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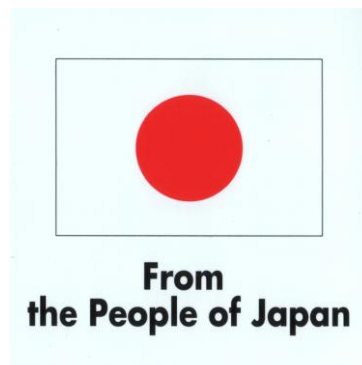
IOM International Organization for Migration
OIM Organisation Internationale pour les Migrations
OIM Organización Internacional para las Migraciones

TRACER STUDY: VOCATIONAL SKILLS TRAINING IN WESTERN AND SOUTHERN PROVINCE

Conducted under the project:

**'Enhancement of socio-economic reintegration opportunities for Rwandan
returned refugees and other vulnerable groups'**

DONOR: Government of Japan



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Table of Contents

Acknowledgements	3
List of Acronyms	4
Executive Summary.....	5
I. Introduction.....	8
A. Background.....	8
B. Intended use of this study.....	9
II. Methodology, Limitations and Profiles of beneficiaries interviewed	11
A. Methodology	11
B. Limitations.....	13
C. Profile of interviewees.....	14
III. Findings	17
A. Training and motivation	17
B. Retrospective evaluation of quality and relevance of vocational training.....	20
C and D transition to employment and current activity.....	24
E. Impact of training.....	34
F. Relationship between training and current work	38
Key informant questionnaires	39
Employers questionnaire	41
IV Conclusions and Recommendations	43
Case Studies	48
Appendices	52
Appendix 1 IOM – tracer study - Graduate Questionnaire	52
Appendix 2. IOM – tracer study – Key informant questionnaire.....	62
Appendix 3. IOM – tracer study – Employer Questionnaire	64
Appendix 4. IOM – tracer study – Case Study Guidelines	67
Appendix 5 – Sampling.....	70

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List of Acronyms

DRC	Democratic Republic of Congo
IOM	International Organisation for Migration
MA	Market Assessment
MIDIMAR	Ministry of Disaster Management and Refugee Affairs
STI	Skills Training Institution
TVET	Technical Vocational Educational Training

Opinions expressed in the tracer study report are those of the author and do not necessarily reflect the views of the International Organization for Migration (IOM) or the Government of Rwanda.

NOTE: All currencies expressed here are in Rwandese franks (RWF). For reference at the time of writing the report \$1 was equivalent to approximately 600 RWF.

Throughout the report, graduates, beneficiaries and respondents are used interchangeably to mean those people, returnees and vulnerable people, who were trained in vocational skills as part of IOM's project.

Executive Summary

Since 2010, IOM has been implementing a project to enhance socio-economic re-integration for Rwandan refugees and other vulnerable groups. This work has been supported by the Government of Japan and implemented in conjunction with MIDIMAR. The first phase of this project (2010-2011) was implemented in ten districts of the western and southern provinces¹ with the highest number of refugees and one key element of the project was to provide vocational training to the beneficiaries.

The project was implemented in ten priority districts: three from the Southern and seven from Western Provinces of Rwanda. Amongst the Rwandan returnees, around 62% have returned to the Western and Southern Provinces of Rwanda. In total, 953 people were trained in 15 different vocations across these ten districts.

The present tracer study was designed to provide information about the relevance and effectiveness of IOM's vocational training programme. Through in-depth structured interviews with 228 beneficiaries, 67 key informants and 14 employers, as well as 45 brief case studies, extensive data has been obtained on the current situation of programme beneficiaries and their current work and financial situation. The data gives us an insight into beneficiaries' perception of their training institutions, their pathways since they left the assistance and recommendation

The beneficiaries who enrolled in IOM's vocation training programme were very diverse, with the youngest being 15 and the oldest being 65 at the time of interview. Men were marginally over represented, making up 52% of the respondents while women accounted for 48%. Levels of education prior to the training tended to be low, with the largest group having started, but not completed, their primary education. Prior to enrolling on to the IOM's vocational training programme, the majority were involved in farming activities, either their own land, or farming for a wage, such as on tea plantations. 57% are returnees, the majority from the Democratic Republic of Congo, while 42% are disadvantaged youths.

Most respondents found out about the programme through the local administrative units of the cell or the sector. One of the main reasons cited for signing up to the course was that it was close to their home, followed by the fact there was no fee, or to improve their chances of getting a job. Beneficiaries could chose, to an extent, between 15 different trades, although their selection on to the course depended on local availability of training institutions and spaces. By far the most popular vocation was tailoring, followed by carpentry, welding and masonry. For 87% of respondents it was the first time to attend a vocational training course. A large number of respondents (68%) did face difficulties in attending the training, the main reason being that it was far from their home or for family commitments. While the training locations may have been relatively close to home, ten or twenty kilometres by foot each day does represent a significant amount of time.

The vast majority of trainees were very positive about the training, with the majority being "satisfied" or "very satisfied" with an overall score of the theoretical and practical training of 3.6 out of 5. The lowest evaluations to the course were because they felt that the teachers were not committed enough, or they had other occupations (such as doing their job when they should be training them) or the lack of materials and equipment to practice on. This was a common complaint of those doing tailoring for example: while they were given a start-up kit - including a sewing machine – upon completion of the training, they would have benefited from having it to practice on *during* the training.

75% said that they would chose the same studies again while only 55% said that they would chose the same training institution again, so level of satisfaction with training institutions are not very high. The main reason given for this were the poor facilities, the bad quality of teachers and that the training institution were too far

¹ SEE RAPID ASSESSMENTS: RETURNNEES PROFILING; MARKET, SKILL TRAINING FACILITIES AND GOVERNMENT CAPACITY BUILDING NEEDS (IOM, 2010)

from their home. When asked what they liked about the training respondents liked gaining skills, and the job it has lead to, as well as the start-up kit and friends made on the courses, which resonates with the re-integration element of the project as a whole. What they didn't like was having to go hungry in classes (lunch was not provided) lack of equipment and bad teachers.

The majority of respondents felt that the training duration (5 months) was too short and they would have benefited from it being longer as there were many things they did not have time to study, but this raises the question of the actual efficiency of the training, and how this could be improved in the time available

Looking at beneficiaries employment status six months after completing the training, the majority (43%) are self-employed, while 16% are in waged employment and 9% are in cooperatives. One person is in further training. Almost a third of beneficiaries are unemployed (32%). Overall people are satisfied with their current occupation, with the average ranking of their level of satisfaction about their current employment was 3.5 out of 5, where 1 is not at all satisfied and 5 is very satisfied. Of those who are working, 57% are working full time, while 47% have a secondary occupation and 79% are working in the same field that they studied in.

Although a large number of respondents (95%) were given a start up kit to help them establish their business, 12% of these admitted to not currently being in possession of the kit, a figure which is likely to be an underestimate as people may not want to admit to the fact they may have sold the equipment or be renting it out. Other reasons for not having it was that it had broken. On average people were satisfied with the start-up equipment, giving it an average score of 3.3 out of 5.

A majority of respondents reported being better off financially as a result of the training (57%) a small number (14%) actually reported a reduction in their monthly income after the training. The trades that generated the highest average monthly income, of over 20,000RWF per month (\$33, just over \$1 per day), were masonry and welding, both strong male-dominated trades where there are many opportunities for wage employment. At the other end of the spectrum fishing, knitting, shoe making and soap making, baking decoration and mechanics had yields of less than 7,000 RWF per month (\$11.50). Those in wage employment earned almost double what those in self employment and working in cooperatives did, although this may not be indicative of long term trends as it will take people time to establish their businesses and the impact will be seen over a longer term period.

The average salary before the training was 6,862 RWF and after the training it was 12,191RWF which represents an average salary increase by 5,329 RWF or 78% which is very significant given the short time period that this study was undertaken after the training and will be expected to increase over time. 63% reported an improvement in their living conditions as a result of the training. How was the money spent? Livestock was often the first item that people acquired, followed by clothing and house improvements.

The 14 employers interviewed commended graduates on their enthusiasm and motivation but a majority said that their technical skills could be improved.

Overall the feedback collecting during the Tracer study was positive, but there are nevertheless areas for improvement and lessons that can be learned for the next phases of the project. The following are suggestions about how the overall programme can be improved in subsequent phases:

1. Review the trades on offer according to outcomes and adapt.
2. Offer information about trades to allow beneficiaries to self-select courses
3. Enhance learning outcomes by improving facilities: accommodation, food and equipment.
4. Consider providing part of the start-up kit to beneficiaries to use during the training, rather than after it is completed.
5. Train the trainers.

6. Devise standardised curriculums to improve quality and breadth of training.
7. Develop a feedback system for poor quality teaching.
8. Consider employment status outcomes and guide students in this respect.
9. Include business skills as part / at the end of the training.
10. Review contents and quality of start-up kits.
11. Issue certificates for training.
12. Offer follow-up support and supervision after completion of training

Each of these recommendations in described in detail in the final section of this report.

I. Introduction

This tracer study was designed to provide information about the relevance and effectiveness of IOM's vocational education and training programme. The aim of the programme was to prepare trainees for employment and self-employment (both as sole traders and in cooperatives) in order to improve their livelihoods and alleviate poverty. It was offered to over 950 returnees and vulnerable people across ten districts in the Southern and Western provinces of Rwanda and was delivered between January and June 2011. Evaluating the impact the programme has had on its beneficiaries will enable IOM to design and deliver subsequent programmes more effectively.

Through in-depth structured interviews with 228 program beneficiaries, including 67 key informants and 14 employers, as well as further case studies, extensive data was obtained on the current situation of beneficiaries and their businesses or other employment. The survey provided information on the effectiveness and relevance of the intervention, how beneficiaries' personal and professional situation had changed as a result of the assistance and provides recommendation for adjusting current and future programming in order to increase its impact.

This tracer study tracks down a group (sampled randomly) of graduated trainees who participated in the training and explores their current and past employment situations.

A. Background

Rwanda has experienced several waves of displacement, the most significant of which, happened after the genocide in 1994. UNHCR currently estimates there are 72,360 Rwandan refugees outside of Rwanda, mainly in the Democratic Republic of Congo (DRC). In the beginning of 2009, the number of assisted repatriations from the DRC increased significantly due to the ongoing struggle against the armed groups, including the rebels of the 'Front de Liberation du Rwanda' (FDLR) in the North Kivu province of DRC.

Creating employment opportunities for Rwandan returnees and other vulnerable groups is one of the major priorities of the government of Rwanda through the Ministry of Disaster Management and Refugee Affairs (MIDIMAR). For this reason IOM is implementing the project 'Enhancement of socio-economic reintegration opportunities for Rwandan returned refugees and other vulnerable groups' funded by the Government of Japan, in close cooperation with the Ministry of Disaster Management and Refugee Affairs (MIDIMAR) which heads the National Refugee Council (NRC), as well as other relevant national counterparts.

This project aimed at assisting the returnees' re-integration back into their communities by providing livelihoods and economic development opportunities. The project extended its reach beyond returnees to encompass vulnerable groups as well, to prevent segregating the groups and promoting their integration and stronger communities.

Before the implementation of this project, in March 2010, IOM carried out a returnee profiling and other rapid assessments² in order to determine baseline data for the establishment of the parameters for interventions and identify possible partners and beneficiaries for the project. Four assessments were commissioned to assess the following: 1) The development of a returnee profiling through a sample of 279 households in seven districts from Southern and Western provinces in Rwanda, including identification of needs and interests in terms of skills training for the returnees; 2) The local labour and business market in the 10 target districts; 3) The capacity of existing skills training institutions in the 10 target districts and 4) The capacity of relevant government institutions at national and district level to provide socio-economic reintegration

² Rapid Assessments: returnees profiling; market, skills training facilities and government capacity building needs, IOM 2010.

assistance and monitoring and identify their capacity building needs. The findings of the study are captured in a report³ (2010).

The project was implemented in 10 priority districts: three from the Southern and seven from Western Provinces of Rwanda. Amongst the Rwandan returnees, around 62% have returned to the Western and Southern Provinces of Rwanda.

This tracer study looks at the element of the project which was to enhance the socio-economic opportunities of returnees and vulnerable people. Beneficiaries (returnees and other vulnerable community members) were selected by the district head quarters. Beneficiaries were able to choose between two different types of assistance: a) a livestock donation (cow / goat) or b) to receive skills development opportunities.

While this study only addresses the second options (skills development) it is interesting to note that many people's preference was the livestock donation, as they felt this was something tangible from which they could benefit immediately. Those who weren't selected for the first received the vocational training. This is important to note because the training was seen as a less preferable option at the outset of the project. While it is not within the remit of this study, it would be interesting to compare which of the two had the greatest long term impact on the individual.

There were fifteen areas of vocational training offered and beneficiaries could, to an extent, chose the area they wished to train in depending on local availability of skills training institutions. However many were not able to have their first choice, due to lack of trainers in the district or matching supply with demand, etc.

In total, 953 beneficiaries received training. The training lasted for a duration of five months (in most cases from February to June 2011) and as specified by IOM, included a combination of theoretical and practical training which in most cases was combined (e.g. theoretical in the morning, practical in the afternoon). The institutions providing the training (80 in total) ranged from some larger institutions designated as Technical and Vocational Education and Training (TVET) institutions which had a lot of experience in this type of training as well as facilities and could take on as many as 35 students at one time (such as Atelier INEZA in Rusizi, training in tailoring) to much smaller outfits that had previously had very little experience in training people up (maybe having only trained 1-2 people in the past) and not having a set curriculum to follow or only having the capacity to take on a few students. The smallest number of trainees at any one institution was 2. This study will also look briefly at how the students evaluate each type of institution.

IOM placed field officers in every district to oversee the training and ensure that it was being delivered as specified, provide support to beneficiaries and distribute start-up kits. The start-up kits were given to beneficiaries upon completion of training. A minimum of \$150 per start up kit was allocated to each beneficiary. In tailoring this meant receiving a sewing machine, tape measure, scissors along with some cloth to start their business as an individual. Other vocations required more expensive equipment, so project beneficiaries were encouraged to form cooperatives so that the start up kit could be combined and include more expensive equipment, such as welding machinery. Most vocations received their start up kit within a month or so of the training, although others, like soap making, only received it a few days before the tracer study was conducted due to difficulties in procurement.

At present IOM is implementing a similar programme rolled out to five districts in the eastern province of Rwanda, which represent a similar programme which is also builds on the learning from the first phase and will utilise the recommendations from this report.

B. Intended use of this study

Any programme needs to be self critical and understanding in order to understand its value, impact and relevance and improve its effectiveness over time. As this report is being written in February 2011, a new phase of the project is being rolled-out in five districts of the Eastern Province and another phase may soon

³ Rapid Assessments: returnees profiling; market, skills training facilities and government capacity building needs, IOM 2010.

roll out in the North. While the implementation of the next phase of these programmes have already been adapted according to the lessons learnt from the first phase, this was not done systematically as in this report, so some additional insights will be gained. It will also serve as a comparison between the impacts of different phases of the project.

But IOM is not the only one carrying out such training. Provision of vocational training skills is one of the key tools and priorities from the government of Rwanda in order to promote poverty reduction. IOM is just one of the agencies implementing such work, so both the methodology of the tracer study and the results are significant. TVET programmes in Rwanda are generally delivered in 2 years, while this training was only for 5 months. What is the added value of additional length of training?

USERS

- IOM
- Government of Japan
- MIDIMAR
- Other agencies involved in the provision of vocational training
- Rwandan Ministry of Education (MINEDUC)
- Workforce Development Authority (WDA)

USES

- To determine whether IOM's past and present vocational training programme represents an effective way to promote economic empowerment and poverty reduction among its beneficiaries;
- To determine how to improve support provided to present and future IOM socio-economic reintegration projects.
- To review the methodology and its replicability in other tracer studies.

II. Methodology, Limitations and Profiles of beneficiaries interviewed

The methodology used in this study is adapted from a toolkit for tracer studies, developed by Helvetas, a Swiss association for International Co-operation, together with Practical Action Publishing. Their toolkit *Measuring education's path to prosperity (2009)* offers a hands-on manual on how to conduct tracer studies and was originally developed for Helvetas staff. It draws on best practices and consolidates various different tracer study methodologies combining learning and experience. In order not to re-invent the wheel, this tracer study adopts the Helvetas methodology as a base, adapting it where necessary.

A. Methodology

The questionnaires

Three types of questionnaires were developed, in accordance with the Helvetas methodology:

- Graduate questionnaires
- Key informant questionnaires
- Employer questionnaires.

The graduate questionnaires are used when the designated graduate is traced and interviewed. This questionnaire was ten pages long (see appendix 1). When the graduate cannot be found, because they have moved location, for a example, a key informant questionnaire (appendix 2) is used, and someone who knows the graduate (e.g. family member, trainers, friend) is then questioned as to the whereabouts of the graduate and what they are doing now. In theory this should then be used to trace the graduate and find them, o contact them by telephone to be interviewed, but due to time and resource limitation this was not done and limited an analysis of the key informant questionnaires. The employer questionnaire (appendix 3) is administered to managers of graduates who have been trained, and are now in waged employment. A template for case studies (appendix 4) was developed to enable the data collectors also collect additional qualitative information about some of the respondents or those who are working in cooperatives.

The questionnaires are based on those developed by Helvetas, but adapted substantially to fit the local context. Some of the major modifications included a) deletion of the separation of theoretical and practical training and details about each institution, as both were delivered by the same STI b) inclusion of an additional section about cooperatives, as cohorts were encouraged to group into cooperatives in line with district development plans c) the inclusion of section about the start-up kit, as after completion of training graduates were given a start-up kit (either individually or as a group) to help them to start their business. The Helvetas methodology also included a pre-training questionnaire, which asked beneficiaries about their employment and economic status *prior* to starting the training, allowing for comparisons to be made before and after. As this was not done before the training, a couple of questions were added to the graduate questionnaire asking beneficiaries about their income and employment status prior to the training.

Through in-depth structured interviews with 228 program beneficiaries, extensive data was obtained on the current situation of beneficiaries and their businesses or other employment. The survey gave an insight into beneficiaries' various paths of employment, entrepreneurship and cooperative development since receiving assistance, their evaluation of the effectiveness and relevance of this assistance, and recommendations for future vocational training programmes. The questionnaires were tested in a district that was not part of the sample and was further refined and simplified after this time.

After being developed in English, the survey was translated into Kinyarwanda for reference. Data was recorded on the English version of the questionnaire by the data collectors while the survey itself was conducted in the vernacular Kinyarwanda. All data collectors had access to a copy of the Kinyarwanda version to help standardise how they phrased questions. Coding it on the English version of the questionnaire was preferred as all *prior* analysis and report writing was to be conducted in English, and data

collectors were fluent in both English and Kinyarwanda. A copy of the English version of the survey is included in Appendix 1.

All interviews were conducted in person, either at the place of business, original place of study or district head quarters. While it would have been preferable to interview respondents at their place of work or residence to reduce the burden on the interviewee and increase the participation rate, this was not always possible due to accessibility constraints. Many of the respondents lived in very remote rural areas, did not have access to a telephone, and

Interviews were conducted by three teams of six data collectors, each headed by one team leader. Only one vehicle was provided per team. Each interview took approximately 30-45 minutes while the key informant and employer interviews took 5-10 minutes, and the case study collections around 20 minutes.

Interviews were arranged primarily by telephone by the team leaders who contacted the skills training institutions (STI) where the beneficiaries had been trained. These then in turn were given the names of the people to be interviewed who then contacted them to arrange for them to be available on the date of the interview.

The interviewers made it explicitly clear to each potential interviewee that participation was entirely voluntary and that specific responses assessing the quality of assistance received would be reported to IOM and its partners only in aggregate form and in no way attributed to any individual respondent.

Sampling

953 returnees and vulnerable people received training across ten districts for 5 months in 2011, with most of them ending their training in June 2011, approximately six months before the tracer study was carried out. The sample size was calculated at 250 with the aim of getting 95% probability. The sample size was calculated using the following formula (Drott)⁴:

$$\text{Number of samples} = \text{total number} / ((5\% / 1.96)^2 * ((\text{total number} - 1) / (50\% * (1 - 50\%))) + 1)$$

The sample size was set higher than the minimum for 95% probability (to 300, around 30%) in recognition that, being a tracer study, not all respondents would be able to be tracked.

Due to time constraints the survey could only take place in six out of the ten districts where beneficiaries were trained. The selection of districts and the sampling methods had to take in to account the following consideration:

- Sampling had to be representative of the vocations and training institutions. Beneficiaries were trained in fifteen different vocational areas, with numbers studying each trade depending on availability of skills training institutions (STIs) to deliver the training. The largest cohort, in tailoring, had 326 people studying this vocation in 24 STIs. The next most popular was carpentry with 145 beneficiaries. At the opposite end of the spectrum, areas like bakery and tomato productivity only trained 13 and 12 people respectively, in just one STI.
- As all 15 specialities of vocational training were to be included in the study, some of which were only offered in one STI, these districts with 'unique' trades had to be included in the sample. These districts were Nyabihu (Potato and Tomato Cultivation, Baking); Nyamasheke (Shoe making and decorating); Karongi (fishing) and Nyamagabe (soap making). The other two districts in the sample (Nyaguru and Rusizi) were chosen for logistical reasons due to ease of access and the fact that a large number of people were trained in a wide range of different vocations in these districts. See appendix 2 for map of Rwanda where samples were taken from.

⁴ "Drott, C. M. Random Sampling: a Tool for Library Research, *College & Research Libraries*, March 1969, 119-125."

- The total number of people trained in the six selected districts was 591, and with a desired sample size of 300, this equated to approximately half of the trainees in these six districts to be included in the survey.

It was decided to make the sample representative of the total across all districts, not just in those districts chosen, so the sample size, per speciality and STI was calculate as a proportion of the total trained across all ten districts (i.e. 33% of the total). So for example, a total of 326 people were trained in tailoring across the ten districts, so 103 of these needed to included in the survey. In the six districts selected only 173 had been trained in tailoring, therefore the sample size for this speciality (and per STI) was 59%. In the 'unique' vocations, such as soap making, the sample size was 0.31 of the total. Full details of this can be found in appendix 5.

