs, the newly revised structure of WDA, who is reshaping the TVET system in Rwanda.

The project, however, started identifying emerging key issues that need to be addressed in the middle of these reforms, within the length of sustainable youth livelihoods development. They include:

- Need to further define the Labour Law policy for youth between 16 and 18 years old. While the labor law authorizes the youth in this age bracket to work, there are several restrictions. Therefore, the private sector often has the tendency to refuse any youth under 18, to avoid any possible conflict. If youth are enrolled in a learning program that involves work experience, there is however a window of opportunities that could be explored. For this to happen at a larger scale, further research needs to be done to understand the restriction and come up with a policy or white paper that would provide a more detailed framework for these types of work experience.
- In light of all the reforms concerning entrepreneurship and business start-up, a white paper 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.
- 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.

2.10. Sustainability

Several avenues for sustainability have been identified this year. At the same moment several challenges remain.

Appropriation by the GoR:

As described previously, the GoR has expressed early interest in the Work Readiness Curriculum, as a start, to integrate in different programs. While the project has started piloting through direct delivery, most institutions, especially WDA, are interested in Training of Trainers, tools and ongoing technical expertise to help further develop this aspect of programming. Moreover, while the WRC was developed with small participation of WDA, further work will now happen in close collaboration. This approach will further ensure the sustainable use of developed curricula, while also ensuring an official recognition and certification. The project aims at having the WRC certified by WDA, as a stand-alone curriculum, that could also further lead to the accreditation of private providers, including youth serving organizations serving vulnerable populations. Finally, new public and semi-public institutions have expressed interest in Akazi Kanoze work, including RDB and Private Sector federation (PSF), institutions that would have the capacity to absorb this work within their lines of programming. However, target populations are mostly young graduates from secondary schools and universities, which still leave unanswered the issue of sustainable delivery to the most vulnerable youth groups, including drop-outs.

Sustainability plans by IPs:

All IPs were requested to highlight a sustainable strategy, 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 and would be in a good position for accreditation by WDA and therefore helping them secure further 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. In addition, ideas around small Income Generating Activities or Cooperatives that could help partly fund activities will be explored. Among existing partners, the only organization serving OVCs that have the capacity to fully absorb the technical support provided by Akazi Kanoze, while having its own sources of funding, is AVSI, which is itself an Italian NGO, but who has a strong local community implementation that ensures its relevance and sustainability.

Finally, the issue of RYON's sustainability is closely linked to solving the issue of the hosting institution or managing structure. This is being taken into consideration, as progress is being made in the development of RYON.

III. Monitoring and Evaluation

Akazi Kanoze youth project made noteworthy progress regarding M & E during its first year of implementation. The following section details the accomplishments per indicator, including the categories listed below:

- Finalizing the project PMP and indicators
- Strengthening the project M&E system
- Development of the Logical Framework for the project
- Adaptation of the Development Assets Profile tool
- Skills assessment after completion of the Work Readiness Curriculum:
- Activity follow up;
- Progress made towards attaining the project indicators

3.1. Finalizing the Project Performance Monitoring Plan (PMP) and indicators

Over the reporting period, the project developed and submitted the **Performance Monitoring Plan**. The PMP needs to be finalized based on feedback received from USAID on 2 new indicators suggested in June 2010. The final list of the 15 agreed upon indicators can be found on Appendix 3.

Progress of the implementation activity is being tracked through the indicator monitoring system using the data collection tools developed.

3.2. Strengthening the project M&E system

During this reporting year, the AKAZI KANOZE's M&E team designed a monitoring system and developed data collection tools/formats in order to facilitate the provision of accurate data with relation to project activities and indicators. The developed monitoring tools include: Intake forms, attendance sheets, service and specialized complementary training forms, transition forms which include individual work experience and further education. Also a monthly reporting template was developed for IPs. These data collection tools developed have been discussed, revised and adopted by partners.

On a similar note, the project completed the development of a comprehensive excel database at the early stage of the project. This database was temporary until the completion of a more sophisticated one in Access. This database, which is updated on monthly basis, is meant to provide reliable and updated information on all trainings conducted by implementing partners as well as different complementary activities such as specialized training, job placement, etc.

Information collected includes identification of the trainees and course completion status as well as transition either to further education/training, or to employment/internship or to an income generating activity. This database is used to collect data on different project indicators and generate various reports, however it is being replaced by a new more practical one in MS Access as the number of beneficiaries the project serves increases and data management becomes more and more complex.

In June 2010, a new viable database in MS Access was developed, in order to better track beneficiaries and efficiently report to USAID. In this regard Eric Segal, International Specialist from Data Collaborative, came for one week to Rwanda and worked closely with the project team, especially the M&E assistant, in the development of this database. The M&E assistant, under guidance from Eric Segal, finalized the first stage of development, which consisted of analysis of what data the database should track, design, coding, and the first pilot test which was done with selected Implementing Partners. In this process, several factors like Operating System compatibility, its ease of use, maintenance, reliability, portability etc were taken into consideration to come up with the best possible solution. Starting early next year, the software will undergo a second phase of testing and optimization and will be rolled out to all the Implementing Partners of the Akazi Kanoze Project.

The following table introduces in more details the set of data collection tools that captures the information for the project agreed set of indicators to further facilitate the process of data gathering and use. The suggested data collection tools are also designed to serve as a resource for the project-implementing partners to improve program reporting and monitoring.

Table 3 Akazi Kanoze Data collection tools

Nr	Data collection tools	Note on the data collection tools
1	Enrolment form	This form is completed at the beginning of the first module (usually on the second or third day of the work readiness training), or after the introductory module. It is designed to capture demographic information on the beneficiary, including information on education profile, vulnerability, employment and complementary training needed. Akazi Kanoze Implementing Partners directly collect this data, and data on the forms is processed in the database.
2	Attendance form	The “attendance form” is filled on a daily basis during the work readiness training. It keeps track of daily course attendance.
3	Services form	This form keeps track of income generating opportunities as well as other training(s) received during the participation in the Akazi Kanoze program. It is administered by the M&E team and completed on the very last day of the training, right after the external (last) assessment.
4	Transition form	This form keeps track of income generating opportunities as well as other training received after the completion of the program. This form is to be completed on monthly basis when the project or IP monitors WRC graduates, within the six months following the completion of the WRC curriculum training.

5	Excel Database	<p>The MS excel database is made of two versions, the central version and the Implementing Partner (IP) version. It is used to manage and store data from the enrolment, services, and transition forms as well as data on graduates' assessments.</p> <p>The central version compiles all the data from different "IP" databases. It has all the fields from the IP version plus a few more fields to track the training of trainers in the work readiness curriculum as well as trainings on monitoring and evaluation and grants and financial management. Data on Trainers trained in Work readiness curriculum, or IP officers trained in M&E and grant and financial management is directly collected by Akazi Kanoze M&E team.</p>
6	Trainee performance interview form	<p>This form is used to assess the work readiness graduates or trainees performance at work. The interview is conducted by the project staff after a minimum of two months at work (depending on the work length), and the questions are addressed to the employee/ trainee's supervisor or employer.</p>
7	Monthly Report template	<p>Akazi Kanoze Implementing Partners in their monthly progress reports use this template. It is used to captures major accomplishments, success stories, major constraints etc. It allows IPs to generate suggested indicators to analyze, interpret and prioritize their activities. Furthermore, the information in the report template is used to report to the higher level.</p>

3.3. Logical Framework:

As previously reported, Project Director Cornelia Janke came to Rwanda in May 2010 for her first field visit. She organized a two-day workshop with the whole Akazi Kanoze team to review our logical framework and discuss additional indicators that the project may want to use internally to track results. This was particularly helpful in looking into more complex activities such as the development of the Rwanda Youth Opportunity Network and addressing sustainability issues. The draft logical framework is a decision making tool for some of the more complex activities, such as RYON. It remains an evolving tool shared internally and with the Home Office.

3.4. Development Asset Profile tool:

In June 2010, EDC, with organizational funding, organized an international workshop for its program teams in Africa on the Development Asset Profile. Rwanda hosted this event, and guests came from Liberia, Kenya and Somalia. The workshop benefited the Akazi Kanoze technical and M&E team, who then adapted the tool to meet their needs. The survey was tested with participating youth groups and further refined.

The Developmental Assets Profile (DAP) is a 58-item survey instrument that was created by Search Institute in order to measure the presence - and change over time - of the eight categories of *Developmental Assets* found within Search Institute's *40Developmental Assets* framework. This instrument is an individual measure that yields quantitative scores for each of these eight asset categories (support, empowerment, boundaries and expectations,

constructive use of time, commitment to learning, positive values, social competencies, and positive identity) along with five broad context areas (personal, social, school, community, and family). This tool will help the Akazi Kanoze project track change overtime and assess with its partners how the project affects participants' development.

In the course of DAP implementation, this tool will be administered twice. The first time will be before the youth enter the Akazi Kanoze WRC training. The second survey will assess the development changes among youth that have been assisted by the project after the completion of Akazi Kanoze program. In other words, this second assessment will help measure how much the participants' capacities have been strengthened when the project graduates are well integrated with sustainable economic opportunities after the program ends. This will be done at an interval of four to six months on average.

The tool has been translated into Kinyarwanda to better fit the beneficiaries' cultural and linguistic background. The project is planning to pilot the tool by targeting at least 100 youth selected from the second cohort of youth served by the initial IPs. This activity is planned to take place at the end of 2010. A 2 days training of the DAP administrators is planned.

3.5. Skills assessment during and at completion of the work readiness training:

A comprehensive assessment guide and tools were created to assess the participant level outcomes of the Work Readiness Curriculum. Based on discussions that we had with our implementing partners, trainers and consultants, we decided to use a combination of methods to assess the participant level of outcomes of the Work Readiness Curriculum for the first youth cohort. 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.

It is further expected that an agreement with the Workforce Development Authority reached for the WRC to be assessed by certified WDA evaluators.

