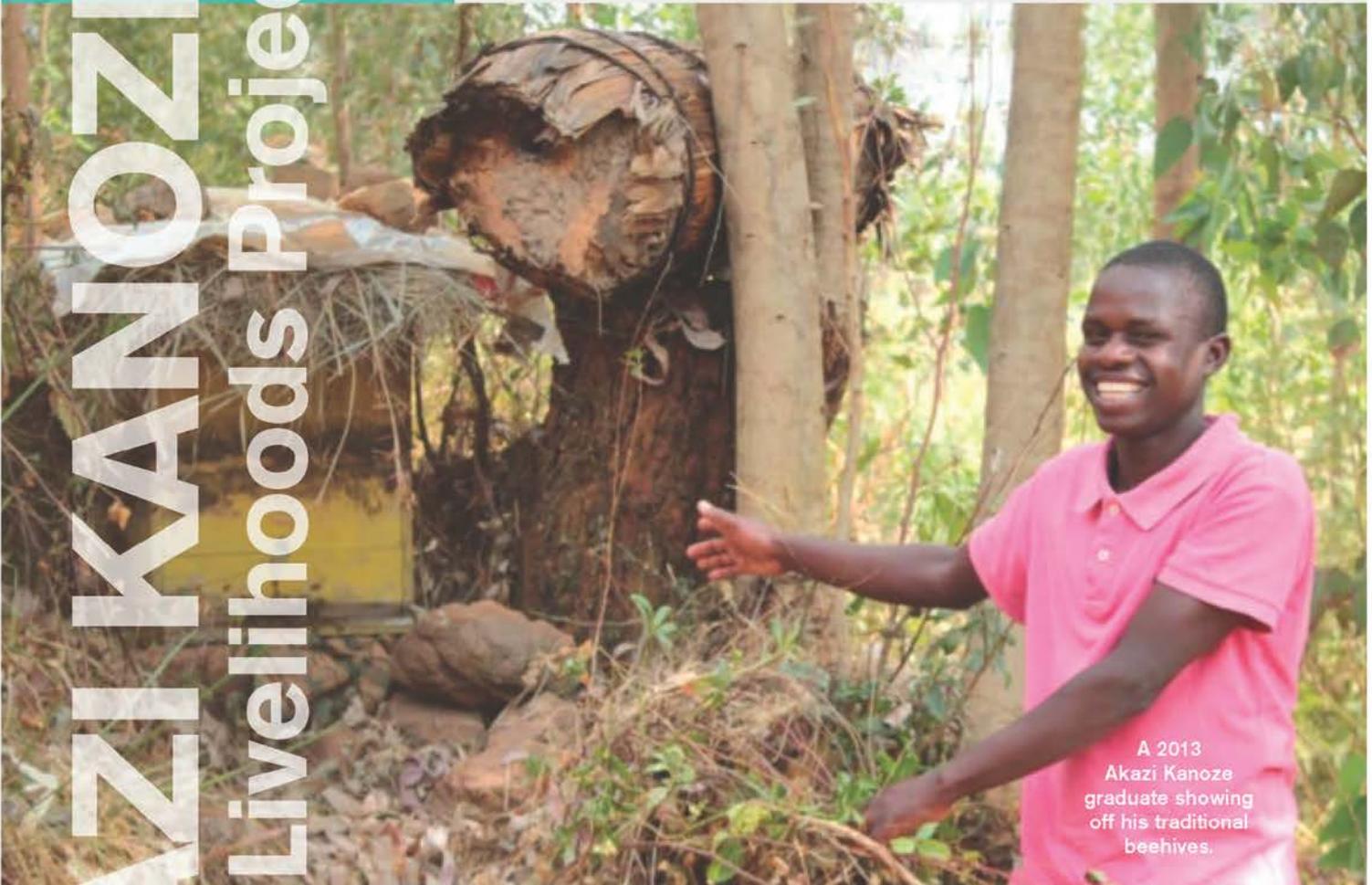


EDC Learning
transforms
lives.

A Randomized Controlled Trial of Akazi Kanoze Youth in Rural Rwanda

AKAZI KANOZE
Youth Livelihoods Project



A 2013
Akazi Kanoze
graduate showing
off his traditional
beehives.

OCTOBER 2014

Prepared by **ANNIE ALCID**

EXECUTIVE SUMMARY

Established in 2009, Akazi Kanoze (AK) meaning “*work well done*” in Kinyarwanda, provides Rwandan youth ages 14-35 with market-relevant life and work readiness training and support, hands-on training opportunities, and links to the employment and self-employment job market. Akazi Kanoze builds capacity and creates linkages between youth, the Rwandan economy and the public and private sector so that youth can access increased opportunities for productive engagement in society. AK youth receive work readiness and entrepreneurship training in addition to internship opportunities for on-the-job learning, job placement services and/or business start-up coaching. At the end of the program, youth receive a certificate signed by the Rwandan Workforce Development Authority (WDA). As of September 30, 2014, Akazi Kanoze has provided relevant education and workforce training to 18,288 Rwandan youth, 45% of whom reside in rural areas.

Methodology: The final evaluation¹ of Akazi Kanoze was designed to measure whether as a result of the project youth show a measurable change in employability² and employment outcomes. Conducted in the project’s fifth year, there are two components of the final evaluation:

- 1) *A randomized controlled trial (RCT)*
- 2) *Qualitative case studies and focus group discussions (FGDs)*

The RCT tested the theory of change of the program that the components of the Akazi Kanoze intervention cause increased employability and employment levels. The qualitative research highlights facets of the program not easily captured by quantitative data. The cumulative results of the final evaluation contribute towards the body of knowledge on Akazi Kanoze’s impact and on work readiness training more generally.

The evaluation design is experimental with a randomly selected control group and treatment group for the RCT. The project over-recruited a group of youth in two rural districts (Huye and Nyamasheke) who met its target criteria and thus fit the same demographic profile as the other participants. Based on a list of appropriately identified and eligible youth, participants were randomly assigned to a control and treatment group. Baseline data collection happened in September 2013 and the endline took place in June and July 2014. For the qualitative section, case study data were collected through individual interviews and FGDs were conducted with both treatment and control group youth. The qualitative findings have been placed in boxes throughout the evaluation report.

The hypothesis is that the Akazi Kanoze program will help youth in the treatment group gain the skills and training to be able to find employment or improve their current livelihoods.

¹ The Akazi Kanoze project has been granted a 2-year extension from USAID and will continue through 2016. This study was designed and supervised by the EDC Washington-based Monitoring, Evaluation and Research (MER) team, an entity independent from the Akazi Kanoze project.

² Employability is defined as “a set of achievements, skills, understandings and personal attributes that make a person more likely to gain and retain employment, be successful in their chosen occupation and be professionally and personally satisfied with their employment. To increase employability for a target group means to increase their capabilities for gaining and maintaining employment, thereby improving the probability of sustainable employment” (Knight & Yorke, 2002).

Employment Outcome Findings: Overall, the final evaluation demonstrates two major findings on Akazi Kanoze’s impact:

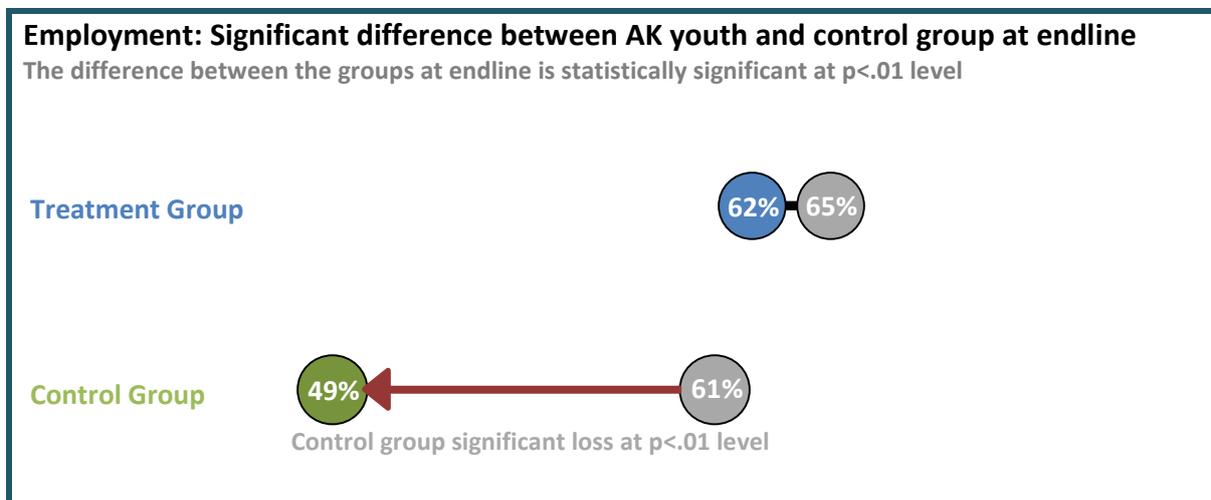
1. Akazi Kanoze youth in rural areas (the treatment group) are more likely to be employed after graduation than a young person who does not participate in the program;
2. Akazi Kanoze youth in rural areas achieved significant gains in work readiness skills development and financial management.

Despite overall employment going down, a higher percentage of youth in the treatment group were employed after the end of the Akazi Kanoze program compared to the control group, significant at the $p < .01$ level (see figure below). When broken down by district, AK youth in Huye District outperformed the control group, but experienced a decline in employment in Nyamasheke District. Both groups in Nyamasheke had a decrease in overall employment levels, but although the treatment group decreased from 79% to 57%, the changes between control and treatment groups were not statistically significant. Follow-up research demonstrates that environmental factors and weak fidelity of implementation of the technical training, not a fault in the theory of change, could have affected treatment group youth outcomes in Nyamasheke District (see page 27).

Although Akazi Kanoze youth are switching jobs as often as the control group youth, AK graduates are better at finding employment when a job ends. At the time of the endline, about 70% of employed youth in both groups were involved in a different type of work than at the baseline. Despite the same amount of job turnover, the AK training equipped youth with the skills to find new employment faster than the control group.

Youth in rural areas who complete Akazi Kanoze are 12% more likely to be employed after graduation than a young person who does not do the program.

Multivariate regression analysis showed that Akazi Kanoze is a significant explanatory factor of employment for this group of youth. This analysis showed that although overall employment levels dropped, there is a strong positive relationship between participating in Akazi Kanoze and employment in rural areas. Further longitudinal studies on Akazi Kanoze youth will be helpful for better understanding the program’s impact on long-term employment outcomes.



Work Readiness Findings: The findings demonstrate the significant positive impact of Akazi Kanoze on various elements of employability, the intermediate results of the project. **Youth in the treatment group had statistically significant positive gains in the following work readiness areas:**

- 1) **Knowing how to apply for a job or improve their current position;**
- 2) **Understanding business plan development;**
- 3) **Feeling comfortable with marketing and attracting customers.**

Akazi Kanoze youth in Huye District made the most significant gains in work readiness skills. Additionally, Akazi Kanoze young women started much farther behind their male peers and almost completely caught up over the course of a year.

Youth in the treatment group also reported statistically significant increases in mentorship, as defined as someone that encourages them and believes in their skills. Only 21% of Akazi Kanoze youth reported that they had a mentor at baseline and 73% had someone to encourage them at the time of the endline (at the $p < .01$ level).

One crosscutting theme from the qualitative and quantitative findings was the importance of good money management. The majority of the interviewed youth mentioned financial management as being a key to their success. Regression analysis confirmed this and showed that Akazi Kanoze youth are much more likely to save compared to control group youth (*see figure below*). Furthermore, the amount of savings is significantly tied to employment, which is not surprising considering that both AK and control group youth spoke about the difficulty of finding adequate start-up capital for their businesses during the interviews and FGDs.

Akazi Kanoze youth in rural areas are more likely to save and evidence shows that good money management impacts behavior and long-term planning

The results from the final evaluation show Akazi Kanoze’s positive impact on employability and employment, but more research to explore this relationship longitudinally is important for understanding long-term impact on livelihood outcomes. Akazi Kanoze has been well received by multiple stakeholders and the important improvements that the project has been making in the lives of youth are now evidenced in this evaluation.

Akazi Kanoze youth save more frequently

Akazi Kanoze youth increased their frequency of saving from baseline to endline more than the control group ($p < .001$)

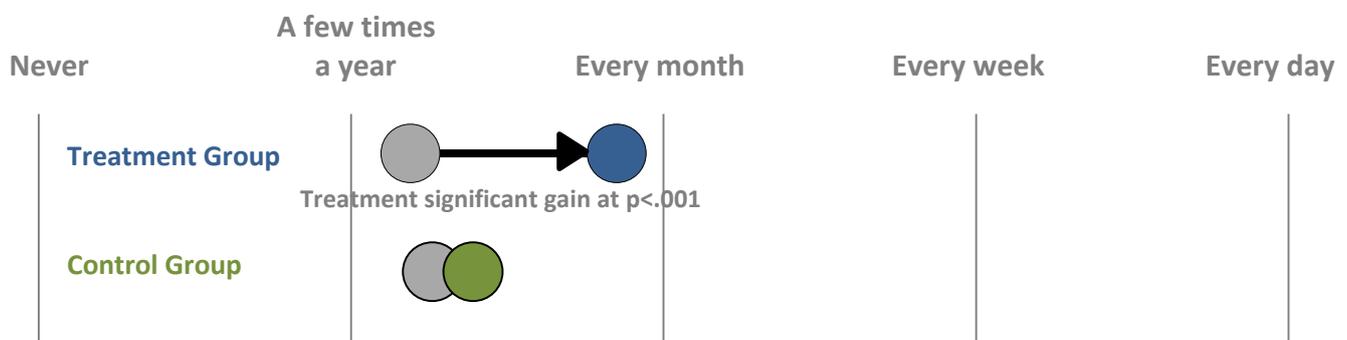


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INTRODUCTION

AKAZI KANOZE: YOUTH LIVELIHOODS PROJECT

The Akazi Kanoze (AK) Youth Livelihoods Project was a 5-year, \$9.8 million project financed by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC) between October 2009 and June 2014. The project provided youth ages 14-35³ with market-relevant life and work readiness training and support, hands-on training opportunities, and links to the employment and self-employment job market. The Akazi Kanoze project provided relevant education and workforce training to 18,288 (8,865 M/9,423 F) Rwandan youth, 45% of whom reside in rural areas.

The project was divided into two components or result areas:

Result 1: Increase Livelihood Opportunities for Youth

- Akazi Kanoze empowers youth with the necessary tools and resources to enter into a positive development pathway that will lead to increased lifelong livelihood opportunities;

Result 2: Develop a Thriving Youth Livelihood Support System

- Akazi Kanoze builds capacity and creates linkages between youth, the Rwandan economy, and the public and private institutions so that youth can access increased opportunities for productive engagement in Rwandan society.

The project's theory of change states that the Akazi Kanoze intervention will increase work readiness skills and the employability level of youth, thereby improving livelihood outcomes in the long-term (see *Figure 1: Theory of Change on next page*). The articulated theory of change is supported by research that demonstrates that work readiness skills increase employability and productivity.⁴ There is a growing body of evidence on the returns to skills training programs around the world and it shows that returns can be positive and statistically significant.⁵ Furthermore, Akazi Kanoze provides a skills certification system by awarding passing youth an AK graduation certificate signed by the Rwandan Workforce Development Authority (WDA). Skills certification has become an

³ Although USAID defines youth as between the ages of 14 and 25, Rwanda defines youth as between the ages of 14 and 35.

⁴ The World Bank. (2010). *Stepping Up Skills for more jobs and higher productivity*. Washington, DC: IBRD. pp. 13.

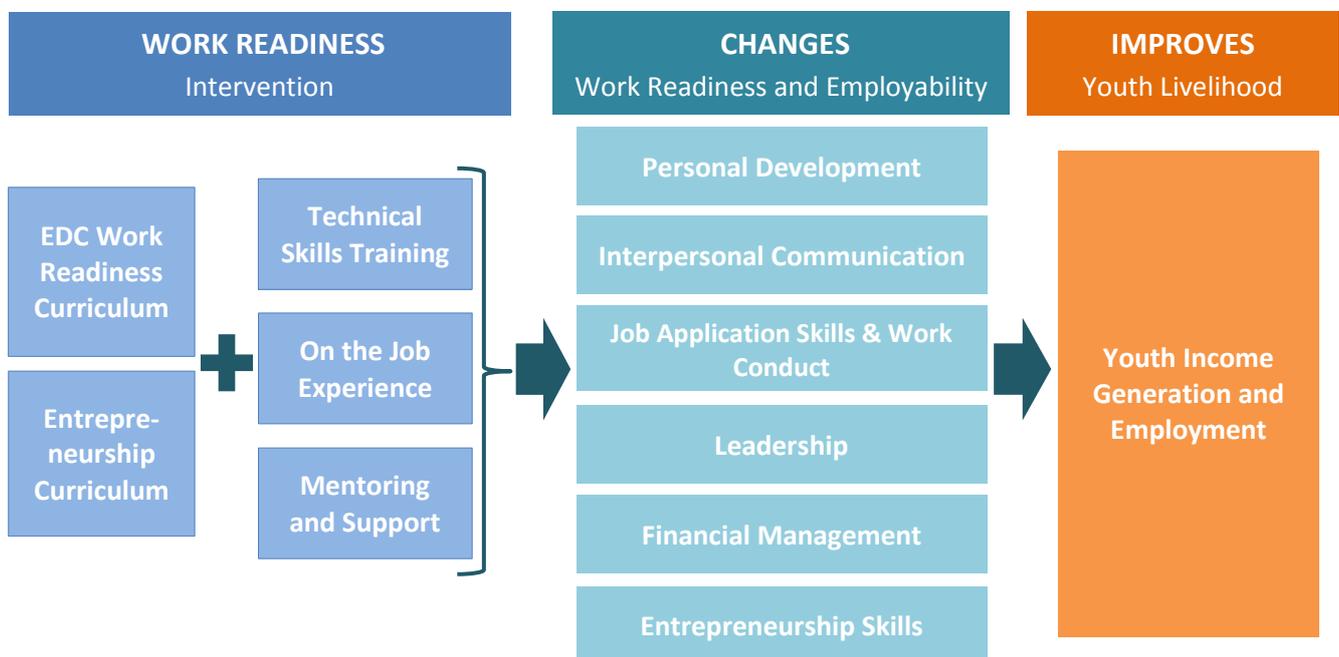
⁵ M. Riboud, Y. Savchenko, & H. Tan. (2007). *The Knowledge Economy and Education and Training in South Asia*. Washington, DC: Human Development Unit, South Asia Region, World Bank; G. Lassibille, & J.P. Tan. (2005). "The Returns to Education in Rwanda." *Journal of African Economies* 14 (1):92–116; G. Kahyarara & F. Teal. (2008). "The Returns to Vocational Training and Academic Education: Evidence from Tanzania." *World Development* 36 (11): 2223–2242.

important quality assurance mechanism for employers⁶, which makes the Akazi Kanoze certificate a valuable asset.