Lists of all the people trained in each trade and per STI per district were obtained from IOM. Subsequently random sampling was used in order to determine the sample size. Each was then allocated a number, and random sequences were generated using www.randomizer.org according to the sample size needed and the total numbers of graduates per STI.

Once the sampling was complete, each graduate was allocated a unique identifier (reference number) with the district, vocational training, STI and student number, and lists were supplied to the data collectors.

Data collection

Eighteen (18) data collectors were employed, along with 3 team leaders, and deployed to the districts. They were provided with one day of training on Friday the 9th of December 2011. The training covered the background to the project (many of the data collectors had already been involved in the rapid assessment of the market and skills training institutions previously, so were familiar with the scope of the project), and went through the questionnaires in detail. They were also instructed to look at the coding for the questions, as some specified interviewers to read the possible answers out loud, or not to specify answers, coding it to the best match in the questionnaire or detailed under 'other'. This is important so as to not bias interviewees' answers. The training also included time to test the questionnaires (amongst each other) and a subsequent question and clarification time, after which the questionnaire was further adapted to produce the final version used in data collection.

The eighteen data collectors divided in to three teams of six data collectors and one supervisor. Each team covered the data collection in two districts, with approximately 50 respondents targeted per district. Data collection took place over five days, between Monday the 12th and Friday the 16th of December 2011.

An excel data sheet was adapted for data entry purposed, and four data entry people were employed for a period of 5 days to input all the data for subsequent analysis. This was entered on excel, with pivot tables being used for the analysis.

B. Limitations

There are two main limitations to the study.

First, many of the recipients completed their training less than 6 months (in June/July 2011) prior to the tracer study being conducted (in December 2011). It is generally recommended that tracer studies be conducted at one year (minimum) after the training is complete, or more ideally two years after the training (*Helvetas, 2009*). This is to allow time for graduates to utilise their training, and plot their path to employment. It is unlikely that any major impact would be observable in such a short period of time (i.e. six months) after completion of the training, as graduates still find themselves in a transition to employment rather than in a stable situation. Therefore it is unlikely to demonstrate the full impact of the training. Some beneficiaries (e.g. soap making) experienced a delay in receiving their start-up kit to allowing them to set up their own businesses, and so just received this a few days prior to being interviewed for this study. The results of the tracer study will have to be interpreted with this in mind, as they may present a more

pessimistic picture than if the survey had been conducted a year or two after completion of the training and receipt of the starter kit.

The second major limitation of the study was that in some districts the lists of people trained per STI were not accurate. This resulted in some of the beneficiaries included in the sample (through random sampling) not actually having received the training in the speciality they were listed under or not having received any training at all (if they switched from the skills development to the livestock programme). The districts with inaccurate lists then presented a problem as very few of the named beneficiaries were present. Where possible the accurate list of people trained from the STI was obtained and the team leader then selected the names of those to be interviewed at random. But in other cases, they interviewed the people that were available or had turned up, so in these cases random sampling was not carried out and biases in the results may have occurred (e.g. those being interviewed with the ones who had turned up possibly as they had time and no other occupation, or alternatively they were the ones who got more out of the programme so they felt a greater loyalty to the STI and IOM). The profile of interviewees below offer more detail on this.

Other limitations as mentioned throughout the results section include the misunderstanding of the questions by the interviewees, especially in the ones where they are asked to rank a statement between 1 and 5, with 1 being the lowest and 5 being the highest. A large number of interviewees for example ranked the entrepreneurship training as 5, when in fact they had not received any entrepreneurship training.

C. Profile of interviewees

Of the 300 beneficiaries originally selected by random sampling for inclusion in the study, 172 of these were traced and interviewed. In addition to this, 67 key informant questionnaires (where the designated beneficiary cannot be tracked) were undertaken, making a total of 239 (out of 300) people from the original random sample. In addition to these, 55 people were added to the graduate questionnaires from STIs where the data sets were incomplete. This makes up a total of 228 graduate interviews analysed in the data set.

Diagram 1. Sample size

	graduate interviews	key informant	total	intended
Baking	4		4	4
Carpentry	32	10	42	46
Cooking	5	2	7	6
Decoration	2		2	2
Fishing	2		2	3
Hairdressing	20	2	22	23
Knitting	3	5	8	7
Masonry	19	5	24	20
Mechanics	9	7	16	21
Potato cultivation	5	2	7	9
Shoe Making	2	3	5	7
Soap Making	14	3	17	14
Tailoring	82	21	103	103
Tomato cultivation	4		4	4
Welding	24	6	30	32
Grand Total	227	66	293	301

In total 228 people were interviewed using the main graduate questionnaire. However occasionally during the analysis, the sample size appears to be smaller: this is where respondents (or data collectors) have left certain question in blank, so the analysis only includes those who answered the question.

Of these 228, 120 were men, and 106 were women. The largest age group was the 21-35 age targeting people as they enter the peak of their productivity. Interesting some of the respondents were as young as 15 (1, male) and 16 (1, female) years.

Figure 2. Profile of respondents by gender

IOM Rwanda 2012

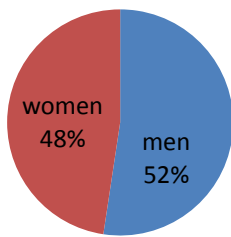
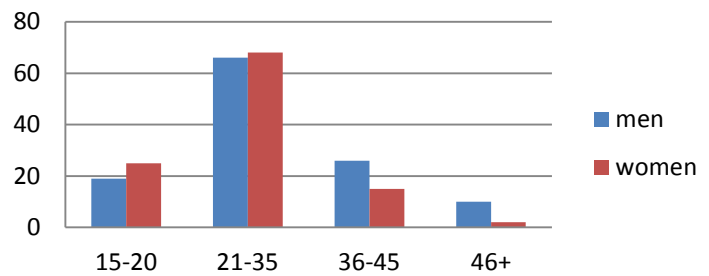


Figure 3. Age distribution of respondents

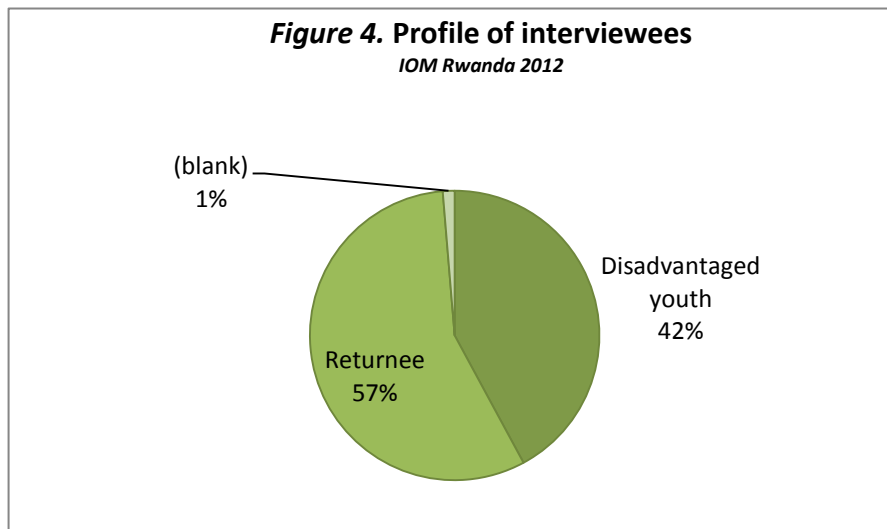
IOM Rwanda 2012



57% (129) were returnees and 42% (96) were vulnerable groups in Rwanda. Of the returnees, the great majority, 113 were from DRC, 10 from Tanzania and 4 from Burundi.

Figure 4. Profile of interviewees

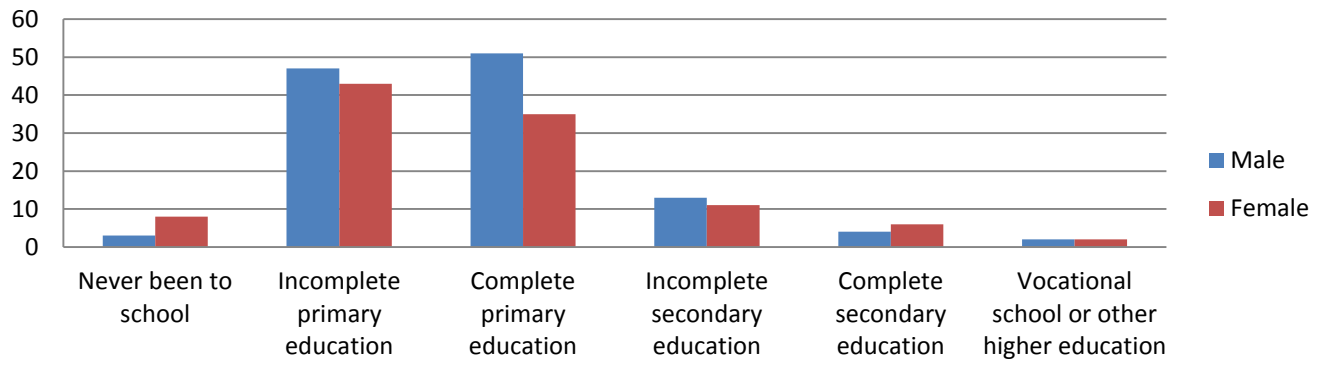
IOM Rwanda 2012



The educational level of respondents was low although the majority had attended some sort of schooling. Only 8 women and 4 men had never been to school. As would be expected, women had less education than men, as fewer women (35) than men (53) had completed their primary education and gone on to secondary. Interestingly however more women had completed secondary education than their male counterparts (6 versus 4 respectively) and a small number had already undertaken some vocational training (2 male, 2 female). Perhaps this is because men who complete their secondary education have greater employment opportunities and thus would not be selected by their sectors to be a beneficiary of this training.

Figure 5. Highest educational level attained prior to IOM training

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III. Findings

A. Training and motivation

Overview

At the time of being admitted on to IOM's training, the great majority of beneficiaries were involved in farming, many for themselves, although a large number also for a wage. They heard about IOM's training through the cell or sector and while many were able to chose the vocation in which they were to receive training in, and did so because it was their passion or they saw good business opportunities in the area, 22% were not able to chose their trade and it was selected for them. We can see that those who did have a say in what they studied had better long term employment outcomes after completion of the training.

Graduates reported several challenges when it comes to attending the training school, including that their training centre was far from home (41%). However 43% stated that they chose their selected STI because of its proximity to their home. Only 13% had previously attended a vocational training while for the rest it was the first time to study a vocation.

By question

Prior to being admitted on to the IOM vocational training, the majority of respondents (52%) were farming their own land (56 women and 62 men), while 29 women and 25 men were farming others land for a wage. 10 men were in paid employment and 8 were studying. 13 men and women had no employment. Figure 6 below shows the respondent's former occupation before attending the IOM vocational training.

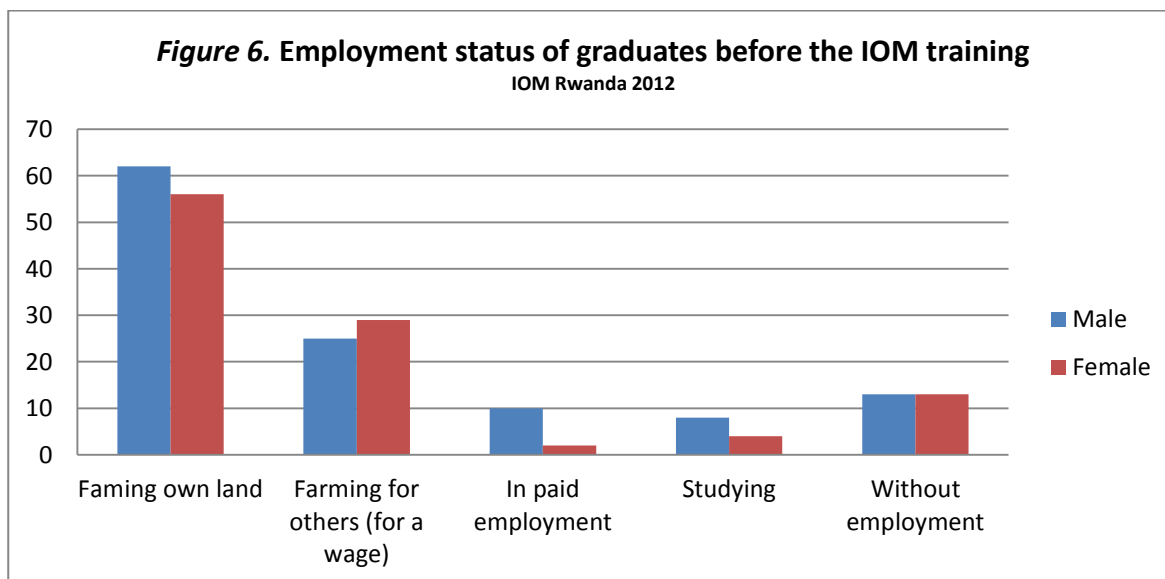


Figure 7 shows the trades graduates and how they are distributed amongst men and women. Some trades, such as tailoring, knitting, soap making, tomato cultivation, baking and cooking were predominantly, although not exclusively, female trades. Carpentry was exclusively a male, while ones like welding, masonry and mechanics are predominantly male trades, although some women also took part.

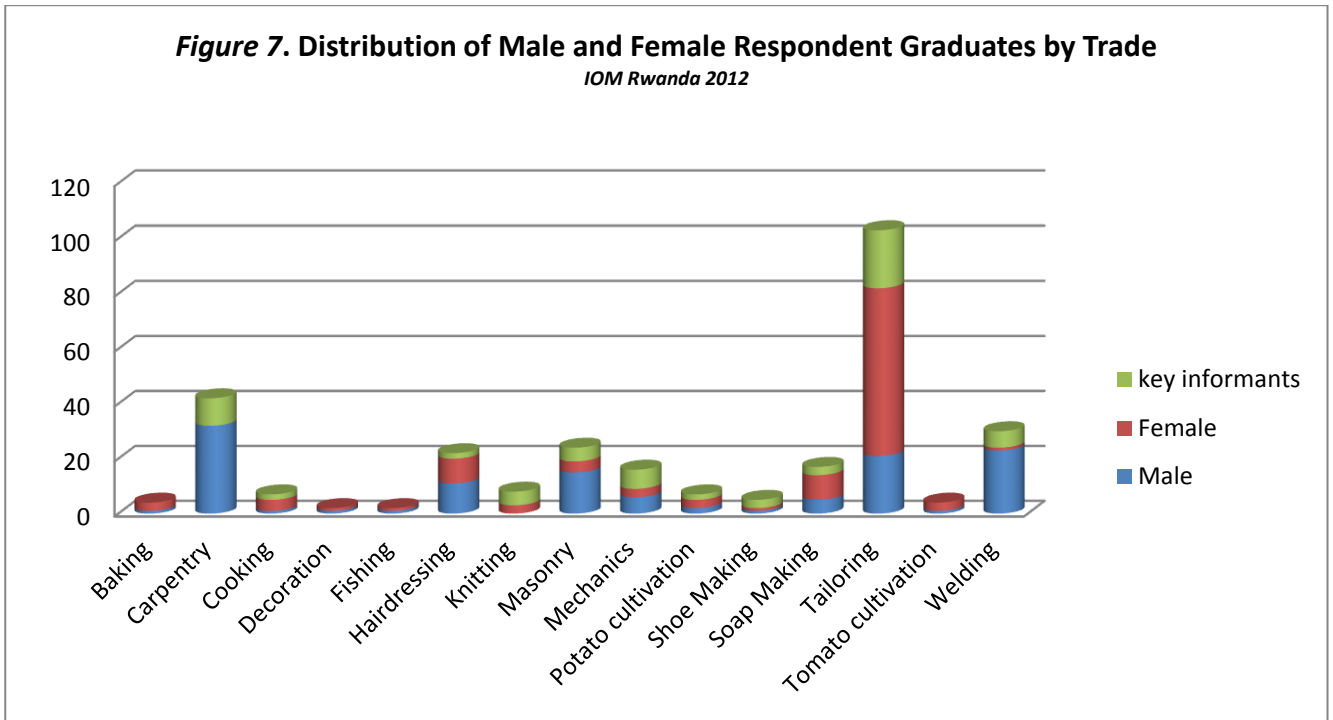
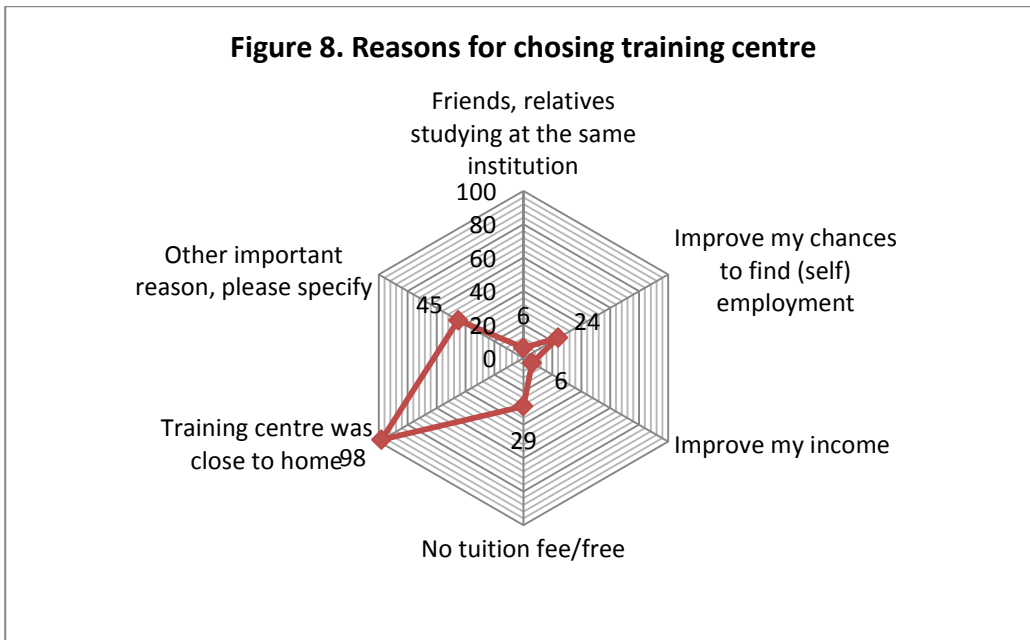


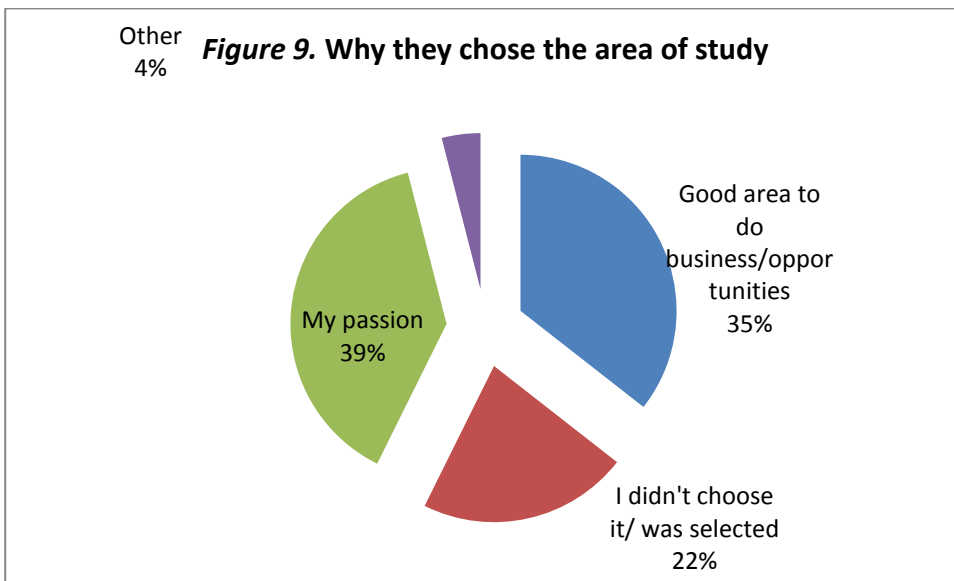
Figure 8 below looks at reasons why respondents chose training institutions. In some cases respondents will not have had too much choice over the training institution they selected as it may have been allocated to them, as is reflected in 'training centre was close to home'. Of the 45 who said "other important reason" the answers varied from 38 stated that this was because the school was selected for them "IOM selected me/ they oriented me/ they chose for me". A small number also talked about good trainers, etc.



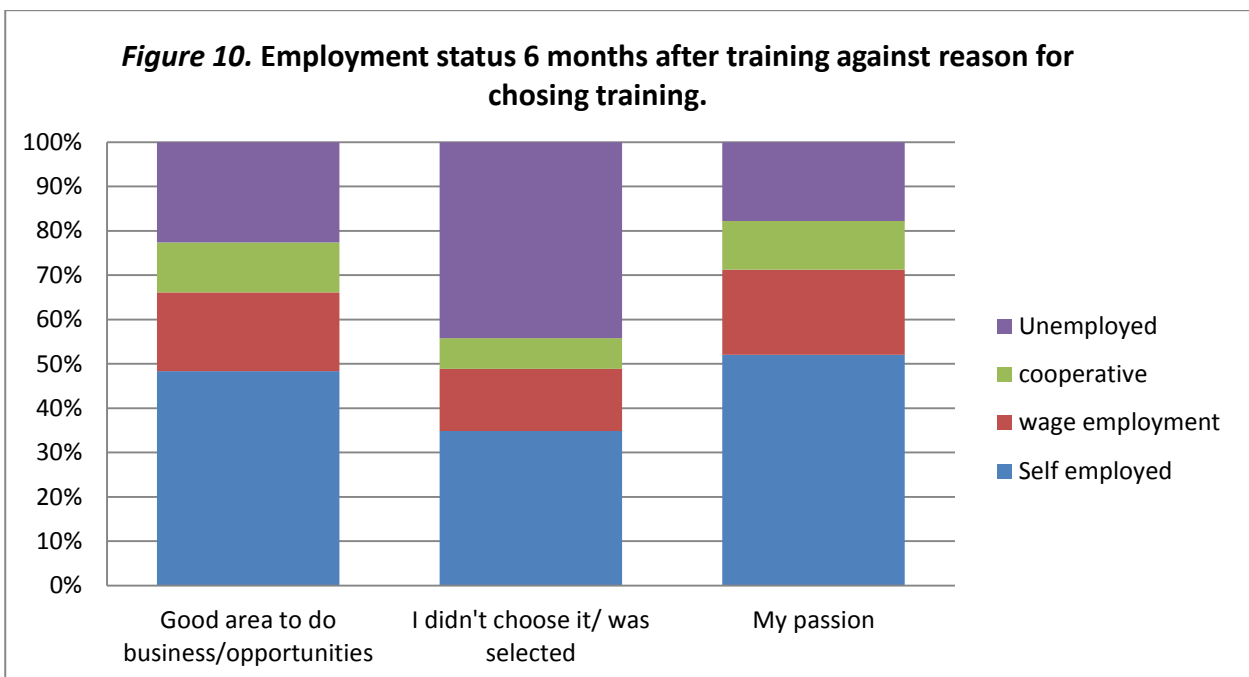
Surprisingly very few people stated that they chose the training institution to improve their income. In this respect the end result of the training (i.e. improved skills to enhance income) was not a consideration.

