Adolescent Girls Initiative Rwanda: Midline Report | October 2014

About the Authors

Laterite Ltd. (www.laterite-africa.com) is a research-consulting firm based in Rwanda. We offer research services clustered around economic and social research, policy development and market research.
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1. Introduction

This midline report covers the second component of the 3-part evaluation of the Promoting Economic Empowerment of Adolescent Women and Young Girls project in Rwanda. This project is part of the World Bank’s Adolescent Girls Initiative (AGI), which promotes economic empowerment of adolescent girls and young women in 8 low-income and post-conflict countries: Afghanistan, Haiti, Jordan, Lao PDR, Liberia, Nepal, Rwanda, and South Sudan. The AGI program includes a strong evaluation component in order to generate new evidence around what works for improving young women’s labor market outcomes.

The evaluation of the Rwanda AGI program has three overall main objectives, which are listed below.

1. **Examine how well the program delivered on planned activities**
   
   To achieve this, the evaluation will include an **analysis of program logistics and processes**.

2. **Assess the usefulness of the training provided**
   
   To achieve this, the evaluation will **engage the beneficiaries in a participatory process** to elicit their perception of the quality and usefulness of the services they received.

3. **Measure changes in beneficiary outcomes before and after**
   
   To achieve this, the evaluation will include **surveys** to capture information on a core set of **quantitative indicators** relating to the project’s objective of promoting productive work.

A **tracer methodology** was used for this evaluation which aims to follow individuals before, during, and after the intervention focusing on understanding if and why their situation, perceptions, outlook and/or aspirations have changed during the course of the observation period. By closely following individuals at certain time intervals using a mix of research instruments – including semi-structured interviews, focus groups and quantitative surveys/metrics – this methodology traces the individual journey of program trainees over time and to ask specific questions about why certain changes occurred. This will enable us to understand and probe in a nuanced way into why certain changes occurred in trainees’ lives and whether these changes can be linked back to program activities/interventions.

The figure below summarizes the **tracer methodology** employed by this evaluation:
**Project Background:** there are 3 components to the AGI program and this evaluation focuses on the first component: *Skills Development and Entrepreneurship Support*. This component has been designed to assist 2,700 adolescent girls and young women aged 16-24 to enable them establish themselves in profitable small enterprises. The project operates in two urban and two rural districts of Rwanda; Kicukiro, Gasabo, Rulindo and Gicumbi respectively. The interventions will equip beneficiaries with a set of technical, business and life skills, along with institutional and psycho social support, mentoring and links to credit. This component is implemented by the Workforce Development Authority (WDA), under the supervision of the Ministry of Gender and Family Promotion (MIGEPROF).

The project is implemented in 12 sectors across the 4 districts. There is one vocational training center (VTC) in each sector run by WDA to provide technical training in these trades. An assessment undertaken during the project preparation identified opportunities for self-employment in a number of areas including: (i) agro-processing (e.g. food processing, honey production, baking, juice processing), (ii) culinary arts, and (iii) arts and crafts. In addition, life skills training and entrepreneurship training will address crucial gaps to the access of adolescent girls in the labour market. Frontier Great Lakes have been contracted to provide life skills and entrepreneurship training whereas Gahaya Links has been contracted to provide and arts and crafts training. The program consists of 5 months of classroom training and 5 months of cooperative formation.

The project will provide small stipends to beneficiaries participating in training and mentoring activities to mitigate the potential loss of income by the beneficiaries associated with their participation in the project. The proposed stipend will be below the minimum daily salary for...
agricultural work at 700 RWF/day during the induction and technical and skills formation phases, and 300 RWF/day during the mentoring phase. From this stipend, 200 RWF/day will be deposited in a savings mechanism for each individual beneficiary, accessible only on successful competition of the training program. If beneficiaries fail to complete the program, the stipend money will be returned to the project.

The project aims to serve a total of 3 batches of 650 trainees each. The project operates in two urban and two rural districts of Rwanda; Kicukiro, Gasabo, Rulindo and Gicumbi respectively. This evaluation focuses on the second batch of trainees to go through the Promoting Economic Empowerment of Adolescent Women and Young Girls project. By focusing on batch 2, the evaluation can assess the project after the early lessons from batch 1 have been incorporated.

1.1 Objective of the Midline Evaluation

The objective of this midline evaluation focused specifically on:

(ii) assessing the quality and usefulness of the training provided;
(ii) evaluating the implementation process and identify areas for potential improvement.

While the first midline objective is based on the TOR and the overall objectives of the evaluation, the second midline objective was not derived from the TORs. The focus on evaluating the implementation process and identifying areas for potential improvement was a suggestion by the Laterite team after they observed certain process issues during data collection for the baseline survey; the World Bank team agreed that more of a focus on process evaluation at midline would be beneficial.

The major components of the evaluation are summarized by the timeline below. The midline, in June 2014 (Month 6), is comprised of 5 focus group discussions and 12 semi-structured interviews conducted mid-way through the program.
This report covers the midline components of the evaluation. Section 2 describes the midline study methodology including (a) the scope and sampling (b) research tools design (c) piloting (d) selection of sectors (e) selection of participants (f) data collection methodology and (g) analytical approach. In the next section of the report, the main findings from the midline study are highlighted focusing on 7 main research areas: (i) trainee profiles and participation (ii) program management (iii) girl-specific design elements (iv) technical training (v) life skills training (vi) entrepreneurship training and (vii) the post-training phase. An overall summary and recommendations are provided in the final chapter. Finally, an annex is provided that contains interview guidelines and full transcripts from focus group discussions and semi-structured interviews.
2. Midline Study Methodology

2.1 Scope of the Midline Evaluation

The qualitative midline evaluation was designed to achieve the two objectives described above. Accordingly, it included a mix of interviews with beneficiaries and interviews with staff. There were several factors that determined the scope and sampling strategy for the focus group discussions (FGD) and semi-structure interviews (SSI):

a. *Triangulate data with various sources*: SSIs were conducted with a few beneficiaries to validate claims that would arise in FGDs. Furthermore, following conversations with the World Bank team and WDA/MIGEPROF, it was ultimately decided to conduct 5 focus group discussions and 9 semi-structure interviews. Laterite conducted 3 additional interviews during the data collection process in order to follow-up with issues that had been raised during some of the earlier interviews. In the end, 5 FGDs with participants, 3 SSIs with participants, 3 SSIs with dropouts, and 6 SSIs with program staff were conducted. The program staff interviews included 3 trainers (Gahaya Links, Frontiers Great Lakes, and a food processing trainer from Bushoki VTC) and 3 school managers (at the Gaculiro, Nyarugunga, and Rushaki VTCs). Please see the image below to illustrate the final research scope.

b. *Logistics*: SSIs were conducted with dropouts rather than the FGDs due to logistical challenges of bringing together dropouts from different sectors/districts for a focus group discussion.

c. *Small FGD size*: FGDs were conducted with a relatively small group of 6 participants due to the length of the research tool and to allow for better facilitation of the FGD.

d. *Diverse range of opinions*: in order to capture a wide range of program staff opinions, school managers and trainers were interviewed in both urban and rural VTCs.

![Research Scope Diagram]

* FGL – Frontier Great Lakes
2.2 Research Tool Design

Laterite drafted the initial research tool for the focus group discussions (FGD) and semi-structured interviews (SSI). This was then shared with the World Bank team for comments. After initial comments from the World Bank team, the revised tool was shared with a wider group including the WDA/MIGEPROF team for further comments. A meeting was held on Monday, June 2, 2014 between Laterite and WDA/MIGEPROF to discuss logistics and further comments on the research tools. Finally, final comments from the midline evaluation workshop in Kigali were provided to Laterite during which the baseline report was presented to a large group of program implementers including trainers and school managers. Copies of the research tools are provided in the annex.

2.3 Piloting

Laterite conducted two pilots for Focus Group discussions with members of the enumerator team who had been involved in data collection for the baseline survey. Following the pilot, comments were incorporated focusing on translation and clarity issues. A second pilot was conducted with 6 enumerators to test the timing of the revised research instrument.

2.4 Selection of Sectors

A random selection process was followed whereby one sector was randomly selected from each of the 4 districts (Gicumbi, Gasabo, Kicukiro and Rulindo) to participate in the evaluation. The selected sectors were Gaculiro, Nyarugunga, Bushoki, and Rushaki. However, in addition to visiting the 4 randomly selected sectors, WDA/MIGEPROF requested that Laterite visit Shyorongi to conduct an additional focus group discussion, as they were interested in learning from the VTC given that it was considered as an exemplary VTC. A summary of the learning trades administered at the VTCs is provided in the table below.

- **Nyarugunga VTC**: is based in the urban Kicukiro district (one of the 3 Kigali districts). The VTC provides training on culinary, food processing and arts/crafts trades.
- **Gaculiro VTC**: is based in the urban Gasabo district (also one of the 3 Kigali districts). The VTC provides training on culinary, food processing and arts/crafts trades.
- **Shyorongi VTC**: is based in the rural Rulindo district, which is located in the Northern province. The VTC provides training on culinary, food processing and arts/crafts trades.
- **Bushoki VTC**: is also based in Rulindo district, which is located in the Northern province. The VTC provides training on food processing and arts/crafts trades.
- **Rushaki VTC**: is based in the rural Gicumbi district, also based in the Northern province. The VTC provides training on food processing, arts/crafts, and agri-business trades.
During data collection, the logistics for FGDs led to a slight change in the allocation of focus groups across VTCs. In Kigali, the girls enrolled in the arts & crafts program all attend classes at the headquarters of Gahaya Links, a Kigali-based handicrafts company and training center. Therefore, one focus group was conducted at Gahaya Links and one at Gaculiro, instead of one at Nyarugunga and one at Gaculiro. The focus group at Gahaya Links included 5 girls from the Nyarugunga VTC and one from the Gaculiro VTC.

### 2.5 Selection of Participants

Within the selected sectors, FGD participants were randomly selected from the list of participants who had completed the baseline survey. If the selected participants were not present at the time of the interview (either because they were absent that day or because they had actually dropped out of the program), then other girls from the list were randomly selected in their place. Based on the random selection of respondents from the original baseline survey list, only 3 girls were not available at the time of the interview and accordingly, 3 girls were randomly selected again from that baseline list. The Laterite team read the list of randomly selected names (or provided a list of pre-selected girls to the school manager) upon arrival at each VTC.

6 staff interviewees were selected in advance based on conversations with the WB and WDA/MIGEPROF. The staff selected for interviews included trainers from Frontiers Great Lakes (FGL) and Gahaya Links. The criteria used to select program staff to interview included staff that have worked in both urban and rural centers so their perspectives represent a mix of both environments and would consist of 3 randomly chosen trainers (Gahaya Links, Frontier Great Lakes and a Food Processing Trainer) and 3 randomly chosen school managers (form Gaculiro, Nyarugunga, and Rushaki VTCs).

A summary of the selection criteria of all participants at the 6 sites is provided below. This also includes demographic info of focus group participants.
Site 1: Kigali - Gahaya Links Interviews:
- 1 SSI with the Program Manager at Frontier Great Lakes (FGL)
- 1 SSI with the Co-founder of Gahaya Links
- 1 SSI with 1 trainee at Gahaya Links
- 1 FGD with 6 trainees at Gahaya Links

Staff Selection: Laterite interviewed a Program Manager at Frontier Great Lakes who travels to all of the centers to conduct training. An interview was also conducted with the co-founder of Gahaya Links, which is based at the training center in Kigali. Gahaya Links hosts girls from the Gaculiro and Nyarugunga VTCs but also manages the arts & crafts training for all of the other centers.

FGD Selection: Before going to the center, Laterite randomly selected 8 beneficiaries from the Gacuriro VTC and 8 from the Nyarugunga VTC (from the list of participants in the baseline survey), with the intention of having the FGD divided evenly between the two groups (3 participants from each center). It turned out that many of the selected respondents were not present at the center: they were in other trades at their VTCs and some were absent. Only one member of the baseline sample from Gacuriro was present at Gahaya that day. The other five participants in the focus group were from the Nyarugunga center.

<table>
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<th>Trade</th>
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<td>20100</td>
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<td>22</td>
<td>Arts &amp; Crafts</td>
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</tbody>
</table>

Site 2: Gacuriro VTC Interviews:
- 1 SSI with the School Manager at Gacuriro VTC
- 1 FGD with 6 trainees at Gacuriro VTC

FGD Selection: At this center, Laterite provided a list of 6 randomly selected trainees to a member of the program staff and explained that we needed to interview 6 of these girls if they were present. All 6 participants were present to be interviewed.

<table>
<thead>
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<th>Respondent#</th>
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</table>
Site 3: Nyarugunga VTC Interviews:
- 2 SSIs with Dropouts at Nyarugunga VTC
- 1 SSI with the School Manager at Nyarugunga VTC

Dropout Selection: Based on the list of dropouts provided by the WDA team, Laterite randomly selected 2 dropouts and contacted them to set up interview times. Both of the initially selected drop-outs were available for the interviews. The interview with the school manager was not planned but the Laterite team decided to conduct the interview to clarify certain comments that emerged from the dropout interviews.

Site 4: Shyorongi VTC Interviews:
- 1 FGD with 6 trainees at Shyorongi VTC

FGD Selection: At this center, Laterite provided a list of 6 randomly selected trainees to a member of the program staff in advance of the meeting and explained that we needed to interview 6 of these girls if they were present. All 6 participants were present to be interviewed.

<table>
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</table>

Site 5: Bushoki VTC Interviews:
- 1 SSI with 1 trainee at Bushoki VTC
- 1 SSI with 1 Food Processing trainer
- 1 FGD with 6 trainees at Bushoki VTC

FGD Selection: Participants were randomly selected from those present who had taken the baseline survey.

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<td>Arts &amp; Crafts</td>
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</table>
Site 6: Rushaki VTC Interviews:

- 1 SSI with 1 trainee at Rushaki VTC
- 1 SSI with 1 dropout at Rushaki VTC
- 1 SSI with 1 school manager at Rushaki VTC
- 1 FGD with 6 trainees at Bushoki VTC

FGD Selection: Participants were randomly selected from those present who had taken the baseline survey.

<table>
<thead>
<tr>
<th>Respondent#</th>
<th>Unique ID</th>
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<th>Age</th>
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2.6 Data Collection Methodology

The purpose of the focus groups discussions that included current trainees was to learn about trainees’ opinions of the process, quality and relevance of the training they received during the first six months of their experience with the AGI project in Rwanda. Following a brief section on background information, the discussions with current trainees were structured into 9 modules: (1) Attendance; (2) Impacts; (3) Trade-Specific Training; (4) Life Skills Training; (5) Entrepreneurship Training; (6) Quality of Teachers; (7) Transition to Part II; (8) Program Management; and (9) Other Comments. The discussions lasted between 1 hour 30 minutes and 2 hours.

Two Laterite female enumerators managed discussions: one discussion leader and one note taker/translator. The discussions were not recorded but all of the focus groups were transcribed and translated (please refer to the Annex). The discussion leader used a “nominal group technique” to facilitate conversation. At the beginning of each module, the discussion leader introduced the topic and posed the main question to the group. Each participant was asked to
reflect on her response for 2-3 minutes (and to take notes if she wants to) before sharing her thoughts with the group. After each participant had an opportunity to share her thoughts with the group, the discussion leader posed follow-up questions and encouraged all participants to share as much information as possible. The discussion leader used the flip chart to facilitate the conversation. At the end of each module, the note taker verbally reported a summary of what was heard. This served as confirmation for the group members that they communicated what they intended to, and allowed them to make any suggestions for adjustments in the event that what they said was not accurately represented.1

The semi-structured interviews (SSIs) were conducted by a team of 2: a Laterite research analyst and a translator. The research analyst began each module by posing the main question and recording the response as the translator provided the verbatim translation. Depending on the direction of the conversation, the research analyst the posed relevant follow-up questions, recording as much information as possible for each topic.

All of the SSIs and FGDs included an informed consent paragraph that explained the project evaluation, the purpose of the interviews, confidentiality, the voluntary nature of the information shared, and emphasized that there was no obligation to participate. The Laterite team also sought their contact information in case there was a need to contact them for follow-up questions over the next 6 months.

2.7 Analytical Approach

FGDs and SSIs with current and former trainees: after transcribing interviews (based on written notes and recordings), Laterite compiled responses to all key questions into a spreadsheet to facilitate comparisons and analysis (attached to this document). The analysis file contains quotes and relevant information from FGDs as well as SSIs with participants and dropouts. Each sheet corresponds with a section of the report module. Each column corresponds with a sub-section and contains quotes and examples that are relevant to that sub-section (detailed background information is provide in the transcripts annex and in Section 2.5 above). Using this matrix, averages were calculated for binary responses (e.g. Yes and No) to determine the frequency of responses. Given the limited number of FGDs and SSIs, it was not necessary to code the open-ended responses but key themes were identified from the matrix.

After identifying key themes, quotes were selected that represented the majority opinion as well as important outliers. The final report used these quotes to illustrate the key themes coming out of the interviews.

SSIs with program staff: analysis for SSIs was combined with the FGD analysis matrix. Major over-arching themes/ideas that were evident during data collection process were identified using this matrix. After noting these, and collecting illustrative quotes, we reviewed all transcripts to note any areas of disagreement and to compare the findings from program staff interviews with the findings from participant/dropout interviews.


3. Main Findings

In this next section of the report, we highlight the main findings from the midline study focusing on 7 main research areas: (i) trainee profiles and participation (ii) program management (iii) girl-specific design elements (iv) technical training (v) life skills training (vi) entrepreneurship training and (vii) the post-training phase. A brief summary of the overall program impact is provided following these 7 research areas. A summary of the key themes emerging from these research areas is provided below:

1. Trainee Profiles & Participation:
Selection Criteria: overall, the program staff was satisfied with the selection process, insisting that the focus on vulnerable girls and single mothers was appropriate. Most trainers also indicated that the trainees were attentive and inquisitive. However, some trainers indicated that a key challenge related to the selection process is the low education level of some trainees, which made it difficult to facilitate the training. For the trainees, the main challenge related to the selection of trades. While the majority of trainees reported that they chose the trade they ended up studying, some reported that the selection criteria prevented them from doing so, as they did not have the requisite skills to study the trade.

Program Attendance: Attendance was relatively high with only few trainees citing the high transport costs and opportunity cost of lost income as barrier to attending the program. A number of trainees that did not complete the program cited the inadequate transport stipend as the key factor. However, trainees in urban areas noted that the program left little time to engage in other income-generating activities, which affected their ability to support their families.

Stipend: Delivery, Use and Usefulness: one of the key challenges of the program implementation was the late delivery of the stipend both for trainees and program staff. On average, trainees faced a month delay whereas program staff faced delays ranging from one day to several weeks. For trainees that relied on the stipend for daily transport to the VTCs, this was a significant burden. Several trainees indicated that they would not be able to attend the program if they were not provided the stipend as it covered their transport costs. Trainees in urban areas primarily used their stipends for transport whereas trainees based in rural areas were likely to spend their stipend mainly on basic needs and livestock.

Attrition: the 3 dropouts interviewed claimed that it was a result of delayed transport stipends and family pressure. All the dropouts indicated that they would prefer attending the training if their circumstances changed. The program staff instead claimed that dropouts were for another set of reasons related to marriage, pregnancy or misidentification.

2. Program Management: the program staff felt that the implementation of the program for Cohort 2 was relatively more efficient due to lessons learned from the previous cohort. This was
accompanied by the good communication between management and program staff. Yet, some key implementation challenges remained related to: (i) delayed stipends (ii) hidden costs of program for trainees in certain trades (e.g. trainees in urban areas noted that the program left little time to engage in other income-generating activities, which affected their ability to support their families) (iii) limited training time (iv) low teacher-student ratio, and (v) logistical issues related to managing overlapping Cohorts 2 and 3.

3. **Girl-specific design elements:** overall, most trainees were satisfied with the girl-friendliness of the VTCs but there was not a clear take-up or knowledge about additional services such as childcare, counseling or family planning services.

4. **Technical Training:** one of the key messages emanating from all the training components from the program staff was the need to adjust the training curriculum (for all the trade, life skills and entrepreneurship trainings) in order to accommodate the varying levels of education of the trainees. As a result, there was a stronger emphasis on practicals and hands-on training as opposed to theory. Specific to the trade training was the selection of trades. Overall, most trainees were happy with their selected trades and the training but some complained about the relevance or lucrativeness of trades such as food processing and arts/crafts.

5. **Life Skills Training:** from the trainees’ perspective, the training did have a significant impact, specifically in terms of improving their social relations, birth control, having a mentor, and confidence about finding a job or taking out loans for starting a business. This training appeared to be the most popular training session and was mentioned several times during the interviews.

6. **Entrepreneurship Training:** similar to the other trainings, trainees were satisfied with the training curriculum and felt they would benefit from the course.

7. **Post-training phase:** most girls seemed fairly confident about the transition after the training and felt they were prepared to embark on their cooperative initiatives or seek employment with their newly-acquired skills. Those trainees that were not optimistic about their post-training opportunities raised the issue of potential funding gaps for their cooperatives.
3.1. Trainee Profiles & Participation

3.1.1 Appropriateness of the Selection Criteria

Program Selection: The majority of the program staff members we interviewed were satisfied about the way girls are selected into the program. They generally felt that the program was right to focus on assisting vulnerable girls – their definition of vulnerable girls referred to girls that dropped out of school and were young mothers. The trainer from Frontier Great Lakes (FGL) was especially keen that single mothers benefit a lot from the program, since they are otherwise marginalized. She explained that there are some differences in the level of understanding given that girls come from different educational backgrounds, but she would not exclude those with less education “because they are the ones who really need the program” (SSI1).

All the program staff also commented on challenges in teaching trainees with a range of different educational backgrounds. As a result, the trainers adjusted their teaching methodology to include more practicals rather than focus on theory. However, they did not feel that the selection process needed to be adjusted.

Only the school manager from Rushaki suggested that the recruitment methods should be adjusted: “It would be good if applicants were required to complete 9 years of basic education, since their understanding level is a bit higher” (SSI10). The school manager from Gacuriro did not feel that it was necessary to change the recruitment methods but felt that it was more important to have the appropriate level of resources to teach the students: “If there are enough materials for the students, the recruitment criteria are not important; materials are important” (SSI4).

Trainee Performance: Despite the challenges in teaching students with varying levels of education, the trainers across the board reported that the trainees are attentive and inquisitive. They especially appreciated the experiential learning and participatory approaches of the training. The trainer from Frontiers Great Lakes indicated: “In reproductive health, they will ask you – you may even stay there all day – questions you never thought about. Because there are so many myths and then the culture, their lack of knowledge sometimes, the rumors and things they hear here and they. They will ask you – up to the last question, they don’t fear [speaking with the teachers]” (SSI1).

The trainer from Gahaya Links reiterated the same message when asked about trainee performance. She says that the girls performed better than they expected: “You know, when you see somebody who is hungry to learn, you can even tell from her face. Like, when they come here in the morning, the way they interact, the way they ask you, the way they engage with their teachers...so there are ways to test them to know – are they really enjoying what they are doing or are they just here” (SSI2). As an example, the trainer also referred to innovation week, which
is a week when girls are assessed on their ability to apply what they have learned. She could tell that during that week the girls had been engaged and understood what they were learning. She also adds that she feels the life skills training had an impact on the participants’ lives by showing them how to work together in a team (SSI2). This was reiterated by many trainees who said they really appreciated the life skills training.

The school manager from Gacuriro felt that the trainees perform well enough to compete on the job market: “For now there are students that are part of a cooperative. They are producing juice and they say that all of the products – the juice – has been sold. You find that if their products are popular on the market, it gives the management the trust that what they are doing has quality.” (SSI4).

3.1.2 Challenges with Program Attendance

Main barriers to program attendance: There was significant variation in trainees’ responses about whether or not it was difficult to attend the program on a regular basis. The main difference was between rural and urban areas and was tied to the cost of transport and the opportunity cost of lost income. In the urban VTCs (Gahaya Links and Gacuriro), trainees describe the large burden of transport fees, which were typically higher than 500 Rwf per day and therefore were not fully covered by the stipend (FGD1 and FGD2). While there is no clear evidence that it led to drop-outs, it was an issue that was reiterated by several trainees from urban areas. Respondents in these centers typically say that they would not have been able to attend without the stipend and even with it they faced challenges. (Note that the question of travel time was contentious in Gahaya – participants accused each of lying about travel time, so the question was not asked to all participants). Furthermore, urban participants were more likely to engage in income-generating activities as some of them indicated they were migrants and needed to generate other income to send money back home or work as maids in households they were living in.

As discussed in the section of stipends, the delayed arrival of stipends was particularly challenging for participants in urban areas because they face a high burden of travel costs. Most rural participants would travel on foot whereas urban participants would use public transport. For example, one respondent in Gacuriro explains, “It was difficult to come here because we could not afford transport, but now they are providing it” (FGD2). One dropout from Nyarugunga VTC suggested that uniforms were a requirement for the food processing training but it was not possible to verify this.

Moving to a new home was not considered a significant barrier and affected only 2 participants (FGD1 and FGD2), who indicated it made it more difficult to attend because their new homes are farther away from the VTCs.
As discussed in the section on the impact of training on trainees income-generating activities, the participants in urban areas also reported a significant strain on their income from participating in this program (FGD1 and FGD2). Many of them were previously earning income either as housekeepers, through irregular (part-time or occasional) employment, or through selling things in the market. Their participation in the training left little time for these activities. This was less of an issue in rural areas where trainees explained that they spend less time cultivating than they used to but that the income from their daily stipend makes this trade-off worthwhile (FGD3, FGD4, and FGD5).

**Travel Time:** On average, it took the trainees 1.5 hours to reach the training centers, with Gahaya taking the longest time on average and Gacuriro VTC the shortest. Please see Table 1 below for the average travel time to the center reported by the FGD participants. In the urban areas, trainees from Shyorongi and Bushoki said that it was not challenging to commute to the centers (FGD 3 and FGD4). They arrived on foot and although it took a significant amount of time, they did not describe this as a significant challenge. In Rushaki, despite travel times that were typically less than those in Shyorongi and Bushoki, respondents described the length of distance traveled as a significant challenge (FGD 5).

<table>
<thead>
<tr>
<th>Center</th>
<th>Urban/Rural</th>
<th>Average Travel Time to Center (Hours, One-Way)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gahaya</td>
<td>Urban</td>
<td>2.50</td>
</tr>
<tr>
<td>Gacuriro</td>
<td>Urban</td>
<td>0.75</td>
</tr>
<tr>
<td>Shyorongi</td>
<td>Rural</td>
<td>1.63</td>
</tr>
<tr>
<td>Bushoki</td>
<td>Rural</td>
<td>1.44</td>
</tr>
<tr>
<td>Rushaki</td>
<td>Rural</td>
<td>1.29</td>
</tr>
</tbody>
</table>

(Note that this is based on responses during Focus Group Discussions with enrolled trainees only. It included travel on foot or using public transport)

**3.1.3 Feedback on Stipend Delivery & Utility**

Stipends are provided to the entire cohort of trainees (i.e. eligible adolescent girls and young women) participating in training and mentoring activities. The stipends are considered a productive investment as they directly facilitate the participation of the trainees in training by mitigating the potential loss of income by the trainees. The stipend payments are based on the following setup: they will be below the minimum daily salary for agricultural work, i.e. 700 RWF/day during the induction and technical and skills formation phases and 300 RWF/day during the mentoring phase. From this stipend, 200 RWF/day during Phase 3 and 4 will be deposited in a savings mechanism for each trainee and will only be accessible on successful completion of the training program. If the trainee fails to complete the program, the stipend money will be returned to the project.
Stipend Delivery: Participants in all of the focus group discussions reported that they received their stipends late. The reported length of the delay was typically about 1 month. Program staff also reported delayed stipend delivery but they reported significantly shorter delays than those reported by the participants. Their reported delay lengths included: (i) no delay (Gahaya Links, SSI2, 1 day (school manager Gacuilio, SSI4); (ii) 1 week (school manager Rushaki, SSI8); (iii) and 2 weeks (school manager Nyarugunga, SSI7).

Stipend Use & Usefulness: All of the respondents in rural areas say that they would have been able to attend without the stipend (FGD2, FGD3, and FGD4). In rural areas, the stipend was used for basic needs and other products such as livestock, clothing and health insurance. A very small minority of rural trainees paid anything for transportation to the VTC. Whereas, in urban areas, most trainees used their stipends to cover their transport costs. Only one of the respondents at Gahaya Links said that she would have been able to attend the program without the stipend, since she sometimes walks (FGD1). The table below provides a summary of how the trainees used their stipend.

Table 2: Stipend Use - How Many Trainees in Each VTC Reporting Having Bought a Particular Item

<table>
<thead>
<tr>
<th>Stipend Use by VTC</th>
<th>Transport</th>
<th>Basic Needs</th>
<th>Livestock</th>
<th>Clothing</th>
<th>Savings</th>
<th>Health insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gahaya (urban)</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gacuriro (urban)</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shyorongi (rural)</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Bushoki (rural)</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Rushaki (rural)</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Note that this question was open-ended. All participants except for 1 (at the Gacuriro VTC) gave an answer about what they had used their stipend for. The “Basic Needs” category mainly refers to hygienic products and body lotion, though some of the respondents just gave the general answer of “basic needs.”

3.1.4 Experiences of Attrition from Program Dropouts

Three SSIs were conducted with dropouts. All 3 dropped out within 2-3 weeks of the program commencement. Two of the dropouts indicated that they dropped out because of the transport fees associated with traveling to their respective VTCs (SSI5&6). The stipends provided would not cover their transport costs to their assigned VTCs. The delay in providing stipends perpetuated their program since they could not float the travel expenses to attend. The last dropout (SSI12) indicated that they left the program due to pressure from the family to pursue an alternative career in tailoring. All 3 dropouts indicated that they would have preferred staying in the program and during the short time in the program they had appreciated the trainings, especially the life-skills training focusing on reproductive health and personal hygiene issues.
From the perspective of the trainers, the FGL trainer pointed out that many of the girls who never came to training were actually misidentified as eligible during the recruitment process. They had not dropped out of school but were waiting for their national exam results to see if they could return for upper secondary school (SSI1). The school manager at Gaculiro reported that there were 2 or 3 girls who dropped out of his training center because their land was appropriated. There were also some participants who dropped out of the program because they got pregnant (SSI4). The trainer from Gahaya Links said that there were 2 participants who dropped out because they got married. She encouraged them to come back and one did but the other did not (SSI2).