For this evaluation, employability is defined as “a set of achievements, skills, understandings and personal attributes that make a person more likely to gain and retain employment, be successful in their chosen occupation and be professionally and personally satisfied with their employment. To increase employability for a target group means to increase their capabilities for gaining and maintaining employment, thereby improving the probability of sustainable employment.”⁷ Youth are given the opportunity to improve their employability during the Work Readiness Training and to apply these skills on the job during internships after the training.

Livelihood opportunity, or employment, is comprised of formal and non-formal work for wages, entrepreneurship, and self-employment. Categories of employment include: self-employed, working for an employer part-time or full-time, working for your family, or working for a cooperative. Increased livelihood opportunity does not necessarily mean higher income, but it encompasses the various ways in which youth can improve their economic situation such as higher job satisfaction, more customers, or improved perceptions of their working situation compared to before. This evaluation looks at employability, an intermediate result in the theory of change, and employment outcomes, a more long-term goal of Akazi Kanoze. While these two concepts are analyzed separately, in the project’s theory of change they are tightly connected and improved livelihoods outcomes stem directly from changes in work readiness and employability.

Figure 1: Akazi Kanoze Theory of Change



⁶ The World Bank. (2010). “Stepping Up Skills for more jobs and higher productivity.” Washington, DC: IBRD. pp. 17.

⁷ Knight & Yorke. (2002)

ACTIVITIES TO INCREASE YOUTH LIVELIHOOD OPPORTUNITIES

Akazi Kanoze aimed to enable youth to be more capable of earning a livelihood, through appropriate and relevant connections to life and work readiness training, opportunities, market actors, and skills. In order to achieve the above stated goals, Akazi Kanoze provided youth with a variety of activities and trainings that were implemented by a cadre of local implementing partners:

1. **Work Readiness Curriculum:** All AK participants underwent a modular, 100-hour work readiness curriculum that included topics such as personal awareness, communication, professional conduct, financial literacy, personal health, and rights and responsibilities. All Akazi Kanoze youth in this final evaluation went through the work readiness curriculum. Youth were administered a completion exam and passing students were awarded with a nationally recognized certificate signed by the WDA.
2. **Training and Support Resources:** In addition to the core curriculum, AK offered youth access to a menu of more specialized workforce development skills training and resource programs. These included savings groups, in-depth skills training in targeted sectors, literacy/numeracy instruction, entrepreneurship training, and youth mentoring.

Akazi Kanoze youth in this evaluation all received the income generating activities (IGA) training, which focuses on business start-up and self-employment. In addition to the in-class lessons, youth received technical training. Youth in Huye District were trained in hair dressing, hospitality, masonry, carpentry, and welding. Youth in Nyamasheke District were trained in welding, carpentry, and tailoring.

3. **Workforce Linkages:** AK provided all participating youth with access to workforce linkage opportunities (internships and apprenticeships) including formal sector jobs and entrepreneurship and other livelihood opportunities. After youth finished the in-class and technical training, the majority of the Akazi Kanoze graduates in this evaluation then went onto a three-month internship in their trade of choice. This internship provided them with on-the-job experience and in some cases led to full-time employment.

FINAL EVALUATION PURPOSE

The Akazi Kanoze project aimed to improve livelihood outcomes for youth. **This evaluation was designed to measure whether, as a result of the project, youth showed a measurable change in employability and employment outcomes.**

There are two components of the final evaluation: 1) A randomized controlled trial (RCT) and 2) qualitative case studies and focus group discussions (FGDs). The RCT tested the theory of change of the program and allows EDC to make conclusions about the impact of the program. The case studies and FGDs allow EDC to answer a few qualitative research questions that highlight facets of the program not easily captured by quantitative data. Additionally, this research is used to triangulate and further validate the quantitative findings.

The cumulative results of the final evaluation contribute towards the body of knowledge on work readiness training more generally and the employability of the Akazi trained and certified youth. The sections below include evaluation questions, methods, sampling parameters, and analysis for the two different components of the final evaluation. The final section consists of the major findings on employment and employability from the RCT with qualitative findings placed into boxes. Case studies have been woven into the body of the report.

METHODOLOGY

EVALUATION QUESTIONS

In order to demonstrate the project's accomplishments with improving livelihood outcomes of youth participants, the RCT examines the following **impact evaluation question**:

1. *Did employability and livelihood outcomes improve as a result of Akazi Kanoze?*

In order to supplement the rigorous quantitative data collection, qualitative methods were used to explore specific facets of the Akazi Kanoze program and to give voice to participants' and stakeholders' experiences. Quantitative research is often seen as a "data condenser", whereas qualitative methods "enhance data" by extrapolating on key aspects of specific cases in the quantitative data.⁸

The following are the **qualitative research questions**:

1. *What pathways to employment have Akazi Kanoze youth used to seek better economic opportunities? Have they been successful in their attempts?*
2. *From the perspective of Akazi Kanoze youth, what are the most useful skills that they acquired during the program and how have they applied these skills?*
3. *From the perspective of the Akazi Kanoze youth, how has the program changed their lives and improved their employability?*

⁸ Ragin, C. 1994. *Constructing social research*. Thousand Oaks, CA: Pine Forge Press, p. 93.

4. Compared to youth who did not do the program, what strengths and skills do they possess?

EVALUATION DESIGN

The evaluation design is experimental with a randomly selected control group and treatment group⁹ for the quantitative youth data analysis. In order to complement the quantitative data, the final evaluation also includes a series of case studies and focus group discussions (FGDs) with select Akazi Kanoze participants to contextualize the RCT findings. The table below outlines the timeline for the data collection for the final evaluation:

Table 1. Akazi Kanozi Final Evaluation Data Collection Timeline

	Treatment Starts	Sept '13	Oct '13	Nov '13	Dec '13	Jan '14	Treatment Ends	Feb '14	Mar '14	April '14	May '14	June '14	July '14	Aug '14	Sept '14
RCT	Baseline											Endline			
Case Studies & FGDs															

RCT: The RCT is widely regarded as the most “rigorous” of all research designs with high internal validity. An RCT is a study in which people are randomly assigned to one of several interventions. The “control” group refers to those who do not receive any sort of treatment or program benefits. The “treatment” group refers to those who participate in the program and are expected to see some positive impact because of their participation. The goal is to create a control group and a treatment group that are probabilistically equivalent, or equivalent within known probabilistic ranges. If assignments have been made randomly and sample sizes are large enough, the experimental design is strong enough in internal validity to assess whether the program causes the outcome(s).

For the Akazi Kanoze RCT, the project over-recruited a group of youth who met its target criteria and thus fit the same demographic profile as the other participants. Based on a list of appropriately identified and eligible youth, participants were randomly assigned to a control and treatment group. Those in the treatment group were formally enrolled in the program and received the intervention and its benefits. Those assigned to the control group did not receive any intervention.

The treatment group and control group were surveyed at the start of the Akazi Kanoze training in September 2013. The treatment group received approximately five months of work readiness and technical training, with 135 hours of classroom modules. The majority of the treatment group then transitioned to a three-month internship that was finished by April 2014. The treatment group and control group were surveyed again approximately six months after the treatment group finished the Akazi Kanoze training.

Qualitative: The qualitative section of the final evaluation consists of three components. First, case study data were collected through individual interviews and work or home visits with youth. Sampling was non-random and programming staff identified a small group of working AK graduates.

⁹ See sample size and parameters in the section below.

Second, FGDs were conducted during RCT data collection in Huye District with both treatment and control group youth. Third, a handful of follow-up interviews with youth were conducted in October in order to gather more data on youth who reported unemployment at endline.

This study was designed and supervised by the EDC Washington-based Monitoring, Evaluation and Research (MER) team. The MER team is independent from the Akazi Kanoze project and is responsible for overseeing the M&E work on EDC projects around the world. The data were collected by local AK staff, with the exception of the FGDs, which were conducted by Annie Alcid, the project’s Washington-based M&E advisor. This report was written by Annie Alcid with input from the AK project team.

SAMPLING

The unit of analysis is individual youth. The population is rural youth AK graduates for the RCT, and rural and urban AK graduates for the case studies.

The RCT treatment and control group cohorts were tested longitudinally at the baseline and at the endline. A random sample of 600 participants (300 intervention/300 control) was surveyed for the RCT baseline and the same people were surveyed for the endline (*see Table 2 below*). The sample size was calculated to detect a small effect at a statistical power=.90, statistical significance level $p=.025$ with a two-tail independent t-test based on G*Power software.¹⁰ An attrition rate of 25% was also built into the sample size to account for drop-outs and youth not present at the endline survey.

Table 2: RCT Sample Design

Independent T-Test: effect size= 0.19, alpha=0.025, beta= 0.90, 25% attrition							
	Intervention Group			Control Group			Total Youth Surveyed
	Male	Female	Sub-Total	Male	Female	Sub-Total	
Baseline Survey	150	150	300	150	150	300	600 (450 25% attrition)
Endline Survey	150	150	300	150	150	300	600 (450 25% attrition)

The sample size allows for overall gender disaggregation with respect to control vs. treatment outcomes. However, this does not mean that the sample size is large enough to detect differences in program effect between male and female youth. In order to make statistically sound statements about the differences between female and male youth, we would have to double the sample size. The findings will be generalizable onto the rural Akazi Kanoze youth population due to the randomized selection of youth.

The sampling for the qualitative research was purposive and non-random. For the case studies, the programming staff identified a small group of working AK graduates across the various districts

¹⁰ Erdfelder, E., Faul, F., Lang, AG., & Buchner, A. (2007). G*Power 3: a flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavioral Research Methods* May 39(2): 175-191.

where Akazi Kanoze has been implemented. Care was taken to maintain gender parity of interviewees, speak with participants in both rural and urban areas, and interview youth who graduated from AK over a year before. Individual interviews with six rural youth and three urban youth were conducted.¹¹

Three focus group discussions (FGDs) were conducted during RCT data collection in Huye District. One with control group youth and two with Akazi Kanoze graduates. A total of ten female and nine male AK graduates participated in the FGDs. A total of 17 non-Akazi Kanoze youth participated in the FGD, eight female and nine male. The EDC home office M&E advisor conducted these FGDs with the assistance of the AK M&E manager.

The Rwanda-based AK M&E team was able to conduct follow-up interviews with 11 youth who reported unemployment at endline, six treatment group youth and five control group youth. They spoke with youth from all three implementing partners in both districts of the RCT. Again, the sampling was purposeful and non-random.



Youth in Huye District

¹¹ Rural youth: 2 female, 4 male; Urban youth: 2 female, 1 male

DATA COLLECTION (PROCESS AND TOOLS)

One quantitative tool was used for the RCT and two qualitative tools were employed for the case studies and FGDs. The **Youth Livelihoods Survey** tool was specially designed to measure livelihood outcomes and addresses the following variables suited to both wage labor acquisition and income generating activities conducted in a rural context:

<p>1. Employment and Income Information</p> <ul style="list-style-type: none"> a. Prior work experience b. Job search behaviors c. Post-graduate employment acquisition d. Salary and/or income and revenue e. Sales volume 	<p>2. Financial management</p> <ul style="list-style-type: none"> a. Frequency of savings b. Amount saved c. Ability to provide for their families
<p>3. Work readiness and business skills</p> <ul style="list-style-type: none"> a. Interpersonal communication b. Job search skills c. Job application skills d. Business improvement skills e. Business start-up skills f. Access to markets 	<p>4. Satisfaction Levels</p> <ul style="list-style-type: none"> a. Happiness in their current work/job/farm/business b. Satisfaction with their business sales

The RCT tool was administered by a team of trained and experienced data collectors using the Survey ToGo software on tablets. The data collectors were trained on administering the tool electronically before baseline collection and received an additional training prior to final data collection.

Qualitative data were collected using semi-structured tools that were designed to answer the specific research questions. For the case studies, individual interviews were conducted over the course of one month. Interviews were voice recorded and interviewee and participant answers were recorded in written form as well. An experienced researcher conducted the interviews with the translation help of the AK M&E manager and analyzed the data in order to maintain a high level of quality. For the FGDs with AK youth, the semi-structured tool from the case studies was used. For the control group youth, a separate semi-structured tool with six questions was developed. Lastly, the follow-up interviews were short over-the-phone conversations consisting of three targeted questions about their perceptions of why youth are employed and their current employment status. These tools can be found in the Appendix.

DATA ANALYSIS

Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) and Stata utilizing standard statistical methods. Univariate, bivariate and multivariate statistical analyses were used for different analytical purposes. Data were disaggregated by gender, district, and by treatment versus control status of the participants. Central tendency analysis (e.g. mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests were conducted on the results of change between endline and baseline surveys (matched pairs *t*-test) as well as the extent of change between treatment and comparison groups (independent samples *t*-test).

Multivariate analysis (e.g., regressions) was used to measure the explanatory factors of employment and saving behaviors. Multivariate analysis focuses on two dependent variables: 1) employment and 2) savings. A youth is categorized as “employed” if they reported any kind of work at the endline. Youth are categorized as “saving” if at the time of the endline they reported that they had savings. The full probit regression models with marginal effects are included in the Appendix.

Qualitative data were analyzed using thematic analysis based on the themes in the research questions. The written form of the interviews was viewed several times and patterns and themes were identified. Common statements or ideas that appear repeatedly were noted and incorporated into the case studies and final evaluation report.

LIMITATIONS

Validity of the Survey Tool: The tool used in the RCT was adapted from another rural EDC project, but was not piloted in Rwanda before use. The test validity of the tool in this context was not known at the time of administration.

Attrition: Although the AK team made notable attempts to track the youth through communication and incentives, the control group was particularly difficult to maintain contact with. A total of 468 youth were surveyed at the endline, which is less than 25% attrition from the baseline.¹² Despite this, it is possible that the youth that were not found at the endline were somehow different, and potentially more at-risk or busier, than those surveyed at baseline. Youth trackers were employed in order to help the team find youth for the endline and prevent losing a significant percentage of sample impact findings.

External validity: The randomized controlled trial design of this study eliminates most major threats to internal validity, but external validity is still limited. Because the project does not have full coverage of Rwanda, generalizations about Rwandan youth cannot be made. Additionally, since the RCT participants are only from rural areas, the findings cannot be extrapolated for Akazi Kanoze urban youth. The data can be extrapolated onto the rural Akazi Kanoze youth population only.

Qualitative Data: Because non-probability sampling will be used, no generalizations about impact can be made beyond those interviewed. Case studies can oversimplify or exaggerate the situation.

¹² The sampling calculations accounted for a 25% attrition rate by inflating the sample size from 450 to 600 at the baseline due to expected attrition.

EDC staff who were most familiar with the program advised the researcher on appropriate interviewees so as to accurately illustrate some nuances of the AK program. Furthermore, case studies are limited by the sensitivity and ethical standards of the researcher. An experienced researcher conducted the interviews and analyzed the data in order to maintain a high level quality.

Contamination: Because many of the control group and treatment group youth live in the same communities, it is possible that the control group benefited from the Akazi Kanoze intervention through secondary sources. For example, it is possible that the control group may have observed their peers' new saving habits, borrowed a book from their friend, or talked to their friends about what they were learning during the Akazi Kanoze training.

In the sections that follow, the demographic and descriptive characteristics of the participants is outlined in order to give a clear picture of the youth that were surveyed. The internal validity of the sample is verified through this analysis because there are no statistically significant differences between the treatment and control groups at baseline. The findings section presents the bivariate and multivariate analysis of employment and employability outcomes.