The fact that some people had little say about their training school could be a concern, as people may not be part of the decision making process relating to their area of studies. However figure 9 shows respondent's reasons for choosing their area of study and only 22% stated that they hadn't chosen it and had been

selected instead. 39% said their chosen vocation was their passion and 35% were thinking in terms of financial reward and identified that area as a good one to do business in.

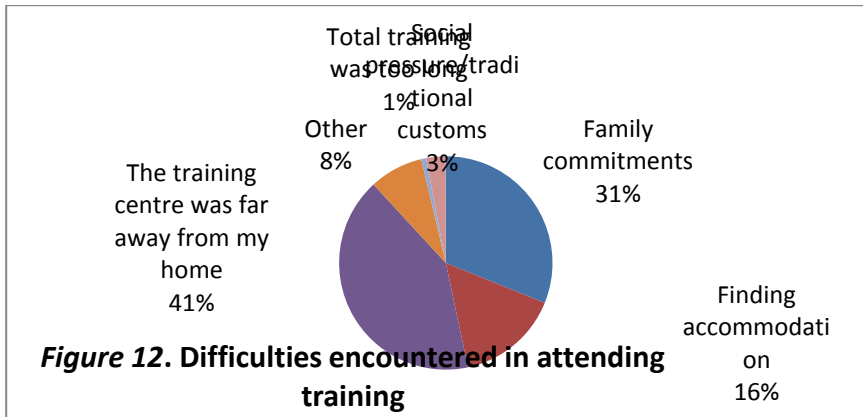
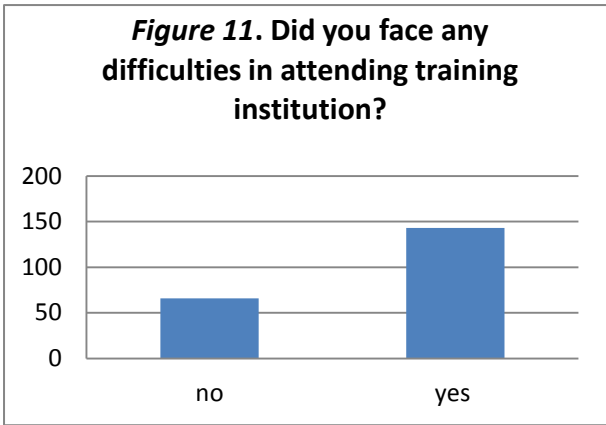


Did the people who studied their passion do better off after graduation? Interestingly if we cross the reason why they chose the area of study with employment status 6 months after completion of the training we find that a higher number of people who didn't chose their area of study are in fact unemployed. While those who studied 'their passion' had the lowest level of unemployment. Therefore the findings follow that the more motivated the student the higher their achievements upon completion of the training.

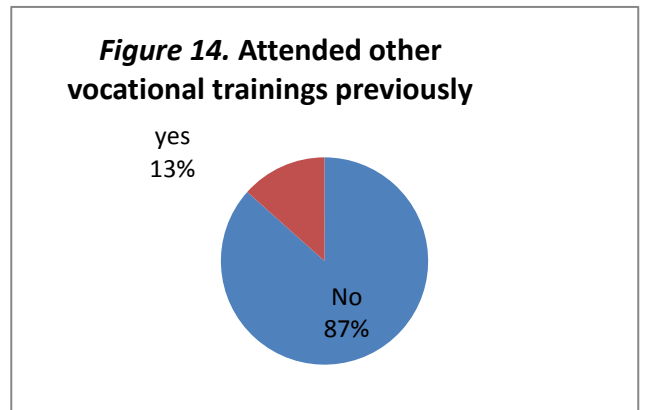
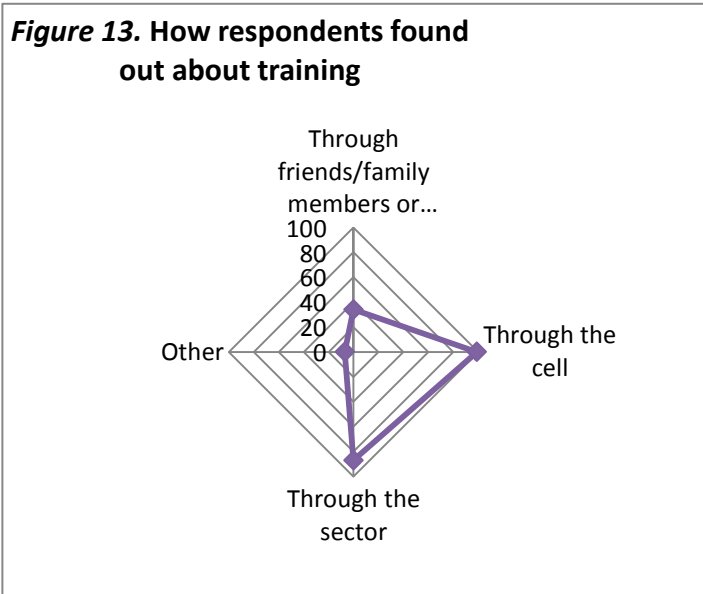


When we look at the trades where people were chosen, fishing and cooking are the two trades that predominantly people did not chose for their business acumen or their passion, but they are selected for them.

When asked if they faced any difficulties in attending the training institution, 68% answered that they did face difficulties to attend the training institution. The main difficulties as detailed in figure 12 were that the training centre was far from the beneficiary's home.



When respondents were asked how they had found out about the training, the great majority had found out about it from the cell or sector, as IOM had utilised these channels to identify and recruit beneficiaries. A small number had also found out about the scheme through family and friends. The great majority of respondents had not attended any vocational training previously.



B. Retrospective evaluation of quality and relevance of vocational training

Overview

Overall graduates appeared to be satisfied with their training, both practical and theoretical, with an average mark of 3.6 for both the theoretical and the practical training. The primary reasons for giving a low score were complaints about teachers and lack of materials. Students ranked that the lesson at the training centre were interesting (4.1 out of 5) the highest put of various statements and that there were not enough practical trainings the lowest. The equipment provided and class room sizes were seen as some of the biggest challenges and most people thought the training was too short and should have been longer.

By question

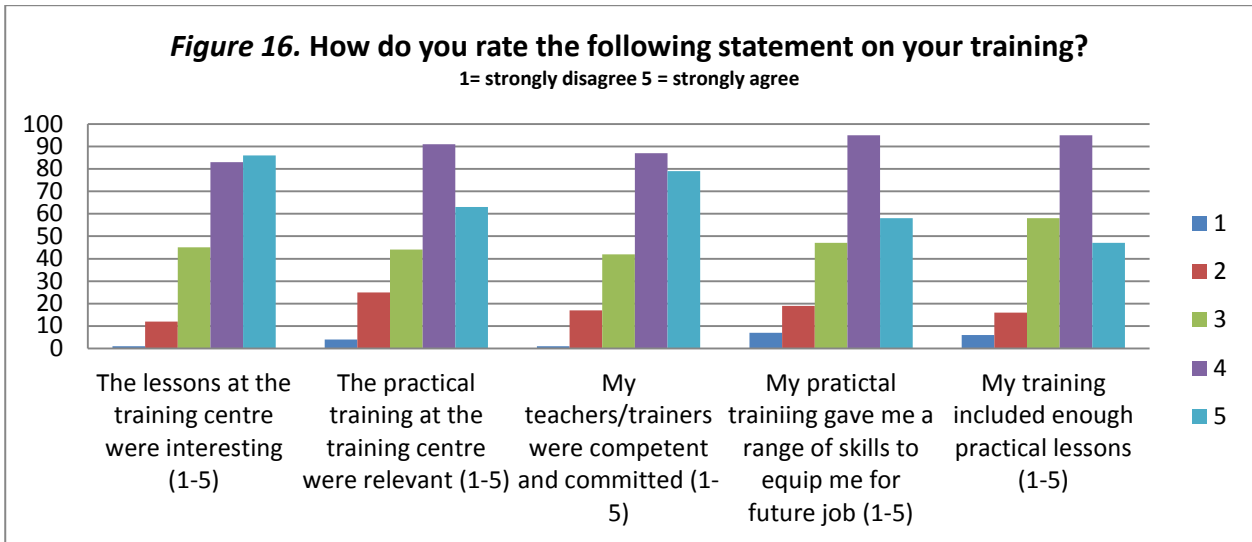
Overall, graduates were satisfied with training, with the greatest number ranking both the theoretical and practical training with 4 out of 5.



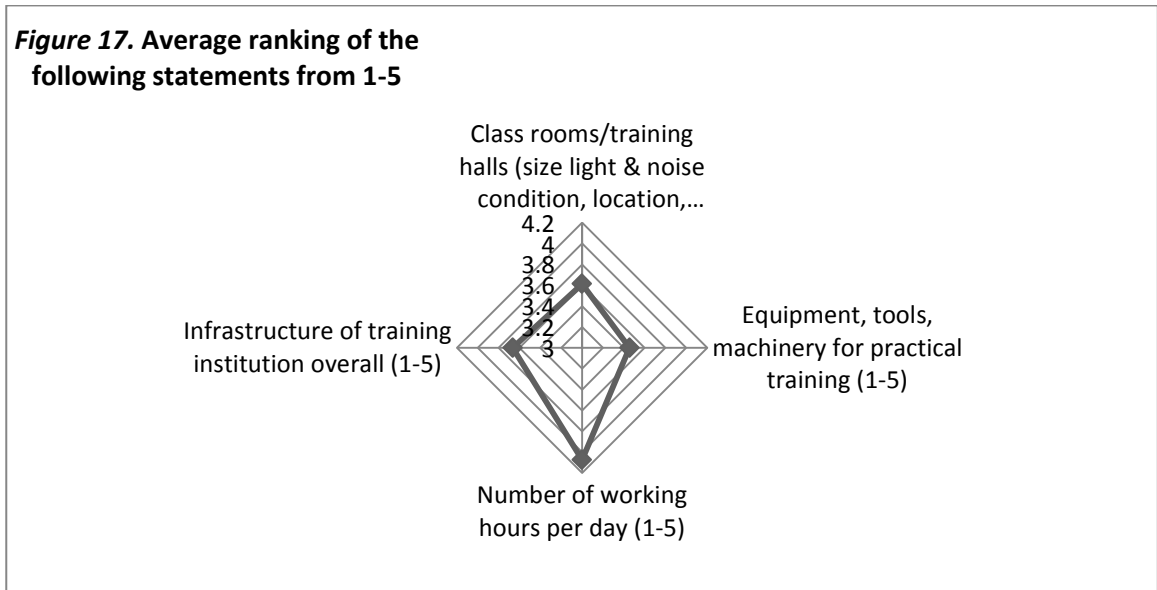
Those who ranked either 1-3 were asked to specify why they had given a low ranking. Some of the answers provided are listed below, and can broadly be categorised in three areas 1) the lack of dedication of teachers, 2) lack of materials and equipment provided for practical trainings (especially as the start kits were distributed after completion of training, there were few materials to practice on during the training), 3) complicated theory/ difficult to understand.

Some of the reasons given for ranking 1-3
Lack of material and the teacher was not committed
The trainers didn't fill the agreements, lack of materials
They didn't give us enough skills in theory
I didn't get enough knowledge due to short time given
I was too old to absorb what the teacher was showing us
Theoretical training was hard to understand, so confusing
We were requested to buy equipment for practice
The teacher had other occupations
The teachers were not committed
Theory was so complicated and I did not understand

Graduates were then asked how they rated the following statement of their training. The statement with the highest average value was that 'the lessons at the training centre were interesting' while the one with the lowest average value was that 'my training included enough practical lessons'.



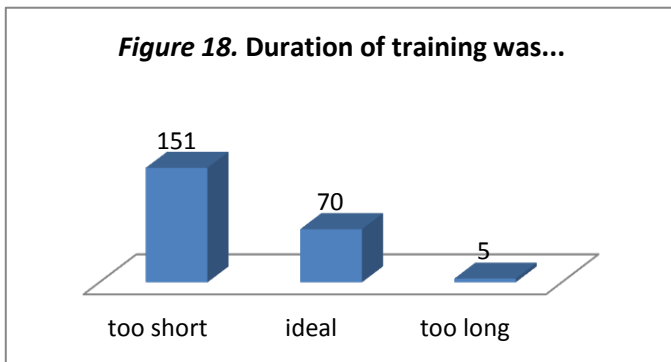
Graduates were asked to rank statements about the facilities provided by the STIs from 1-5, including details about the class rooms, equipment, working hours and infrastructure. Satisfaction about working hours per day ranked highest with an average of 4.1 out of 5, while equipment ranked the lowest with an average of 3.4 out of 5. See figure 17.



According to IOM contractual agreements with STIs, training should have taken place between February and June 2011, and as the timing of the survey is December, graduates should have completed their training 6 months previously, although it was known that some had prolonged the training by a few months. So a question was asked to verify this, when did you complete your training? Surprisingly answers varied from 2 months ago to 8 months ago, although the bulk was 6 month as would be expected.

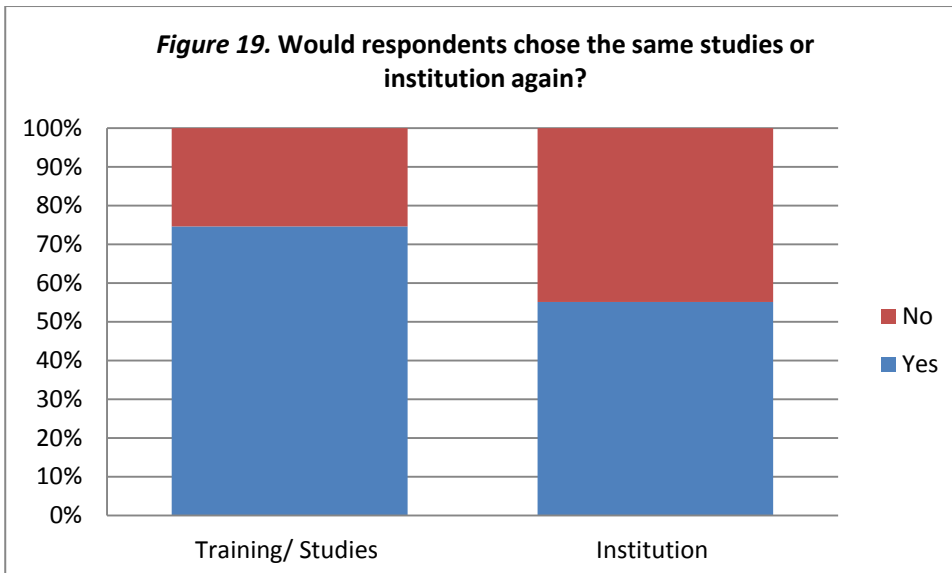
How many months ago did you complete your training.	Count
2 months ago	2
3 months ago	13
4 months ago	11
5 months ago	53
6 months ago	121
7 months ago	17
8 months ago	3

The general consensus amongst graduates was that the average length of the training was too short.



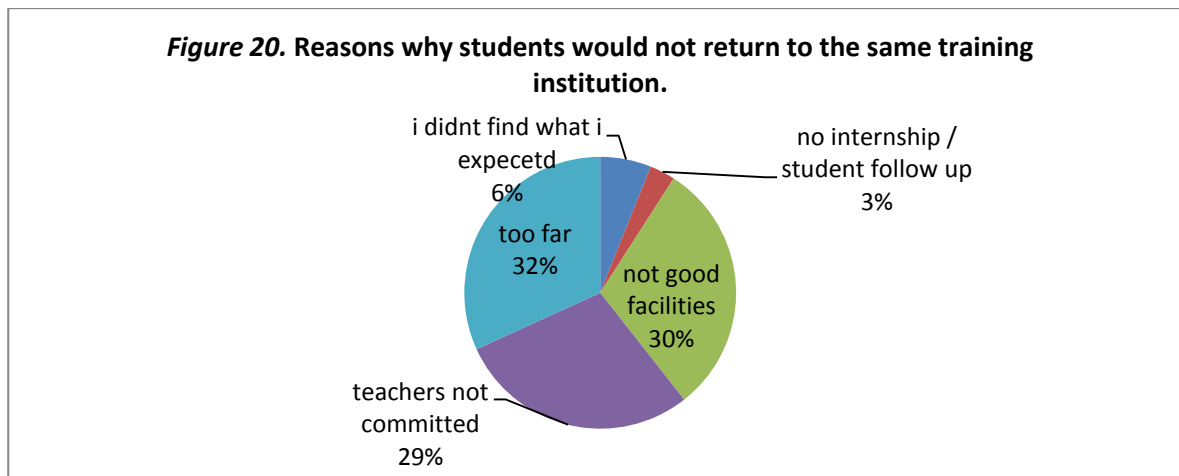
Where respondents thought the duration was too short or too long they were asked to provide the rationale for this. The reasons given for it being too short was that there were many things that they didn't learn, or still want to know and they felt there were missing skills. One of those who mentioned it was too long was because of hunger (they did not receive any food during the training).

75% said that they would chose the same studies again (25% said they would not) while only 55% said that they would chose the same training institution again, so level of satisfaction with training institutions are not very high.



The main reasons for not choosing the same institution again were because of lack of competence of teachers – some respondents went as far as saying that some teachers were 'hiding' skills from them - they were not good at teaching, or did not care about trainees and had their own business so were not committed. One said that if the teacher changed they would go back to the school, but not if the same teacher remained. They also complained about poor facilities, including classrooms, equipment and fact that training institutions were not accredited or a 'proper' school and had little experience of training. Or that they did not find what

they were expecting. A large number also said the training institution was too far from their home and that is why they would not go back.



When asked what they liked about their training/ studies some of the most popular answers are listed below, along with what they liked the least/ disliked. These questions were open ended.

What did you <u>like</u> about your training/studies?	What did you <u>dislike</u> about your training/studies?
Skills/ knowledge gained	Bad conditions of study
They trained us well/ teachers commitment	Hungry / lack of transport
Gain equipment / start-up kit	Unable to use skills after training
Money/ transportation fee	Lack of equipment and materials
Interaction with other students / got new friends	Teachers were not good
Likes job now	Time too short

C and D transition to employment and current activity

Overview

Six months after completing the vocational training (i.e. when this survey was carried out), 68% of respondents were in some type of employment while 32% were reportedly unemployed. The majority of those working were self-employed, followed by wage employment and finally working in a cooperative (9% of total).

The majority of respondents (79%) work in the same field as the trade they studied while 21% do not. Just under half (43% work full time) and 66% are involved in other activities besides their main job, the majority of which is farming.

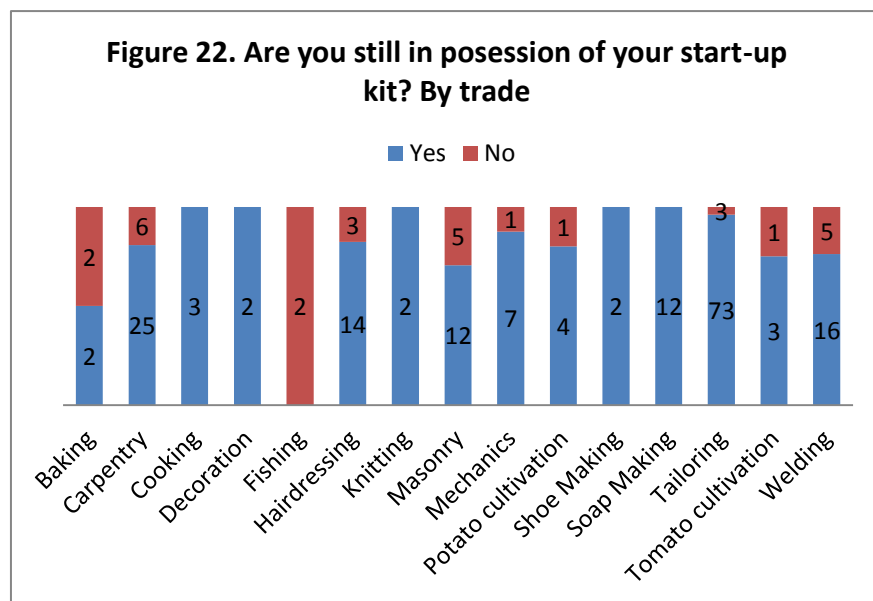
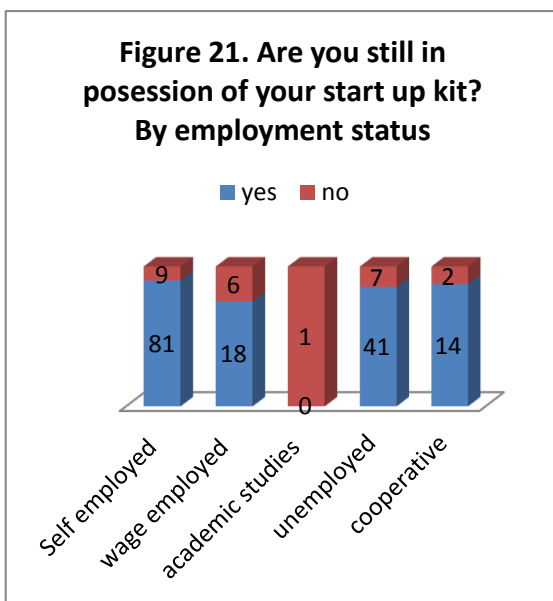
Of those who are in waged employment, the majority are male and they found their employment through applying directly to an employer or through their place of study. Those who are self-employed primarily work from their home (58%) while only 8% have their own workshop and 15% share their place of work. The start-

up kit provided was one of the main things mentioned that enabled people to start up their business. Reasons given for being unemployed were lack of skills (although it is unclear whether these are trade skills, or business start-up skills), resources and start-up kit.