3.2 Program Management

3.2.1 Strengths and weaknesses of Program Management (Program staff feedback)

Strengths:

Program Implementation: Both the Gahaya Links trainer and the Frontiers Great Lakes trainer felt that the implementation of the program was easier with Cohort 2 after gaining lessons from their previous experience with Cohort 1 (SSI1 and SSI2). For example, FGL moved the reproductive health module earlier in the curriculum in response to pregnancies and other challenges that girls encountered early in their time in the program in cohort 1. They also adjusted the levels of some of the lessons to meet the incoming students’ level of understanding (SSI1). All the interviewed trainers also adjusted their curriculum to incorporate more practicals to accommodate the low level of education of incoming trainees. For example, the FGL trainer (SSI1) adapted her self-esteem lessons to change the focus to talking about personal experiences rather than providing notes. The program was adapted to have an increased focus on experiential activities.

The trainers also felt that the program for Cohort 2 was implemented better due to managed expectations of the trainees and the supervisory role played by Cohort 1 trainees to their fellow counterparts. The school manager from Gacurriro provided an example: “There is a difference because, before, you could find that the project was just starting – it was the first time. The students were expecting to have a lot of facilities because it was the first time. They were expecting the project to rent houses for them but because Cohort 1 has completed their studies, they are like ambassadors – they talked to other cohorts, showed them what is there, and explained it to them” (SSI4).

Communication: Generally, all of the interviewed program staff had positive things to say about the level and ease of communication and collaboration with program managers. The trainer from Frontiers Great Lakes pointed out that communication was sometimes slow but “Anytime we had to collaborate, it [was] smooth.” (SSI1). The trainer from Gahaya says that she would
contact the WDA focal point. “Their communication is swift is fast so I have never encountered anything. They call me when there is something. I think the best thing that happens between us is the center managers. When I want to take my report, no problem.”

The school manager at Gacuriro explained the channel he follows if he encounters a challenge: “It starts with the teachers. Then there is a prefect in charge of education. In between those, there is the female teacher who knows the girls. So, what the three levels cannot solve, they report to the school manager. He solves what he can and, what is impossible for him, he reports to the WDA (either Winnie or Sam). Winnie and Sam also report those problems to the higher levels of WDA. MIGEPROF is on the same level of WDA”. Asked if they faced any challenges with communication, he said no because they were using phones and WDA visited the school frequently (SSI4).

The staff also reported that the budget allocation was beneficial. For example, the school manager from Gacuriro explains, “Now, there are operating funds and before there were no operating funds. Now, they have sent it. For example, before there were no computers and now they have provided a computer and a printer. So that eases communication – now it is easy to send reports.” (SSI4)

**Weaknesses:**

A clear consensus of weaknesses related to program implementation did not emerge from the program staff/trainers. The weaknesses included ensuring that trainers had more time with the trainees to provide additional support; making it easier for the trainees to get internships; reducing the delays at the commencement of the program and ensuring that trainees could afford the materials required to operate within their cooperatives. Program staff had feedback on what they could improve in terms of program management, which is listed in Section 3.2.3 – Lessons Learned.

### 3.2.2 Strengths and weaknesses of Program Management (Trainees feedback)

**Strengths:**

Most trainees indicated they were satisfied with the program management and several cited how helpful school managers have been in terms of resolving their problems. The trainees at Rushaki VTC were particularly effusive about the help provided by their school manager such as providing advice on cooperative management, incorporating a sports break during the week, etc.

**Weaknesses:**

There are two key program challenges which are detailed in other sections as well: (i) **delayed stipends** to both the participants and the program staff (though the delay was more significant for the trainees). It is not conclusive how many trainees took loans but one of the dropout trainees suggested that she knew several trainees that had to take loans to pay for transport: “My
suggestion is that there are times you take a loan or debt to pay transport fees and they delay to pay the stipend, yet those who lend to you want their money” (SSI5); (ii) **opportunity costs of the program**, which primarily emerged during the Nyarugunga interviews. For example, several urban-based trainees noted that they could not engage in other income-generating activities due to the time commitment of the program so they could not support their families. Furthermore, one former trainee indicated that she could not afford the transport fees as it cost her RWF 800 to go to and from Kicukiro and 600 Rwf to go to and from the Nyarugunga center – a sum that would not be covered by the program stipend and meant that she would have to pay the difference every day.

### 3.2.3 Lessons learned

The trainer from FGL says that she would have liked to have more time with the beneficiaries for follow-up and to help them handle personal issues, such as when they are “mistreated, beaten, or kicked out of their homes” (SSI1). She did not mention precise cases that constituted abuse but she had girls seek her advice and wish she had more time to follow-up with them. She also says that there is a “challenge of numbers,” meaning that there are not enough teachers for all of the students. She had adapted to this by changing the exercises so that girls split into sub-groups for some exercises, but she still says that she feels some girls are missing out. This was reiterated by 2 other program trainers that said the class sizes were too small.

The trainer from Gahaya Links says that she would prefer a longer training period. An additional 2 months of practical lessons would help significantly (SSI2). With additional support from WDA/MIGEPROF, she says that she would also add more skills to the training. For example, she says that the girls currently learn how to make tie-dyed fabric but it would be helpful to also learn how to make the fabric into clothing. The class length was reiterated by a few trainees that indicated that they felt that they would prefer slightly longer sessions to benefit from the lessons.

Another issue stemmed from the overlapping cohorts 2 and 3. The trainer from FGL pointed out that this sometimes made things difficult for cohort 3 because the trainees are tired in the afternoon and it is already hot outside when they begin their training (SSI1). Similarly, the school manager from Gaculiro said that it was a challenge, at first, for the girls to study in the afternoon (SSI4).

Few comments emerged about the level of resources dedicated to the program in terms of teachers and materials. The school manager from Gaculiro VTC explained that the “AGI teachers were not enough, so [this training center] used other teachers from the VTC staff”. They hired an additional female teacher to support the girls in the program. They felt that this was not a major issue since the teachers were already public employees, so they could participate in the AGI project. However, it would help to have more teachers to avoid teacher recruitment during the program. (SSI4). Furthermore, he also indicated that since they are teaching students to start
cooperatives they need to acknowledge that the materials the students need are expensive. He says the program needs to help provide materials, with the schools supervising, which would ensure a better future for the students. Finally, he mentioned that the trainers’ current contracts are only 3 years long and suggested that it could be extended because the training centers have equipment and materials; only the consumables and teachers’ wages are lacking to keep the program running.

3.3 Girl-Specific Design Elements

3.3.1 Availability, Use and Impact of Additional Services

*Childcare:* it seems that the childcare facilities are not available or not used by the trainees at most of the interviewed VTCs. In Rushaki VTC, there is no childcare facility as only 3 girls have babies and they tend to leave their kids at home since they travel a long distance to the VTC (SSI10). Trainees from Gahaya indicated that they were not allowed to bring their babies to the training center. However, the trainer from Gahaya Links pointed out that the need for childcare services was more of an issue with cohort 1, which was older, and also is more of an issue in urban than in rural areas. She did not directly address the issue of the usefulness of providing childcare services, most likely because they are not available at her center (SSI2). Similarly, the trainer from FGL reiterates that childcare was not an issue because most of the girls left their children at home (SSI1). In Gaculiro VTC, the school manager felt that the childcare services are not used as there are no young mothers with babies under the age of 1. While he feels that there should be some support for girls with children, he concedes that it creates additional challenges for the center, as it was difficult to find someone to take care of the babies (SSI4).

*Family planning resources/advice:* we asked these questions during SSIs only; no trainee indicated that they faced challenges requiring family planning resource or advice. We also asked if girls have sought out family planning resources and none said they had. The typical response was SSI11 indicating that while she had not specifically sought out family planning resources or advice she would use contraceptives due to the knowledge from the training.

*Counseling services:* There was inconsistency in the responses regarding the availability of counseling services provided at the VTC. Trainees from Gahaya and Shyorongi were not aware of any available counseling services and only referred to the advice provided to them during training sessions. The food processor trainer from Bushoki VTC was also not aware of any counseling services provided at the center. Whereas, trainees at Rushaki VTC were informed that counseling services were available if they had issues at home and could talk to designated teachers about these matters: “For example, when you have a problem or issues with family
members, and then you come here and keep thinking about it, they told us you can go see the teacher and they will help you.” (FGD 5).

3.3.2 Girl Friendliness of VTCs

From the trainees’ perspective, overwhelmingly most of them indicated that the VTCs were girl-friendly and they felt comfortable in those areas. When prompted to provide suggestions to make the VTCs more girl-friendly, they responded, “I think that what they have done is enough because, as my fellow student said, when you are sick there is a place you can go and then come back after when you feel good” (FGD 4). The participants at Bushoki VTC also indicated that they had all used the girl-room at the VTC and had amenities such as pads, soap, lotion, and a bathroom to wash.

However, one trainee from Gahaya pointed out that “…they lied that when someone has periods they would provide hygienic pads; they didn’t [provide them]” (FGD 1). Similarly, she mentioned that while there are toilets at the VTC, there are no girls’ room. This was the only critical comment from the trainees about the girl-friendliness of the VTCs.

The trainer from FGL says that most of the centers are girl-friendly but some are too small, such as Kinihira. The lack of space means that girls feel less comfortable there (SSI2). The Gacuriro school manager says that he feels the center is girl-friendly since it has a lot of different facilities, workshop rooms, and classes. There are also employees who focus specifically on female students (SSI4). The Gahaya Links trainer had requested that for some of the VTCs such as Byumba, she had requested more light (SSI2).

3.3.3 Suggestions for Improvement

a. The main area of improvement relates to clarification on the need and availability of additional services such as childcare, counseling and family planning advice. It seemed trainees were not fully informed about the availability of counseling and family planning advice and referred to their ongoing training as sources of counseling or family planning advice. A formal announcement and regular reminders on the availability and the process to access family planning and counseling advice should be communicated to the cohort on a regular basis.

b. With regards to childcare services, most trainees indicated that these services were not available at the VTCs. The program staff indicated the main reason there was a lack of childcare services was that the trainee cohort did not have as many children and therefore, did not require the services. Some of the trainees complained about the lack of these facilities so it would be important to clarify with the trainee cohort the desire for these services and accordingly, ensure the provision.
3.4 Technical Training

3.4.1 Selection into Trainings

While the majority of trainees reported that they chose the trade they ended up studying, some reported that some of the selection criteria as they understood them prevented them from doing so. For example, at Gahaya Links, two respondents said that they wanted to study food processing but ended up in arts & crafts. One chose to do arts & crafts over food processing because she could not afford to travel to the VTC for food processing classes; the other ended up in arts & crafts because she did not meet the criteria of speaking other languages (FGD1). These were the only trainees who indicated that they did not meet the selection criteria or were unable to take their first choice. Whereas, at Gacuriro VTC, all trainees were satisfied with their trades and only 2 would have preferred other trades, i.e. hair-dressing (not on offer) and culinary. This was a similar scenario at Shyorongi, Rushaki and Bushaki VTC where all trainees indicated they were happy with their trades. One of the trainees indicated that there was no criteria for trade selection so the girls chose their preferred trades (SSI8). This was inconsistent with responses from a former trainee in Nyarugunga who said that she had wanted to study culinary but had been placed in arts & crafts because she does not have a background in chemistry and biology (SSI5). The program staff were not asked their opinion of the trade selection process.

Very few of the respondents indicated that given the choice today, they would have chosen a different trade (among those offered) from the one they originally chose. Instead quite a few girls suggested other trades outside of the offered trades: they included 3 girls at Gahaya who would have preferred to do hair braiding, as there is a good market for it and two trainees who would chose tailoring because it is high income generating activity (FGD 1). Similarly, one of the trainees from Rushaki VTC also claimed that hair-dressing is a more lucrative opportunity, along with culinary incase one manages to open a restaurant (SSI10).

3.4.2 Trade-specific Challenges

Trainee comments: Culinary and agribusiness seemed to have better prospects (i.e. easier to find jobs or to generate income by selling produce) than arts & crafts and food processing because of higher start-up costs and difficulty in finding markets. This is reflected in some of the criticism girls have of the trades they studied and in the discussions about challenges in finding a market for arts & crafts products – especially for girls residing in rural areas. Other complaints related to the specific training curriculum. For the Gaculiro VTC trainees undergoing culinary training, they would only recommend adding more modules around customer care and working in restaurants. At Shyorongi VTC, one of the trainees was not satisfied with the food processing training, as they were taught food processing techniques using strawberries and apples – products that are not readily available in their community (FGD3). At Bushoki VTC, expectations were met and only one of the food processing trainees suggested that they expand the training to
bread-making as well to increase their income-generating opportunities. One of the participants at Rushaki (SSI11) indicated that she preferred agribusiness to arts and crafts as she did not think there was a viable market for the arts and crafts sector – however, this was not confirmed by other arts and crafts trainees.

*Program staff comments:* The school manager from Gacuriro had positive comments about the trades offered at his center (culinary, food processing, and arts & crafts). “Based on two parameters – first, whether it is possible to be employed, and second, whether it requires high capital to start.” He says that it is possible to be self-employed in food processing and arts & crafts; in culinary, the hotels in Rwanda need employees. He adds that these trades do not require high capital to start, especially compared with trades like being a mechanic, which requires a large amount of capital (SSI4).

### 3.4.3 Implementation: Successes and Challenges

*Curriculum:* the trainer from Frontiers Great Lakes commented on challenge of adapting curriculum to the level of the girls. She managed this by incorporating more participatory activities into the Life Skills training. This was a key message that was reiterated by several trainers. The Gahaya Links trainer also spoke about making adjustments to the curriculum due to the challenge of teaching girls who came in without a lot of education and with different levels of understanding. She explains, “I can’t say that it is a challenge – it’s only that I had to learn and know how to handle different levels of education.” Asked if these girls have a lower level of education than the people she would normally hire, she specified that the challenge is working with girls of different levels in the same classroom. They have had to redo and redesign some modules. She dealt with this by focusing more on practicals rather than teaching theory before practice as she normally would have (SSI2). Similarly, the food processing trainer from the Bushoki VTC talked about how active the beneficiaries are during the practical portion of the program. Judging from these responses, it seems that the participants respond particularly well to the hands-on components of the training. As we will address in the following section, the Life Skills & Entrepreneurship trainer from Frontiers Great Lakes suggests that this is also true for the type of training she provides.

*Trade Training:* Trainees did not mention any parts of the training as having been less useful. This is probably due to shyness or unwillingness to criticize any of the topics taught. Even in Gahaya Links, where some of the participants clearly stated that some parts of the arts & crafts training were going to be more useful than others, they were reluctant to answer the question about which topics were the “least relevant.”
3.4.4 Suggestions for Improvements

Overall, trainees were pleased with the training and the trainers but there were a few comments that focused on ensuring that the trades were relevant to the current job opportunities. For example, one of the participants in the food processing training suggested that it could be improved by focusing more on processing foods that are more easily available. Asked if the trade-specific training met their expectations, R4 says that it didn’t “because we study very few things and because the foods we studied in theory – like strawberries and applies – are not available in practice.” (FGD3)

3.5 Life Skills Training

3.5.1 Implementation: Successes and Challenges

Similar to comments by the Frontiers Great Lakes trainer, the Gahaya trainer said that she needed to make adjustments to the curriculum to adjust to the level of understanding of the trainees. She dealt with this by focusing more on the practicals rather than teaching theory before practice.

3.5.2 Impact of Training

The program staff had very positive comments about the Life Skills training. For example, the trainer from Gahaya Links commented that the Life Skills training was important for creating a sense of community among the trainees (SSI1). The Gacuriro school manager explained, “Normally, students don’t only need to learn about their trade – for example, to learn only about culinary. That’s what I said before about girls needing to know how to say no for protection. They need to learn this in life skills, so life skills is very useful to them. For us, the management, we consider that not all of the girls will have a job after completing their studies. Those who are planning to be entrepreneurs, they need to know the values of entrepreneurs, so it is very useful for them to study entrepreneurship so they can also be entrepreneurs outside – not only in what they have studied but also in other things. For example, there are some students who are owning small businesses – so they can improve their businesses” (SSI4).

The trainees were just as enthusiastic about the life-skills training. One trainee from Rushaki said she had learnt a lot about pregnancy and birth control through the training and also how to operate and live within the community (SSI11). One of the trainees from Gahaya was also effusive in praise about the sex, gender and violence modules: “the reason is that it will be useful to have education on sex and how you can behave with boys and girls. It is useful to know about sex.” She also says that she learned how to apologize if she has done something wrong to others. She says that she has already applied what she learned about personal hygiene (SSI3). Most other
trainees in the FGDs also indicated that they learnt a lot from the training related to pregnancy, family skills, and managing stress.

Many respondents talked about how they see this training as complementary to their trade training. For example, in the focus group at the Gaculiro VTC, one participant said that she thought the life skills training was useful because “When studying [life skills], we studied about health. You cannot achieve something great if you are not healthy. Another reason is that, in culinary, health is very important because at work they will ask you for a certificate showing that you are healthy” (R1, FGD2).

3.5.3 Suggestions for Improvements

As in the trade training, the trainer from Frontiers Great Lakes observed that it was challenging to teach girls who arrived to the program with different educational backgrounds. Similarly to the other trainers, she responded to this by incorporating more participatory activities into the curriculum. The Gacuriro school manager suggested improving the training program by incorporating a stronger internship component: “For me, there are a lot of programs that are meant to help students, such as internships. So the program could provide internships or specific institutions where students can go for internships.” He explained further that the program should provide an assurance for students that they will be able to provide internships. He is currently doing this through his VTC’s existing program (SSI4).

Only one of the dropouts indicated that the explanations during the life skills training was not sufficient: “If they could provide more explanations because not all students understood the life skills section. Some people skipped class, missed lessons, or didn’t understand” (SSI12).

3.6 Entrepreneurship Training

3.6.1 Implementation: Successes and Challenges

There were no suggestion that implementation of the entrepreneurship training was difficult, either by trainers or the trainees. One of the Frontier Great Lakes trainer was quite effusive about the role of the business canvas module: “A business canvas is used by start-ups – business plans are used by more established businesses. The business canvas is a tool that involves idea generation and planning. For example, some of the girls have the idea of starting a restaurant and the course takes them through the planning about things like who their customers will be, what activities they will do, etc. Most of the girls plan business related to their studies. The girls in cohort 1 have started businesses” (SSI1).
3.6.2 Impact of Training

All the trainees (Shyorongi, Bushoki, Gaculiro VTCs) were complimentary about the entrepreneurship training stating that they learnt how to save, track expenses, customer service, and apply for loans. They said that the information was new to them and did not have suggestions to improve the training. Some comments from the Gacuriro FGD included: “I learned to seek opportunities to make money and to gain customers. I learned that you have to convince customers to pay and also have good customer care skills. Rather than an advertisement on the radio, you can attract customers with good customer care skills”. One other trainee also noted: “It was very useful. I learned about starting capital, about how to get information about a business before starting it, about how to identify customers around the location and how to know their characteristics/criteria, how to identify and know the products you need to offer, how to start a business and gain a reputation through friendships with customers, how to have good customer care skills, and how to expand the business” (FGD 2).

3.6.3 Suggestions for Improvements

Only one trainee from Bushaki had a suggestion on improving the training by incorporating a focus on working in cooperatives may be useful: “I would choose for them to provide information again about working in cooperatives. Some people didn’t understand it very well so it might be useful to provide those trainings. Nothing was very complicated but the level of students to understand it is different” (SSI8). The trainer from Gahaya suggested including training on marketing and making market connections for the trainees in Rwanda as part of the entrepreneurship training. When asked to elaborate on the girls’ level when they graduate, she says, “They have no capacity. Nobody should lie to you. They are still shy. They can’t approach anybody, so they need to create a marketing component of AGI” (SSI1).

3.7 Post-Training Phase

3.7.1 Expectations and Concerns

The main concern that emerged from the interviews regarding the post-training phase was financial, both at an individual level and in order to pursue the cooperative initiative. Some trainees claimed they would sell their livestock or pursue other activities if they could not generate sufficient funds for their cooperative ventures. However, at least half of the trainees interviewed did not express any concern and had confident in their abilities to start and maintain the cooperative.

For example, one of the Gahaya trainees indicated that her worries for the next 6 months related to having enough money to start the cooperative and to cover transport from where she lives in
Nyabogogo to where she works: “it's a lot because we have thought about it and the minimum per girl is 50,000.” She said that she would continue to do housework or sell fish if she could not get the necessary funds (SSI3). Similarly, trainees from Gacuriro expressed similar concerns: “The worries that I have are concern for us. For example, I think that we have gathered our money but we need other funds and I am worried if we don’t have those funds” (FGD1). A trainee from Shyorongi reiterated the same financial concerns: “I am trying my best to make more efforts so as to be a part of a cooperative. It is not difficult to be a part of a cooperative but I need the financial means. I think the money in the savings will be enough and even if I don’t have enough, I will sell livestock to have enough” (FGD 3).

Whereas, trainees from other VTCs (e.g. Bushoki and Gacuriro) said that they felt prepared and are not worried because they will be in a cooperative with fellow students. There was no obligation to be in a cooperative with other students: “If you want to work individually, you can do it. It was not an obligation. They explained to us the benefits and we all decided to join.” It would also be possible to leave the cooperative but “maybe you have to sit with cooperative members and decide how to divide [the funds]” (FGD 4). Similarly other participants from the Bushoki FGD did not have worries because they contribute each week so “the saved money will help us start” (FGD 4). Similarly one of the trainees from Gacuriro indicated: “For us as a whole class, we will use the stipend. We have taken a certain amount and gathered it together in a bank account. After completing studies we will set together and look for something we can do collectively and then start it” (FGD 2).

3.7.2 Challenges and Strategies for Support

Trainees indicated that their main form of support would be the teachers from AGI (at least two participants mentioned the cashier as a source of advice). Some teachers have already started supporting with advice and several of them plan on keeping in touch with the teachers following the training to seek advice. This was a common theme echoed across most of the interviews. Some examples include: “Our teacher is helping us; we go to her and ask advice” (FGD 2 - Gacuriro); “The teachers provide advice and guidance on how we should operate. They have already begun providing advice and they will continue to do so, including helping us address obstacles should there be any” (FGD 4 - Bushoki); “We will come to see them [teachers] if we have any problems” (FGD 3 – Shyorongi); “We have planned that we will look for a time to come here to school for advice, if possible once a week” (FGD 4 – Bushoki).

Most trainees did not expect financial support from WDA/AGI except for advice but one FGD group was planning on reverting to WDA to also help secure funds if they were not able to meet their financial targets: “We think that a cooperative, after studying and after using that money in the account, we will use it for a certain goal. We will sit and look at the required money for that goal and if it is not enough, we will ask WDA to fund it” (FGD 2).
3.7.3 Experience with Cooperative Formation

Most trainees indicated that they would engage in the cooperatives and were actively saving. Some trainees had already discussed plans of where to sell their products and had their cooperatives established already. Apart from financial concerns highlighted above, there were no other concerns regarding the cooperative formation.

One of the trainees from Bushoki also mentioned how her leadership skills have increased as a result of the program and she feels confident in becoming a leader in the cooperative. She felt she could provide guidance and advice to “those who bring issues or misbehave”. She expands: “I like to see people listening to me, respecting me, and giving value to what I’m saying. When we came here in training, the explained to us not to be shy. I became a leader but I never was one before” (SSI8).

In terms of the process of forming the cooperative, the trainees at Bushoki explained the process of cooperative formation in detail. One trainee explained that they have a cooperative where they save 500 Rwf per person per week. Their teachers and the cashier helped them set it up but also provided guidance and approved the approach to save money each week - which had been the cashier’s idea. Her group will start working with the cooperative immediately after the formal training ends. There was even a small disagreement on a place where they could sell their products but they all indicated they felt prepared (FGD 4). Similarly, another trainee from Bushoki indicated: “After completing my studies, I will start working in a cooperative. I can also work individual by selling beans.” The cooperative will work in food processing. They have already set up the cooperative with the support of AGI. In terms of the process of setting up the cooperative, she says that each week the members give 500 Rwf and they have opened a bank account where this 500 Rwf per person is deposited (FGD 4).

3.7.4 Suggestions for Improvements

There were no direct suggestions for improvement for the post-training phase or the cooperative formation from either trainees or program staff. However, it will be important to clarify the role of AGI/WDA following the training so that expectations are managed, both in terms of financial and advisory support. A few trainees were expecting that WDA could potentially provide additional funding for their cooperatives if they failed to meet their targets. While this was an expectation by a handful of trainees, it would be important to clarify the role of WDA/AGI following the training with relation to financial support. However, most trainees do expect strong advisory support from AGI teachers following the training. Clear guidelines on the access and availability of these teachers post-training should be communicated to the trainees, in order to manage expectations.
3.8 Overall Impact of Program Participation

Findings below relate to the overall impact of the various training components to various aspects of the trainees’ lives. The following is a summary of the key impact that the program had on their lives.

**Impact on time use:** For girls in urban areas, they felt that they had less time for other income generating activities and balancing household chores (as indicated in Section 3.1.2 Challenges of Program Attendance). E.g. several girls from Gahayak indicated they stopped activities such as selling fish, working as a housekeeper, and other part-time activities such as washing clothes. However, most other girls felt they got more organized about balancing household work and other activities. Given that it had been such a long time since they attended school, they had to adjust their household chores in order to align with the school schedule. It forced quite a few of the trainees to develop a time-table and some of them had to push their household chores to the weekends to accommodate the training.

**Impact on finding better work:** It was not apparent what kind of jobs the trainees preferred Most feel they will find better work at the end of the program. A participant from Gacuriro explains: “My involvement was very useful because before I was at home. I could look for a job and when they asked what I studied, I wouldn’t know what to reply. Now, I can go to a hotel to apply for a job and tell them I have studied culinary arts” (FGD 2). Other positive responses from the Gacuriro FGD include: “The reason why I am hopeful to have a better job than before that will help me earn income is that my knowledge has increased”; “Once you have a certificate saying you have completed your studies, it is easy to get a job” (FGD 2). Although there are some respondents who are nervous about this (particularly at Gahaya Links). The concerns emanated from balancing the requirements at the cooperative and trying to find another permanent job (FGD 1).

**Impact on taking out a loan:** In the baseline survey, we were surprised to find that many of the respondents had taken out loans prior to joining the program. Therefore, during focus group discussions, we specifically probed for 3 types of loans: loans from “boutiques” (meaning that girls borrow from shopkeepers when they cannot pay their bill), loans from friends, and loans from MFIs/Saccos²/banks. Only one respondent had taken out the third type of loan before the program started. Many others had taken out the other types of loans. Nearly all of the respondents say that they plan to take out a loan from an MFI/Sacco/bank in the future. They usually say that this will be used to help them start a business or purchase inputs for their businesses. There are some exceptions when respondents say that they will take out a loan to cover their own [personal, presumably] expenses.

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² Sacco - Savings And Credit Co-operative
Impact on social life: Many participants mentioned making new friends in the program. Some participants mentioned that other people respect them more now and that they rely on other people less than they previously did. Finally, a few participants said that their social life changed because they see their old friends/acquaintances less, now that they are busy with classes.

Impact on relationships with mentors: In the baseline survey, we were also surprised to find that many of the respondents said that they already had had a mentor. When we probed for this in the midline, we learned that many of the respondents consider their parents to be their mentors. When we asked if their relationships with their mentors changed at all, many of the respondents say that they have become less dependent on their parents.

Impact on marriage: None of the respondents got married during the program. It was not possible to determine how many were married prior to the program but one of the trainees from Gahaya indicated that most trainees were already married so it was hard to manage household chores. The staff from Gahaya and Nyarugunga also indicated that some dropouts were as a result of marriage – it was not possible to confirm this as the dropouts interviewed provided alternate reasons. One respondent legalized her marriage indicating it was due to her husband’s increased respect for her (FGD1).

Impact on ability to support children and other family members: It was negative in urban areas as there is less money to send home or to use to take care of children who live with them in Kigali, since they no longer have time for IGAs. However, it was positive in rural areas as they could buy things for people or, at the very least, not relying on them anymore.

Impact on goals for the future: Overall, it was positive as some girls indicated that their goals have not changed (since they are still working towards the goals they set for themselves before the program), i.e. in several cases this meant having a job; others say that their goals have changed because they achieved their old goals or because they are now setting more ambitious goals. These goals included finding better-paying or permanent jobs given the trade skills they have acquired, e.g. working in restaurants.

Sustainability: When asked whether they expect the changes in their lives to last, all of the FGD participants say that they do. A typical response is that of a focus group participant in Shyorongi who explained, “For me, it will last because I’m planning to apply my knowledge by being a member of a cooperative so I will apply it and continue to use it in a cooperative” (FGD3).
4. Summary & Recommendations

A summary of the main findings from the interviews is provided in Chapter 3 but there are some key themes that emerged from the midline that are worth highlighting. There is a clear difference between expectations and program experience between trainees from urban areas compared to rural areas. This included managing time for household chores, other income-generating activities and the time and cost burden of travel to the VTCs. Secondly, the experience of the program depended on the type of trade a particular trainee was engaged in, e.g. some trainees felt that the food processing trainings focused on products not readily available and the arts& crafts activities is not a market demand in rural areas. Finally, one of the key comments from the program staff with regards to the program implementation was the adjustment of the curriculum to ensure that more participatory approaches and practicals were incorporated to accommodate the low education level of incoming trainees. From the perspective of the trainees, one of the key program implementation challenges was the delayed stipend that was provided to them, leading to unnecessary stress and in some cases, dropouts.

4.1 Summary of urban/rural differences:

a. Stipend use – trainees in urban areas used all (Gahaya) or most (Gacuririro) of their stipend on transport; whereas, trainees in rural areas purchase other things (e.g. a lot of livestock, hygienic products, etc.). Several urban trainees indicated that they would not be able to attend the program if it was not for the stipend which was used primarily on covering their transport costs to the VTCs. Rural trainees did not face these challenges as they would in most cases walk to the VTC and were able to use the stipend instead to supplement family income and spend it on basic needs.

b. Trade usefulness – it seemed to be more difficult to find a market for arts & crafts products in the rural areas compared to the urban areas. The trade was more conducive for trainees living in urban areas.

c. Competing obligations – trainees in urban areas have more competing obligations such as conducting other income-generating activities. As some of them moved to Kigali as migrants, some trainees work as housemaids so their livelihoods depend on continuing to work for the families they live with (compared with trainees in rural areas who say that they have very few other demands on their time). There was an opportunity cost of the lost income for urban trainees compared to the rural trainees.

