

**CONTRIBUTION OF NON GOVERNMENTAL ORGANIZATIONS ON
YOUTH EMPOWERMENT IN NYARUGENGE DISTRICT**

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DECLARATION

This research proposal is my original work and has not been presented to any other university for any other award.

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Sign.....Date.....

I confirm that the work reported in this thesis was carried out by the candidate under my supervision

Name: Anyama Charles

Signature.....Date.....

DEDICATION

To my wife Joselyne Mujawimana, my daughter Lindwa Ashimwe Benita and my sons Ganza Bonheur Serge and Shami Béni Steve, whose time I took while completing the studies;

My beloved parents Kanyandekwe Pierre Canisius, Tulindwe Oda and Bienfaite Marie Claire, up in heaven, your efforts made me who I am today; I always cherish your memories and values;

This work is dedicated.

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We deeply offer our sincere thanks to the academic staff of the Department of Development Studies and the whole Administration at large at Mount Kenya University for the work done during our stay at the University; the knowledge that we acquired helped a lot in conducting this research.

Big thanks also goes to respondents who, in their busy schedules, managed to find time to talk to us and respond to the questions, thus allowing us to obtain this valuable data.

Last but not least, thanks to every person who, in way or another supported me and contributed to the achievement of this work, may they find our sincere gratitude in these lines.

May God bless all of you abundantly.

ABSTRACT

The main focus of this study was the Contribution of Non-Governmental Organizations on Youth Empowerment in Nyarugenge District. The main objective of this study is to establish the contribution of non-governmental organizations in youth empowerment in Nyarugenge District, while it has the following specific objectives; to identify various forms of NGOs' interventions towards youth empowerment in Nyarugenge District; to examine to which extent these NGOs' interventions contribute to meeting the youth needs in terms of empowerment towards their participation in development and their transition to adulthood and to analyse how the youth are translating the contribution they get from these NGOs into action for their empowerment for development. This study will provide the government, the researcher; policy makers and stakeholders with an evidence based knowledge on how NGOs contribute currently to youth empowerment and will provide insight on how to improve their contribution for a better improvement of youth empowerment in Rwanda and Nyarugenge District in particular. The methodology used was a descriptive design with a combination of quantitative and qualitative approaches that allowed the researcher to have high quality data, strengthened by a triangulation of various data sources, leading to trusted findings and recommendations. The questionnaire was administered to 121 youth in two sectors of Nyarugenge District, a sample that was calculated basing on Kish Grid of theoretical sampling size. Quantitative data was entered and analyzed with Sphinx software and qualitative data was analyzed using content and thematic analysis. Findings indicated that NGOs have greatly contributed to the empowerment of youth in Nyarugenge. This was done through provision of various services including skills and knowledge, both soft and technical skills, coaching/mentorship; economic empowerment that included assistance in getting jobs and/or starting their own businesses; empowerment in health included knowledge and information on HIV/AIDS and STDs, drug abuse and excessive consumption of alcohol; as far as sports and leisure is concerned, youth benefited from a range of services including entertainment and various sports; in civic participation youth were introduced to aspects including how to identify issues and taking them to relevant authorities, the importance of joining together in cooperative and/or associations as well as their involvement in decision making. It was concluded that NGOs are relevant and extremely important in youth empowerment towards their development and transition to adulthood. However, findings revealed that some gaps are yet to be filled for better youth empowerment. Therefore it was recommended that NGOs put more efforts in interventions related to civic participation, sports and leisure, increasing the coaching and mentorship after graduation and providing start-up kits to graduates. It was also recommended that youth be involved from the early stages of programme development, to have their views taken into account. It was also recommended that government officials should increase their involvement in NGOs activities and donor community should consider innovative and not-as-usual programmes that could include activities like sports, cinema, art and culture, although not directly linked with livelihoods development.

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LIST OF ACRONYMS AND ABBREVIATIONS

CBO	Community Based Organization
CSO	Civil Society Organization
ECD	Early Childhood Development
EDC	Education Development Centre
EQUIP3	Educational Quality Improvement Programme 3
GoR	Government of Rwanda
HIMO	Haute Intensité de Main d'Œuvre – (Labour Intensive Public Works)
HIV/AIDS	Human Immunodeficiency Virus infection/ Acquired Immune Deficiency Syndrome
ICT	Information, Communication and Technology
ILO	International Labour Organization
IPPR	Institute of Public Policy and Research
IRC	International Rescue Committee
MDS	Masters of Development Studies
MIJESPOC	Ministère de Jeunesse, des Sports et de la Culture (today it is the MYICT, Ministry of Youth and ICT)
NGO	Non-Governmental Organization
NISR	National Institute of Statistics of Rwanda
SGBV	Sexual and gender based violence
SRH	Sexual and Reproductive Health
STDs	Sexually transmitted diseases

UN	United Nations
USAID	United States Agency for International Development
USIP	United States Institute for Peace
VTC	Voluntary testing and counselling
WHO	World Health Organization
WPAY	World Programme of Action for Youth

DEFINITION OF KEY TERMS

Non-governmental organization: This is a non-profit, voluntary citizens' group which is organized on a local, national or international level, task oriented and driven by people with a common interest. In line with this study, the research only focussed on local and national NGOs.

Youth: Youth is always defined as the period between childhood and adulthood, but is always a subject of divergences when practically defining the age, especially for statically purposes. The UN defines youth as those persons between the age of 15 and 24. Countries have their contextualized range of years for this. In Rwanda, the current range is 16 to 30 that was changed recently. As the respondents to this research were served by the NGOs prior to these changes, the study will stick with the previous range. This means that the term youth in this study will refer to young women and men between the ages of 14 to 35.

Empowerment: This refers to a process of gaining access to resources and developing one's capacity in order to participate in shaping one's life and that of their communities. It also refers to the process of increasing the critical analytical skills for an individual or a community to gain self confidence and take control of their lives.

Education: This refers to development and transfer of knowledge, skill, ability, or character by various means including teaching, training, study or experience. As many NGOs concentrate on the informal education, in the framework of this study, the researcher only concentrated the study on this part of education. This also included social values, life skills, work readiness skills, entrepreneurship and other skills that youth do not normally find in formal education settings.

Ikiraka: (*Ibiraka* in plural): This refers to part time jobs. This include all sorts of part time jobs including but not limited to construction, washing clothes for families, digging toilets, washing cars, taking care of gardens, being a porter, helpers on construction sites, fetching water for

households, being brokers on small deals, etc. Whenever the word *ikiraka* will be used in this research, it will be referring to any of the above mentioned part time jobs.

Intervention: The word means the action of playing a role in the course of events. In line with study, interventions will refer to activities, actions and all sorts of programmes that NGOs put in place to empower youth who are their beneficiaries.

CHAPTER ONE: INTRODUCTION

1.0. Introduction

The study was undertaken to assess the contribution of non-governmental organizations to the empowerment of youth in Nyarugenge District. The chapter comprises the background of the study, statement of the problem, general and specific objectives, research questions, significance as well as the scope of the study.

1.1. Background of the study

In the last two decades, youth issues have gained an increased interest from governments, through donors to international organizations. The focus has been put on the role youth can play in social, economic and political development, especially in conflict affected or post-conflict countries. Given the proportion youth is taking in populations in most of countries, this came not only as a response or a solution to the threat youth can be for their countries, but also in recognition of energy and potential to make positive economic growth, peace building and sustainable development. (International Rescue Committee [IRC], 2012).

The International Labor Organization [ILO] argues that jobs that are created are not enough to accommodate the number of youth within countries which is growing at a very high speed. According to the same report, 85% of the world's youth live in developing economies and the proportion is not likely to change much in the near future given the demographic trends in these economies. In Rwanda, according to the National Institute of Statistics of Rwanda (2014) out of a total resident population of 10,515,973, there are 4,166,777 persons aged 14–35, representing 40% of the total resident population. As stated by the ILO (2013), this is the case in all sub-Saharan African countries, where compared with an adult unemployment rate

of 5.9 per cent in 2012, youth are twice as likely to be unemployed, with an estimated youth unemployment rate of 11.8 per cent in 2012 (ILO, 2012).

All these youth constitute both an opportunity and a challenge for their countries, continent and the world in general. It has never been a priority as it is now to take care of youth's problems. As discussed by Nur (2013), the Arab spring has shown the world that youth can be a force for change - not necessarily just a resource for violence. If well taken care of, youth can be a great force to the development of the country. On the other hand, Freedom C. Onuoha (2014) argues that if not taken into account while planning, youth will get frustrated and at high risk. The frustration leads to a state of vulnerability, which makes the youth an easy prey for manipulative or destructive forces. The situation of youth is far from getting better. As shown by statistics of 2013, 169 million youth who were employed were living on less than 2USD per day. And 286 millions lived on less than 4 USD per day (ILO 2015).

Youth have a variety of needs to be taken into account while planning for their development. If not, the world and the countries in particular are at high risk of youth exploding in unprecedented events like it was the case in the Arab spring (USIP, 2011). In 1995, on the tenth anniversary of International Youth Year, the United Nations strengthened its commitment to young people by directing the international community's response to the challenges to youth into the next millennium. It did this by adopting an international strategy—the World Programme of Action for Youth to the Year 2000 and Beyond (UN, 2010). During the same period, there was a flourishing era of non government organizations, some of which declare to work with and for youth (Nicola & David, 2012).

According to EQUIP3 (2008) in their guide to youth livelihoods development, investments in youth livelihood could well be the most effective and/or efficient way to achieve desired sectoral outcomes in democracy and governance, health, education, or economic growth. By empowering youth with what they value most—succeeding in the adult role of sustaining themselves and their households—they would become more enthusiastic, persistent participants in other sectoral efforts. This means that youth empowerment should be a cross-cutting issue, and the interventions should be carried out as a package. Only in this way, the latter will lead youth to a sustainable livelihood.

The National Youth Policy of Rwanda identifies eight key priorities, when it comes to working with and for youth. These are education and ICT, national unity and reconciliation, civic education and social reform, employment and poverty, environment, youth health and protection, culture, sports and leisure, gender, cooperation and globalization (MIJESPOC, 2011). There is a way to question whether non-governmental organizations that work with and for youth, follow these priorities, for an integrated and effective youth empowerment.

Non-governmental organizations are expected to be the key players in empowering youth to become effective participants in the development of their livelihoods and that of their country. It is from this background that the researcher found an interest in knowing to what extent, in Rwanda, non-governmental organizations are contributing to this agenda, through empowering youth to become effective participants in making their future and that of their country.

1.2. Problem Statement

Between 2012 to December 2015, 1945 organizations were registered in Rwanda. 380 local NGOs had temporary certificates while 244 local NGOs were registered with legal personality in Rwanda (Rwanda Governance Board, 2015). At least 86% of the NGOs claim that they conduct actions that promote various values, including youth empowerment. However, youth are not the core target group of most of their interventions. Transparency International stated in their Civil Society Barometer, saying that an observation based research is needed to analyse in deep the concrete extent of impact these non-governmental organizations have in various area (Transparency International, 2015).

Despite efforts by various NGOs and platforms that support youth in Rwanda, the findings of the EICV 4 conducted in 2014 show that 32.8% of youth were below poverty line, while 12.9% were in extreme poverty (NISR, 2016). With more than 32% of youth under poverty line and 12,9% in extreme poverty, there is a way to ask ourselves, whether the contribution of these NGOs reaches the real needs of these youth, whether it plays a tangible role in empowering them to transition to adulthood and get out of poverty. Unfortunately, very few researches were conducted to assess the real contribution of non-governmental organizations on youth empowerment. This was the essence of the interest to investigate to which extent these NGO's intervention contributes to youth empowerment, hence to their development and that of their country.

1.3. Research objectives

The research was guided by this general objective and specific objectives as well.

1.3.1. General Objective

The general objective of the study was to establish the contribution of non-governmental organizations in youth empowerment in Nyarugenge District.

1.3.2. Specific Objectives

The general objective was broke down into these three specific objectives:

- i) To identify various forms of NGOs' interventions directed towards youth empowerment in Nyarugenge District;
- ii) To examine identified NGOs' interventions and their contribution towards youth empowerment Nyarugenge District;
- iii) To analyse the benefits of this contribution they get from NGOs and how youth are translating them into empowerment and development.

1.4. Research Questions

The following are the questions that the study attempted to find answers to;

- i) What are the different types of interventions NGOs that are directed towards youth empowerment in Nyarugenge District?
- ii) To what extent are these NGOs contributing to meeting youth needs in terms of empowerment in Nyarugenge District?
- iii) To what extent does the youth use the benefits they receive from NGOs towards their development and transition to adulthood in Nyarugenge District?

1.5. Significance Of The Study

1.5.1. The Government of Rwanda

The youth of Rwanda aged between 14 and 35 comprises 39% and this is a significant portion of the population, thus the interest of the GoR in youth empowerment. This study will provide the GoR an insight of how its partners in development, NGOs, are contributing to youth empowerment. It will also provide a set of youth needs as perceived by youth themselves. This may assist GoR in policy formulation or in improving the way it works in partnership with those NGOs.

1.5.2. The Researcher

The study allows the researcher to fulfil the requirements to acquiring his master's degree in development studies. On the other hand, it helped the researcher understand what the empowerment of youth is and how the non-governmental organizations in Nyarugenge District are empowering the youth.

1.5.3. Policy Makers

The findings of this study may provide to policy makers in Rwanda information on what the real needs of youth are, on how they are being addressed through NGOs' interventions and on what youth think should be improved for the contributions to be effective. At the end, the researcher formulates some recommendations including the policy-makers on how to improve the support to youth in Rwanda and in Nyarugenge in particular.

1.6. Civil Society and Other Development Partners

Finally the study informs various stakeholders, including community based organizations, non-governmental organizations as well as communities, who have programs and projects on youth empowerment in Rwanda and especially in Nyarugenge District on how their interventions are being appreciated by youth and what youth think should be improved for the interventions to really meet their needs.

1.7. Limitations of the Study

In line with the resources available for the present work, the coverage in terms of geographical area as well as the population size was small. Consequently, the finding of this study cannot be considered as a picture of the whole country of Rwanda. Youth empowerment being a wide topic, the researcher cannot pretend to have exhausted it while conducting this single study. That is why a triangulation of various data sources was used during the whole research process to ensure that data from reliable sources are used.