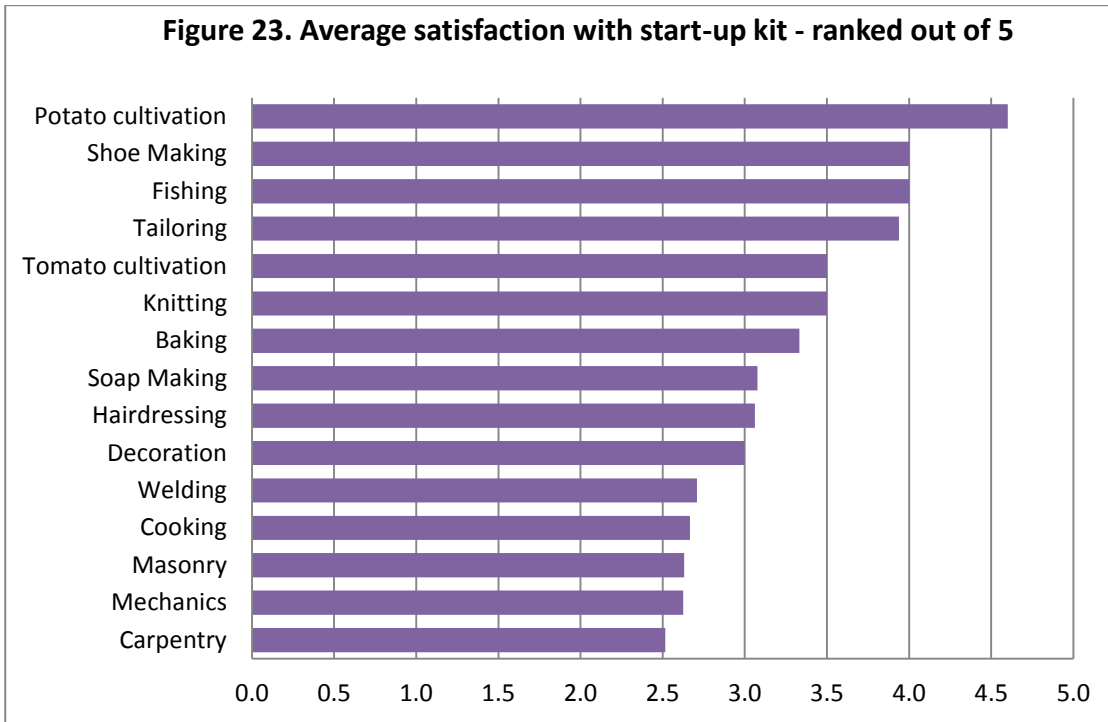
The largest number in waged employment studied masonry, the largest number of self-employed are in tailoring and the largest number of unemployed are in soap making (who had in fact only received their start-up kit a few days before the tracer study due to procurement complications). The largest trades in cooperatives are shoe making and decoration.

By question

Upon completion of their training graduates should have been given a start-up kit containing essential materials needed to help them to start up their business. The average level of satisfaction with the start-up kit was 3.3 out of 5. Of the 203 people who answered this question, 193 people were provided with a start up kit while 10 were not. Of those 193 who were given the start up kit, 24 admitted to not currently being in possession of all items of the start-up kit. The main reason given were that the items had broken (7 out of 11) while other reasons included conflict among the group, renting them or selling them to others, etc.



The trades that were most satisfied with the contents of the start-up kit were potato cultivation, shoe making, fishing and tailoring (although surprisingly, despite their satisfaction, the two people interviewed in fishing were still in possession of their start up kit). The trades least satisfied with their start up kits were carpentry, mechanics, masonry and cooking. Masonry students for example complained about the poor quality of equipment, in particular items like hammers and so on, which were made out of poor quality material and broke very easily. This was ascertained from a case study as the questionnaire did not probe fully about this.



The question to track the progress of the graduates since graduation did not really work, as many data collectors only ticked one option while it was supposed to be divided up in 3 month phases and aimed to see what they were doing 3 months after the training, 6 months after the training, etc. If this study had taken place a year or two after the training it would have given a good indication as to the graduates' path to employment (which may have for example transitions from unemployment through waged employment to self employment as they gained more skills) but as the time frame between graduation and survey was so short, and data collectors didn't probe fully, the question was redundant.

Some people commented informally on the lack of quality of some of the items in the start-up kit, especially those in masonry, who said items broke very quickly.

However, we do know what graduates are doing now, approximately 6 months after they graduated. 149 respondents reported being in wage employment, self-employment or working in a cooperative at the time of the interview. The majority of graduates (43%) are now self employed, 16% are in wage employment and 9% in a cooperative while 32% are unemployed. The number of graduates in a cooperative is surprisingly small, as in many cases IOM encouraged graduates to come together and form cooperatives so that the start-up kit could be more significant and cooperative formation is also encouraged by the Rwandan Government. This could be an indication of the difficulties encountered in cooperative formation, such as logistics (people living far away from each other), management experience, etc.

Figure 24. Current occupation of graduates

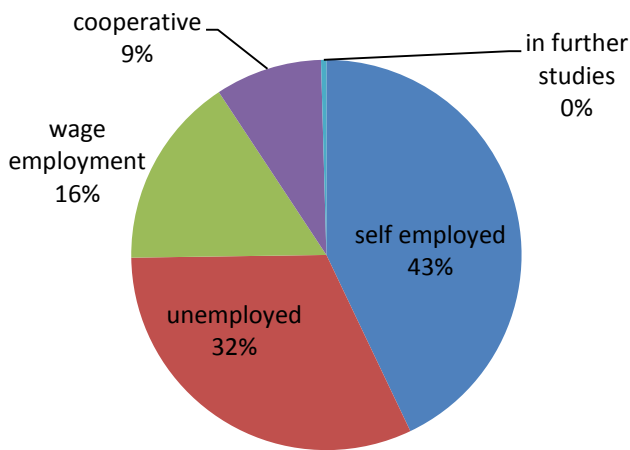
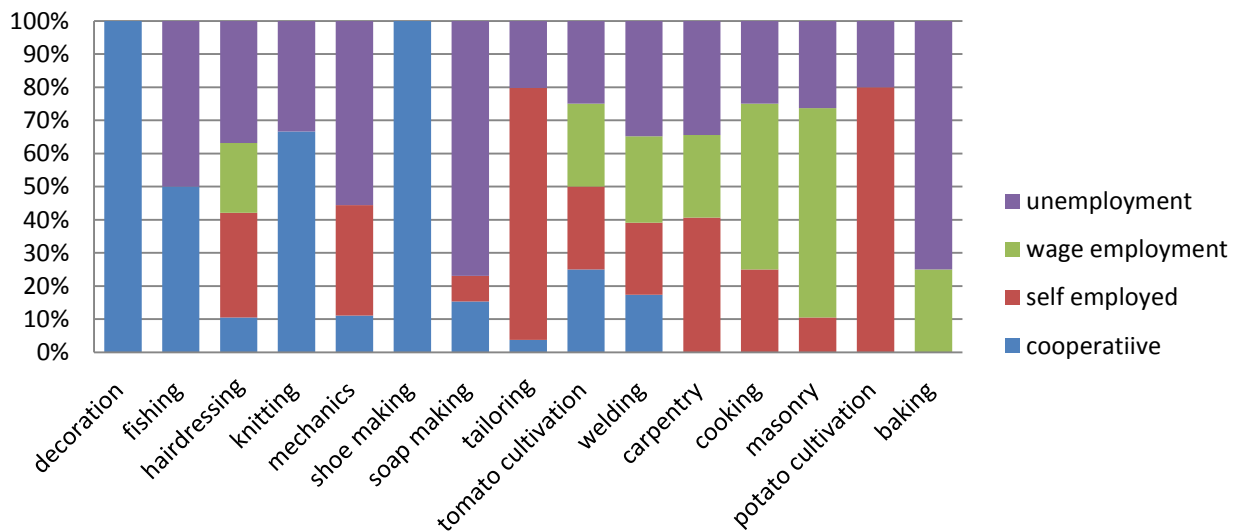
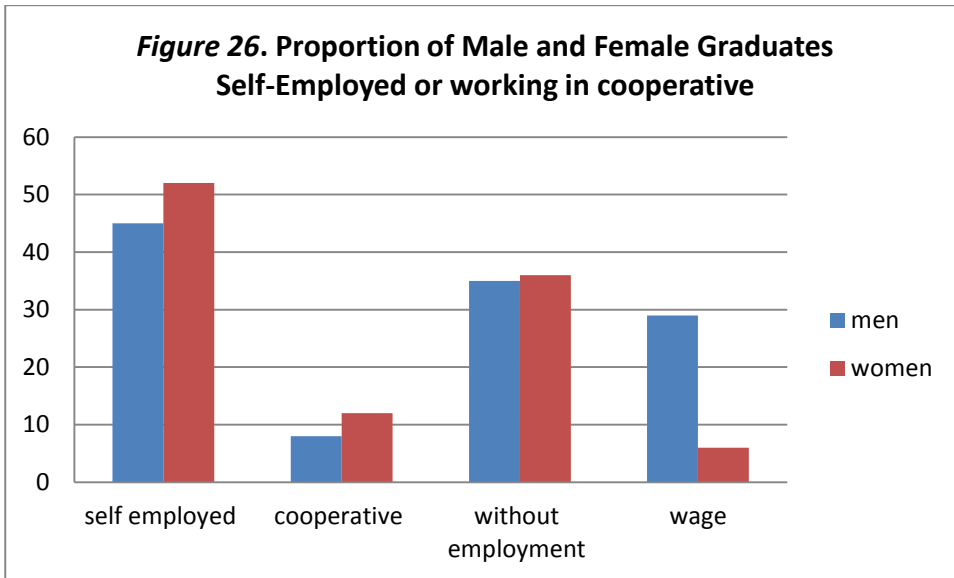


Figure 20 shows employment outcome by trade. Baking and soap making have proportionately the highest number of unemployed graduates, while tailoring and potato cultivation have the least. Masonry has the highest proportion of graduates wage employment, followed closely by cooking. Those graduates from decoration, shoe making, knitting and fishing tend to be in cooperatives and tailoring and potato cultivation offer the greatest opportunities for self employment.

Figure 25. Employment outcome by trade



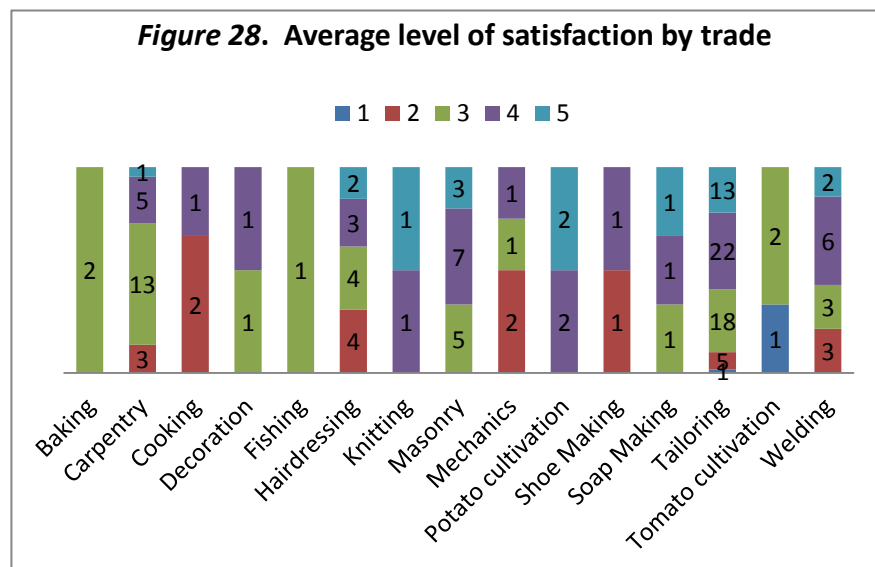
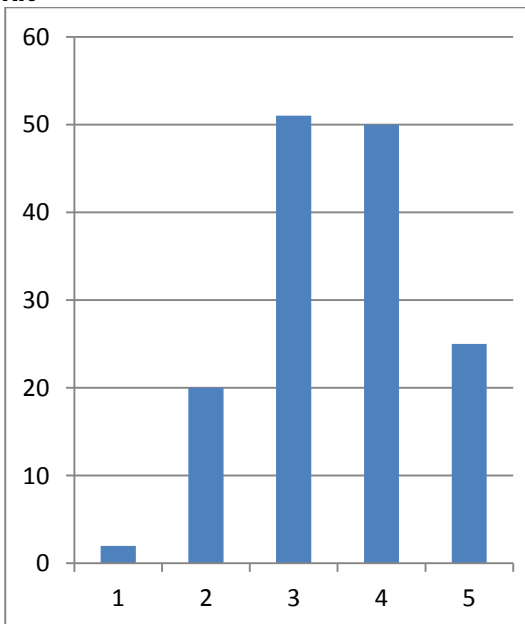


The number of men in waged employment after graduation is much higher for men than women, presumably because those trades that offer greater possibilities for employment are male dominated, such as masonry. Women have slightly higher numbers involved in cooperatives and self employed but they are not significant. Approximately equal number of men and women are unemployed.

Graduates' satisfaction with their occupation was measured by asking graduates to rate how satisfied they were with their employment on a scale of 1-5, with 5 representing "very satisfied" and 1 representing "not satisfied at all." Just over half of respondents (51%) reported that they were "quite satisfied" (4) or "very satisfied" (5) while only 1.3% said that they were "not satisfied at all".

Figure 22 show the average level of satisfaction with their job, which was 3.5 out of 5. Figure 21 illustrates satisfaction by trade. Knitting and potato cultivation rank the highest, although the sample size of each of these is small.

Figure 27. Satisfaction with start-up kit



On average, women were marginally more satisfied with their employment, the average score amongst women being 3.6 out of 5 satisfaction with their current employment, while men gave it a ranking of 3.4.

Those who chose 1-3 were asked to justify their answer as to why they weren't very satisfied. Some of the reasons given are shown below:

REASONS GIVEN FOR NOT BEING VERY SATISFIED WITH CURRENT EMPLOYMENT
Because I can't satisfy my family
Because I still lack some knowledge
It is difficult to find customers
Because the give equipment are destroyed bad quality
I am not equipped with enough knowledge needed in the market
I do not have enough skills in tailoring
I do not have enough tools
I do not have necessary skills to have many clients
I don't have capacity
I don't have many clients
I had the confidence to be the boss for myself
I make few money
I need other tools

A very large majority (79%) are working in the domain that they received their vocational training in, while 21% are working in other domains. However, a large number of people do not consider their work to be full time (57%) while only 43% do work full time.

Figure 29. Are you working in the same field that your vocational training was in?

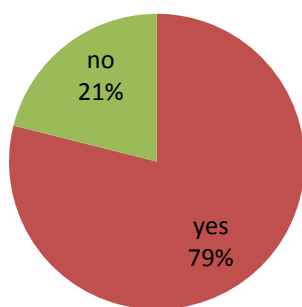


Figure 30. Do you work full time?

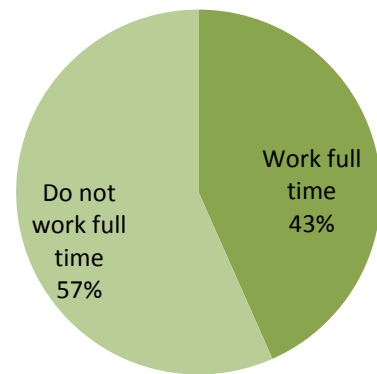
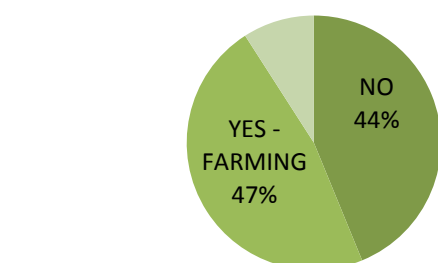
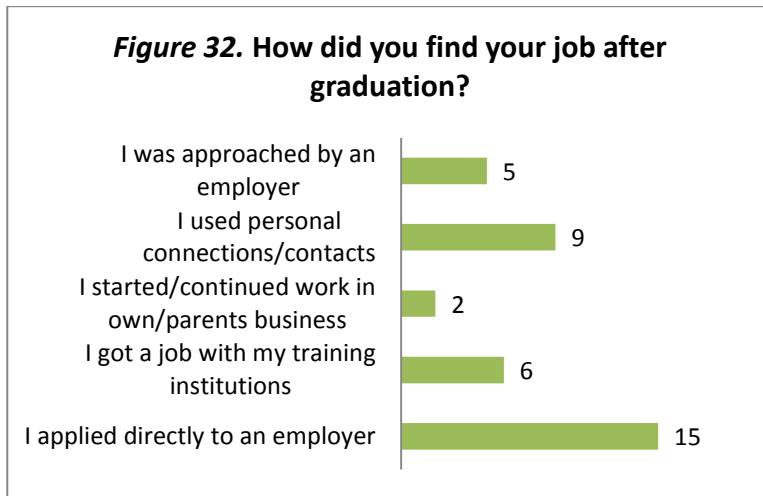


Fig. 31 Are you involved in other activities?

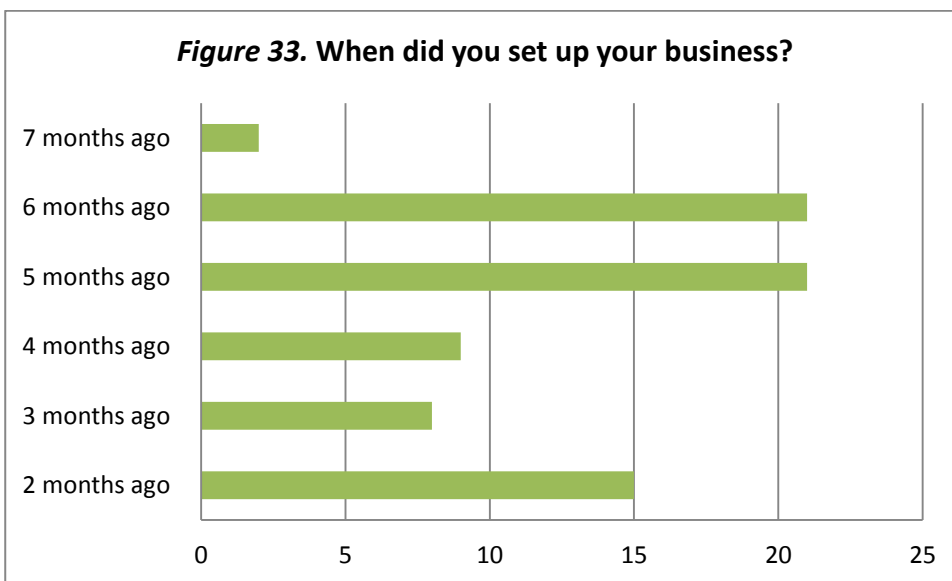


Of those who are employed, self employed or in a cooperative, 44% have no other occupation while 66% do. 47% of these are involved in farming while 9% are involved in other activities among which 'sole trader in market' and 'occasional masonry' and 'breaking stones' were mentioned.

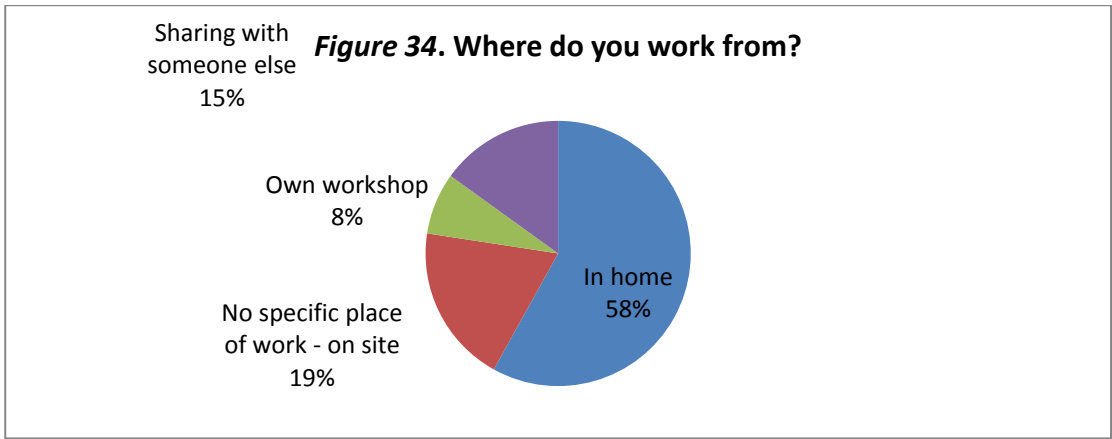
The 39 individuals who reported to be in waged employment were asked how they had found their jobs. 6 of these got jobs with their STIs while the majority, 15 said they applied directly to an employer.



Of the 82 graduates who set up their own business and are self employed, the majority did so immediately after the training, which they had completed 6 month prior to the tracer study questionnaires. Just over 50% had set their businesses up 5 and 6 months ago, probably after delivery of the start-up kit.