3.6. Activities follow-up

The monitoring activities are aimed at ensuring the smooth running of the program and at capturing feedback from implementing partners that could improve our activities. Furthermore, the field visits evaluate the use of the data collection tools that have been developed to ensure the level of service delivery. The Akazi Kanoze Project used three primary methods for collecting data for selected indicators. They include: (1) sites visits; (2) data collection forms administration and focus groups; (3) meetings and analysis of the monthly reports submitted by the partner organizations.

Site Visits

The sub-grant manager conducted visits to monitor all sub-grantees in order to assess the level of performance and to provide technical assistance. Initially some partner organisations struggled with meeting reporting deadlines and procedures, especially around the submission of the first quarterly financial report, but the partners' financial management capacity has now been reinforced significantly. The system of voucher filing, expenses documentation, and accounting have been improved due to these visits.

Furthermore, the project is in a very crucial phase of transition for the WRC participants, as the project has forged partnerships with implementing partners and with the private sector. These private sector contacts are now hosting the WRC participants as part of an internship program. The project monitoring and evaluation specialist has carried out on-site visits of 27 interns at 8 locations/organizations. The remaining participants have been visited by implementing partners. The goal of these site visits was to assess progress of the work and performance of interns. In the course of the site visits, we learned that project beneficiaries involved in internships reported continued enthusiasm and satisfaction after the WRC training. Most interns are likely to be employed after they complete their internship period. In addition, on-going support has been provided to IPs in program monitoring and data management.

Data collection forms administration and focus groups

The project developed a set of data collection tools. A list of those and their purpose is given above. (See Table: 3). Among these data collection tools are those administered at the beginning of the training, at the end of the training as well as a few days after the training. In addition to this, the project collects feedback from the graduates on the work readiness training conducted. As mentioned earlier; this is done through focus groups, where AK graduates discuss amongst themselves in groups about what they liked, what went well in the training and what they didn't like. The graduates' impression on the training or feedback helps the trainers improve on the training delivery or methodology.

Meetings and Reporting

The relationship has been excellent among the partners. Akazi Kanoze held regular meetings with implementing partners. The purpose of these meetings was to review with partner organisations the general progress of the project, lessons learned, and key challenges to be addressed in coming planning period. These quarterly meetings gave Akazi Kanoze and its implementing partners a chance to discuss and reflect upon various issues in a structured way. Moreover, these meetings offered an opportunity to develop approaches to improve project

implementation, strategies and promote learning among the team and between partner organisations.

3.7. Progress made towards attaining the project indicators

Most of the activities planned for the reporting period have successfully been completed. Progress towards the successful achievement of the Program's outputs and activities as per the FY09 workplan has been satisfactory. The table below summarized the indicators against the targets set. For more detailed reporting on each indicator, detailed explanations follow. Appendix 3 also provides more disaggregated data by districts, as well as some additional tables tracking youth served who were over 24 years old. **The table below only reports on youth under 24 years old.**

Table 4. Indicator Progress			
No	Outputs/Indicators	Target	Achievements
Result #1: Targeted youth are more capable of earning a livelihood			
USG INDICATORS:			
1	Number of youth participating in USG-supported functional literacy, numeracy and soft skills training program (EDUC)	1200	1307 (659F, 648M)
2	Number of youth completing USG-supported functional literacy, numeracy and soft skills training (EDUC)	320	572 (271F, 301M)
3	Number of youth with improved work readiness skills after completing USG-funded workforce readiness program (EDUC)	256	516 (240F, 276M) more than 90% of completers.
4	Number of Employers stating satisfaction with the WRC skills gained by the Akazi Kanoze participant (EDUC)	-	15
5	Number of youth, pursuing further education and/or training after completing USG-funded workforce readiness program (EG-F)	200	396 (197F, 199M)
6	Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (EG-F)	160	279 (139F, 140M)
7	Number of days worked per person generated by USG assistance(EG)	-	9,955 days
8	Number of youth participating in at least one civic activity in their district, sector or neighborhood(DG)	50	156 (65F,91M)
Result #1: Targeted youth are more capable of earning a livelihood			
PEPFAR INDICATORS:			
9	Number of OVCs served by USG - funded initiative PEPFAR- F	500	431 (234F, 197M)
10	Number of eligible children provided with Education and/or vocational training (PEPFAR)	500	431 (234F, 197M)
11	Number of eligible adults and children provided with Economic strengthening services(PEPFAR)	500	431 (234F, 197M)
12	Number of service Providers trained (PEPFAR)	10	21 (11F,10M)

Result #2: Local institutions have improved capacity to prepare youth for work.			
13	Number of CSOs using USG funds to improve internal organizational capacity DG-F	5	16
14	Number of CSOs with increased capacity to engage youth in civil society activities and advocacy-DG	5	16
15	Number of workforce development initiatives created through USG assisted public-private partnerships EG-F	3	33

3.8. Explanation of results per indicator

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

INDICATOR 1: Number of youth participating in USG-supported functional literacy, numeracy and soft skills training program: As it can be observed in the table above, since the launch of the first cohort in April 2010, the project has significant headway in enrolling **1,307** youth UNDER 24 in the Akazi Kanoze program. Of these, 659 were girls and 648 were boys.

However, Akazi kanoze project enrolled a total number of 1,415 individuals in the program, those who are not within the age range (14-24) have been reported separately in the “Other Project indicators part of the indicators’ annex”. Almost half of the latter (i.e. 50) are youth trained in partnership with the Ministry of Labor and Public Service. Over 24 graduates from MIFOTRA have found employment after the work readiness training.

INDICATOR 2: Number of youth completing USG-supported functional literacy, numeracy and soft skills training: The number of youth who completed the training is 572. This number is calculated at the end of the work readiness training. This indicator shows a high rate of completion overall given that more than half the youth enrolled in the current reporting period had not yet completed their training at the reporting time. Those who missed the external or last evaluation only, were given another chance to pass the exam before they were considered “non completers”.

INDICATOR 3: Number of youth with improved work readiness skills after completing USG-funded workforce readiness program: The overall impression on this report is that, there have been improved skills in the WRC. Out of 572 completers, 516 (240F, 276M), more than 90% of trainees, have improved work readiness skills after completing USG-funded workforce readiness program; these successfully completed the work readiness training and got at least 65% total marks in overall assessments. Success was evaluated based on the Assessment process described earlier.

INDICATOR 4: Number of Employers stating satisfaction with the WRC skills gained by the Akazi Kanoze participant: This indicator is one of the 2 new indicators discussed with USAID in June 2010 (along with the indicator on Number of Days worked). With regard to this indicator, a survey questionnaire was drafted in early September and then tested as a pilot survey of 15 organizations hosting 60 interns. Amongst the 15 interviewed private sector organizations, 13 of them expressed their satisfaction on good attitude and ambition to learn on-the job skills of the youth currently in either internship or temporary employed. The other two mentioned that the lack of exposure to hands-on skills and poor English literacy does affect their performance, however if given experience with an appropriate length of time these youth will

perform perfectly well. Thus, skills gained by the youth, especially in Hospitality and services industries, are sought to be beneficial in the long run.

Furthermore, this pilot aimed at collecting feedback from employers on this data collection tool. Based on the overall impression of the feedback received, interviewers pointed out that the youth currently in internships are enthusiastic, well organized, understanding and respect their given responsibilities. In most cases, the organization managers were the respondents. It was suggested to reduce the size of the questionnaire.

INDICATOR 5: Number of youth, pursuing further education and/or training after completing USG-funded workforce readiness program: Among the Akazi Kanoze graduates 396 (197F, 199M) of them transitioned to either further training or education.

Among the 396 graduates, 41 of them went back in formal education - (28 graduates went back to Primary 6th grade and 13 went to secondary 6) and; 355 in other short term specialized or vocational trainings (including construction skills, silk firming, sewing, IT, Catering/hospitality etc.). An important number of these short term specializations have been directly provided by the IPs. This also includes the training on SILC (Savings and Internal Lending Communities) which was provided by CRS to its work readiness training graduates.

Note: Although primary education in Rwanda is free, there are other basic schooling needs for children including uniforms, exercise books, pens as well as contributions to the school each term for school developmental activities. The project beneficiaries expressed concerns as to meeting these other educational materials/needs for them to pursue their education further.

INDICATOR 6: Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs: 279 (139F, 140M) graduates got an economic opportunity as either full/part-time employment, internships with remuneration, Income generating cooperative, or small enterprise. Among these 279 graduates; 20 got fulltime employment; 74 part time employment; 124 are in cooperatives or micro/small enterprises and 61 are in remunerated internships. The jobs and internship were in hospitality and services, ICT, construction as well as other sectors.

As these youth had completed training on the importance of savings and financial management, they had undertaken income generation activities as follows:

25 WRC participants from UTEXRWA formed a cooperative named Icyerekezo and are active. The youth at the cooperative have been trained in sericulture and are currently working in the production of silk. In order to generate alternative income, several members from the cooperative have shown interest in cultivating mushrooms, and farming rabbits and fish. The youth will sell the production of rabbits and fish at their local markets. The youth have 20 hectares of uncultivated land from the ministry of Agriculture (MINAGRI). In addition, the land has a small pond to accommodate the fish farming. Peace Corps Volunteers at EDC helped them indentifying several grants for this livelihood activity. In the upcoming year, they will apply for necessary grants to help launch this project.

In addition, graduates of the WRC from AVSI have organized two cooperatives:

- *TUNOZE UMURIMO ASSOCIATION* that has 17 members. Graduates were upbeat and hopeful for running their own businesses through architecture, Design, Decoration, Film production and dances;

- *OUR HOPE FOR TOMORROW* has 13 members. The cooperative has been initiated with the aim of improving the members' welfare conditions and rebuild hope, as all members are Genocide survivors. The savings mobilization is an important aspect of the income generation activities as it develops a saving culture among cooperative members by emphasizing the importance of planning and the value of saving for the future

Association members continue to meet weekly. Because the youth took ownership of the cooperatives and wanted to improve their welfare, they seem very dedicated and proud of the work they have achieved. Participants reported improvement in their activities, due to improved capacity to plan and record their activities. They have started making savings with a quota of 500rwf per individual per week. Though there are some successful cases, common constraint to these youth associations is the fact that most of the youth do not have a start-up capital. In addition, transport from and to work and food are unmet needs for youth who meet regularly. This causes a lack of motivation, especially when their enterprises/cooperatives have not yet generated income.