1.8. Scope of the Study

1.8.1. Geographical Scope

Nyarugenge District is the capital of Kigali City and has both an urban and rural areas. It is considered the most vibrant entry point to the City of Kigali and its population is estimated at 284,561. About 49% are aged 19 years or younger whereas about 87% is still under 40 years of age. Working on youth empowerment, Nyarugenge was an ideal choice due to its high average of young population among other districts. The researcher limited the study on two sectors, Kimisagara and Nyamirambo, the first two to be mostly populated and among the

first to have a high percentage of youth (NISR, 2012). One organization was identified in each sector to be included in the current work.

1.8.2. Content Scope

The researcher only focused on the contribution of non-governmental organizations in empowering youth for their development.

1.8.3. Time Scope

Most of the figures that were used in determining the target population as well as the choice of the research area were sourced from the Rwanda Fourth Population and Housing Census that was conducted in 2012. In addition to that the NGOs we were targeting in the targeted area started operating in 2012. Some of their beneficiaries who enrolled in 2015 were still undergoing trainings and support and not yet graduated. For the study to conform to those figures and reality, the study considered the period between 2012 and 2015.

1.9. Organization of the Study

This research proposal has five chapters: Chapter one includes statement of the problem, objectives of study, research questions, significance of study, limitations of study, scope of study and organization of study. The chapter two includes theoretical literature, empirical literature, theoretical framework, Critical review and research gap identification, conceptual framework and summary. The chapter three comprises the research Design, target population, sample design, data collection methods, data collection instruments, sample size, administration of data collection instruments, reliability and validity, data analysis procedures and ethical consideration. The Chapter four will present the data; discuss the

analysis as well as the interpretation of the findings while Chapter five will mainly focus on conclusions and recommendations. The latter will also have suggested areas of further research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter will explore the previous studies conducted around the subject of NGOs interventions and youth empowerment. It is tailored according to the main themes of the study; contribution of non-governmental on none hand and youth empowerment on the other hand. It also explains some relevant and important key concepts found in the topic so as to demonstrate relevance of the topic and to set the context of the research.

2.1. Theoretical Literature

2.1.1. Historical Foundation of NGOs

According to an article by the Global Policy Forum (2006), the term NGO came into currency after the World War II, when the United Nations sought to differentiate between inter-governmental specialized agencies and private organisations. However, the movement's origins are much older. GPF continues stating that the first international NGO was probably the Anti Slavery Society, formed in 1839. Other NGOs grew out of wars as a means for relief. This is the case of Red Cross in 1850, Save the Children after World War I and Oxfam and Care after World War II.

In Rwanda, a proliferation of NGOs came in the aftermath of the genocide, as individuals, groups and community organizations were putting efforts together to contribute to the reconstruction of the war-torn nation of then. During and directly after the genocide, efforts of NGOs were mostly focussing on providing food, water, shelter, medical and sanitary assistance to the refugees and internally displaced persons. As the international community

grasped the enormity of devastation, the attention was shifted towards rehabilitation and reconstruction. As years went by, NGOs started assisting education and health, the justice sector, psycho-social rehabilitation including counselling services, etc. As years were passing, some of the international NGOs closed their offices in Rwanda. However, the spirit of non-governmental organizations remained and lots of NGOs are being formed on a regular basis (Embassy of the United States in Rwanda, 2010).

2.1.2. Classification of NGOs in Rwanda

According to the Law n°04/2012 of 17/02/2012 governing the organization and the functioning of national non-governmental organizations (Primature, 2012), a non-governmental organization is an organization which is comprised of natural persons or of autonomous collective voluntary organizations whose aim is to improve economic, social and cultural development and to advocate for public interests of a certain group, natural persons, organizations or with the view of promoting common interest of their members. The same Law classifies NGOs in three main categories.

- i) **Public interest organizations:** These NGOs serve public interests. They carry out activities in the development of various sectors including health, education, science, etc.
- ii) **Common interest organizations:** These are NGOs that act in a specific domain for the favor of their members.
- iii) **Foundations:** These are organizations whose purpose is either to establish a fund or collect funds and manage them to provide support to their beneficiaries.

On the other hand, beside this classification by non-governmental organizations, they are also put into types by their level of operation. According to Cousins William (1991) their types are as follows:

- i) **Community based organizations:** These are organizations that arise from peoples' interest and in most cases aim at solving a problem at a community level.
- ii) **City-wide organizations:** These include organizations such as chambers of commerce and industry, coalitions of business, ethnic or educational groups, and associations of community organizations.
- iii) **National non-governmental organization:** These include national organizations that cover the whole country. In most cases, they have branches or sub-offices and assist local NGOs.
- iv) **International NGOs:** These are NGOs that operate in many countries and many continents. In most case, they have home offices in the west and their activities vary from funding local NGOs, institutions and projects.

All these types and classes of NGOs exist in Rwanda. For the purpose of this study and given the limitations of the study, the researcher preferred to target only national NGOs.

2.1.3. NGOs' Interventions in Youth Empowerment

Gambone, Klem and Connell (2004) argued in their article that the last decade has seen an explosion of interest in “youth empowerment” as both a policy and a community approach to helping youth achieve healthy outcomes as young adults. According to the National Alliance for Secondary Education and Transition (2010) youth empowerment is a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. For Gambone et al (2004) for youth development to be effective it has to touch on early adulthood outcomes. These include economic self-sufficiency, healthy lives, healthy family and social relationship as well as community involvement. The Search

Institute (2010) went further and made a list of what they call 40 developmental assets. These are divided into 8 following categories; support, skills empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identities. For the United Nations (2010) there were ten key priorities in regard to youth development, namely; education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women and the full and effective participation of youth in the life of society and in decision-making.

The United Nations (2010) in the World Programme of Action for Youth (WPAY), adopted by the UN General Assembly in 1995 and expanded upon in 2007, provides a policy framework and practical guidelines for national action and international support to improve the situation of young people. The WPAY identifies the following fifteen priority areas together with specific objectives and actions: *Education, Employment, Hunger and poverty, Health, Environment, Drug abuse, Juvenile delinquency, Leisure-time activities Girls and young women, Participation, Globalization, Information and communication technologies, HIV/AIDS, Youth and conflict and Intergenerational relations.*

As stated by the United States Agency for International Development [USAID] (2013) in their State of the Field Report, the majority of successful youth programs in developing countries are comprehensive in scope and emphasize skill building and connections with opportunities and supports. More specifically, they include activities such as: basic education, recreational activities, civic engagement, conflict mediation, health education, and vocational training and life skills training. For the purpose of this study, youth empowerment

was considered as any effort made to provide young people with positive experiences and opportunities which enhance their strengths and capacity and which affirm them as contributors to their communities and shapers of their own future. As of key components of youth empowerment, in light of what was discussed above, given the scope of the current research, time and resources limitations this study retained the following components for further analysis; *education, economic empowerment, health, leisure time/activities and youth civic participation*. Each of the above mentioned components was linked to those other components of the WPAY with which they share similarities. Finally, in most of the components, data for girls and young women were assessed across all the components as a cross-cutting issue in youth development.

2.1.4. Youth in Rwanda

According to the criteria recognized by the UN, the youth comprises of people that are between 15 and 19 years old (adolescents) and those who are aged between 20 and 24 (young adults). Even if the term “youth” has a statistic definition as provided in the preceding lines, its meaning varies from one society to another and has evolved depending on political, economic and socio-cultural contexts. In that case, a young person is that person who is considered as such by the society”. However, UNESCO (web, n.d) gives a better definition “Youth is best understood as a period of transition from the dependence of childhood to adulthood’s independence and awareness of our interdependence as members of community”. Youth is a more fluid category than a fixed age-group. In Rwanda and until recently, according to Ministry of Youth, Information, Communication and Technology (2007), youth was made up of persons aged between 14 and 35 years.

However on the 3rd of March 2016, the Chamber of Deputies of Rwanda approved a bill by the Ministry of Youth and ICT, to narrow the age bracket to between 16 and 30 years, instead of the current 14-35 years (The New Times, 2016). Although the Law is to be published soon in the Official Gazette, the researcher stuck to the previous definition. This is justified by the fact that at the time of their selection, the time when they received the services, they were defined by the previous age bracket, namely from 14 to 35.

2.1.5. The economic Aspect of Youth Empowerment

Economic empowerment is the action of bringing people on the outside of a decision process into it. It is the ability to obtain an income that enables participation in economic decision making. Individuals become empowered when they obtain the right to determine choices in life and to influence the direction of change, through the ability to gain control over material and non material resources. This definition implies increasing skills and access to productive resources, improving the enabling and institutional environments, and assisting youth in their ability to make and act upon decisions in order to make benefit from economic growth and development (Cheston & Kuhn, 2002).

In developed countries, financial safety nets for youth facing economic setbacks are typically provided by comprehensive social security systems, pensions, insurance, banks, and credit unions. In Rwanda as other developing countries, such institutions are extremely limited in terms of resources. In the latter countries, therefore, people, and especially youth, generally rely on their family for support in times of financial and economic setbacks. Families contribute to the economic empowerment of their members by playing a “role of insurer of last resort, providing aid and solace when all else fails and preventing temporary setbacks

from becoming permanent” (Canning, D., Mitchell, M., Bloom, D. and Kleindorfer, E.L., n.d). In their book, Gambone et al (2002), they give assertions of what should be the long term outcomes of a youth development initiative. One crucial outcome is economic self-reliance. All youth should expect, as adults, to be able to support themselves and their families and have some discretionary resources beyond those required putting food on the table and a roof over their heads. This is the reason why youth should have a decent job and the education or access to enough education to improve or change jobs. From this perspective, there is no way we can talk of youth empowerment, leaving behind their economic empowerment. To be able to feel as full citizens, feel confident enough to explore the other sectors of their lives, youth need to be economically empowered.

2.1.6. Youth empowerment in Health Sector

World Health Organization defines empowerment in health as “the process of enabling communities to increase control over their lives and health”. Empowering communities in health implies addressing the social, cultural, political and economic determinants that underpin health. Communication plays a determining role in this empowerment, which results in an increased level of knowledge and awareness as well as a higher level of critical thinking (WHO, 2016). While discussing youth empowerment, health sector is among the core, if societies want a lasting and sustainable development.

The report stated that it was realised that both NGOs and governments services are limited. Almost if not all the youth health services surveyed revealed that they focused on sexual and reproductive health services. The WHO continue stating says that though youth are often thought of as a healthy groups, many youth do die prematurely due to accidents, suicide,

violence, pregnancy related complications and other illnesses that are either preventable or treatable. (WHO, 2014). Discussing around health for the purpose of this research, the study concentrated on main health issues youth face identified by the same report. These issues included sexual and reproductive health, HIV/AIDS, alcohol and drugs abuse, exercise and nutrition, tobacco/drug use and various forms of violence.

2.1.7. Leisure Time and Activities

The United Nations states that leisure time activities are very important for psychological, cognitive and physical development of young people in all societies. These include games, sports, cultural events, entertainment and community services. When well designed, they constitute elements of any measure aimed at fighting social ills such as drug abuse, juvenile delinquency and other deviant behaviour. The UN recommends that these leisure time activities should be made freely available to young people. Without this, efforts done in other areas of empowerment can be vain or not yield the expected results if youth are not health and do not allow their bodies to re-construct themselves (UN, 2010). In this study, the researcher assessed at what extent NGOs include these activities in the package they are giving to their beneficiaries.

2.1.8. Community involvement and youth participation

The researcher agrees with Ban Ki Moon in his on the International Youth Day in 2007, that the world must fulfil their obligations to youth. The World Programme of Action for Youth requests governments to consider the contributions of youth on all policies affecting them. Governments must also increase the financial, education and technical support made available to young people. He continues saying that adults must stop viewing young people

as part of the problem and start cultivating their promise and potential. In this component the researcher assessed issues related to youth and conflict, their role in decision making, leadership and how they are involved in their communities' lives (UN, 2010).

2.2. Empirical Literature

2.2.1. Introduction

According to Hempel, Kevin and Nathan (2011), there have been programs in the world to actively support youth, but they are relatively new in developing countries. While trying to find other researches that were done on the impact NGOs interventions have on youth empowerment and development, it was obvious that unfortunately not enough research has been done in this regard in Rwanda. The following section gives an empirical review of what has been done in Rwanda, in line with youth empowerment. Different NGOs have ventured in supporting youth, with different levels of successes. The researcher will not pretend to exhaust all the NGOs and their interventions in Rwanda, but in the following paragraphs, using concrete examples of some interventions, the researcher is going to take the reader into an empirical review of youth empowerment in Rwanda.

2.2.2. Cross-sectoral Versus Single-Component Approaches to Youth Empowerment Interventions.

Traditional youth development programmes have tended to focus on youth as a separate development niche. Or, in another case put the focus on one component of youth development. The weakness of this approach is that it does not consider the fact that youth development systems are inherently interconnected to the surrounding social, financial and ecological environment, especially as members of households in a given community (Zimmerman, 2000).

The researcher agrees with USAID (2013) where they say that to effectively empower youth, international and local NGOs have to adopt a cross-sectoral approach. Development agencies and NGOs have worked for years to discover that this is what it takes to help youth make a

healthy transition to adulthood. This is what organizations like EDC/Akazi Kanoze have been implementing in Rwanda. This involves a combination of literacy and numeracy, vocational training in various trades plus support services. The latter also included raising awareness on HIV/AIDS, citizen participation, leisure, sports and arts, etc.

According to the United States Embassy in Rwanda (2014), and The New Times (n.d) using this approach, EDC/Akazi Kanoze empowered more than 20,000 youth between 2009 and 2014, with the resources and opportunities to set them on a path to greater economic prosperity with a main focus on economic opportunity. Among these youth 65% secured paid jobs, 2500 new businesses were created and 55% went further to pursue their education or have gone into a market demand driven vocational training. This really show how empowered the youth were to make decisions that affect their lives and future. Reports from various authors (Search Institute 2004; Small, S. & Memmo, S. 2004; EQUIP3 2012) agree that a cross-sectoral approach to youth empowerment will yield more results than a single area or a single component programming. Approaches that target one component of youth empowerment do not always lead to success as expected. When one area is developed leaving the others behind, there are always risks of youth not being fully empowered, hence not achieving sustainable development (Ledford, Meredith & Bronwyn, 2013).