4.2 Summary of differences by trade: Overall, trainees were satisfied with their trades but there was some criticism about the viability and lucrativeness of the trades. Based on comments from some trainees, culinary and agribusiness seem to have better prospects (easier to find jobs or to generate income by selling produce) than arts & crafts and food processing (higher start-up costs, more difficult to find markets). This is reflected in some of the criticism girls have of the trades they studied and in the discussions about challenges in finding a market for arts & crafts products – especially for girls residing in rural areas.
Furthermore, some of the trainees suggested they would have preferred learning other trades such as hair-dressing as income opportunities were higher in these fields.

4.3 Summary of management issues – Trainers have had to adjust the curriculum to meet the level of the girls by incorporating more participatory approaches in Life Skills training and more focus on practicals in the Arts & Crafts and in food processing seminars. This was key message that was reiterated across several interviews. The trainees main management complaint was related to the delayed stipends that affected the urban trainees significantly as this was their only option to pay for transport to the VTC.

Recommendations

The recommendations provide below are summarized based on the two main objectives of the evaluation, i.e. (i) assessing the quality and usefulness of the training provided; and (ii) evaluating the implementation process and identify areas for potential improvement.

Quality & Usefulness of Training: overall, both trainees and program staff had positive comments about the training, training curriculum and the quality of the trainers. This is reflected by the overall confidence about transitioning from the program (despite a few trainees expressing concern about funding gaps following the training program). Both trainees and trainers were very enthusiastic about the Life Skills training component. Trainers reiterated that the low education level of incoming trainees resulted in them adjusting the training curriculum to incorporate more participatory approaches and practicals, rather than a focus on theory. Going forward, institutionalizing participatory approaches and practicals within the training curriculum should be the norm.

Opportunities for improvement relate to continually ensure the relevance of the trade training. For example, arts/crafts are not easily sold in rural areas so the training is not very relevant for trainees living in rural areas. Similarly, the food-processing training should not focus on products that are not readily available.

Implementation Process: while a lot of lessons had been learned from the previous Cohort, there are still several operational challenges that need to be resolved to reduce the number of drop-outs and also increase the overall satisfaction of the program. Two key areas that could be evaluated to reduce drop-outs include (i) providing higher stipends in urban areas to cover transport obligations and (ii) acknowledging and potentially compensating for hidden costs such as lost income for urban trainees due to the time commitment to the program.
Another key implementation challenge refers to the late delivery of the stipend. As indicated, trainees would encounter month long delays to receive their stipend. For urban trainees that relied on these stipends, this resulted in a few trainees taking out loans simply to be able to pay for the transport costs to attend the program. Ensuring the timely payments of stipends will help reduce drop-outs and also ensure trainee satisfaction, as this was the main complaint of the program implementation.

Based on the feedback from the midline, we also propose including the following questions into the quantitative endline survey to validate some of these emerging findings:

a. Do trainees have to pay for a uniform to wear during AGI training? Are there any other hidden costs that the trainees encounter? How much did trainees pay?
b. Experience of GBV or did any trainee became pregnant during program (since we only asked a small number of girls about this in the qualitative component)
c. Use or plan to use family planning services (since we only asked a small number of girls about this in the qualitative component)
d. Did you choose the trade you studied? If not, who chose it? (since this seems to have been done differently at the different training centers)
e. Do you think that this program should be expanded to be available for boys, too? (since the girls seem to have divergent opinions on this – it would be interesting to know if they feel it addresses challenges that girls uniquely face, or if it is gender-neutral)
ANNEXES

I. Focus Group Discussion Guidelines: Enrolled Trainees

Instructions

The purpose of these focus group discussions is to learn about trainees’ opinions of the process, quality and relevance of the training they received during the first six months of their experience with the AGI project in Rwanda. Following a brief section on background information, the discussion is structured into 8 modules: (1) Attendance, (2) Impacts, (3) Trade-Specific Training, (4) Life Skills Training, (5) Teachers, (6) Transition to Part II, (7) Program Management, and (8) Other Comments. The discussions will last between 1 hour 30 minutes and 2 hours.

Discussions will be managed by two female enumerators: one discussion leader/translator and one note taker. The discussion leader will use a “nominal group technique” to facilitate conversation. At the beginning of each module, the discussion leader will introduce the topic and pose the main question to the group. Each participant will be asked to reflect on her response for 2-3 minutes (and to take notes if she wants to) before sharing her thoughts with the group. After each participant has had an opportunity to share her thoughts with the group, the discussion leader will pose the follow-up questions and encourage all participants to share as much information as possible. As indicated in the “instructions” column of the questions guideline, the discussion leader will use the flip chart to facilitate conversation. At the end of each module, the note taker will verbally report a summary of what was heard. This confirms for the group members that they communicated what they intended to, and allows them to make any suggestions for adjustments in the event that what they said was not accurately represented.

Informed Consent

Read Aloud: Hello, my name is __________, and I am from Laterite Limited. Laterite is a Rwandan research firm that has been hired to conduct research on young women participating in the Adolescent Girls Initiative, or AGI project. We interviewed all of you for our baseline survey before the program began, and now we are conducting a midline evaluation. The purpose of this midline evaluation is to learn your opinion of the quality and relevance of the training that has been provided to you. If you agree to participate in this midline evaluation, we will ask you questions about your experience in and opinion of the program so far. We will hold this discussion together as a group. The information you share is entirely voluntary and will not be circulated beyond the management team. If you do not want to provide information, you can still continue participating in the AGI training – there is no obligation to participate in this focus group discussion. You will neither gain nor lose anything from participating in this evaluation. If you agree, we will contact you again in the next 6 months for follow-up questions, so it will be important for me to find out the best ways to contact you in the future.

The interview will take about two hours. You can choose to stop at any time. If you do not want to answer any question, you can refrain from answering or leave the group at any time. Please let me know if you have any questions before we proceed, and feel free to interrupt at any time if you have questions or concerns about sharing information with us.

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Background Information on Participants

Instructions: Before the start of the discussion, record the following information for each participant based on data from the quantitative baseline survey and trade enrollment data from WDA: name, unique ID, age, and trade. Verify this information with each participant at the start of the discussion.

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<tr>
<th>Location (training center):</th>
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<tr>
<th>Respondent #</th>
<th>Name</th>
<th>Unique ID</th>
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Questions for Enrolled Trainees

Instructions: Provide each participant with a pen and small notebook to jot down her thoughts throughout the interview. Begin each module by posing the “main question.” Ask participants to think about the question for 2-3 minutes and to jot down her thoughts if she would like. Once the time has passed, ask all participants to share their thoughts with the group, one-by-one. Afterwards, pose the follow-up questions and allow any respondent who would like to answer them the chance to share with the group. Use follow-up questions to engage participants in conversation together and encourage them to share as much as possible. If the follow-up question is in **bold**, make sure to ask ALL respondents so that the notes can include the total count of respondents who gave particular answers.

<table>
<thead>
<tr>
<th>Module</th>
<th>Main Question</th>
<th>Follow-up Questions</th>
<th>Instructions</th>
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</table>
| 1. Attendance (10 minutes) | Was it challenging to attend the program on a regular basis? Why?              | a) How long did it take you to travel to the training center? Did you go on foot or some other way? Was it difficult for you to get there? How much did you pay for your commute?  
  b) Was it difficult for you to commit time every day to training? Did you have other important obligations? How did you balance these obligations with the training course?  
  c) Did you move to a different home during the program? Why? How did this affect your involvement in the program? | - |
| 2. Impacts (30 minutes)  | Has your involvement in the AGI program changed your                            | a) **Which element of the program was most important in generating this change?** Was it the life skills training, the | - |
life in any way? How?

entrepreneurship training, the trade training, the mentorship, or something else?

b) How has the way you spend your time changed? Have your income-generating activities changed at all during your time in the program? Why? Do you work on the weekends?

c) Will it be easier for you to find work now than before the training? Do you think that you will have a better type of work now that you completed the training? Why?

d) Did you ever take out a loan before the program began? What type? Have you now, or do you plan to? What type?

e) Has your social life or relationships changed during your time in the program? Which relationships have changed? In what ways? Why? Can you give me an example?

f) Have your relationships with mentors changed? Did you have a mentor before you started the program? If so, who was your mentor? Has your relationship changed with that person?

g) Do you think that other people’s opinion of you has changed since you joined the program? Why?

h) Did you get married during the program? How did this affect your experience of the program? Did your involvement in the program impact this?

i) Has your ability to support your children or other family members changed during your time in the program? In what ways? Why? Can you give me an example?

j) Have your goals for the future changed during your time in this program? In what ways? Why?

k) Has your self-confidence changed during your time in this program? In what ways? Why? Can you give me an example?
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<tr>
<th>3. Usefulness of Trade-Specific Training (20 minutes)</th>
<th>What is your opinion of the quality and usefulness of the trade-specific training? Why?</th>
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<td>l) Do you think these changes will last after the program is over? Which changes will last and why?</td>
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<td>m) What did you use your stipend for? Would you have been able to attend the program without the stipend?</td>
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<td>n) What do you plan to do with your savings?</td>
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<td>4. Relevance of Life Skills</td>
<td>What is your opinion of the quality and a) Which topics or lessons were most relevant to your life? Why? (list 3)</td>
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<td>For questions 2d and 2f, the discussion leader lists the different modules on a flip chart. Once all participants have had a chance to list the most useful and least useful modules, the discussion leader asks the participants to blindly vote on which single modules they felt were the most and least useful.</td>
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</table>
### Training (15 minutes)

**relevance of the life skills training? Why?**

- b) Can you give a specific example of something relevant that you learned? Why was it relevant?
- c) Which topics or lessons were not relevant? Why?
- d) Can you give a specific example of something that you learned that was not relevant to your life? Why was it not relevant to your life?
- e) Was most of the information new to you, or did you know most of it before?
- f) Can you remember most of the things you learned during the life skills training?
- g) Did the life skills training meet your expectations? Why or why not?

### 5. Relevance of Entrepreneurship Training (15 minutes)

**What is your opinion of the quality and relevance of the entrepreneurship training? Why?**

- a) Which topics or lessons were most relevant to your life? Why?
- b) Can you give a specific example of something relevant that you learned? Why was it relevant?
- c) Which topics or lessons were not relevant? Why?
- d) Can you give a specific example of something that you learned that was not relevant to your life? Why was it not relevant to your life?
- e) Was most of the information new to you, or did you know most of it before?
- f) Can you remember most of the things you learned during the entrepreneurship training?
- g) Did the entrepreneurship training meet your expectations? Why or why not?

### 6. Quality of Teachers (10 minutes)

**What was your opinion of the teachers you worked with? Why? Remember that what you share with us today will be kept**

- a) Did you feel the teachers for the life skills component were knowledgeable? Did you feel they communicated well?
- b) Of the different life skills trainings that were delivered, which was the most effective training approach? By training approach, I mean “style of

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For question 4d, the discussion leader lists the different proposed changes on a flip chart. Once all participants have had a chance to propose changes, the discussion leader asks the participants to blindly...
anonymous. We will not share the names of anyone who makes comments about teachers or AGI staff – this information will be used to improve the program.

teaching.” Why was this effective? Which was the least effective training approach, or style of teaching? Why? What other training approaches, or styles of teaching, would you recommend and why?

c) Did you feel the teacher for your trade was knowledgeable? Did he/she communicate well?

d) Did the teacher encourage you to ask questions? Was she/he easy to talk to?

e) Do you prefer male or female trainers for life skills training? Do you prefer male or female teachers for trades training? Why?

f) Did you teachers attend the program on a daily basis?

g) Were they available for extra support if you needed it, whether related to the training or outside? Can you give an example?

h) If you could change anything about your experience with your teachers, what would you change?

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</table>

7. Transition to Part II (10 minutes)

How do you feel about the transition from your training courses to the second half of the program?

<table>
<thead>
<tr>
<th>a) Do you know what you will be doing in the second half of the program? What will you be doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Have you worked with a mentor or someone from the program to set up your work plan for the next part of the program? If yes, who mentored you and how? Has the mentor been helpful? Why or why not?</td>
</tr>
<tr>
<td>c) Are you in a cooperative? If not, do want to or expect to join one? If so, when did you join? Who helped you form it? Is it having problems? Do you plan to continue working with it after the program ends? Why or why not? Will the cooperative start a business related to the trade you studied? Why or why not?</td>
</tr>
<tr>
<td>d) Do you have any worries about the next part of the program? If</td>
</tr>
<tr>
<td>8. Quality of Program Management (10 minutes)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Do you think your training center was well managed? Why or why not? Remember that what you share with us today will be kept anonymous. We will not share the names of anyone who makes comments about teachers or AGI staff – this information will be used to improve the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Other Comments (10 minutes)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please share any other comments or feedback you have about the AGI program or this evaluation.</td>
<td>a) What do you like most of the program? What do you like least about the program? b) Is there anything you would change about the program that you have not mentioned?</td>
<td></td>
</tr>
</tbody>
</table>
II. Semi-Structured Interview Guidelines: Enrolled Trainees

The purpose of these interviews is to probe more deeply into the issues raised during Focus Group Discussions. Thus, the focus of the conversation will depend largely on what was said during the focus group discussion. These interviews may also include more sensitive topics that are not addressed during FGDs, such as pregnancy, family planning, and gender-based violence.

<table>
<thead>
<tr>
<th>Module</th>
<th>Main Question</th>
<th>Follow-up Questions</th>
</tr>
</thead>
</table>
| 1. Open topics | Is there anything about your experience in this program that you would like to talk about, that we did not cover in the group discussion? | a) Was there anything positive about your experience in the program that was not covered in the group discussion? Can you tell me about it?  
   b) Was there anything negative about your experience in the program that was not covered in the group discussion? Can you tell me about it? |
| 2. Attendance | Was it challenging for you to regularly attend this program? | a) Did you have any obligations at home that made it challenging for you to attend?  
   b) Are you pregnant? Did you become pregnant during this program? Has that presented any challenges for your involvement in the program?  
   c) Have you experienced gender-based violence over the past 6 months, whether at home, at the training center, or somewhere else? Have you reported this or would you like to report it? If you reported it, was anything done? Is there anyone in the program – a friend or a trainer or anyone else – who you can talk to about this? |
| 3. Impacts | Can you tell me more about how you feel the program has impacted your life? | a) [Follow-up questions will depend on individual responses] |
| 4. Usefulness of Trade-Specific Training | Can you tell me more about the quality and usefulness of the trade-specific training? | a) Which trade did you study? Did you choose this one? Why or why not?  
   b) [Other follow-up questions will depend on individual responses] |
| 5. Relevance of Life Skills Training | Can you tell me more about the relevance of the life skills training to your daily life? | a) Which of the different teaching approaches worked best for you? Why? Can you give me an example? Which of the different teaching approaches worked the least well? Why? Can you give me an example?  
   b) Have you applied any of the things you learned in life skills training to your life? Which things?  
   c) Have you sought out family planning resources or advice since you began this program? Can you tell me about that?  
   d) [Other follow-up questions will depend on individual responses] |
<p>| 6. Quality of teachers | Is there anything else you want to talk about regarding the | a) Was your experience with the teachers mostly positive or mostly negative? Can you tell me about a positive experience? Can you tell me about a negative experience? |</p>
<table>
<thead>
<tr>
<th>7. Transition to Part II</th>
<th>What will you be doing in the second half of the program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) How do you feel about this? Why?</td>
</tr>
<tr>
<td></td>
<td>b) How was this decision made? Were you comfortable during that process?</td>
</tr>
<tr>
<td></td>
<td>c) If you could do something else, what would you do?</td>
</tr>
<tr>
<td></td>
<td>d) [Other follow-up questions will depend on individual responses]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Quality of program management</th>
<th>Can you tell me more about your opinion of the management of this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) [Other follow-up questions will depend on individual responses]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Other topics</th>
<th>Is there anything else you would like to talk about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Follow-up questions will depend on individual responses]</td>
</tr>
</tbody>
</table>
III. Semi-Structured Interview Guidelines: Former Trainees

The purpose of these interviews is to learn about former trainees’ experience with the AGI program, their opinions of the process, quality, and relevance of the training they received, and their reasons for dropping out of the program. The former trainee modules are: (1) Timing of Dropout, (2) Reasons for Dropout, (3) Impact of Program, (4) Since Dropping Out, (5) Suggested Changes (including changes to prevent drop-outs), and (6) Additional Comments.

These interviews will be conducted by a team of 2: a research analyst and a translator. The research analyst will begin each module by posing the main question and recording the response as the translator speaks. Depending on the direction of the conversation, the research analyst will then pose relevant follow-up questions, recording as much information as possible for each topic. The length of each module will depend on the respondent.

Background Information: Before the start of the interview, record the following information for each participant based on data from the quantitative baseline survey and trade enrollment data from WDA: name, unique ID, age, and trade. Verify this information with the respondent at the start of the interview.

Questions for Trainees who Dropped Out

<table>
<thead>
<tr>
<th>Module</th>
<th>Main Question</th>
<th>Follow-up Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Timing of dropout</td>
<td>At what stage in the program did you drop out?</td>
<td>a) Did you attend any of the sessions? If so, how many? A “session” means one day of the AGI program.</td>
</tr>
<tr>
<td>2. Reasons for dropout</td>
<td>Why did you drop out of the program?</td>
<td>a) Was it related to something in your life outside of the program, or to an issue with the program itself? b) Did you think the project was useful to you? Why or why not? c) Did you have trouble attending the sessions? Why?</td>
</tr>
<tr>
<td>3. Impacts of program</td>
<td>Did your participation in the AGI program impact your life at all?</td>
<td>a) Did you learn any skills or information that has been useful to you or will be useful to you in the future? What did you learn? b) Has your employment status changed in the past 6 months? In what ways? Why? c) Has your social life or relationships changed in the past 6 months? In what ways? Why? d) Has your ability to support your children or other family members in the past 6 months? Why? e) Have your goals for the future changed in the past 6 months? Why? f) Has your self-confidence changed in the past 6 months? In what ways? Can you give me an example?</td>
</tr>
<tr>
<td>4. Since dropping out</td>
<td>What have you been doing since you dropped out of the program?</td>
<td>a) Have you worked for pay since dropping out of the program? b) Have you done any sort of training since dropping out of the program?</td>
</tr>
<tr>
<td>5. Suggested changes</td>
<td>If you could change anything about the AGI program, what</td>
<td>a) Is there anything you would change about the life skills component? Is there anything you would change about the entrepreneurship component? b) Is there anything you would change about the trades</td>
</tr>
<tr>
<td>6. Additional comments</td>
<td>Please share any other comments or feedback you have about the AGI program or this evaluation.</td>
<td>-</td>
</tr>
</tbody>
</table>

would you change? offered? What trades would you add or take away? c) Is there anything you would change about the way the program is managed? d) Would any of these changes have prevented you from dropping out of the program? Which changes? Why?
IV. Semi-Structured Interview Guidelines: Program Staff

Instructions

The purpose of these semi-structured interviews is to conduct a thorough process evaluation of the AGI program over the first 6 months of implementation for cohort 2. We will conduct semi-structured interviews with: school managers, training center support staff, trainers (such as trainers from Gayaha Links or Frontiers Great Lakes), career mentors, and WDA program managers (1 interview). Interviews will vary significantly from one respondent to the next given the different roles, so questions are meant only as a guideline.

These interviews will be conducted by a team of 2: a research analyst and a translator. The research analyst will begin each module by posing the main question and recording the response as the translator speaks. Depending on the direction of the conversation, the research analyst will then pose relevant follow-up questions, recording as much information as possible for each topic. The length of each module will depend on the respondent.

Informed Consent

Read Aloud: Hello, my name is __________, and I am from Laterite Limited. Laterite is a Rwandan research firm that has been hired by the World Bank, MIGPROF, and WDA to conduct research on the AGI project in Rwanda. We are now conducting a midline evaluation that includes a close analysis of the implementation process. The purpose of this interview is to learn about your experience implementing this program and to ask for your opinion on ways to improve the process moving forward. The information you share is entirely voluntary and will not be circulated beyond the management team. You will neither gain nor lose anything from participating in this interview. If you agree, we may contact you again in the next 6 months for follow-up questions, so it will be important for me to find out the best ways to contact you in the future.

The interview will take about 60 minutes. Please let me know if you have any questions before we proceed, and feel free to interrupt at any time if you have questions or concerns about answering questions.

Background Information on Participants

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position (job title):</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>Interview Date:</td>
</tr>
<tr>
<td>Contact phone number(s):</td>
</tr>
</tbody>
</table>

Questions

<table>
<thead>
<tr>
<th>Module (respondents)</th>
<th>Main Question</th>
<th>Follow-up Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role (all respondents)</td>
<td>What are your responsibilities in the AGI program?</td>
<td>a) Which parts of your job have gone the most smoothly? Why? b) Which parts of your job have been the most challenging? Why?</td>
</tr>
<tr>
<td>2. Comparison with cohort 1 (school managers, training support staff, and WDA)</td>
<td>How does your experience implementing this program in cohort 2 compare with your experience in cohort 1?</td>
<td></td>
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<td>---</td>
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<tr>
<td>c)</td>
<td>When you encounter a process challenge in your job, whom do you report to? How often does this happen? Do you feel that your supervisors take on board your suggestions? Have you faced any challenges in communicating with other members of AGI staff?</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>What have you done to address the challenges you encountered on the job?</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>What changed? Why do you think it changed?</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Did your training center receive additional funding or support during cohort 2? How was this used? What was its impact?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Trainee performance (school managers, training support staff)</th>
<th>In your view, how was the overall performance of the trainees in class?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>How active were the trainees?</td>
</tr>
<tr>
<td>b)</td>
<td>How inquisitive were the trainees?</td>
</tr>
<tr>
<td>c)</td>
<td>How well did the trainees understand the content of the training?</td>
</tr>
<tr>
<td>d)</td>
<td>What were the reasons for good/poor performance?</td>
</tr>
<tr>
<td>e)</td>
<td>What are the characteristics of girls who are the most likely to benefit from this program? Why?</td>
</tr>
<tr>
<td>f)</td>
<td>If you could design the next round, what characteristics would you look for in the girls you select?</td>
</tr>
<tr>
<td>g)</td>
<td>Would you say the performance was the same level across the whole class or very different between girls? What was the reason for the difference?</td>
</tr>
<tr>
<td>h)</td>
<td>What was the role of the life skills program? How did life skills training impact the girls? Was it long enough? What training approaches used by the life skills training worked the best?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Training center management (for school managers and training center support staff)</th>
<th>Can you describe any challenges that arose in the management of the training center where you work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>What efforts did you make to make the training center girl-friendly? Did you face any challenges in doing so? How were these challenges handled?</td>
</tr>
<tr>
<td>b)</td>
<td>How was the issue of dropouts handled? Why do you think the girls dropped out?</td>
</tr>
<tr>
<td>c)</td>
<td>Were there any challenges related to starting cohort 3 while cohort 2 was still in process? How were these challenges handled?</td>
</tr>
<tr>
<td>d)</td>
<td>Did you hire additional teachers or staff members to assist with the additional students? Who recruited them and how? Did this go smoothly?</td>
</tr>
<tr>
<td>5. Overall management (all respondents)</td>
<td>What would you change about the overall management of the AGI program? Why?</td>
</tr>
<tr>
<td>6. Other comments</td>
<td>Please share any other comments or feedback you have about the AGI program or this evaluation.</td>
</tr>
</tbody>
</table>

- **e)** Were there any challenges related to taking attendance or distributing stipends? How were these challenges handled?
- **f)** Were there any challenges related to trainees with babies/children? How were these challenges handled?
- **g)** Which trades are offered at your training center? Were all of them of equal quality? If not, why? Where do you see room for improvements?
- **h)** What would you change about the management of the training center where you work?

- **a)** What additional support would have been useful to receive from WDA or MIGEPROF?
- **a)** We’re interested in learning about both resolved and unresolved process challenges that you have faced in implementing this program.
## AGI Qualitative Midline: Interview Transcripts

### Site 1: Kigali, General
- **SSI 1**: Christine Turabamariya, Program Manager at Frontiers Great Lakes

### Site 2: Gahaya Links, Kigali
- **SSI 2**: Janet Nkubana, Co-Founder of Gahaya Links
- **FGD 1**: Beneficiaries at Gahaya Links
- **SSI 3**: Participant at Gahaya Links

### Site 3: Gacuriro VTC
- **FGD 2**: Participants at Gacuriro VTC
- **SSI 4**: School Manager at Gacuriro VTC

### Site 4: Nyarugunga VTC
- **SSI 5**: Former Trainee 1 at Nyarugunga VTC
- **SSI 6**: Former Trainee 2 at Nyarugunga VTC
- **SSI 7**: School Manager at Nyarugunga VTC

### Site 5: Shyorongi VTC
- **FGD 3**: Participants at Shyorongi VTC

### Site 6: Bushoki VTC
- **FGD 4**: Participants at Bushoki VTC
- **SSI 8**: Participant at Bushoki VTC
- **SSI 9**: Food Processing Trainer at Bushoki VTC

### Site 7: Rushaki VTC
- **FGD 5**: Participants at Rushaki VTC
- **SSI 10**: School Manager at Rushaki VTC
- **SSI 11**: Participant at Rushaki VTC
- **SSI 12**: Former Trainee at Rushaki VTC
Site 1: Kigali, General

SSI 1: Christine Turabamariya, Program Manager at Frontiers Great Lakes

Interview conducted at Brioche in Gacururo on 16 June.

Module 1

Asked about her responsibilities in the AGI program, Christine lists: preparing curriculum, organizing activities with the centers, employing staff, contacting Frontiers, communicating with center managers and WDA, and training students.

(b): Asked about which parts of her role have been challenging, she says that the curriculum has been challenging because of the need for updates. She needed to readapt the curriculum to the level of the girls. Frontiers Great Lakes (FGL) had higher expectations of the girls’ level; the girls’ needs were not what FGL had originally expected. In particular, entrepreneurship was a challenge because the girls needed to seek out more information to update their business cases.

Asked which lessons needed to be adapted, Christine refers to the self-esteem lessons. Originally, these lessons contained a lot of content; FGL needed to change the focus to talking about personal experiences rather than giving notes. The program was adapted to have an increased focus on experiential activities. Asked to give examples, she lists presentations, talking about personal challenges, going on a ropes course, and other group initiatives. Group initiatives involve mobile activities in which girls are sometimes asked to lead a small team. These activities bring together leadership and self-esteem: “You expose these girls to an activity where they will lead the activity with a team. And then from there they talk on behalf of the team, how was the activity and how did they experience it.” These activities are about leadership but self-esteem also comes in. Christine explains that team initiatives work well because, after 1 week of training, you can “find the girls are totally different. If a girl stands in front of a group to talk, you find quite a big difference between the beginning and the end.” Girls have gained confidence to talk in front of people. FGL used more of these participatory activities with cohort 2 than with cohort 1. These activities are used mostly for self-esteem, problem solving, and reproductive health lessons.

(c): Asked about collaboration with WDA/MIGEPROF, Christine says that collaboration is smooth although it can be slow between WDA, the centers, and the trainers. “Anytime that we had to collaborate, it is smooth.” Her first point of contact is Winnie.

Module 2

Asked about differences between cohort 1 and cohort 2, Christine explains that FGL made adjustments in the curriculum. They moved the lessons on reproductive health earlier in the program so that the girls are aware of it sooner. “We realized that, with cohort 1, some girls did not really manage to decide for themselves about sexual and reproductive health so you find there are challenges, some of the girls
became pregnant, so we moved it forward...So we find that girls are aware of what they are supposed to do and they are able to decide.”

Module 3

Asked about trainee performance, Christine says that the trainees are doing well. The methods are about the girls participating and not about feeding them knowledge. “They apply the training to their daily life. If you ask them how they applied this to their daily life, you will hear about a specific situation where the girl sees herself changed.”

(a) Asked if the girls are active, she says that they are very active and happy.

(b) Asked if the girls asked a lot of questions, she responds, “In reproductive health, they will ask you – you may even stay there all day – questions you never thought about. Because there are so many myths, and then the culture, their lack of knowledge sometimes, the rumors and things they hear here and they. They will ask you – up to the last question, they don’t fear [speaking with the teachers].” Asked what makes this possible, she says that “There is a created spirit, when we train them – you can say that we are very close, so that they feel sharing with us is like sharing with a colleague. We are not very far from them, so they will share very deep experiences. And the climate in the training is so good. And also, the first thing we do is trust – the first topic, after expectations. So you feel like there is a lot of trust.” The girls do not feel like they are being judged.

(c) Asked if the trainees understood the content of the training well, she says that they understand. “In cohort 2, it came to their level.” Cohort 1 was more difficult because the program was still searching to find the right material. Cohort 3 is going well, too.

(d) Asked about the characteristics of the girls who benefit most from the program, she says “Single mothers. Girls who are single months...Because when you give birth and you are still a girl, you are in a way marginalized. And the self-concept is almost marginalized.” So these girls need opportunities. “Also, girls who are dropping out of school because of poverty....But also, I was wondering whether – so far we have talked about girls who did not go to secondary.” Those who are left out of school – “There are many. Even with the system that takes all students to primary and secondary, there are still some left out.”

(g) Asked if there are differences in the level of understanding, she says that some girls do understand better than others. For example, those who completed S3 understand more than those who completed P3, particularly if there are any activities that involve writing. However, she says “I would not leave out those [who completed P3] because they are the ones who really need the program.”

(h) Asked if there was one training approach that works best, she says “I think the participatory way of teaching works very much better. In some centers where I trained in leadership – I talk very little. If they are doing it by themselves and I go to see what they are doing, they learn better than if I talk...you make them part of the training.”

Module 4
Asked if the can think of any management challenges, she mentions the issue of adapting the program to the level of the girls. There is also “the challenge of numbers.” The approach that she uses should usually be with a group of 12; in a group of 20, she already feels that some are missing out. 12-15 would be a good number. She has worked with groups of 30 girls in AGI. “If we have maybe 100 participants, we divide them into 2 – 50 and 50. For me to manage 50, it is even more challenging but good because then the girls do more leadership because they manage groups. I make groups or teams with 1 or 2 girls. I debrief them, then they go to the group and follow the activities. So that is how I try to manage numbers.”

(a) Asked if she thinks the training centers are girl friendly, she says that, for her, girl-friendly means that the girls feel at home. Some of the center managers try to do things like providing things that are specific to girls or to use female trainers to be closer to the girls – “like it is not the man who would go to lead a participatory discussion, it would be a lady who is a trainer.”