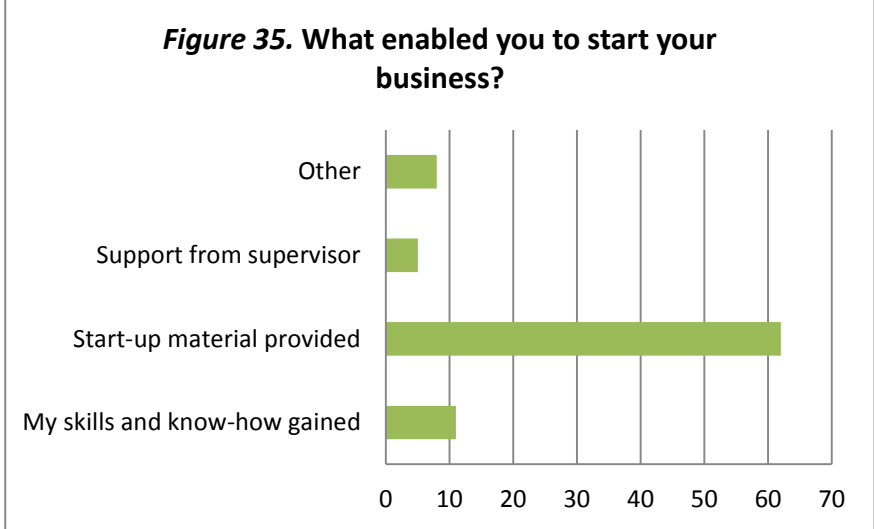


The majority of people run their businesses from home, while 7 people (8%) have their own workshop and 14 (15%) share with someone else.



Only 5 out of 89 people employ other people in their business. Only one of the respondents mentioned that the number of people that they employed (9). This person studied carpentry, had his own workshop and received sub contracts from other people. He employed other skilled people to work for him, while people who employed other people mentioned family and neighbours. The knock-on effect is therefore not so great at this stage, but as is to be expected only 6 months after the training has been completed.

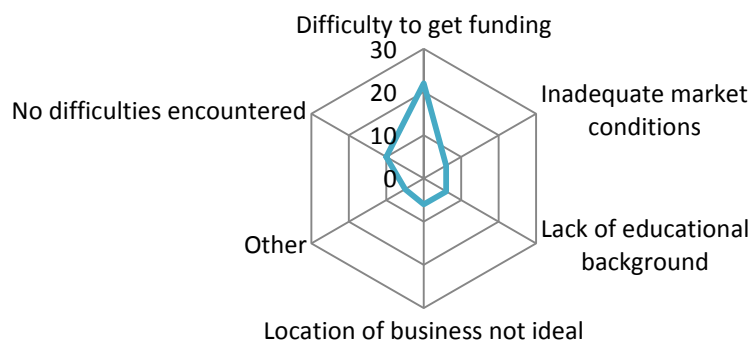
The start up material provided was one of the main reasons that enabled people to start up their businesses. Surprisingly the skills gained during the training ranked relatively low, with only 11 out of the 86 respondents stating it as a priority. This might be an interpretation of the question, as the skills gained may have been taken as a given.



Seven of the people who started their own business responded that they had also received a loan in order to set up the business. Only two respondents specified the amount received, which were 50,000 and 200,000. Looking in detail at these two cases, shows that the first studied cooking, started working in a cooperative immediately after the training but set up her business after 3 months, and now has a monthly income of 30,000 RWF per month, as compared to 10,000 before. Unfortunately we do not know if this person is working in the same area of the training (i.e. cooking) or a different area, as this question was left blank. The second person, who received a 200,000 loan to start their business, is male, studied potato cultivation, but would have preferred to study mechanics, is working full time in the area that he trained in, although also takes on additional jobs in area such as 'breaking stones' and now makes 50,000 RWF per month as compared to 20,000RWF before the training.

All respondents who had started their own business were asked what difficulties they had encountered. Figure 31 below show their responses. The great majority (22 out of 55) of people talk about access to funding as one of their main barriers, while inadequate market conditions, lack of educational background and location of business all received 6 responses each (11%).

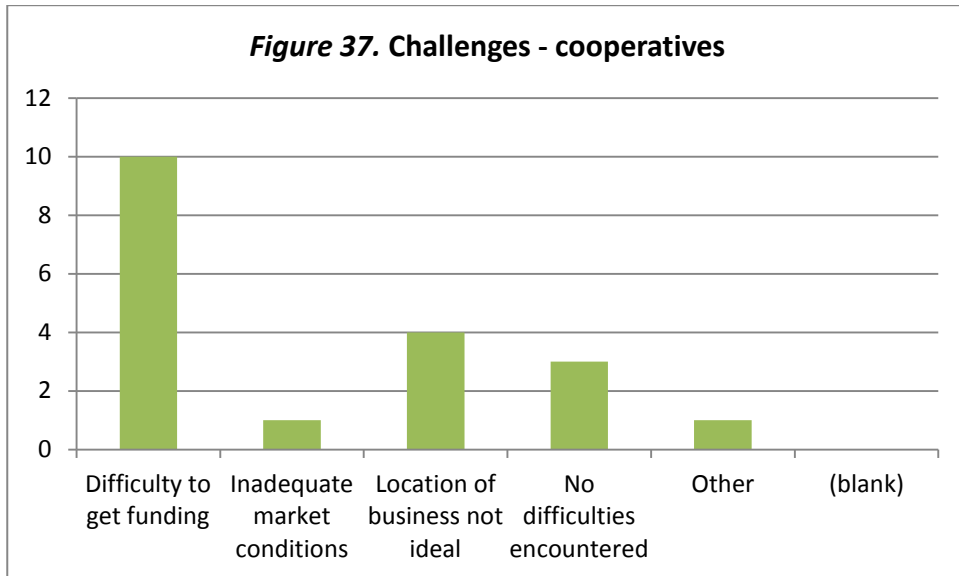
Figure 36. Did you encounter any difficulties when starting your business? Self-employed



There were 22 respondents who reported that they were working in a cooperative at the time of the interview. The average size of the cooperative was 5.8 members. The smallest cooperative (working in tailoring) had 2 members and the largest (in mechanics) had 30. It is important to note when analysing this data that some of the graduates received the start-up kit as a cooperative (where large/ expensive equipment was required) so they were in a sense pushed towards cooperative formation, which is also in line with what the government of Rwanda is trying to promote. The table below shows the trades that the people working in cooperatives worked in. Interestingly 3 respondents worked in tailoring cooperatives, while the start-up kit provided to tailoring graduates was individual (as sewing machine per graduate, cloth, etc) so they formed a cooperative voluntarily. Other trades, such as masonry - which were encouraged to form cooperatives - are not represented in the sample of respondents.

Trade	Cooperatives
Baking	1
Carpentry	-
Cooking	-
Decoration	2
Fishing	1
Hairdressing	2
Knitting	2
Masonry	-
Mechanics	1
Potato cultivation	-
Shoe Making	2
Soap Making	2
Tailoring	3
Tomato cultivation	2
Welding	4
Grand Total	22

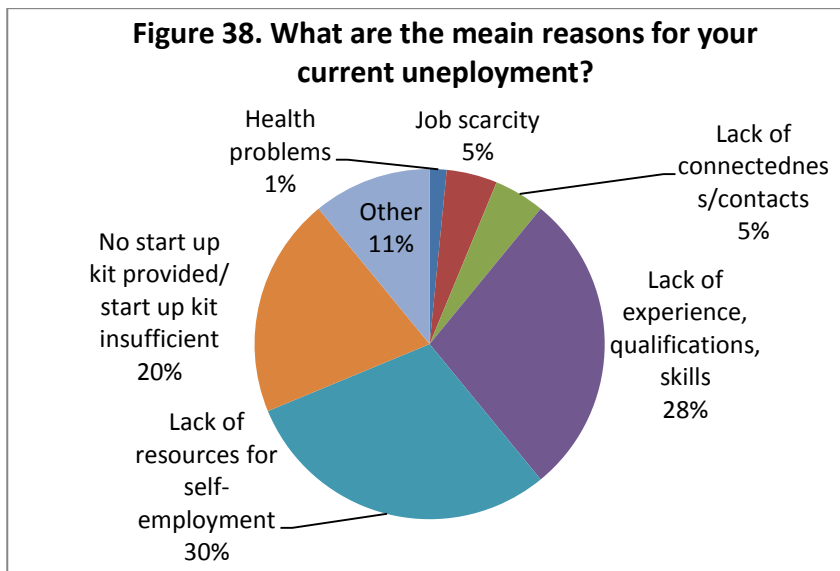
Seven of the cooperatives were registered while three had a bank account.



As with those who were self employed, the largest difficulty mentioned (10 out of 19) was access to funding. Eight of the interviewees in cooperatives mentioned that their cooperative had purchased additional equipment/ materials for their work, indicating that they have been successful.

Only one respondent reported to be undertaking further vocational training (in carpentry) with the aim to starting up his own business. He originally studied hairdressing under the IOM funded programme.

64 people reported being unemployed and the reasons for their unemployment are given in figure 33 below. 20% of respondents stated that the reason for their unemployment was that the start up kit was not sufficient. 28% stated that the reason was lack of skills and experience, although it is unclear whether this is in their vocation or skills to start up a business.



E. Impact of training.

Summary

This section of the questionnaire is one of the most interesting as it reveals the real impact of the training: income before and after training, any improvements in living conditions. What difference has the training made to peoples' lives in real terms?

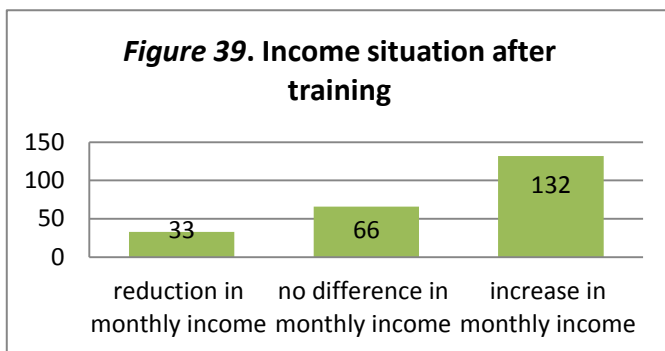
A majority of respondents reported being better off financially as a result of the training (57%) a small number (14%) actually reported a reduction in their monthly income after the training.

The trades that generated the highest average monthly income, of over 20,000RWF per month (\$33, just over \$1 per day), were masonry and welding, both strong male-dominated trades. At the other end of the spectrum fishing, knitting, shoe making and soap making, baking decoration and mechanics had yields of less than 7,000 RWF per month (\$11.50).

Despite these relatively low incomes 63% reported an improvement in their living conditions as a result of the training.

By question

In order to determine the income differential, respondents were asked what their monthly income was before and after the training.



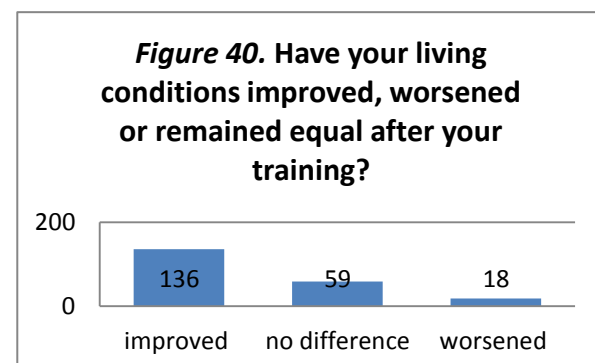
The majority of respondents (132, or 57%) reported an increase in income after the training, while 66 (or 29%) reported no difference in income levels before and after the training. A minority of 33 (14%) actually reported a decrease in monthly income. This could be due to various factors including higher expectations after the training, leading to them being pickier about their area of work, lost earnings during the training, etc.

The greatest income differentials included, at the higher end, a pre training income of 10,000 RWF per month, and post training income of 60,000RWF per month. This person was a man, who studied welding and was previously framing his own land and is now working in waged employment. He was not in the original random sample. He is a returnee and is 29 years old from Nyamasheke district.

At other end of the spectrum, the person who had the largest reduction in income, previously claims to have earned 50,000RWF per month and now only earns 8,000RWF per month. This however may have been an error in the recording on the questionnaire as the respondent reported improved living conditions, especially clothing for wife and children and is currently self employed in tailoring. The next lowest salary differential was from 25,000RWF before training to 4,000RWF after training but this person also reported an improvement in living conditions.

The results of the question as to how living conditions had been affected are shown in the chart below, but as shown above, this isn't necessarily related to financial gains and a smaller percentage report worsened living conditions than those who report a reduction in income.

Back to income differential, what are the trends? The average increase in income after the training is by 5,277 RWF per month



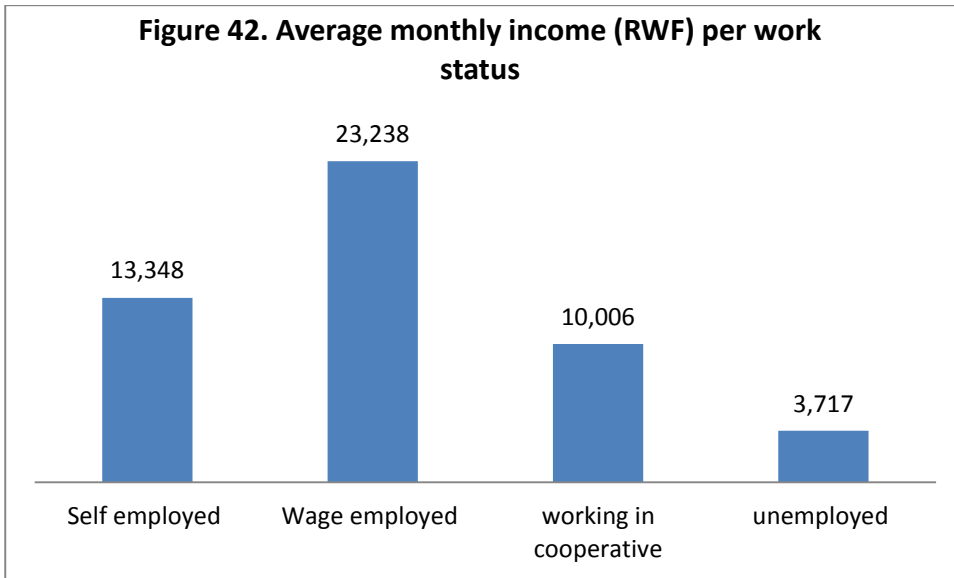
(approx \$8.8 per month, or \$0.30 per day). Although, taking into account only those whose income had improved (i.e. the 132 whose income had increased after the training) they experienced an increase of 10,724 RWF per month.

Figure 35 below shows the overall improvement in income per men and women. The average increase in earnings per month for men is 7885 RWF while the average increase in earnings for women was 3414 RWF. On average peoples income has improved by 0.68 times.

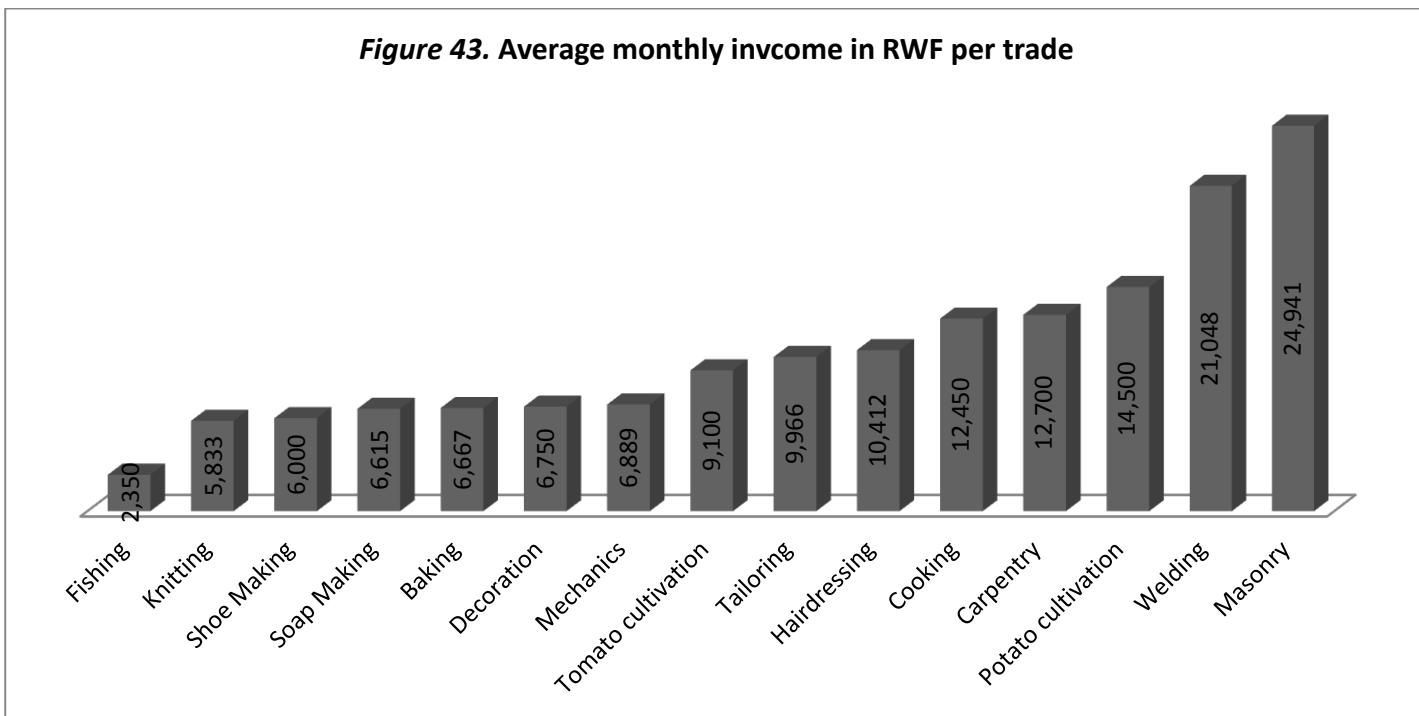


Because recipient's level of education and numeracy may not be high, in order to reduce error an income check question was included to ensure that the reported monthly income after the training was as accurate as possible. Here respondents were asked to think about how much they got per item/ piece/ client and how many clients they got a month. The income check revealed some significant discrepancies between what they thought which may have an impact on the results so these results may not be all that accurate but will nevertheless demonstrate an overall trend.

What type of employment did better than others? Figure 36 below shows average monthly income by employment status and reveals that those who are in waged employment (the majority of which are men) have the highest monthly income of just over 23,000RWF per month (\$38). A big jump, a reduction of 10,000RWF occurred between those in waged employment and self employed, the average monthly income for which was just over 13,000RWF, and for those working in cooperatives it was 10,000RWF. Those who classed themselves as unemployed still had some small sources of income, averaging at around 3,700RWF per month.

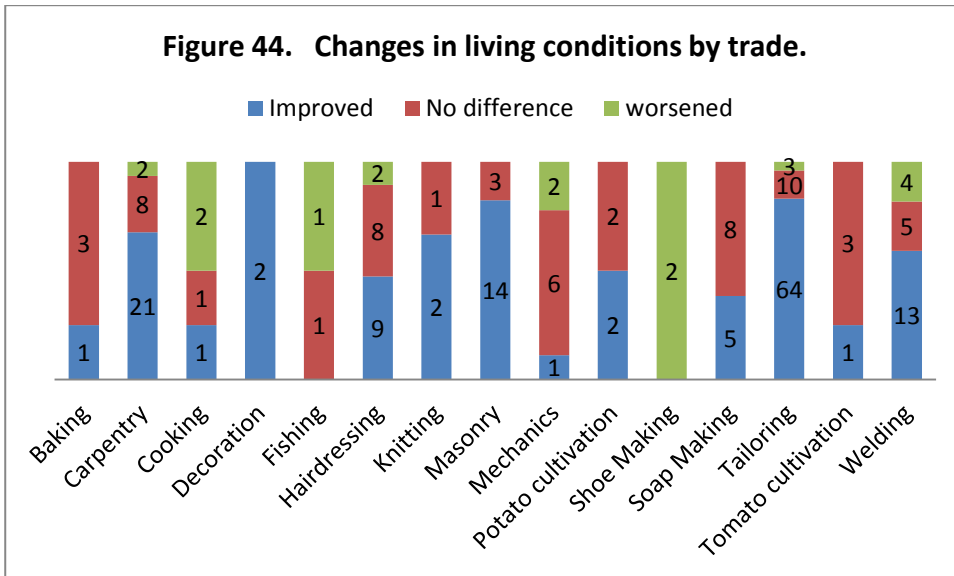


Which trades did better than others? The average monthly income by profession shows that the two best average monthly income professions are masonry and welding, with average incomes of over 20,000 RWF per month. These two are probably the highest as these are also the least number of people unemployed who have studied these professions. And also may explain why men have higher average incomes than women (as detailed above) as these two professions are highly dominated by men. Baking and fishing have the lowest yield of an average of less than 5000 RWF per month.



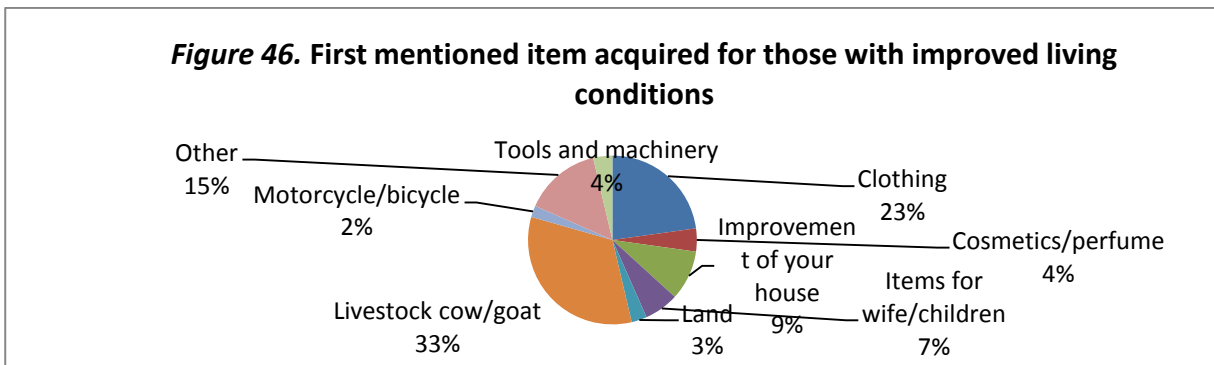
When we compare improvements in living conditions by trade, we find interesting results which are roughly in line with income gain. Those working in decoration (very small sample size), masonry, tailoring, welding and carpentry reported the greatest improvement in their living condition. Surprisingly 50% of those studying cooking stated that their condition had worsened despite ranking fifth on average monthly income.