On the other hand, CRS trained its youth graduates in SILC (Savings and Internal Lending Communities). In this regard, youth were divided into groups of around 25 members and are provided with a mentor for a period of about one year. Members of these groups save money that becomes a source of loan capital for members of the group. The purpose of SILC is to provide savings-led financial services to communities that have no access to formal financial services or where access to formal financial services is limited. When the amount of group savings is sufficient, any group member can borrow from the internal fund, committing to repay the loan with interest. This allows the fund to grow.

INDICATOR 7: *Number of days worked per person generated USG assistance*

The number of days worked was 9,955 days. This is a cumulative of the total number of days worked. This was obtained using the following formula:

Number of days worked = Number of working people x Average work period (in weeks) x Average work days (per week and per work type)

Number of working people = 279

Average work period = 8 weeks (2 months)

Average work days = 3 days/week for part time jobs and 5 days/week for fulltime employment, cooperatives, and paid internships.

Note: the average work period is calculated as follows: period of employment/internship in weeks between Start date and End date (cut-off September 30 for ongoing jobs). Total of weeks is divided by number of youth for whom we have available information. Some jobs, internships and self employment opportunities are still ongoing. For this annual report, the project calculated the numbers of days worked up to September 30, 2010. The days worked after this date will count for the next fiscal year.

INDICATOR 8: *Number of youth participating in at least one civic activity in their district, sector or neighborhood:* 156 (65F, 91M) graduates were reported to have been involved in one or more civic activities in their community including participation in community meetings aimed at solving community issues, volunteering either as a community health worker, as a counselor or volunteering during local and/or central government leaders' elections, as well as community youth/women leadership.

INDICATOR 9: Number of OVCs served by USG - funded initiative PEPFAR:

431 (234F, 197M) OVCs were served during this reporting period. In the first year of the project, much effort was placed on building and testing systems as well as various data collection tools.

The first round of partners' selection was focused particularly on the different levels of education of youth, to ensure that the WRC was appropriate for all levels. This way, 431 OVCs were served against the targeted number of 500 OVCs. A number of other youth served however was still qualifying as vulnerable or orphans, but had passed the 18 years old threshold. The remaining gap will be filled in the next year.

The second RFA launched in June 2010, EDC adopted a deliberate strategy for serving OVCs who are by definition under 18 years of age. The same focused strategy will be applied in FY11 to reach the target of 1500 OVCs.

INDICATOR 12: Number of service Providers trained: A total number of 21 (11F, 10M) service providers have been trained to serve OVCs. During this fiscal year, service providers were trained in the WRC delivery and supported by the technical team in data collection and linking youth to economic opportunities.

B. Result 2: Local Institutions have improved capacity to prepare targeted youth for work

Institutional Strengthening: is mainly about strengthening Implementing Partners capacities to better prepare youth for work, and better connect them to development aspirations, employment and self-employment opportunities

INDICATOR 13: Number of CSOs using USG funds to improve internal organizational capacity:

In the period between April and September 2010, 16 CSOs were selected to implement activities. Moreover, partner organizations and staff benefited from a range of capacity-building including:

- 81(31F, 50M) IPs' staff were trained in Work Readiness Curriculum as Trainers from all the 16 selected IPS.
- 22 (5F, 17M) participants from all the selected Civil Society Organizations were trained in Monitoring and Evaluation;
- 29 (14F, 15M) participants from 16 IPs were trained in Financial Management;

Apart from those formal trainings, there are also continuous support in financial management, financial reporting, procurement and inventory, assistance in youth participants' enrollment, basic monitoring and evaluation, developing narrative reports, technical assistance in linking with local livelihoods among others.

INDICATOR 14: Number of CSOs with increased capacity to engage youth in civil society activities and advocacy:

During this fiscal year, Akazi Kanoze continued to build the capacity of local CSOs in areas of WRC, financial management, monitoring and evaluation, and networking to facilitate and support youth improving their livelihoods. Moreover, as mentioned before, partner organizations sensitized youth to participate in civic activities, such as to contribute in the country decision making processes at community level. As a result, 156 youth participated in civic activities. For this indicator, the definition included in the PMP states: # of CSOs which have completed the minimum capacity building package provided by Akazi Kanoze; including the

training of trainers in the workforce readiness curriculum, in monitoring and evaluation, Data collection, and Reporting system, as well as financial and organization management training. In total, 16 CSOs, through the activities described above, have been counted as having increased capacity to engage youth in civil society activities and advocacy.

INDICATOR 15: Number of workforce development initiatives created through USG assisted public-private partnerships:

The project, in the definition submitted in its PMP and in agreement with USAID is only counting initiatives and partnerships with public and private institutions aiming at supporting the development of sustainable livelihoods. It was agreed not to count all the internships and jobs identified within the public and private sector, as the number of youth gaining employment or internships was already counted in a separate indicator. However, it will count the private institutions that offer internships and in-house training to at least 2 youth. It also counts collaborations with the public and private sector that aim at reinforcing youth workforce development. Based on this definition, 33 initiatives have been created this year, including:

- Two efficient partnerships with the GoR: WDA and MIFOTRA
- Four subcontracts with private companies and cooperatives: Utexrwa, Maximedia, COATB and KORA. All these institutions provide leverage (in-kind and financial) to achieve project's goals;
- Two breakfast meetings with CEOs of the private sector
- One meeting with the Association of Hotels and restaurants leading to several initiatives for in-house training;
- As mentioned before, the project worked with the partner organizations to link 279 WRC participants to an economic opportunity, which aims at improving their livelihoods. In this regard 24 Partnerships were created with private sector institutions who hosted at least 2 youth in internships in different areas, including 20 in hospitality, 1 in agribusiness, 1 in ICT, 1 in construction industries as well as 1 security company. The organizations list classified by industry sector is in appendix 7

Note on Global Development Alliances:

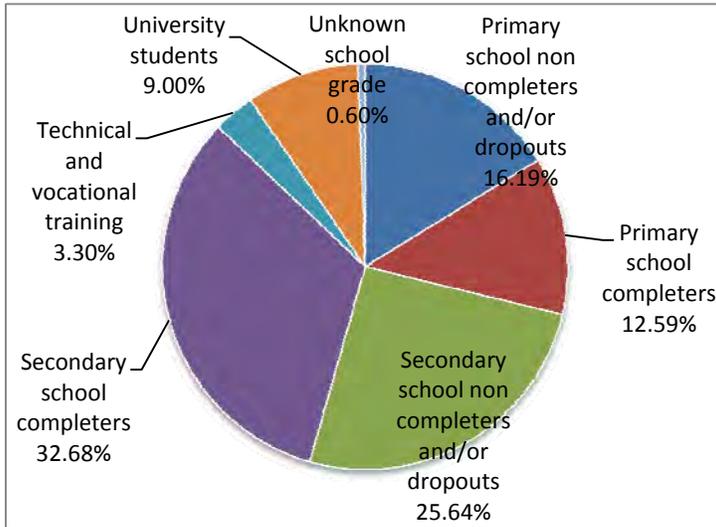
From the request of the USAID D&G office in Rwanda, AKAZI KANOZE has drafted a concept paper with Sustainable Forestry Management Africa (SFM). This public-private partnership focuses on environmental conservation between the two parties. The potential partnership between AKAZI KANOZE and Sustainable Forestry Management Africa (SFM) will formulate several opportunities for AKAZI KANOZE's youth.

Sustainable Forestry Management Africa, a leading environmental business in East Africa, is currently investing in a high-end eco tourism lodge and carbon credit reforestation project adjacent to the Volcanoes National Park in Rwanda. The drafted concept paper discusses potential employability and skill development for the youth. A partnership between the two organizations will be established once Sustainable Forestry Management Africa (SFM) receives their project approval from the Rwandan government.

In addition to this major public-private partnership, other possibilities are being explored with different environmental initiatives.

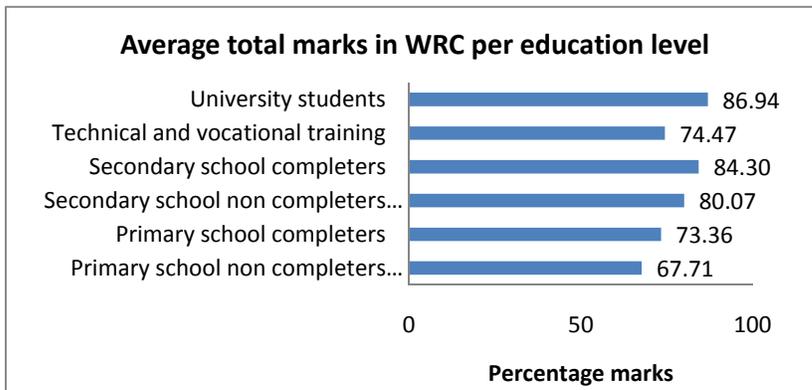
3.9. WRC completion versus level of education

During the reporting year, the WRC was taught to participants with different levels of education. The graph below represents the level of education of 667 completers of the WRC regardless of their age. This number includes participants from 8 partners namely AVSI, UTEXRWA, YES Rwanda, COATB, Esther’s Aid, Frontiers, CRS and MIFOTRA.



The figure above depicts the percentages or proportion of each education level group among the work readiness completers.