2.2.3. Levels of Youth Empowerment

Ledford et al (2013) identify three main levels to go through when doing an empowerment programme. These are the individual empowerment, organizational empowerment and community empowerment. He explains that individual empowerment deals with youth or people developing skills to exert control and improve competence. The next level serves to

empower organizations and entities that serve youth to acquire the skills needed to better serve youth, develop and influence policy decisions in the interest of the youth. The third level of youth empowerment is the community empowerment. This is an effort to improve the community, make it ready to respond to youth needs and provide space for citizen participation at the local and national levels. With this though, as stated by IRC (2012) there is a challenge as most donors are unable to generate accurate information about their levels of spending on youth. This impacts or comes from the fact that their grantees do not keep well the track record of their activities in regards to youth empowerment. This can explain why it was not easy to find accurate information to populate this empirical review, especially in Rwanda.

2.3. Critical Review and Research Gap Identification

Undeniably youth empowerment is a topic that should attract researchers, given the percentage this portion of population takes in Rwanda and the world in general. Unfortunately, as stated by Transparency International (2015), not enough thorough researches were conducted to analyse in deep the concrete extent of impact of CSOs in various areas, and more specifically on youth empowerment.

The IRC published the Youth and livelihoods report: Investing in a youth dividend. The report focused on donor strategies, programmes and funding for youth and livelihoods, but did not go further to assess the roles of the organizations and agencies in youth empowerment. As the reader might have noticed above, few studies were made in Rwanda to assess the contribution of non-governmental organizations on empowerment. Furthermore, none was done to assess their contribution on youth empowerment specifically. The

researcher believes that this gap will be filled once this survey is completed, as it is shedding a light on which extent do non-governmental organizations contribute to youth empowerment in Nyarugenge District.

2.4. Theoretical Framework

Youth empowerment theory and Critical social theory were essential during the literature on youth empowerment (Meredith et al., 2013; Jennings, et al., 2006). The first emphasizes the importance of a multi-dimensional empowerment approach while the second emphasizes the role that critical analysis and examination have on social growth.

2.4.1. Youth Empowerment Theory

Youth empowerment theory builds on premises that an individual cannot be empowered in isolation. It connects individual well-being with the larger social and political environment, and suggests that people need opportunities to become active in community decision-making in order to improve their lives, organizations, and communities (Zimmerman 2000). It also identifies three different levels that are inevitable to achieve a sustainable and solid empowerment for youth.

Individual empowerment: According to Ledford et al (2013), to better empower youth, they need first to acquire and develop skills and knowledge to be fit for effective decision making, positive peer interactions, gain control and improve competence. They also need to develop critical awareness to be able to effectively contribute to the betterment of their lives and that of their communities. This is where skills development, critical awareness and other aspect of individual empowerment take place. Skills include literacy, numeracy, entrepreneurship skills, and vocational skills. All these skills contribute to give the individual the tools needed

to make decisions that affect their lives. They also give the person the confidence and power needed to participate in their communities' lives.

Organizational empowerment: At this level organizations that practice the youth empowerment theory adhere to a dual purpose – one of empowering and one of being empowered. Ledford et al (2013) explains that entities become empowered in that sense that they empower youth to become core actors, key decision makers and change agents in their communities. The power to make decisions and to fully participate gives youth a greater sense of control and satisfaction, more commitment to the organization and the change it is trying to make in the community. This benefits at the same time the individual, the organization, the community and ultimately the society.

Community empowerment: The same authors continue and state that if you want to empower youth, you start by empowering their communities. An empowered and empowering community is what youth need as a conducive environment to grow in. A community that is empowered and empowering for youth will have interdependent components to effectively identify community needs, devise strategies and mobilize resources to meet those needs. In such community, youth are regarded as core contributors of change and their input will be valued and their voice heard.

2.4.2. Critical Social Theory and Youth Empowerment

Critical social theory emphasizes the role of critical thinking and examination in social empowerment programs and promotes activities that encourage activism and community engagement (Pearrow, 2008). Through critical analysis, youth individually are challenged to review institutional and systematic barriers. They analyse how these barriers were created, how they are blocking them from developing and analyse how to mitigate their negative

impact on their lives (Leonardo, 2004). Through critical examination, vulnerable and marginalized groups of people can become empowered to actively participate and contribute to the construction of “stronger, more equitable communities” (Jennings et al., 2006, p. 40). Considering empowerment as a social process by which community members, particularly youth, begin to recognize and become critically active in the social and political processes which envelop the day to day activities of their communities. Whereby becoming engaged in this manner can take on a more functional, effective, and committed role in the community to both positively influence and empower others.

2.5. Conceptual Framework

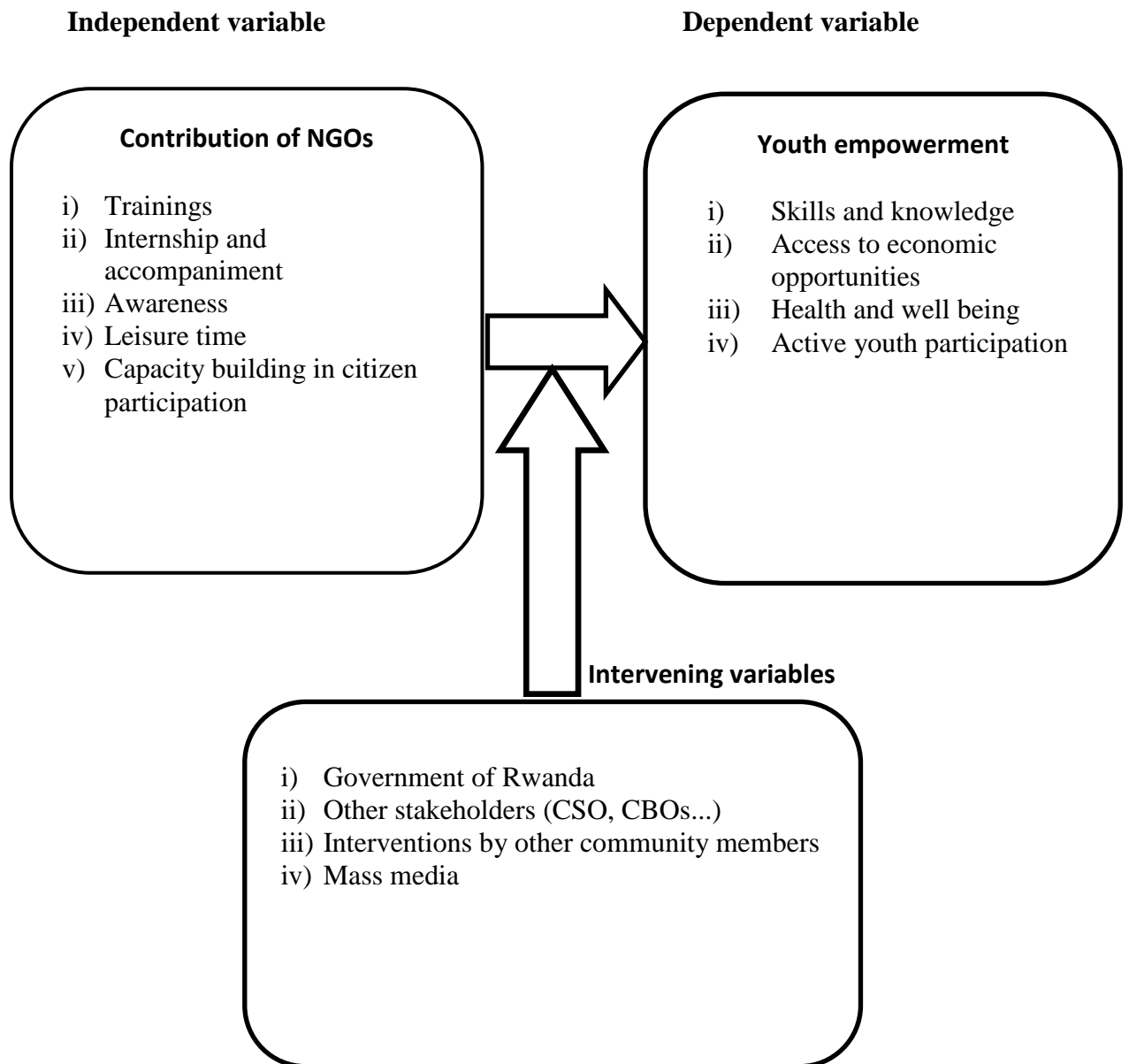


Figure 2.1: Schematic presentation of the conceptual framework

Source: Primary data

The conceptual framework on Figure 2.1 depicts the relationship between the contribution of non-governmental organizations and youth empowerment. It also shows key intervening

variables that can in a way or another influence the relationship of the first two sets of variables.

Trainings, raising awareness, internship and accompaniment will certainly improve skills and knowledge in various areas. This will contribute largely to how youth access economic opportunities as they will be well equipped. Beside this, access to leisure and sport will contribute to their fitness and well being, which is essential to healthy growth. With that, if youth receive capacity building and improve their knowledge in citizen participation, they will certainly be actively involved in decision making in their communities, hence contributing to an inclusive development of their country.

This relationship is always subject to potential intervening parameters that we cannot close the eyes to. The latter can influence how youth are empowered and translate the knowledge they get into practice. These include government policies and programmes that can provide more knowledge to youth. A good example would be Ubudehe and VUP programmes that give job opportunities to youth and can enhance their access to finance, without necessary being beneficiary to any NGO. The potential presence of these variables in the equation was taken into account during data collection, analysis and interpretation.

2.6. Summary

In light with what was discussed in this chapter, and as seen on the conceptual framework on the previous page, it clearly appears that for youth development to be achieved, a wide range of areas must be covered and taken care of. These include mainly health, education, economic empowerment, active participation as well as leisure-time activities, as grouped in

the conceptual framework on the next page. In addition to this, it comes out clearly that empowerment ought to be at different levels. It has to target the individual, the organizational and the community level. However, from the empirical review, it also appears that in the development world, it is rare to find one organization that embraces all these areas while contributing to youth development. Yet, these areas must be filled all to start talking of a comprehensive empowerment. The study intends therefore to assess the contribution of the non-governmental organizations towards youth empowerment in Nyarugenge District.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

The chapter presents the research design, target population, sampling procedure, research instruments, validity of instruments and data analytical methods that were be used to achieve the objectives of this study. To get the data needed for this study, various techniques and methods were used. This will also be discussed briefly in the following chapter.

3.1. Research Design

The research adopted a descriptive design. The descriptive design allowed the researcher to gather necessary primary and secondary data that facilitated the assessment of what is being done by the NGOs in terms of youth empowerment. This involved both beneficiaries and various stakeholders including the staff of the NGOs and the Sectors. A mixed approach of quantitative and qualitative approaches allowed the researcher to have high quality data, strengthened by a triangulation of various data sources, hence leading to trusted findings and recommendations.

3.2. Target Population

The target population was the youth, aged between 18 and 35 years, living in Nyarugenge District who, between 2012 and 2015, was at least one time beneficiaries of interventions from a non-governmental organization. At the time of the Fourth Population and Housing Census in 2012, young people in Nyarugenge district were 145,600 (NISR, 2012). Kimisagara and Nyamirambo had 24,969 and 20,427 youth respectively.

3.3. Sample Design

3.3.1. Sample Size

The theoretical sample size for Nyarugenge District was obtained using Leslie Kish formula, which provides a more or less accurate sample size. During calculations the researcher used the number of youth in Nyarugenge District, which is estimated at 145,600 according to NISR (2012).

The formula is and was used as follows:

$$n = \frac{(z^2 * pq)}{d^2}$$

n= Desired sample size

Z²= the Standard normal deviate/coefficient of the degree of confidence (**here 95% =>1.96**)

P= the proportion of the population with the characteristic of interest (**here p=0.5**)

q= the proportion of the population not having the characteristics of interest (**q=1-0.5 => 0.5**)

d= Degree of accuracy /Margin of acceptable error (here **d=5% =>0.05**)

N=Total population under study (**N>10,000**)

Then, the **sample size** becomes: $n = \frac{(1.96 * 1.96) (0.5 * 0.5)}{0.05 * 0.05} = 384.16$

If this is rounded, it gives **385 respondents** per District.

To obtain the sample size for the two Sectors, Nyamirambo and Kimisagara, the study followed the share the latter have in the whole population in the District.

Table 3:1: Sample size calculations

Sector	District youth total population	Sector share of youth population	Sample size calculation	Sample size
Nyamirambo	145,600	20,427	$(20,427/145,600)*385$	54
Kimisagara	145,600	24,969	$(24,969/145,600)*385$	67
Total sample size				121

Source: Primary data

3.3.2. Sampling Technique

A stratified sampling technique was used to ensure that different categories of youth participate in the survey. Categories included, as much as possible, young men and women, youth in urban and rural settings, literate as well as illiterate. In each sub-category, a simple random sampling technique was used to give equal chances to all persons to participate in the study. Officials at Sector level were purposively identified to be part of the survey as their day to day work involves dealing with NGOs that support youth in their respective sectors. The same purposive technique applied to employees of non-governmental organizations in the targeted areas.

3.4. Data Collection Methods

To collect data, a combination of various methods and techniques was used in line with this research. The researcher gave a privilege to a combination of qualitative and quantitative methods. This allowed him to collect high quality information, triangulate different data source, leading him to producing high quality findings and recommendations.

3.4.1. Data collection instruments

Review of existing documentation: To get started the researcher did a thorough review of existing documents, reports, journals and other sources to ensure he has accurate information to base on while producing the data collection instruments.

Structured questionnaires: These were used mainly to collect primary data from youth in the targeted sectors. The questionnaire contained both open and closed ended questions. The questionnaire was administered by both the researcher and enumerators who received training beforehand on basic research principles and techniques. A total of 121 questionnaires were distributed to the data collectors and all of them were returned.