Figure 44. Changes in living conditions by trade.



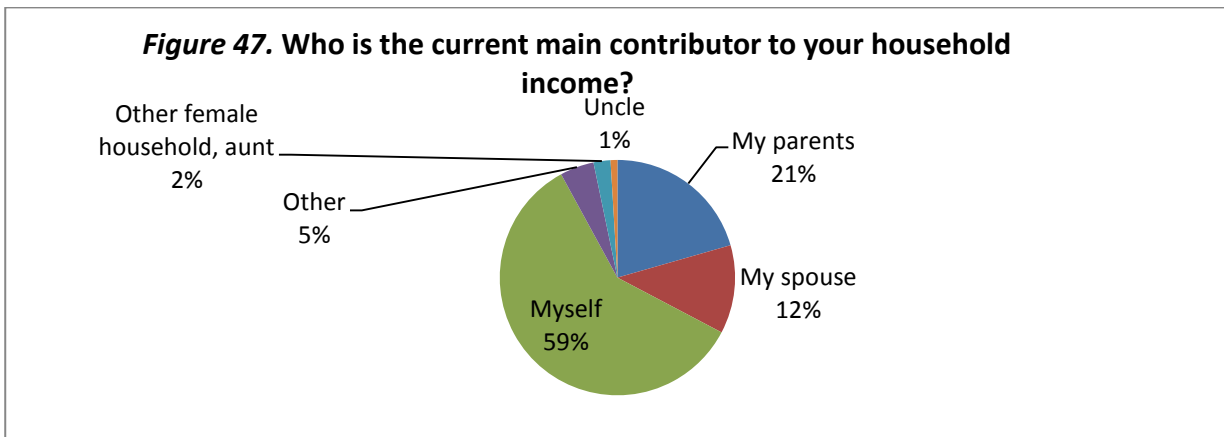
How was the money spent? How did people improve their living conditions? The chart below illustrates the first mentioned item for those who reported improved living conditions. Livestock was often the first item that people acquired, followed by clothing and house improvements.

Figure 46. First mentioned item acquired for those with improved living conditions



In terms of who the main contributor to the household income was, 59% reported that they were the main contributor after the training, while 61% claimed that they were the main income earner before the training, so there is no difference in this area.

Figure 47. Who is the current main contributor to your household income?



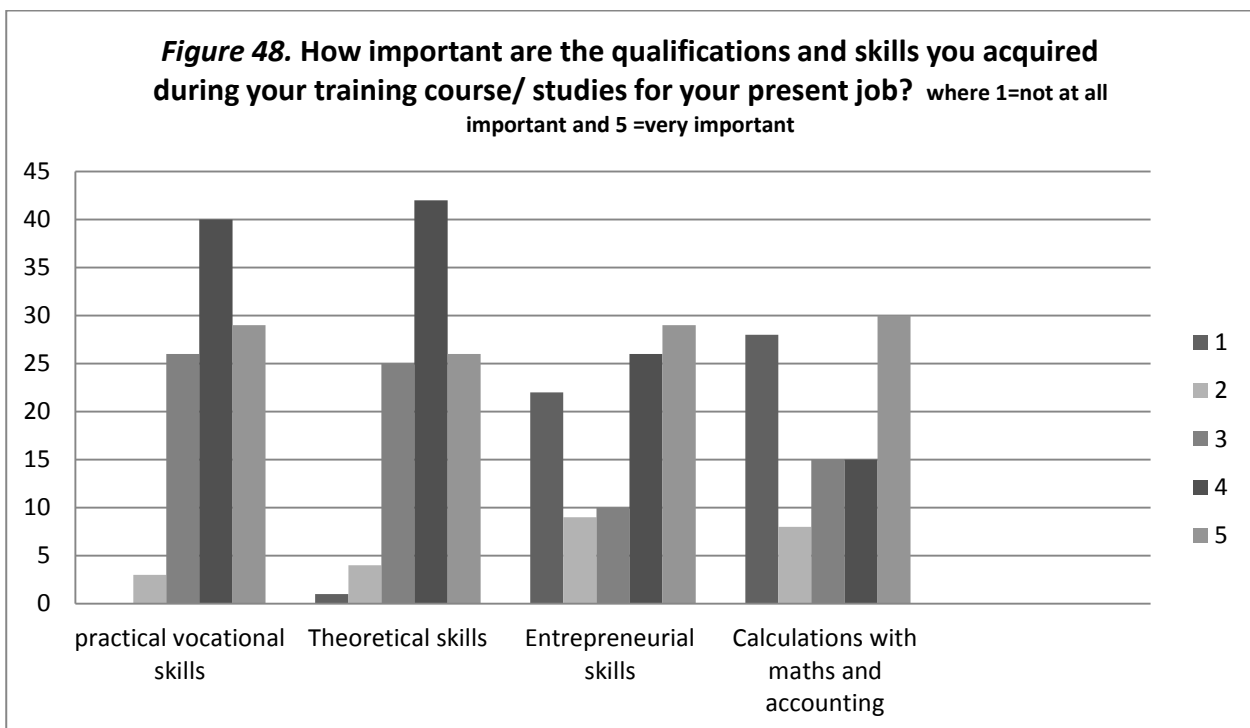
F. Relationship between training and current work

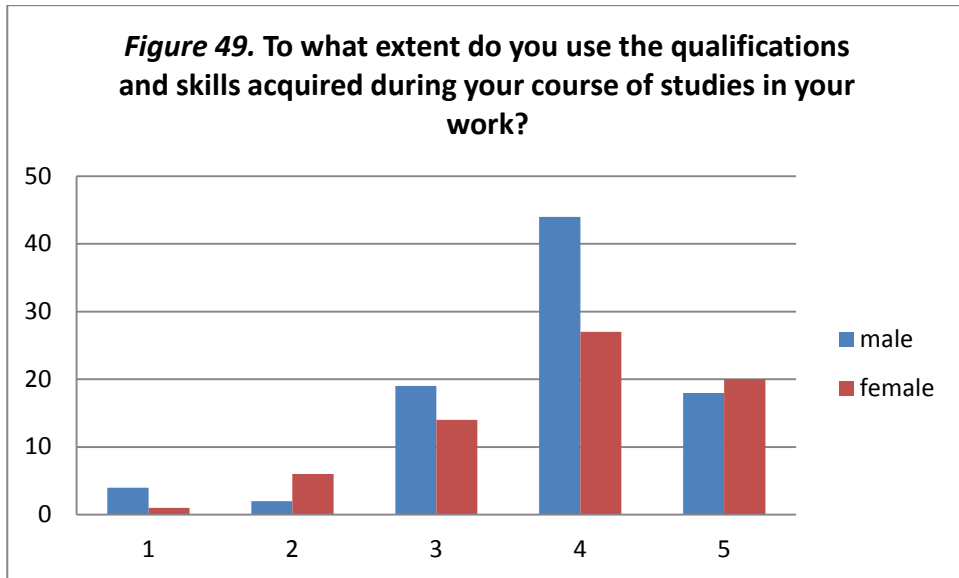
Overview

In this final short section respondents were asked how important the qualifications and skills acquired during their training and studies were to their current job.

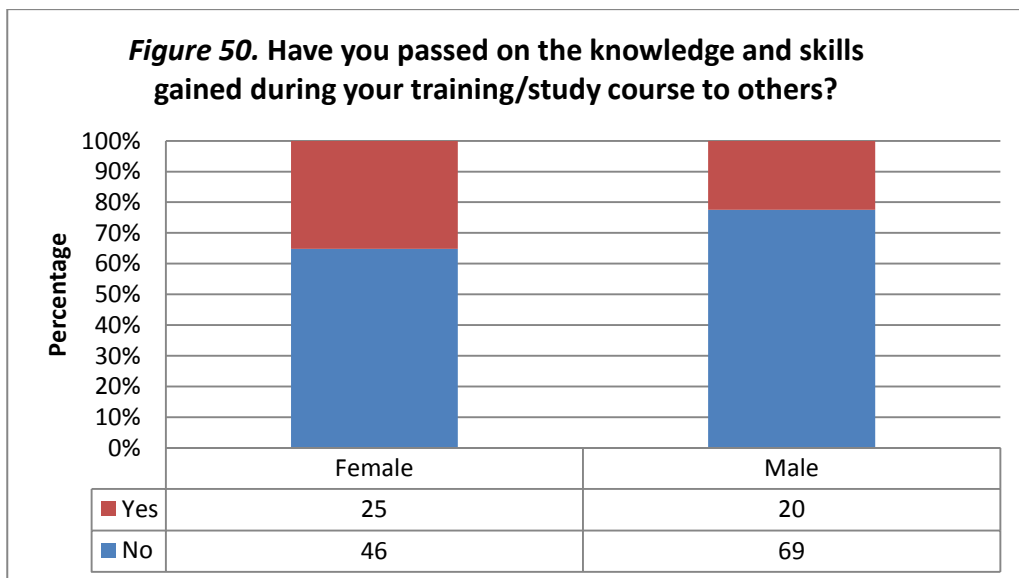
By Question

As expected practical and theoretical skills ranked highly as these were the main subject of the courses. No entrepreneurship training or maths was provided as part of the training so as expected many respondents ranked these as low importance. Although surprising quite a large number of people ranked these as 5 (very important) which shows the error in the accuracy of these types of questions, where the respondents may be answering 5 for each answer, or not fully understand the question.





A small number of respondents had passed some of the knowledge and skills on to others, a larger proportion of which were female.



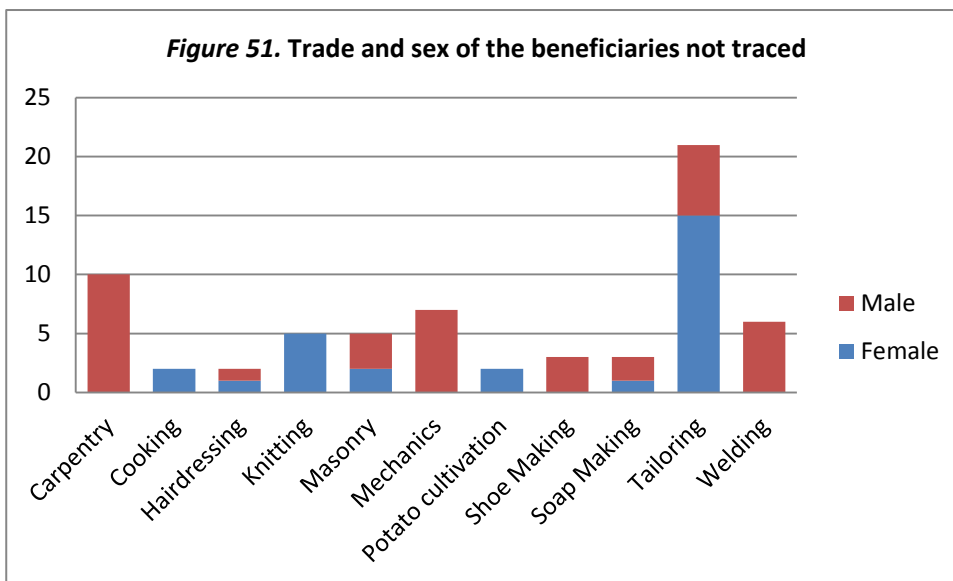
Key informant questionnaires

The key informant questionnaires are for those beneficiaries that cannot be tracked. The people who gave information about them were former teachers, relatives, and other. These questionnaires can be used for two purposes. Firstly to obtain the current details of beneficiaries in order to track them down, and conduct the complete graduate questionnaire with them. However due to time restrictions this was not done and the data in the questionnaires has been used to analyse what those who could not be traced are doing now.

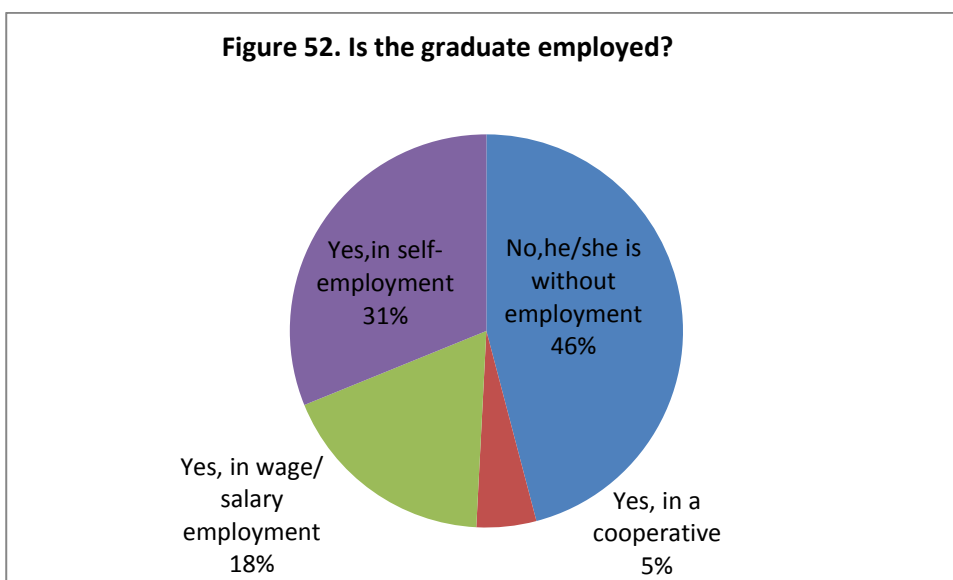
Some of the reasons why respondents could not be traced or were no longer in their place of study, were given as follows by the key informants:

Reasons why respondents could not be tracked
living condition were bad in Rusizi and she decided to move
for work opportunity related to training received
He was in conflict with his wife
For work opportunity not related to training
she joined her husband who lives in Rubavu
she divorced

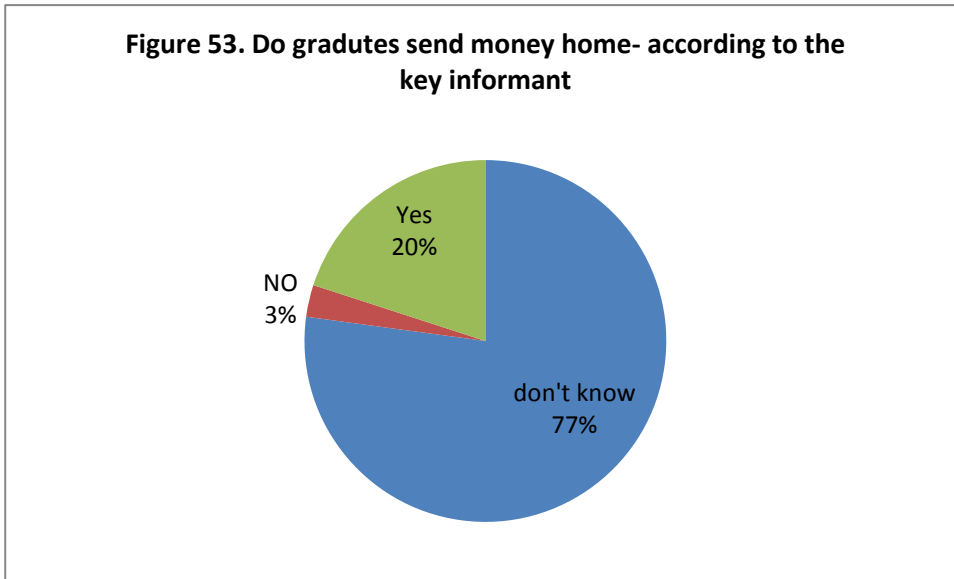
The beneficiaries who could not be traced seem to be proportional to the total sample size in term of trade and sex, so there doesn't appear to be a big bias towards one particular trade.



Those graduates who could not be tracked were, according to their key informants, in disproportionately higher unemployment than the average. But there could be some inaccuracies here, as the key informants may not be fully aware or updated on the current situation of beneficiaries.



The key informants were asked whether the beneficiaries sent money home. This is indicative as to whether they are in paid employment or now. The majority did not know but of the 23% who did know, the great majority (20% out of 23%) did say that they sent money home.

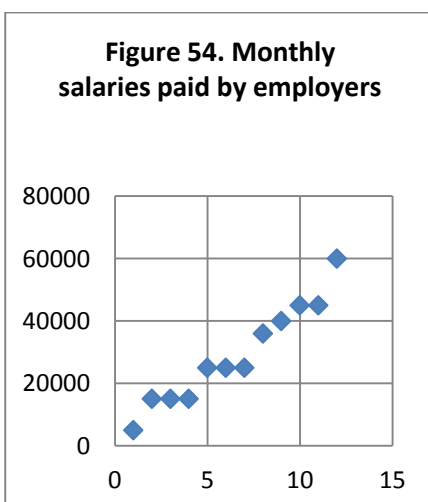


The key informants interviews did not add any new insights or data to the data set and one might question whether, unless they are going to be followed up, whether it us useful to complete key informant questionnaires for the people that could not be traced. It is only to the extent to know why they are not able to be located. It is a short questionnaire so does not add significant time to the survey.

Employers questionnaire

Fourteen employers of IOM's graduates were interviewed. They were asked about their business and the quality (knowledge and skills) of the graduate. It is interesting and relevant to interview the employers and those graduates in waged employment have the highest monthly income.

The salaries as mentioned by employers ranged from 5,000 RWF per month to 60,000 RWF (\$100) per month. At the high end the employer who pays 60,000 RWF per month is in masonry based in Kigali, and has 300 employees and advertises vacancies on the radio and television. At other end of the spectrum the one paying 5,000 RWF per month is in tailoring and is based in Kibeho. This seem surprisingly low, as even to rent a machine costs 10,000 RWF a month.



Employers didn't rank graduates too highly in practical skills (3.6 out of 5) nor on ability to work independently (3.1) and theoretical trade knowledge but they did rank highly on hard working and committed and eager to learn.

Figure 55. How employers rank graduates.

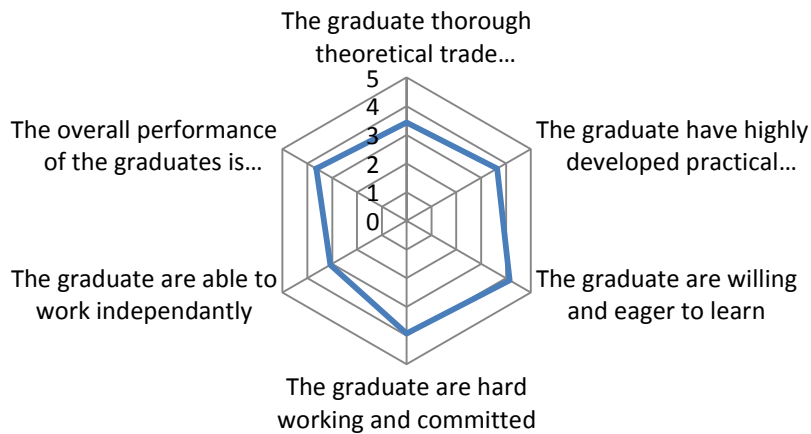
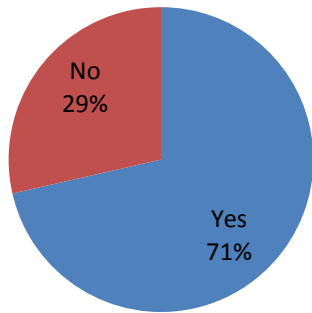


Figure 56. Do you think that the graduates need additional training in their respective vocation in order to do a satisfactory job in your business/company/on your farm?



71% thought that graduates needed additional training in their vocation to do a good job.

The ones who mentioned 'no' worked in hairdressing and carpentry, suggesting that the skills they gained during their training was sufficient but the sample size is so small it is difficult to draw any firm conclusions from this.

The ones that mentioned yes worked in hairdressing, tailoring and masonry.

IV Conclusions and Recommendations

General conclusions

Overall, IOM's vocational training programme for returnees and other vulnerable groups has proven to be an effective programme to enhance the livelihoods of its beneficiaries. Given that this is the first phase of the project it is important to learn from it, and adopt subsequent phases of the project to maximise future impact.

But first, what does this study reveal about the actual impact of the project in financial terms? Taking in to account that graduates interviewed had in general, only completed the training six months previously, the project has succeeded in raising the income of 57% of beneficiaries by an average of 10,720 RWF per month. And while some beneficiaries reported a decrease in their monthly income, the trend overall was to an increase, with an average of 5,329 RWF per individual per month. Over a year this totals 63,948 RWF (around \$105) more than they were earning before, and taking into account the fact that there were 953 individuals, this gives the project a value of \$101,570 in the first year alone based on these figures. It is important to note that this is income differential (how much more they are earning after the training than they were before, not absolute income) as this provides us with an accurate estimate of the value of the training.

Put in to context, that the GDP per capita for Rwanda is at \$526.7⁵ and the target beneficiaries of this project are at the lowest end of the spectrum, with an average yearly income of \$137 (or 82,350 RWF) before the training, an increase in \$100 per year in income is quite significant.

But of course, these estimates are conservative because over time it would be expected for individuals to establish themselves in their trade, client base, etc, so the returns, for those that are successful, will be much greater in the years to come.

If we extrapolate that by the end of the first year, the average earning will be 1.5 times what it is in the first six months (\$53), this gives us \$132 in the first year, and at the end of the second year it will be 1.5 times what it was in the first year (\$199.5), and capped at this, over five years we can say, as a very rough estimate, the project will, on average have an added value of \$929.61 per individual over those five years, and \$885,918 in total in the first five years. These estimates are very rough and may be conservative but do give an indication as to the approximate value of the work, the impact of which, will not be capped at five years, but have a lifetime impact for many people.