Esther, an AK graduate at her worksite in Nyarugenge District

DESCRIPTION OF RCT PARTICIPANTS

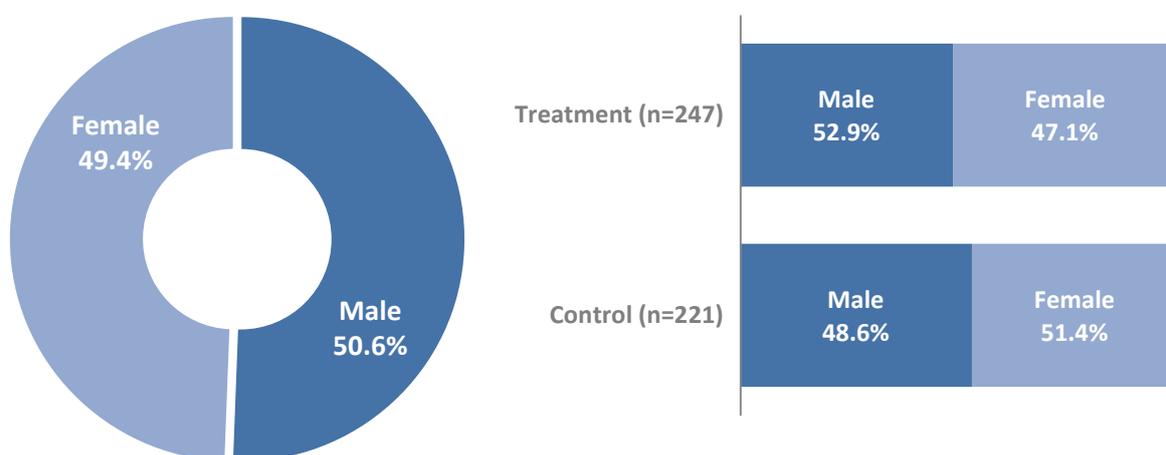
DEMOGRAPHICS

There were 600 baseline participants and 468 total participants matched at the endline. The demographics section below uses the data from the endline. The treatment group (Akazi Kanoze youth) comprised 52.8% of the sample and the remaining 47.2% were control group youth. The treatment and control groups are similar in demographic characteristics and there are no significant differences between groups across gender, age, geographic location, or educational attainment. There was close to gender parity in the total sample with 49.4% female and 50.6% male; this is consistent across intervention and comparison groups (see Figure 2).

Figure 2: Near gender parity in total sample and groups

Gender parity was achieved in the sample

About half of the sample was female and this was true in the treatment and control groups too

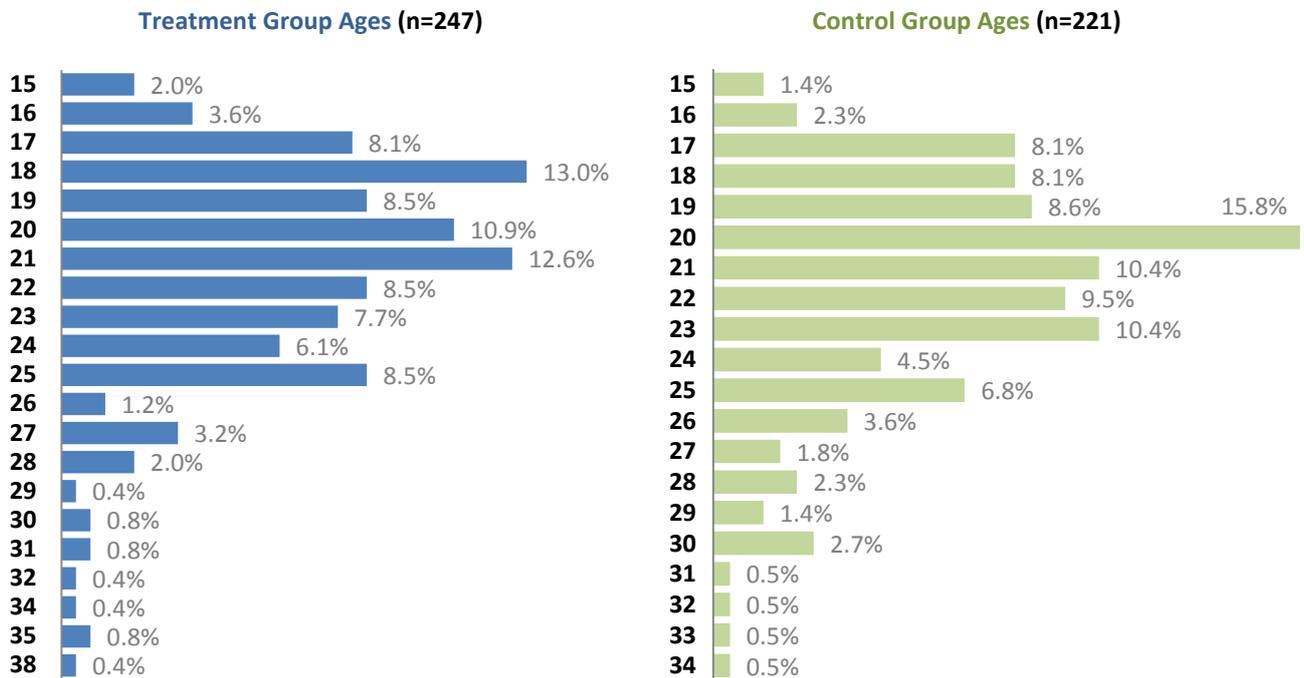


RCT participants' ages ranged from 15 to 38 years old. Youth in Rwanda is defined as between the ages of 14 and 35 and the majority of RCT participants fell between the ages of 17 and 25 (see Figure 3). The median age for the total sample was 21 years old.

Figure 3: Age range for treatment and control groups

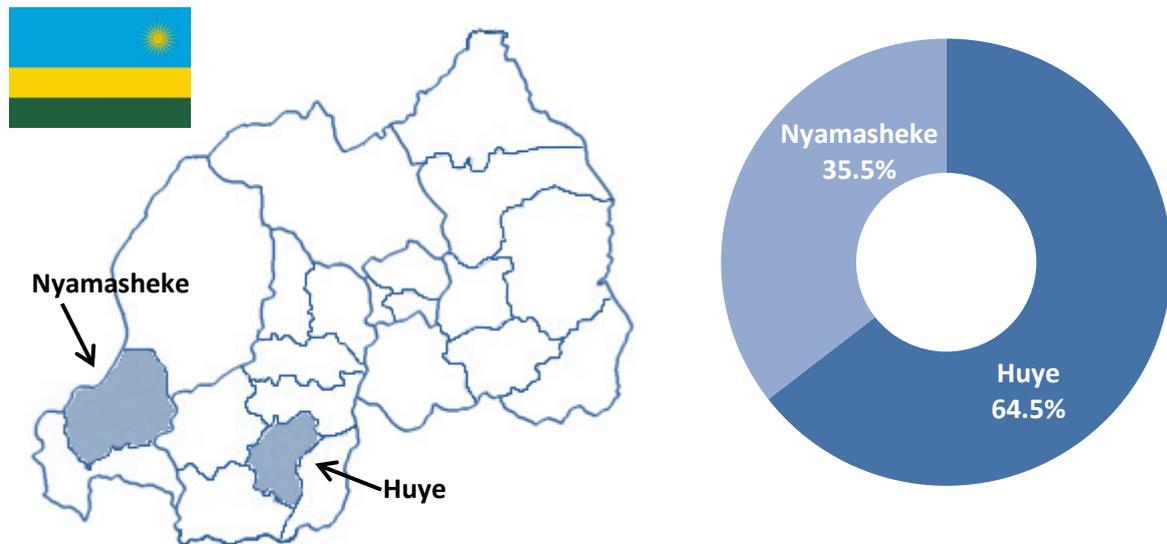
The age distribution was almost the same for both groups

The majority of students were between 17 and 25 years old



Surveyed youth were from rural areas in the Southern Province of Rwanda. They live in two districts: Huye and Nyamasheke (see map below). About two-thirds (64.5%) of the sample were from Huye District and one-third (35.5%) was from Nyamasheke District. Youth were over recruited by three local implementing partners: AEE, ATEDEC, and COATB. Two implementing partners, AEE and COATB, work in Huye District and ATEDEC works in Nyamasheke. These three implementing partners are the organizations that were implementing the work readiness curriculum and training, and facilitating the bridging opportunities for work.

Figure 4: Districts, Map and Percentage of Participants in Each District



Data on the education levels of RCT participants were collected through a separate tool when the youth applied to be in the program (see Figure 5). Almost 40% of the treatment group and about 30% of the control group had a primary education level, although no education data were collected for a quarter of the control group youth (missing data n=55).¹³ Akazi Kanoze aims to target youth with lower education levels so it is not surprising that 90% of participants had less than a secondary school education. There was very little difference in educational attainment between male and female participants and between geographical locations.



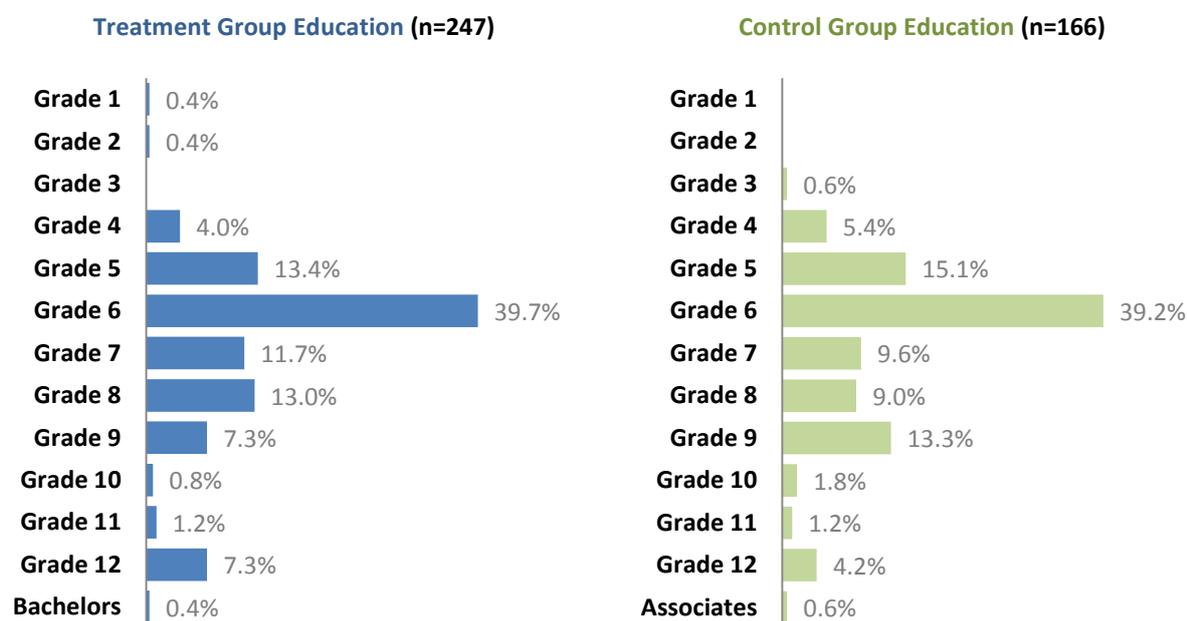
Huye District, Southern Province

¹³ The education levels of AK youth were merged from the registration form data. Educational attainment for the control group had to be collected separately and there are 55 missing data points.

Figure 5: Education for treatment and control groups

Educational distribution was almost the same for both groups

Over a third of participants had a Grade 6 education



LEVEL OF WORK READINESS SKILLS AT BASELINE

The Youth Livelihoods tool asked participating youth to self-report on several of the important work readiness skills covered in the 135-hour Work Readiness Curriculum, which the treatment group would receive. There are six questions that all youth answered.

At the baseline the difference between the two groups in work readiness was not statistically significant. The comparability between the two groups is evidence of the internal validity of the sample since they have similar levels of knowledge at baseline. Both groups started with the same basic understanding of work readiness. Since the groups were randomly selected, any changes in level of understanding of work readiness skills at the endline can be attributed to the Akazi Kanoze project.

According to the RCT participants at baseline this is how they rated themselves on work readiness skills (see Figure 6):

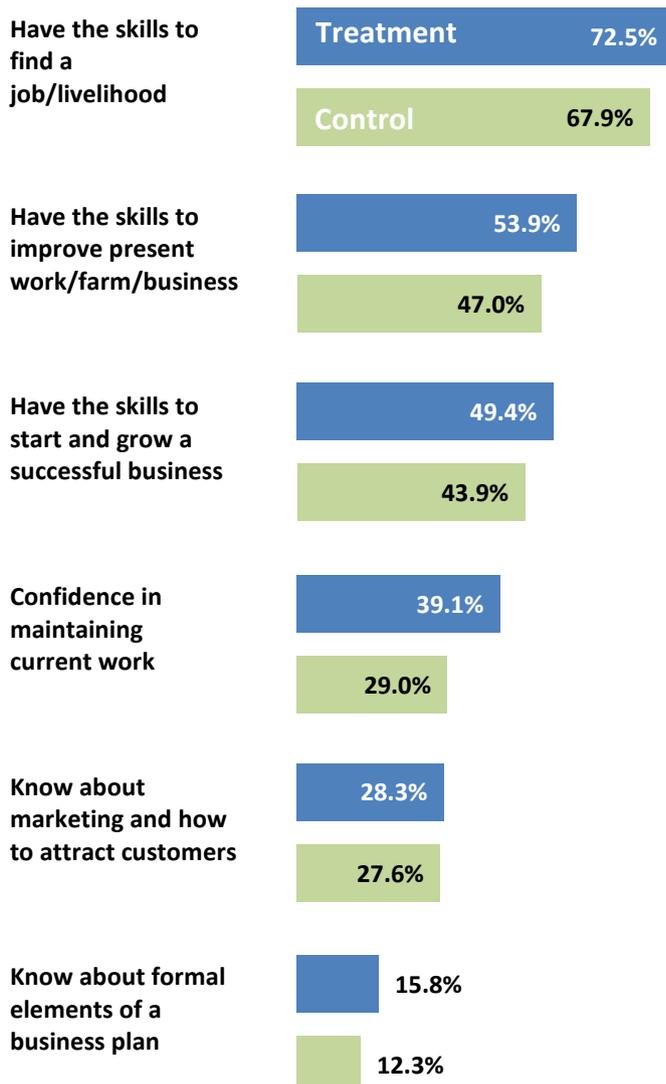
- **Skills to find a job:** Over 72% of youth in the treatment group and almost 68% in the control group reported that they had the skills to find a job or livelihood at the time of the baseline;
- **Business plan:** Only 16% of treatment group youth and 12% of control group youth knew the formal elements of a business plan;
- **Attract customers:** Less than a third of each group knew about marketing and how to attract customers;
- **Savings:** Almost 85% of youth in the treatment group and 70% of control group youth saved at least a few times a year.

Despite these differences, there is no statistically significant difference at baseline between the treatment and control groups' answers on skills and savings. Overall, there was large room for growth in business plan development, marketing and starting a business. Higher percentages of youth already believed they had the skills to find a job/livelihood and consistently saved money.

Figure 6: Work Readiness Levels at Baseline, by group

No significant differences between groups at baseline

The similarities between groups shows that both started with the same basic understanding of these concepts



These work readiness skills are key to improving youth livelihoods, according to the Akazi Kanoze theory of change. The hypothesis is that after going through the Work Readiness Curriculum and training, the treatment group would be more knowledgeable in key work readiness skills and be more financially aware. While the ultimate goal is to increase and improve Rwanda’s youth livelihood outcomes, the intermediate results of developing work readiness skills will help youth in the long-term to enter and stay in the workforce.

EMPLOYMENT STATUS AT BASELINE

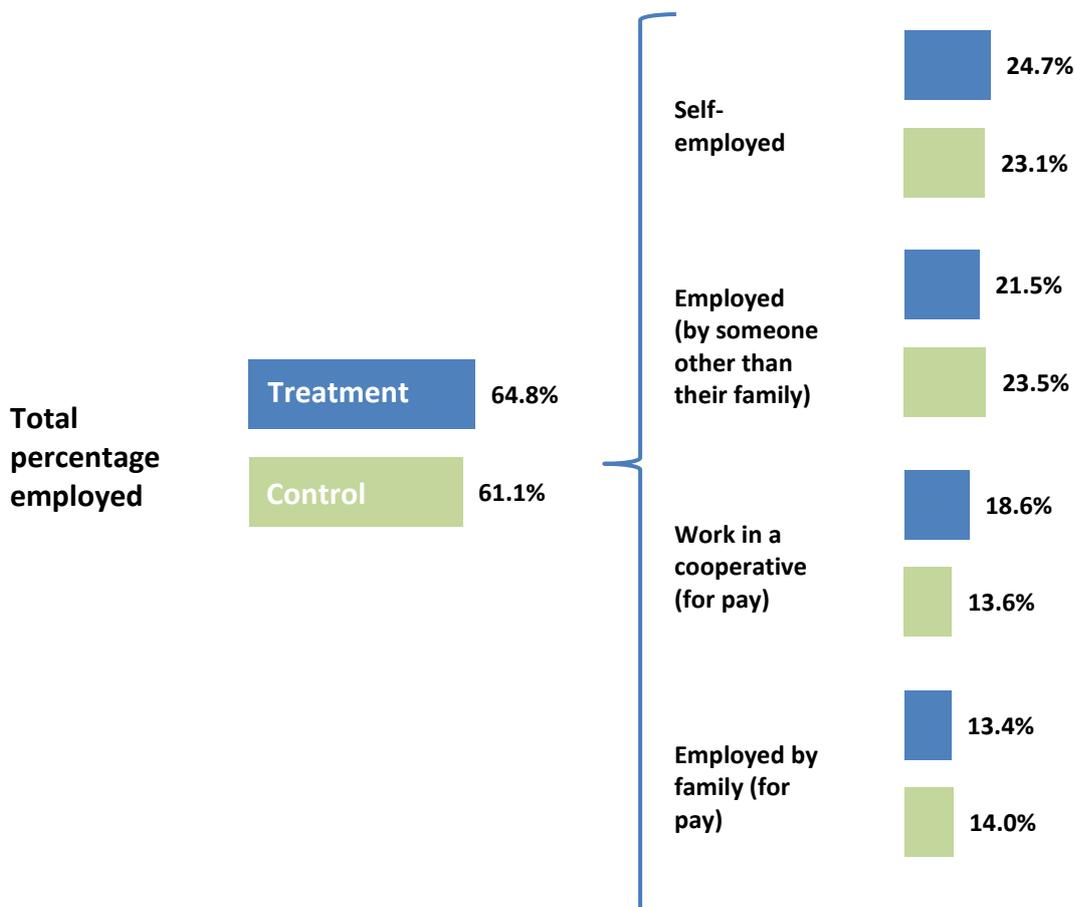
At the baseline over 60 percent of participating youth were employed in some form of income generating activity. Some youth were engaged in several income generating activities and the cumulative percentages may add up to more than 100% because of this overlap.