Further analysis was done on the average performance in the work readiness training per education level. The graph below shows the corresponding performance of different education level or groups. It can be seen from the graph below that the performance level increases as the education level increase. Secondary school dropouts, Secondary school completers and university students were the ones with the highest average performance. TVET graduates scored relatively low, close to primary school completers. However, TVET graduates who also completed secondary school were counted as part of the secondary school completers. The TVET completers in this graph are those who didn’t complete secondary school.



IV. Administration and Logistics

The AKAZI KANOZE project achieved most of the proposed goals under the areas of Project Start-up, Administration, and Logistics. This component is organized in the following areas:

- Set-up project office and equipment
- Staffing

Office and project start-up was fast. The agreement was signed on August 24, 2009. The COP was on the field by September 14, 2009. By October 20, 2009, EDC was registered with the Office of Immigration, thereby being recognized as an operating international organization in Rwanda. Office space was secured by October 10, 2009.

The office is operational with internet connections, several office desks with computers, landline phones, and a conference room. The project obtained two donated vehicles, computers, (laptops and desktops), shelves, and office desks, office materials, and furniture from a closing project by USAID. The project also acquired one new Suzuki Grand Vitara, a power generator, and two digital cameras. Furthermore, the project signed two housing leases for the Peace Corps Volunteers (PCVs). The project also procured an electronic surveillance, alarm systems, and fire extinguishers.

During the reported year, most of the key staff positions were filled (Appendix 5 for current operating staff). The project hired a new consultant to work on Curriculum Development and IT.

After conducting several interviews for the position of a curriculum specialist, it became clear that it would be extremely difficult to identify a person with the appropriate skills to carry out the project's goals in curriculum development. The project hired different consultants who were able to address specific issues. A part-time consultant was hired for IT development. As of this moment, there is no need for a full-time IT specialist.

During the reporting fiscal year, there were no major changes in personnel. However, in June 2010, the finance and office manager resigned from his position to take a posting in Haiti. A new finance and office manager was hired in July, 2010. In addition, the project hired an accountant and finance coordinator, who started in June 2010. This new position was necessary to handle the growing needs in finance management.

Akazi Kanoze is proud of its accomplishments this year and is confident that the project is on track to attain its targets in the upcoming years.

V. Major Constraints, Lessons learned and Recommendations

This year, there were few major constraints; however, the project identified some few issues and solutions:

- Tracking the transition of youth into the workforce is difficult, as they evolve into the different industries and IPs struggle to keep a record of their whereabouts. The project is looking at additional ways to remain in touch with the graduates.
- Generally, the restricted policy environment for youth employment aged under 18 years precluded some IPs to recruit youth under 18, especially OVCs. The project needs to advocate and set up a project policy, if not support to a national policy or strategy, to facilitate youth under 18 work experience in sectors with high absorption capacity such as construction.

- More work needs to happen in year 2 to look at financing mechanisms for youth starting their own business and cooperatives. The project included a new IP, COOJAD, to try to meet this need. More needs to be done with donors and microfinance projects to facilitate youth access to financing.
- The collection of consistent and relevant qualitative and quantitative information at all levels (Akazi Kanoze and IPs) is an issue of concern to all parties in the project. Collecting the right data is necessary to improve the program and appropriate use in decision-making. However, most IPs were claiming that M&E budget lines were not taken into consideration in order to carry out some field monitoring visits even outside Kigali where interns found placement. In the second RFA, the project requested the IPs to budget some of these M&E expenses.
- While the GoR and other youth serving organizations expressed strong interest in including the WRC in their programming, at lower cost for the project, their interest is to serve youth under 35, as the national definition states. This particularly concerns young graduates from universities, who could also fully benefit from such a training. We believe it is in USAID's interest to take these numbers into consideration as it fully demonstrates the relevance of this program. While EDC will continue serving vulnerable and lower educated youth, it would be strategic to agree with USAID on break-outs among different target groups: lower investments for higher educated youth over 24 years old, but increased investments to the hardest to reach and serve. This way, all groups would fully benefit from this project, while the limited budget could still offer more relevant services to the most vulnerable ones.
- As explained in the Nyamirambo initiative, a major challenge has been the phasing out of the catch-up programs. Proposed solution is the development of an Accelerated Learning Program.

VI. PLANS FOR NEXT YEAR

A detailed work plan is being developed. In summary, key priorities for the coming year include:

- Scaling up of project's activities, especially related to the number of youth efficiently served (4000 youth to be enrolled in FY11, including 1500 OVCs). Scaling up activities with the SILC project under CRS too.
- Strong ongoing partnerships with the private sector, including regular economic subgroups consultations for construction, hospitality services, agri-business and IT. Meetings and consultations hold at least once a month.
- Increase work with government institutions, especially WDA, for adapting and including AKAZI KANOZE curricula in work readiness and entrepreneurship in the TVET system: by June 30, 2010, WDA will be equipped with a Work Readiness and Entrepreneurship curriculum to be used in the whole TVET system.
- Solid model for an accelerated learning piece developed with a pilot started by March 2011, after completion of Community Youth Mapping.
- Rwanda Youth Opportunity Network more "institutionalized" through the implementation of specific mechanisms such as: implementation of a sms based information system for job seekers, consultation meetings held monthly with the private sector and relevant public sector, structured alumni network.
- Radio show with SFCG piloted by March 2011

- New markets for job placement and business development to be explored, including a piloting for Early Childhood Development care givers, if economically relevant
- Policy agenda approved by major stakeholders.

Success Stories:

Success stories are presented in Appendix 6. Another success story was created by a summer intern of the USAID D&G Office.

VII. APPENDICES

Appendix 1: IP selection criteria and scoring sheet

Appendix 2: Literacy and Numeracy Assessment Tool

Appendix 3: Progress tracking tables for participating youth: September 2010

Appendix 4: Revised USAID mutually agreed upon indicators

Appendix 5: AKAZI KANOZE Staff as of September 30, 2010

Appendix 6: Success Stories

Appendix 7: List of Private Sector “Champions”

Appendix 1: IPs' Selection Criteria and Scoring Sheet

Criteria Category	Description	Maximum Points
Training and Organizational Capacity	<ol style="list-style-type: none"> 1. Demonstrated institutional capability and experience in relevant project activities 2. Demonstrated leveraging of existing resources, partnering, or capacities related to youth livelihood 3. Identification and availability of qualified trainer(s)/instructor(s) 4. Strength and clarity of proposed management plan and organizational structure 	25
Program Description	<ol style="list-style-type: none"> 1. Clarity, balance, and responsiveness to the RFA 2. Merit of proposed plan for program implementation, including youth engagement and recruitment strategy, training curricula, learner “contact time” with instructors and in work experience, placements, accompaniment and mentoring, certification, among other functions 3. Merit of the proposed strategy for working with businesses, governmental and non-governmental organizations, agencies and other organizations working with youth to ensure on-going coordination of implementation efforts to achieve the proposed results. 4. Reasonableness of the cost of the activity. 	30
Potential Impact	<ol style="list-style-type: none"> 1. Merit of approach to securing job, internship and apprenticeship opportunities for youth 2. Number of jobs, internships and apprenticeships firmly identified for youth placements 3. Responsiveness of training to market needs 4. Strength of accompaniment and mentoring strategy 5. Number of youth effectively reached through programming. 	35
Contribution to the Overall Project	<ol style="list-style-type: none"> 1. Quality model yields best practices and lessons to be shared with EDC and other subgrantees (if applicable) for overall program enhancement and learning 2. Ability to bring expertise to the project that may not be available otherwise 3. Sustainability strategy is well stated and relevant 	10

Appendix 2: Literacy and Numeracy Assessment Tool

Literacy assessments were carried out as follows:

Organization	Kinyarwanda Numeracy	and	English
COATB	X		
UTEXRWA	X		X
AVSI	X		
Esther's Aid	X		X
Yes Rwanda			X

Kinyarwanda

Rapid Reading Assessment (RARS KI)

The Kinyarwanda Rapid Assessment of Reading Skill Test was developed following the step-by-step approach from John Comings' *Manual for the Development of a Rapid Assessment of Reading Skill Test*. The RARS KI was created to identify whether or not potential participants in the AKAZI KANOZE program have the necessary skills or need remedial reading instruction before beginning the Work Readiness Training.

The test consists of a list of ten letters and 90 words drawn from local Kinyarwanda primary school books based on Primary 1 through Primary 6. Participants are asked to read the list of 100 items as quickly as possible and with as much accuracy as possible within a two-minute time span. This test has been tried out on a small sample of students attending primary school.

Normally, a try-out phase should include five students from every primary grade level. The AKAZI KANOZE Monitoring and Evaluation team tested 35 students from Primary 1 to Primary 6. 45% were girls and we tested approximately five students per grade level gathered from an association called Assorena Association, which cares for orphans and vulnerable children. The students were tested at APAPE High School in Gikondo, Kigali, Rwanda on January 15th 2010.

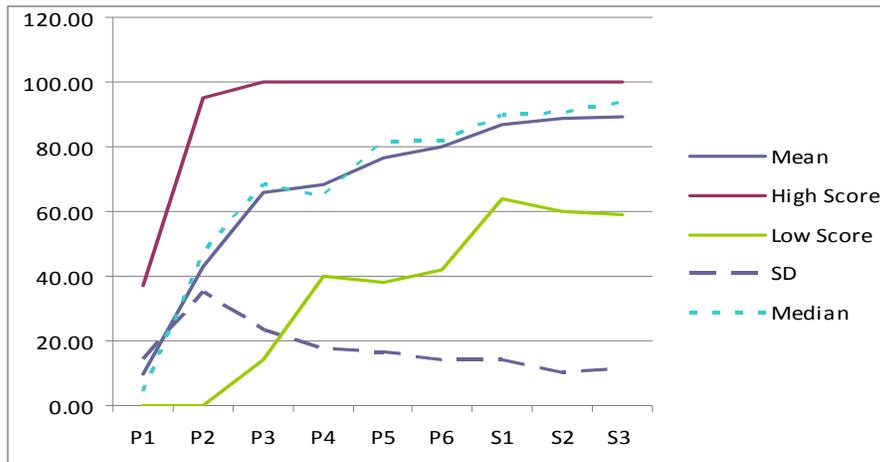
The following table summarizes the try out phase results. Generally, students who have completed Primary 3 are able to read in Kinyarwanda and do fairly well on the test. Primary 4 students and higher seem to progressively improve.