Interviews: Interviews were used mainly to collect information from the Officials of Sectors as well as the employees of the targeted NGOs in the targeted area. This allowed the researcher to ask follow-up questions where there was a need, and gained a deep understanding of issues to be discussed. Interviews were conducted by the researcher himself, as follow up questions might need to be asked for better understanding of the youth issues. An interview guide was developed that facilitated the researcher during the interview with the officials.

Focus Group Discussions: After collecting data using the questionnaires, the researcher used triangulation to corroborate the figures and data with an elaborate set of data. FGDs were one of the ways to achieve that. The FGDs were conducted with 4 groups of youth, 2 groups per sector. Each FGD involved between 8 to 12 people for effective discussion. The FGD facilitated the researcher to bring out respondents' immediate reactions and ideas, making it possible to observe some group dynamics and organisational issues. Permission to use a tape recorder was sought in advance from the group's members. The researcher ensured the setting

in which the focus group discussions were done, provided a safe and encouraging environment for frank and open communication without any disturbances.

3.4.2. Administration of Data Collection Instruments

Before starting the field work and after securing the Recommendation letter from the University, the researcher informed the Sector Officials and requested their cooperation on this study. Questionnaires were administered to youth by a team of well trained enumerators. Whenever possible, they found the respondents in their normal environment and try to disturb them on the minimum possible. When this was not possible and not advisable, respondents were invited to meet the enumerators in a pre-determined place. Places where the team met respondents include schools, public offices, Maison de Jeunes Kimisagara and of course the NGOs Offices. Interviews were done face to face, with a prior consent from the respondent. The researcher conducted the interviews himself to be able to ask follow up questions whenever needed and possible. For FGDs, the researcher conducted them with the help of a person to take notes and a recorder for further analysis.

3.4.3. Validity and Reliability of the Instruments

After development and approval of the questionnaire, a pilot study was done on a limited number of respondents, with the same characteristics as those who were to participate in the study. The researcher also got guidance from the supervisor and some other person having expertise in the matter, for validation of the data collection tools. The data was treated and analysed using Sphinx to check for any inconsistency, problem of understanding or relevancy. Adjustments were done to the whole questionnaire before it is printed for final consumption.

To ensure data enumerators understood and used well the questionnaire, the filled questionnaires were checked at the end of field work and corrected where there was a need.

3.5. Data Analysis Procedure

Quantitative and qualitative data analyses were used to process the data. Descriptive statistics based on computer generated tables, frequencies and percentages were used to analyse the collected data. The researcher is in possession of Sphinx, a free questionnaire development and analysis software that was used for data treatment. Excel also helped in some instances where the use of Sphinx proved to bring in difficulties. Sphinx software was used from designing the questionnaires, entering the collected data, grouping them and generating tables/graphs where necessary. After that, the researcher used the treated data, grouped into tables and graphs to analyse them, interpret them and formulate conclusions and recommendations. Content and thematic analysis was used to treat qualitative data, received mostly from the FGDs and interviews with officials.

3.6. Ethical Considerations

Prior to administering the data collection tool, respondents were provided sufficient explanation about the overall objective of the study, how the data they are giving would be used, about the anonymity of their response as well as their right to withdraw any time during the discussion. There was a consent explanation form, stating that it is their choice to participate or not. Another element is that all the data collected during the study is kept strictly confidential and shall not be used for any purpose other than the intended one or disclosed to any third party. This will be strictly observed, especially that the study was targeting

organizations and youth who certainly do not wish their personal data to be shared with anyone other than the researcher. The names and full address of respondents were not asked nor disclosed in this research or any time afterwards.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0. Introduction

The main objective of this study was to establish the contribution of non-governmental organizations in youth empowerment in Nyarugenge District. The research focused on identifying the intervention that NGOs in Nyarugenge District put in place to support youth access sustainable development, to what extent those interventions do support youth achieve that development and transition to adulthood as well as identifying gaps that are left unfilled by these NGO's interventions.

The researcher collected data from 121 youth in Nyarugenge District plus 4 staff of the District in the two targeted Sectors. The questionnaire was generated using Le Sphinx Plus and the same software was also used to generate most of the tables that were used for data analysis. This chapter gives highlights of findings, their analysis and interpretation. The reader will notice that the researcher has almost disaggregated most of the findings in regard to gender, to verify whether the gender aspect is something NGOs take as a priority as is becoming a trend in Rwanda. This comes from his passion about women and girls' empowerment.

4.1. Demographic Characteristics of Respondents

4.1.1. Gender and Age Categories of Respondents

Table 4.1 shows that among respondents female are 25% while male occupy 75%. One of the reasons might be that the researcher met most of the respondents in public spaces where girls

tend not to participate a lot. This shows a need for girls to be sensitized to come into public, which will improve on their participation at large.

Table 4:1: Demographic characteristics of respondents

Age Gender	Female	Percentage	Male	Percentage	Total	Percentage
18 – 22	8	7	18	15	26	21
23 – 27	16	13	31	26	47	39
28 – 32	4	3	22	18	26	21
33 – 35	2	2	20	17	22	18
Total	30	25	91	75	121	100

Source: Primary data

In one FGD, the researcher asked why girls do not participate as much as boys do in the spaces where respondents were met. One of the key responses was that girls are more involved in helping parents in domestic chores, while boys are left with time to participate. This shows how important gender equality is still to be emphasized at household level. NGOs should play a big role in this as they are the ones that are empowering youth in their everyday work. This would tackle the time poverty issue for girls, and later women who need to have time to participate in their communities’ life. It would also reinforce the role that boys, and later men, need to play in their households.

4.1.2. Respondents’ Marital Status by Gender

As seen in Table 4.2 about the marital status of the respondents, 80% of them are single. Given that more than 95 of them (+78%) are 21 years old and above, the researcher wanted to know if there is any reason to this. In one of the focus group discussions, one respondent said “ ... if you do not have enough for you, you would not want someone’s daughter to come and suffer with you...life is already complicated, why double it or triple it if we count children in”.

Table 4:2: Respondents’ marital status

Marital Status	Female	Percentage	Male	Percentage	Total	Percentage
Single	24	20	73	60	97	80
Legally married	3	2	5	4	8	7
Cohabitation	3	2	12	10	15	12
Divorced	0	0	0	0	0	0
Widow	0	0	1	1	1	1
Total	30	25	91	75	121	100

Source: Primary data

This is in line with what normally happens in Rwanda and most especially in urban settings. Given that life is getting more and more expensive, it is being more and more difficult for adult youth to marry and form their families. This has affected somehow the marriage age that is shifting from the twenties that was the case in the last decade or two to the thirties for both girls and boys and even the forties for boys in some cases. One of the respondents, a girl expressed it in her own words “...do not make me laugh, how would I marry a boy in his twenties yet he has nothing...nowadays it requires a boy at least ten years to have what it takes to have a home on his own..If he starts working at 20 years old, you understand he will enough in his thirties...” This shows how important the support youth get can also help them to translate from youth to adulthood if the support is effective. This also shows how NGOs, through youth empowerment interventions, at some extent help also youth or young adults to transition to adulthood.

4.1.3. Education Level of Respondents

Table 4.3 shows that the majority of the respondents completed either Primary school (34%) or/and 30% Technical and vocational education and training (TVET) Only 16% of them completed secondary school.

Table 4:3: Education level of respondents

Education level	Female	Percentage	Male	Percentage	Total	Percentage
Never gone to school	6	5	1	1	7	6
Primary school	7	6	34	28	41	34
9 Years basic education	7	6	11	9	18	15
High school	5	4	14	12	19	16
TVET	5	4	31	26	36	30
Total	30	25	91	75	121	100

Source: Primary data

In our discussions and as it will be seen ahead in the discussions, NGOs provide TVET as an alternative to youth who dropped out of school before completing high school. With these skills youth can easily have access to jobs and earn an income.

4.1.4. Occupation of Respondents

Table 4:4: Occupation of respondents

Occupation	Female	Percentage	Male	Percentage	Total	Percentage
Agriculture	5	4	19	16	24	20
Full time job	2	2	8	7	10	8
Part time jobs	13	11	33	27	46	38
Help from friends	0	0	7	6	7	6
Family help	6	5	12	10	18	15
Small business	1	1	9	7	10	8
Other	3	2	3	2	6	5
Total	30	25	91	75	121	100

Source: Primary data

According to Table 4:4, 73 respondents do not have permanent jobs that can allow them to earn a living. Even those who said they do part time jobs, they do not have it on a regular basis. Some of them work on construction sites and are hired on a regular basis. In the FGDs, one respondent mentioned that “companies *do not hire us on a monthly basis to avoid paying professional taxes and social security for us*”.

With 20% in agriculture, 38% doing part time jobs not on a regular basis, 15% depending on family help, there is a way to ask ourselves whether the NGOs contribution was really helpful. In a FGD, respondents gave more explanations on the issue. Most of those living in Nyamirambo Sector live in a rural setting, with their families. They have family lands. Therefore, before going out and look for other jobs, they prefer to first make good use of their lands. One of the participants said: “ *Before the training I used to see agriculture as a no-value job...after the entrepreneurship training, I considered our family land as an asset I have to utilize even to get a start up capital...so before going into construction sites to look for ibiraka, I first take care of my beans and bananas...*”.

Notwithstanding these explanations, there is always a need to empower youth so they can access permanent and sustainable jobs that are secure for their economic uplifting. Sustaining a job requires a set of skills that youth do not get in normal schooling systems. These include soft skills as basic as public speaking, time management, behavior at work, how to work as team, leadership skills and others. As the reader will notice it further in the findings, these skills were given to a small number of respondents. This makes it hard for them to get a job even after trainings or even to sustain it when they get it.

4.2. Presentation of Findings

4.1.4. Interventions that NGOs use to Empower Youth

4.2.1.1. Empowerment in Education

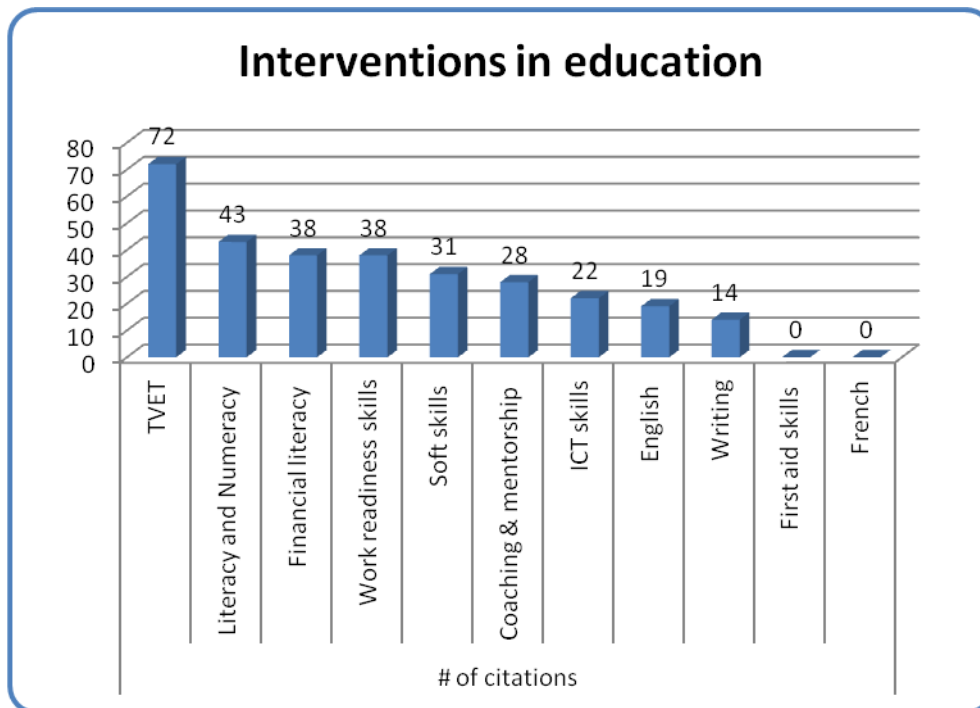


Figure 4.1: Interventions in education

Source: Primary data

As seen on Figure 4.1, respondents mentioned a number of interventions that NGOs have put in place to support them. TVET came first to be mentioned by the respondents (72 mentions). Findings revealed that after TVET, literacy and numeracy comes second with 43 mentions. A staff of one NGO that was interviewed revealed that they insist on literacy and numeracy because “ *most of the youth our NGOs support have not gone further than primary school... and due to a long time out-of-school, even some of those who did have forgotten even reading and writing at the time of their enrollment in the projects. We then provide catch up lessons in reading, writing and numeracy for them to follow other trainings*”. That is why numeracy is another key element that NGOs use while working on empowering youth.

Work readiness skills and financial literacy came third in mentions (38 each). In work readiness category, NGOs provide youth with various skills including but not limited to personal growth, setting goals, team work, planning, entrepreneurship and business development. These soft skills help youth to access jobs and to secure them once hired. It also equips them with skills necessary to opening their own small businesses.

Besides this, youth receive financial literacy to their young beneficiaries. In this section they learn how to set financial goals and how to achieve them. This proved to be helpful as told by this staff from one NGO in the target zone. *“Some of the youth get jobs and cannot sustain them. That is why in one grant we got, we planned for soft skills including how to spot a job, how apply for it as well as writing a good CV. We also provided some coaching and mentorship in the first months of their employment...this proved important as those we coached lasted longer in their employment”*. The researcher believes these soft skills are essential in today’s times, when the competition on the job market is becoming tougher due to the open doors of the East African Community. Equipping youth with those skills will increase their chances to access the market in Rwanda in particular and East African Community in general. However, findings reveal that youth were partly satisfied with the empowerment received in education. As seen in Table 4.5, only 57% of respondents were satisfied (26% satisfied and 31 full satisfied) with interventions they received in education. In a Focus Group discussion, youth elaborated on the key elements on why they were not fully satisfied.