But she says that some of the training centers are not girl-friendly because they are too small – Kinihiara, for example. It is not girl-friendly “because there is not enough space…[they need] space to be. It is [shared with] another school and they are on a very small space.” Asked if this situation is being handled, she says that WDA has plan to move the girls from Kinihira to a new VTC that is being built there. “More space is good for girls – I think so because, at our homes, most of the girls find their space is in the kitchen. That is where we feel at home. So when you come to the sitting room where maybe there are many people talking about important things, you feel shy. So in a program like this one, girls need space where they can sit – they need to feel this is space for me, this space is made for me. I find this very important. Because you find there are spaces for boys – playgrounds, living rooms at home. When girls are together in enough space, then that is girl-friendly.”

(b) Asked about how the issue of girls dropping out is being handled, she says that there are some who dropped out to go back to school. Maybe they were in S3 when the registered; then when they passed the national exams, they decided to go back to secondary school.

(c) Asked if there were any challenges related to starting cohort 3 while cohort 2 was still in process, she says that the girls in cohort 3 are sometimes tired in the afternoon. It is already hot when they begin their training.

(d) Asked how they handled the combination of cohort 2 and 3, she says that the trainers from FGL go to the centers more often.

(f) Asked if there were challenges related to trainees with babies, she says that some girls brought their babies on the first day, which created challenges, but then they began leaving their children at home.

Module 5

(a) Asked what would have been useful had they had additional support, she says that they would have spent more time with the girls. The budget for the training means she goes there, teaches, and then leaves. If there could be more follow-up and more time to talk with the girls, she could follow-up with issues.
Asked about which issues, she cites issues of justice such as girls being mistreated, beaten, or kicked out of their homes. Normally they give advice and ask how she is and how they can help, but she would prefer to be able to follow-up more. Asked if there is a lesson on accessing justice, she says that there is an activity in the gender-based violence lesson about what to do to come out exploitation. She says that not many, but a few, of the girls face these problems in their life.

Module 5

Asked about the most useful pieces of the curriculum, she lists: reproductive health, problem solving & conflict management, financial literacy, and goal-setting. Problem solving is about personal problems and problems in their relationships, homes, village, school, center. It helps them know that if they have problems in their lives, they can find solutions – they learn that "it does not end here." Financial literacy is about ways of using money; how to use it and reduce costs – "They get surprised, because the first thing we tell them is that they do have money. We ask them what they buy and they say they buy airtime, they buy clothes, so we tell them they have money…We talk about how to reduce costs." Goal-setting is applied to the program – the girls set a goal for 6 months (i.e. purchasing a goat).

Christine teaches both life skills and entrepreneurship. Asked which part of entrepreneurship is the most important, she says it is the business canvas. A business canvas is used by start-ups – business plans are used by more established businesses. The business canvas is a tool that involves idea generation and planning. For example, some of the girls have the idea of starting a restaurant – the course takes them through the planning about things like who their customers will be, what activities they will do, etc. Most of the girls plan business related to their studies. The girls in cohort 1 have started businesses.

Asked what she would change about the program, she says that she would add more coaching and follow-up with the girls to make sure they get the right information. She says that the evaluation should also focus on ownership – i.e. asking the girls about new things that they own, as many have saved up and purchased things.

Site 2: Gahaya Links, Kigali

SSI 2: Janet Nkubana, Co-Founder of Gahaya Links

Interview conducted at Gahaya Links office in Kicikiro on 16 June.

Module 1

Janet’s responsibility within AGI is as a service provider; she provides training in the arts & crafts trade. Her program is training a total of 500 girls across the 3 cohorts.

Training centers with arts & crafts include: Nduba, Shyorongi, Rushaki, Kinihira, Kibali, Rutare, and the Kigali center (where girls from Nyarugunga and Gacuriro are trained together. Asked if they are similar,
Janet explains that all of the training centers have the same resources. The girls are given beads of different colors to distinguish between the centers but, otherwise, the materials are the same. Asked how the specific subjects of training were selected, she explains that WDA/MIGEPROF specified jewelry and tie-dye for the girls’ work. This decision was based on their analysis of what would sell.

(b) Asked about which parts of her job have been challenging, she says that the level of education is not the same across the girls. “I can’t say that it is a challenge – it’s only that I had to learn and know how to handle different levels of education.” Asked if these girls have a lower level of education than the people she would normally hire, she specifies that the challenge is working with girls of different levels in the same classroom. They have had to redo and redesign some modules. Asked what she changed, she explained, “When you have learned people, you do a lot of theory. But when you don’t have people are are ‘learned,’ you do a lot more theory. So you have to work with an individual rather than a class.” Asked if it is an issue that the girls didn’t learn the theory, she says that they do learn theory but they learn it through going through the steps. They learn when they practice.

(c) Asked what she would do if any challenges came up, she explains that WDA has a focal point and also works with the center managers. “Their communication is swift is fast so I have never encountered anything. They call me when there is something, I call them. I think the best thing that happens between us is the center managers. When I want to take my report, no problem.” She does monthly and quarterly reports.”

Module 2

Asked if she observed differences between cohort 1 and 2, she explains that cohort 1 was a pilot so it was a lot more stressful. “We had not done the training. But in terms of the level of training, I did not have any problems. The only problem I had was in one center, in Shyorongi, where they had a module that really was challenging to them, which they had to retake before they graduated. So the challenge was that in 1 center in cohort 1, when they saw the module was really hard they did not want to do it. So when we broke off for Christmas, they started dodging it. So I went back and said you can’t graduate without this. So they had to redo it….Then there was Kigali. Kigali because I think the challenges in the city are different from the rural community. So, with Kigali students you cannot have 100% attendance.” Asked why, she says that this is because of their environment. There are often 10% absenteees in the Kigali center. It took longer for them to complete all of the modules. A small number of girls (2 in a group or so) have other jobs outside the program. “They came to Kigali for a living, so they may be housed by somebody who needs services for them – they need to subsidize something, so sometimes it becomes a challenge for them…Others tell you they sent them somewhere, like to the market to buy food…So the Kigali students have more to do than the rural.”

Asked about the usefulness of childcare services, she says “But in the villages, we don’t have children issues. The second cohort, actually, they are younger. In the first cohort we had many of them who had children. But this cohort they are younger; second cohort and third. The younger ones in Kigali become more stubborn. If you look at them, those are city issues. If you see them together, you will see them with lipliners…whereas those [other] ones are real girls from the villages.”
Module 3

Asked about trainee performance, she says that the girls perform better than they expected. “You know, when you see somebody who is hungry to learn, you can even tell from her face. Like, when they come here in the morning, the way they interact, the way they ask you, the way they engage with their teachers. And sometimes when you tell them, this one we are not going to do now then you see how they really say ‘oh, please,’ so things like that. So there are ways to test them to know – are they really enjoying what they are doing or are they just here.” She explains that she can test how interested they are by asking whether they want to move to the next module; many say no.

She explains that many girls from cohort 1 are making money. “Even in the villages, there are some who got orders.” When others see this, they are inspired.

(b) Asked whether the girls tend to be inquisitive, she says that they mainly asked questions during practicals. “So they engage – in practicals, they engage trainers a lot.”

“We have what we call innovation week – innovation week is when we rate them. So we allow them to take what they have learned and do their own style. So when they do that, you look at them and you know where they engaged you and understood what you taught them. Or they can go beyond what you are teaching to create more, using the technique.”

(d) Asked whether performance varies a lot between the girls, she says that you can see differences. You “see it in practicals” that some of the girls “don’t get it.” There are some girls who are “very nervous” and others who “click.”

Asked about the impact of the life skills programming, she says “I think, first of all, the role number 1 was them being together and working as a team. I think that showed them we cannot survive by ourselves. For me, when they were in recreation, talking, because they work as a team, I think it really brought the girls together to know one another and be free together – I think it is really important.”

Module 4

Asked about issues with program management, she explains that the time frame for the practical part was too short given the girls’ level of education. “The practical part is short, based on their level of education they need more practical than others. Because, for them, it is hands on. It is not where you would give notes and read – it is what I took in my head practically. So that is where we looked at it and said it is not going to work. But because we have the mentoring time, it becomes like training also.” Asked about the ideal length of time for the program, she says that 6 months of practicals would be useful. She said that it is currently about 4 months because the first few months are mentoring – “its like they want to find themselves, they are finding themselves.”

(a) Asked if she needed to do anything to make the training centers girl-friendly, she says that they requested a room with more light in some of the centers, such as Byumba. They also requested better furniture because the existing furniture was for schools and writing.
(b) Asked if she faced any issues of girls dropping out of the program, she said that some got married. There was one participant in Shyorongi who died from sickness, and then the other dropouts were marriages. Asked if she encouraged those who got married to come back, she says that 2 did not come back but they successfully encouraged the others to come back.

(d) Asked if there were challenges with bringing in cohort 3, she says that cohort 2 comes in the morning and 3 comes in the afternoon. Asked whether this left enough time for training, she said that “by within next month, I will know if we will be on time.” Cohort 2 is delayed because they did two weeks of life skills training (with two separate groups).

(e) Asked about the stipend and attendance process, she explains that Gahaya Links takes attendance and gives that information to the cashier. The cashier distributes the stipend. “There is no problem with that because we have our attendance sheet, then after that we do our weekly and monthly attendance.” We negotiated that with the girls who don’t attend, money goes to their cooperative; we advised WDA.

Module 5

Asked what she would change if she could change anything about the program, she says that she would change the time frame of the training.

Asked if she would change anything about recruitment, she says that she would still recruit the most vulnerable girls; there is nothing wrong with this. She explains, “Recruitment, because they do it with grassroots leaders, I think there is nothing wrong with the recruitment. Because we got somebody who couldn’t write but she performed very well. So I wouldn’t dwell on that. I would give equal opportunity to anybody who is vulnerable and is willing to learn. We have so many women who can’t read and write but they can learn…I would really base it on the vulnerability of the person who wants to be trained.

(a) Asked what she would do if there was additional support for the program, she says that she would add more skills to the training. “Because, like, you see these girls are doing tie-dye. If we add people who are doing tie-dye so they wouldn’t stop at making material but at making dresses.”

Module 6

Asked if there were any other challenges in implementation, she mentions the delay at the beginning of the program.

Asked if she can think of challenges in scaling up the program, she says that the numbers would be too much. “they will get more people because you still see people here coming to ask to be given a chance to learn. So, they will have a challenge of finance, I think, because many people would be wanting to do the program. I was looking at the trades they did, and arts and crafts is the most popular.” Asked why, she says that it is popular because it goes throughout the year if you get access to the market; it is not a seasonal trade.
Asked if the market is growing, she explains, “Yes, but the level of graduation is not up to the international market. And I think that the challenge in scaling up is not not leaving graduates – is to keep building their capacity. They have learned skills, they are going to the market; to keep them so that they keep improving because arts and crafts is practice. So if they keep finding markets, practice, then market connections for them; scaling up, I think they should add in a marketing component.”

Asked about their skill level at graduation, she explains, “They have no capacity. Nobody should lie to you. They are still shy. They can’t approach anybody, so they need to create a marketing component of AGI.” Asked what that would include, she says that it would involve WDA, MIGEPROF, and anybody involved so that “after training these girls – in Kinihira, where you will go? I’m trying to sell my products in a hotel, Muhabora, Gisenyi. The way I go there myself is not they way I would go there if I was MIGEPROF. So they should add a compoenent of marketing strategy for these girls.”

Asked whether she hires the girls here, she says that she already does. “There are people from cohort 1 here working.” She explains that, if they are smart, they can execute the techniques anyway. In February through April, they earned more than 3,000,000 Rwf in total. Cohort 1, in February, 27 girls made 705,590 Rwf net income. In March, they made 774,000. In April, they made, 1,700,000. We pay per piece so that we encourage hard-working. On top of that, their take-home was 2,700,000; now these 27, they contributed to the government 477,506 in contributions as professionals and then they deposited 254,671 in their social security because they earn more than 30,000 per month.

Other comments: Janet described conducting a separate baseline study among the participants in her program. She asks them about their age, level of education, whether their parents are alive, whether she is working, if she has siblings, if she goes to school, etc. She gets to know the girls at all of the centers this way. She goes back to them throughout the program.

**FGD 1: Beneficiaries at Gahaya Links**

*Interview conducted at Gahaya Links at on 17 June.*

*Before going to the center, we randomly selected 8 beneficiaries from the Gacuriro VTC and 8 from the Nyarugungu VTC (from the list of participants in the baseline survey), with the intention of having the FGD divided evenly between the two groups (3 participants from each center). We over-selected because did not have information on which trade the respondents had ended up in. It turned out that many of our selected respondents were not present at the center: many of them were in other trades at their VTCs and some were absent. We still tried to have an evenly divided group by reading down the list of names (in order of unique id) of people in our baseline sample from the two centers. In the end, only one member of the baseline sample from Gacuriro was present at Gahaya that day. The other five participants in the focus group were from the Nyarugungu center.*

<table>
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Topic 1: Attendance

Asked about obstacles and challenges in attending the program each day, the participants respond as follows:

- R1 says that the challenge in attending the program is that most of the participants are married. They would sometimes have household challenges and could not attend. Also, they were promised money for transport but there were delays in the distribution of this money. So, when they didn’t have adequate money for transport, they would not attend the program due to poverty. Asked if they agree that this was a challenge, R2, R3, and R6 say that they agree.
- R2 explains, “For me, I didn’t face a lot of obstacles except where I was live.” She said that she was doing housekeeping and her boss allowed her to attend but other girls faced obstacles. Other girls who were doing housekeeping were facing challenges with completing household chores in the morning. Some had obligations at home and came late to school; they were late because of activities they had to complete in the morning.
- R3 says that she agrees with R1.
- R4 says that she did not face any challenges.
- R5 says that she did not face a lot of challenges but at home others are gone and she is the one to be at home. Sometimes she arrived at the bus too late and there was a queue so this made her very late for the program.
- R6 says that the challenge was where she lived. She moved to Nyamigogo. The program provides transport fees but it isn’t sufficient for her. Sometimes she would skip because she couldn’t purchase soap so she could not clean herself or her clothes before coming to school. Asked how much her daily transportation costs, she says that it is 700 Rwf in total per day.

(a): Asked how long it typically takes them to get to the center, R6 says that she walks to the bus and her trip takes a total of 2 and a half hours in the morning. R1 says that she spends 5 hours total traveling to the center. Asked to explain more, she says that she leaves the house at 5am to arrive at the center at 9am; then she leaves the center at 12 and arrives home at 3pm. Other respondents say she is lying. R3 says that it takes her 1 hour to get to the center.

(c): Asked if they moved during the program, R4 says that her whole household moved during the program because one person she lives with was obliged to move for her work. This made it more difficult for R4 to get to the center each day. R1 says that sometimes her baby is sick so she has to take the baby to the hospital before school. Other times, she does not have enough money so she skips school to look for a job so that she can take care of her family.
Topic 2: Program Impacts

Asked about how the program impacted their lives, the participants respond as follows:

- R6 says that the impact on her life is that she now knows how to make earrings, necklaces, and bracelets. Another impact is that she faces the challenge of not having enough materials.
- R5 says that same thing as R6.
- R4 says that she can now make jewelry and clothes, but faces the problem of not having enough materials. The other issue she now faces is that she does not have enough money to be a member of a cooperative.
- R3 says that she can make jewelry and clothing now.
- R2 says the same as R6.
- R1 says that the impact is that she now has new friends and relations and, “in general, they work as if part of the same society.” She says that her knowledge has increased as compared with before. She is now sure that if she can get enough means she can be part of a cooperative and work for income; she is better off compared with others who didn’t have the training. She says that she now has value whereas before they were only seen as dropouts. Now they are seen as students.

(a): Asked about which part of the program had the biggest impact on their lives, all of the respondents say that it was the trade training (rather than life skills training, entrepreneurship training, mentorship, or something else). Asked why, R4 explains that the reason is that she is planning, when she has enough financial means, to buy materials and use her hands to make products and sell them for income. This will solve her problems.

(b): Asked how the way they spend their time has changed, the participants respond as follows:

- R6 says that she now spends time revising what she studied at school.
- R4 says that she now knows how to manage time, because before she had enough time and didn’t have a schedule but now she manages her time.
- R1 says that she now does her household chores on the weekends.

Asked to clarify whether their IGAs have changed, all agree that they have. R2 explains that, before starting the training, she worked as a housekeeper but because she started attending she stopped. After this program, she will buy her own materials and earn income that way. Asked whether she continues to do some housekeeping, she says that she is not doing it because she is busy with training but after the training, she is planning on joining a cooperative. She continues to live in the house where she used to work but her bosses were generous to let her come to training. She still takes care of the baby and washes clothes, but she does not earn a salary.

R6 says that before coming to the training, she sold fish in the morning. Now she no longer sells fish. On weekends, she has household chores and revision to do so she does not have time to sell fish. She says that it is a challenge because she does not have an IGAs o she does not have enough money, but she hopes she will earn more in the future.
R4 says that, before going to the center, she had part time jobs. Now, because of class, chores, and revising, she cannot do them. Her jobs included washing clothes and working in a tea factory.

(c): Asked whether it will be easier for them to find work after training, respondents say that it will not be. R6 says, “No, it will not be easy.” R4 says that they cannot all find a job. Asked to explain this, R6 says, “Joy said that they first have to be a member of a cooperative and they don’t have the means. They need to follow a process before they are allowed to start functioning.” R1 says that it will not be easy because they are required to be part of a cooperative.

(d): Asked if they had even taken out loans before the AGI program, 3 respondents (R1, R3, and R4) say that they had taken out a loan from a boutique. Two respondents (R4, R6) say that they had borrowed money from a friend. Two respondents (R1, R6) say that they had borrowed money formally, from an MFI, Sacco, or bank. Asked about whether they plan on taking out loans in the future, all said that they planned to take out a loan from an MFI, bank, or Sacco. Asked why, R4 says that she will need funds to put into practice what she has learned. R2 says that she agrees. R3 says that she has the same needs – to start a cooperative and buy materials.

(e): Asked if their social lives or relationships had changed at all during their time in the program, R6 says yes, because she lives with another person who is working and who provides for her sometimes, but sometimes refuses because he is the only one to work. Sometimes she does not have enough to eat or needs to borrow soap. R4 says that her social life changed because she used to be a housekeeper and was prepared everyday but now nothing is organized and sometimes she is told that she is useless. R2 says that she has the same issue. R5 says that her relationships changed because she used to be at home all of the time but now people don’t find her and they ask where she is.

(f): Asked if their relationships with their mentors have changed, the participants respond as follows:
- R1: She has no mentor. She lives with her husband, who she says could perhaps be considered her mentor.
- R2: Until now, she had not mentor.
- R3: Had no mentor before the program.
- R4: Yes – her mentor is the person she lives with. Their relationship has not changed.
- R5: Her mentor is her mother. Their relationship has changed. She used to help her mother during the day; now her mother asks her what she studied and asks her to apply is.
- R6: She used to have a mentor but now she doesn’t because her mentor fired her. (Her mentor was the person for whom she worked as a housekeeper).

(g): Asked if they think other people’s opinions of them have changed, the participants respond as follows:
- R4 says that other people now see them going to school and do not think they are useless anymore. They are respected.
- R1 says that that they are seen as hopeful.
- R6 says that they are respected because they have much more knowledge.
- R5 says that those giving them jobs value them; they know they are students.
(h): Asked whether they got married during the program, the participants all say no. However, R1 explains that she legalized her marriage during the program. Asked whether the program influenced this outcome, she says that the program had influence because her husband saw that she was confident and could do an income-generating activity. Asked how she feels about this, she says that she feels happy about it.

(i): Asked if their ability to support their children has changed as a result of their participation in the program, the participants respond as follows:

- R6 says yes. Because she lives in town and her family lives in the country, she used to send them money. She cannot send it anymore.
- R5 says that what changed is that she was previously working for money and could provide for her family but she is not anymore. R2 agrees – she used to provide for her mother but now her mother provides for herself.

(j): Asked whether their goals for the future have changed during the program, the participants respond as follows:

- R3: She is now planning to do a new IGA.
- R2 explains that, for all of them, their lives will change after completing this training. It will not be the same as before. Everyone can work and do something after this program.
- Asked whether R2’s comments are still true if they cannot afford to start a cooperative, R4 says that she will start a project of selling beans if she cannot start a cooperative. Asked if this is better than what she was doing before, she says that it is because she studied this project so she knows how to buy at a lower price and sell at a higher price. She will use her earnings to solve her problems.

(k): Asked whether their level of self-confidence has changed during the program, R1 says that she has more self-confidence because, before she was a dropout and now she is a student. She knows that if she uses her efforts to learn she will have a better future. R2 says that her self-confidence has changed because she has more knowledge.

Skipped (l) because the respondents have already implicitly explained that they think the program’s impacts will be lasting.

(m): Asked what they used the stipend for, all respondents say that they only used it for transport. It was not enough, and it was frequently delayed. All except for R2 say that they would not have been able to attend the program without the stipend. R2 explains that she could have attended the program without the stipend because she sometimes walks. She comes by bus when she is tired. It would have been difficult without the stipend but she still would have come.

(n): Asked what they plan to do with their savings, R1, R3, and R2 say that they will join a cooperative. R6 says that she will purchase mutuelle [health insurance]. R4 says that she will start her beans business. R2 says that the savings are not enough to begin a cooperative. R1 and R3 then explain that they will supplement their savings with a loan.
**Topic 3: Trade Training**

Asked to reflect on the quality and usefulness of the trade-specific trading, the participants respond as follows:

- **R1:** It was good and, if she has the opportunity to apply it, she will have a better future.
- **R2:** For now, I no longer do housekeeping. I am planning to join a cooperative and work independently.
- **R3:** I no longer do housekeeping. I will join a cooperative. The training was very useful.
- **R4 & R5:** debating cooperatives. R4 says that she will never become a member. She will work alone because she comes from a different district. If she has enough means, she will go to work in her own district. She will work in the country-side and sell products she makes.
- **R5:** In training, she learned that working in a team is good because in a team other may know something she doesn’t know and they can help you. R2 agrees that it is good because someone can teach you something you do not know.
- **R6** says that the training was useful because she can sell earrings and earn income.

(a): When asked if they are glad that they studied this trade, the participants respond as follows:

- **R2:** "For some, because they cannot afford tickets to learn culinary, they chose this.” Asked why it is difficult to afford tickets for culinary, she says that it is far away. She says that she would have chosen culinary but now realizes that arts & crafts is also good.
- **R4:** She says that she didn’t know the differences between the trades but now she likes it and knows the benefits.
- **R6:** She chose it because it is the only trade for which she filled the criteria. She couldn’t do culinary because she didn’t know other languages.

(b): Asked what they would have studied if they could have studied a different trade that was not offered, the participants respond as follows:

- **R1, R3, and R5** would have studied hair-braiding. Asked why, R1 explains that there is a good market for it. R2 would have studied food processing because fruit can be purchased cheaply in the countryside. She didn’t chose this because the training center was too far. R4 and R6 say that they would choose tailoring; R6 says that this is because it is very income-generating.

(c): Asked whether the trade-specific training met their expectations, the participants respond as follows:

- **R2** says that there was not enough training. If they had more means, they would continue with the trading. She would continue and choose another option. The problem with arts & crafts is that it is difficult to find customers.
- **R5** says that it was not enough training because she comes from far away but is told that they can only find customers here (in Kicukiro), so it is not income-generating for her.
- **R6** says that the trainers taught them very well and covered everything.
- **R1** says that they will learn the rest while practicing; they will continue to do it if they can find a job at the center.
- **R4** says that they probably will not find a job at the center, although the teacher said that they will get jobs if they train well.
R1 says that she thinks it is unlikely that they will get jobs because there are many students and already a lot of employees there.

(d): Asked about the most useful module or lesson, R6 says that tie-dye was the most useful because people are more likely to buy it. R2 agrees that customers buy these; it is popular. R1 says that necklaces were a useful lesson.

Skipped follow-up (e) through (i) because they had been implicitly answered and because of time pressure.

(k): Asked if they think they will end up working in arts & crafts after the training is over, R1 says that she will work so she can earn enough and choose a job with many customers. She will do other studies if she earns enough. Asked to clarify whether this will include arts & crafts, she says she might do it before if she has enough means she will look at another job. R5 says that she cannot apply all of what they’ve learned but she will apply some. She will make clothes, but will not make necklaces. R6 says that she will apply what she learned so that the knowledge will not be useless.

**Topic 4: Life Skills Training**

Asked to reflect on the quality and relevant of the life skills training, the participants respond as follows:

- R6 is happy about it because she learned how to use money more effectively.
- R5 is also happy because she learned how to use less money to make more income. She learned how to spend money effectively.
- R4 says that she learned how to manage what she has and use it effectively. R3 agrees.
- R2 says that she is happy with the training.
- R1 says that she formed new relationships and learned how to have effective relationships and behave in society when she meets new people.

(a): Participants are presented with a list of modules covered in the life skills training: (1) Trust, Problem Solving, Team Building, and Setting Personal Goals; (2) Self-Awareness, Self-Esteem, and Leadership; (3) Family Skills; (4) Communication in the Workplace; (5) Managing Stress, Anger, and Conflict; (6) Personal Hygiene, Nutrition, and Healthy Lifestyles; (7) Sexual and Reproductive Health; (8) Sex, Gender, and Violence. Asked to reflect on which modules were most relevant to their life, the participants respond as follows:

- R6: 8, 6, and 1
- R4: 2, 6, and 1
- R3: 2, 8, and 7
- R5: 1, 2, and 5
- R1: 1, 3, and 6
- R2: 1 and 5 (she could not choose a third)

Asked to explain these choices, the participants respond as follows:
• R6 chose module 1 because “a person has to trust herself” and 6 because “its useful in society to be hygienic” and 8 because “its useful to know about sex.”
• R5 chose 1 “because you cannot achieve with trust,” 2 “because you have to be self-aware and choose yourself what is useful,” and 5 “because you cannot work well if you are stressed.”
• R4 chose 6 “because in normal life you have to be hygienic,” 2 because she needs to be more aware in life, and 1 because “others cannot trust you if you don’t trust yourself.”

(c): Participants explain that all of the topics/lessons were relevant to their lives.

(e): Participants say that everything they learned was new. R1 says that for her, some of it was not new. Asked what parts were not new, she does not elaborate.

(f): Participants say that they will remember what they learned.

(g): Asked if the training met their expectations, all respondents say that it did. R4 says yes, but that “if they had new training on this, they would be happy to receive it.” R4 says that the training was not very long. Asked whether it was too short, R6 says that it was. R1 says that it was neither too long nor too short.

**Topic 5: Entrepreneurship Training**

When asked about the quality and relevance of the entrepreneurship training, R6 says that she is happy because she got new information. All other respondents agree.

(a): Asked which topics were most relevant to their lives, R6 explains that the entrepreneurship training taught “how to be self-employed and provide customer care to gain something, how to communicate with others, and how to advertise products.

(skipped (b) because of specific examples given above)

(c): Asked whether there were any topics or lessons or modules that were not relevant to their lives, respondents say that all modules were relevant to their lives.

(skipped (d) because participants had indicated that everything they studied was relevant)

(e): The participants all agree that the material was new.

(f): Asked whether they will remember the things they learned in entrepreneurship training, R4 says that they will because they will continue to work on it.

(g): Asked whether the entrepreneurship training met their expectations, R1 says that it did not meet her expectations because they had such a short time to study it. “If they could add 1 week, it would be useful.”
Topic 6: Quality of Teachers

Asked about their opinion of the teachers they worked with, participants respond as follows:

- R6: “For me, it was ok.”
- R3: “Their knowledge was enough.”
- R4: “I could understand what they were teaching with me.”
- R2: “When I came here I had no knowledge, but I learned.”

(a): Asked about whether the life skills teachers were knowledgeable and communicated well, R5 says “It was ok.” R6 agrees that it was “OK,” explaining that the teachers were visibly hygienic so it was clear that they could teach hygiene.

(b): Asked to describe the most effective training approach, R6 and R1 both give examples of participatory approaches. R6 talks about a lesson when the teacher used eggs to show them that they have to be self-confident and not break the eggs. R1 describes another lesson that involved a wall, a rabbit, and matches. The purpose of the lesson was to demonstrate that, when you can see that you are going the wrong way, you can change your mind and come back.

(c): Asked whether they felt the teachers in the trade classes were knowledgeable, R6 says that they were sufficiently knowledgeable. She didn’t know how to make things before, and the teachers communicated very well.

(d): Respondents agree that their teachers encouraged them to ask questions in class.

(e): Asked whether they prefer male or female teachers, R1 says that both male and female teachers were present, so it was ok. R5 and R6 say that they prefer male teachers. Asked to explain why, R6 says that it is “easy to despise female teachers but not male teachers; male teachers are serious,” so this encourages their efforts. R2 says that she likes both male and female teachers.

(f): Asked whether the teachers attended the class on a regular basis, the respondents agree that they did.

(g): Asked if their teachers were available for extra support when they needed it, R4 says that they were available if you had a problem. R6 clarifies that the teachers were not available if you had problems outside of school.

(h): Asked whether they would change anything about their relationship with their teachers, the respondents agree that they would not change anything because they had good experiences with their trainers.

Topic 7: Transition to Part II

 Asked to reflect on how they feel about the transition from training to the future, R1 says that she feels happy and confident about the future. Asked whether she knows what she will be doing in the second half of the program, she says that she will start a cooperative with others and put into practice what she
learned. Asked whether she will have support from AGI in starting a cooperative, she says that there will be no support from AGI. Asked whether they all have the same plans, respondents say that they do.

R2 says that she hopes that she can have the opportunity to be a part of a cooperative and have someone who can advocate for them, advertise their products, and tender for them. Asked whether they have any expectations for support from AGI in the next part of the program, the respondents say that they do not have any expectations.

**Topic 8: Program Management**

Asked about whether they think the training center was well managed, the participants all say that there are no problems. R1 says that the center is safe and good. R2 says that it is a good school and that people sometimes come to visit. R4 says that their teachers also provide them with advice. R5 says that the discuss any issues that come up. Asked what types of issues have come up, she says that one time there were two people fighting for materials, so they sat and helped them work it out. R6 says that there are no problems with the management of the training center and that they feel loved there.

(b): Asked whether classes started on time everyday, respondents say that they did.

(c): Asked whether the distribution of stipends worked correctly, the respondents say that there were significant delays. R1 says that the delay was 2 months. She is the only respondent from Gacuriro; the others (from Nyarugungu) say that the delay was 1 month.