The following table summarizes the try-out phase results:

	Kinyarwanda RARS Test Average Results
Primary 1	5.75
Primary 2	65.63
Primary 3	71.75
Primary 4	82.75
Primary 5	87.8
Primary 6	94.4

Kinyarwanda RARS KI Pilot Phase Graph Results

Total Participants tested: 363



Special thanks to John Comings for creating this graph.

Written Assessment (WRITE)

This Kinyarwanda written test resembles a typical identity form. It requests information such as: name, family name, birth date, address, gender, and signature. It was developed to further evaluate participants' reading capacity but more importantly, to assess their writing capacity. Participants are requested to complete the form. Generally, a group of participants complete the form in the same area with a facilitator available to answer questions or to note that a participant is unable to answer the questions. This test is also practical as it permits AKAZI KANOZE to have more information about the participants.

Numeracy Assessment (NUME)

This test consists of 20 mathematical problems (five additions, five subtractions, five multiplications and five divisions), which increase in difficulty. This test was developed to evaluate whether participants were capable of solving simple mathematical questions. Generally, a group of participants complete the form in the same area with a facilitator available to answer questions or to note that a participant is unable to answer the questions. Participants are requested to answer the problems alone without calculators. However, they are encouraged to work out problems by hand on the page. Four versions of this test were created so many participants can complete this test in one area with fewer chances of copying answers from each other.

English

- *Rapid Reading Assessment RARS EI* – based on books from Primary 1 – Primary 3
- *Rapid Reading Assessment RARS EII* – based on books from Primary 4 – Primary 6

The English Rapid Assessment of Reading Skill Tests were developed following a step-by-step approach from John Comings' *A Manual for the Development of a Rapid Assessment of Reading Skill Test*. The test consists of a list of ten letters and 90 words drawn from local English primary school books based on Primary 1 through Primary 6. Participants are asked to read

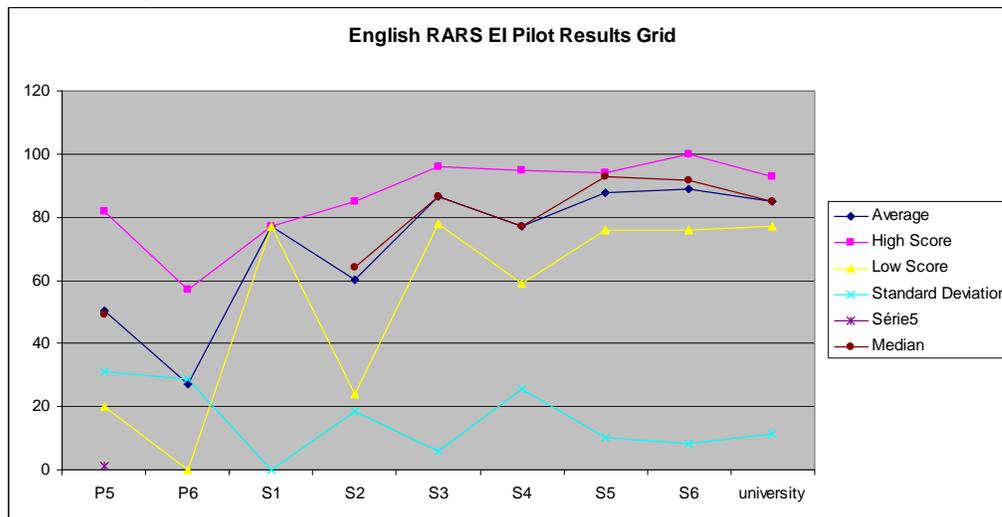
the list of 100 items as quickly as possible and with as much accuracy as possible within a two-minute time span. The English version will mostly apply to participants interested in working in the hospitality sector or tourism.

The first test, RARS EI is slightly easier than the RARS EII. The RARS EI was tested on the same students as described above (see RARS KI try out phase results). The RARS EII was tested on 5 students from Primary 3 to Primary 6 at the Belgium school in Kigali. Although different level books have been used, there does not appear to be a significant difference between the two tests.

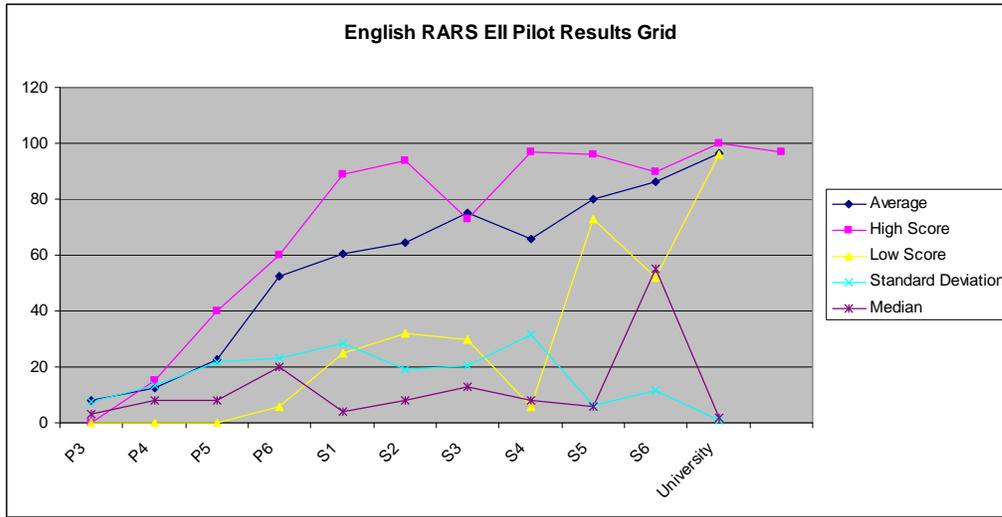
Try-out phase results:

	English RARS EI Test Average Results	English RARS EII Test Average Results
Primary 1	1.5	N/A
Primary 2	39.1	N/A
Primary 3	44	38
Primary 4	67.2	64
Primary 5	72.75	79
Primary 6	83.78	83

English RARS EI Pilot Results Grid by Grades (Primary 5 through University)
Total Participants tested: 63



English RARS EII Pilot Results Grid by Grades (Primary 3 through University)
 Total Participants tested: 150



Pilot Phase Conclusion and Recommendation

After analyzing the pilot phase results, the passing grade for the Kinyarwanda RARS KI test is a Primary Grade 4 average of 68%. Initially, the passing grade was recommended at 83% however, the above results suggest that it may be too high. The Kinyarwanda RARS KI test was initially tests on primary students currently studying. The sample size was too small to determine a realistic and fair grade. Based on the pilot phase (participants with partners: UTEXRWA, AVSI and COATB and Esther’s Aid), a passing grade of 68% is recommended. Generally, participants who are able to read at this level also pass the written assessment (average 83%) as well as the basic numeracy test (average 84%).

An evaluation of the participants’ progress and success rate in relation to the preliminary scores will be done next year to see if there is a correlation between preliminary scores and the final work readiness training scores.

Appendix 3: Progress tracking tables for participating youth: September 2009 – September 2010

A. USG INDICATORS

1. # Youth participating in USG-supported functional literacy, numeracy and soft skills training program¹

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	39	33	19	8	0	0	58	41
2	COATB	31	16	38	14	1	0	70	30
3	ESTHER'S AID	13	59	0	4	1	8	14	71
4	UTEXRWA	32	34	7	3	4	8	43	45
5	YES RWANDA	25	32	13	5	14	10	52	47
6	CRS/CARITAS	15	29	12	14	9	11	36	54
7	FRONTIERS ADVENTURE	75	23	26	23	3	0	104	46
8	BAMPOREZE	11	39	22	28	0	0	33	67
9	COOJAD	6	19	0	0	45	30	51	49
10	CSDI	61	47	0	0	2	0	63	47
11	KORA	4	4	0	1	22	19	26	24
12	STRIVE FOUNDATION	11	13	0	0	0	0	11	13
13	PAJER	0	0	35	65	0	0	35	65
14	MAXIMEDIA	0	0	2	1	50	59	52	60
Total		323	348	174	166	151	145	648	659
OVERALL TOTAL: 1,307									

2. # Youth completing USG-supported functional literacy, numeracy and soft skills training²

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	35	27	19	8	0	0	54	35
2	COATB	29	15	35	12	1	0	65	27
3	ESTHER'S AID	11	50	0	4	1	5	12	59
4	UTEXRWA	32	33	7	3	4	7	43	43
5	YES RWANDA	24	30	10	5	13	7	47	42
6	CRS/CARITAS	15	28	12	11	8	10	35	49
7	FRONTIERS ADVENTURE	38	10	6	6	1	0	45	16
Total		184	193	89	49	28	29	301	271
OVERALL TOTAL: 572									

¹ This is the number of youth participants aged between 14 - 24 years enrolled in the AKAZI KANOZE Work Readiness Curriculum (WRC) who showed up at the beginning of module 1 of the WRC (or at the end of the Introductory Module).