How has this impacted upon people? Many reported increase in material possessions, the main one being livestock (33%), clothing (23%) and improvements in house (9%) which gives us an indication on how people invest their money. Interesting there was no difference between main earners in the household, if they were the main provider before the training, they are also the main provider after the training.

Some trades did of course do much better than others, as did the type of employment status with those in waged employment doing much better than those in self employment and cooperatives. But this is expanded upon further in the recommendations.

The project not only aimed at improving the economic status of beneficiaries but also aimed at promoting re-integration of returnees. While this was not within the main remit of this study, it can be observed to an extent, at one level from the people who reported 'friendships' and 'meeting new people' amongst their peers during the training, to those who have set up businesses and their social status in their communities.

Another aspect of interest was the ripple effect, and we can see this to an extent. Of those interviewed, 35% of women and 25% of men do claim that they have passed on knowledge and skills gained to other people, friends and members of their family. At least 20% of the key informants report that the graduates are sending money home to their families (only 3% said no, and 72% of key informants did not know). Five people out of a total of 89 who are in self-employment already employ other people in their business, which is actually quite significant given the short time frame since they graduated.

⁵ Source: <http://data.un.org/CountryProfile.aspx?crName=RWANDA>

Selection of trades

There are fairly large discrepancies in outcomes by trade. There are six trades with an average monthly income of over 10,000RWF per month, which are masonry, welding, potato cultivation, carpentry, cooking and hairdressing, in order of highest to lowest. The first two (masonry and welding) are also the ones where people are more likely to find waged employment, which may account for these higher salaries and are male dominated. However these findings are not totally consistent of average level of satisfaction per trade, where tailoring, knitting and soap making also rank highly.

RECOMMENDATION 1. Review the trades on offer according to outcomes and adapt. Some trades seem not have had a great impact or offer much opportunity in the way of employment or self employment. But having said this, these trades are of the 'unique' ones only being offered in one STI and the sample size tend to be the trades with a very small sample size (1 or 2) so it is difficult to draw any significant conclusions from these. Some that consistently did not rank well on various indicators were fishing, soap making, shoe making, decoration and baking. IOM might want to review these trades, understand why they are not performing well, and whether they should not be offered again or what needs to be done in order to enhance the performance of the graduates (quality of training, contents of start-up kit, ongoing support and supervision, etc).

RECOMMENDATION 2. Offer information about trades to allow beneficiaries to self-select courses. Better outcomes (employment status, salary levels) can be seen amongst those who were able to choose the trade that they studied (because it was their passion or they thought there were good market opportunities) than those who had it selected for them. It might be advisable to offer information and advice and possible outcomes (cooperative work, employment, self employment opportunities, and challenges) for different trades so beneficiaries have more information and buy in to their decision to study a particular trade.

Training conditions and quality of training

While in general graduates ranked the quality of the theoretical and practical training highly, the dedication and quality of the teachers was sometimes an issue, as was the availability of opportunities to practice and the facilities at the training institutions. A large majority said they would not choose the same training institution again illustrating their dissatisfaction with these. Many also mentioned that the training was too short and they did not learn everything that they would have liked to. However this may have less to do with the length of the study but more to do with the efficiency at which the training is delivered.

RECOMMENDATION 3. Enhance learning outcomes by improving facilities: accommodation, food and equipment. Some graduates reported that the reason why they were not able to study their chosen trade was that it was not available locally. This may indicate a greater demand in their home district, if there are few people locally able to provide that trade, potentially pointing towards unfulfilled demand in the market. Therefore for these select few beneficiaries, it might be worth investing in a living allowance, allowing them to travel to an area/ district other than their own to study their desired trade, as long as they can set up their own business and do not have to be part of a cooperative on completion of the studies as the geographical constraints may not allow for this. Equally others were not able to perform well due to distance required to travel or going hungry at lunch time due to lack of food. Encourage STI to see how these challenges can be overcome, providing cheap weekly accommodation and food at cost price to enhance learning environment.

RECOMMENDATION 4. Consider providing part of the start-up kit to beneficiaries to use during the training, rather than after it is completed. This would allow them to practice on it during the training, and would help resolve some of the issues of lack of equipment at the training institutions. Some regulation would be required for this to function properly and ensure that graduates complete the training and the equipment is well maintained.

RECOMMENDATION 5. Train the trainers. Many of the teachers at the STI have limited experience of training, perhaps having previously only trained a small number of people (often as little as 1 or 2 people). Therefore while they may be experienced in their trade, they may require additional knowledge and skills to be effective teachers, and to plan the training effectively over the given time frame. Ideally before taking on trainees, the trainers should be part of a short (maybe 3 to 5 day workshop) where they are required to develop a curriculum for their trainees, acquire effective theoretical and practical teaching methods, etc. A majority of employers thought that graduates needed to improve their technical trade skills, and this is a direct reflection on the quality of the trainers.

RECOMMENDATION 6. Devise standardised curriculums to improve quality and breadth of training. Some of the more popular trades such as tailoring are delivered in a large number of STIs. Instead of each one developing its own curriculum, a generic one could be developed and adapted by the individual STI to ensure that the breadth and depth of the training is adequate and will equip individuals with the required skills to access employment.

RECOMMENDATION 7. Develop a feedback system for poor quality teaching. Some of the graduates complain of the poor quality of the trainers, such as in hairdressing in one STI, they complained that they could only learn when there were no customers, and when they came the trainees had to wait outside the salon until they left. Another claimed that the trainer was purposefully withholding information from them. These are extreme cases, but generally people did complain about the quality of teaching. This does not create a conducive learning environment, so there should be a feedback mechanism whereby contracts for STIs can be withdrawn if they do not provide adequate learning conditions.

Transition to employment

By issuing start-up kits to all graduates on completion of vocational training, either as an individual or in a cohort (to form a cooperative), it appears that IOM is promoting self-employment or cooperative work over waged employment, as one can assume that those in waged employment will be provided with the tools of the trade by their employer (although this has not been verified) and therefore may not need the items in the start-up kit. We can see that a slightly larger percentage of people in waged employment are not in possession of their start-up kit than other employment statuses, presumably because they do not need it. However the question does not give us any indication as to whether they use their start up kit in their daily work. It would have been better to phrase the question by “do you use the contents of your start up kit in your daily work’ as this is a less loaded question.

The start-up kits were to a value of up to \$150 per person, so represent quite a large expenditure for the project. However those in wage employment may not utilise the contents of the start-up kit and at the same time have a higher average monthly wage than self employed or in cooperatives.

RECOMMENDATION 8. Consider employment status outcomes and guide students in this respect. Those in waged employment (16% of total graduates) earn, on average, over 75% more than those in self employment earn and over double what those in cooperatives earn, and would not appear to require a start-up kit. Does this mean that IOM should promote and facilitate, first and foremost, for graduates to seek for waged employment? It is difficult to provide firm conclusions about this: while in the short term as we can see that - six months after graduation - waged workers have a higher average monthly income, it takes a longer period of time for businesses and cooperatives to ‘get off the ground’ and become established. Therefore there is insufficient information at this stage to recommend the promotion of waged employment as it would be important to see what the longer term impacts are, but it is something that IOM should aim to investigate further. In addition to this the IOM policy seems to have been the promotion of cooperatives, but in practice it appears that relatively few cooperatives are functional and the average monthly earning per member is low.

RECOMMENDATION 9. Include business skills as part / at the end of the training. The training provided focuses exclusively on trade skills and not on the how’s of establishing a business, cooperatives, searching

for employment, etc. This might include basic business administration skills, including managing finances to expand and grow the business, promotion to secure new clients, etc. Management and administration of cooperatives and may provide people with more insight into how to make a cooperative function well, and for them to decide to group together out of added value, than by default thus ensuring that they are more successful in future. And advice on searching for waged employment would include how to approach potential employers, how to market yourself, etc.

RECOMMENDATION 10. Review contents and quality of start-up kits. IOM should review the procurement methods, quality and contents of the items in the start-up kit as there were several complaints about these. Complaints included items being of bad quality and breaking easily (for example in masonry), to them being issued as a cooperative, but then it practically being difficult for them to work as one as such, due to physical distance, etc. IOM might also want to make the distribution of start-up kits more competitive, so instead of issuing it to everyone, issuing it to those who really have potential in their business and less chance of people selling off the contents of the start-up kit. This strategy of course requires more investment from IOM's side, to get to know all graduates personally and who has potential to do what. It is a capitalist approach, rather than socialist.

RECOMMENDATION 11. Issue certificates for training. While it did not specifically emerge from the formal interview, data collectors and team leaders reported time and time again the complaint from graduates that they did not received certificates for the training and this was seen as a big shortfall of the programme. This has a considerable impact, especially when graduates are searching for employment, as they often need a certificate to demonstrate completion of training. Many mentioned that without a certificate it made it harder to demonstrate training and access employment. If certificates had been issued, the number of people in waged employment may actually have been higher than what is observed.

RECOMMENDATION 12. Offer follow-up support and supervision after completion of training. Some mentioned the lack of follow up at the end of the training and the many challenges they encountered in setting up their business and new skills that they needed to acquire. If some follow up were provided it may help maximise outcomes.

The methodology

The Helvetas methodology has made the process of this tracer study easier to undertake as the generic questionnaire only needed to be adapted in certain circumstances to fit with the IOM remit. The data analysis using Excel sheet was also very useful as it allowed several elements to be cross tabulated and to track individual and the data to be manipulated easily with cross tabulation using pivot tables. It is strongly recommended to use this methodology again to do similar tracer studies for subsequent phases of the project so that direct comparisons can be made. However if a similar study is to be repeated in other districts, the following suggestions would be made.

- Increase the sample size of the unique trades. Do not do sampling as a proportion of the total but increase the unique trades, with small size to a minimum sample size, as it does not give us enough information to make significant inferences for those to where a small number of people are trained. A minimum of 5 people interview for each would be better, as in some cases (e.g. decoration) we only had 1 interviewee.
- Undertake the survey at least a year after the training has finished as this will allow the full impact of the training to be observed, as people whether the transition into setting up their own business or cooperative, or job search.
- Get more detailed cases studies and change the methodology for collecting these. Emphasis was placed on quantity versus quality and in reality going in depth is what really gives an insight. Maybe have 1 person, perhaps with a journalism background, to collect all case studies independently of

questionnaires, and go into much more detail probing fully about circumstances as this will give much more insight.

Case Studies

Hairdressing

Claude Niyongamije, resident of Karongi District, Rubengera Sector, Gacaca and Gasharu cell was trained with 28 other fellows in Hairdressing. The training took place at Bwishyura, former Kibuye. He and many of his fellows, had to walk on foot from Rubengeri to Bwishyura, covering more than 20 kms per day, during 3 months, to attend the courses. The transport fees (10.000 FRw per months) given could only secure transport for 3 days maximum. Trainees were left behind, when the Hair Saloon had normal clients, some times they could spent days and days without any training.

Incomplete start-up kits were provided and are kept by Mukamusoni Joselyne waiting for possible funding to start their cooperative.

Masonry

Claude Habimana, of Nyabihu District, Shyira Sector, Mutanda, Murambi Cell, did masonry with other 6 fellows during 6 months training at CEFA OPUSI vocational training institution. They were given 30.000 Frw to catter for living expenses and they had to cover 30 kms per day to attend class. They did appreciate the training provided, theory and practical skills but did not cover « charpentés » due to lack of time.

After the training, each one of them were given a imcomplete start up kit, with not solide equipments such as « imyiko, hammer, inyundo,..... » ; those tools are kept by each trainee waiting, expecting to get proper tools and a start up funds.

Shoe making

At Shangi and Nyabitekeri Sectors in Nyamasheke District, under the leadership of Petero Nicolas, 7 former graduates in shoe making decided to start their own business thanks to the startup kits provided by IOM Kigali. The group is presided by Petero Nicolas.

But their business place is so badly located that they did not had enough customers to sustain their business; 4 of them have already abandoned!! Only wishes to get a start up fund to pay house rent at a suitable place.

Decoration

Ntakirutimana Daphrose and 4 other graduates in Decoration, all residing at Rangira Sector in Nyamasheke District associated themselves in a Cooperation to do Decoration.

So far their business is making profit, since they managed to get contracts for decoration in Weeding, in Ceremonies organized by the sector....

Keeping their farming activities, the new business help improve their lives through money earnings....

Hairdressing

Yankurije Beatrice is a woman who is married and she was a farmer before training/studies. After doing training she was working in Alpha hair cut saloon and doing in all tasks(making hair,pedicure).

She is gaining much money and helps her for buying different things and helping her family. In few words she improved her skills. she is welcoming clients and customer care was good for the clients and they have many clients and be satisfied.

Her income is not enough because sometimes she is asked loan because of many things she needed.

She has a good plan of creating her own saloon and continue her studies, she also has a bank account and registered.

Carpentry

Habinshuti Fabien, from Karongi, is a man with children and wife .Before participation in the training,he and his wife were used to cultivate his own small land to get what to eat and sometimes he sold some of the land or other properties to get what they wanted .But after doing this training,he is doing his job as carpent so he gain more money to help his family.

Fabien had even made some materials for his house like doors, bed,table,chair and he even get a job from his neighbour and he helps them so they didn't move away for this.

Fabien is reaching a good level by paying his children's school fees even mutuelle de santé.

Welding

Mr Yambabariye Thimothée of Nyamasheke District was a farmer with monthly income of 10.000Frw decided to join skills institution after realizing that the income was insufficient for the needs of his family.

When he finished he moved from Nyamasheke District to Rusizi Town where he find a job in his career of welding and now his getting monthly income of 70.000Frw, the life has been improved and he adopted two children a girl of seventeen and a boy of eight years old and he's planning to buy a motobicycle.

Soap Making

At Nyamagabe 44 graduates were trained in soap making; they did constitute 3 groups which will work as cooperatives residing respectively in Gasake for group 1, in Cyanika Sector for group 2 and in Mbazi Sector for group 3.

The group 1 with 10 former soap making graduates, to be based at Gasake – Nyamagabe is lead by M. Mukarugira Antoinette. They have just been given start up kits to start their own business but unfortunately they lack skills to make soap with the given material since their training was not relevant. Their wish is to get funds, at least 150.000 FRw to pay somebody to train them on how to make soap from raw material available in their region.

Hairdressing

M. Mukahigiro Drocela and her 3 fellows trained in Hairdressing at Gasaka, they were given start-up kits to start their saloon. They were obliged to sell the start up kits as they could not raise funds to pay the rent of the workplace. Now they are jobless.

Tailoring

Janvier Kayitankore is a tailor in RUSIZI district in Gihundwe sector. He is a self employed in tailoring but he joined another in order to gain money for the rent of the house .

Before the IOM training in tailoring he gained money by cultivating his land but this was very difficult to him as a returnee who had money problems to solve which required much money. The other tailors he works with were not trained by IOM but they have a good sociability at work as they went house together. If any one of them has many clothe sorders from clients, they share that job in order to support each other so that no one goes home with an empty pocket. His business was a success because he saves some amount of money on his account weekly, and he also pays other farmers to cultivate in his own land so that his own monthly income was raised because before the training, he got 10.000Frw but now he can get 30.000Frw monthly.

Mukagashigi Beatrice is a woman who had problems after the 1994 Tutsi genocide. After the genocide she had intensive headache(migraine). She couldn't do anything than staying on bed and look after the children. However, soon after the tailoring training, she has changed a lot. She is a teacher in her area , she performs well at her job and she can sew her own clothes , her children's clothes as well as for the clients .

She went from nothing to 30.000Frw per month and most importantly she is very happy for her career, she smiles, she is proud and thankful to IOM.

Potato growing

Vestine is a small entrepreneurs who grows the Irish potatoes in Rambura Sector .

Actually, after receiving the training from IOM it was a great opportunity for her to implement all skills gained from the theory. Now, she plans to buy a cow and she is able to pay the school fees as well.

Finally, she is enjoying to continue with the career of Irish potato production and expansion if possible.

Tomato growing

This cooperative is composed of 4 people (UWIJURU Claudine ,MUKAMANA Vestine, UWITONZE Alphonsine, MBONIGABA Fabien) who has rent a small land for starting the tomato growing business . Unfortunately the wind and flood destroyed the first harvest but they are committed for the future production . So they requested to financial support to improve their livelihood.

Appendices

Appendix 1 IOM – tracer study - Graduate Questionnaire

Remember! Before the actual interview starts, you should always

- Introduce yourself
- Explain the objectives and the purpose of the interview – to help improve the programme in future
- clarify that the participation in the survey is voluntary but highly appreciated
- Anything said in the interview is completely anonymous, will not be told to anyone.
- The duration of the survey is about 30-45 minutes
- NB. Student and cohort code you get from your list NOT by asking them – they will tell you their name.

Student Code: _____ Name: _____ School/Cohort Code:

A Training/Studies

A 1 What trade did you study? *DO NOT READ OUT - choose only one answer.*

- | | | | |
|------------------------------------|---------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Tailoring | <input type="checkbox"/> Cooking | <input type="checkbox"/> Fishing | <input type="checkbox"/> Mechanics |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> Shoe Making | <input type="checkbox"/> Tomato cultivation | <input type="checkbox"/> Decoration |
| <input type="checkbox"/> Baking | <input type="checkbox"/> Hairdressing | <input type="checkbox"/> Soap making | <input type="checkbox"/> Knitting |
| <input type="checkbox"/> Welding | <input type="checkbox"/> Masonry | <input type="checkbox"/> Potato cultivation | |

A2 Why did you study at the training centre

DO NOT READ OUT, but probe fully, can code multiple

- | | |
|--|---|
| <input type="checkbox"/> Training centre was close to home | <input type="checkbox"/> Friends, relatives studying at the same training institution |
| <input type="checkbox"/> No tuition fee/ free | <input type="checkbox"/> Other important reason, please specify |
| <input type="checkbox"/> Improve my chances to find (self-) employment | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Improve my income | |

A 3 Why did you choose to study this profession?

- | | |
|---|---|
| <input type="checkbox"/> Good area to do business in/ opportunities | <input type="checkbox"/> Other <input type="checkbox"/> _____ |
| <input type="checkbox"/> My passion | |
| <input type="checkbox"/> I didn't choose it/ was selected - If so, what area would you have liked to study <input type="checkbox"/> _____ | |

A 4 What did you do before you started your training? *Please choose only one answer.*

- | | | | |
|---|--|---|-----------------------------------|
| <input type="checkbox"/> Farming own land | <input type="checkbox"/> Farming for others (for a wage) | <input type="checkbox"/> In paid employment | <input type="checkbox"/> studying |
| <input type="checkbox"/> Without employment (including household work, raising children, unable to work, illness, etc.) | | | |

A 5a Did you face any difficulties in going to the (name of training institution)?

- Give some examples from A 5b.

Yes

No

A 5b If yes, which was the most important difficulty? Please choose only **one** answer.

Finding accommodation

Total training was too long

Family commitments

The training centre was far away from my home

Social pressure/traditional customs (gender, ethnicity, etc.)

Other, please specify _____

A 6 How did you get to know about this training/education programme?

Please choose only **one** answer.

Through friends/family members or acquaintances

Through the sector

Through the cell

Other _____

A 7 Did you attend any other similar vocational trainings before being selected on to this programme?

If yes, probe for details?.

No

Yes

Details _____

B. Retrospective evaluation of quality and relevance of vocational training

B 1.1 Overall, were you satisfied with your training/studies? Scale of answers ranges between: 1 = not satisfied at all; 2 = not satisfied; 3 = moderately satisfied; 4 = satisfied; 5 = very satisfied.

Please read scale of answers out loud.

not satisfied
at all

very
satisfied

1 2 3 4 5

Theoretical training - level of satisfaction (classes)

Practical training - level of satisfaction (practice)

In case you were not/moderately satisfied (scales 1, 2 and 3), please specify why:

B. 1.2 How do you rate the following statement on your training? Scale of answers ranges between 1= strongly disagree 2=disagree; 3=undecided; 4 = agree 5 = strongly agree

Strongly
disagree

strongly
agree

1 2 3 4 5

The lessons at the training centre were interesting

The practical training at the training centre were relevant

My teachers/trainers were competent and committed

My training included enough practical lessons

My practical training gave me a range of skills to equip me for future job

B 1.3 How do you rate the study conditions you experienced at your training institution? Scale of answers ranges between: 1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = very good.

Please read scale of answers out loud.

Very poor Very good
1 2 3 4 5

Class rooms/training halls (size, light & noise condition, location, temperature)

Equipment, tools, machinery for practical training

Number of working hours per day

Infrastructure of training institution overall

B 1.4 When did you finish your training/studies?

Interviewer needs to calculate and fill in number of months between graduation and time of interview.

_____ No. of months ago

B 1.5 The total duration of the training/studies was... Please choose only **one** answer.

too long too short ideal

If you found it too long or too short, please specify why:

B 1.6 Looking back, would you...

...choose the same training/studies again? yes no

If you would not, why? _____

...choose the same school/training institution again? yes no

If not, please say why _____

B 2 Strengths and weaknesses/suggested improvements

B 2.1 What did you like about your training/studies and what did you dislike?

Strengths (what I liked): 1. _____

2. _____

3. _____

Weaknesses (what I disliked): 1. _____

2. _____

3. _____

B 2.2 Which key improvements or changes do you suggest?

Suggested improvements or changes e.g. to training methods, courses offered, apprenticeship, etc.:

C Transition to employment

C 1 Please indicate your employment situation in the period following graduation.

Please check only **one** appropriate category for each three-month period after graduation of the respondent. If the respondent's employment situation changed during a three-month period or if the respondent was involved in different activities (e.g. studying and working), please check the most important category only. If the completion of the interviewed graduate's course of studies took place more than two years ago, please ignore the remaining months.

C1						
	1-3 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-6 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7-9 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10-12 month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C 2 Were you provided with a start-up pack after the completion of your training?

Yes No

C 2a If yes, how satisfied were you with the contents of the start-up pack?

not satisfied at all very satisfied

1 2 3 4 5

Level of satisfaction

In case you were not/moderately satisfied (scales 1, 2 and 3), please specify why:

C 2b What additional items do you think should have been added?