(d): Asked whether childcare services were provided at the center, the respondents say that they were not allowed to bring children to the center. Asked whether childcare services would have been useful had they been provided, R1, R3, R4, and R6 all say that they would have been useful. Asked why, R1 says that it would have been helpful because she could be sure that her baby is safe. R2 disagrees, explaining that “here they study difficult things, so it would be difficult to take care of a baby if they bring one in.” The other respondents say that R2 is only saying this because she does not have a child.

(e): Asked whether there are counseling services available at the centers, respondents ask for clarification. When it is explained that counseling relates to mental health, R1 says that there are no counseling services apart from the advice given during training.

(f): Asked if they feel the training center was girl-friendly, the respondents say that it was. R4 says that it was comfortable. R6, however, points out that “they lied that when someone has periods they would provide hygienic pads; they didn’t [provide them].”

(g): Asked whether there is a girls’ room at the VTC, the respondents say that there is not. There are only toilets.

(h) Asked what they would change if they could change anything about the management of the training centers, R2 says that she would not change anything. R4 says that she would provide girls’ rooms. R6 says that there is nothing else she would change besides that.
Topic 9: Other Comments

Respondents express their gratitude for the AGI trainings. One respondent asks how the interviewers intent to follow-up with them in 6 months, and we explain that we will call them.

SSI3: Participant at Gahaya Links

*Interview conducted with respondent 6 (unique ID 20100) immediately following the focus group discussion at Gahaya Links. Her name was randomly selected from the sub-group of 3 girls in the focus group who said that they would be available to stay for about 45 minutes more.*

Module 1

Asked if there is anything that she can add about her experience with the program, she says that there is nothing she can add apart from saying that she learned how to make clothes and jewelry.

Module 2

Asked if it was difficult for her to attend the program on a regular basis, she says that her “challenges are that they fired me where I was living and it took long for me to find another place.” Asked what she did while she was looking for a new place, she says that she stay at a friend’s house. She was fired because she was studying here and her bosses said that she no longer cared about her household chores.

Asked if she has any children, she says that she has a child who is 4 years old. This was not an obstacle for her during the training because the child lives with her mother in the country-side. She has not been pregnant during her time in this program. She has also not experience gender-based violence during her time in this program.

Module 3

Asked about the overall impacts of this program on her life, she says that it is “in the middle.” She says that there are “positive and negative impacts,” and that the negative impacts were unexpected. Asked to describe the negative impacts she says “I couldn’t have food during the night and day – before, I didn’t face this problem.” Asked if she thinks other students also faced this problem, she says that she thinks “a lot” do. However, she says that she is still “kind of optimistic” about her future.

Asked whether her self-confidence or self-esteem have changed during her time in the program, she says that the program increased her level of confidence. She dropped out of school in P6 so life was difficult and she didn’t have any hope. “Now, I am confident and happy about life.” She says that she is hopeful for income-generating activities to help her solve her problems and take care of her baby without requiring money or begging for money outside.
Asked whether she thinks the impact of the program will last, she says that she think they will because she is learning practical things.

Asked whether she made any friends in the program, she says that she did. Asked whether this had a positive impact on her life, she said that it did because “When I don’t have transport fees, I can borrow from them.”

Asked whether the program had other impacts on her life she says no “other than that I learned new information here.” Asked what she plans to do next, she says that she will produce clothes, dye fabric, and make products that make her friends and customers happy.

Module 4

Asked about the usefulness of the trade training, she says that she had originally chosen culinary but it was not possible because one of the criteria is that you have to be able to speak other languages and she cannot. Asked why she wanted to study culinary, she says that she wanted to know how to cook well for her relatives, child, and parents. Asked whether she thinks her training will have a positive economic impact on her life, she says, “At the time I thought it was best because I didn’t know about arts and crafts but this is also great.”

Module 5

In the life skills training, she says that modules 8, 6, and 1 were the most useful. Module 8 was about Sex, Gender, and Violence. Asked why she thought it was useful, she explains “The reason is that it will be useful to have education on sex and how you can behave with boys and girls. It is useful to know about sex.” She also says that she learned how to apologize if she has done something wrong to others. Asked whether she has applied anything she learned in the life skills training, she says that she has applied what she learned about personal hygiene. Asked if she has visited any family planning services, she says that he has not but she will do so when she is getting married.

Asked her opinion of the different training approaches, she says that she liked when there were studying about trust with the eggs on spoons, and you had to travel distance to show that you could achieve better things with confidence and trust.”

Module 6

Asked what she would change about her teachers, she says that she wouldn’t change anything. “There are a lot of positive things. Teachers value and love us. They care for us so that we may also know to work in the future. They encourage us to learn.”

Module 7

Asked about her worries for the next 6 months, she says that she is worried about having enough money to start the cooperative and to cover transport from where she lives in Nyabogogo to where she works.
She says that she has been told she should work in Kicukiro. Asked how much she expects it to cost to start the cooperative she says “it's a lot because we have thought about it and the minimum per girl is 50,000.” Asked what she might do instead, she says that she will continue to do housework or sell fish.

**Site 3: Gacuriro VTC**

**FGD2: Participants at Gacuriro VTC**

*Interview conducted at Gacuriro VTC on 18 June.*

*At this center, we provided a list of 8 randomly selected trainees to a member of the program staff and explained that we needed to interview 6 of these girls if they were present. He went to their classrooms and identified the following 6 participants to be interviewed:*

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**Module 1**

Asked about obstacles and challenges in attending the program each day, the participants respond as follows:

- R2: “It was difficult to come here because we could not afford transport, but now they are providing it.”
- R3: (agrees with R2)
- R4: “For me, it was difficult. Without transport fees, I could not attend.”
- R5: “For me, it was not very difficult because it was a long time that I had gone without attending school. I am very happy about this opportunity so I couldn’t miss it due to transport.”
- R6: “It looks difficult but I didn’t care because I wanted to study. Later, the government gave transport fees. Then it was very easy.”

(a) Asked how long it typically takes them to travel to the center and how much it costs, 3 respondents answered:

- R5: 45 minutes, costs 200 Rwf on the bus each way
- R3: It is not too far. It takes 30 minutes and costs 100 Rwf each way
- R1: 1 hour, 300 Rwf each way

(b) Asked whether it was difficult to commit time every day to the training:
R6 explains that she “normally had to carry out several HH chores so respecting the school schedule was difficult but now she is used to the schedule. She arranged so that they might arrive on time.”
R5 agrees that “first it was difficult because I was not used to the school timetable, but now she is used to it so she is able to arrive on time.”
R4 says that “because I had forgotten school life, I was not thinking about again going to school so it was difficult to arrive on time. But, slowly, I have now gotten used to the schedule.” Asked how she was otherwise spending her time, she says that she was doing household activities.
R2 says that she had the same experience – she was not used to the life of coming to school everyday, so coming on time was difficult but now she is used to it and arrives on time.

(c) Asked whether they moved to a new home during the program, R5 says that she moved because her whole household moved. They sold their family home to get money so now she is living farther away from where she was when the program started.

Module 2

Asked to reflect on how whether and how their involvement in the AGI program changed their lives, participants respond as follows:

• R6: “Before coming here, I couldn’t afford to go to school. So, comparing then to now, there are a lot of changes because now my knowledge as increased compared to before. I have new information that can help me achieve something and provide self-employment that can help with my development.”
• R5: “For me, the change is that my knowledge has increased like in culinary arts. Now I have knowledge on how to prepare different plates. I learned 3 different ways of preparing foods like starts, main dishes, and desserts. Before that, I didn’t know that, even though I could eat it. Now I have new information on eating effectively.”
• R4: “It was useful to come here because I gained a lot of things. Now I know how to prepare different plats. At home I live with a few people and now I have new friends and I am comfortable with them. School life makes me happy.”
• R3: “Before having this opportunity, when I was thinking about my future, I was not hopeful. I had no confidence about a better future. But now, due to the confidence about information I got here, I think my future will be better.”
• R2: “Coming to study makes me happy. I thought I would never go back to school. Now, I can make plates of food and I can create a cooperative. I am very happy.”
• R1: “My involvement was very useful because before I was at home. I could look for a job and when they asked what I studied, I wouldn’t know what to reply. Now, I can go to a hotel to apply for a job and tell them I have studied culinary arts.”

(a) The respondents are asked to select which element of the program was most important for generating change in their lives. They are given four choices: life skills training, entrepreneurship training, trade training, or their relationships with mentors in the program. R1, R2, and R4 choose the life skills training. R3, R5, and R6 choose the trade training. Asked why they made these choices, the respondents answer as follows:
• R1: “The reasons it that, when studying [life skills], we studied about health. You cannot achieve something great if you are not health. Another reason is that, in culinary, health is very important because at work they will ask you for a certificate showing that you are healthy.”
• R4: “The reason [I chose life skills] is that they teach us how to live in society. This complements culinary because if you do not live in society you cannot practice. They taught games to learn and solve problems if you have problems.”
• R2: “The reason I chose culinary arts is that it was very useful because now I can go where there is a wedding and I can prepare cakes.”

(b) Asked how the way they spend their time has changed, respondents answer as follows:
• R1: “Before coming to school, I would stay at home doing household activities. Now I arrive in the evenings and I can only wash dishes and sweep the floor so that in the morning I won’t be late. Before, I didn’t do any activities at night.”
• R6: “Before coming to school, I couldn’t plan how to use time or organize activities. I didn’t have a schedule. Now because I am coming to school, after school I organize activities. Before coming to school, I fetch water. I organize myself so that I can wake up early to organize household activities and arrive at school on time.

Asked if their income-generating activities have changed in the past 6 months:
• R1: “It changed. Because now I am not able, because of studying and carrying out chores. Before, I was selling tomatoes, but I have stopped.” Asked if she continues to sell them on the weekends, she says that she does.
• R4 explains that she and her friends were preparing coffee and working on coffee plantations but, after coming here, she no longer does that because it is too far. Now she only studies. She does not do work on the weekends.
• R5 explains that, before coming here, she would do construction activities. Now she is not able to due to her studies; she only spends her time studying. She does not do work on the weekends.

(c) Asked if it will be easier for them to find work now that they have finished the training, all of the respondents say that it will. R6 explains, “the reason why I am hopeful to have a better job than before that will help me earn income is that my knowledge has increased.” She says that, once you have a certificate saying you have completed your studies, it is easy to get a job. R2 explains, “The reason why I’m hopeful to have a better job is because I have knowledge in culinary so I am looking for a job in culinary. I know how to do it, so that’s why I am hopeful.

(d) Asked about the types of loans that they took out before the program began, R2, R4, and R6 say that they took out loans from boutiques. R6 says that she also borrowed from a friend. None of the respondents borrowed from a Sacco, a bank, or an MFI. Asked if they plan to ever take out a loan, the respondents answer as follows:
• R3: “If I complete my studies here, I am planning to look for a job. If I earn some amount of money, I am planning to start my own restaurant so at that time I will go to apply for a loan.”
• R6: “After completing my studies, I will look for a job. After having a certain amount [of money], I will put it in an account. If it is enough, I will start my own canteen and I will look for
information about the money it requires to start a canteen. I will apply for a loan to add to my savings and start a canteen so as to own my own business.”

- R5: “For me, after completing my studies because it is now difficult to apply and have a job, I am dreaming of being self-employed. I can apply for a bank loan to start a restaurant and be self-employed.”

(c) Asked whether their social lives and relationships have changed during their time in the program,

- R1 says, “My social relationships have changed due to the life skills training because they taught us how to live with others, solve problems you have with a friends, and listen to others so as to solve their problems. That training helped me improve my relations.” Asked if she could specify which relationships it helped her with, she says, “Before, I didn’t like to be with a lot of people but now I am happy to be with people and have relationships.”
- R6: “Life skills was very important and useful. I used to have very few relationships, living only with relatives and family members. But, after arriving here, I have met new students. Life skills helped us learn to be together, complement each other, provide advice to those who have problems, and live better in society.
- R4: “Life skills was very important because before it was hard for me to forgive someone who did something, but they told us how to solve issues and be tolerant of others so as to improve relationships. Before, if someone made a mistake, it was hard for me to forgive and understand them, but now I understand their reasons and it is easy to forgive them.”

(f) Asked if they had mentors before the program began, none of the respondents say they did. Asked if they have mentors now, R6, R1, and R2 all say that their family members are their mentors. {This seems to represent a misunderstanding of the first question – it seems that their family members were also their mentors before the program started.} Asked if there have been any changes in their relationships with their brothers, participants answer as follows:

- R6 says that her brother is her mentor. “After I started this program, there were positive changes in my relationship with my brother due to household chores like taking care of the baby, sweeping the floor.” He increased those activities so that she can revise; he is happy that she is studying.
- R1 says that her mentors are her family relatives and the members of an organization called Never Again. She regularly meets with that organization for discussions. There has been no change in her relationship with them during her time in the program.
- R2 says that her parents are her mentors. Her relationship with them has changed – before, she was only doing household chores and didn’t have time to revise. Now, they are happy to give her time to revise.

(g) Asked whether other people’s opinions of them have changed:

- R3: “It has changed a lot. Before, people saw us as dropouts. They thought of us like useless people. Now, after coming to school, they trust us and see us as people who will be useful in the future.”
- R5: “It has changed a lot because, before, when I was at home, people would have nicknames for me about me misbehaving or saying I don’t like to study. Now it has changed a lot – I am
valuable because I study. People can see that our lives have changed – we don’t misbehave because we are students.”

- R6 says that there has been a positive change compared to how people were thinking about her before, as someone who didn’t have chances or opportunities in her life. They thought she would never study again because she couldn’t afford it. “Now, when they look at me they say that I have filled a gap and they now understand that my future is better and they consider that my level has increased. They see I can achieve something in society.”

(h) None of the participants got married during their time in the program.

(i) Asked if their ability to support their family has changed during their time in the program, respondents say that it has not.

(j) Asked if their goals for the future have changed during their time in the program:
- R6: “My future goals have changed a lot. Before coming here, I didn’t believe I could start my own business. Now, due to the knowledge we got, we are hopeful that our future will be better because knowledge has increased. Now we have a lot of opportunities to change.
- R5: “My goals have changed. I was shy before and I couldn’t go to apply for a job. Now, because I will have knowledge and a certification, I am confident that I can achieve.”
- R3: “No, my goals did not change. Because even before this opportunity, I was planning to study culinary and this was an opportunity, coming here. So I have stayed with my goal.”

(k) Asked whether their self-confidence has changed during their time in the program:
- R2: “Yes, it has increased because before I didn’t have knowledge but after my involvement, my knowledge has increased. Now I am able to do a lot of things.
- R4: “My self-confidence has increased a lot because before I didn’t believe I would have a job but after studying I am confident that I will have a better job and a better life.”

(m) Asked what they used the stipend for:
- R3 says that the stipend sometimes came late (like after 1 month). She used most of it for transport fees and the rest to pay for sanitary pads.
- R2 says that she used it to pay for body lotion and pads. She saved the 1000 Rwf to keep if she has an unexpected problem.
- R2 says that she used the majority for transport and she also bought body lotion and pads.
- R4 used it for transportation, lotion, and shoes.
- R5 bought a rabbit in the countryside “because I am planning for self-employment.” The rabbit helps her to have an income.
- R6 says that she uses it to solve problems. “Nowadays I have no income-generating activities, so when the stipend comes I solve problems like buying pads, lotion, shoes, and clothes.”

Asked whether they could have done the program without the stipend, R6 says, “For me, it wouldn’t be possible because in my life, even though I live with my brother, I am an orphan. There is no one else to help and my brother does not have enough capacity to solve all of my problems. I might have had to skip
a lot of classes. Maybe I could have come but I would have to study in bad conditions and skip class. The stipend helped me to study in good conditions.”

(n) Asked what they plan to do with their savings:
- R4 says that she started a cooperative. They have started having meetings. At those meetings, they contribute a certain amount so that it can start functioning.
- R3 says that, like the others, the idea is to put the savings together and use it in a cooperative.
- The other respondents all agree.

Module 3

Asked about the quality and usefulness of the trade training, the respondents answer as follows:
- R1: “It helps us manage our lives. Before, you could go to a wedding and there were a lot of meats and you would only eat meats. Now we are aware that our body only needs 250g of meat so it helped us know what the body needs.”
- R2: “It helped me because if I go to a hotel I would ask for anything; now I know the specific menu that I want.”
- R3: “For me, the benefit is that culinary is a wonderful profession. If you complete studies in culinary, even without a job, based on the knowledge you have you can stay at home and use a room to cook something and sell it.”
- R4: “It is a wonderful profession because you learn to prepare plates of food. We learned to prepare food in a sanitary manner.”
- R5: “It is wonderful. Before coming here, I didn’t know how to cook. I can now prepare foods in 3 manners – like for potatoes, I only knew 1 way but now I know several ways for rice, potatoes, and salad. I know how to be a baker. So I plan that after completing even with a small amount of money I can start.”
- R6: “It is very wonderful. Because I know it's the base of life when you learn it will you find it helps you to have a good life. You can protect your body against sickness, strengthen your body, and have good health.”

(a) Asked if they are glad that they studied this trade, all respondents say that they are happy with their choice.

(b) Asked if they would have studied a different trade if they had had the choice, R3 says that she would not have because she was planning to study culinary anyway. R4 says that she would choose to study hair-dressing. R6 says that she would choose culinary.

(c) Asked if the trade-specific training met their expectations:
- R1 says that it did because “I didn’t know anything before coming here but now I know a lot, like how to prepare a cake and bake everything.”
- R2 says that she is also happy about it because she didn’t know how to cook before but now she does.
(d) Asked what was the most useful thing that they learned, R3 and R6 both say that it was learning how to prepare a cake. Asked why, R3 explains that it is because cakes are needed at a variety of events, such as weddings and birthdays.

(f) Asked if there was anything that was not useful, the respondents all say that everything was useful.

(h) Asked if they think the course lasted for the right amount of time:

- R5: “The time is appropriate but 6 months is not enough because when I am studying I am interested. They could extend the 6 months because in culinary there are different parts such as working in a restaurant or your own kitchen, so they should provide enough time.
- R2: “For me, they could extend the period of studying but the [daily] classes took the appropriate time.”

(i) Asked if they would change anything about the course, the respondents say that they would not make any changes.

(k) Asked what other topics they would have liked to have learned about:

- R5: “They could add more about studying restaurants and preparing bedrooms.”
- R4: “They could add more about customer care service.”
- R3: “We only study more about culinary arts but could add French, English, and Swahili.”
- R1 agrees with R3 that they could add languages.

Module 4

Asked their opinion of the quality and relevance of the life skills training:

- R1 says that it seemed like a game at first because they first taught games about rabbits and other games when people closed their eyes and others directed them. After that, though, she knew that it was all useful because she was learning about problem solving. She says that it was also useful to learn about helping each other.
- R2: “For me, it was useful because I didn’t know how to speak in public but now I know. Also, they taught me how to live with others and be self-confident, about entrepreneurship. It was very useful.
- R3: “For me, life skills training helped. For example, if you have a goal, you have to do all that is possible to achieve it even if it takes a lot of effort. I also learned about creating my own employment.”
- R4 says that, at first it looked like a game but she learned her level of strength for different things. She learned how to face things in life that are stronger than she is.
- R5: “As my colleague says, we learned a lot of useful things in life skills. We learned how to behave in general. We took and egg and it was compared to our own lives. The game with the egg was to break it or take it before it is broken to learn to protect your life. They also taught us how to be an entrepreneur and how an entrepreneur behaves. This is very important and complements what we learned in culinary.”
• R6 agrees that the training was useful. “As we learned it, we liked it more and got more interesting information.” She says that the teacher explained that the games represented their lives. She also says that she learned about being an entrepreneur, starting and expanding her own business.

(a) Asked to select the 3 modules that were most relevant to their lives, the respondents selected the following:
- R6: 1, 6, and 5
- R5: 5, 8, and 1
- R4: 5, 7, and 1
- R3: 8, 1, and 4
- R2: 1, 5, and 6
- R1: 1, 8, and 3

Asked to explain the reasons behind these choices:
- R6: “The reason why I chose 1 is because, based on what we studied in life skills, they said the first thing to be a good entrepreneur and reach goals it to trust yourself. Also, they taught us how to solve problems and work in teams. I chose 5 because when you are stressed you cannot achieve something. So they taught us how to manage stress so as to be healthy and fight against diseases that come as a result of stress.”
- R1: “The reason why I chose 1 is because if you are to achieve your goals you have to have this trust to be helpful. I chose 3 (family skills) because you have to know what family members like and dislike in life – for example if they don’t like you to come home late, to have a good relationship you should come home on time. I chose 8 because I have to have knowledge about sex.” Asked for an example, she adds, “We learned about family planning like contraception, when you can get pregnant, and to know how to count your periods.”

(d) Asked if they learned anything in the training that was not relevant to their lives, the respondents all say no.

(e) Asked if most of the information was new to them or if they knew most of it before, R3 says that they knew some of it but most of it was new. The others agree with her.

(f) Asked if they can remember what they learned, R6 says that “the topics we learned cannot be forgotten because we need it in our usual life. It is very useful; we know how to behave in society. We won’t forget because we use it a lot. R3 agrees.

(g) Asked if the life skills training met their expectations, all of the respondents say that it did.

Module 5

Asked their opinion of the quality and usefulness of the entrepreneurship training, respondents answered as follows:
• R1 says that she learned how to be tolerant [with customers] and passionate [about her work]. “When a customer comes to you they may insult you but you cannot also insult them; you are passionate in giving them what they want because they are bringing in money.”
• R2 says that she learned to seek advice, to be passionate, and to live well with others.
• R3 says that she learned that “if you want to create your own business, first of all you have to consider the location and identify the needs of customers.”
• R4: “For me, I learned to identify if customers are enough for the business you want to create based on location, and how to have customer care skills and ensure that products will arrive safely.”
• R5 says that she learned that to seek opportunities to make money and to gain customers. She learned that you have to convince customers to pay and also have good customer care skills. Rather than an advertisement on the radio, you can attract customers with good customer care skills.
• R6 says that it was very useful. She learned about starting capital, about how to get information about a business before starting it, about how to identify customers around the location and how to know their characteristics/criteria, how to identify and know the products you need to offer, how to start a business and gain a reputation through friendships with customers, how to have good customer care skills, and how to expand the business.

Module 6

Asked about their opinion of the quality of teachers, the respondents answer as follows:
• R6 says that the teachers are kind and there was no problem.
• R5 says that the teacher is knowledgeable and has adequate skills.
• R4 says “Our teacher is the best. She understands well what she teaches and she has taught in several institutions so she understands.”
• R3 says that the teacher understands what she is teaching and “those who came to teach life skills taught us well.”
• R2 says that the teachers have adequate skills and knowledge, and also provide advice for them.
• R1 says that there are no problems with the teachers and that the teachers are passionate.

(h) Asked if they would change anything about their experience with the teachers, the respondents say that they would not.

Module 7

Asked how they feel about the transition from training to the second half of the program, R5 explains, “For us as a whole class, we will use the stipend. We have taken a certain amount and gathered it together in a bank account. After completing studies we will set together and look for something we can do collectively and then start it.” Asked if it will be related to culinary, she says that it will.

Asked if they will receive support or mentorship from AGI in this process, R6 explains, “We think that a cooperative, after studying and after using that money in the account, we will use it for a certain goal. We will sit and look at the required money for that goal and if it is not enough, we will ask WDA to fund it.”
Asked if this cooperative was their own idea or the teacher’s, she says that it was their own idea and they will use their own money. “Our teacher is helping us; we go to her and ask advice.”

Asked if they have any worries or concerns about the next part of the program, R1 says, “The worries that I have are concern for us. For example, I think that we have gathered our money but we need other funds and I am worried if we don’t have those funds.” The others agree that they have the same worry.

Module 8

Asked about the quality of management, delivery of stipends, and girl-friendliness of the centers, the participants respond:

- R4 says that there was a delay in the distribution of the stipends but the management apologized and excused themselves, and it was ok because the girls were passionate. She says that the girl room was useful because if she left home and then had her period at school she could go in there and use materials – it made things easier because she could then return to class.
- R5 agrees with R4. She says that the girls’ room is useful because it has pads, soap, and body lotion, so it helps them solve problems without returning home. Asked about the stipend issue, she says that it is “always delayed” but that the management have explained it.
- The others agree with R4 and R5.

Module 9

Asked if they have any other comments about their experience with the program, R5 suggests extending the length of the training beyond 6 months so that they can learn more subjects. R1 says, “For me, about the stipend – before coming here they promised it each Friday so when it took a month it was very difficult because of transport fees. So if the stipend could arrive on time, that would be better.”

SSI4: School Manager at Gacuriro VTC

*Interview with Gad NIYITEGEKA at Gacuriro VTC on 18 June.*

Module 1

Asked about his responsibilities within the AGI program, he explains that he is usually the director of this VTC, which includes not only the AGI program but also other training programs. In AGI, due to the specific problems and challenges the girls are facing, his VTC put in place a specific teaching methodology for the program. His VTC also makes additional efforts to accommodate the girls in the program, which we goes on to describe in more detail.

“Apart from the teachers provided by the AGI project, we also hired a teacher. We hired a female teacher because they have girl students, so she can take care of them. Also, they are far away from education. For example, before AGI students could come with their child at school and the center would provide childcare services so that the girls could study well. Those childcare services no longer exist, but the center helps those with children to have a job so as to take care of their children. For example, there was a
student with a child who came to the center; the student could not afford milk for the child so they provided a job for that child.” Asked to explain if this was in addition to AGI training, he explains that the participant had classes until 12 and then the center provided a job for her after the training ended. “And also, they have a girl room here. This is to ease the education of the girls because they are from poor families – they do that so that it will be convenient for them to come to school.”

Asked why the childcare services were closed, he explains that it was difficult to have childcare services because girls would bring babies and they had trouble finding people to take care of those babies. Asked who decided to close the childcare, he explains that it is not closed forever but for now “the place exists but it is only for the students who cannot find someone else to take care of their child.” Asked how many of the AGI participants use the childcare services, he says that in cohort 2 there are no girls with children below the age of 1 (if they are above 1, they stay with their families); in cohort 1, there were students who used those services.

He goes on to explain that the program provides stipends for students. They also provide advisory services for girls on how they can use those stipends. “For example, if the girls live near the school, we advise her to walk in the morning to save that money. They use the money to solve their problems.” Asked who provides those advisory services, he says that it is the female teacher who the center hired to look after the girls.

(a)-(b) Asked which parts of the job (concerning the AGI project) have gone well and which parts have been challenging, he says that the job was easy. “What we look at is to see if the materials that students use are provided. So the materials are in three types: equipment, materials, and consumables.” He explains that consumables are the things used in culinary arts like rice and meat; equipment are the things that last, like machines; materials include things like knives and plates. “The majority of the students are poor so, because they have that stipend, it is easy for them to come on time. For example, if I tell them to come at 7:30, they come because they have the stipend.”

On challenges, he explains that the students come with difficult problems that are beyond the normal education. For example, the VTC is used to working with students that do not have children. “Now, for the girl students, if they have children it is difficult for them to manage.”

(c) Asked who he reports to when he encounters a challenge, he says that they have a channel of reporting challenges. It starts with the teachers. Then there is a prefect in charge of education. In between, those, there is the female teacher who knows the girls. So, what the three levels cannot solve, they report to the school manager. He solves what he can and, what is impossible for him, he reports to the WDA (either Winnie or Sam). Winnie and Sam also report those problems to the higher levels of WDA. MIGEPROF is on the same level of WDA.

Asked if they faced any challenges with communication, he said no because they were using phones and WDA visited the school frequently.

Module 2
Asked if he noticed differences between cohort 1 and cohort 2, he explains that “There is a difference because, before, you could find that the project was just starting – it was the first time. The students were expecting to have a lot of facilities because it was the first time. They were expecting the project to rent houses for them but because cohort 1 has completed their studies, they are like ambassadors – they talked to other cohorts, showed them what is there, and explained it to them.”

(b) Asked if the training center received any additional support with the budget reallocation, he says that some problems were solved. “Now, there are operating funds and before there were no operating funds. Now, they have sent it. For example, before there were no computers and now they have provided a computer and a printer. So that eases communication – now it is easy to send reports.

Module 3

Asked about trainee performance, he says, “Compared to the job market: For now there are students that are part of a cooperative. They are producing juice and they say that all of the products – the juice – has been sold. You find that if their products are popular on the market, it gives the management the trust that what they are doing has quality.”

(a)-(b): Asked if the trainees are active and inquisitive in class, he says that they want to learn and are interested. They make a big effort. “Because the students, before coming here, faced the problem of affording school. They wanted to study but the problem was affordability, so they are very interested.”

(c) Asked if the trainees understand the content of the training, he explains that the trainees chose trades in advance but it changes when they start. For example, a student might choose food-processing because she thinks it is the easiest, but the management considers this because they know the differences (such as the fact that there is math in food processing). So the management considers this for the students, evaluates whether they have the right criteria, and chooses for the students; so, when the students arrive at the VTC, their goals change. For this reason, the numbers of students varies from one trade to another. 

(c) Asked about the characteristics of the girls who are most likely to benefit from the program, he says that the first characteristic is for the student to like the trade that she chose. Secondly, the student must have a goal or a dream. Thirdly, especially for female students, “the girls must learn to protect themselves because when they come here the share the space with boys. There are boys, so they must know how to protect themselves.” Asked to explain what he means by “protect themselves,” he says that they must know because, at their place of work, there are a lot of obstacles that hinder them from studying very well. For example, “if they complete their studies here, they can find a job in a factory. In a factory, there are several people who are different so they must learn to say no at the appropriate time. The reason I am saying that is because their lives can change due to a little thing – for example, if they get pregnant, their life will become worse due to that. Because most of the girls are poor and do not have enough means to take care of their baby.” Asked to explain further about the meaning of “protect themselves,” he says that “Here at school with boys, there is no difficult issue, but they must learn it for their future. The most difficult thing is outside because, outside, there are more attractions compared to the boys here. Because, here, boys and girls do not have enough time because after classes they have games, and then clubs after games. They have a lot of activities so they are kind of busy.”
Module 4

(a) Asked if he thinks the center is girl-friendly, he says that he does. They have a lot of facilities, workshop rooms, classes, different workshop rooms, and facilities. They have employees specifically focusing on female students. Asked if he thinks the girls feel comfortable, he says that they do.