² In this indicator we consider the number of participants who followed all the modules of the WRC and took assignments with a maximum of 3 hours absence per module and a maximum absence hours equivalent to 10% of the total time of the WRC, and who conducted at least one organized field visit in a business (private company, public company, or cooperative)

3. # Youth with improved work readiness skills after completing USG-funded workforce readiness program³

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	34	22	19	8	0	0	53	30
2	COATB	26	13	30	11	0	0	56	24
3	ESTHER'S AID	11	41	0	3	1	4	12	48
4	UTEXRWA	32	32	7	3	3	6	42	41
5	YES RWANDA	22	29	9	5	13	7	44	41
6	CRS/CARITAS	11	20	11	10	8	10	30	40
7	FRONTIERS ADVENTURE	32	10	6	6	1	0	39	16
Total		168	167	82	46	26	27	276	240
OVERALL TOTAL: 516									

4. # Youth, pursuing further education and/or training, after completing USG-funded workforce readiness program (F)⁴

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	0	0	0	0	0	0	0	0
2	COATB	29	15	35	12	1	0	65	27
3	ESTHER'S AID	11	50	0	4	1	5	12	59
4	UTEXRWA	32	33	7	3	4	7	43	43
5	YES RWANDA	8	14	0	0	0	0	8	14
6	CRS/CARITAS	15	28	12	11	8	10	35	49
7	FRONTIERS ADVENTURE	31	2	4	3	1	0	36	5
Total		126	142	58	33	15	22	199	197
OVERALL TOTAL: 396									

³ In this indicator we consider the number of youth who successfully completed the work readiness training and have exhibited that they have acquired the skills learned. This is done through internal assessments (which count for 60% of the total marks) as well as external assessment (which counts for 40% of the total marks). The average pass mark is 65% total marks.

⁴ In this indicator we count the number of youth graduates enrolled in any formal or non formal education program, including vocational training which last for at least one month.

5. # People gaining employment or better employment as a result of participation in USG-funded workforce development programs (F)⁵

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	11	12	11	7	0	0	22	19
2	COATB	25	14	25	8	0	0	50	22
3	ESTHER'S AID	11	20	0	3	1	2	12	25
4	UTEXRWA	7	11	3	1	0	0	10	12
5	YES RWANDA	5	6	4	3	2	3	11	12
6	CRS/CARITAS	15	28	12	11	8	10	35	49
7	FRONTIERS ADVENTURES	0	0	0	0	0	0	0	0
Total		74	91	55	33	11	15	140	139
OVERALL TOTAL: 279									

6. # Youth who participated in at least one civic activity in their district, sector or neighborhood⁶

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	1	0	0	1	0	0	1	1
2	COATB	29	15	32	11	1	0	62	26
3	ESTHER'S AID	6	9	0	0	0	1	6	10
4	UTEXRWA	14	16	3	1	0	1	17	18
5	YES RWANDA	4	9	1	1	0	0	5	10
6	CRS/CARITAS ⁷	0	0	0	0	0	0	0	0
7	FRONTIERS ADVENTURE	0	0	0	0	0	0	0	0
Total		54	49	36	14	1	2	91	65
OVERALL TOTAL: 156									

⁵ In this indicator we consider the number of youth graduates who have had at least one income generating opportunity during or after participation in the work readiness training program, including: Income generating cooperative, internship with remuneration, fulltime or part time employment, small enterprise.

⁶ Civic activities considered in this indicator include: Participation in community meetings aimed at solving community issues, volunteering either as a community health worker, as a counselor or volunteering during local and/or central government leaders' elections, as well as community youth/women leadership.

⁷ Data from CRS/CARITAS, and FRONTIERS on this indicator were not available at the time of the reporting.

B. PEPFAR INDICATORS

1. # OVCs served by USG - funded initiative (F)⁸

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	1	1	0	0	0	0	1	1
2	COATB	7	4	8	4	1	0	16	8
3	ESTHER'S AID	0	3	0	0	0	1	0	4
4	UTEXRWA	0	0	0	0	0	0	0	0
5	YES RWANDA	0	1	0	1	0	0	0	2
6	CRS/CARITAS	0	3	0	1	1	1	1	5
7	FRONTIERS ADVENTURE	43	5	4	6	1	0	48	11
8	BAMPOREZE	11	39	22	28	0	0	33	67
9	COOJAD	0	5	0	0	15	13	15	18
10	CSDI	21	12	0	0	1	0	22	12
11	KORA	0	0	0	0	3	10	3	10
12	STRIVE FOUNDATION	11	13	0	0	0	0	11	13
13	PAJER	0	0	27	53	0	0	27	53
14	MAXIMEDIA	0	0	0	0	20	30	20	30
Total		94	86	61	93	42	55	197	234
OVERALL TOTAL: 431									

2. # Eligible children provided with Education and/or vocational training⁹

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	1	1	0	0	0	0	1	1
2	COATB	7	4	8	4	1	0	16	8
3	ESTHER'S AID	0	3	0	0	0	1	0	4
4	UTEXRWA	0	0	0	0	0	0	0	0
5	YES RWANDA	0	1	0	1	0	0	0	2
6	CRS/CARITAS	0	3	0	1	1	1	1	5
7	FRONTIERS ADVENTURE	43	5	4	6	1	0	48	11
8	BAMPOREZE	11	39	22	28	0	0	33	67
9	COOJAD	0	5	0	0	15	13	15	18
10	CSDI	21	12	0	0	1	0	22	12
11	KORA	0	0	0	0	3	10	3	10
12	STRIVE FOUNDATION	11	13	0	0	0	0	11	13
13	PAJER	0	0	27	53	0	0	27	53
14	MAXIMEDIA	0	0	0	0	20	30	20	30
Total		94	86	61	93	42	55	197	234
OVERALL TOTAL: 431									

⁸ In this indicator, is reported the number of OVCs served who are by definition below the age of 18 years when they enroll in the program.

⁹ In this indicator, is reported the number of OVCs provided with Education and/or vocational training

3. # Eligible adults and children provided with Economic strengthening services

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
		Male	Female	Male	Female	Male	Female	Male	Female
1	AVSI	1	1	0	0	0	0	1	1
2	COATB	7	4	8	4	1	0	16	8
3	ESTHER'S AID	0	3	0	0	0	1	0	4
4	UTEXRWA	0	0	0	0	0	0	0	0
5	YES RWANDA	0	1	0	1	0	0	0	2
6	CRS/CARITAS	0	3	0	1	1	1	1	5
7	FRONTIERS ADVENTURE	43	5	4	6	1	0	48	11
8	BAMPOREZE	11	39	22	28	0	0	33	67
9	COOJAD	0	5	0	0	15	13	15	18
10	CSDI	21	12	0	0	1	0	22	12
11	KORA	0	0	0	0	3	10	3	10
12	STRIVE FOUNDATION	11	13	0	0	0	0	11	13
13	PAJER	0	0	27	53	0	0	27	53
14	MAXIMEDIA	0	0	0	0	20	30	20	30
Total		94	86	61	93	42	55	197	234
OVERALL TOTAL: 431									

4. # Service Providers Trained (PEPFAR)

DISTRICT	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
SEX	Male	Female	Male	Female	Male	Female	Male	Female
# SERVICE PROVIDERS TRAINED	5	6	2	3	3	2	10	11
OVERALL TOTAL: 21								

C. OTHER PROJECT INDICATORS

1. Total number of individuals who participated in the workforce readiness curriculum¹⁰

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		OTHER		TOTAL	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	AVSI	40	33	19	8	0	0	0	0	59	41
2	COATB	33	17	38	14	1	0	0	0	72	31
3	ESTHER'S AID	19	64	2	4	1	8	0	0	22	76
4	UTEXRWA	37	35	7	4	5	9	0	0	49	48
5	YES RWANDA	25	33	14	5	15	10	0	0	54	48
6	CRS/CARITAS	19	31	12	14	10	14	0	0	41	59
7	FRONTIERS ADVENTURE	81	24	33	26	4	0	0	0	118	50
8	MIFOTRA	2	6	2	3	3	5	21	8	28	22
9	BAMPOREZE	11	39	22	28	0	0	0	0	33	67
10	COOJAD	6	19	0	0	45	30	0	0	51	49
11	CSDI	61	47	0	0	2	0	0	0	63	47
12	KORA	4	4	0	1	22	19	0	0	26	24
13	STRIVE FOUNDATION	11	13	0	0	0	0	0	0	11	13
14	PAJER	0	0	35	65	0	0	0	0	35	65
15	MAXIMEDIA	0	0	2	1	50	59	0	0	52	60
16	BAMPOREZE	11	39	22	28	0	0	0	0	33	67
Total		360	404	208	201	158	154	21	8	747	767
OVERALL TOTAL: 1,415											

2. # individuals participating in the work readiness training, who are above 24 years old

Nr.	IMPLEMENTING PARTNER	GASABO		KICUKIRO		NYARUGENGE		OTHER		TOTAL	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	AVSI	0	0	0	0	0	0	0	0	0	0
2	COATB	2	1	0	0	0	0	0	0	2	1
3	ESTHER'S AID	6	5	2	0	0	0	0	0	8	5
4	UTEXRWA	5	2	0	1	1	2	0	0	6	5
5	YES RWANDA	0	1	1	0	1	0	0	0	2	1
6	CRS/CARITAS	4	2	0	0	1	3	0	0	5	5
7	FRONTIERS ADVENTURE	6	1	7	3	1	0	0	0	14	4
8	MIFOTRA	2	6	2	3	3	5	21	8	28	22
Total		25	18	12	7	7	10	21	8	65	43
OVERALL TOTAL: 108											

3. Number of Work Readiness Trainers Trained

DISTRICT	GASABO		KICUKIRO		NYARUGENGE		TOTAL	
SEX	Male	Female	Male	Female	Male	Female	Male	Female
# SERVICE PROVIDERS TRAINED	25	15	9	10	16	6	50	31
OVERALL TOTAL: 81								

¹⁰ In this indicator is calculated the number of individuals enrolled in the work readiness curriculum regardless of their age.