About a quarter of participating youth reported that they were employed (working for someone other than their family for wages) and a quarter were self-employed (see Figure 7). The remaining working youth earned wages from a cooperative or by working for their family.

Figure 7: Employment levels at baseline, by group

No differences in employment between Akazi Kanoze youth and the control group

The level of employment is almost the same for the entire sample



AKAZI KANOZE CASE STUDY: NELSON



Nelson, age 26, stands in front of his internet café in Kigali

Nelson lives in Kigali and runs a small internet café and computer maintenance business—utilizing skills and knowledge gained from the Akazi Kanoze project. When he graduated from high school he struggled to find a paying job and settled for helping his family without remuneration. As an orphan, he knew that he had to find a way to make money and support himself rather than relying on his extended family. He has always been interested in technology and enrolled in an electrical maintenance training course through Akazi Kanoze. While being enrolled in the program, he worked part-time as an electrician and started saving his earnings. Shortly after he graduated from Akazi Kanoze in February 2013, he bought his first desktop computer with the money he earned as an electrician. With his new purchase, he started typing letters and printing them for people without computer literacy skills. While this work was enough to support himself, he wanted to do something more. Although his sights were on something bigger, he learned the importance of customer care in the Akazi Kanoze curriculum and made an effort to stay in contact with his clients and build customer loyalty.

“Starting my business was bold and this boldness only came from the Akazi Kanoze program.”

During Akazi Kanoze he learned about resiliency and risk management. Before taking the risk of starting his own business, he did a market analysis in his area and found that nobody offered internet, printing, or computer repair services. He explained that while his neighborhood is low income, it is surrounded by middleclass households that pass through the area and demand these services. He rented the space and opened his internet café with only two computers—his own desktop and a friend’s broken computer that he had repaired. Building off of the customer base that he had fostered during his first business, Nelson is now unable to keep up with the high demand. He says that Akazi Kanoze youth cannot be idle because they are not ashamed to start small and work their way up. Today, he has four computers with internet access and there are several more stacked on a table that are there for repair. He makes about 5,000 RWF a day in profits and has plans to invest his savings in more computers and media equipment.

Although Nelson has no competitors yet, he is already thinking about diversifying his business. On the wall is a sheet of paper that reads “my wish”. It is a collage of his dream of starting a wedding DJ/video business. People frequently ask him if he would film and DJ their wedding, but he has no video camera. He explains that this business is his dream because he would be able to hire employees and create jobs for other youth.

“Akazi Kanoze youth don’t compare to youth who have not done the program. The difference is their mindset. If you follow Akazi Kanoze attentively, you’re going to be creative no matter what. Akazi Kanoze youth are bound to succeed.”

FINDINGS

The findings section is separated into two main themes: 1) Employment Outcomes and 2) Employability Outcomes (e.g. work readiness skills, confidence etc.). Within the seven sub-sections in the Findings Section, changes in outcomes along the theory of change are explored. Not only are employment outcomes analyzed, but more nuanced improvements in employability are examined as well so as not to overlook the spectrum of ways in which Akazi Kanoze impacts youth.

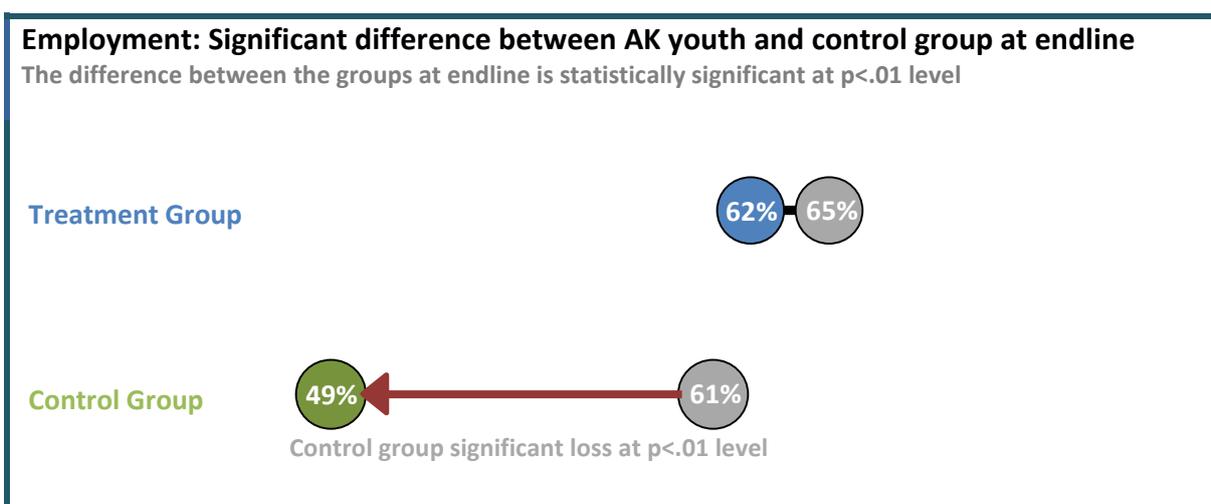
OVERALL YOUTH EMPLOYMENT OUTCOMES

Employment includes the status of employment broken down into type of work for those youth that are working; employment data for unemployed youth captures information on why they are not working and their job seeking behaviors.

Overall, there was a decline in employment levels between the baseline and endline for both treatment and control groups, but the control group suffered a larger drop in employment levels than the treatment group. As mentioned in the section above, an average of 63% of participating youth were employed at the baseline. When youth were surveyed 10-11 months later, 56% of participating youth were employed. The reason for this overall drop of employment is unknown, but most of the decline was in the control group.

There is a significant difference between treatment and control groups' employment levels at the endline. Despite overall employment going down, a higher percentage of youth in the treatment group was employed after the end of the Akazi Kanoze program compared to the control group, significant at the $p < .01$ level (see Figure 8).

Figure 8: Employment levels overall dropped from baseline to endline



Akazi Kanoze youth are switching jobs as often as the control group youth, but AK graduates are better at finding employment when a job ends. At the time of the endline, about 70% of employed youth in both groups were involved in a different type of work than at the baseline. This statistic demonstrates that youth are often employed on a part-time or temporary basis and that they move in and out of the workforce. Since a higher percentage of AK graduates were employed at the endline compared to the control group, despite the same amount of job turnover, the AK training equipped youth with the skills to find new employment faster than the control group. Qualitative research done in October 2014 also demonstrates the impermanence of youth employment and how quickly AK graduates' work status can change. The 11 interviewed youth had been unemployed at the endline and the majority mentioned that youth's work is often temporary and they can be employed one week and not the next. Six of these youth are now employed, just two months after the endline.

Not knowing how to look for work can be a big barrier for entry into the workforce. At the baseline, 29% of unemployed Akazi Kanoze youth and 48% of unemployed control group youth reported that they "did not know how to look for work." Interestingly, at the time of the endline 18% of the control group answered the same and none of the Akazi Kanoze graduates said that they did not know how to look for work (*for more on unemployed youth see the box on the next page*).

What youth have to say about unemployment:

Findings from unemployed RCT youth and interviews

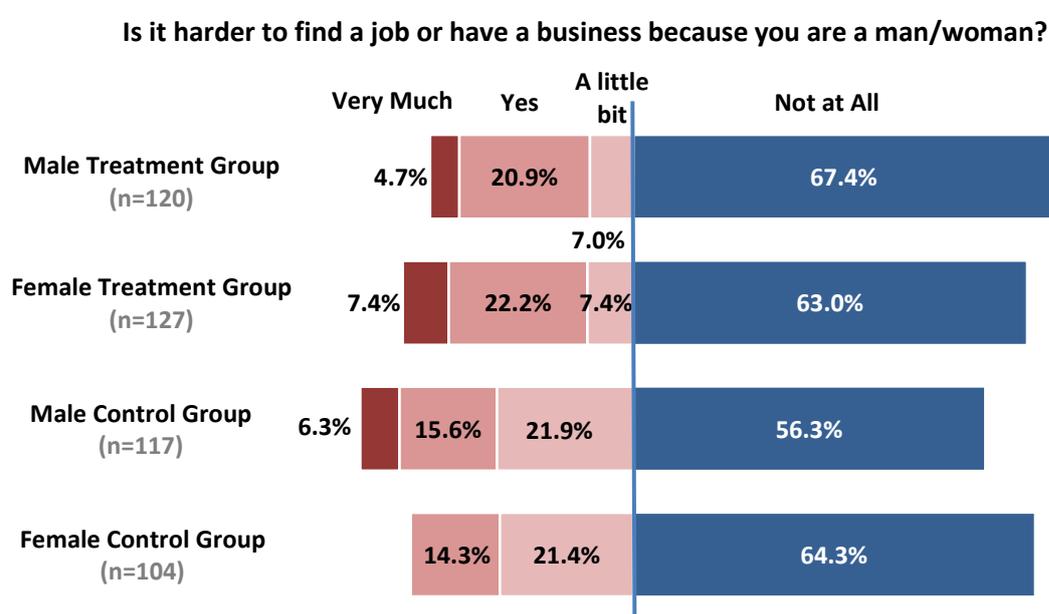
Unemployed youth were asked about job seeking strategies and if they were not looking for a job, they were then asked why they were not currently looking for employment. During the case study interviews, a few youth reflected on the fact that they did not know how to apply for a job before Akazi Kanoze. Without this skill, they just simply never applied, robbing them of the chance of finding a new job. At baseline, 29% of unemployed AK youth and 48% of unemployed control group youth felt that they "*did not know how to look for work.*" Interestingly, at the endline 18% of the control group answered the same and none of the unemployed AK youth reported that a lack of knowledge of how to look for work was preventing them from searching for a job.

Over 23% and 8% of unemployed treatment and control group youth, respectively, believed that they did not have the skills necessary to work. At the endline, only 11% of AK youth believed this was still true, while the percentage of control group youth rose to 13.6%.

The remaining AK youth who were not working reported that no time (11%) and having small children at home (5.6%) stopped them from looking for work.

When the data were disaggregated by gender, the percentage of male and females employed was not significantly different. The consistency in employment levels across gender is in line with the youths' responses to the question, "Do you think it's harder for you to find a job, work or do a business because you are a man/woman?" (see Figure 9). About the same percentage of male respondents as female respondents believed that gender affected their ability to find a job or start a business. The similarity in responses shows that both genders perceive themselves as facing the same level of gender discrimination in the workforce. With this in mind, it is not surprising that the data are consistent across gender.

Figure 9: Male and female participants feel similarly about gender discrimination



Analysis by district shows that there was a much larger drop in employment in Nyamasheke District than in Huye District (see Figure 10).

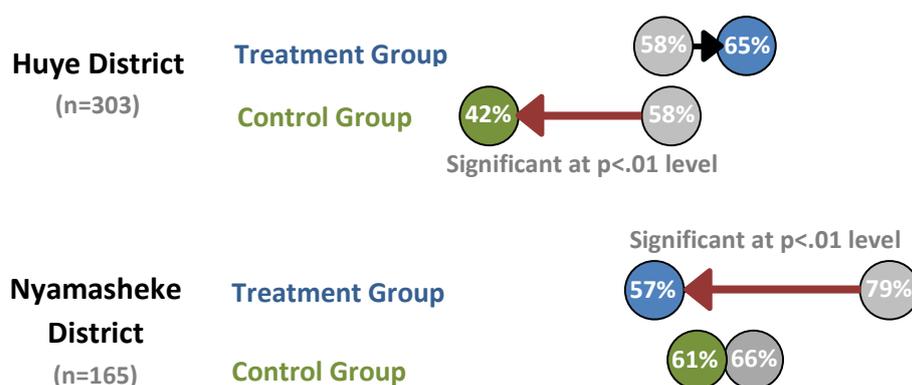
- **For youth in Huye District** (64.5% of the sample), there was a statistically significant difference in employment levels between treatment and control groups at the time of the endline. The control group had a significant decline in employment, whereas the treatment group had a small, but insignificant increase in employment;
- Employment levels for treatment youth in Huye District increased by 7.4% from baseline to endline (not significant) and the control group youth had a decrease of 16.2% (significant at $p < .01$);
- **In Nyamasheke District**, both groups had a decrease in overall employment levels, but although the treatment group decreased from 79% to 57%, the changes between the two

groups were not statistically significant. The drop in employment for the treatment group was significant at the $p < .01$ level.

Figure 10: Changes in overall employment by District

AK graduates gain in Huye and decline in employment in Nyamasheke

There were big drops in employment with Nyamasheke treatment group and Huye control group



Follow-up interviews with youth, the implementing organization (ATEDEC) and Nyamasheke government officials shed light on some of the confounding factors that may have caused the decline in employment in Nyamasheke District. Those interviewed believe that youth employment dropped in Nyamasheke mainly due to the volatile nature of their income generating activities. Because many youth are working part-time or seasonally, a number of those who reported being unemployed may have been between jobs, not unemployed long-term. Data were not collected on the duration that unemployed youth had been without work, but the follow-up interviews with AK graduates show that those who were unemployed at the endline are not necessarily still unemployed. At least two out of five youth who reported no employment in July-August 2014 in Nyamasheke had an income generating activity at the end of November 2014. Additionally, over one-quarter of youth reported being unemployed, but were actually continuing their technical training in ICT, community health, or sewing.

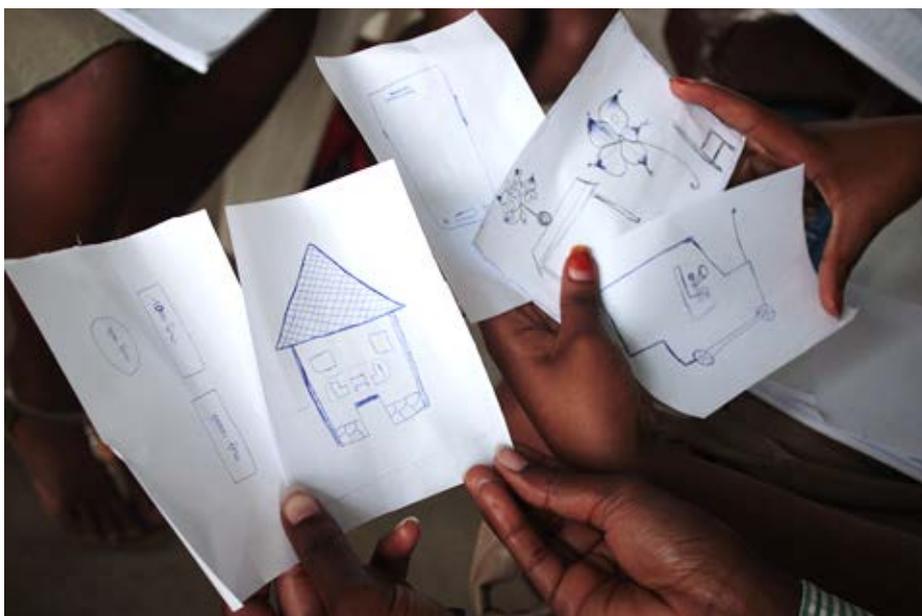
Fidelity of implementation data were not gathered for these implementing partners, but Nyamasheke District and youth center officials mentioned that the implementation of the technical training in the district was weak. The workshops used for the carpentry, painting and welding trainings offered by ATEDEC were not adequately supplied and youth received very little hands-on training. High quality technical training is an important component of the program, especially for the most vulnerable youth because their livelihoods opportunities often depend significantly on their ability to perform both locally marketable technical skills along with work-readiness skills. The weak fidelity of implementation may have negatively influenced Akazi Kanoze youth employment outcomes in Nyamasheke District and this issue will be explored further by the project team.

The additional information collected in the follow-up interviews highlights the nuances that may have resulted in contrasting differences in employment in the two districts, and does not invalidate the project's theory of change. Youth in the control group expressed the need and desire to receive the same training as their peers in the intervention group, and AK graduates enrolled in further training as they saw the value in strengthening their skills. Feedback from youth and implementing partners point to the value of work readiness and technical training as they connect to the larger picture of job acquisition.