(g) Asked if he felt the performance of the trainees was similar across the class, he says that it varies a lot because the girls’ levels of education vary. “For example, there are girls who have completed their secondary school in the same class with girls who have completed only primary school so their levels are very different. And also, that different in performance is more in theory compared to practice. In practice, it is almost the same. Because, in practice, even those who are very weak can perform well in comparison to those who were strong before. Because the theory is only 20% of the total marks, you can say that the difference in performance is only in theory; the total marks are very similar.”

(f) Asked how he would suggest improving the recruitment criteria, he responds, “If there are enough materials for the students, the recruitment criteria are not important; materials are important.”

(h) Asked his opinion of the life skills training and its impact, he says that “Normally, students don’t only need to learn about their trade – for example, to learn only about culinary. That’s what I said before about girls needing to know how to say no for protection. They need to learn this in life skills, so life skills is very useful to them. For us, the management, we consider that not all of the girls will have a job after completing their studies. Those who are planning to be entrepreneurs, they need to know the values of entrepreneurs, so it is very useful for them to study entrepreneurship so they can also be entrepreneurs outside – not only in what they have studied but also in other things. For example, there are some students who are owning small businesses – so they can improve their businesses.” Asked to clarify if students in cohort 2 already have small businesses, he says no – in cohort 1.

(b) Asked if there was an issue of drop-outs in this training center, he says that there are not usually drop-outs from his training center, except for in the case of pregnancies. Asked whether this was also true for his experience in AGI, he explains that some of the students moved during the training because their land was appropriated. This was true for 2 or 3 girls. They moved to the countryside. There were no other dropouts.

(c) Asked if there were challenges in bringing in cohort 3 during cohort 2, he says that there were challenges because the students were not used to studying in the afternoon. However, they became accustomed to this over time and it is no longer a challenge.

(d) Asked if his VTC hired additional staff when cohort 3 began, he says that they did not. He also explains that “AGI teachers were not enough, so [this training center] used other teachers from the VTC staff.” This was “not a major issue” since the teachers were already public employees, so they could work on this project. It helped to have more teachers.

(e) Asked if there were any challenges in distributing stipends, he says no. Asked if they had trouble distributing the stipends on time, he says that the only issue was when there was a problem in banks so it
would take 1 extra day for the transfer. This is because of the structure of the transfers from WDA to the school and then to the students.

(g) Asked if the trades offered at his training center (culinary, food processing, and arts and crafts) are of equal quality, he says that they are. Based on two parameters – first, whether it is possible to be employed, and second, whether it requires high capital to start. He says that it is possible to be self-employed in food processing and arts & crafts; in culinary, the hotels in Rwanda need employees. He adds that these trades do not require high capital to start, especially compared with trades like being a mechanic, which requires a large amount of capital.

Module 5

Asked what he would change about the AGI program, he explains, “For me, there are a lot of programs that are meant to help students, such as internships. So the program could provide internships or specific institutions where students can go for internships.” He explains that the program should provide an assurance for students that they will be able to provide internships. He is currently doing this through his VTC’s existing program.

In addition, he explains that, since they are teaching students to start cooperatives, they need to consider that the materials the students need are expensive. He says the program needs to help provide materials, with the schools supervising; this would be helpful for the students to have a better future. In addition, he says that jobs are always changing and technology is always changing, so if they could find a way to improve the knowledge of those who have completed their studies, that will be helpful as well.

Finally, he says that the current contract is only 3 years long and suggests that it be extended because the training centers have equipment and materials; only the consumerables and teachers’ wages are lacking. There are a lot of students who need them.

Site 4: Nyarugunga VTC

SSI5: Former Trainee 1 at Nyarugunga VTC

*Interview conducted with participant (unique ID 10920) on 18 June at the Nyarugunga VTC.*

Module 1

Asked about the timing of when she left the program, the respondent says that she left after 2 weeks of training. She did that training in Kicukiro and then here. Asked whether she attended all of the sessions, she says that she skipped 1 class during those 2 weeks. Asked why, she claims that it was the first session and she didn’t know that she was supposed to be there.

Module 2
Asked about why she dropped out, she explained that it was due to poverty. She could not afford the transport fees and the program did not provide enough. Asked how much it cost her to travel to and from the program each day, she said that it cost 800 Rwf to go to and from Kicukiro and 600 Rwf to go to and from the Nyarugunga center.

She was supposed to study arts & crafts. Asked whether she chose this trade, she says that the directors at the center chose for them. For those students who had some experience with biology and chemistry, they went to the culinary class.

Asked whether she told anyone about her difficulty affording the transport fees, she says that when the manager called her, she explained that she stopped coming because she had lost her grandmother. She also told him about the transport fees, but he did not reply. This conversation was with the Nyarugunga school manager.

Module 3

Asked whether the program had any impact on her life, she says that it did not.

(a) Asked if she learned anything useful during her time in the program, she says that “They gave us an example that we could carry something in a team. For example, they gave us wood and showed we could push it as a team.” She also mentions that studying reproductive health was useful. Asked what she learned about reproductive health, she says that the learned “how to know when you will have periods” and “how to protect yourself from AIDS.”

(b) Asked if her employment status has changed in the past 6 months, she says that it has. Asked how, she explains that, while she was studying, she did not have time to do income-generating activities. She is still not doing any income-generating activities but, before going to training, she was cultivating vegetables. She has not continued to do so because “Before, she had money to lease a piece of land but now she cannot find that money.” Asked where she previously found the money, she says that she used to go to her neighbors to weed their land and they would provide money. Now, those jobs are hard to find – they are rare. Asked how she provides for herself now, she says that her mother provides for her when she has money. She does not have any children. Asked how she currently spends her time, she says that she cultivates with her parents during the season but now she does not do anything.

(f) Asked whether her self-confidence has changed at all in the past 6 months, she says that it has. Asked how, she says that it has changed “because she no longer studies and she no longer discusses with her friends with whom she studied. They used to provide advice for her.”

(c) Asked if her goals for the future have changed in the past 6 months, she says that they have not. Asked why, she says that “Before, I had a goal of finding a way to have a better future. I still have the same goal.” Asked if she has any ideas for ways to do this, she says “I will try to work for something that can help me be developed and be something great. That is the only way to have a better future – by working.”
(c) Asked whether her social life and relationships have changed over the past 6 months, she says that they have not. She is trying to have better relations without having issues with her friends. Asked for an example, she says that she listens to whoever comes to talk to her and whoever addresses her.

Module 4

Asked whether she has done any types of training since she dropped out of the program, she says that she has not. Asked whether there is any training that she could do, she says that there is training she could do in Masaka. She wants to complete her secondary education, but she lacks the financial means. Asked how much it would cost, she explains that in S4 she was studying physics, chemistry, and math. She passed her exams but she did not have the financial means to continue. Where she wants to go in Masaka, it would cost her 10,000 Rwf per term.

Module 5

Asked whether there are any changes she would suggest to the program, she says that she would suggest providing internships to students who have completed the whole program. She does not have suggestions for improving the life skills training, the trade training, or the management. She would add hair-dressing to the trade choices “because it is an opportunity to earn a lot of income.” Asked if there are any changes that would have helped her stay in the program, she suggests “giving the stipend on time.” She studied for 2 weeks without receiving any stipend.

Module 6

Asked whether she has any additional comments or suggestions for the program, she says, “My suggestion is that there are times you take a loan or debt to pay transport fees and they delay to pay the stipend, yet those who lend to you want their money. SO I am suggesting to them that they give the stipend on time.” She explains that she still owns money to someone who gave her a loan to cover transport costs when she was still in the program. She adds, “Also, I have heard that students go without signing for that stipend because it is too late for them to stay at school. They leave without signing and then the manager says that they will not get the stipend.

Asked if she knows anything about whether girls at the training center had to purchase uniforms, she says that while she was studying, the center requested that they buy uniforms. She was told to go to the tailor to get a uniform for food processing. However, she was supposed to be in arts and crafts because culinary and food processing were for those who had studied chemistry and biology. There was no uniform requirement for arts and crafts.

Asked if she knows anything about the requirement of having a savings account, she says that you were required to have a savings account to participate, and to open a savings account at the Sacco you had to have 10,000 Rwf.

SSI6: Former Trainee 2 at Nyarugunga VTC
Interview conducted with participant (unique ID 10919) on 18 June at the Nyarugunga VTC.

Module 1

Asked about the timing of when she left the program, she answers, “We had just begun the studies after 2 weeks of trainings. I was supposed to give money, but I didn’t. They asked us to buy uniforms. They said that those who didn’t study chemistry would go to Gahaya instead. I couldn’t afford transport to Gahaya so I dropped out. I am now living at home with my children. I am willing to study but the problem is that I am poor.”

(a) Asked whether she attended all of the classes during those two weeks, she says that she attended everyday. She didn’t skip any classes – she was interested. The problem was that she could not afford to go to Gahaya. Asked if she told anyone about this issue, she says that she did not. Asked if others had the same problems, she indicates that her friend outside the room (the other former trainee from Nyarugunga who we interviewed) had the same issue.

Module 2

Asked about the cost of her transport to Gahaya, she says that it cost her 700 Rwf total for both ways. Asked if she ever received any stipend for the classes she attended, she says that she did not. The other students received stipends a week after she dropped out.

Module 3

Asked whether her participation in the program had any impact on her life, she explains that the two weeks that she attended were useful.

(a) Asked whether she learned anything during those two weeks, she says that she learned about protecting herself, using contraceptives, driving a car, sexual health, and personal hygiene. Asked if she learned anything about entrepreneurship, she says that she did, and explains that she learned about arts & crafts and how to make clothing. “During entrepreneurship week, we learned how to make clothes out of materials. We also learned the benefits of vocational trainings.”

(b) Asked if her employment status has changed over the past 6 months, she explains that it has not changed. She has been making clothes out of materials, which is what she was doing before the training as well.

Asked if she feels that the training would have improved her ability to get a good job, she says that it would have “because they explained the benefit of doing arts and crafts to earn and sell income.” Asked what she would have chosen between arts & crafts and culinary, she says that she chose arts & crafts at the time.

Module 4
Asked whether she has done any other type of training since dropping out of the program, she says that she has not.

Module 5

Asked what she would change if she could change anything about the AGI program, she says that there is nothing she would change since the program is aimed at developing young girls. Asked if she can think of any changes that would have facilitated her participation, she says that “They would have provided new information to her and they would have shared knowledge” (misunderstanding of the question). She adds that she would “change the location of the arts & crafts so that everyone can access it for only 200 in transport fees.”

(b) Asked if she would add or take away any trades, she says “They can add hair-dressing, because it is also income-generating and it would be useful to learn it.” Asked if there is anywhere she can go to learn it, she says that she could go to Kabuga but she lacks the financial capacity. It costs 15,000 Rwf per month.

(a) Asked whether there is anything she would add to the life skills training, she says that there is not.

Module 6

Asked whether she has any additional comments or questions, she says, “They asked us for uniform fees and I couldn’t afford those. And they say opening an account is 13,000 Rwf. They said everyone had to get a uniform from a tailor.” Asked how much that costs, she says it costs 5000 Rwf. She explains that they were supposed to open their account at the umurenge Sacco. Asked whether other people did so, she says that she doesn’t know – maybe those who stayed did it. Also, she did two weeks of training at Kicukiro so she took on debt to go there. Asked whether she borrowed money to do that, she says that she borrowed from her husband. She requested debt from her husband and her husband was obliged to take care of the children. “He is very willing for me to continue my studies but, at the end, there was a major problem for him to find the transport fees.” She asks us whether she can get the money that she was owed by the cashier for the days that she attended the program.

SSI7: School Manager at Nyarugunga VTC

*Interview conducted with Martin Mukundabanin at the Nyarugunga VTC on 18 June, following the interviews with trainees. This interview was not planned, but we decided to add it in order to clarify some of the comments made by the former trainees.*

Module 1

Asked about his main responsibilities in the program, Martin explains that he follows up with lessons and training, and reporting any challenges found at the center. When there is a challenge, he sits with a teacher and trainer to discuss it, and then follows up with local authorities to learn and know the background of the trainees.
He also works to try to find community connections where girls can go for more training and experience. He explains that this program is a gateway for the girls to get jobs. Working with cohort 1, he visited cooperatives to check on them. They are doing business in Masaka. To assist them, he spoke with local leaders and asked that they exempt the cooperatives from paying taxes to help them get started. The official in charge of social affairs in Masaka agreed.

He also explains that they provide simple counseling at the center, acting as parents or guardians for the girls. He saw how Janet was working closely with the girls at Gahaya and getting to know them individually, so they have tried to adopt this approach for the girls at the VTC as well.

Module 4

(b) Asked how they handled the issue of dropouts, he explains that the number of dropouts was very high for the first and second cohorts. The main reason for dropouts in the second cohort was that the local leaders did not problem follow the selection criteria during recruitment. More than 20 girls dropped out immediately at the beginning of the exam. They had sad for ordinary level examinations and then they were successful so they decided to go to secondary school. They had signed up with then were on vacation waiting for their marks to come in, so the issue was that the local leaders hadn’t followed the selection criteria closely enough.

Another factor that caused dropouts is that some of the girls had been housemaids and their bosses made them stop studying. For the most part, their bosses had agreed that they could start studying but then, if they made an error at home, the punishment was for them to stop going to study. In one case, the training center hired one of these girls to clean at the center itself so that she did not have to drop out. She moved in with two girls from cohort 1 who had gotten their own house.

Asked how the training center is helping participants prepare for the next step, he says that the training center is working with the girls to try to help them set up cooperatives. They are given 300 Rwf per day for five and a half months if they participate in cooperatives. They are asked to come to the center once per month. Asked about what kind of support the VTC staff give the girls in setting up cooperatives, he says that the teachers helped identify the best people (among the girls) to manage the cooperatives. They explained to the girls how the cooperatives would start with nothing and then grow. Each month, the girls come to the training center with a report of how far their cooperative has come, and then pick up the 6000 Rwf per month that each girls has earned. The VTC staff have also suggested to the girls that their cooperatives meet every Sunday and that they ask members to make contributions to increase their share. One cooperative from cohort 1 has gotten itself a small house where it makes and sells pancakes.

Asked whether the other centers are doing similar things, he explains that the other centers have used each class as a cooperative (as opposed to helping the girls set up smaller groups). Another difference is that, in the more rural areas, the centers have engaged officials from the sector or other local leaders to help set up the cooperative. Here, he says it is different because the girls move around a lot so they cannot work through local leaders in the same way.
Asked whether the girls are aware of the support they will receive when they set up cooperatives, he says that the girls in cohorts 2 and 3 have learned that if they leave the VTC and set up a cooperative, they will have continued support.

Asked whether the girls have to purchase their own uniforms, he says that they need to wear a white top and black or blue bottoms everyday. When they are doing practicals, they need to wear white coats, which they purchase for 2500 to 3000 Rwf. The girls were given a month to find these uniforms.

Asked about the process girls have to follow to open a bank account, he explains that they are told to open an account in the Sacco in their sector. 90% of the girls cannot afford the cost of opening their account, so the AGI cashier helps them open their account on an installment plan. The first 3000 Rwf is deducted from their stipend over the first month of the program. The remaining 8000 Rwf is deducted from the savings they would have gotten at the end of the program. All of the cohort 1 members have accounts.

Asked about challenges with stipend distribution, he says that there were “no big challenges.” There was one time when the money was delayed for two weeks; this happened in the middle of the training period.

Asked about the specific reasons for dropouts in cohort 2, he says that 3 girls dropped out because they had to move. They had started the training and then their guardian or the person they were living with moved, so they dropped out. Another 3 girls dropped out because they recently got jobs. Finally, another 3 girls dropped out because they got married. Other girls got pregnant and left the program completely.

Site 5: Shyorongi VTC

FGD3: Participants at Shyorongi VTC

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Module 1

Asked whether it was challenging to attend the program on a regular basis:
- R1: “It was not challenging to attend.”
- R2 agrees.
- R3: “It was not challenging because when you set a goal you have to achieve it.”
- R4: “It was not challenging because I didn’t have anything that could hinder me from coming to school.”
• R5: “It was not challenging – it was my choice to come here and I was interested in coming.”
• R6: “It was not challenging because we live near the school and it was easy.”

(a) Asked how long it took to travel to the VTC and how much it cost:
• R1: 15 minutes to arrive there. She comes on foot, and so do all of the other girls.
• R2: An hour and a half walking each way
• R3: 2 hours walking each way
• R4: ”
• R5: “
• R6: “

(b) Asked if they had other obligations that made it difficult to commit time to training, all of the respondents say no. Asked if it was difficult to balance school with household chores, R4 explains, “It was sometimes difficult because I also have to do household chores. I tried to carry out my household chores in the morning before coming to school.”

(c) Asked whether they moved to a new home during their time in the program, all of the respondents say no.

Module 2

 Asked about whether and how the program impacted their lives:
• R4: “For me, my life changed. I got some new information that I didn’t know.”
• R3: “Also, for me, my life changed because I got new information that had a positive impact on my life. I also got a chance to save money.”
• R1: “My life also changed. I got new information and new relationships, new friends.”
• R2: “I also got new relationships, got to know new people that I didn’t know.”
• R5: “For me, my life changed because now I’m doing sports when I come here. Before this, I didn’t do sports.”
• R6: “I got new information and new friends.”

(a) Asked which element of the program was responsible for generating change in their lives, R3 and R4 chose life skills. R1 and R5 chose entrepreneurship training. R2 and R6 chose mentorship. None of the respondents choose trade training. Asked why:
• R4: “I chose life skills because it helped me to live with my new friends and not be alone, to live well in the community.”
• R3: “It is because I got knowledge on reproductive health and how to solve problems.”
• R5: “It is because I got information on how you can start from a small amount of money and have an increased income and a better future.”
• R1: “It is because I learned how to save.”
• R6: “Because I respect teachers who teach a lot of things and provide advice that we follow.”
• R2: “It is because they provide advice, especially advice on how to use money, how to use the stipend in an effective manner.”
(b) Asked how they way they spend their time changed:
• R4: “For me, it’s changed. Because before I was only doing household activities but now I take the time to study. After school, I do household chores and revision.”
• R3: “Now I have time to come to school. Before, I was only helping my mother with chores.”
• R6: “Changed because before I was only helping my mother with household chores instead of coming to school.”

Asked if they were doing any income-generating activities before the program began, the respondents all say no. Asked if they were helping their parents with cultivation, the respondents all say yes. Asked if it is a problem that they have less time to help their parents with cultivation, all of the respondents say no. Asked if they continue to cultivate on the weekends, they say yes. R2 and R3 clarify that, on the weekends, they both cultivate and do household chores.

(c) Asked whether they feel they will have a better type of work now that they have completed the training:
• R4: “Yes – because now we got new knowledge that we will use in cooperatives. After this, we will form cooperatives where we will use our knowledge to earn more income.”
• R5: “I wanted to say that we will apply what we have studied here. You can partner with students in the same class and earn income.”

(d) Asked if they took out any loans before they started this program:
• None of the respondents borrowed money from a boutique before beginning the training
• R4 and R3 say that they had borrowed money from a friend before beginning this training
• None of the respondents had borrowed money from a bank, Sacco, or MFI before the training began

Asked whether they plan to borrow money from a bank, Sacco, or MFI in the future, R4, R5, R1 and R3 say that they do. R1 says no and R2 says that she plans to open a bank account but not open money. Asked why they plan to take loans:
• R3: “So that I can start a business or a project.”
• R4: “Because I will add it to my saved money and I can start to do an activity that will help me develop.”
• R1: “Because I want to start a project and I will apply for a loan to fund it.”
• R5: “I want to start an activity.”

(d) Asked if their social lives have changed at all since starting the program:
• R3: “Yes, because before I was kind of shy and now I am no longer shy.” She says that she has new friendships with the other girls in her class.”
• R4: “My relationships changed a lot because I no longer talk with the same people as before – I got new friends. I no longer have enough time to spend with my friends from before.” Her old friends were her neighbours; her new friends were her students.
(f) (Asked whether their relationships with their mentors have at all, R6 says yes. “Before I used to ask for my parents for money to buy lotion or clothes and now I no longer do.” She says her parents are her mentors.

R1, R4, and R5 say that they had mentors before the program began. All of them say that their parents were their mentors.

(g) Asked if other peoples opinions of them have changed from before the program:
   • R4: “It is possible that it has changed. Because the way we live has changed – for example now if I need something I can buy it myself instead of asking for money.”
   • R5: “Yes – before coming here I didn’t know how to sell something to earn money…now I know how to make something liquid from a solid input.”

(h) Asked whether they got married during their time in the program, none of the respondents say that they did.

(i) Asked whether their ability to support their children changed during their time in the program:
   • R5: “It changed. Before now, I didn’t know how to save, how to not use something and save it for a greater use. Now I can advise my family on how to get something great.” Asked to share an example she says, “We use pineapples – I didn’t know that you could keep it for a long time. Now I know how to process it into a juice that lasts longer.”
   • R4: “For me, it changed. Because my mentality changed as my knowledge has increased, I can provide useful activities. Now we are learning about entrepreneurship and how to save money.”

(j) Asked if their goals for the future changed:
   • R3: “It changed. Before, I had the goal of having livestock but I did not have enough means. Now I can do it.” Asked if this is still her goal, she says “I achieved it. I bought pigs.”
   • R1 says that she also bought livestock (a chicken). R2 bought a goat.
   • Asked if their goals changed, R4 says, “My goals also changed because I was planning to have livestock and also to increase what I earn.”

(k) Asked if their self-confidence has changed at all, R6 says “Yes – now I am hopeful that I can achieve something greater in the future.” Asked what, she says “For now I have started saving money and I will use that for something great.”

(l) Asked if they feel the changes in their lives will last, they all say that they will. R4 explains, “For me, it will last because I’m planning to apply my knowledge by being a member of a cooperative so I will apply it and continue to use it in a cooperative.”

(m) Asked how they used their stipend and whether they would have attended the program without it:
   • R6: saved it, did not use it; used some of it for buying clothes. She says that she would have attended the program even without the stipend.
• R5: Used it for basic needs and saved the rest of it. She would have attended the program without it because it interested her.
• R4: “For me, I used it for basic needs (clothing and body lotion) and saved the rest. I would have attended without it.”
• R3: used stipend for livestock, clothing, and body lotion. She would have attended the program without it because she wanted to increase her knowledge.
• R2: She bought livestock, lotion, and clothing. She would have attended without it.
• R1: bought livestock and clothing and saved the rest. She saved 5000. She would have attended without it.

(m) Asked what they plan on doing with their savings:
• 4: “We will add on what we have saved. We will start a cooperative that produces what we have learned.” The other respondents all agree with her.

Module 3

Asked about the quality and usefulness of the trade training:
• R6: It was wonderful “because it gives you an opportunity to apply it after.”
• R5: “It was wonderful. I chose it because I liked it, because I was dreaming of applying it as a professional later in the future.”
• R4: “It was very good because before I could give money to buy juice and now I can do it myself.”
• R3: “I also think it was good because after completing my studies I will apply it and earn income.”
• R2: “It was good because even If I don’t have the means of working in a cooperative I will work individually at home.” Asked if she is worried about whether she will have enough means to work in a cooperative, she says “Yes, because if we don’t agree on everything in a team then we will work individually.” Asked if they sometimes disagree in the cooperative, she says that they do.
• R1: “What I chose is wonderful because before I would spend my money on buying a juice but now I make it myself.”

(a) Asked whether they are glad that they studied the particular trade they studied, they all say that they are. R2 explains that she “chose arts and crafts because I like jewelry.”

(b) Asked what they would have studied if they could have studied a trade outside of what the AGI program offered, R3 says that she would have studied hair-dressing (“because I like it”) and R5 says that she would have studied food science “because I would complement food processing and add on top of the by studying food science.”

(c) Asked if the trade-specific training met their expectations, R4 says that it didn’t “because we study very few things and because the foods we studied in theory – like strawberries and applies – are not available in practice.”
• R2: “Yes, because what cohort 1 said that they learned is the same thing that we are learning.”

(d) Asked which module was the most useful, R3 says that the most useful in arts & crafts was tie-dye. R5 says that the most useful module in food processing was pineapple juice.

(f) Asked which was the least useful module or lesson, the respondents say that none of the modules were not useful.

(g) Asked whether the course was the right amount of time, the respondents agree that it was.

(i) Asked what they would change if they could change anything about the course, R4 says “What I would change is to provide more fruits that are used to produce juice – the ones that are available in practice.” R6 says that they should add onto the styles that are taught in arts & crafts so that the trainees learn more styles.

(j) Asked if they think they will end up doing the trade that they studied, R3 says yes, “but if there is an opportunity to do other activities, we will also do them.” Asked what type of activities she is referring to, she gives the example of cultivating vegetables. R5 says, “I am planning to do food processing after completing my studies; for my other choice of work activities I could do something else.” Asked to provide an example, she says that she could sell products made from food processing like a businesswoman.

Module 4

Asked for their opinion of the quality and relevance of the life skills training:
• R1: “We learned about personal hygiene.” She says that it was useful.
• R2: “how to solve problems, and seek advice.”
• R3: “It was very useful because they taught us how to solve problems and live better in the community, how to have good relationships.”
• R5: “It was also very useful because I learned how to apologize, how to not become angry.”
• R6: “It was also useful. When I have a problem or issue with my friends, I learned how to solve that issue.”

Asked which module were the most relevant to their lives, the participants respond as follows:
• R3: 1, 6, and 7
• R1: 1, 6, and 7
• R2: 1, 6, and 7
• R4: 1, 6, and 7
• R5: 1, 2, and 7
• R6: 1, 5, and 7

Asked why:
• R4: The reason why I chose 6 is because you cannot achieve something great if you are not healthy and hygienic.”
• R6: “I chose 1 because trust is very important. Trust is very important in life and also when you face a problem you have to know how to solve it. I chose 5 because you have to know how to manage stress and rest. If you work when you are stressed, you do not produce the bets outputs.”
• R3: “7 because we learned how to behave in day-to-day life. I learned how to handle unwanted pregnancies. 
• R1: I chose 7 because I learned how to behave in life. Asked to be specific, she says that she learned how to prevent unwanted pregnancies, for example by using contraceptives when you are married.
• R3: I learned that “when you are not married, you don’t have to have sexual relations. If you do, you have to use condoms.”

(c) Asked whether there were topics or lessons that were not relevant, the respondents say no.

(e) Asked whether most of the information was new to them, R4 saw that they knew some things already but a lot was new. Asked what they knew already, she says that they knew the information about personal hygiene. The other respondents agree.

(f) Asked whether they can remember most of the things they learned, the respondents agree that they can.

(g) Asked whether the life skills training met their expectations, R4 says, “For me, it met my expectations. I learned what I wanted to know or what I was expecting to learn. I wanted to learn how to live in society, hygiene, trust, and self-confidence.” R5 agrees with her.

Module 5

Asked about their opinions of the quality and relevance of the entrepreneurship training:
• R1 says, “For me, it was useful because I learned how to save.”
• R2: “It was useful because I learned how to effectively make expenses so as not to waste money.”
• R3: “I learned how I can be an entrepreneur. I learned how to apply for a loan if I don’t have capital so I can start from that loan.”
• R4: “I learned that every amount of money is useful even if it is little because I can use it to earn more.”
• R5: “I learned how to make expenses, how to only buy the basics needs and not use money for wants.”
• R6: [I learned that] “if you have a little amount of money you can use it – it can help you to gain a lot of money.”

(d) Asked whether there were any topics or lessons that were not useful or relevant, the respondents say that there were not.
(c) Asked whether most of the information was new to them, the respondents say it was.

(f) Asked whether they feel that they can remember most of the things they learned in entrepreneurship training, R4 says yes: “It will last and we will apply it so that we cannot forget it.”

(g) Asked whether the entrepreneurship training met their expectations, R4 says yes: “It met my expectations because it will help me development myself and my level.” R2 agrees: “Yes, because there was a lot of new information that I got there that I didn’t know.”

Module 6

Asked their opinion of the quality of the teachers they worked with:

- R6: “My teacher is good, I don’t have any problem with her.” Asked if she has more than one teacher, she says that she has 2 teachers and they are both good.
- R5 says that she is very happy. She has good relationships with her teachers. There aren't any issues, and her teachers provide advice to her.
- R4 says that she has good relationships with her teachers – they teach her well and also provide advice when she is facing issues.
- R3 says that she has good relationships with her teachers.
- R2 and R1 both say that there are “no problems.”

(a) Asked if they feel their life skills teachers are knowledgeable, the respondents say that they are.

(b) Asked about the most effective training approaches:

- R4: “They were using examples and games to teach us.” She says that this was useful “because they were using a game to show how to solve problems.”

(c) Asked if they feel the teacher for their trade was knowledgeable and communicated well, they say yes.

(d) Asked if they feel that their teachers encouraged them to ask questions, they say yet.

(e) Asked if they prefer male or female teachers for life skills, R4 says that it isn’t an issue – anyone can teach it. The other agree. Asked if they prefer male or female teachers for the trade training, R5 says that anyone can teach it.

(f) Asked if their teachers attended the program on a daily basis, they say yes.

(g) Asked if their teachers were available for extra support when they needed it, R3 says yes. R5 adds, “For example, they were given a group assignment and if they didn't understand it they could go to the teacher for a small explanation.”

Module 7

Asked how they feel about the transition from training courses to the second half of the program:

- R1: “I don’t have any problem. I am well-prepared. I will practice what I learned with cooperatives [with others in my class].” Asked if she expects to receive any extra guidance and support or help from people in AGI, she says no. Asked if there is anyone in the group who is in a cooperative already, she says no.
• R2: “I am trying my best to make more efforts so as to be a part of a cooperative.” Asked if it is difficult to be a part of a cooperative, she says no. Asked why she feels she needs to make more efforts, she says that she needs financial means. She thinks the money in the savings will be enough and “even if I don’t have enough, I will sell livestock to have enough.”

• R3: “I am also planning to be a member of a cooperative. I am well-prepared because I am saving money.” Asked if she expects support from AGI, she says no. Asked if she expects to keep in contact with AGI, she says yes. “We will come to see them if we have any problems.” The other respondents all agree. Asked who they will come to see, R3 says that they will see their teachers. Asked if they have received any guidance yet, she says that “sometimes they teach us how to start a cooperative.” She says that she does not have any worries about starting a cooperative.

• R4: “I am ready to be a member of a cooperative and apply what I learned here.” She says the teachers have been helpful – they “told us how to save money and be able to start.”