Table 4.5: Level of satisfaction of youth on education

Level of satisfaction	Frequency	Percentage
Fully satisfied	37	31
Satisfied	32	26
Neutral	41	34
Not satisfied	11	9
Disappointed	0	0
Total	121	100

Source: Primary data

They mentioned the lack of support in learning languages used in the East African Community which is preventing them from accessing the regional market and compete with people from neighbouring countries who use those languages. Here it would be good to mention that English and Swahili are the main languages used across the East African Community and only 9% of the respondents said to have received training in elementary English. Swahili was not mentioned even a single time. Participants also highlighted the insufficiency of coaching and mentorship programme, which would allow them to strengthen and sustain the skills they get during the TVET trainings. In the FGD, youth explained how some of them get jobs and loose them a short time after due to lack of knowledge and skills on how to be professional and handle issues at work. They told the researcher that coaching and mentorship would be a great contribution in strengthening their empowerment.

4.2.1.2. Interventions in Economic Empowerment

Technical and vocational training as part of economic empowerment

Table 4.6 indicates a number of trainings that the NGOs provided to youth in terms of technical and vocational training towards their search of employment. Finding revealed that

mostly NGOs provide skills that are market-demand driven. Construction comes in the first line with 47 mentions, followed by electricity and plumbing.

Table 4.6: Trainings provided to youth

Skills gained	Frequency	Percentage
Construction	47	16
Electricity	37	13
Plumbing	35	12
Mechanical	32	11
Carpentry	27	9
Hospitality	25	9
ICT	22	8
Beauty & Aesthetics (Hair, pedicure, manicure...)	18	6
Arts and crafting	18	6
Tailoring	14	5
Driving	8	3
Bakery	4	1
Total	287	100

Source: Primary data

In an interview with a staff of one NGO in the targeted area explained the choice of the trainings in these words “Before *providing trainings to these youth we do a market assessment, to be able to provide them with skills that match the demand on the market. Given the way Kigali City and especially Nyarugenge District is developing fast in terms of infrastructure, we found it relevant to provide skills in construction, electricity, carpentry and plumbing. This will grant our youth easy access to jobs as all the constructors need labor*”.

On a gender note however, findings revealed that there are still remains of gender associated vocational skills. In an FGD with youth, girls confirmed what one respondent told the researcher. That they “ *have not yet come up with the idea that a girl can be a mechanical while there is possibility to be trained in tailoring, bakery or beauty, hair-salon/aesthetics...*”. A staff of the NGO confirmed this but added that they “*try to change the mindset of girls on the perception that there are jobs that are for boys or girls. And it is slowly changing the trends as we have had girls graduating in plumbing and construction, and we hope the figures will increase as years come*”.

Support in getting employment

The researcher wanted to know what happens with youth with increased skills. As shown on Figure 4.2, one member of staff of an NGO in the target zone revealed to the researcher that they provide accompaniment to their graduates in order to get jobs. This confirmed what respondent had revealed during data collection. Among other support youth receive, they mentioned trainings on how to identify a job and apply for it (52 mentions), how to write a good CV (39 mentions) and how to behave at a workplace (31 mentions). They even do role-plays to prepare them for interviews. These skills are very essential to build the confidence of the youth who are, in most cases, doing this for their first time.

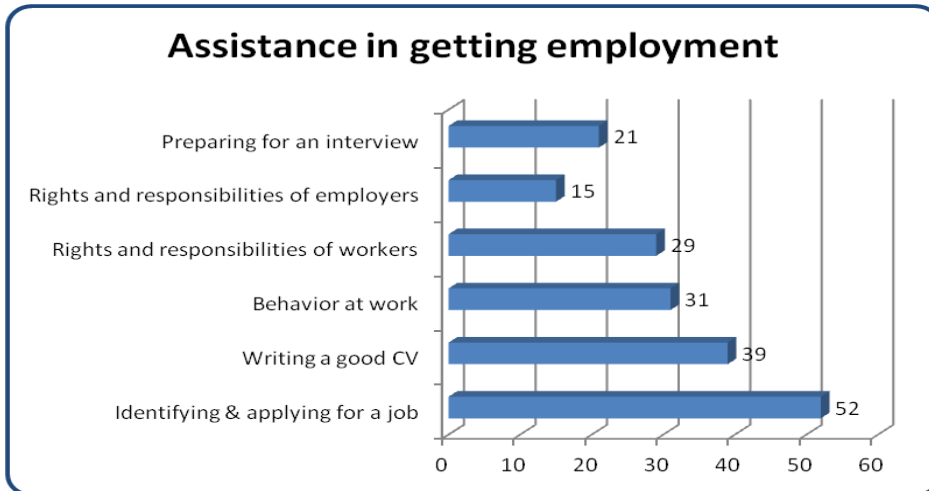


Figure 4.2: Support youth get towards getting employment

Source: Primary data

As stated by the in Charge of Social affairs in one of the targeted Sectors, this was an arrangement they are having with Construction Company to secure jobs for the youth in their entities. She said *“we are happy to be working with these NGOs. They support our youth and we partner with them to find them jobs so they can earn a living and improve their livelihoods...after graduation, we connect the NGO with companies that need workers. They prepare their graduates for interview and coach them even after they are recruited...in some instances, we even ask companies that are operating in our Sectors to prioritize those graduates while recruiting”*.

Culture of saving

In its report *Young People and Savings – A route to improved financial resilience*, IPPR (2012) says that saving is one of the critical components that can contribute to improving youth livelihoods and financial resilience.

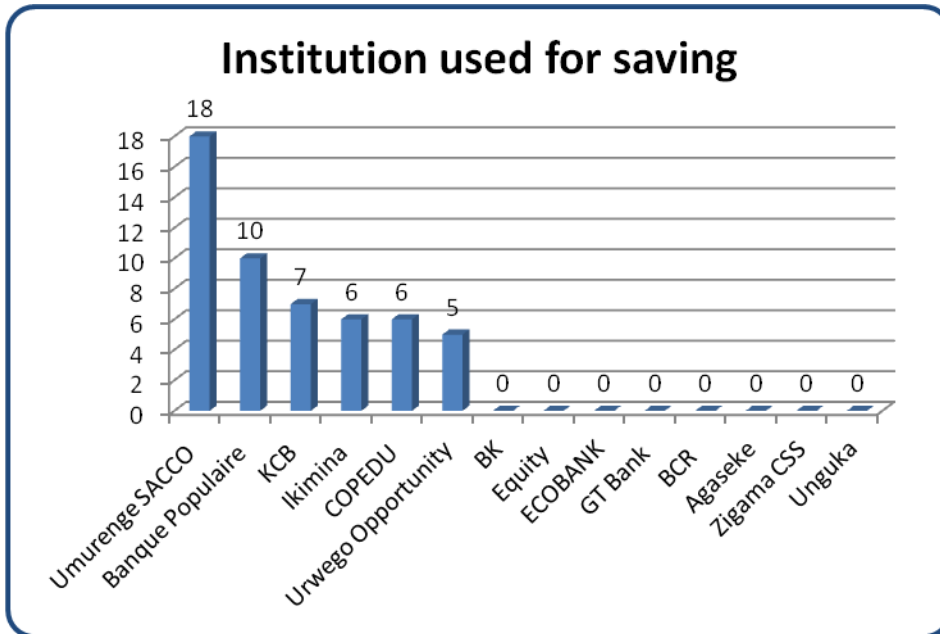


Figure 4.3: Institutions youth use for saving

Source: Primary data

The researcher wanted to know whether and how NGOs are sensitizing their beneficiaries to the culture of saving, as part of economic empowerment. As a response to this, 63% of the respondents replied that they had at least one time in their activities discussed about saving. As a result 43% of them equalling 52 respondents confirmed saving with different Banks and Micro-Finance Institutions as shown in Figure 4.5. In our further discussion, participants to FGDs revealed that they prefer saving with MFIs that do not charge them operational costs, which will reduce the little they put aside as savings. It is also good here to note the use of *Ibimina* as a form of saving. This is an informal credit and saving group, where members agree on an amount to be deposited on a daily, weekly or monthly basis. The money is then deposited in an agreed bank or MFI. Then every member has rights to a small loan that they will pay with a small interest. *Ikimina* is entirely built on the trust and besides helping youth to make saving, it also gives them an opportunity to meet, discuss and exchange ideas on their

everyday lives. Which in some cases has a lasting impact, as those who have achievements can advise the others and pair-coach them.

Empowerment in Health

Health is fourth on the list of priority areas identified by the UN in their World Program of Action for Youth (2010, p. 23). The UN also identifies the aspects in health that appear in Figure 4.6 as imperative if member states want to have a healthy and sustainable development, through their young generations. The researcher wanted to have a sense of how NGOs take this seriously in their interventions. Figure 4.6 shows the findings.

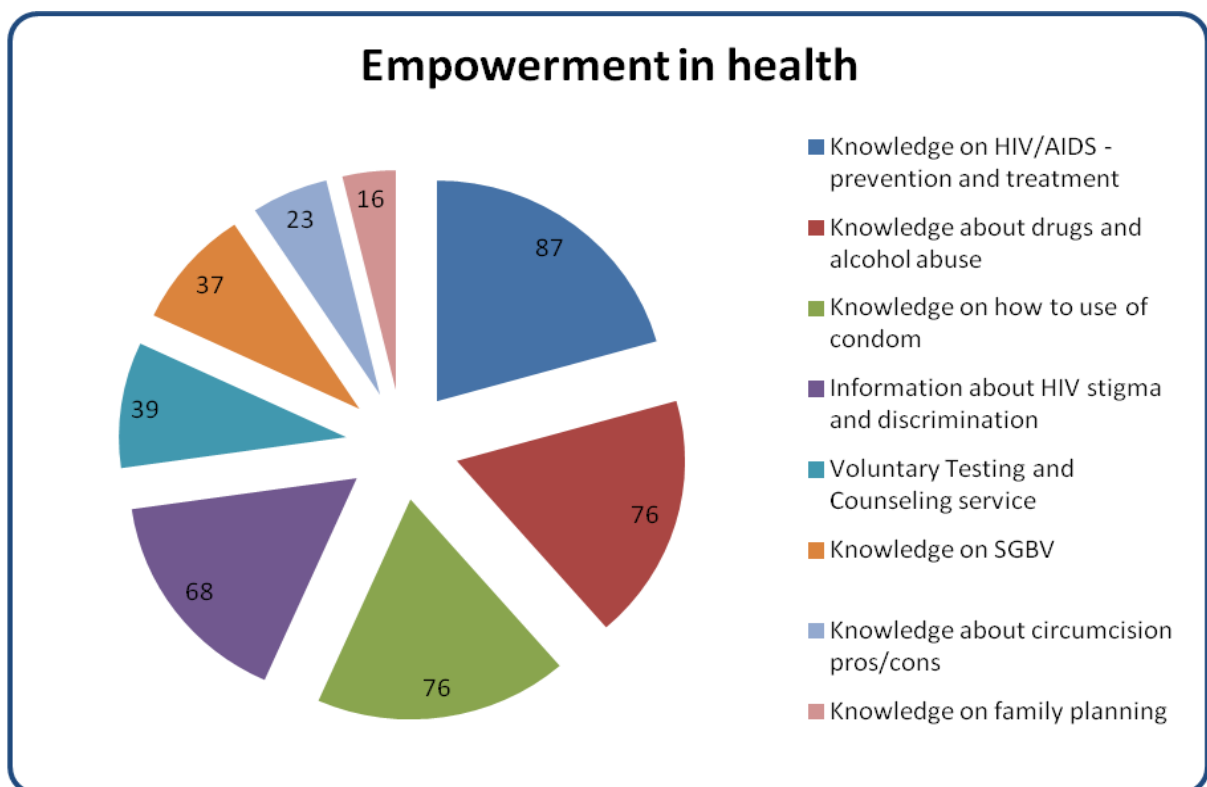


Figure 4.4: Empowerment in health
Source: Primary data

Findings reveal that respondents were provided with knowledge about HIV/AIDS, how to prevent and treat it, which includes the use of condom as well as fight against stigma and discrimination of people infected and affected. Respondents also highly mentioned knowledge and support in line with drug abuse and excessive use of alcohol.

One participant in the FGDs stated that “ *after the video we watched about the consequences on drugs at Kimisagara Youth Centre, I understood how my health was threatened...I decided and stopped...even though I have moments of relapse, but I am aware of the consequences...* ”.

In general the findings revealed that empowerment in health collected more favourable feedback from respondents in terms of satisfaction. 72 % were satisfied (49 satisfied and 23 fully satisfied). Given these findings, the researcher was curious to know why health aspects are scoring far higher than other aspects where they support youth.

Table 4.7: Level of satisfaction of empowerment in health

Level of satisfaction	Frequency	Percentage
Fully satisfied	28	23
Satisfied	59	49
Neutral	22	18
Not satisfied	12	10
Disappointed		
Total	121	100

Source: Primary data

The response was that in both Sectors the research targeted, government officials have sexual and reproductive health and the fight against drug abuse and excessive use of alcohol in their performance contracts. As part of their performance, Sectors organize campaigns in that regard. In most cases, the NGOs that were targeted in those sectors are the prime partners in those campaigns. Therefore, their beneficiaries are the first to get involved.

To the question to know whether youth felt satisfied with the support they received as part of their empowerment in health, 23% said they are fully satisfied while 49% said they were satisfied. 18% and 10% said they were neutral and not satisfied respectively. The researcher was curious to know why this 28% were not satisfied. One of the key responses in the FGDs was that even though NGOs supported with knowledge on these key aspects, they did not provide materials needed for a health protection. The materials mentioned included but were not limited to condoms for both boys and girls and family planning tools.

Sports and leisure in Youth Empowerment

In the same WPAY, the UN emphasizes the place of leisure and sport in these terms: “*the importance of leisure-time activities in the psychological, cognitive and physical development of young people is recognized in all societies...they include games, sports, cultural events, entertainment and community service*” (WPAY, 2012, p. 38). The researcher wanted to know the place leisure and sports have among the interventions NGOs put in place to empower youth. Figure 4.7 indicates at what extent the later are included in the youth support.