When the data are broken down by education level, findings demonstrate that Akazi Kanoze prevented significant job loss for the treatment group. Youth who had not graduated primary or secondary school had higher losses in employment than youth with a primary or secondary school certificate (*see Figure 11*). The employment levels of control group youth with an incomplete secondary education dropped from 63.8% at baseline to 29.3% at endline, which is statistically significant at the $p < .001$ level. Job loss for control group youth with an incomplete primary education level was also significant at the $p < .025$ level. Although the control group suffered these significant drops in employment, Akazi Kanoze youth did not (*for more about education see the box on the next page*).

These findings may demonstrate two things:

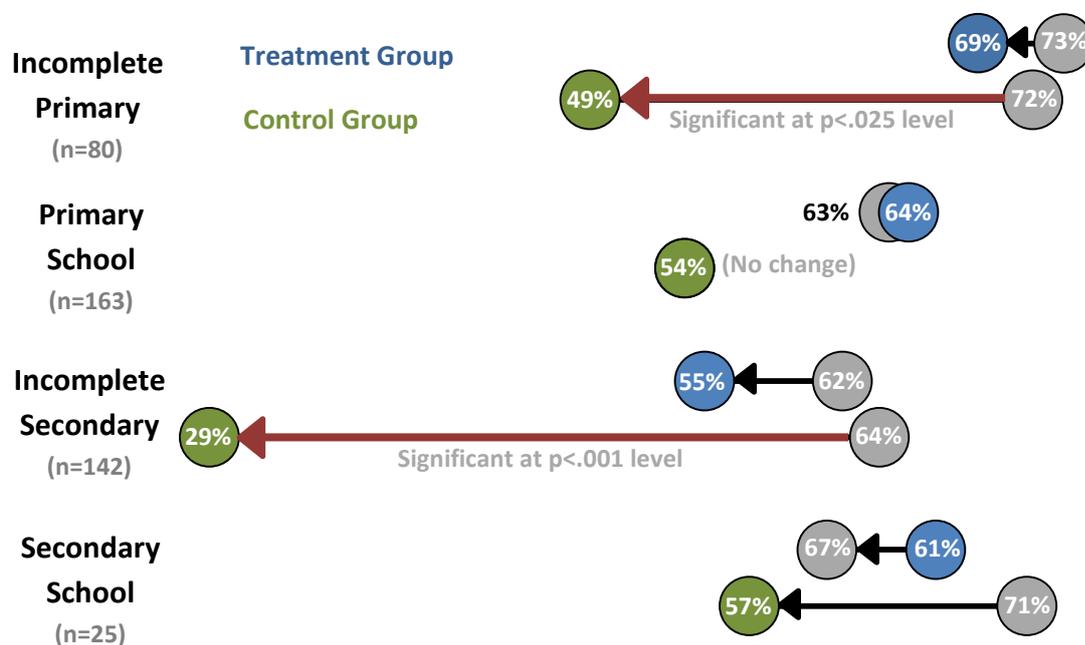
- First, youth with a primary or secondary school certificate did not experience significant drops in employment. This was true of treatment and control groups;
- Second, for youth with an incomplete primary or secondary school education, participating in Akazi Kanoze increased the likelihood that they would be employed at the time of the endline. Possibly, without a school certificate these youth face additional barriers to employment, but acquiring a recognized Akazi Kanoze certificate helps them enter the workforce.



Work Readiness students in Kigali draw photos of how they want to spend their savings in their financial literacy module

Figure 11: Employment by Education Level

Participating in AK increases the likelihood of employment if youth did not graduate school
 Control group youth with incomplete primary and secondary schooling had significant drops in employment, but AK youth maintained higher employment levels



What youth have to say about education:

Findings from the FGDs and Individual Interviews

In the history of Akazi Kanoze, over 8,000 youth have pursued further education or training after the program. Within the RCT participants, only seven youth in the treatment group and five in the control group reported that they had gone back to school at the time of the endline.

During the case study interviews, some youth commented about which skills have helped them secure a job or start a business. Felicien in Nyanza District has a university degree in administration, but was two years unemployed before he found out about Akazi Kanoze. He explained that there are so many university graduates without work because employers hire people that they know. Before Akazi Kanoze Felicien did not know how to go out and network, write a CV, or apply for jobs. Since graduating from AK, he was hired as a secondary school teacher. “My university degree was not helping me when I did not know how to properly apply for a job,” stated Felicien.

Esther was never able to finish secondary school, but now does not want to go back to school. She says that it is very hard to go back to school now that she has been out for many years. Additionally, she believes that she can be successful with the education and skill set she has gained after Akazi Kanoze.

Although the responses mentioned above are in no way representative of all Akazi Kanoze project youth, they speak to some of the underlying reasons why the project was started five years ago. Even with an education, youth may not have the skills to successfully apply for and gain employment and this is why the work readiness curriculum was developed to complement the existing education system.

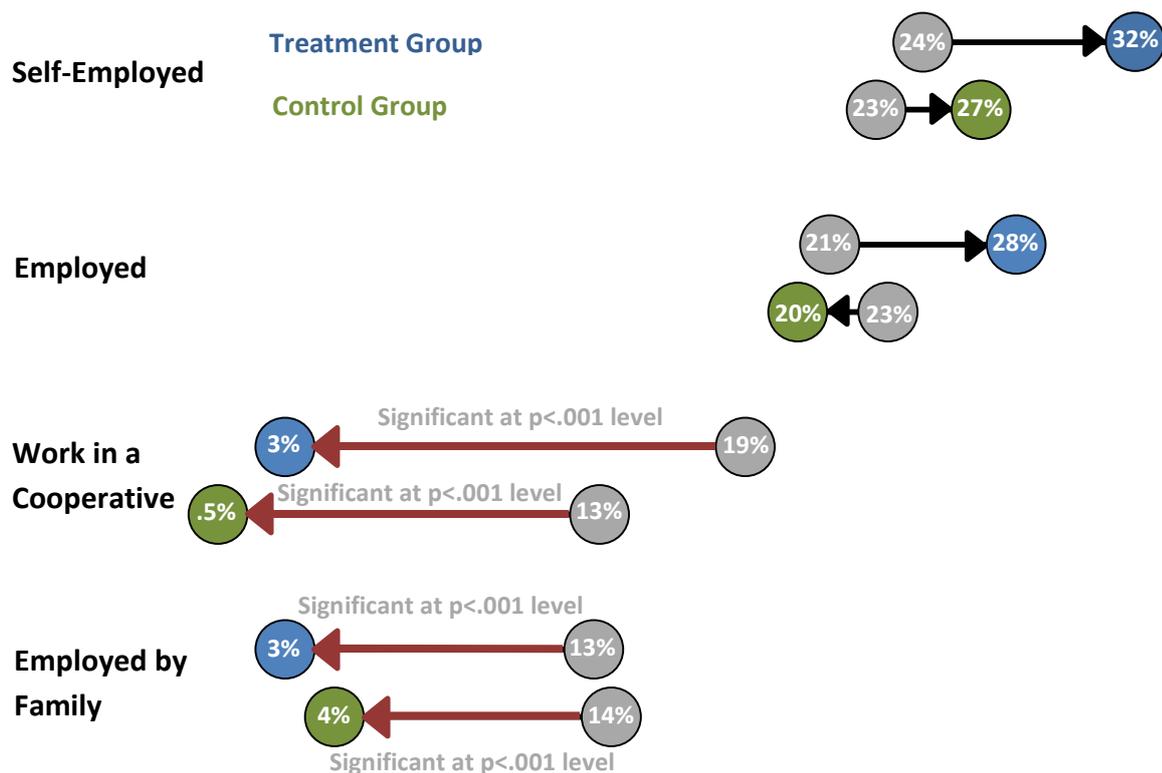
EMPLOYMENT OUTCOMES BY WORK CATEGORY

At the time of the endline, less youth worked in cooperatives or for their families, but the positive changes in self-employment were not statistically significant. The biggest losses from baseline to endline involved youth who worked for a cooperative or for their families. Control and treatment groups reported statistically significant fewer jobs in these two categories at the time of the endline. Some of these youth moved into the self-employed or employed (by someone other than your family) categories, but many of them reported being unemployed at endline. About 42% of youth who were working for a cooperative at baseline reported being unemployed at endline. Additionally, 31% of youth who were working for their families were unemployed at endline. The reason for the loss of jobs in cooperatives and for families is unknown. More research is needed in order to explore youth's movement between employment categories and understand if movement out of cooperatives and family work was coincidental.

Figure 12: Changes in Employment by Category

Significant losses in cooperative and family work categories

Other categories have no statistically significant differences between groups



When **disaggregated by gender**, the employment patterns are similar for male and female participants with no statistically significant differences. As mentioned earlier, female and male participants had similar views on the level of gender discrimination in the workforce. With this in mind, it is not surprising that the data are consistent across gender.

Analysis by district showed that Akazi Kanoze youth in Huye District had more jobs working for an employer than the control group. The percentage of Akazi Kanoze youth in Huye District who worked for someone other than their families rose 15.8%, but the control group fell by 15.6% at the time of the endline. The difference between these changes is significant at the $p < .001$ level.

IMPACT OF AKAZI KANOZE ON EMPLOYMENT

Although the differences between control and treatment groups in employment outcomes were not massive, due to the random selection of the sample, the significant differences can be attributed to the Akazi Kanoze intervention:

- At the endline, statistically significantly more Akazi Kanoze youth were employed than the control group;
- More Akazi Kanoze youth in Huye District were employed at the time of the endline than control group youth.

It is possible that an endline of four months after the internships was too soon to see dramatic differences in employment between treatment and control groups. In order to isolate the Akazi Kanoze intervention and measure its direct impact on employment, multivariate regression analysis was used. This analysis explored the strength of the relationship between Akazi Kanoze and employment outcomes and demonstrates which other variables may also explain who is employed and who is unemployed.

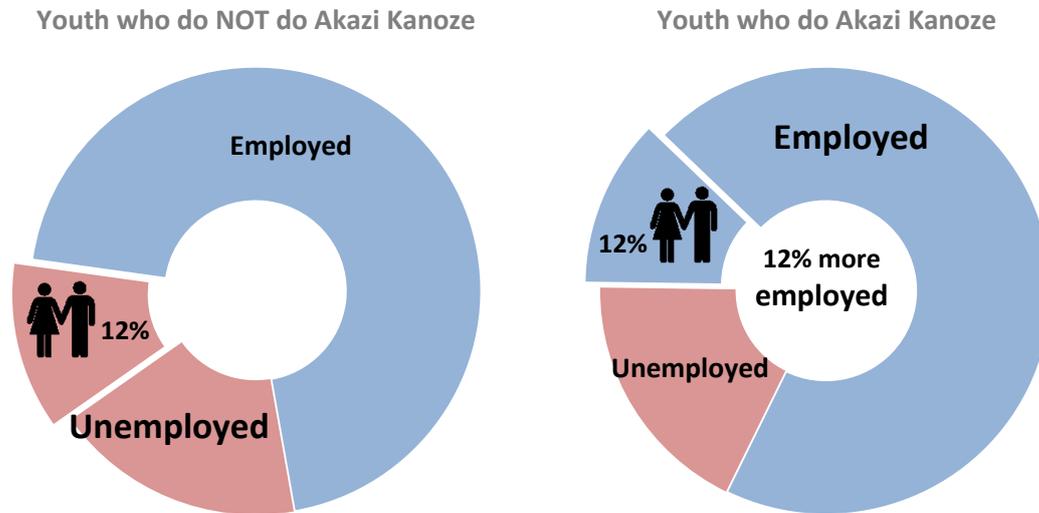
The regression findings show a significant relationship between participation in Akazi Kanoze and employment at the $p < .025$ level. The regression model estimates the effect that participation in Akazi Kanoze has on employment outcomes. The dependent variable is employment, defined as any type of work for pay that the RCT participants reported at the time of the endline. If rural youth go through Akazi Kanoze, their chances of getting a job or starting their own business increase by 12%

If youth go through Akazi Kanoze, their chances of getting a job or starting their own business increase by 12%

when compared to a rural youth who does not go through the program. In other words, participating in Akazi Kanoze has a positive impact on employment outcomes of rural youth (see Figure 13).

Figure 13: Regression Output Visualized

If youth participate in Akazi Kanoze they are more likely to be employed



The regression analysis demonstrates that education is not a statistically significant explanatory factor of employment, but that savings is very strongly tied to employment. Youth who save are 14% more likely to be employed than those who do not save ($p < .025$).¹⁴ Furthermore, the amount saved is positively correlated with employment ($p < .001$). This means that the likelihood of being employed or having a business increases as youth's savings increase. Savings may be a significant explanatory factor of employment, as youth who save start-up capital are more able to launch their own income generating activity.

There is a growing body of research on the "asset effects"—the theory that the ownership of assets, savings included, has both positive material and behavioral effects.¹⁵ The "asset theory" states that having savings increases long-term thinking, planning and self-efficacy,¹⁶ which may explain why youth with stronger money management habits are more likely to be employed.

¹⁴ R-squared equals 0.166

¹⁵ Sherraden, M. (1991). *Assets and the Poor: A New American Welfare Policy*. New York, NY: M.E. Sharpe.

¹⁶ Scanlon, E., & Adams, D. (2006). *Do Assets Affect Well-Being? Perceptions of Youth in a Matched Savings Program*. Kansas: University of Kansas School of Social Welfare.

AKAZI KANOZE CASE STUDY: EUPHRASIE



Euphrasie, age 23, stands next to her bucket of ubushera.

Euphrasie lives in a small town in Nyamagabe District in southern Rwanda. Since graduating from Akazi Kanoze in 2013, she has become the proprietor of two businesses in town. People gather on the porch of one of her buildings, some here to buy *ubushera*, a non-alcoholic sorghum beer, and others simply to pass the afternoon. Before Akazi Kanoze, Euphrasie sold seeds and was involved in small-scale farming and animal husbandry. She continues to raise chickens, rabbits and pigs for income, but her *ubushera* business has become her main source of income.

When she was younger she saw a demand in her town for *ubushera*, but did not know how to start the business herself. During Akazi Kanoze she gained the skills to be able to start a business and learned the value of saving money. She started an account at the local savings cooperative (SACCO), and using her SACCO savings and the small income she was generating from selling vegetables, she started her *ubushera* business. Her parents and grandparents helped her perfect her *ubushera* making skills and she started growing sorghum herself. In order to make *ubushera* she grinds the sorghum and boils it with water. She adds some cold water to thin out the mixture and lets it sit overnight. Stored in a big tub, she sells it by the liter from the shop or at the local market. Today, she sells between 80 and 120 liters per day for a profit of between 5,000 and 7,000 RWF. Since she started her business, others have copied her idea and started similar *ubushera* businesses, but she prides herself on maintaining her customer base with good customer care.

For Euphrasie, the savings and customer care models in the Work Readiness Curriculum have been the most transformative and useful for her. While many young people are involved in various income generating activities, she says that Akazi Kanoze youth are taught to see new opportunities and have the skills to save and scale up. She points out that it is not just the drive to succeed that makes youth successful, but that specific skills are necessary to know how to enter a new market and thrive. Akazi Kanoze gives youth these skills and prepares them for starting their own businesses.

“Before Akazi Kanoze I didn’t know how to save money. I would look at other girls and be jealous of their clothes. I knew I didn’t have enough money, but I did not know how to save to be able to afford them. I now have my feet on the ground and I know what I need to do to achieve my goals.”

Euphrasie feels that she is successful for right now, but knows that she can still improve her business. Right now she grows her own sorghum, but still has to buy from other local farmers, which reduces her profits. In a year or two she hopes to have enough money to buy a bulk amount of sorghum from Kigali, where the raw material is cheaper, rather than having to continuously buy in small quantities.

GAINS IN WORK READINESS SKILLS

At the time of the endline Akazi Kanoze youth had increased their competency in key work readiness skills, found mentors and role models, and saved more frequently than youth who did not go through the program. By providing youth with work readiness and technical training, Akazi Kanoze aims to give youth the skills and knowledge to be able to improve their existing income generating activities or seek out new opportunities. The work readiness skills measured with the Youth Livelihoods tool are the stepping stones for prepared, confident and capable youth who are more equipped to enter the workforce than those who did not receive the work readiness training.

“I learned about how to attract customers. For example, now I advertise my goods and give clients good, fresh products.”

–Goreth, Huye District, AK Graduate

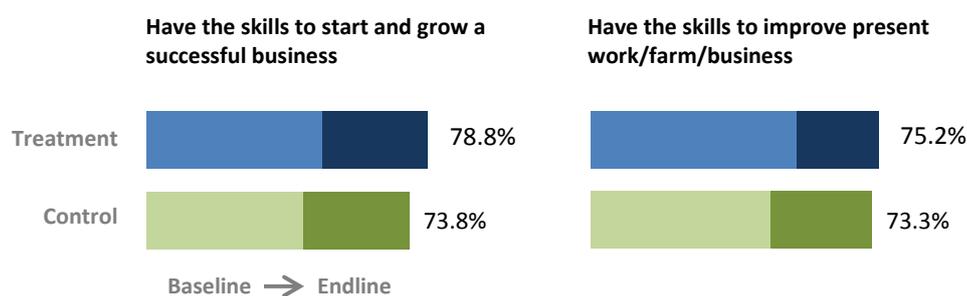
Both treatment and control group youth increased their knowledge of key work readiness skills over time, but **the youth who participated in Akazi Kanoze had larger gains in three skills:**

- 1) Job seeking skills
- 2) Business plan development
- 3) Marketing techniques

For the other measured skills, Akazi Kanoze youth reported having higher levels at the endline, but the differences between the treatment and control groups were not statistically significant (see Figure 14). For example, Akazi Kanoze youth did not know more about “starting and growing a successful business” or “improving their present work/business” although all AK graduates received the business skills training as part of the Work Readiness Curriculum.