• R5: “I am preparing myself so that I can work with other students.” She says that she does not have any worries about starting a cooperative. She will work in food processing and, if possible, look for other knowledge and apply it.

• R6: “I have not problem – I am ready to start a cooperative with others.”

Module 8

Asked whether they think the training center was well-managed, R6 says that it was. The other respondents all agree.

(b) Asked whether their classes started on time, R4 says “sometimes there were obstacles like lack of water and we went to fetch water before studying.” She says that this would take about 40 minutes.

(c) Asked whether the distribution of stipends worked correctly, R3 says that at one point the stipend was delayed by 3 months. The others agree and explain that they were given 3 months’ work of stipend all at once. Asked if this caused any problems, R4 says that it did – “it was difficult because I needed to buy body lotion and other basic needs.” The respondents say that the distribution of stipends is working well now.

(d) Asked whether there are childcare services available at the training center, the respondents say that there are none. They are not allowed to bring children to the school. Asked whether it would be useful to have childcare services, R4 says “Yes, because there are times that students skip class because they don’t have someone to take care of their children at home.”

(e) Asked whether they were ever told about counseling services that might be available, the respondents say no.

(f) Asked whether they feel the training center was girl friendly, R5 says “The center is girl friendly because every service that a girl might need is provided here.” Asked for an example, e she says “You can come sick and then they don’t make it public but you go with your friends and discuss it in secret without making it public.” R4 adds, “What I can add is that it is very easy for girls to come because if you have your period at school there is a girls’ room here so you can clean yourself and go back to class.”
Module 9

As asked whether they have any additional comments, R4 asks for our phone number (and we provide it). R5 asks whether we will still follow up with them even though they will no longer be studying in 6 months’ time. We explain that we will try to follow up with them anyway.

Site 6: Bushoki VTC

FDG4: Participants at Bushoki VTC

*Interview conducted at the Bushoki VTC on 19 June 2014. Participants were randomly selected from those present who had taken the baseline survey.*

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Module 1

As asked whether it was challenging to attend the program on a regular basis:

- R1: “It was not very challenging because we were happy about the program.”
- R2: “It was not challenging because they provided transport fees.” She walked to the program each day “and then I could use that money - for example, when I was hungry at school, I could use it to buy food.”
- R3: “I live far from here and they provided transport fees for me to come.” She spent 150 Rwf each way, which got her halfway to the VTC and then she walked the rest of the way.
- R4: “It was not challenging and I tried to arrive on time.” She says that she normally arrived on time.”
- R5: “It was not challenging. We were very happy. Those who live very far had transport fees so it was not difficult.”
- R6: “It was difficult on the first day but we are happy about the opportunity and interested in the lessons so we come on time.”

(a) Asked how long it takes them to get to the center and how much they spend on transportation:

- R3 paid for transportation on a bicycle. It took 2 and half hours. Otherwise, she would walk for 3 hours. She usually leaves her house at 5.
- R1 spent 1 hour 30 minutes walking
• R2 spent 1 hour 30 minutes walking
• R4 spends 1 hour walking
• R5 spends 1 hour 30 minutes walking
• R6 spends 40 minutes walking

(b) Asked if it was difficult to commit time to training and balance it with other obligations:
• R6: “No. We didn’t make time, we only wasted time on the first day because we didn’t know the location.”
• R1: “No, it was not difficult.”
• R6: “Because my family knows I am at school, they allow me to come to study and I postpone the household activities in the afternoon when I return home from school.”

(c) None of the respondents moved to a new home during the training.

Module 2

Asked whether their involvement in the AGI program changed their lives in any way, and how:

• R6: “For me, my involvement brought change. For example, before I didn’t know how to speak in public. Also, I used to see juices but didn’t know how it was made.”
• R5: The change is that I didn’t know how to work in teams, speak in teams, share my ideas in teams. Also, I now know how to produce jam and juice.”
• R4: “I also know how to produce jam and juice.”
• R3: “I know how to make juice and jam – I can produce it myself without any help.”
• R2: “I didn’t know how to make earrings, necklaces, but now I know how to produce those things. I now know how to work in cooperatives.
• R1: “Before, I was alone and didn’t have friends. Now I know how to be with others. I know how to produce bracelets, necklaces, earrings. I got a bank account.”

(a) Asked which part of the program was most responsible for generating change in their lives, 3 respondents choose the life skills training (R3, R4, and R1) and 3 respondents choose the trade training (R2, R5, R6). Asked why:
• R2: “The reason why is that we are working in cooperatives and I can borrow money in my cooperatives. That money helps me solve my problems. Also, training in arts and crafts helped me understand how to make earrings, bracelets, and other jewelry.”
• R6: “I chose food processing – before, I would see juice and hear people saying that they produced it. I wanted to know how and now I know how. Before, I didn’t know what materials they were using. I thought they only used fruits but now I know they also add products and chemicals.”
• R3: “I chose it because I learned how to behave in society, how to live with others, how to be a good listener. Like, if your neighbor says something, not to laugh but to listen.”

(b) Asked how the way they spend their time has changed:
• “It has changed because they taught us how to manage time. Before we didn’t have something to do, activities to carry out. And even if they had activities they didn’t know how to plan or make schedules but now they do. After this training, we now organize ourselves.” She explains that she is more organized about how she spends her time outside of class.
• “For me, before my involvement here I was spending my time at home. I had household chores, and then I would go to visit others even if it was not necessary. Now when I am at school, I start making necklaces and then when I am at home I continue.”

Asked if they had any IGAs before, all of the respondents say that they did not. Asked if they spent time cultivating, R1 says that she would cultivate for her parents. All of the other respondents say that they did the same. Asked whether it is a problem that she has less time to do this now, R6 says, “No, because when we were only cultivating we didn’t have the means to buy body lotion or other basic needs. Now that we started, we can use the stipend, so it is not a problem.”

(c) Asked if they think they will be able to have a better type of work, R4 says yes, “Because we will start being members of cooperatives and will work in those.” R6 says, “I hope that I will work individually and I will go in a cooperative.” R1 says that she will be in a cooperative.

(d) Asked whether they took out loans before beginning the program, all of the respondents say that they had borrowed money from a boutique. All of the respondents except for R5 say that they had borrowed money from a friend. None of them had borrowed from a Sacco, MFI, or bank. R6 explains, “We didn’t borrow because we didn’t have bank accounts.” Asked whether they plan to borrow from a Sacco, MFI, or bank in the future, all of the respondents say that they do. Asked why:

• R2: “I will borrow money in the Sacco to buy a cow and then pay slowly after buying that cow. That way, I will have milk to drink and sell the extra.”
• R4 says that she is planning to work individually and in a cooperative so she will apply for a loan to add to her savings so that she has capital for a business.
• R1 says that she will not apply for a loan because she will be in a cooperative – so she won’t apply unless it is a must to apply collectively with the cooperative.

(e) Asked whether their social lives or relationships have changed during their time in the program:

• R6: “My relationships changed because we learned how to behave in society.” She says that, if someone makes a mistake, she learned to forgive them. If someone insults her, she forgives them and tells them that it is not good. Asked to give an example, she says, “Before, someone could insult me and I had the reflex of also insulting them. Now I no longer do it. I no longer reply and instead I provide advice that it is not good.
• R2: “Before, someone could share his idea and I would laugh but now I listen before reacting. We all take time to listen and think about it.”

(g) Asked if they think that other people’s opinions of them have changed:

• R6: “Before, I could ask for a loan and people refused due to their opinion of me. Now, if I ask for a loan from a seller in a boutique, they give it to me. People seek advice from me.”
• R5: “yes, because before people didn’t seek advice from me but now they do.” Asked to provide an example, she says that people ask her information about the VTC, what foods they process, and how to produce juice.

(h) None of the participants got married during their time in the program.
(i) Asked if they have children, R4 says she does. Asked if her ability to support them has changed, she says “Yes – now I have some money. I can provide basic needs for my child.”

Asked if their abilities to support their families have changed, others respond:

- **R6:** “Yes, it changed because before, at my home, we could lack soap but now I can buy it myself.”
- **R1:** “Yes – before, my mom could provide food and lotion. It was hard for her to provide everything. Now I can be responsible to buy body lotion and all the family can use it.”

(j) Asked if their goals for the future have changed:

- **R6:** “Yes – I had the goal of buying a goat but I did not have enough means. Now I have bought a goat.
- **R3:** “Yes, my goals changed. Because before I had the goal of opening a bank account and now I have a bank account.” Asked if she had to pay to open her bank account, she says no. The school opened the account for her and used the money from her savings.

(k) Asked if their self-confidence changed during their time in the program:

- **R6:** “It changed because I was not self-confident and couldn’t do things by myself and now I am very self-confident.”
- **R5:** “My self-confidence changed. For example, when I was at home, I wanted to buy livestock but it was not possible. But now, after starting here, I have bought livestock.”

(l) Asked if they feel these impacts will last, R2 responds: “It will last because we have started giving money in the cooperative and after completing studies we will start operating in cooperatives. We will sell our products and earn income. We will still work.”

(l) Asked whether they used their stipend to purchase livestock, all of the participants say that they did:

- **R1:** 1 sheep and 4 rabbits
- **R2:** 1 goat and 2 hens
- **R3:** 1 goat
- **R4:** 1 pig and 12 hens
- **R5:** 3 rabbits and 1 sheep
- **R6:** 1 goat

Asking what else they used their stipend for:

- **R1:** “Before, I asked for everything. Now I provide body lotion and basic needs myself.”
- **R2** says that she bought hygienic pads instead of her parents.
- **R3** says that she used to ask for things from her parents but they took too long.
- **R4** says that she saved it in an account so that it will be easier for her to apply for a loan.
- **R5** says that she saves her money in a bank account and uses rent for basic needs like lotion
- **R6** saved the stipend and uses it to solve different problems.
All of the respondents say that they would have been able to attend the program without the stipend.

Module 3

Asked their opinion of the quality and usefulness of the trade training:

- R6: “Studying food processing is very interesting. Now if you give me fruits, I can produce juices. I know how to produce juice and jam.”
- R2: “It is useful because I can produce earrings and necklaces. Someone can give me an order and I can do it. They’ll pay me and I can earn income.” Asked if she chose to study arts and crafts, she says that she chose food processing but they she was assigned to arts and crafts. She is still happy with it anyway.
- R3 says that the training has been useful because she now knows how to produce juice and jam.
- R1 says that it is useful because she knows how to produce necklaces, earrings, and other things. She chose to study arts & crafts is “very happy” with this choice.
- R4 says that studying food processing makes her happy because she can produce pineapple juice. She chose to study this.
- R5 says that studying food processing makes her happy because she can take fruits and make juice. She chose to study this.

Asked if she thinks she would change trades if she had the choice, R6 says “I would remain in food processing because I like it.” It was her first choice.

(b) Asked what trade they would choose if they could choose something outside of the choices currently offered by AGI, R6 says that she would choose construction because she is interested in learning how they do it.

(c) Asked if the trade-specific trading met expectations:

- R3: “Yes, but I wish it would continue because there is still more information that I want to know.” She says she wants to know how to do bakery and make bread.”
- R1: “Yes, because I was expecting to learn how to make necklaces from papers and now I know.”

(f/g) Asked which was the least useful module, the respondents say that everything they learned was useful.

(h) Asked if the course lasted the right amount of time:

- R1: “I had enough time to study.”
- R2: “It was enough because there are some students who come from far and they still had enough time to travel home.”
- After we clarify that this question was about whether they had enough weeks and months of studying, R2 says that it was not enough time because there is only a little bit of time remaining but still a lot of topics to cover. She says that it would be helpful if they added 2 months to the training. R4 and R6 agree.
(j) Asked whether they think they will end up working in arts and crafts, R1, R6, and R4 say that they think they will.

Module 4

Asked their opinion of the quality and relevance of the life skills training:
- R1: “It was good because our knowledge increased a lot.”
- R2: “Life skills training was good because I learned a lot of things. When we didn’t understand, we could ask a question and they would provide answers.”
- R3 says that it was good because she learned new information
- R4 says that it was good because she learned how to make decisions.
- R5 says that it was good because it was very useful
- R6 says that it was good because before the training, she would decide something without taking enough time to think about it.

(a) Asked which lessons were most relevant to their lives:
- R6: 6, 2, and 3
- R5: 1, 3, and 6
- R4: 3, 6, and 7
- R3: 1, 3, and 6
- R2: 1, 6, and 7

Asked why:
- R1 says that she chose reproductive health because it is very useful to learn that you can sex and get pregnant when you have your period – she didn’t know this before.
- R6 chose 2 because she didn’t feel like a leader before but now she is confident that she can be a leader.

(c) Asked which topics or lessons were not relevant, the respondents say that all of them were relevant.

(e) Asked if most of the information was new, R6 says that some was new and some they already knew but didn’t apply enough, such as the information on hygiene.

(f) Asked whether they will remember most of what they learned during the training, R6 says that she cannot forget it because it was very useful and she has started to apply it.

(g) Asked if the life skills training met their expectations:
- R2 says that it did “because they explained it to us well, like about reproductive health. They provided enough information and explained it well so that we could understand it.”
- R5 says that it met her expectations
- R6 says that it met her expectations as well. She was curious to learn about delivery and twins, which she learned about. She also now knows a lot of other information.
• R3 says that it did. It was very useful because before she was not a good listener. “I could be with someone who wanted to tell me something and I wouldn’t listen. Now I am a good listener.”

Module 5

Asked about the relevance of the entrepreneurship training:
• R1: “It was useful because before I didn’t know how to manage money. I used to waste it.” Asked for an example she says that she used to buy body lotion for 1500 Rwf and now she considers everything and buys lotion for 800 Rwf so that she can use the rest of the money for important things.
• R2: “Before, I used to think that I couldn’t sell things on the market and now I can produce something and go to sell it on the market.”
• R3: “I used to think I could use all money for expenses: now I know to split it into 2 parts, savings and expenses.”
• R4: “Before, I could waste my money. Now I know I have to manage it and only make expenses for basic needs.”
• R5: “Before, I could earn and waste. Now I can say, let me buy beans and I keep beans and save a higher amount. R6: “I used to see people saving at a higher rate and thought it was complicated. Now I know I can do it.”

(c) Asked which topics or lessons were not relevant, the respondents say that all of them were relevant.

(e) Asked if most of the information was new, R6 says “It was new but we heard some of it before and we didn’t know much about it.” The other respondents agree.

(f) The respondents say that they will remember what they learned.

(g) Asked if the entrepreneurship training met their expectations, R1 says that it did: “It met my expectations and what I could not understand I asked questions about.”

Module 6

Asked their opinion of the quality and usefulness of the training provided
• R6: “Teachers were helpful – we could ask questions and they provided answers.”
• R2: “I agree with her because we felt comfortable with them. They showed us their support. We could ask things freely and comfortably.”
• R4 agrees with R2.

(a) Asked if the life skills teachers were knowledgeable, R6 says that they were and that they provided a lot of good information. The other respondents agree.

(b) Asked which were the most effective teaching approaches, R6 says that they enjoyed participating – the teachers encouraged them to speak and they learned how to speak in public without fearing. “I can
now speak in public even in a meeting.” R3 agrees that it was great because she learned how to speak in public.

(e) Asked if they prefer male or female teachers for life skills training, R6 says “We feel comfortable with female teachers because you cannot ask a lot of questions to males regarding the reproductive system.” R2 and R1 agree. Asked whether they prefer male or female teachers for the trade training, R6 and R4 both say that they don’t have a preference.

(f) Asked if their teachers attended the program on a regular basis, the respondents agree that they did.

(g) Asked if their teachers were available for extra support, all of the respondents say yes. R1 says “For example, you can take materials home to work on the weekend. If you reach a time and don’t know how to proceed, you can call your teacher and ask how to proceed. Asked if their teachers ever gave them personal advice, R4 and R6 say yes. R6 explains, “For example, I can suffer from a disease and then seek advice from my teacher and my teacher can provide advice about what I am to do.”

Module 7

Asked how they feel about the transition from training courses to the second half of the program:

- R5: “After completing my studies, I will start working in a cooperative. I can also work individual by selling beans.” The cooperative will work in food processing. She says that she does not have any worries about this; she feels ready. They have already set up the cooperative with the support of AGI. Asked about the process of setting up the cooperative, she says that each week the members give 500 and they have opened a bank account where this 500 Rwf per person is deposited. Asked if the cooperative will only do food processing, she says yes. Asked who from AGI is giving guidance, she says that it is the cashier.

- R1 says that the process is the same in arts and crafts. She explains that they also have a cooperative where they save 500 per person per week. Their teachers and the cashier helped them set it up. They provided guidance and approved the approach to saving money each week, which had been the cashier’s idea. They will start working with the cooperative immediately after the formal training ends. She says that she does not have any worries because “we will work as a team.” Asked if there is anywhere where they can sell their products, she says that they have agreed on a place where they can sell them, but some members disagree. She says that she feels prepared.

- R2 says that she feels prepared and she is not worried because she will be in a cooperative with fellow students. Asked if it is mandatory to be in a cooperative with other students, she says that it is not. “If you want to work individually, you can do it.” Asked if it possible to leave the cooperative she says that “maybe you have to sit with cooperative members and decide how to divide [the funds].” Asked if it was her choice to join the cooperative she says “It was not an obligation. They explained to us the benefits and we all decided to join.” Other respondents say that they had the same choice in food processing class.

(d) Asked if any of them have worries or concerns about the next part, R3 and R4 say that they do not. R6 says that she does not have worries because she contributes each week so “the saved money will help us start.”
(e) Asked if they are prepared to leave the training, R6 says yes – “The teachers provide advice and guidance on how we should operate.” She says they have already begun providing advice and they will continue to do so, including helping them address obstacles should there be any.

Module 8

Asked if they feel the training center was managed well, all of the respondents say yes.

(a) The respondents say that there were no problems in the management of the training center.

(b) Classes started on time

(c) About the stipend, the respondents say that it was generally ok but sometimes there were long delays. Asked if they faced any problems as a result of these delays, they say no.

(d) Asked if childcare services were provided, they say yes. They feel the services were useful, although none of them had to use them. Asked whether the VTC should continue providing these services, R6 says yes “because those who have children sometimes lack someone who can take care of them if they are sick.” However, not a lot of the students use the childcare services.

(e) Asked if they were ever told about counseling services, R3 and R6 say yes. R6 says “They explained things: for example, they explained how someone who has trauma can deal with trauma.” All of the participants feel that it was a good thing that this service was provided. R6 adds, “Sometimes before, people would have problems of mental illness and other people would leave them but now people don’t leave them. They can provide hope for those people who have mental illness.”

(f) Asked whether the training center was girl-friendly, all of the respondents say that it was. R1 says that it is girl-friendly “because when you have a problem, when you are sick, there is a place where you can go to rest.” Asked whether they can think of any ways to make the training center more girl-friendly, R6 adds, “I think that what they have done is enough because, as my fellow student said, when you are sick there is a place you can go and then come back after when you feel good.”

(g) Asked if the center has a girls’ room, the respondents say that it does. There are pads, a sink, soap, lotion, and a bathroom to wash. All of the girls have used it except for one of them, and they say that it has made the training easier.

(h) Asked what they would change if they could change anything about the management of the program or training center, the respondents say that they would not change anything.

Module 9

Asked if they have any additional comments, R6 says that they should add tailoring to the existing trades because it is also useful. R2 says that they should add hair-dressing because it has a lot of customers.
SSI8: Participant at Bushoki VTC

Module 1

Asked if there is anything else she can share about her experience in the program: “On my experience on the first day, we came late and the teacher was already here. The other teacher welcomed us in – she was very kind. We didn’t know the exact location as it was our first time here so we came all the way asking for directions.”

Asked if she has a mentor in the program, she says her mentor is the food processing teacher. He taught how to make sure and also provided advice on how to live in the community with other students. Asked if she is generally comfortable with male teachers, she says yes.

(b) Asked if there is anything negative about her experience that she can share, she says no.

Module 2

(a) Asked if she had any obligations that made it difficult for her to attend the program, she said that she didn’t have any specific responsibilities and her family was supportive of her studying.

(b) She has not been pregnant during her time in the program.

(c) She has not experienced gender-based violence during her time in the program.

Module 3

Asked about the impact of the program, she says that she learned how to behave well, count her periods, and explain her ideas.

Asked about her role as a leader in the program (which she had mentioned during the focus group), she says that she is the class monitor of food processing. She was chosen as someone who could provide advice on life in general and explain things that others do not understand. Asked if some of the other girls have trouble understanding things, she says “The reason is that you cannot understand everything so we are complementary to each other.” She says that the level of teaching is appropriate – the students can understand everything.

Asked about the types of challenges that the girls in the food-processing class faced, she said that some had trouble going to speak directly to the director. Instead, they went to her and then she talked to the director. For example,”Before they provided pads and students feared to use them, so I provided advice that they are free to use them, and brought them to the girls so that they could use them.”

Module 4
Asked if she thinks the different trades were all equally useful, she says that she thinks so. “The girls are happy with it because they based the trades on students’ choices.” She says that there were no criteria and the girls ended up in the trades that they chose.

Asked what she knows about the agri-business class, she says that in agri-business, they learned how to cultivate fruits (avocados) and vegetables (like tomatoes). She says that they have started contributing to their cooperative and they are prepared. In all of the trades, they give 500 per week to the cooperative out of the 2500 they get from their stipend each week. Asked if all of the girls are willing to start cooperatives, she says yes.

Module 5

Asked which parts of the life skills training were most needed, she says that “solving problems in their families was the most important thing; also personal hygiene.” Asked what types of family issues, she said divorces, separations, families who argue over parcels of land.

Asked if she would add anything to the life skills training, she says no because they provided a lot of information in the training.

Asked what she would want them to talk about if they added 1 week to the training, she says “I would choose for them to provide information again about working in cooperatives.” Asked if there is confusion about that, she says “Some people didn’t understand it very well so it might be useful to provide those trainings. Nothing was very complicated but the level of students to understand it is different.”

Asked if she every sought out any family planning resources or advice, she says no but she plans to do when she gets married.

Module 6

Asked if she has heard about any negative experiences that girls may have had with teachers, she says no.

Asked if there is anything that she wanted to learn in food processing that they didn’t cover she says that she wanted to also learn how to cook.

Module 7

Asked if she is confident that the cooperative will be successful, she says that she is because everyone is committed. Asked if she thinks she will be a leader in the cooperative, she says that she thinks she will still provide guidance and advice to those who bring issues or misbehave.

Asked what she likes about being a leader, she says “I like to see people listening to me, respecting me, and giving value to what I’m saying.” Asked if she was ever a leader before coming to the program, she
says, “When we came here in training, the explained to us not to be shy. I became a leader but I never was one before.”

Asked if there have been any foreseen challenges in setting up the cooperatives, she says no.

Asked if there is a plan for when/how the cooperative will get advice from AGI, she says “we have planned that we will look for a time to come here to school for advice, if possible once a week.”

Module

At the end of the interview, she asks why the project is only for girls. She thinks they should offer a separate project for boys because boys “also want to have a greater future and be developed.” She feels that boys face the same challenges as girls. They should learn construction and all of the same trades as girls. Asked whether she has any other ideas to improve the program, she says no.

SSI9: Food Processing Trainer at Bushoki VTC

Module 1

Asked about his roles and responsibilities in the AGI program, he says that he trains students in food processing. He teaches them how they process a variety of fruits and milk, and make it into something else, because this trade is not usually done here. “It is not done here, and it can be done to make them income.”

Asked if he has any mentoring responsibilities, he says that “being a mentor is also part of my responsibility, so I provide advice. Especially since the students come from poor families and face a lot of issues – I have to help them be ready for their life.” Asked if he can provide an example of how he has advised students, he explains, “A lot of students are facing difficulties – when you start teaching you can identify them because they do not follow. The teacher then needs to take them aside and help.” He says that, like parents, the teacher can show students that they also face problems, and help them focus on their future.

Asked if he has any role in helping the girls set up cooperatives, he says that there are other who help with this – the Great Lakes Fronteirs mentors provide trainers.

(a/b) Asked which parts of his job have gone smoothly and which parts have been more challenging, he says that the training in food processing has gone smoothly; “I studied it so I am qualified to teach it.” Also, dealing with students with particular problems has worked out. “At the beginning, it was not easy. There were issues with students who liked to be alone. They were alone because they had a lot of problems.” Asked how many students had this issue, he says that there were four in his class. Asked how he handled this, he explains that he provided advice. He took those girls apart and listened to their problem. He could see that this worked because thereafter the students changed. This issue existed at the beginning only; now the girls are at the same level.
Asked if there are any counseling services available at the training center, he says that he does not know. “At the beginning, they provide trainings.” He says there were also trainings on counseling such as trauma, but he does not know who provides those trainings. (c) Asked who he reports to when he encounters a challenge in his job, he says that he reports to the school manager. The school manager has been very helpful.

Module 2

Asked about the differences in implementing the program with cohort 1 and cohort 2, he explains that he was not hired until the middle of cohort 2. He came to replace another trainer in the middle of cohort 2. He does not know why the trainer from cohort 2 left.

Module 3

Asked about trainee performance, he says that the students did not have any problems. They understood the subject matter he was teaching them.

(a) Asked how active the trainees are, he says that they are very active. “Food processing has two parts: theory and practice, so in the practice part they are very active.”

(b) Asked whether the trainees ask a lot of questions, he says they do. “When they are in theory, they ask a lot of questions because the material is new.” As a result, they understand it well when they go into practical sessions.

(g) Asked whether there is variation in girls’ performance, he says that the girls are all on the same level and it is a high level.

(e) Asked about the characteristics of trainees who benefit the most from the training, he says that most of the students face problems and are poor, so they have high performance because they see this as a rare, unexpected, and useful opportunity. Asked to clarify, he does not seem to understand the question.

Module 4

Asked if there were any challenges that arose in the management of the training center, he says that he does not know about the management of the training center.

Asked if there were any challenges that arose in the management of the food processing class, he says “There are students who faced a lot of problems and they did not drop out of school at the same level. Some completed S3 and other started S4-S6. In food processing, there is a lot of science (biology, chemistry, physics, and math), so it is difficult to take those students who drop out in different grades and get them to the same level. Asked how he handles this, he says “First of all, I start from zero and give the basics. Also, it is not captured on the timetable but he looks for time to recap to bring students on the same level.”
He adds that another challenge is that they are using an English program. Since the girls come from different grades, they are on different levels. He tries to explain in Kinyarwanda but gradually they get used to the English. It is difficult to explain scientific terms in Kinyarwanda.

Asked whether he feels they have adequate materials and equipment, he explains, “On their level, the provided materials are enough.”

Asked whether their level of knowledge is high enough for the market, he says that, on their level, the knowledge they get is enough for the market.

Asked if there is anything he would change about the curriculum or the way that the course is taught, he says “On the curriculum, what is provided is good and useful but if you consider the job market there is still a large gap to fill.” Asked what else would be useful for them to learn, he explains, “Here they teach fruit and milk processing. If they could add more meat processing, bread processing or bakery, that would fill the gap and help them on the job market.” Asked how much extra time it would take for the girls to learn these trades, he says that it would take a full year – i.e. an extra 6 months on top of the current training – to learn those things.

Asked whether there were any challenges related to trainees missing class or having outside obligations, he said that there was a problem of sickness “but that is normal, that is not a big challenge.”

Asked whether he feels the trainees are prepared to run their own businesses, he says “It is possible.” Asked what else the program could have provided to help them be more prepared, he says, “If you look at knowledge, they have the required knowledge. The problem is about the materials, for example machines. The girls come from poor families so they have very little money and some do not have means enough to survive. Asking them to create a factory, even a small one, is beyond their means. If they can add on their means so that they can afford the machines – even if it would be of low quality, they could start with those machines of low quality.” Asked whether he thinks the cooperatives will be able to afford the low quality machines, he says that it will depend on their level of commitment. If they are committed, it could happen. Asked how much it costs to purchase the low quality machines, he says that it would require 200,000-500,000 Rwf per cooperative.

Module 6

Asked if he has anything else to add, he says, “This program is very good. I’ve already said what can be added if they can add on the program, it also means adding time. If they can add those machines or they help – by helping them to have those machines, the loans will be adequate. It is feasible for them to pay back that money, so it is the best way to provide those machines to provide some that they can pay back by working. It also means providing guidance for the students who have completed, as well as materials.”

Site 7: Rushaki VTC
FGD5: Participants at Rushaki VTC

Interview conducted at Rushaki VTC on 20 June. Participants randomly selected from those in attendance who had taken the baseline survey.

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Question 1

Asked whether it was challenging to attend the program on a regular basis:

- **R1**: “On the first day, it was difficult to come but after getting used to the program it was not difficult. Now there is no problem.” Asked why it was difficult, she says that it was because of household chore. She was looking for food for animals so it was difficult to come but no it is not a problem because she wakes up very early (at 4am) to do household chores and then she finishes them before coming to the VTC.
- **R2**: “For me, it was challenging to come. It was difficult at first but then I realized it was also useful to study so I managed my time to be able to come.” She explains that she woke up early to do household activities so that she was ready by 8 to come. She did more household chores after class.
- **R3**: “It was difficult to come here because it is far from my home.” She says that it takes an hour and a half to get here, but now she is used to it.
- **R4**: “Also for me it was difficult during the first days.” She says that there are a lot of challenges because she is alone at home with a lot of livestock so she gets up early to get food for the livestock. She is done at 8. Now she is very organized in order to find time to come here.
- **R5**: “When I came here it was very difficult. I thought it would not be possible because of the distance to my home.” She explains that it is a long distance from her home but now she is used to walking that distance.
- **R6**: “For me, coming here was a problem because at home there are 3 children and I do a lot of household activities so it requires me to wake up very early.” She explains that she wakes up at 4am to do household chores before coming to the center.

(a) All of the participants walk to the center each day. Asked how long it takes:

- **R1**: 3 hours 30 minutes (round trip)
- **R2**: 1 hour (round trip)
- **R3**: 2 hours 30 minutes (each way)
- **R4**: 2 hours (total)
• R5: 3 hours (total)
• R6: 1 hour 10 minutes (total)

(c) None of the respondents moved to a new home during their time in the program.

Question 2

Asked whether and how the AGI program changed their lives:
• R1 says that it changed her life because before the program she could not speak in public. Due to her involvement in the program, she is now accustomed to speaking in public.
• R5 says that what changed is that she can provide for herself – before, her mother used to buy her body lotion but now she buys her own.
• R4: What changed is that before she needed money from her family to buy body lotion, clothing, and other things. Now she buys these things for herself.
• R3 says that she was not used to living in a community before, and now she is. “I live well with my colleagues.”
• R2 says that she didn’t like working in teams or living in a community with others. She didn’t play with others before, but now she does.
• R1 says that before she needed to ask for money for clothing and body lotion but now even if her family doesn’t have money, she does. She also bought mutuelle, made new friends, and learned to work in teams.