Appendix 4: Revised USAID mutually agreed upon indicators

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

- 1 Number of youth participating in USG-supported functional literacy, numeracy and soft skills training program (EDUC)
- 2 Number of youth completing USG-supported functional literacy, numeracy and soft skills training (EDUC)
- 3 Number of youth with improved work readiness skills after completing USG-funded workforce readiness program (EDUC)
- 4 Number of employers stating satisfaction with the work readiness skills gained by the Akazi Kanoze participants placed with them (EDUC)
- 5 Number of youth, pursuing further education and/or training, after completing USG-funded workforce readiness program (EG) – F indicator
- 6 Number of people gaining employment or better employment as a result of participation in USG-funded workforce development programs (EG)—F Indicator
- 7 Number of person-days of employment generated by USG assistance (EG)
- 8 Number of youth who participated in at least one civic activity in their district, sector or neighborhood (DG)
- 9 Number of OVCs served by USG - funded initiative (PEPFAR)—F Indicator
- 10 Number of eligible children provided with Education and/or vocational training and gaining employment (PEPFAR)
- 11 Number of eligible adults and children provided with Economic strengthening services (PEPFAR)

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

- 12 Number of CSOs using USG funds to improve internal organizational capacity (DG)—F Indicator
- 13 Number of CSOs with increased capacity to engage youth in civil society activities and advocacy (DG)
- 14 Number of workforce development initiatives created through USG assisted public-private partnerships (EG)—F Indicator
- 15 Service Providers trained (PEPFAR)

Appendix 5: AKAZI KANOZE STAFF as of September 30, 2010

N°	NAMES	Positions
1	Sany, Melanie	COP
2	NSHIMIYIMANA Jean Claude	Deputy Chief of Party
3	NSINGA Olivier	Driver
4	UMUGIRANEZA Rosette	Administrative assistant
5	UZABUMUGABO Virgile	Master trainer
6	UWUZUYINEMA Prosper	Office Helper/Gardner
7	INGABIRE Josée	Office Helper/Cook
8	MUKESHIMANA Claudine	Receptionist
9	MASOZERA Maurice	M&E Assistant
10	NSENGA PATRICK	M&E specialist
11	MUKARUGAMBWA Anne Marie	Master Trainer & Entrepreneurship Specialist
12	LAURA SHEMEZA	Private Sector Specialist
13	JEAN PAUL KAGARAMA	Accountant & Sub Grants Manager
14	KAMANZI WILLY	Partners Liaison Officer
15	NIRERE JOSEPH	Driver
16	MUTUYIMANA Francine	Accountant & Finance Coordinator
17	NSEKAMBABAYE Godefroid	Finance and Administration Manager
18	SEZIKEYE Jacques	Education and Training Coordinator

Peace Corps Volunteers attached to the Project:

No	Names	Title
1	Mikerlange Remplait	PCV
2	Nora Nunn	PCV
3	Trena Riley	PCV
4	Taylor Warren	PCV

Local Consultants Contracted in FY09:

No	Names	Title
1	Andre Ndejuru	Organizational development consultant
2	Mireille Saurette	Youth employment consultant
3	Ndekezi Maarifa Vincent	Curriculum Specialist consultant
4	Bushayija Olivier	IT specialist

Appendix 6: Success Stories

Serving up Success at German Bakery



From left, NAYIGIZIKI Jean Bosco, NTAWIZERA Théogène, TUMURERE Monique, and MUKANGAMIJE Marthe

"I'm hoping to use the money I make to return to school and complete my secondary education."

— NAYISIZIKI Jean Bosco

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MUKANGAMIJE Marthe, TUMURERE Monique, NTAWIZERA Théogène, and NAYISIZIKI Jean Bosco are always the first ones to arrive at La Galette each morning. The four youth, all Akazi Kanoze graduates, hold internships at La Galette, a German bakery in Kigali, Rwanda. While attending the Akazi Kanoze Work Readiness Training, the youth also received complementary training in catering from Esther's Aid, a local implementing partner. Monique attributes their consistent punctuality to the teachings of the training "We learned how to effectively manage our time," she said.

Their strong work ethic goes beyond a respect of time—from seven o'clock to five o'clock, six days per week. The Akazi Kanoze curriculum also emphasized effective interpersonal relationships. "The Work Readiness Training taught me how to get along with new people. It's helped me adapt to a different environment," Jean Bosco said.

This new environment, La Galette, has been a stimulating one. The youth rotate internships, spending two weeks in each of the three departments: the butchery, the bakery, and the kitchen. Their apprenticeships in each department have proven fruitful. "Before I worked at La Galette, I would look at a cake and have no idea how it was made. Now I can make one myself," said Monique.

Such practical skills are not limited to the kitchen. Marthe ascribes her ability to write a resume and to follow-up with a job application to the training of Akazi Kanoze. Much like his colleagues, Théogène finds particular satisfaction in his job. "If it weren't for the Akazi Kanoze training, I wouldn't perform as well at work. I can now put the values we learned into practice." He hopes that his clients find satisfaction, too, citing the training's strong emphasis on customer care. Jean Bosco echoed his friend's sentiments, expressing his pride in his work. "I've mastered the skills. I know them so well that I could do them in my sleep."

Even though their internship will end in less than a month, the youth foresee promising futures. The youth have learned how to save wisely and invest in their own livelihoods. "I'm hoping to use the money I make to return to school and complete my secondary education," said Jean Bosco. Marthe, Monique, and Théogène mentioned plans of collaborating amongst themselves to start their own business in the culinary field.

The best part of their newfound work experience, though, is not the ability to manage time, save money, or bake a cake; it's the peer support and teamwork. "I'm really grateful to have received the Akazi Kanoze training," said Marthe. "The lessons I have learned are invaluable."

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Eclectic Talents Collaborate to Form Future Cybercafé

From left, MUTWARE Fidèle, UWIZEYIMANA Jean Marie Vianney, RUDASINGWA Olivier, NIYONSABA Thézilla, BANSAGUYE Jean-de-Dieu, and RIZIKI Wivine



“Before Akazi Kanoze, I felt incapable. Now, I believe in myself. I feel I can do anything.”

— NSAGUYE Jean-de-Dieu

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After their participation in Akazi Kanoze project, a group of 17 youth in Kigali, Rwanda came together to discuss what they had learned. “We discovered that we had many talents amongst ourselves. We realized that we wanted to form something greater,” claimed UWIZEYIMANA Jean Marie Vianney. This collaborative “something” turned out to be a cooperative with a vision. The founding members called their brainchild “Tunoze Umurimo,” which means “Let’s Work Together Successfully” in Kinyarwanda. The goal of their cooperative is to fund various group projects, specifically the creation of a public cybercafé.

The members of Tunoze Umurimo have a myriad of eclectic talents and backgrounds, including construction, decoration, architecture, dance, and hotel management. “It’s our dream,” said Jean Marie Vianney, who is the vice president of the cooperative. The group plans to begin with their own financial contributions and then to solicit donations and contributions from other sources. Cooperative member RUDASINGWA Olivier plans to help future cybercafé customers with navigating the internet and using computers. He extols the virtues of group collaboration. “I can learn something from others, and they can learn from me. It’s a reciprocal exchange,” he said.

NIYONSABA Thesilla, who is a dancer, echoed her colleague’s views. Before their participation in Akazi Kanoze, she said, most of the youth had no livelihood activities. After, however, things are different. “Now, we can develop our own talents. Furthermore, we can help others,” she said. NSAGUYE Jean-de-Dieu reported a similar change in outlook. While Akazi Kanoze taught him many lessons, two of them stand out the most. First, he learned the power of working together with his peers and helping one another. Second, he learned the value of self-confidence. “Before Akazi Kanoze, I felt incapable. Now, I believe in myself. I feel I can do anything,” he said. He feels confident that he can find future work and successfully market himself.

Tunoze Umurimo conducts its meetings at a local pub called New Palma. The pub owner supports the youth by allowing them to host their meetings at his establishment. An indicator of his satisfaction can be found in the fact that he employs certain cooperative members as waitstaff. Because each member of the cooperative must contribute his or her monthly dues, she or he must find a way of earning money. The range of their livelihoods reflects their hard work and creativity. Thesilla uses her dance troupe earnings to fund her dues; other members sell newspapers. At the rate things are going, that cybercafé is clearly on the horizon.

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A Higher Calling



"In five years I want to be someone who is capable of being in charge solving problems, and helping others."

— MUGISHA God

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MUGISHA God used to think big. Now he thinks bigger. Before his participation in the Akazi Kanoze project, with implementing partner AVSI, God had just finished his studies. He had no paying job, though he was an active leader in local Kigali youth clubs. "Before Akazi Kanoze, I thought I was a leader," he said. But the training in leadership skills, made him reexamine himself. "I used to think mostly of myself, but now I really consider the needs of others," he said. The Workforce Readiness Training, he added, taught him how to manage a group.

God's improved interpersonal skills caught the attention of his supervisors; they promoted him as leader of youth development at the district level. While he does not have a fixed salary, he receives approximately 30,000 Rwandan francs per month to cover the costs of transportation, communication, and miscellaneous activities.

God's high personal standards are not limited to today; he also makes plans for tomorrow. He aspires to develop himself, to help his family, and to further develop his country, Rwanda. "In five years I want to be someone who is capable of being in charge, solving problems, and helping others," he said.

The Akazi Kanoze financial literacy training also made a profound impact on God. He and some of his friends began a SILC, or Savings and Internal Lending Community, called Intore Investment (in Kinyarwanda "intore" means "the chosen people"). The members of the cooperative have compiled a set of rules and statutes, and they hope to collaborate with NGOs to further fund their goals, which include mentoring local youth. God and his colleagues have identified twenty vulnerable street children in the neighborhood of Remera and have begun an anti-AIDS and anti-drugs program for them.

Akazi Kanoze transformed the way God sees the world around him. "After the training I had lots of palpable, practical ideas. I have a new, improved way of thinking," he said. He added that he feels confident that he can find more work for himself—most likely helping others—in the future. While God and his colleagues in the cooperative still do not have enough money for all the projects they plan to implement, he remains hopeful. With the attitude, knowledge, and skills that God has, it seems that the sky is the limit.

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From Akazi Kanoze to Vietnam



"I am very grateful for the support of Akazi Kanoze because our cooperative is moving in the right direction."