Figure 14: No significant differences between groups in business start-up skills

The two groups reported the same level of understanding of how to start a business and improve current work/business



Akazi Kanoze youth had statistically significant gains ($p < .01$) when compared to the control group in the following skills areas:

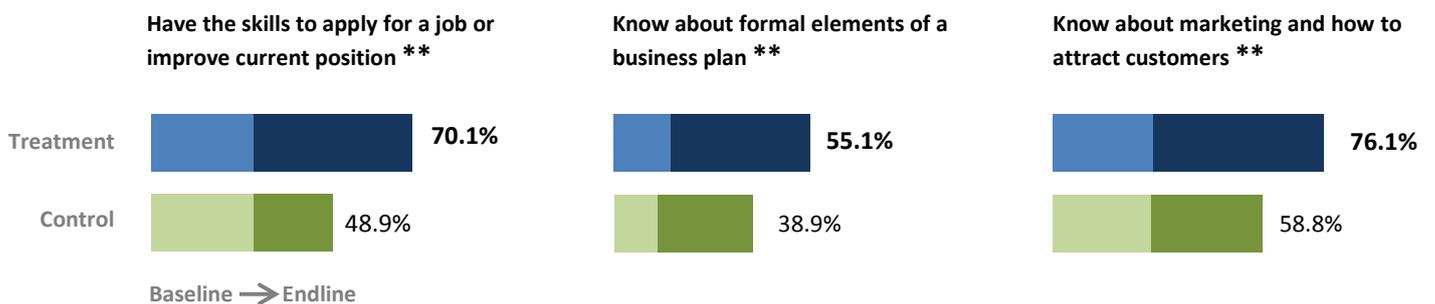
- **Akazi Kanoze youth reported significant increases in the ability to apply for a job or improve their current position.** Their knowledge gains were much larger than the control group’s even though both groups reported the same at baseline;
- **Akazi Kanoze youth reported a significantly higher level of comfort with business plan development at the endline.** At baseline, only 15.8% of the treatment group knew about the formal elements of a business plan. At the endline, over 55% of treatment youth reported having this skill;
- **Akazi Kanoze youth reported a higher understanding of marketing techniques and attracting customers.** At the endline, the number of Akazi Kanoze youth who had mastered these skills had almost tripled from 28% to over 76%.

These three skills are covered in the Work Readiness curriculum and these results show that youth are mastering these skills. Furthermore, the qualitative research showed that youth are able to apply these skills to improve their livelihoods by becoming more confident in their ability to apply for jobs, more organized in their business design process, and smarter in marketing and attracting customers. Not only are Akazi Kanoze youth gaining new skills, but they are changemakers in applying these skills outside of the classroom (*for more about how youth are using these work readiness skills see the box on the next page*).

Figure 15: Gains in Work Readiness Skills

Akazi Kanoze youth had significant gains in work readiness skills compared to the control group

Higher percentages of youth reported “yes” or “very much” when asked if they have these skills at endline (** $p < .01$)



What youth have to say about work readiness skills:

Findings from the FGDs and Individual Interviews

Interviews conducted with youth who participated in Akazi Kanoze and with those in the control group, revealed that youth most highly value financial management (*see more in the next box*), interpersonal communication, and business development skills.

Overall, Akazi Kanoze youth said that the most important work readiness skill that they gained was “financial fitness.” One youth in Huye District reported that he used to spend all of his money without saving. After learning about the importance of regular saving, he started saving one-quarter of his earnings. Jean Claude’s story is the same as many youth we interviewed. Another young woman mentioned that she only knew about informal lending options before, but through Akazi Kanoze learned about how to discuss loans with the bank and has since received a formal loan.

When asked about how they have seen Akazi Kanoze impact their friends’ lives, youth in the control group immediately mentioned their friends’ new ability to save. Before, youth in the control group said, their friends spent all of their money, but they saw them start to put aside start-up money for their businesses.

Youth said that the module on interpersonal communication had helped them not only in their professional but also in their personal lives. Lillian in a FGD in Huye District explained that she “had gained the opportunity to study interpersonal communication and learned how to talk to others and network.” Another Akazi Kanoze student mentioned that he used to hide information from his colleagues, but now shares and cooperates with them. Participants in the case study interviews spoke about their newfound confidence in their communication skills. They were applying these skills to everyday scenarios such as customer service, peer relationships, and business interactions.

Another skill that youth highly valued was business development. Esther, an Akazi Kanoze graduate who was working as a construction site overseer prided herself in her ability to start a business. “There are youth who have not done Akazi Kanoze who have businesses. My advantage is that I can start a new business in another sector because I know the drill. I know how to start a business no matter the sector. My skills are adaptable.”

“There is a difference in attitude between AK and non-AK youth. Akazi Kanoze youth will go the extra mile to make sure the customer is satisfied. We know how to treat a customer.”

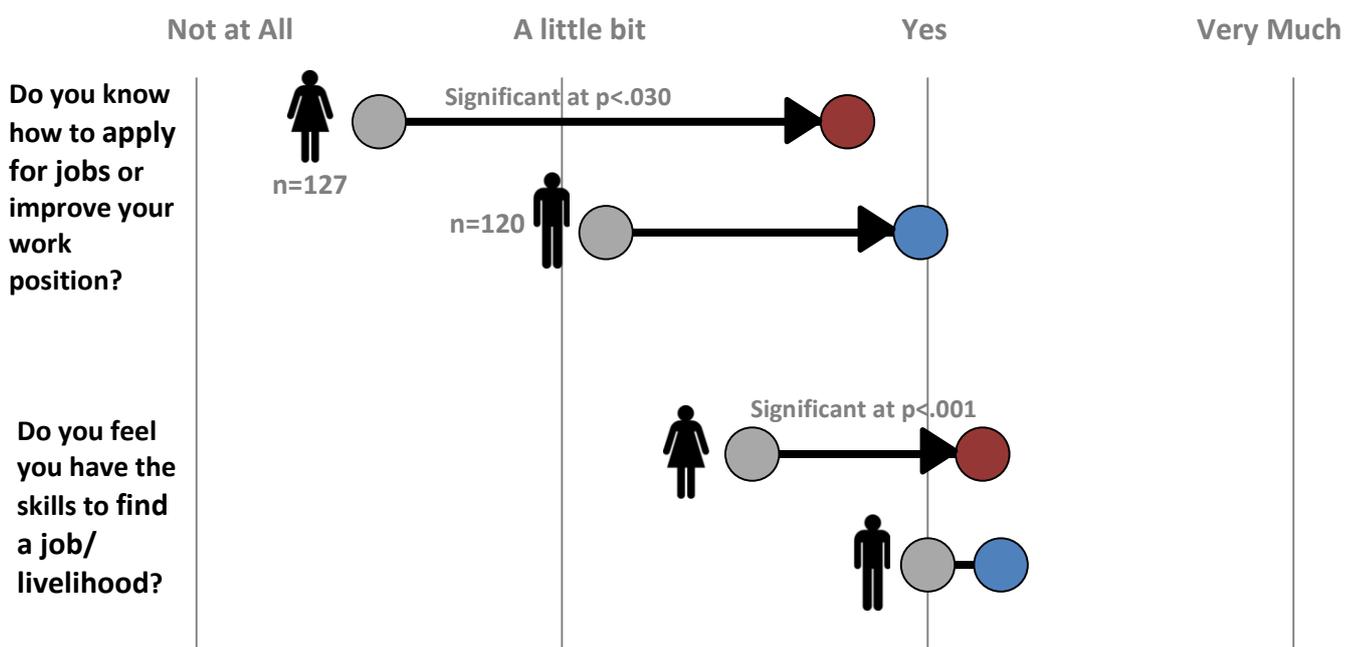
–Immauclee, Gasabo District, 2013 AK Graduate

When disaggregated by gender, young women in the treatment group reported significantly higher gains in two work readiness skills compared to the young men. There were no differences between young men and young women in the control group. Interestingly, young women in Akazi Kanoze had significantly higher increases in knowledge of how to find a job/livelihood and apply for work (see Figure 16). Young women in Akazi Kanoze started much further behind the male participants and almost completely caught up over the course of a year.

Figure 16: Gains in Work Readiness by Gender

Akazi Kanoze young women make more significant gains in work readiness skills

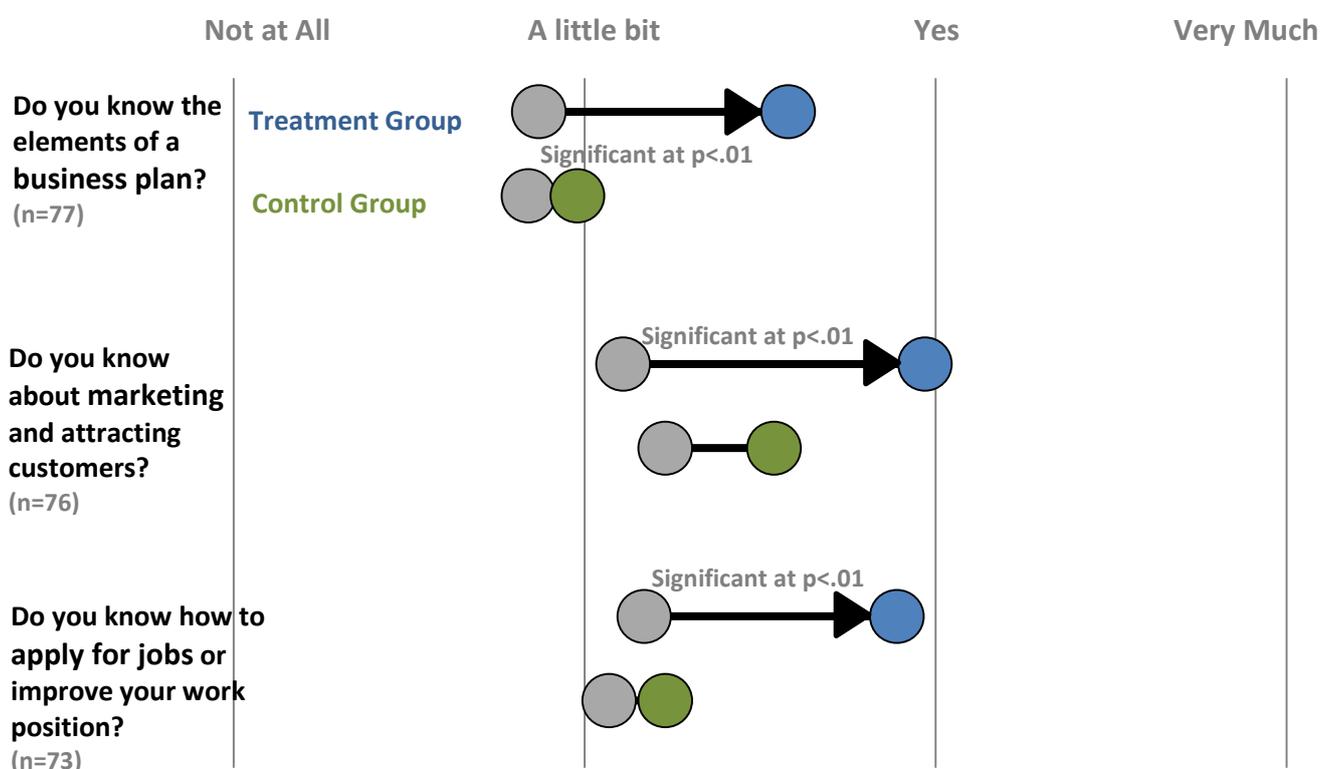
AK young women made more gains in these skills from baseline to endline than young men



When disaggregated by district, Akazi Kanoze youth in Huye District reported more statistically significant gains in work readiness skills than youth in Nyamasheke District. Akazi Kanoze youth in Huye District had significantly higher increases compared to the control group in knowing how to apply for a job, create a business plan, and attract customers and market their business (see Figure 17). In Nyamasheke District, Akazi Kanoze youth outdid the control group in knowledge of how to apply for a job and attract customers. In comparison to Nyamasheke District, Akazi Kanoze youth in Huye did a better job of outperforming the control group in work readiness skills, which may be due to the weak fidelity of implementation in Nyamasheke.

Figure 17: Gains in Work Readiness in Huye District by Group

Akazi Kanoze youth in Huye District make more significant gains in work readiness skills
 Akazi Kanoze youth made more gains in these skills from baseline to endline than the treatment group (** $p < .01$)



What unemployed youth have to say about job seeking strategies:

Findings from unemployed RCT participants

At baseline about 40% of unemployed youth in both groups were asking friends or relatives about job opportunities as a job seeking strategy. The next most commonly used strategy was applying for jobs. About 20% of youth reported that they had applied for a job. About 10% of both groups said that they had developed a business plan, and 7% and 15% of the treatment and control groups were looking for money to start their own business.

At the time of the endline, over 60% of unemployed youth in both groups were asking friends and relatives about job opportunities. The consistency of this high percentage shows how important this strategy is for job seeking in Rwanda. The amount of treatment group youth who were applying for jobs at the endline dropped by a few percentage points to 18.3%, not a statistically significant change, but the control group more than halved to only 9.7%. While the frequency of youth applying for jobs decreased at the endline, twice as many unemployed Akazi Kanoze youth were actively applying for work compared to those in the control group.

Overall, there was an increase in job seeking strategies for both groups from baseline to endline and there is no statistical significance between the two groups. Despite youth using more strategies, 75.3% of Akazi Kanoze youth and 74.3% of control group youth reported that they only utilize one or two strategies. This shows that there is room to grow in helping youth diversify their job seeking skills and ensuring that they are able to apply them.

AKAZI KANOZE CASE STUDY: IMMACULEE



Immaculee, age 26, stands in the bakery at RZ Manna

Immaculee lives in Kigali and works at an upscale bakery and café called RZ Manna. In 2007 Immaculee graduated high school, but could not find a job. She continued to live with her family and spent her time helping her family with domestic chores. She had the goal of one day supporting herself, but did not know how to apply for jobs in the formal sector.

In 2012 she enrolled in Akazi Kanoze and received three months of technical training in catering and food preparation in addition to the work readiness curriculum. Immaculee says that the process of learning how to apply for jobs, creating a CV and practicing interview techniques gave her enough confidence to go out and apply for jobs after graduating in February 2013. Before, she didn't know that it was acceptable to take your CV to an employer, but after Akazi Kanoze she knew where to look for jobs and how to put together a competitive application. Her application to RZ Manna was her third application to a job. She submitted her Akazi Kanoze certificate along with her application to show that she had received training in communication skills and catering. Immaculee had an in person interview and completed a practical test to prove her food preparation skills. There are now two Akazi Kanoze graduates who work at RZ Manna.

“There is a difference in attitude between Akazi and non-Akazi youth. Akazi Kanoze youth will go the extra mile to make sure the customer is satisfied. Additionally, Akazi Kanoze youth know how to take criticism. Without getting defensive, they will apologize and learn from their mistake.”

According to Immaculee, apart from her technical training, the most important things that she learned during Akazi Kanoze were interpersonal communication skills and entrepreneurship-related skills. Although she is no longer self-employed, Immaculee started a small business selling goods in the market in order to support herself after graduation. With this money she earned, she was able to move out of her family's home, live by herself, and save for her wedding. Now, Immaculee is focused on saving for her first child. She uses a personal budget to maximize her earnings, a skill she developed during Akazi Kanoze.

Immaculee says that the lessons she learned during Akazi Kanoze are skills that youth need to succeed in society, but which are not taught in schools. With her new skills and knowledge, Immaculee explains that she feels more hopeful and confident about her future. Before, she only sat at home and wondered how she was going to support herself, but now she has acquired the agency to go out and take the necessary steps to achieve her dreams.

IMPROVED CONFIDENCE

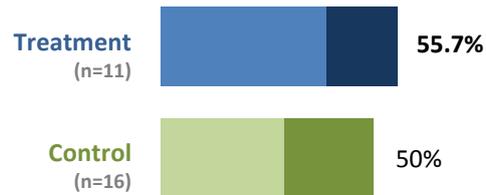
Akazi Kanoze youth were more confident in their ability to maintain their current work,

which displays an improvement in quality of life with a higher sense of job stability, yet the differences between the control and treatment groups were not statistically significant. During the interviews, youth spoke of higher levels of optimism about their current work or business opportunities. The sample of youth who answered this question at both baseline and endline was very small, so more research into this specific question will help demonstrate any possibly significant relationship between Akazi Kanoze and confidence.

Figure 18: Confidence Level by Group

Yes, I am confident

Percentage of youth who reported having confidence in maintaining current work



“In addition to what I learned in class, I am more confident about the future. My perception of my business has changed and I am more confident that it will grow.”

–Antoine, Nyaruguru District, 2013 AK Graduate

The research presented in the introduction demonstrates that personal attitude towards one’s work is important in developing a sense of employability.

Increases in confidence can help youth acquire a new job

and maintain a current job. While a higher percentage of Akazi Kanoze youth reported confidence, this is possibly an area for growth considering that the differences between groups were not statistically significant.