(a) Asked which element of the program was most important in generating change:
• R1 and R2 chose life skills
• R4 and R5 chose entrepreneurship
• R3 and R6 chose trade

Asked why:
• R2: “The reason why I chose life skills is because before I didn’t live in a community with a lot of people. They trained us on how to live in a community and how to have better relationships in a community.”
• R3: “Because in agribusiness, before I didn’t like agriculture but it changed me because now I like agriculture and I know how to live in a community.” She says that she used to stay home when others went to cultivate but now she likes it. Now she realizes it is important.
• R4: “In entrepreneurship, I learned how to be an entrepreneur. We learned that we can use what we are studying to create our own business. I can cultivate potatoes for income generation and people would buy it. I know how to help those who seek me, how to use customer care skills and help them well. I know how to treat customers in order to develop and expand my business.”

(b) Asked whether the way that they spend their time has changed:
• R4: “Before coming here, on Saturdays I didn’t have any activities to do. After coming here, on Saturday I go to help my parents.” She explains that this is because others advised her that she should start helping her parents more.
• R2: “For me, now only weekends changed but also when I leave here. Before, I could sleep up to 7am but now I wake up at 5, carry out activities, and come to study. After leaving school at 1pm, I continue to do activities.”

Asked whether they were doing any income-generating activities before, only R2 says that she was. She would do part-time construction jobs, for around 2 days. She has stopped doing this since she started the program.

Asked whether they did household agriculture before starting the program, the respondents say that they did. Asked whether they have continued, R4 says that she cultivates in the morning and the afternoon, before and after class. R3 says that she cultivates only on the weekends because she is doing household chores on the week days.

(c) Asked if it will be easier to find work now than before the training, all of the respondents say that it will be. R4 explains, “I will apply what I have studied here and make my own business.” She says her business will involve cultivating and selling potatoes. R1 says that before she didn’t know many things but now she knows how to make necklaces. “Even though in the country-side we can’t find a huge market, I will try to look for advocacy for a better place to find a large market.”

(d) Asked whether they had ever borrowed money before the program, all of the respondents say that they had. None of them had borrowed from a boutique or from an MFI/Sacco/bank, but all of them had borrowed from a friend. Now, they are all planning to borrow money in the future.
  • R5: “For example, if I need a lot of money I can apply for a loan in a Sacco.”
  • R1: “Sometimes you have little money and yet a lot of needs so you can apply for a loan in a Sacco.”
  • R2: “The reason why I will apply for a loan is that maybe I will start my own project like selling. If I don’t have enough money I will apply for a loan at a Sacco.”

(e) Asked whether their social lives or relationships have changed at all, R2 and R4 say yes. R2 explains, “It is because someone could come to me and I wouldn’t listen. I didn’t value what they were saying. Now, for example, when I find people with disagreements I go there to help them and provide advice.” R4 says that at home, people would ask her to cultivate with them but she would refuse because she didn’t want to. Now she has learned that it is useful to work in a team and that you earn more in a team than you would on your own.

(f) Asked if their relationships with mentors have changed at all in the 6 months while they have been in the program:
  • R4: “Before, for me, my parents were providing everything but now they say that I have changed a lot. I no longer require money from them.” For example, she says that her parent used to provide her mutuelle but now she provides it for herself.
  • Asked if they have a new mentor, R1 says: “Because I cam here, my teacher provides a lot of advice. For example, if I have a problem my teacher will help me solve it.” Asked for an example, she says, “Before, I was careless. I felt careless in everything and didn’t pay attention. My teacher helped me to pay attention to my studies.”
• R2 says that her mother is her mentor. Their relationship changed because she used to ask for everything from her mother and sometimes her mother got mad about that. She no longer needs to ask for everything, so that makes her mother happy.

(g) Asked whether other peoples’ opinions of them have changed since they joined the program:
• R3 says yes “because we would pass without greeting people but now we are more disciplined so we greet people.”
• R6 agrees.

(h) None of the participants got married during their time in the program.

(i) None of the respondents have children. All of them say that their ability to support their family has changed during their time in the program.
• R2: “It has changed cause before I didn’t know how to cultivate vegetables and other products but now I know how to cultivate several things. I also know that vegetables are required to protect your body so they are useful.”
• R3: “Before, we cultivated without fertilizer but after coming here we know how to use fertilizer and teach our family how to as well.”

(j) Asked whether their goals for the future have changed:
• R2: “No – my goals didn’t change.” Asked what her goals are, she says that before this project she said that if they would chose her she would use whatever she learned to try to improve herself and become more developed. She has the same goal today.
• R1 agrees.

(m) Asked what they use their stipend for:
• R1: a goat, mutuelle, clothing
• R2: soap, livestock, clothing, hens, other basic needs
• R3: a goat, clothing, basic needs like body lotion and mutuelle
• R4: a goat, mutuelle, clothing, hens, and body lotion
• R5: a goat, a pig, clothing, shoes, other needs
• R6: goats, hens, clothing, mutuelle

(k) Asked whether their self-confidence has changed during their time in the program, R6 says that it has. “Before, I was not confident. I didn’t even believe I could have a mutuelle. But because I came here they gave me money which I used to solve several things.” R1 says that she dreamed of having a goat but didn’t have the means – now she does.

(l) Asked whether she thinks the changes will last, R2 says that it will last. “There will be other interesting, great things to come. For example, a lot of great things will come because before I didn’t know I could have money to buy livestock or solve issues myself. I am hopeful that other great things will happen in my life.”
(n) Asked what they plan to do with their savings, R4 says that she will start a cooperative – they will use the savings to buy seeds to start cultivating. R1 agrees that they will start a cooperative. All of the participants in the arts & crafts class will be in the cooperative together. The same is true for the agriculture cooperative.

Question 3

Asked their opinion of the quality and usefulness of the trade-specific training:

- R1: “In arts and crafts, there are a lot of things we didn’t know before but now we know them. We are expecting to know a lot of different things.”
- R2: “We learned a lot of things in agribusiness as well. We didn’t know how to use fertilizer but now we do. We didn’t know how to cultivate a lot of things.”
- R3: “In agriculture, what they taught us we will apply and also teach others.”
- R4: “In agribusiness, I didn’t know how to produce different kinds of things. We were cultivating potatoes in bad ways – now we know how to increase production. We can teach others to increase their production – to use fertilizer in order to increase production and produce more things from very little.”
- R5 says that she would see others wearing earrings but not know how they were made, and now she knows how to make them.
- R6 says that she didn’t know how to cultivate vegetables but her teachers told her, and she will share this knowledge with her family members.

(a) Asked whether they chose this trade themselves, all of the respondents say that they did. They say that they are happy – when asked whether they feel that they made the right choice, they say that they did.

(b) Asked what they would study if they could choose a different trade, R2 says that she would choose culinary because she would like to know how to cook what she cultivates. She says that she would not prefer this to agri-business, though, because she learned how to increase production in agri-business. R4 says that she would choose hair-dressing “because people often use hair-dressing services but here in the countryside there is no place or salon. So if I knew how, I would be among the rare people to do it.”

(c) Asked whether the trade-specific training met their expectations, R5 says that it did “because I didn’t know how to make earrings and different things but now I know.”

(d) Asked which was the most useful module or lesson, R1 says that it was tie-dye. R5 agrees. Asked why, R1 says that in the countryside there is a market for tie-dye but not for earrings/jewelry. R5 agrees that “a lot of women like to wear African fabrics so we can sell tie-dye here.” R2 says that the most useful thing that they learned in the agri-business class was using fertilizers “because when you cultivate without it, it takes time. When you use fertilizer, the time is less and you have more production.”

(f) Asked whether there were any modules that were not useful, the respondents say no.

(h) Asked whether the class was long enough, R1 says that it was not because there are still some things that they don’t understand. “The time is very short, so we don’t understand well.” She gives the example of learning how to make earrings with different materials. R6 says that the time spent on learning how to
cultivate vegetables is not enough. R3 agrees that the time is not enough – “we learned how to cultivate potatoes but the time is short so we finished before harvest.” Asked how much more time they would need, R4 says that they would need 1 month and R3 agrees.

(j) Asked whether they feel they will end up working in the trade they studied, R2 says yes. Asked what types of materials they will need in order to do so, R2 says that they will need land, seed, fertilizer, a machine for removing leaves, and other materials to use when cultivating. They will use their savings to purchase these things. Asked whether the savings will be enough, she says that if it is not they will apply for a loan.

R6 adds, “I will do arts and crafts and then continue with other activities including cultivating vegetables.” Asked what materials she will need, she says that she will need fabrics to make earrings and necklaces. She will use savings but that will not be enough so she will also take out a loan.

(k) Asked if there are other topics they would like to learn or to spend more time on, R1 says “We don’t know very well how to make earrings using several fabrics.”

Question 4

Asked about the quality and usefulness of the life skills training:

- R6: “For me, I got a lot of knowledge. For example, before I would have money and use it for bread and tea. Now they teach me how to manage money because I was wasting money. Now I know how to save it.”
- R5: “I didn’t know how to live in the community – now I know. I didn’t know how to speak in public and now I do. Before, I liked to be alone because I had a problem, and now I know how to ignore that problem and laugh with others.”
- R4: “I know how to speak in public, share ideas, value others’ ideas, listen to others’ ideas, and when they have problems to help them solve those problems.”
- R3: “I know how to save money so as to buy something very important. Due to the training, I can save money for better uses.”
- R2: “What I learned that I didn’t know is how to save money. I know how to manage money. I also learned to value friends ideas – now I am a good listener and give time to understand others’ ideas and speak in public. I also know a lot of other new information.”
- R1: “Speaking in public was a problem for me. I wanted to share but I thought others wouldn’t respect or value me. I was afraid to speak. After training, this changed. I learned to respect and value my colleagues.”

(a) Asked which modules were the most relevant to their lives:

- R3: 1, 6, and 3
- R2: 2, 6, and 8
- R1: 1, 2, and 6
- R5: 1, 4, and 8
- R6: 1, 2, and 6
Asked to explain why:

- R5: “I chose 1 because, first of all, you have to trust yourself.”
- R4: “I chose 1 because you have to trust yourself. I chose 2 because you have to be aware. And 6 because you have to be hygienic.”
- R2: “I chose 8 because they teach us how to protect ourselves. And also in case we don’t abstain, how to use condoms or if you are married you can use contraceptives.” Asked to clarify this, she says that you do not have to be married to use contraceptives.

Question 5

Asked about the quality and relevant of entrepreneurship training:

- R2 says that the training was good. The quality was sufficient and it helped them learn how to work and solve problems in teams.
- R4: The training was good because they learned customer care, i.e. how to take care of customers so that they develop a good reputation and attract other customers.

(e) Asked whether most of the information was new, R4 explains that they knew some of it before but not sufficiently – the training added on to what they already knew.

(g) Asked whether the training met their expectations, R4 says that it did because they learned a lot of different things.

Question 6

Asked their opinion of the teaching:

- R4: “For example, with Christine, who teaches about reproductive health, we felt we could ask questions. She explained things and she was kind – there was no problem.” Asked if they felt comfortable with male teachers, she said it was fine because the male teachers could also explain things. Asked if she had a preference, she said no. R2 agreed.
- R6 says that the teachers were helpful. Asked if she would change anything about the teachers she said “They can improve on how they explain.” Asked if they agree, the other respondents in agri-business say they do.
- R5: “The teachers who came to provide trainings could provide much more information than they did.” She clarifies that she is talking about the life skills training. She would have liked to have heard more about how to work in cooperatives.

(g) Asked if the teachers were available for extra support, the respondents agree that they were available to answer questions within class hours but not necessarily otherwise.

(f) The teachers attended the program on a regular basis.

Question 7

Asked how they feel about the transition to the second half of the program:
• R2: “After completing our studies, we will start working in cooperatives and start cultivating. If necessary, we will look for other activities while waiting for the harvest. After, we will sell products and earn income. I feel well-prepared.” Asked if she has any worries, she says no.
• R5: “For me, I am planning to work in a cooperative and do tie-dye and sell products.” Asked how she feels about this, she says “I am well-prepared and curious.” She says that she does not have any worries about it.
• R1: “I feel well-prepared because after completing our studies we will start working in cooperatives. If we don’t know how to do it, we will learn together in cooperatives so we will be able to start our own business. We will look for a market to sell our products.” She says that she does not have any worries and she is confident that they will be able to find a market.
• R3 says that she will work in a cooperative, apply what she learned, and teach others what she learnt. She feels well-prepared and is not worried.
• R4 says that she will start a cooperative and they will work together just as the previous cohort did. Those from the previous cohort are all in cooperatives. She says that she plans to do that too so that she can have a better future. Asked if she has any worries, she says that she doesn’t “because we see that the previous cohort didn’t face challenges.”
• R6 says that she will work with other students and cultivate. During the time they are waiting for the harvest, they will invest in other projects that can increase their income.”

(b) Asked if they have worked with a mentor or someone from the program to set up their work plan for the next part of the program, the students say that they have. R2 says that the school manager has helped them and R4 says that those in cohort 1 have helped them. The cohort 1 students looked for a parcel of land for the cohort 2 students in agri-business and also looked for a market for the cohort 2 students in arts & crafts.

Question 8

Asked whether they feel the training center was well managed:
• R4: “What was well done, for example – for the stipend they distribute it and we can achieve great things using it because they told us to save.” She says that she set up a bank account.
• R1: “It is well-managed because the school manager takes good care of us and when we have problems we report them to him and he helps us solve them.” Asked for an example, she says “We went to tell him that we want to be in a cooperative and there are some things we don’t know and he provides guidance.” Asked for an example of the guidance, she says, “We feel like we don’t have a market – we reported it to him and he looked for a market.”
• R2: “It is well-managed. The school manager is directing us well. When we have problems, he solve them. For example, we told him that we wanted sports time because on Monday we can sometimes be tired, and it was done.”
• R4: “This school is very well-managed. When you are sick or have periods at school, you would be embarrassed but now you can tell the cashier. He gives you hygienic pads, you wash yourself, and you are not embarrassed.”

(b) Classes started on time
(c) Asked whether the stipend distribution went well, R4 says that it was sometimes delayed. R2 says that it could be delayed a month and a half. In May and April, “they were saying that all accounts were closed – they provided an explanation.” Asked whether this created any challenges for them, R1 says “people didn’t have lotion but we could ask debt from friends who don’t study here and after the money arrived we paid them back.”

(d) Childcare services were not provided. Asked if that would have been useful, R4 says that it would “because when you have a child near you, you can go to see him and make sure he is safe.” R2 agrees, because “among the students here there are some who have children.”

(e) Asked if they were ever told about counseling services, all of the respondents say that they were.

   - R2: “For example, when you have a problem or issues with family members, and then you come here and keep thinking about it, they told us you can go see the teacher and they will help you.” Asked which teachers they go to, she says they go to Christine and Ernestine. R4 and R2 agree.

(f) Asked if the training center is girl-friendly, they say that it is. R1 says that she can’t think of ways to improve it, because they are comfortable.

(g) Asked whether there is a girls room, they say there is. Asked whether they use it, none of the respondents say that they do. R1 says that their colleagues have gone there. R2 says that she hasn’t because it wasn’t necessary for her – you go there when you don’t expect your period at school. Asked whether they think it is useful, all of them say it isn’t.

(h) Asked whether they would change anything about the center, the respondents say that they would not.

Question 9

(no additional comments)

**SSI10: School Manager at Rushaki VTC**

*Interview conducted at Rushaki VTC on 20 June.*

Module 1

Asked about his role in the program, he explains that his responsibilities include the management and direction of staff and personal, and the management of the things owned by the school.

(a) Asked about which parts of his job have gone smoothly, he says that working with staff has gone very smoothly. There have been no problems in communication or partnering.

(b) Asked about which parts of his job have been the most challenging, he says that the implementation of the program posed some challenges. At the beginning, the syllabi and programs arrived late, so they used
other documents that the staff and trainers already had. Asked if there were any other challenges in implementation, he says that there weren’t. Sometimes the stipend would come late. Asked how late it arrived, he said it would be about a week late sometimes.

(c) Asked about the process he follows when he encounters a challenge, he says that they typically restored at the center with other staff, What is beyond their control, they report to WDA and MIGEPROF. Asked whether this system works well, he says that it does. WDA/MIGEPROF provide the centers with money to cover transportation fees.

Module 2

Asked about the differences between his experience with cohorts 1 and 2, he says that, “When we started with cohort 1, there were a lot of challenges but when we started with cohort 2 there were no problems.” Their experience with cohort 1 helped them avoid problems in cohort 2. Asked what types of problems they had, he explained that there had been challenges in implementations but that they had resolved these through meetings in Kigali that included all of the trainers.

(b) Asked about whether his training center received additional funding during the budget reallocation, he explains that they received new materials including computers, a photocopier, and stationary materials.

Module 3

Asked about the overall performance of the trainees in cohort 2, he says that “they will have high results compared to cohort 1 because with cohort 2 we have the materials we need.”

(a) Asked whether the trainees are active in class, he says that they are very active compared with cohort 1. Asked why they are more active, he explains that the program improved over time with new programs and materials, games, and clubs. Asked to elaborate on the clubs, he says that there is a cultural club, an anti-AIDS club, and environmental protection club, and an anti-GBV club. Asked who started these clubs, he says that some were started by the training center management and others were started because they were required by partners. The girls are really happy about these clubs. Asked which is the most popular, he says that the cultural club is the most popular. It involves traditional dance.

(b) Asked whether the trainees are inquisitive in class, he says that they are motivated to ask what they do not understand well.

(g) Asked if the level of performance differs between the girls, he says that there is a difference but no a wide difference. This difference is mainly because the girls dropped out in different grades. However, it is not a wide difference, since the program is implemented in the local language.

(f) Asked how he would change the recruitment process he says, “It would be good if applicants were required to complete 9 years of basic education, since their understanding level is a bit higher.
(h) Asked about the impact of the life skills training program, he says, “The impact is that they can now live well in the community, live well with each other, have good personal hygiene, and plan for their futures.” Asked which training approaches worked the best, he says that the life skills teaching on cooperative formation was good because “There is a problem that when you are alone you cannot have a lot of ideas.”

Asked whether the program would help the girls in starting cooperatives, he explains that the program provides materials and parcels and land.

Asked if the AGI program purchased these things, he says that “They save some amount of money for the stipend and use it to purchase materials.” In addition, they provide support by bringing people from the private sector to provide information. This includes some individuals and some existing cooperatives.

Asked whether girls in cohort 1 have helped girls in cohort 2 in starting their cooperatives, he says that they have helped “Because they have acquired expertise, when there is a problem in cohort 2 they call students in cohort 1 to explain it to the others.”

Asked whether the cooperatives from cohort 1 have been successful, he explains that the agriculture cooperatives have been very successful but there are still challenges getting starting capital and materials for the arts and crafts cooperatives. It is particularly challenging because the materials come from abroad.

Asked whether this issue is similar in other centers, he says that it is a common problem for students in arts & crafts. Asked whether they have found any solution, he says that Gahaya has agreed to purchase the materials and bring them to the centers. AGI provides the capital and Gahaya imports the materials. Some of the materials will be used in classes and some will be given to the students to start cooperatives. Asked whether they also do this for cohort 1, he clarifies that cohort 2 students are still in training so it is the girls in cohort 1 who are waiting for materials (though they have received some materials from Gahaya in Kigali).

Module 4

(a) Asked about the efforts they made to make the training center girl-friendly, he says, “We tried to make the school like a family: the school manager like a family, the trainers like a mother, and the students like children.” Asked what this meant in practice, he explains that “When students are problems, the training center staff help them. It is like a family. They are there to support them. Those who are enjoying themselves, the staff go to enjoy with them.”

Asked whether they faced any challenges in trying to make the center girl-friendly, he says that there were no big challenges.

(b) Asked how they handled the issue of dropouts, he explains, “Sometimes we go to look for them and find where they went. We try to work with the local authorities. They help us search for the girls and bring them back. But the main challenge we have at this center is that we are located near the border, meaning that some girls when they travel to other countries like Uganda, they move permanently or they
go to marry in Uganda.” Asked how many girls have moved to Uganda from the program, he says that 1 girl in cohort 2 moved. In cohort 1, about 8 girls moved but some got married locally and other abroad.

(c) Asked about challenges with starting cohort 3 while cohort 2 was in process, he says that there was a lot of work and a problem of space. They tried to use some space from the sector office.

(d) Asked whether they hired additional teachers or staff to assist with additional students in cohort 3, he says that they did not. Originally they had 2 trainers per trade per cohort, but then later with the parallel cohorts they had 1 trainer per trade.

(e) Asked whether there were any challenges with taking attendance or distributing stipends, he says that there was no problem.

(f) Asked whether there were any challenges related to trainees with babies and children, he says that there were no challenges because the students come from far places so they leave their babes at home. Only 3 students in the center have children; that is why they do not want to have childcare facilities there.

(g) Asked if some of the trades are better than others, he says that “each is independent.” He goes on to explain that the problem is in arts & crafts, especially getting a market. The products need to be sold in urban areas, which requires movement.

Module 5

Asked what he would change about the overall management of the AGI program, he says that he would change the number of trainees selected and their study level. He would not select fewer but he would increase the number of trainees because this program helps solve economic problems. Asked if the program has sufficient capacity to accommodate more students, he says that they are building more classrooms to accommodate more students.

Module 6

Asked if has any other comments on the program, he says that “Due to the benefits of the program, the time should be increased because there are still other students outside who want this opportunity and would benefit from it.”

**SSI11: Participant at Rushaki VTC**

_Interview conducted at Rushaki VTC on 20 June with participant 61533._

Module 1

Asked whether she has anything else she would like to share about her experience in the program, she says that she shared everything during the focus group discussion. Asked what her favorite thing about the program was, she says “For me, my favorite part – and I am grateful for it – is that this project chose all girls. Because we girls face a lot of problems like poverty or knowledge. But now I think it is fixed.”
Asked whether she thinks boys face fewer problems, she says “Because a boy can go to work everywhere and when necessary if they fire him, he can sleep in the road but a girl cannot sleep anywhere.”

Asked about her least favorite thing about the program, she says “nothing.”

Module 2

(a) Asked whether she lives with her family, she says yes. She takes care of them when necessary but not as an obligation and it doesn’t always happen.

Asked if the program did a good job in selecting vulnerable girls, she says yes “because they help us a lot. They provide stipends and girls use that money to buy durable things like livestock so if this program ends the impacts will last.

(b) She is not pregnant.

(c) She has not experienced gender-based violence during her time in the program.

Module 3

Asked about the impact of the program on her life: “It changed my life compared to before. I didn’t have financial means to buy what I needed before – if I had money, it would not enough. Now I have money so I can solve problems in my life.” Asked if she will be ok after the stipend runs out, she says “I will have no problem because I have saved. I will use the saved money and earn more.”

Module 4

 Asked why she chose agri-business: “Because, even before I was cultivating but I wanted knowledge on how to increase production. I can have a bigger harvest and that can help me.” Asked if there was anything that she wanted to learn but didn’t, she says no.

Asked if she thinks it is better to study agri-business or arts & crafts, she says “The best option is to be in agri-business because I have considered the fact that, if I go into arts, there is no market or customers. Asked if she thinks the girls in the art & crafts class are happy, she says she thinks they are.

Module 5

(a) Asked which of the training approaches she prefers, she said “I liked the way that they teach how to be hygienic during periods. They used explanations and gave information. If there wouldn’t something you didn’t understand, they could provide answers.

(b) Asked whether she has applied any of the things she learned in the life skills training to her life, she says that she learned about a lot about things to prevent pregnancy and that the best way to prevent pregnancy is to not have sexual relations. She also learned about living in a community and about creating her own businesses.

(c) She has not sought out family planning resources or advice but she says that she will use contraceptive when she is married.

Module 6
(a) She says that she had a positive experience with the teachers – “our teachers are kind and provide answers….If you are in need of something, they can provide what you need.”

Asked if there was anything negative about her relationship with teachers, she says no.

Module 7

Asked how she feels about the transition, she says “I am well prepared and don’t have any worries.”

Module 8

She says that she feels the training center is well managed and does not have any other comments.

**SSI12: Former Trainee at Rushaki VTC**

Module 1

Asked about the timing of when she left the program, she says that they were beginning to learn how to make earrings. Asked about whether she had attended the life skills training, she says that she had – she went to those classes and was taught by Christine. Asked about how long she had been in the program, she says she attended 5 months of classes. Asked about how long she has been in her current training program in tailoring, she says she has been doing it for two weeks.

Module 2

Asked about why she dropped out of the AGI program, she explains that her grandfather “told me to study tailoring.” She is waiting for money from her grandfather, which he promised to give her if she went to the tailoring training. Once he sends it, she will return to AGI. “He proposed I go to the tailor; my mother said to respect him so that he sends money, but I am planning to go back to AGI after he sends money.”

Asked why her grandfather wanted her to go to the tailor, she says that “He wanted me to study both – he proposed I start so that I can complete both, so that if I don’t get a job in arts and crafts I can do tailoring.”

Asked whether she is concerned about getting a job in arts and crafts, she explains that her grandfather wants her to have both skillsets so that she can have a job in one area or the other – so that they will be complementary. Asked whether she talked to anyone about learning, she says that she didn’t because she didn’t expect to leave.

She explains that the school manager called her to the sector office to she why she left. Asked what she said, she explains that “He came to the tailor on Wednesday. He was very angry and wanted to punish her because she had a debt of a goat and didn’t pay it back. In May, they didn’t give them the stipend – they obliged them to buy something instead.”
She explains that she is part of a cooperative at AGI where everyone puts in money – she is supposed to get money back in June. In May, it was turn her turn. She never got money out of the cooperative – she was supposed to get it in June. Each month, the members all put in 1000 and one person gets 10,000. She contributed 7 weeks so they owe her 7000 but her grandfather obliged her to study before they could get that money. She was expected to get the 7000 and pay back 5000 that she owed for the goat; she had borrowed this money in May or June.

Asked why the school manager was angry with her, she explains that she borrowed 5000 Rwf from a friend in the cooperative. This friend reported the debt to the school manager so he came to her. He asked her to come to the sector office on Thursday. They counted her due amount from stipends as 9500 so they deducted her 5000 debt from this. They never gave her the other 4500 because it is not the time to pick up stipends yet.

Asked whether everyone in AGI is part of this type of cooperative, she says that they all are except for one person. Asked if they also get a regular stipend of 500 for each day they attended, she says that they do get this stipend while they are studying.

Asked whether the tailor where she is training gives her a stipend, she says that they do not. Asked whether she is working for free, she explains that “its like a school”; her grandfather will pay the school fees but she is not paid. Her grandfather will send the money this week.

Asked whether her family was supportive of her participation in AGI, she explains that her mother is, but her grandfather gave her the idea of starting to work as a tailor. Her mother advised her to respect him.

Asked how she feels about this decision, she says that she liked the AGI school because the tailoring is very difficult. She misses AGI and she told her mother but her mother advised her to stay at the tailor until her grandfather sends money.

Asked whether she is still friends with people in the AGI program, she says that she is. She still sees them – after going from the tailor, she meets with them and asks them about where they are in their studies.

Module 3

Asked whether her participation in the AGI program had an impact on her life, she says that it did. “I got new friends that I didn’t know before I went there. Now we are good friends. And also it is very useful – I used the money to buy that goat.” Asked if the program had any other impacts on her life, she says that it did not.

(f) Asked whether her participation in the program had any impact on her self-confidence, she says that it did not. Her self-confidence remained the same but she explains that she is more hopeful now than she was before she started the program and that her mentality changed. Asked why she is more hopeful, she says that it is because “making the effort to learn arts and crafts could help her have a better future and earn income.”
Asked whether they will join an arts & crafts cooperative with AGI, she says that she is planning to return there after she is done at the tailor. She promised her friend that she would come back to AGI and pay her back.

Asked whether she is concerned about losing some of the savings she would have otherwise earned by attending AGI, she says that she “doesn’t hope to see that money.” Asked if she feels she will be able to afford the cost of joining a cooperative she says, “If I go in that cooperative, they will open a bank account and they will give her money.” Asked whether she thinks it might be a problem that she has less savings than some of the other girls, she says “I am kind of worried – if they have a big amount that they have saved, I will not be able to afford it.”

Asked whether the school manager punished her, she says “No, he didn’t punish me. He tore more shirt. He never beat me, except pulling on my shirt.” Asked whether this scared her, she said “Yes, I was actually scared to go to the office to see why he was calling me there.” Asked whether she told anyone she says, “Yes, those in the tailor boutique saw it. The school manager said she would go to the sector office with him but she refused and went the next day instead.” Asked whether she is afraid to go back to the program, she says that she is “only afraid that others have studied a lot of things that I won’t be able to recover and know.” Asked whether she would feel safe going back, she says yes.

Module 4

Asked whether she has been doing any income-generating activities since leaving the program, she says that she has not. Asked whether she has done any household cultivation, she says that she cultivates on weekends.

Module 5

(b) Asked whether she can suggest any changes to the AGI program, she says “I learned a lot of useful things but if they could provide more information or lessons, it would be useful.” She says that hairdressing would be useful “because it promises a lot of income compared with other trades.” Culinary would also be useful “because in this neighborhood if you have a restaurant you can earn a lot of money.”

(a) Asked if she would improve anything about life skills, she says that she learned in reproductive health about how to protect yourself, to be prudent so that you do not get AIDS or become pregnant. She learned about changing your own behavior. Asked if there was anything she would have wanted to learn, she says yes – “If they could provide more explanations because not all students understood the life skills section. Some people skipped class, missed lessons, or didn’t understand.” Asked if she skipped any life skills sessions, she says that she missed the reproductive health section because she was sick at the hospital. Her friends were thereafter talking about things that she did not know.

(c) Asked if there are any changes that would have prevented her from dropping out of the program, she says “she doesn’t mean that she didn’t want to study about arts and crafts, but if they could also add hairdressing and culinary.”
Module 6

Asked if she has any additional comments, she says that “AGI is a good program. There were no problems when I was there. But another issue is that I live from the school. It took 3 and a half hours to get there and I had to arrive at 9.” Asked what time she left her house in the morning, she says that she left at 5am.