Table 4.8: Sports and Leisure in youth empowerment

Activity in sports & leisure	Frequency	Percentage
Film/movie	24	8
Books	19	6
Football	78	25
Volleyball	64	20
Basketball	48	15
Athleticism	17	5
Board games	9	3
Music	57	18
Total	316	100

Source: Primary data

It is apparent that the traditional sports always come first; football (78 mentions), volleyball (64 mentions) and basketball (48 mentions). Music also comes as significantly having a place in the interventions NGOs put in place. However, using books, films/movies, board games as well as other forms of leisure and entertainment is still wanting. Even respondents mentioned the insufficiency of the latter in the support they get from the NGOs that support them.

Empowerment in Civic Participation

One of the actions recommended to member states in the WPAY (2012) is full and effective participation of youth in the life of society and decision making. This would translate in their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future of their nations. The study aimed at identifying the place civic participation has among interventions that NGOs are putting in place towards youth empowerment. As far as civic participation is concerned, Figure 4.8 shows the aspect that came first was sensitization to join in association and cooperative that had 89 mentions. Followed by knowledge on how to identify issues and taking them to relevant authorities. For these two, the contribution of NGOs is apparent.

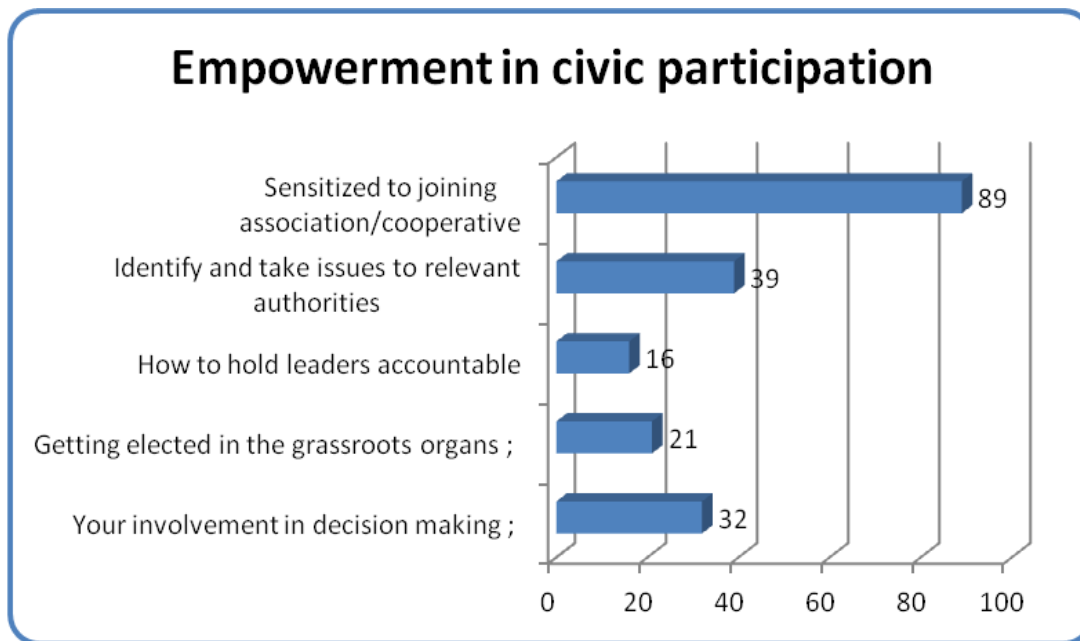


Figure 4.5: Empowerment in civic participation

Source: Primary data

However there are other aspects of civic participation that were left behind, like how to hold leaders accountable and how youth could get represented in the grassroots political organs. The Government of Rwanda put in place various mechanisms for youth to participate in the political life of their communities. These include the National Youth Council that is established from the Cell level up to the National level. The leaders in the National Youth Council seat in the advisory council at their respective entities. As representatives of youth in their administrative entities, this gives them space to participate fully in the lives of their respective communities. This include in the planning and budgeting processes, policy implementation as well as during monitoring of developmental plans of the country.

4.1.5. How Interventions met Youth’s Needs and Expectations

It would not have been fair to complete this study without collecting perceptions of youth on how NGOs contributed to their empowerment and what they do think were left as gaps to fill

in the future. This was discussed deeply in the focus group discussions, and as would be expected their responses confirmed what was found using the questionnaire. The following paragraphs discuss the level of satisfaction of the respondents vis a vis the services they received from these NGOs in the covered areas.

Education

In education, findings revealed that 57% were satisfied (31% fully satisfied and 26% satisfied) with the services they received in education, which is a relatively good number. On the other side though, the researcher was interested in what made the 43% remain neutral or not satisfied. In the focus group discussion, respondents revealed that in some areas of education they were not at all satisfied.

Table 4.9: Satisfaction level on empowerment in education

Level of satisfaction	Frequency	Percentage
Fully satisfied	37	31
Satisfied	32	26
Neutral	41	34
Not satisfied	11	9
Disappointed	0	0
Total	121	100

Source: Primary data

These included the lack of education in languages, most especially those used in the East African Community. They also include the absence of coaching and mentorship. One of the participants to the FGDs expressed it in her words *“we are really grateful for the TVET, it gave us enough skills to start with in jobs...however with no coaching and mentorship, we felt like the whining came before time...another accompaniment of at least three months would*

have made it excellent". Another aspect is that although they facilitated with TVET, some of the youth wanted to go back to the ordinary schools and the NGOs did not provide for this.

The researcher asked the NGOs staff what their view was about this. One employee of the NGO explained that they plan activities according to the agreement with the donors. He added “ *in the recent past, we have had only donors interested in TVET and work readiness...there was no room for school fees for ordinary schools...and especially that it is said that the 12 years basic education is free for all, no donor can easily give you money for that*”. As far as coaching and mentorship is concerned, the same employee explained “ *for us, we provide coaching and accompaniment...after job placement, we coach them for three months and we ensure they have a smooth start in their employment...other NGOs should also follow the lead*”.

Economic Empowerment

In the area of economic empowerment, respondents showed that 80 out of 121 were satisfied (38 fully satisfied and 42 satisfied).

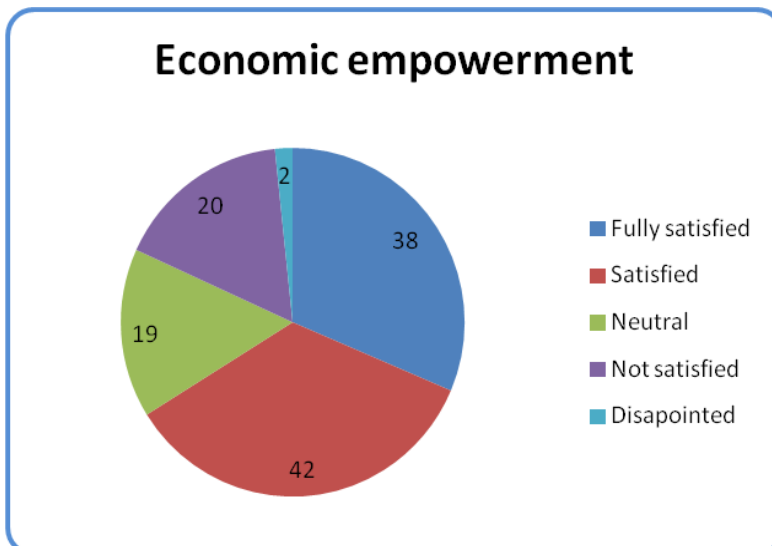


Figure 4.6: Satisfaction level in economic empowerment

Source: Primary data

The researcher wanted to understand what the 21 remaining thought was missing for the support to be complete. Start-up kit came first in our discussions. Respondents were satisfied with the trainings they get in vocational trades, but said starting up is a huge challenge for them. “ *Imagine graduating in welding and you do not have the welding machine...working and saving to buy it is a huge obstacle for us...NGOs that provide start-up kits have made it, but for us it was not the case...most of us abandoned the trade due to that...* ”.

Empowerment in health

Empowerment in health collected the highest number of satisfaction amongst other areas of support was covered. 93 respondents said they are satisfied (44 satisfied and 49 fully satisfied).

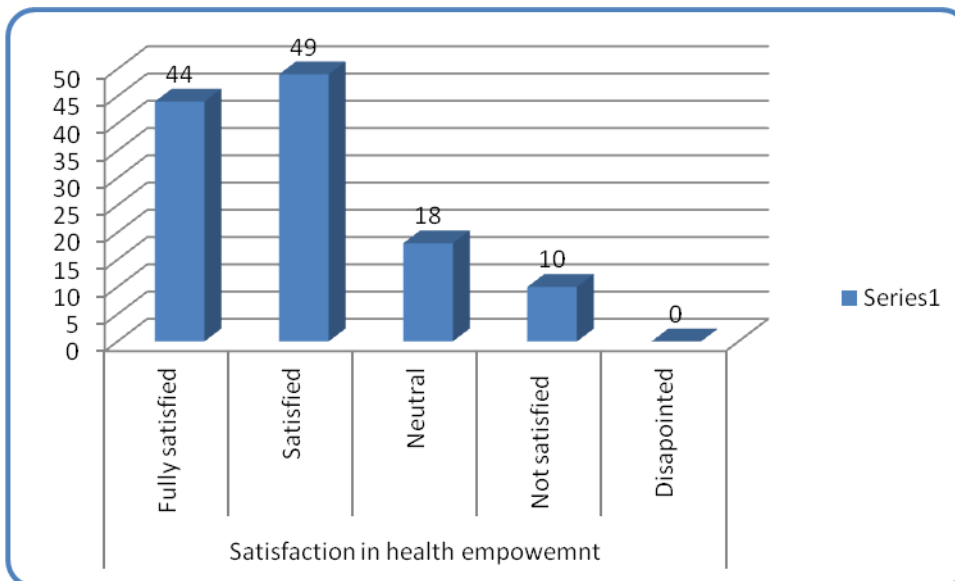


Figure 4.7: Satisfaction level in empowerment in health

Source: Primary data

The researcher wanted to understand what the respondents perceived as gaps left unfilled. The first aspect that came in the first line was the provision of family planning tools and condoms to prevent HIV/AIDS. Youth acknowledged the information and knowledge they received in

the area of health, especially on HIV/AIDS, STDs and family planning. However, they said that the lack of materials including family planning tools (pills, intra-uterine contraceptive device, condoms...) made it impossible to put into practice that knowledge. They recommend that while NGOs are planning support in health should also think of availing those instruments for the knowledge not to be just theories.

Sports and Leisure

Finding revealed that only 68 were satisfied with the support they received through sports and leisure activities. As seen in the previous discussions, sports focused more on ordinary sports including football, volleyball and basketball. However, there is more than that in terms of sports and leisure for youth. It also includes board games (playing cards, table tennis, monopoly, pool...), music and use of film for both education and entertainment purposes.

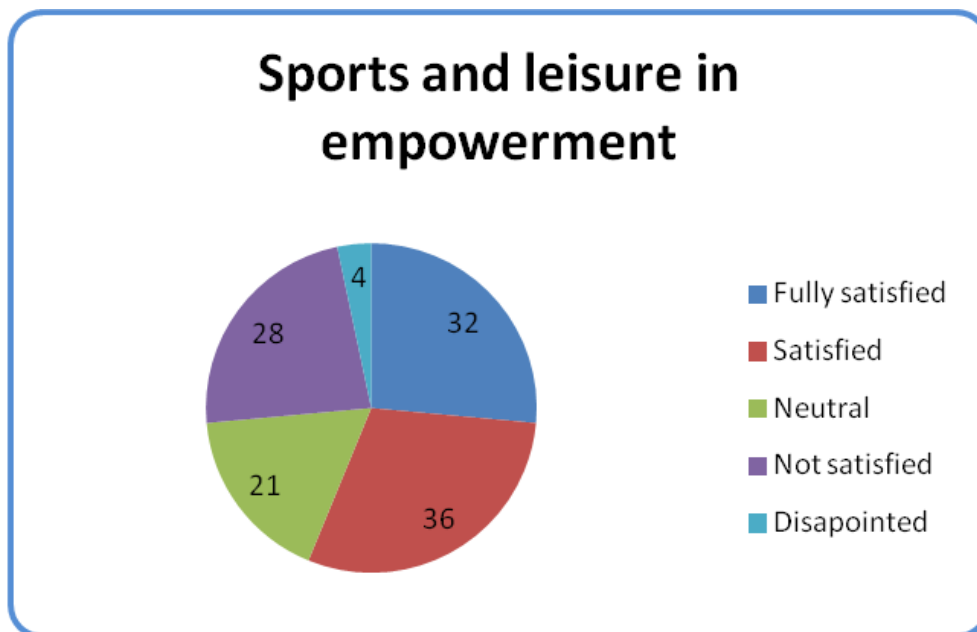


Figure 4.8: Satisfaction level for sports and leisure in empowerment
Source: primary data

Respondents expressed the feeling of the later missing in the picture, yet they think this would have greatly contributed to their empowerment in general. In their recommendation, they propose the NGOs to include other games and activities as they help them relax, relieve them of the stress of everyday struggles but also can convey good messages as well as educational content. In our discussion with one employee of an NGO in the targeted area acknowledged this. *“...it is true in terms of sports and leisure we tend to focus on sports that are commonly known like football, volleyball and basketball. One of the reasons is the affordability of the materials...for example it only takes to buy a ball for football and basket ball and youth use a public pitch...for example table tennis, table pool this requires a huge budget that donors will hardly give you...”*. In our discussion most of them agreed to consider this in the future while writing proposals for youth support projects.

Empowerment in Civic Participation

Table 4.10: Level of satisfaction in civic participation

Level of satisfaction	Frequency	Percentage
Fully satisfied	18	15
Satisfied	26	21
Neutral	68	56
Not satisfied	9	7
Disappointed	0	0
Total	121	100

Source: Primary data

In civic participation, 56% of the respondents revealed to be neutral as regard to their satisfaction level. Only 36% said they were satisfied (15% fully satisfied and 21% satisfied). During our focus group discussions, respondents revealed the reasons behind. They said they were neutral in regard to civic participation as most of them are not interested in politics.

and what is happening in their communities. One of them said *“I too said I was neutral on that because, I am not a leader...we elected our representatives in the National Youth Council and they are the one who should be dealing with politics and civic participation...they are there for us...so I do not blame the NGO for not insisting on that”*. On the other hand, another respondent gave an opposing view *“I am among those who said they are satisfied because with the little we discussed during the activities, I was able to regain confidence and presented myself in my cell. Now I am in charge of sport, culture and leisure in the National Youth Council of my Cell*. In the meeting with one NGO staff, she confirmed that they do not insist on civic participation and explained why. *“The area of governance was not a key priority of our main donors in the last five years, so with no budget for that it was not easy to feature citizen engagement in our activities. We however include it in our discussions so that youth are updated on what is happening in their communities and how they can play a role in it”*.