When disaggregated by gender, no significant differences were found. Broken down by district, the data showed that the treatment group in Huye District had a statistically significant larger gain in confidence (at the $p < .001$ level) when compared to the control group. In Nyamasheke District, there was no difference between groups. Additional qualitative data may illuminate as to why there was a significant difference between groups in Huye District, but not in Nyamasheke.

INCREASES IN MENTORSHIP

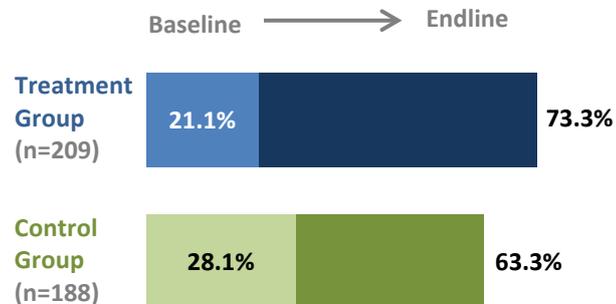
Higher percentages of Akazi Kanoze youth reported that they had a mentor at endline. This difference is significant at the $p < .01$ level. Mentorship is not a standalone concept, as it is linked to confidence building. Research shows that youth who have someone that encourages them and believes in their skills and abilities is in a better position to achieve their goals.¹⁷

Akazi Kanoze youth said that their curriculum facilitators encouraged and challenged them in new and important ways. For example, one youth spoke about the “financial fitness” module and his incredulity at first. His facilitator encouraged him to start saving even tiny amounts and followed up with him on his progress. These savings were the start-up capital for his now successful microenterprise. Without the encouragement of his facilitator, this youth said that he would have never had the courage to start putting aside money. When disaggregated by gender and district, no differences in mentorship were found between control and treatment groups.

Figure 19: Mentorship by Group

Yes, I have a mentor

The percentage of youth who reported having a mentor increased significantly at $p < .01$ level



AK graduate, Nelson, age 26, stands inside his internet café in Kigali.

¹⁷ Rhodes, J.E. & DuBois D.I (2008) “Mentoring Relationships and Program for Youth.” Association for Psychological Science, 17 (4), 254 - 258; Tolan P., Henry, D., Schoeny, M., Lovegrove, P. and E. Nichols (2013). “Mentoring interventions to affect juvenile delinquency and associated problems.” Journal of Experimental Criminology. 10 (2), pp. 179-206.

IMPROVEMENTS IN MONEY MANAGEMENT

One of the most significant differences between Akazi Kanoze youth and the control group was the increase in frequency of saving; this difference is significant at the $p < .001$ level (see Figure 20). At baseline 84.6% of treatment group youth and 70.6% of control group youth reported that they put aside money for savings at least once a year. Between baseline and endline, 59% of Akazi Kanoze youth increased their frequency of saving, whereas only 44% of the control group youth did so.

Figure 20: Savings by Group and District

Akazi Kanoze youth save more frequently

Akazi Kanoze youth increased their frequency of saving from baseline to endline more than the control group ($p < .001$)



Youth in both groups were primarily saving for starting a business. Over 63% of the treatment group and 45% of the control group reported that they were saving for business start-up capital at the time of the endline. Saving for emergencies was second most commonly cited. About a quarter of AK graduates and 18% of the control group reported that they were saving for emergencies. Only about 8% youth in both groups who are saving reported that the money is for daily personal use.

When disaggregated by district and gender, no differences between groups were found for the improved financial management indicator.

The importance of financial management was mentioned by the majority of youth interviewed for the case studies. Youth cited the “financial fitness” module in the curriculum as one of the most critical lessons that they learned during Akazi Kanoze (see more details in the box on the next page). Furthermore, frequency of savings is a strong explanatory factor of employment. As mentioned earlier, youth who save are 14% more likely to be employed compared to youth who do not save (See regression output table in Appendix 1).

Regression analysis established that good money management increases youth’s likelihood of employment, but what causes youth to save? The explanatory factors of saving were explored through multivariate regression analysis. Being female decreased your chances of saving by 7.8%. Youth in Huye District were 17.8% more likely to save in comparison to youth in Nyamasheke District. Education level did not affect savings; nor did understanding of key work readiness concepts such as business plan development or knowledge of how to start your own business. Interestingly, youth who reported having a mentor were 13% less likely to save compared to youth without a mentor (See regression output table in Appendix 1).

By far, the strongest determinants of whether or not youth saved were participation in Akazi Kanoze and employment. If youth participate in Akazi Kanoze they were 20% more likely to have savings ($p < 0.001$).¹⁸ If youth were employed, they were 23% more likely to have savings ($p < 0.001$). This finding makes sense since youth who are employed are more likely to have extra money to put away. While education, age and other work readiness skills did not impact financial management, doing Akazi Kanoze and being employed increased youth savings very strongly. The relationship between savings and employment is two way—savings increases the likelihood of employment, probably through an increase in self-employment, and employment increases savings. Yet if Akazi Kanoze is positively impacting savings, then the program is thereby directly contributing to higher employment by cultivating financial capability.

What youth have to say about financial management:

Findings from the FGDs and Individual Interviews

The interviews and FGDs revealed that AK graduates highly value the “financial fitness” module and that their friends in the control group envy their knowledge of financial management. Six of the nine youth interviewed for the case studies mentioned saving as one of the most important skills they learned during Akazi Kanoze.

Overall, Akazi Kanoze youth in the FGDs said that the most important work readiness skill that they gained was “financial fitness.” One youth in Huye District reported that he used to spend all of his money without saving. After learning about the importance of regular saving, he started saving one-quarter of his earnings. Jean Claude’s story is the same as many youth we interviewed. Another young woman mentioned that she only knew about informal lending options before, but through Akazi Kanoze learned about how to discuss loans with the bank and has since received a formal loan.

When asked about how they have seen Akazi Kanoze impact their friends’ lives, youth in the control group immediately mentioned their friends’ new ability to save. Before, the youth in the control group said, their friends spent all of their money, but they saw them start to put aside start-up money for their businesses.

All interviewed youth were asked about the biggest challenge they have faced when finding employment or starting a business. All of the self-employed youth who were interviewed for the case studies mentioned the challenge of finding start-up capital. Those who had succeeded had been prudent in their saving techniques and creative about borrowing from friends or a cooperative. In the end, though all of them had to take the risk of investing their money and had to be confident in their business plan.

Control group youth mentioned that they still see their Akazi Kanoze graduate friends struggling to secure start-up capital. One young woman mentioned that regardless of this she still wants to do Akazi Kanoze because her friends may not have the money now, but she has seen their plans and goal charts and knows what they are working toward. She would like to learn these skills as well.

¹⁸ R-squared equal to 0.1646

AKAZI KANOZE CASE STUDY: PIERRE



Pierre, age 23, stands next to where he makes sambosas

Pierre lives on the outskirts of Butare City in Huye district. He graduated from Akazi Kanoze in September 2013. At 23 years old he is the proud owner of a growing *sambosa* business. “I started with nothing and I still can’t believe that my business has been successful,” says Pierre. Before Akazi Kanoze he worked part-time as a carpenter, skills he acquired during a one year TVET program. But the work hazards and low pay made it high risk and difficult to save.

“When the Akazi Kanoze trainers started talking about saving money, I asked them ‘How can I manage money that I don’t have?’ They told me to start managing the small amount that I had. I started doing this and every coin put me closer to the start of my business.”

During Akazi Kanoze he learned the importance of saving and he started putting aside part of his daily transportation stipend. Over the course of the program he saved 5,000 RWF, and he invested some of this to start his business. At first, he had to borrow the equipment from a friend and he hired the help of someone who already had the knowledge of how to make *sambosas*, fried savory pastries. Building from almost nothing, Pierre now sells over 500 vegetable *sambosas* in 5 markets around Butare. But seeing his business take off was not so simple. In his first two attempts, he couldn’t generate enough profit to stay in the positive. He invested the rest of his savings and used a different strategy. This time, he spread the word about his *sambosas*, offering free trials for three days and charging after that if the customer liked the product. With this strategy, he was able to build a loyal customer base and his third attempt proved successful. Today, in order to keep up with the demand, Pierre has 7 full-time employees who help him prepare the *sambosas* every morning and he hires additional casual employees to sell his *sambosas* on the streets of the city.

He attributes his ability to adapt and redesign his approach to Akazi Kanoze. During the program he not only learned how to save, but he also learned how to analyze his personal strengths and see ways in which he can improve. Pierre’s mother noticed a change in her son, but didn’t know that these changes were because of Akazi Kanoze until later. She says, “Pierre is motivated now and eager to get somewhere. He hasn’t achieved all of his goals yet, but he has the drive to go somewhere.”

Pierre says that he was not the only one with 5,000 Francs in his community. The difference between him and other youth is that Akazi Kanoze taught him how to put this money into circulation, generate profit, and problem solve when he ran into difficulties. Although he is happy with where he is now, he still has some challenges with transportation logistics and he is saving for his own bicycle.

INCREASE IN JOB SATISFACTION

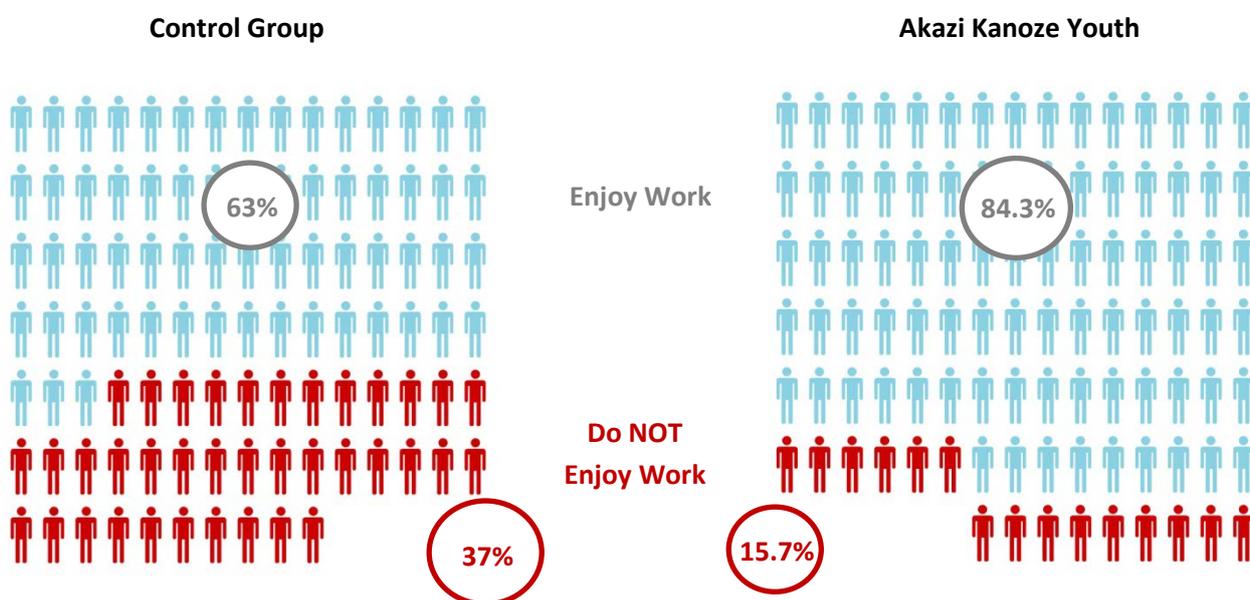
Improved livelihood was also measured on the level of job satisfaction. Youth employed by someone other than their family were asked, “Do you like your work/job/farm/business?” At the baseline 20.5% of the control group and 32.6% of the treatment group reported that they never liked their work. At the endline, the percentage of the control group who never liked their work increased to 37%, whereas the percentage of the treatment group dropped by half to only 15.7% (see Figure 19).

Due to a small number of youth who answered this question at both baseline and endline, it was not possible to test for the significant differences between the two groups. Despite this, there was definitely a larger increase among the treatment group than the control group; Akazi Kanoze graduates may be more adept at finding work where they are happy. This quality of life factor and increase in happiness is an important outcome for Akazi Kanoze youth, as it points to the possibility that Akazi Kanoze youth have a better understanding of what type of job they will like and have the skills to seek out these opportunities. More data should be gathered on this outcome in order to more thoroughly explore the connection between the program and job satisfaction.

Figure 21: Job Satisfaction by Group

Do you like your job/business?

A larger percentage of Akazi Kanoze youth like their work.



AKAZI KANOZE CASE STUDY: VINCENT & ANTOINE



Vincent (left) and Antoine (right) stand next to two of their traditional beehives.

Brothers Antoine and Vincent live in a small village in Nyaruguru District, a few kilometers away from the Burundi border. Their home is located at the top of a steep hill and an expanse of eucalyptus and banana trees extends down to the valley. Both are 2013 Akazi Kanoze graduates and Vincent, the younger brother, was selected to be a youth tracker, a recognized AK leader. Before the program, the brothers were beekeepers and sold 150 kilos of honey a year as their main income generating activity. They were searching for ways to improve their honey production and enrolled in Akazi Kanoze in order to receive technical training on beekeeping.

In addition to receiving the work readiness training and business development curriculum, the two brothers worked with a beekeeping cooperative. Using their new technical expertise to take better care of their bee colonies in 32 hives, they have doubled their output to 300 kilos of honey a year since graduation. In addition to beekeeping, the brothers have invested in banana trees and cows. They learned about business diversification during Akazi Kanoze and invested some of their savings in these new income generating activities. According to Antoine, the program helped him become a better business manager and grow his microenterprise. Today, he is confident that his business will continue to grow. Despite this optimism, continuing his learning has been a challenge and Antoine and Vincent are struggling to find ways to improve their beekeeping techniques. Together they have set personal goals and are working on overcoming these challenges as a team, Antoine says.

"We are more innovative now and have created new businesses and improved the business we had before."

"I used to be shy. Akazi Kanoze helped me gain confidence in my communication skills. Now I know appropriate communication methods for speaking with various types of people."

—Vincent

Both brothers explain that they used to be very shy before Akazi Kanoze. Vincent was chosen as a youth tracker for his ability to bring together youth and communicate well. He says that he is more outgoing now and would never have accepted this role before. This confidence in their interpersonal skills has helped them build business relationships and pursue their own personal goals. Vincent recently achieved one of his personal goals of enrolling in university. Antoine has plans of expanding their banana plantation and investing in new seed. When asked if they consider themselves successful, Vincent explains that, "I am happy where we are now, but we aren't there yet. We have plans to do much more."

CONCLUSION

This final evaluation provides detailed analysis of the impact of the Akazi Kanoze project on employment outcomes and work readiness of youth in rural areas. Furthermore, the results of the evaluation contribute towards the body of research on youth livelihood programming. The findings focus on two areas: 1) improved employment outcomes and 2) increases in employability.

The results demonstrate that Akazi Kanoze youth in rural areas (the treatment group) had higher employment outcomes at the endline, and even stronger increases in skills development and good financial habits. Despite overall employment going down, a higher percentage of youth in the treatment group was employed after the end of the Akazi Kanoze program compared to the control group, significant at the $p < .01$ level. Qualitative follow-up interviews with a handful of unemployed youth showed that, from their perspective, there are a large number of reasons why the unemployment rate went up. Overall, the youth commented on the transient nature of their employment and how this results in a constant fluctuation in employment levels. This may possibly explain why the overall employment rate was down at the time of the endline. Over half of the youth who participated in the follow-up phone calls had found work since they were surveyed for the endline. Because of the unpredictability of youth employment, more longitudinal data will shed light on long-term employment outcomes, rather than taking a snapshot at a time when unemployment may happen to be higher or lower than normal.

Despite not having clear gains in employment, regression analysis showed that there is a strong relationship between participating in Akazi Kanoze and employment in rural areas. Youth who complete Akazi Kanoze are more likely to be employed after graduation than a young person who does not do the program. This relationship will need to be tested for urban youth and a more robust sampling of Akazi Kanoze youth will allow for extrapolation of the data to all youth who go through the training.

The treatment group's increase in elements of employability was demonstrated clearly in the RCT results and supported by the qualitative research. Youth in the treatment group had significant positive gains in the following areas:

- Knowing how to apply for a job or improve their current position
- Business plan development
- Marketing and attracting customers

One crosscutting theme from the qualitative and quantitative findings was the importance of good money management. The majority of the interviewed youth mentioned financial management as being key to their success and the regression analysis confirmed this and showed that Akazi Kanoze youth are much more likely to save compared to the control group.

The mastery of the aforementioned skills undoubtedly increases employability, but there were other areas where there was no significant difference between treatment and control groups, meaning that Akazi Kanoze youth did not score themselves higher in those areas. For example, there was no difference in the positive gains for *“skills to start and grow a successful business,”* which is an

important area of focus in the rural areas since many youth start their own income generating activities. While Akazi Kanoze definitely increased overall employability compared to the control group, these findings also highlight areas for Akazi Kanoze to focus on, and lessons learned for youth and workforce development programs in Rwanda and more generally.

Overall, the findings demonstrate that Akazi Kanoze is having a positive impact on employability and employment outcomes, but more research to explore this relationship longitudinally and in other populations will be important for understanding the strength of Akazi Kanoze as an explanatory factor in long-term employment outcomes. Akazi Kanoze has been a game changer in the field of youth livelihoods development, gaining support from all stakeholders—the government, private sector, employers, and youth—by demonstrating employability and livelihoods improvements in Akazi Kanoze youth. These findings quantify a part of this positive impact and also show ways in which Akazi Kanoze can increase its programmatic effect and evaluation methodology in the future.