_____ _____

C 3 DO you still have all the contents of your start up kit in your possession?

Yes No

C 3b If no, what are the reasons reassure interviewee that answer is entirely confidential and will not be passed on to anyone. Probe fully

Sold, as was not using it Lent to someone else (free of charge) Rent them to someone else (for money)

Gave them away as not using them Broken Stolen Other _____

D Current activity

D 0 YOU DO NOT NEED TO ASK THIS QUESTION- BUT CAN CHECK BASED ON INFO ABOVE.... "so now you are"

Please choose only **one** answer. In case the graduate has several different occupations, choose the most important category.

wage employed? Please go to Section **D 1 then D2**, F, G

self-employed (including working on own/family farm)? Please go to Section **D 1, then D3 then E, F, G**

working in a cooperative Please go to Section **D 1, then D4 then E, F, G**

in further professional training or academic studies? Please go to Section **D 5, then E, G**

without employment? Please go to Section **D 6, then E, G**

D 1 Wage employment, self-employment and cooperative

D 1.1 Are you satisfied with your current occupation? Scale of answers ranges between: 1 = not satisfied at all; 2 = not satisfied; 3 = moderately satisfied; 4 = satisfied; 5 = very satisfied.

Please read scale of answers out loud.

Not at all very satisfied

1 2 3 4 5

Level of satisfaction

In case you are not/moderately satisfied (scales 1, 2 and 3) please specify why: _____

D 1.2 Are you working in the same field that your vocational training was in?

Please choose only **one** answer.

Yes No

D 1.3 Do you work full time ?

Yes, I am working full-time i.e 8 hours a day, 5 or 6 days a week No, I am working part-time / occasionally

D 1.4 Are you involved in any other activities to get a wage, e.g. farming, other small jobs, etc?

No

Yes IF yes..... farming other _____

Continue with section **D2** if graduate is in wage-employment

Continue with section **D 3** if graduate is self-employed or works on his/her own or family farm

Continue with section **D 4** if a member of a cooperative

D 2 Wage employed

D2.1 How did you try to find the first job after graduation? Please choose only **one** answer.

I applied directly to an employer

I was approached by an employer

I got a job with my training institutions

The school/training institution gave me assistance with finding a job

I used personal connections/contacts (family/friends, acquaintances)

I started or continued working in my own/parents' business

Continue with section **E**

D 3 Specific questions to self-employed graduates

D 3.1 When did you start up your business

_____ Months ago

D 3.2 Where do you work from?

Own workshop

In home

Sharing with someone else

No specific place of work – on site

D 3.3 How do you find clients/ new business

Friends/ family

People come to my place of work

Subcontracts from other people

My own contracts

D 3.4a Do you employ any other people? If yes, how many

No Yes _____ No. employees

D 3.4b If yes, are your employees....

Family Friends Other skilled people Other

D 3.5 What enabled you to start your business? DO NOT READ OUT LOUD Please choose the most appropriate answer (only **one** answer allowed).

Start-up material provided Support from supervisor My skills and know-how gained

Other _____

D 3.6 Did you receive a credit to start your business and if yes, how much credit did you receive?

a _____ Credit – in RWF

D 3.7 Did you encounter any difficulties when starting your own business, and if yes what was the main difficulty you encountered?

DO NOT READ OUT LOUD Please choose the most appropriate answer (only **one** answer allowed).

No difficulties encountered

Inadequate market conditions (high competition, low demand)

Lack of educational background (including technical skills)

Location of business not ideal

Difficulty to get funding

Other

Lack of entrepreneurial skills

Continue with section E.

D 4 Specific questions for those working in a cooperative

D 4.1 How many people are in your cooperative?

_____ members of cooperative

D4.1a how many of these

_____ returnees AND _____ trained in the same group as you

D 4.2 When did you start up your cooperative

_____ Months ago

D 4.3 Where do you work from?

Own workshop

Sharing with someone else

In home

No specific place of work – on site

D 4.4 How do you find clients/ new business

- Friends/ family People come to my place of work
 Subcontracts from other people My own contracts

D 4.5 Has your cooperative purchased any other equipment apart from the start-up kit?

- No yes, details of items _____

D 4.6 Is/ Does your cooperative.....

- Registered Have a bank account

D 4.7 Did you encounter any difficulties when starting your cooperative, and if yes what was the main difficulty you encountered?

DO NOT READ OUT LOUD Please choose the most appropriate answer (only **one** answer allowed).

- No difficulties encountered Inadequate market conditions (high competition, low demand)
 Lack of educational background (including technical skills) Location of business not ideal
 Difficulty to get funding Other _____
 Lack of entrepreneurial skills
 Continue with section E.

D 5 Further Training/education

D 5.1 What are the (major) subject area(s) of your current studies/training/vocational training ?

D 5.2 Name and place of training institution/college/university

D 5.3 For what kind of degree are you currently studying? Please choose only **one** answer.

- Primary school Secondary school Vocational training degree Other _____

D 5.4 What do you plan on doing after completion of your studies/training?

Please choose only **one** answer.

- Find a job in my home country Continue with my current job
 Start my own business/farm in my home country Family/household care
 Work for my parents' or relatives' farm/business Other
 Migrate abroad to find work
 Continue with section E.

D 6 UNEMPLOYED

D 6.1 What are the reasons for your current unemployment? Please select a **maximum of two** answers which are most appropriate. CHECK YVES COMMENTS

- Job scarcity Lack of experience, qualifications, skills
 Lack of connectedness/contacts Lack of resources (e.g. financial input capital, tools) for self-employment

Continue with section E

Disagreement with husband or wife

No start up kit provided / start up kit insufficient

Other

Health problems

Engaged in child rearing or family/household care

Any additional notes that you want to make can be made here, write question number it is related to.

E Income from primary and secondary activities

E 0 How high was your average monthly income before you started your training? *If a pre-tracer study has been conducted, this question can be omitted and the answer can be taken from the pre-tracer study questionnaire.*

_____ Monthly net income in RWF

E 1 How much is your current monthly income? Please take into account the income from your main occupation and your secondary occupation (if any) and, if necessary, average the value from the last six months.

If the graduate is wage-employed, he/she can tell or write down his/her net income to the interviewer. If the graduate is self-employed, the net income needs to be verified (a description how to verify the net income can be found in the instruction manual).

Do not ask this question if graduate is currently unemployed, but write 0 into the box below.

Monthly net income (in currency of the survey)

_____ Monthly net income in RWF If lower than before, REASON _____

E 2 INCOME CHECK!

a) How many items on average do you sell a month? _____ X

b) How much do you gain per item _____ =

c) A multiplied by b, _____

If C differs significantly from figure in question E1 probe further

E 3a Have your living conditions improved, worsened or remained equal after completion of your studies/training? *Please choose only one answer. The interviewer should give examples to the graduate about how his/her living conditions may have been improved. For example, ask whether they have purchased a motorcycle, bicycle, land, animals, radio, television, jewellery, etc.*

Improved

Worsened

No difference

E 3b If your living conditions improved, did you acquire any of the following items?

Multiple

response possible, maximum 6 answers. PROBE FULLY

Motorcycle/bicycle

Tools and machinery

Clothing,

Land

Improvement of your house (tin roof, furniture, household appliances, etc.)

jewellery

Livestock i.e. cow/ goat

Items for wife/children

Cosmetics/ perfume

Television/computer

House

OTHER _____

E 5a Who is the current main contributor to your household income?

Please choose only **one** answer.

Myself

My spouse

uncle

Other female household, aunt

My parents

Other _____

E 5b Who was the main contributor to your household income before your studies/training?

Please choose only **one** answer.

Myself

My spouse

uncle

Other female household, aunt

My parents

Other _____

For those who are self-employed or wage employed, or cooperative please continue with Section F.

For those respondents who are in further training or unemployed, please continue with Section G.

F Relationship between study/training and work

This section applies to both, employed and self-employed (including graduates working on their own, family farm).

F 1 How important are the qualifications and skills you acquired during your training course/ studies for your present job? Scale of answers ranges between: 1 = not at all important; 2 = not important; 3 = somewhat important; 4 = important; 5 = very important.

Please read scale of answers out loud.

Not important at all Very important

1 2 3 4 5

Practical vocational skills acquired during the training

Theoretical vocational skills acquired during the training

Entrepreneurial skills (how to run a business and to treat customers, marketing)

Calculation/mathematics/accounting

F 2 when you look at your current professional tasks as a whole, to what extent do you use the qualifications and skills acquired during your course of studies? Scale of answers ranges between: 1 = not at all important; 2 = barely ; 3 = to some extent; 4 = to a high extent; 5 = to a very high extent.

Please read scale of answers out loud.

Not
at all

To a very
high extent

1 2 3 4 5

F 3 Have you passed on the knowledge and skills gained during your training/study course to family members, friends or other villagers?

Yes

No

G Biographical data

G 0 Gender *Do not ask!*

Male

Female

G 1 What year were you born in?

_____ Year of birth

G2 Are you ... (To which group of trainee graduates do you belong)

The interviewer asks returnee, if no tick disadvantaged youth

Returnee

Disadvantaged youth

G3 – ask if yes to returnee - Where did you live before returning to Rwanda .

The interviewer asks returnee, if no tick disadvantaged youth

DRC

Tanzania

Uganda

Burundi

Other

G4 – When did you return to Rwanda

_____ Year

G 5 What is your current address?

Umudugudo _____

Cell _____

District _____

Sector _____

Telephone _____ V IMP- if none a relatives E-mail _____

G 6 Are you living in the same place as you were before the training ?

Yes

No if no....

G 6a If no, why did you move?

The interviewer has to categorise the given answer into one of the three options below.

for work opportunities related to training received for work opportunities **NOT** related to training other

G 7 What is the highest level of education you attained prior to your studies/training?

Please choose only **one** answer.

- | | |
|---|--|
| <input type="checkbox"/> Never been to school | <input type="checkbox"/> Complete secondary education |
| <input type="checkbox"/> Incomplete secondary education | <input type="checkbox"/> Complete primary education |
| <input type="checkbox"/> Incomplete primary education | <input type="checkbox"/> Vocational school or other higher education |

G 8 What field if any did your parents work in?

Farming Other _____

G 9 Would you be happy for my supervisor to contact you to verify this interview and some details if necessary

- Yes No

Thank you!

Interviewer name: _____ Place/Date: _____

Case study conducted: Yes No Other Comments: _____

Appendix 2. IOM – tracer study – Key informant questionnaire

Instructions

This questionnaire should only be used if the graduate himself/herself cannot be interviewed. The interview should only be conducted with a person who has specific knowledge of the current situation of the graduate. In case the informant does not know the answer to a particular question, it is very important that you leave the question blank! If not, this could lead to biased results of the tracer study.

In order that the questions of the *Informant questionnaire* match the questions of the *Graduate questionnaire* and that the answers can be filled into the same analysis programme, the questions below have the same numbers as corresponding questions in the graduate questionnaire, however, they are in a different order. Please be careful when transcribing the data.

Remember! Before the actual interview starts, you should always

- Introduce yourself
- Explain the objectives and the purpose of the interview – to help improve the programme in future
- clarify that the participation in the survey is voluntary but highly appreciated
- Anything said in the interview is completely anonymous, will not be told to anyone.
- The duration of the survey is about 10-15 minutes
- NB. Student and cohort code you get from your list NOT by asking them – they will tell you their name.

Graduate's Name _____ Student code _____

Name of Informant _____ School/Cohort Code _____

Relationship of informant to graduate

- | | |
|---|---|
| <input type="checkbox"/> Parent | <input type="checkbox"/> Instructor of apprenticeship/on the job training |
| <input type="checkbox"/> Relative | <input type="checkbox"/> Other <input type="checkbox"/> _____ |
| <input type="checkbox"/> Former teacher | |

A 1 In which trade did (NAME OF GRADUTE) receive training at (NAME OF INSTITUTION) DO NOT READ OUT - choose only **one answer.**

- Tailoring Carpentry Baking Welding

- Cooking
- Shoe Making
- Hairdressing
- Masonry
- Fishing
- Tomato cultivation
- Soap making
- Potato cultivation
- Mechanics
- Decoration
- Knitting

G 0 What is the gender of (NAME OF GRADUATE) – may not need to ask

- Male Female

G 1 What year were they born in? If they don't know the year, ask them how old they are and calculate the year of birth.

_____ Year of birth Age _____

G2 Is (NAME OF GRADUATE) a returnee? The interviewer asks returnee, if no tick disadvantaged youth

- Returnee Disadvantaged youth

G3 – ask if yes to returnee - Where did you live before returning to Rwanda .

The interviewer asks returnee, if no tick disadvantaged youth

- DRC Tanzania Uganda Burundi Other

G4 – Do you know when they returned to Rwanda ?

_____ Year

G 5 What is your current contact details of (NAME OF GRADUATE)

Sector _____ District _____ Country _____

Telephone _____ **V IMP IF YOU CAN GET IT**

G 6 Is (NAME OF GRADUATE) living in the same place as they were during/before the training ?

- Yes No if no....

G 6a If no, why did they move move?

The interviewer has to categorise the given answer into one of the three options below.

- for work opportunities related to training received for work opportunities **NOT** related to training other

Other _____

D 0 Is (NAME OF GRADUTE) working?

Probe to see what they are now doing

- Yes, in wage/salary employment Continue with question **D 1.2**

- Yes, in self-employment Continue with question **D 1.2**

- Yes, in a cooperative Continue with question **D 1.2**

- No, he/she is in further education Continue with question **D 5.1**

- No, he/she is without employment Interview over! Thank informant for his/her time and collaboration

For salary/ self-employed and cooperative

D 1.2 In which field is he/she currently working?

- Same as vocational training In a different area _____

D 1.2a Does he/she send money home (ONLY ASK IF THE INFORAMT IS RELATIVE)

- Yes No

Further Education

D 5.1 What are the (major) subject area(s) of your current studies/training/vocational training ?

D 5.2 Name and place of training institution/college/university

D 5.3 For what kind of degree are you currently studying? Please choose only **one** answer.

Primary school Secondary school Vocational training degree Other _____

Thank you!

Interviewer name: _____ Place/Date: _____

Case study conducted: Yes No Other Comments: _____

Appendix 3. IOM – tracer study – Employer Questionnaire

Remember! Before the actual interview starts, you should always

- introduce yourself
- explain the objectives and the purpose of the interview
- clarify that the participation in the survey is voluntary but highly appreciated as it will help the future develop because a high participation rate in the survey is crucial for the quality of the survey and for the future development and improvement of the VET programme under investigation.
informed the participant about the total duration of the interview (approximately 10-15 minutes) and be ensured that all the information will be treated confidentially.

Please note: This interview should be conducted exclusively with the employer himself/herself and the employees/graduates should not be present during the interview!

A Identification

Employer's Name _____

Address of employer _____

Phone number/email address _____

Name of interviewer _____

Date of interview (day.month.year) _____

B Information about business/company

B 1 How many employees work in your business/company?

_____ No. of employees

B 2 Please specify the vocational field in which your company/business/farm can be best classified. Please choose only **one** answer.

B 3 To which of the following sectors does your business/ company belong?

- Private sector Informal sector Public sector Other

B 4 To which of the following sectors does your business/ company belong?

- Finding accommodation
- Agriculture and forestry/fishery Finance, banking
- Building and construction trade Health system and social work
- Transport Textile & leather (knitting, weaving, tailoring, shoe making)
- Mining Education
- Tourism (guide, agency, hotel, etc.) Electrical trades (house wiring, motor rewinding)
- Trade (wholesale and retail trade) Electronics
- Manufacturing (incl. handicraft, artwork) Hair cutting, beautician
- Communication Mechanical trades (metal work)
- Public and business administration Non Governmental Organisation/Civil Society Organisation
- Maintenance services (refrigeration repair, sewing machine repair, computer repair, village maintenance, etc.)
- Other

C Recruiting procedures

C 1 How many graduates from (name of training institution) have you employed so far?

_____ Number of graduates

C 2 How do you/does your company/organisation recruit new employees? Multiple answers allowed!

- Advertisement of vacancies in newspapers, internet, posters, etc.
- Direct application by prospective employees
- Employment agencies
- Direct contact to training institutions
- Personal contacts to prospective employees
- Other, please specify _____

C 3 To what extent is/are your employee/s required to have knowledge and skills in the following fields? Scale of answers ranges between: 1 = not at all; 2 = barely; 3 = to some extent; 4 = to a high extent; 5 = to a very high extent.

Please read scale of answers out loud. For this type of question, a print out of the answer scale can be used as an auxiliary tool.

Not at all
important

Very
important

1 2 3 4 5

Practical vocational skills

Theoretical vocational skills

Calculations, accounting

Soft skills/work ethic (communication, punctuality, team work, etc.)

Vocational skills overall

C 4a Has your business/company hired female employees/graduates in the past?

Yes

No

C 4b Would your business/company in the future employ female employees/graduates?

Yes

No

If not, please specify why _____

D 1 How do you rate the following statements on graduates from the (name of training institution)? Scale of answers ranges between: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Please read scale of answers out loud.

Strongly
disagree

strongly
agree

1 2 3 4 5

The graduates have thorough theoretical trade knowledge

The graduates have highly developed practical trade skills

The graduates are willing and eager to learn

The graduates are hard-working and committed

The graduates are able to work independently

The overall performance of the graduates is satisfactory

D 2a Do you think that the graduates need additional training in their respective vocation in order to do a satisfactory job in your business/company/on your farm?

Yes

No

D 2b If yes, please specify which additional skills and knowledge are needed.

- 1)
- 2)
- 3)
- 4)

D 3 Would you be interested in hiring more graduates from the (name of training institution) in the future?

Yes

No

If not, please specify why:

E 1 What is the average monthly income you are paying to a graduate employed full-time?

_____ Monthly income (in RWF)

Thank you!

Appendix 4. IOM – tracer study – Case Study Guidelines

Case studies are important to illustrate the development of a particular person, and give a more in-depth insight into their situation and the impact of the training. You will collect a case study using the following semi structured questionnaire.

WHO to interview as a case study?

- **Cooperatives – include 3 or 4 members of the cooperative, some of whom may have been part of the tracer study, others who may have not been.**
- **Individuals – who have an interesting story, may or may not be part of tracer study.**

ASK AROUND – in district, IOM project representatives, your supervisors, etc for people who have interesting/success stories. Remember to take a pictures of possible.

WHAT ARE WE INTERESTED IN CASE STUDIES?

- Change of situation before and after the training
- Success stories, supporting family, change of si

1. What were your and your family's main sources of income before your participation in the training/studies?

2. How has that change, since the training ?

3. Why were you interested in the training programme/studies?

4. What is the most important thing you have learned during your training/studies?

5.What has helped your business be a success, or what might have contributed to it being a failure?

6.Has your social status in your community improved since you have completed your studies/training? If yes, in which way?

7.Is your income high enough to sustain yourself and your family?

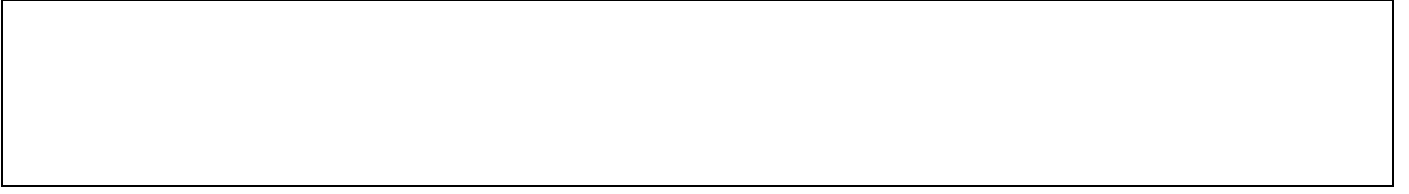
8.What are your plans, dreams for the future?

9. Is your income high enough to sustain yourself and your family?

10. If you are a cooperative, do you have a bank account, are you registered, etc?

bank account registered Loan to develop the business

FINAL DRAFT OF CASE STUDY



Appendix 5 – Sampling

LIST OF BENEFICIARIES OF SKILLS TRAINING PER OPTION PER DISTRICT 2010

District	Carpentry	Mechanics	Masonry	Welding	Hair dressing	Cooking	Tailoring	Knitting	Soap making	Fishing	Decoration	Shoe making	Bakery	Tomato productiv	Potato Productiv	Total
Karongi	29	11	-	-	29	20	-	-	-	11	-	-		-	-	100
Karongi sample	17	7	0	0	9	6	0	0	0	3	0	0	0	0	0	44
Nyabihu	0	9	8	9	5		6	8	-	-	-	-	12	13	30	100
Nyabihu Sample	0	6	5	7	2	0	4	7	0	0	0	0	4	4	9	47
Nyamaga be	6	0	0	6	7	0	34	-	46	-	-	-		-	-	99
Nyamaga be sample	4	0	0	5	2	0	20	0	14	0	0	0	0	0	0	45
Nyamashe ke	0	6	0	18	27	-	13	-	-	-	4	21		-	-	89
Nyamashe ke sample	0	4	0	14	9	0	8	0	0	0	2	7	0	0	0	43
Nyaruguru	33	0	21	-	-	-	46	-	-	-	-	-		-	-	100
Nyaguru Sample	20	0	13	0	0	0	27	0	0	0	0	0	0	0	0	60
Rusizi	9	6	4	8	2	-	74	-	-	-	-	-		-	-	103
Rusizi sample	5	4	2	6	1	0	44	0	0	0	0	0	0	0	0	63
TOTAL	77	32	33	41	70	20	173	8	46	11	4	21	12	13	30	591
Total Sample Size	46	21	20	32	23	6	103	7	14	3	2	7	4	4	9	301
Total Benefic.	145	67	64	101	72	20	326	21	46	11	4	21	12	13	30	953
Suggested sample if 30%	46	21	20	32	23	6	103	7	14	3	1	7	4	4	9	300
Corrected sampling rations in these districts	0.59	0.66	0.61	0.78	0.32	0.31	0.59	0.83	0.31	0.31	0.50	0.31	0.31	0.31	0.31	301