4.2. Youth Empowerment and Transition to Adulthood

Table 4.11: Transition to adulthood

Area covered	# of citations	Example of a quote among the responses.
Health	59	<i>“...Now I know my HIV/AIDS status and what I can do to protect myself from HIV/AIDS and STDs...”</i>
Economic empowerment	52	<i>“...I have a bank account and do savings to achieve my future plans...”</i>
Behavior at work	32	<i>“After the trainings I got a better job and have been there for two years now”</i>
Civic participation	41	<i>“After getting self confidence, I was elected in the NYC...”</i>
Work readiness	32	<i>“ I know how to write a good CV and look for a job”</i>

Source: Primary data

Supporting and empowering youth is one thing and them using the support for a better transition to adulthood is another thing. The researcher was interested to know how youth use the support for the betterment of their livelihoods. To the question to know whether after the support they felt really empowered and equipped to become adults and fight the related struggles, 76 of the respondents said yes, 34 said no and 11 were neutral. To those who said yes, the researcher wanted to know what was improved in their lives. The researcher, through a content and thematic analysis, identified key elements that came out of their answers. Table 4.11 shows which areas and example were cited the most. Participants to the FGDs were happy about the services received in health, most especially on the fight against HIV/AIDS. They were also satisfied with interventions in economic empowerment, behaviour at work, civic participation as well as work readiness. This emphasizes on the importance of these soft skills on the youth empowerment. They build their confidence, increase their chances to get access to the job market and improve their livelihoods and those of their families, which in some instances depend on them.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents a summary of the findings, draws some conclusions and ends in formulating some recommendations to different stakeholders concerned with community development in general and youth development in particular. It concludes with recommendations for further areas of research.

5.1. Summary of Findings

This summary of findings will be presented following the objectives of the research, taking into considerations all the variables in the equation.

The general objective of this study was to establish the contribution of non-governmental organizations in youth empowerment in Nyarugenge District.

Findings revealed and youth confirmed through focus group discussions that NGOs have contributed a lot in their empowerment. Youth confirmed having received support in the various areas this study was examining namely empowerment in education, economic empowerment, and empowerment in health, sports and leisure for empowerment as well as empowerment in civic participation. On average 60% of all youth confirmed having received the five types of support and are satisfied with them. Let's explore objectives and see whether and how our study did achieve its objectives.

5.1.1. The Various Forms of NGOs Interventions Towards Youth Empowerment

The study revealed a big range of interventions that NGOs put in place in the search to empower youth. Every area of the five mentioned above encompasses multiple interventions that all contribute to youth empowerment.

For education, these include in order of importance according to the findings; literacy and numeracy came first with 74 mentions among the respondents, technical and vocational education and training also came as important as 43 respondents mentioned, financial literacy and work readiness are also important as they were cited by 38 each as having benefited from it as part of their empowerment. Others include various other soft skills, coaching and mentoring, ICT skills and languages.

For economic empowerment, it was revealed that the privileged interventions are trainings in technical vocational education and training. Among these construction, plumbing, electricity and mechanical came in the first line with the highest mentions. The second intervention in priority is support in getting employment. This includes identifying and applying for a job (52 mentions), training about how to write a good CV (39 mentions), knowing how to behave at work (31 mentions) and goes as far as preparing the youth for interview (21 mentions) etc. The later also includes instilling the culture of saving to beneficiaries and linking them to banking institutions and micro-finance. 63% of the respondents confirmed having discussed saving at least one time during their participation in the NGO's activities. As a result 43% of the respondents confirmed having saving account and using them with various micro-finance and banking institutions in Nyarugenge District.

For empowerment in health, NGOs use various interventions. They include information and knowledge about HIV/AIDS, STDs, drug abuse and excessive use of alcohol. It also includes

knowledge about HIV/AIDS prevention and treatment, voluntary testing and counselling, knowledge about circumcision and family planning. Empowerment in health seemed to have succeeded as it collected the highest level of satisfaction from respondents 93/121 said they satisfied.

For sports and leisure NGOs tend to go the easy and affordable way. Interventions include mainly the normally accessible sports namely football, volleyball and basketball. Due to the restricted funds they refrain from venturing in games like table tennis, tennis, monopoly that are expansive and require special equipments. While from the previous one it only requires balls to play them as amateurs. Finding also revealed that no much is done in using books, music and film as part of empowerment.

In civic participation, three main interventions emerged namely sensitizing youth to join associations and/or cooperatives (89 mentions) and knowing how to identify an issue and take it to relevant officials (39 mentions). They are followed by sensitizing youth about their involvement in decision making with 32 mentions.

5.1.2. How do the Interventions Meet Youth Needs and Expectations?

As discussed in the previous chapter, youth had perceptions that there were still things missing. That is why the average of their satisfaction level came with lower figures. Overall 60% youth were satisfied with the empowerment support they received (28% being fully satisfied and 32% satisfied). 25% were neutral while 13% and 2 were disappointed. Empowerment in health comes first where respondent were highly satisfied with services and knowledge they got in matters related to HIV/AIDS prevention & treatment, drug abuse and

excessive use of alcohol as well as family planning. Civic participation came last as youth seem not to be concerned with the politics of what happens in their neighbourhood.

5.1.3. How do Youth Translate the Contribution they get into Action?

Youth in the targeted area are efficiently using the knowledge, information and skills that NGOs are transferring to them as part of their empowerment. Youth confirmed this by providing examples of what changed and what they see as a result of the empowerment. 59 mentions were made about health changes, 52 about changes that occurred in their lives in terms of economic development, 41 in civic participation and 32 in terms of work readiness and how to secure an employment. This is not only a testimony of how NGOs can really contribute to the empowerment of youth, but also how youth can leverage that support towards improving their livelihoods.

5.2. Conclusions

From the findings, it is apparent that NGOs contribute greatly to the empowerment of youth in Nyarugenge District. Interventions that non-governmental organizations put in place were relevant in regard to what youth need to improve their livelihoods. These include literacy and numeracy, writing, TVET, Work readiness skills and financial literacy, languages and many more in education. In economic development, interventions include trainings in various fields like construction, welding, carpentry, electricity, mechanics and many more. In health, youth get information in regard to HIV/AIDS, drug abuse and excessive use of alcohol, family planning and many more. In regard to sports and leisure, beneficiaries have enjoyed football, volleyball and basketball but also music, film and arts as part of their empowerment package.

Last but not least NGOs put in place activities that enhance civic participation of youth that include information on how to get elected in grassroots organs, how to identify issues and take them to relevant authorities, how to hold leaders accountable to name a few.

As revealed by the findings and discusses in the paragraphs above, NGOs played a remarkable contribution in empowering youth and all the interventions that were put in place have met more or less the youth needs in the targeted neighbourhoods and domains that the present study was assessing. Youth were in general satisfied with the service, as in their testimonies this has increased their knowledge, skills and attitude and equipped them to better transition to adulthood. This is confirmed by the initiatives they took and changes in their behaviours.

Youth have used and are still using the knowledge, skills and attitudes they learnt from the NGOs to improve their livelihoods. That is how some of them have opened saving accounts and are using them; they are now aware of HIV/AIDS and know how to protect themselves; some got better jobs after the trainings and are sustaining their jobs; some are also using skills they learnt for family planning, and this is to name a few of them. In general youth were satisfied with the support received.

5.3. Recommendations

Although youth were satisfied and staffs from the NGOs were happy with what they do for youth, some gaps were identified and tentative reasons given by the employees of the non-governmental organizations in the targeted area. The researcher also received some recommendations from respondents, NGO officials as well as officials at the Sector Offices. The following is a summary of those recommendations directed to relevant stakeholders for improvement on youth programming in their respective institutions.

To NGOs Supporting Youth

While developing their proposals for youth projects, the researcher recommends NGOs to consider all areas of youth empowerment and not neglect any of them. These include civic participation, sports and leisure, film and music as means to provide both a breathing time to youth but also as educational tools.

After graduation in vocational trainings, to support youth getting jobs and/or sustain their jobs, NGOs should plan and budget for a relatively enough time of coaching and mentoring for fresh graduates.

One obstacle to starting new businesses for graduates was the lack of initial tools and materials. For youth graduates who wish to start new businesses, NGOs should plan and budget for start up kits. This facilitates youth entry to the job market and the market in general, as starting up was also identified as a major obstacle.

As the saying goes “*what you do for me without me is against me*”. There has been mention of discrepancies in what NGOs plan and provide to youth and the perceived and real needs of youth they are serving. The recommendation on this is that during the planning phase of their projects, NGOs should consult beneficiaries about what they think and expect from such projects. This enhances participation and adherence to the projects on the side of beneficiaries.

To the Donor Community:

One of the key reasons why some areas were not covered was lack of budget for such activities. To ensure NGOs cover areas such as civic participation, coaching and mentorship,

sports and leisure in their programming, donors and funding partners should consider allocating budget such areas if requested in the proposals.

To the Government Officials

One of the factors of success for some interventions was mentioned to be a close collaboration and partnership between NGOs and government officials at the Sector Level, most especially when the later have the NGOs' interventions in their performance contract. We recommend to government officials and particularly the grassroots officials to strengthen their partnership with NGOs in their administrative entities.

5.4. Suggestions for Further Studies

Youth empowerment and development is a broad subject. Due to various constraints, the researcher covered just an aspect of youth empowerment but would like to suggest areas for further studies.

- i) Youth empowerment and economic development: A deep analysis of the impact of youth empowerment by NGOs on their economic development.
- ii) The contribution of the National Youth Council of Rwanda in youth development: Perspectives and challenges.
- iii) The role of the National Youth Council in planning and community development.

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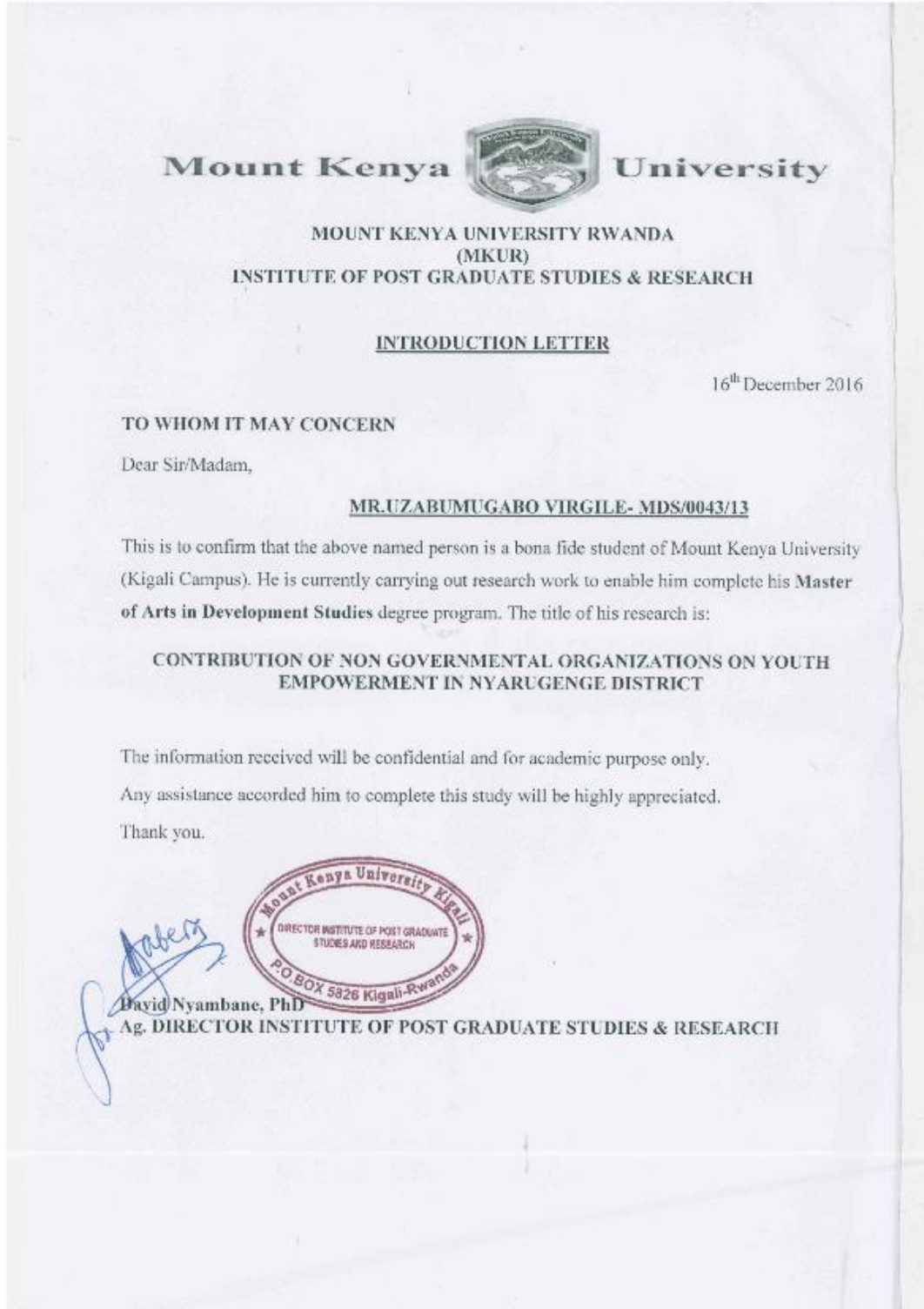
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APPENDICES

APPENDIX 1: INTRODUCTION LETTER



APPENDIX 2: QUESTIONNAIRE TO YOUTH RESPONDENTS

PART 1: INFORMED CONSENT FORM

1. **Project Title:** Contribution of Non-Governmental Organizations on Youth Empowerment in Nyarugenge District
2. **Name of Researcher:** Virgile Uzabumugabo
3. **Name of University:** Mount Kenya University, Kigali Campus

4. Information about the research

I am..... (Enumerator), working with a group of researchers carrying out a survey whose title is “Contribution of non-governmental organizations on youth empowerment in Nyarugenge District”. This survey is being done in partial fulfillment for the Degree of Masters of Arts in Development Studies, of Mount Kenya University, Kigali Campus.