— RUHATANA Patrick

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RUHATANA Patrick is an Akazi Kanoze graduate. While he attended the Work Readiness Training with peers, he also received complementary training in sericulture from UTEXRWA, a local implementing partner. Following his training, Patrick and his peers formed the Icyerekezo cooperative, which means "Vision" in Kinyarwanda. The Ministry of Agriculture provided 20 hectares of land to the cooperative in which they can cultivate mulberry plants for silkworms.

Patrick, president of Icyerekezo, usually holds regular meetings with members to identify potential micro-enterprise projects. It was from one such meeting that the youth decided to farm fish and rabbits. From a small pond on the land, the youth will construct rabbit cages. 'With this project, we hope to farm rabbits, Tilapia, and North African Catfish and sell them at the market,' said Patrick.

Patrick informed the Minister of Agriculture, Dr. Agnes Kalibata, about the cooperative's income generating activity. Impressed with the youth's innovative idea, Dr. Agnes sent Patrick to the Banjul conference in Vietnam for one-week to receive training in fish farming.

During the conference, Patrick visited several cooperatives that farm different species of fish. "I learned about all types of fish that can be farmed in Rwanda. I also learned how to increase the productivity of fish," claimed Patrick. The training also introduced Patrick to new technologies that can be used to implement small aquaculture projects.

In the upcoming months, the youth of Icyerekezo will begin their new livelihood activity. "I'm now knowledgeable about fish farming, I feel confident that our cooperative will be able to implement this project and be successful at it," said Patrick. The youth at Icyerekezo realizes the long journey ahead. Yet, they are hopeful for their future.

Patrick praised the Akazi Kanoze project for attending the Banjul conference. "I am very grateful for the support of Akazi Kanoze because our cooperative is moving in the right direction."

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Youth Uses Resume Building and Interview Skills to Earn Bank Job



'When a customer comes, you need to get to know a person's name in order to provide the best service in a personal way.'

— SHEMA Christian

Before Akazi Kanoze training, SHEMA Christian had no work experience, no jobs or internships and had just finished his secondary education in accounting. Though he hoped to attend University, Christian's family could not afford to send him. He spent time looking for jobs throughout Kigali, unsuccessfully, before being recruited by YES RWANDA, a local partner organization of Akazi Kanoze.

Of all the things Christian learned at Akazi Kanoze, he believes that of the most important are being honest and providing great customer care. 'When a customer comes, you need to get to know a person's name in order to provide the best service in a personal way,' said Christian. Through the Work Readiness Training, Christian learned how to build a resume, how to have a successful interview, and how to follow-up when applying for employment. It was these skills that helped Christian obtain a job after finishing training. He expressed the importance of knowing about the company before the interview and following-up afterward by thanking the company.

Using his newly acquired skills, Christian applied for a position at Bank Populaire du Rwanda. After a successful interview, Christian followed-up by thanking Bank Populaire for the opportunity, and was given the position of commercial officer. He now helps about 20 customers a day apply for and receive loans. He is working from eight o'clock until six o'clock and making 150,000 RWF a month.

He has worked at Bank Populaire for two months. Christian would eventually like to gain enough experience to become bank manager.

Not only is Christian happy to have received Akazi Kanoze training and a job, but his family is happy as well. Christian can now help his family where needed and save up to pay for University fees, taking the burden off of his parents. He hopes to begin University next year, studying economics, so that he can one day achieve his dreams of being a bank manager. Thanks to the skills learned in the Akazi Kanoze training, Christian is well on his way to achieving that dream.

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Akazi Kanoze Helps Secondary School Graduates Find Internships



TUYISENGE Clementine



MUHIMPUNDU Francine

“Before Akazi Kanoze, I was not able to handle many people, but now I am able handle many customers and responsibilities at the same time.”

— MUHIMPUNDU
Francine

After finishing secondary school, TUYISENGE Clementine and MUHIMPUNDU Francine had very little to do but sit at home. As jobs are difficult to find in Kigali, and University is very expensive, Francine and Clementine, like most girls out of secondary school, searched for any alternative. They found the Akazi Kanoze program.

Akazi Kanoze helped Francine and Clementine obtain time management skills, conflict management skills, customer service, decision-making, and quick thinking skills. “Before Akazi Kanoze, I was not able to handle many people, but now I am able to handle many customers and responsibilities at the same time,” Francine said.

With Akazi Kanoze Work Readiness Training and coaching support, both Francine and Clementine were able to find internship placements at Reco-Rwasco Electricity Company. Francine has been working in the accounting office doing filing and bookkeeping, but hopes to take on more responsibilities once all the files are in place. Francine believes that this internship has been very valuable and beneficial because though she learned many things in school, she has learned much more hands-on skills in the workplace at this internship. Following her two-month internship, she hopes to get hired by Reco-Rwasco. Francine would like to eventually earn enough money to go to University and study management.

Clementine has been doing data entry at her internship but will move into the accounting office after one month. As this is an unpaid internship, Clementine finds it difficult to come to work because she lives very far away, but she comes everyday and stays all day – skipping meals in order to work. She believes that the experience has given her added value in life and work. She too would like to attend University to study management.

Clementine and Francine feel that their lives have changed for the better because of the Akazi Kanoze training they received, not only by the personal growth they experienced, but also for the skills and experience they have gained since. Before Akazi Kanoze, both young women were alone at home, but they now are able to meet others and understand the work place in a hands-on environment. Though they find it difficult to work an unpaid internship, both girls are thankful for the experience they are gaining and for the training they obtained from Akazi Kanoze.

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USAID Funded Project Helps to Empower Rwandan Youth



“I now know how to manage money, make wise financial decisions, and to plan for the future.”

— MUSABYIMANA Laurence

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MUSABYIMANA Laurence has always been hardworking. But thanks to her participation in the Akazi Kanoze Work Readiness Training, Laurence now works in more efficient, effective, and informed way. The skills that she learned in her training—customer service, financial management, and interpersonal relations—have transformed her professional outlook. “I now know how to manage money, make wise financial decisions, and to plan for the future,” she said.

Laurence’s supervisors took note of her increased skills and strong work ethic. She had been working in the sector office of Gasabo district of Kigali City as a cleaner when management decided to reward her with a promotion. Her new responsibilities now include assisting the executive secretary, delivering mail, and directing visitors to civil service. Her training in interpersonal relations serves her well, as she also supervises eight female employees—five who work as street cleaners, three who work in cell offices. She works five days per week from eight o’clock to six o’clock.

With a steady monthly salary of 50,000 Rwandan Francs and a meaningful livelihood, Laurence is optimistic about her career path. “My future is bright,” she says. When asked what her favorite part of her job is, she did not have a specific answer, as she is currently satisfied with all of her duties and responsibilities. Laurence’s pride in her work is evident in her high aspirations and personal goals. “I want to learn English so that I can communicate with all of our visitors, including those who do not speak Kinyarwanda,” she said.

Laurence plans to return to school to improve her English, but her ambitions do not stop there. She would like to obtain a motorcycle-driving license so that she can have a more expedient commute to and from her job. More time management means more control over her professional future.

Although Laurence’s job responsibilities have changed, her core value of hard work has not. With these skills, knowledge, and attitudes she has gained from the Workforce Readiness Training, Laurence is confident about her long term future. Even though it is rainy season in Rwanda, the forecast for Laurence’s future is clear.

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Akazi Kanoze Provides Building Blocks



“Because of my Work Readiness Training, I knew how to learn from my colleagues. I realized the value of group work.”

— BYAMUNGU Emmanuel

BYAMUNGU Emmanuel takes pride in his vocation as a construction worker. He works in Kigali, wiring steel that will support the concrete in the walls of a future hotel. He earns 2,000 Rwandan francs per day, and he works six days per week from seven o'clock in the morning till five o'clock in the evening.

But his life was not always like this. Before Emmanuel enrolled in the Akazi Kanoze program from the implementing partner COATB, he occasionally helped a local mason and received money for his efforts. The work, however, was not steady for Emmanuel, who only finished his sixth year in primary school.

Thanks to the Akazi Kanoze training, Emmanuel has a new lease on his professional life. “I learned interpersonal communication and teamwork,” he said. Such lessons are directly relevant to on-the-job situations. When he first arrived at the construction site, he did not know how to build the pillars that support the ceilings of the building. “Thanks to my Work Readiness Training, I knew how to learn from my colleagues. I realized the value of group work,” he said.

Emmanuel also has a new lease on his sartorial life. “Life has changed a lot,” he said. “Before Akazi Kanoze, I couldn’t even afford shoes or pants.” (On the day of the interview, Emmanuel was sporting some very stylish suede shoes). Emmanuel no longer lives day-to-day; he plans for tomorrow. “Now, I know how to set goals,” he said, adding that he regularly sets aside money for food, allowance, and savings. “My goal is to learn as much as possible here.”

His dream, he said, is to eventually supervise his own construction crew and take on his own building contracts. Emmanuel is not sure when the current hotel will be finished, but he knows that he will be involved with at least two other construction projects on the horizon. Emmanuel’s verve, strong work ethic, and training from Akazi Kanoze are the building blocks of a solid future.

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Appendix 7: List of Private Sector “Champions”

HOSPITALITY INDUSTRY			
1	Serena	11	Flamingo
2	Milles Colline	12	La Corniche
3	Laico Umubano	13	New Cadillac
4	Alpha Palace	14	Karibu
5	La Galette	15	Bloom Hotel
6	Hill Top	16	Tennis Club
7	La Parisse	17	Republica Lounge
8	The Manor	18	Bourbon Coffee
9	Nakumatt	19	Papyrus
10	Cyangugu Hotel	20	Sports View Hotel
CONSTRUCTION			
21	NPD- Cotraco		
AGRIBUSINESS			
22	Bralirwa		
ICT – INFORMATION AND COMMUNICATION TECHNOLOGY			
23	MTN RwandaCell		
OTHER			
24	Executive Security Services		