AK graduate, Euphrasie, stands outside her shop in the center of her village in Nyamagabe District

APPENDIX 1: REGRESSION OUTPUT

Employment Outcomes				
	Model 1		Model 2	
	Probit	Marginal Effects	Probit	Marginal Effects
Age	0.440** (0.006)	0.017** (0.007)	0.028 (0.103)	0.010 (0.103)
Female	-0.344** (0.005)	-0.135** (0.031)	-0.223 (0.085)	-0.086 (0.085)
Huye District	0.007 (0.952)	0.003 (0.015)	-0.011 (0.933)	-0.004 (0.933)
Primary School	-0.015 (0.923)	-0.005 (0.010)	-0.004 (0.978)	-0.001 (0.978)
Incomplete Secondary	-0.434** (0.008)	-0.171* (0.021)	-0.419* (0.017)	-0.163* (0.017)
Secondary	-0.199 (0.491)	-0.079 (0.010)	-0.383 (0.221)	-0.151 (0.221)
Did Akazi Kanoze	0.434*** (0.000)	0.170*** (0.000)	0.309* (0.024)	0.119* (0.024)
Skills to find job			-0.689** (0.002)	-0.237** (0.002)
Skills to improve work			0.238 (0.145)	0.093 (0.145)
Skills to start business			0.112 (0.521)	0.043 (0.521)
Can make business plan			0.232 (0.120)	0.089 (0.120)
Know about marketing			-0.234 (0.157)	-0.089 (0.157)
Have a mentor			-0.075 (0.590)	-0.029 (0.590)
Have savings			0.361* (0.025)	0.141* (0.025)
Amount of savings			0.000*** (0.000)	0.000*** (0.000)
Constant	-0.702 (0.081)		-0.397 (0.407)	
Observations	468	468	468	468
R-squared	0.061	0.061	0.166	0.166

Financial Management Outcomes		
	Probit	Marginal Effects
Age	0.006 (0.713)	0.002 (0.713)
Female	-0.236** (0.082)	-0.078 (0.082)
Huye District	0.519*** (0.000)	0.178*** (0.000)
Primary School	-0.121 (0.478)	-0.040 (0.478)
Incomplete Secondary	-0.166 (0.361)	-0.056 (0.361)
Secondary	0.296 (0.407)	0.090 (0.407)
Did Akazi Kanoze	0.495*** (0.000)	0.164*** (0.000)
Skills to find job	-0.058 (0.797)	-0.019 (0.797)
Skills to improve work	0.200 (0.233)	0.068 (0.233)
Skills to start business	0.264 (0.137)	0.091 (0.137)
Can make business plan	0.057 (0.719)	0.018 (0.719)
Know about marketing	0.147 (0.382)	0.049 (0.382)
Have a mentor	-0.387** (0.007)	-0.133** (0.007)
Employed	0.685*** (0.000)	0.230*** (0.000)
Constant	-0.633 (0.210)	
Observations	468	468
R-squared	0.165	0.165

APPENDIX 2: RESEARCH TOOLS

RCT LIVELIHOODS SURVEY

Youth Livelihoods Survey

Pencil

Questions to fill out before completing the form

- A.  District: _____
- B.  Implementing Partner: _____
- C.  Date of Assessment: (Month) _____ (Day) _____ (Year) _____
- D.  Gender: Male Female (please circle one response)
- E. Age: _____

INSTRUCTIONS:

Today we have some questions for you that will help us understand the situation of youth in Rwanda. If the questions aren't clear, let one of the administrators know and we'll be glad to explain them until they are clear. Don't worry if you don't want to answer some of the questions - that's ok. As long as you do the best you can, you will be helping us a lot. This is NOT a test and you will not be graded or judged. This information will not be shared with anyone outside of the Akazi Kanoze team. We will ask you some questions about your work and other activities you are involved in. You do not have to participate if you do not wish to. Once we begin, if you don't want to answer a question, that's ok.

Do you agree to participate? YES No

📌 What is your full name?

(Last) _____ (First) _____

1. 📌 Which of the following best describes your current situation for the past year (including today)?

 Please circle the selected answer (Select all that apply)

- a. You work for your family (with payment)
- b. You work yourself (self-employment).
- c. You work with others in a cooperative (joint ownership)
- d. You work for someone not in your family (as casual or contract).
- e. You don't work at all.

IF YOU SAID YOU DO NOT WORK AT ALL, PLEASE SKIP TO QUESTION 31.

IF YOU SAID YOU WORK FOR SOMEONE NOT IN YOUR FAMILY (AS CASUAL OR CONTRACT), PLEASE SKIP TO QUESTION 16.

IF YOU WORK FOR YOUR FAMILY, FOR YOURSELF, OR YOU WORK WITH OTHERS, PLEASE CONTINUE TO QUESTION 2 BELOW.

2. 🗣️ When did your work start? _____

**3. 🗣️ If you are in a cooperative, how many people are in the cooperative?
_____**

4. 🗣️ What products or services do you currently sell for money? (List up to 5)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

5. 🗣️ Does your family/business/cooperative currently use financial management documents for the business?

📖 Please circle all the responses that apply:

**Receipts order forms inventory forms cash book or register
none**

6. 🗣️ If you do not use any financial management documents, is there a particular reason?

📖 please circle all the responses that apply:

**no need to use them too costly to print don't know how no particular
obstacle**

7. What type and how many animals do you have?

(Please circle all types and quantities that apply):

- | | | | | | | | | | | | |
|---------------|--------------|--------|---------------|---------------|---|---|---|---|---|-----|-----|
| a. Cows: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| b. Pigs: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| c. Chickens: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| d. Sheep: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| e. Bee hives: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| f. Rabbit: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| g. Goat: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| h. Fish: | less than 20 | 20-100 | more than 100 | more than 200 | | | | | | | |
| i. Other: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ | |
| j. Other: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ | |

8. How much land do you currently have access to for cultivating your crops (estimate number of hectares): Please estimate: _____

9. Currently how much money do you earn per day on average?

_____ RWF

10. On a scale of 1 to 5, 1 being the lowest and 5 the highest, how satisfied are you with the amount of business or sales you currently have? (Please circle only one response)

1	2	3	4	5
---	---	---	---	---

11. What do you need to do to sell more units? (Please circle all that apply)

- a. make more units
- b. improve the quality of product we make
- c. more manpower
- d. better location in the market
- e. meet more customers
- f. don't know

12. Where do you sell your goods? (Circle all that apply)

- a. same space where goods are produced
- b. Private shop outside of production space
- c. Shared shop outside of production space
- d. Market stall outside of production space
- e. On the street

13. How many customers do you get a month?

Less than 5	5-10	11-20	21-40	41-80	81-100	more than 100
-------------	------	-------	-------	-------	--------	---------------

Every three months depends on when I complete a job

23. 🗣️ When you get paid, how much do you make? _____

24. 🗣️ When you have a problem at your work, are you able to settle it peacefully?

No, never Once in a while Sometimes Always

25. 🗣️ Are you able to provide for your family (for example, food, school fees, clothing, sleeping place, medical care)?

No, never Once in a while Sometimes Always

26. 🗣️ How often do you get paid for your work?

No, never Once in a while Sometimes Always

27. 🗣️ Do you like your work/job/farm/business?

No, never Once in a while Sometimes Always

28. 🗣️ Are you confident that you will be able to maintain the work you are doing for 6 months or more?

Not at all a little bit yes very much

29. Do you think it's harder for you to find job, work or do business because you are a man/woman?

Not at all a little bit yes very much

30. 🗣️ Do you think it's harder for you to find job, work, or do business because of your age?

Not at all a little bit yes very much

ONLY ANSWER QUESTIONS 31-33 IF YOU ARE NOT WORKING. IF YOU ARE WORKING, PLEASE SKIP TO QUESTION 34

31. 🗣️ Which of the following have you been doing to find work, job, or make business?

(Circle all that apply)

- | | | |
|--|-----|----|
| a. Looked for a job in newspapers, radio, internet, etc. | Yes | No |
| b. Asked friends and relatives about job opportunities (network) | Yes | No |
| c. Prepared your CV or application letter | Yes | No |
| d. Applied for a job | Yes | No |
| e. Done interview for a job | Yes | No |
| f. Looked for money to start business | Yes | No |
| g. Developed a business plan (clarify=for own business) | Yes | No |
| h. Had somebody take you to learn from his/her business | Yes | No |
| i. Other (specify): _____ | | |
| j. I haven't been looking for a job or make business | | |

IF YOU ANSWERED THAT YOU ARE NOT LOOKING FOR A JOB OR TO MAKE A

BUSINESS IN QUESTION 31, PLEASE ALSO ANSWER QUESTIONS 32 AND 33

32. Why are you not looking for a job?(answer all that apply)

- | | | |
|--|-----|----|
| a. Don't have time | Yes | No |
| b. Don't need to work | Yes | No |
| c. Illness or disability prevents me | Yes | No |
| d. Small children at home or pregnant | Yes | No |
| e. No jobs [so I got discouraged] | Yes | No |
| f. Do not feel I have the skills necessary to work | Yes | No |
| g. Feel intimidated (shy) when looking for work | Yes | No |
| h. Family would not let me look for work | Yes | No |
| i. Do not know how to look for work | Yes | No |
| j. Other _____ | | |

33. Are these problems for you, or people like you, to find work?

- | | | |
|---|-----|----|
| a. Don't know how to make anything | Yes | No |
| b. Don't know how to sell | Yes | No |
| c. No work experience | Yes | No |
| d. Not enough family support | Yes | No |
| (ie no money, no help to take care of children) | Yes | No |
| e. Lack of contacts (people you know to help get a job) | Yes | No |
| f. Lack of access to land | Yes | No |
| g. Lack of startup capital | Yes | No |
| h. Limited skills | Yes | No |

Specify skill: _____

i. Other (specify): _____

QUESTIONS 34-47 SHOULD BE FILLED BY EVERYONE, REGARDLESS OF YOUR ANSWERS TO THE QUESTIONS ABOVE

Here are some questions about skills, how you take care of money and about things you may have. Please answer the questions as honestly (freely) as you can. Your answer will help us understand how to make the program good for you. Please select one of the following: not at all, a little bit, yes, very much.

34. Do you feel you have the skills to find a job/livelihood?

Not at all a little bit yes very much

35. Do you know how to apply for jobs or improve your work position/status (or get promoted)?

Not at all a little bit yes very much

36. Do you feel you have the skills to improve your present work/business/farming? (for example, grow the business, new products, more customers, better income, raise

different animals etc.)

Not at all a little bit yes very much

37. 🗣️ Do you feel you have the skills to start and grow a successful business on your own?

Not at all a little bit yes very much

38. 🗣️ Do you know about the formal elements of a business plan?

Not at all a little bit yes very much

39. Do you know about marketing and how to attract customers?

Not at all a little bit yes very much

40. 🗣️ Do you have somebody to encourage you and give you advice on how to improve in your work or business (clarify—if they are not working, do they have work-related mentor)? (for example, a mentor)

YES NO

41. 🗣️ How do you MAINLY use your money? (select no more than TWO)

Please circle the selected answers (minimum: 1, maximum: 2)

- a. Buy food / other goods
- b. Pay for services
- c. Save it
- d. Invest in business or other assets
- e. Education / school fees
- f. Other (specify) _____

42. 🗣️ How often do you put aside money to save?

Please circle the selected answer (only one answer allowed)

- a. Never
- b. A few times a year
- c. Every month
- d. Every week
- e. Every day

43. 🗣️ Do you currently have savings? YES/NO

44. 🗣️ How much do you currently have saved? _____

45. 🗣️ What are the savings for?

- a. Daily personal use
- b. Emergencies
- c. Special occasions/ceremonies
- d. Investment in business
- e. Other (Specify) _____

46. 🗣️ Where do you save your money? (select all that apply)

Please circle the selected answers (minimum: 1, maximum: 6)

- a. Home

- b. Bank**
- c. Family**
- d. Savings group**
- e. Credit organisation**
- f. Other (please specify)**

47. 🗨️ If you borrow money, where do you borrow from? (select all that apply)

📖 Please circle the selected answers (minimum: 1, maximum: 5)

- a. I don't borrow**
- b. Borrow from family**
- c. Take a loan from bank**
- d. Take a loan from microfinance institution**
- e. Take a loan from a savings group**
- f. Other (please specify)**

Thank you very much for your answers!

CASE STUDY INTERVIEW TOOL

LIVELIHOODS FOLLOW-UP INTERVIEW PROTOCOL

I. **Purpose of this tool:** The purpose of this document is to explain procedures for conducting interviews with youth graduates. These procedures must be adhered to every time the interviews are conducted.

II. **Method of interview:** This interview is designed to be administered face-to-face. Two M&E data collectors will participate in interviews: one to facilitate the conversation, and the other to take notes. It is preferable to conduct interview face-to-face and to use digital voice recorder to record the interview.

If using a digital recorder, it is important to ask the respondent for permission to record the interview prior to the beginning of the interview. It is important that the data collector explains that the voice recorder can be turned off at any point, if it restricts the respondent to openly express his/her views.

III. **Scheduling and Confirmation:** Prior to the administration, a face to face meeting with respondents must be scheduled. Scheduling process is specified and monitored by Akazi Kanoze field agents.

IV. **Preparation for the survey administration:** In preparation for the interview the M&E data collector must do the following:

- a. **Scheduling the interview:** The M&E Officer will work with field agents to facilitate scheduling the visits for interviews with respondents. A day or two before the day of the visit, the respondent may be reminded through phone or an email about the upcoming visit.
- b. **Preparing for the interview:** The data collectors should study the interview questions to make sure to remember them well during the interview. They need to do mock exercise before and conduct role plays during the orientation session. In some instances the respondent may not understand the question properly; the interviewer may rephrase the question for better understanding of the respondent. The interviewers' orientation will provide information about the intent of each question, to create a common understanding of same question among the interviewers. This will standardize the questions among all interviewers.
- c. The interviewer should ensure that he/she has sufficient copies of the interview protocol before the interview takes place.
- d. It should be ensured that the digital voice recorder's batteries are full.
- e. It may also be ensured that the interviewer has all the required tools including a computer, notepad and pen to take notes during the interview.

V. Administration of the interview

- a. **Reaching the interview site:** The interviewer should call the respondent about an hour before scheduled time for a last meeting reminder and should attempt to arrive 15 minutes before the scheduled time.
- b. **Explain the purpose of the interview:** After greeting the respondent, the interviewer M&E data collector should outline the purpose of the visit or interview, which is to gather information on how the Akazi Kanoze program has built capacity of local youth serving organizations and broaden their service agendas to include work readiness and livelihood supports; and how the program has impacted the lives of young people, what challenges they have faced and how they have overcome barriers to achieve their goals. Inform respondents that the findings will only be used for programmatic purposes.
- c. **Privacy for interview:** A private room or place is recommended for the interview. Please avoid conducting interview in a place where other people are present, where it's too noisy or the interview is likely to be interrupted.

VI. Taking informed consent for voice recording: Having answered whatever questions the respondent may have, the M&E data collector should proceed to the interview. Prior to switching on the digital recorder, the M&E data collector must ask permission of the respondent to record the interview. If the permission is not granted, then only notes should be taken.

VII. Interview techniques: The interviewer should remember to use good interviewing techniques, such as:

- a. Active listening, with nodding and eye contact
- b. Regular summarizing the main points of the respondent
- c. Validating respondent's opinions by acknowledging them in neutral terms
- d. Using body language that is open and relaxed, such as smiling and not crossing arms/legs
- e. Using friendly demeanor.
- f. The M&E data collector should frequently go back to the interview protocol to make sure that all questions are answered.

VIII. After the administration: Following the completion of the interview, the interviewer should thank the respondent for their time, and leave.

IX. Transcription of the interview: One of the two data collectors at the interview should type up the notes on his/her computer during interview or as soon as possible after the interview. Each interview should be properly labeled as below:

To be answered for all youth:

- a. Name of respondent
- b. Location (District)
- c. Age
- d. Education Level
- e. Year of Graduation from the Akazi Kanoze program
- f. Date of interview

Questions for Akazi Kanoze Graduates (treatment group):

1. How did you hear about the Akazi Kanoze project?
2. What were you doing before enrolling in Akazi Kanoze as income generating activities?
3. What are you doing now to make money?
4. What skills have been most helpful in your work/business since finishing Akazi Kanoze?
5. How have these skills helped you in your work/business? Provide examples.
6. What challenges have you encountered since finishing Akazi Kanoze? How have you overcome them?
7. Other than a job, what changes in your life have happened because of what you learned in the Akazi Kanoze program?
8. Compared to non-Akazi Kanoze youth, what differences do you see in yourself?
9. What skills have not been helpful since you graduated? What skills have you not used?
10. Do you consider yourself successful? What are your future goals and plans to achieve them?

Questions for Control Group Youth:

1. Would you have liked to have done Akazi Kanoze? If yes, why?
2. What do you do now for making money?
3. What would you like to learn to help you earn more money? What skills in particular would be helpful for finding a job or improving your current livelihood?
4. Do you have friends who did Akazi Kanoze? If yes, what skills/characteristics do you see that they have that you think would be helpful for you?
5. Can you tell us about one of your Akazi Kanoze peers? Tell their story—what challenges have you seen them face; have they been successful?