As you may know in your neighbourhood and in the district in general, we have NGOs that serve the population in general and youth in particular. The discussions we are going to have will focus on the contribution those NGOs give you and how it translates in your development.

5. Voluntary Participation

Your participation in this survey is entirely voluntary. It is your choice whether to participate or not. Nothing will happen if you refuse to participate. You may also withdraw at any time of the discussions. The total time of the dialogue will be 45 in normal cases.

6. Confidentiality

I want to assure you of the confidentiality of the answers you will give. The findings will be used only in the survey interest. No one will even know it is you, since you are not asked to put your names.

7. Who to Contact

If you have a question or worry about this research, please contact the main researcher:
Virgile Uzabumugabo : 0788304179

Please indicate your agreement by signing or initialing on the line below

Signature

PART 2: YOUTH QUESTIONNAIRE

Title: CONTRIBUTION OF NON GOVERNMENTAL ORGANIZATIONS ON YOUTH EMPOWERMENT IN NYARUGENGE DISTRICT

A. Social demographic information of the respondent

1. **Location/Sector:** Which Sector do you live in? Kimisagara Nyamirambo
Other
2. **Location/Other sector:** If another sector, please specify
3. **Location/Cell:** In which cell do you live in?
4. **Age:** How old are you? 14-18 19-23 24-28 29-33 34-35
5. **Gender:** Male Female
6. **NGO Name:** What is the name of the NGO that supported you?
7. **Year of support:** Which year did the NGO start supporting you?
2010 2011 2012 2013 2014 2015
8. **Marital status:** What is your marital status?
Single Married Cohabitation Separated Divorced Widow
9. **Education level:** What is your current or last level of education completed?
Not gone to school Primary Tronc commun Secondary VET
University
10. **Family Status:** Do you have parents? Yes No
11. **Living with parent:** If yes, please specify who it is. Father Mother Both
12. **Family support:** If you do not live with your family, who do you live with?
Relatives Friends Foster family Leave alone
13. **Family size:** Do you have siblings? If yes, how many are they?
No 1-2 3-4 5-6 7 and more

B. Empowerment in Education

14. **Literacy/Numeracy:** Have you received any of the following skills from the NGO?
Literacy skills Numeracy skills Writing skills French English
Swahili
15. **Life skills/social value:** Among the following set of skills, which ones do you remember receiving from the NGO?
Time management Communication Teamwork First aid
Self-confidence Repairing things
16. **Internship/Placement:** Did the NGO support you in getting internship/placement?
Yes No
17. **Internship length:** If yes, how long was the internship?
0-1 month 1-2 month 3-4 months 5-6 months and above
18. **Coaching/Mentoring:** Did the NGO support you with coaching/mentoring services?
Yes No
19. **Work readiness skills:** Among the following set of skills, which one did you get from the NGO?
Personal development Goal setting Tracking personal progress Public speaking
Team work Good customer care Problem solving
Planning Financial literacy Business plan development
20. **ICT:** Did the NGO train you in any of the following computer skills?
MS Word MS Excel MS PowerPoint Printing
Scanning Email use
21. **ICT – Internet:** Did the NGO train you in using efficiently the internet and social media? (WhatsApp, Facebook, YouTube, Instagram)? Yes No
22. **Level of satisfaction of needs:** On the next scale, show the level of satisfaction you had in regard to this component of service you received in Education.
Fully satisfied Satisfied Neutral Not satisfied Disappointed
23. **Perception of gaps left unfilled:** In your understanding, what did they miss that they should have done to meet your needs in this area?

C. Economic empowerment

24. TVET: Among the following list of trainings, which one did the NGO provided to you?

- Carpentry Welding Masonry Tailoring Culinary Catering (Hotel & Restaurant) Tourism Plumbing Electricity Mechanics Hair dressing - Aesthetics Screen printing Body works and painting Driving Garage (repairing cars & motos) Other

25. TVET/Other: If it is other, please specify.

26. Business start up: Did the NGO provide you with training in small business start up?

- Yes No

27. Type of business: If yes, were you able to start a business? If yes; what kind of business?

28. Employment: Did you receive any of the following assistance in getting a job from the NGO?

- Identifying & applying for jobs Writing CVs Preparing for interviews
Behaving appropriately at work Rights and responsibilities of employer/employee
Balancing work and home life

29. Level of satisfaction of needs: On the next scale, show the level of satisfaction you had in regard to this component of service you received in economic empowerment.

- Fully satisfied Satisfied Neutral Not satisfied Disappointed

30. Perception of gaps left unfilled: In your understanding, what did they missed that they should have done to meet your needs in this area?

D. Empowerment in Health

31. **Drugs and alcohol abuse:** What of the following did the NGO help you with?
Increase knowledge about drugs and alcohol abuse Knowledge on the consequences of drugs and alcohol abuse Assistance in stopping smoking Assistance in stopping the use of marijuana/hashish Assistance and accompaniment in stopping drinking
32. **Sexual and reproductive health:** Have you received any of the following services from that NGO? Knowledge on menstrual cycle calculation Knowledge about circumcision pros/cons SGBV Knowledge on consequences of unplanned pregnancies
33. **HIV/AIDS and STDs:** Have you received any help in the following sense?
Knowledge on what HIV/AIDS Knowledge on HIV/AIDS prevention and treatment Knowledge on how to use of condom Voluntary Testing and Counseling service Information assistance if HIV+ Information about HIV stigma and discrimination
34. **Level of satisfaction of needs:** On the next scale, show the level of satisfaction you had in regard to this component of service you received in health.
Fully satisfied Satisfied Neutral Not satisfied Disappointed
35. **Perception of gaps left unfiled:** In your understanding, what did the NGO miss, that they should have done to meet your needs in this area?

E. Leisure and Sports

36. **Film/Movie:** Did the NGO create space for you to watch any of the following type of films?
Educational film Entertainment film Documentary film
37. **Content of film:** If yes, what was the film about?

- 38. Books/Reading:** Did you get a chance to do any of the following activity?
 Being given a reading book other than scholastic Participate in reading activities
 Being in a book reading session
- 39. Sports:** Did the NGO provide any of the following sport facility to you?
 Football Volleyball Basketball Atheltism Cyclism Table
 tennis (Ping Pong) Cricket Any other
- 40. Sports/Other:** If any other, please specify
- 41. Games:** Playing cards Scrabble Monopoly Other
- 42. Game/Other:** If any other game, please specify
- 43. Music:** Did the NGO provide you with any of the following music activities?
 Listening to music Music competition/festivity Dancing events
- 44. Level of satisfaction of needs:** On the next scale, show the level of satisfaction you had
 in regard to this component of service you received in Leisure and sport.
 Fully satisfied Satisfied Neutral Not satisfied Disappointed
- 45. Perception of gaps left unfilled:** In your understanding, what did the NGO miss, that
 they should have done to meet your needs in this area?

F. Civic participation

- 46. Leadership/Active citizenship:** Have you received any training/workshop on any of the
 following?
- 47.** Your involvement in decision making Getting elected in the grassroots organs
 How to hold leaders accountable Identify and take issues to relevant authorities
- 48. Rights and law:** Have you received any training on your rights as a citizen?
 Yes No
- 49. Citizen responsibility:** Have you received any training/workshop on your
 responsibilities as a citizen? Yes No

50. **Level of satisfaction of needs:** On the next scale, show the level of satisfaction you had in regard to this component of service you received in civic participation.

Fully satisfied Satisfied Neutral Not satisfied Disappointed

51. **Perception of gaps left unfilled:** In your understanding, what did the NGO miss, that they should have done to meet your needs in this area?

APPENDIX 3: GUIDE FOR INTERVIEW WITH SECTOR OFFICIALS

Dear Sir/Madam,

I am a student, at Mount Kenya University, Rwanda Campus, conducting a research for the fulfillment of the award of Master of Development Studies.

I am collecting information on the “Contribution of non-governmental organizations on youth empowerment in Nyarugenge District.

The information gained from this study will assist the researcher to gain a better understanding of the contribution of local NGOs on youth empowerment in Rwanda and Nyarugenge District in particular. They will be kept confidential and will only serve for the purpose of this research. Your participation is fully voluntary and you may stop any time during the conversation.

1. In this Sector, what do you see as a contribution of NGOs in regard to youth empowerment?
2. What are the different interventions do NGOs conduct in your Sector as part of youth empowerment?
3. How does youth in your Sector translate the empowerment received from NGOs into their development?
4. Do you think NGOs in your Sector meet all the youth needs in regard to empowerment? If not, what needs are not met and why?
5. What would you recommend NGOs as improvement to their interventions in regard to youth empowerment in your Sector?
6. How do you appreciate the way you collaborate with the NGOs in the area of youth empowerment?

APPENDIX 4: GUIDE FOR INTERVIEW WITH NGO EMPLOYEES

Dear Sir/Madam,

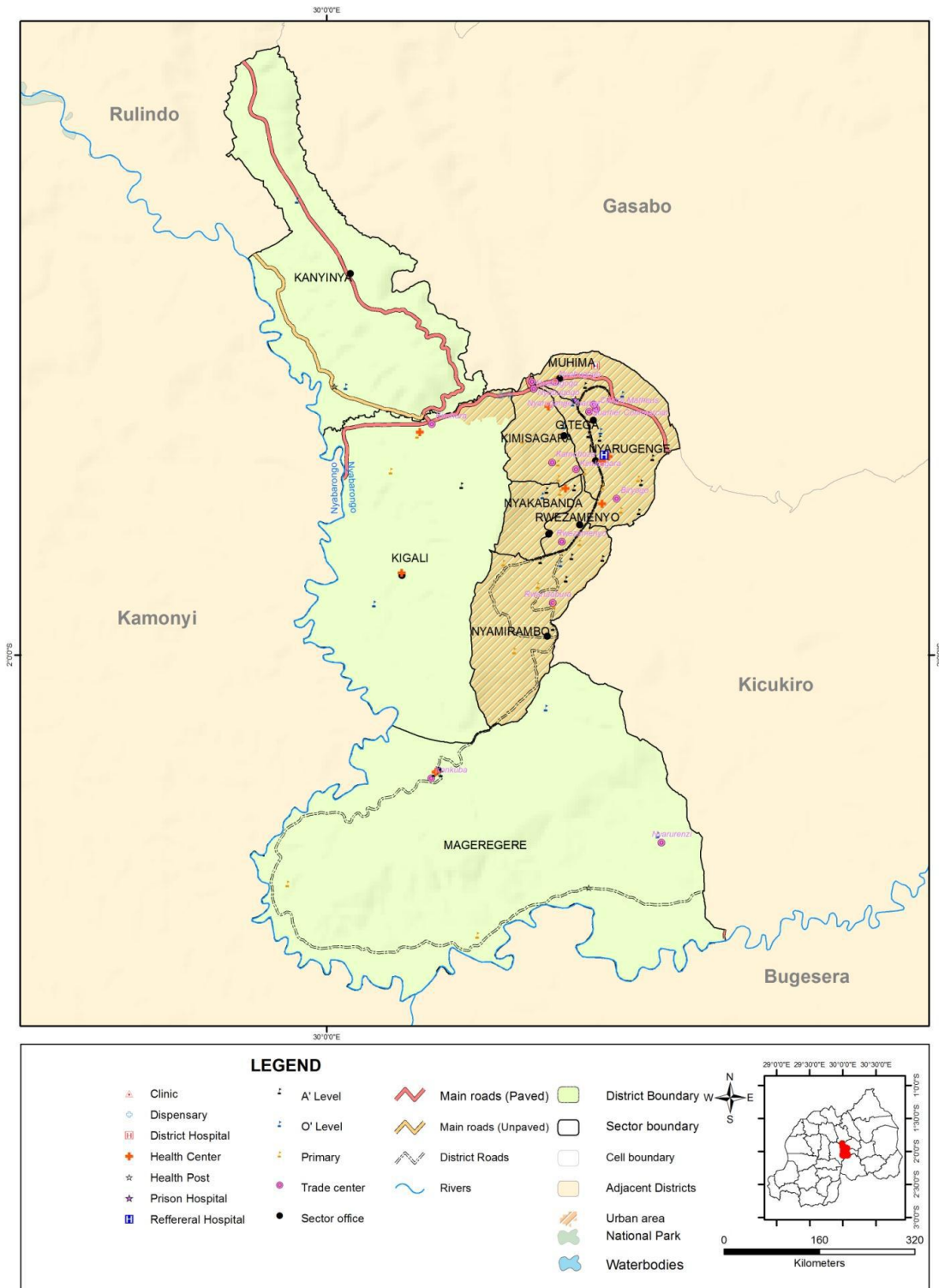
I am a student, at Mount Kenya University, Rwanda Campus, conducting a research for the fulfillment of the award of Master of Development Studies.

I am collecting information on the “*Contribution of non-governmental organizations on youth empowerment in Nyarugenge District.*”

The information gained from this study will assist the researcher to gain a better understanding of the contribution of local NGOs on youth empowerment in Rwanda and Nyarugenge District in particular. They will be kept confidential and will only serve for the purpose of this research. Your participation is fully voluntary and you may stop any time during the conversation.

1. I would like to hear about your contribution in Nyarugenge District in the area of youth empowerment. What are your areas of intervention?
2. What are the specific services do you offer to youth towards their empowerment?
3. How do youth receive your contribution and how do they translate it into sustainable development?
4. If there was a new NGO coming to operate in this sector, what are the two priority areas would you advise them to work on and why?
5. How do you appreciate your collaboration with local authorities in terms of youth empowerment?

APPENDIX 5: MAP OF TARGETED AREA



Source: NISR (2014), *Fourth Population and Housing Census, 2012, Thematic Report- Socio-economic Status of Youth*. Rwanda: National Institute of Statistics of Rwanda