



USAID | **RWANDA**
FROM THE AMERICAN PEOPLE
INKUNGA Y'ABANYAMERIKA



AKAZI KANOZE

Rwanda Youth Program

Workplan

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RWANDA YOUTH PROGRAM

WORKPLAN OCTOBER 1ST, 2009 – SEPTEMBER 30, 2010

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Section 1: PROJECT SUMMARY

The Rwanda Youth Program is a 4 year project financed by the United States Agency for International Development (USAID) and implemented by Education Development Center, Inc. (EDC). The Rwanda Youth Program (RYP) will provide youth, ages 14-24, in Rwanda's capital city, Kigali, with market-relevant life and work readiness training and support, hands-on training opportunities, and links to the employment and self-employment job market over a four year period.

The project goals are to:

- **Increase Livelihood Opportunities for Youth**
RYP will empower youth with the necessary tools and resources to enter into a positive development pathway that will lead to increased lifelong livelihood opportunities;
- **Develop a Thriving Youth Livelihood Support System**
RYP will build capacity and create linkages between youth, the Rwandan economy and the public and private institutions so that youth can access increased opportunities for productive engagement in Rwandan society.

Target Population

- 12,500 Urban youth of which 5000 will be orphans and vulnerable children
- Age: 14-24 years old
- Both male and female, with varied levels of education, and demonstrating the drive to improve their skills and assets to better connect with livelihood and market opportunities

1.1 Objectives

The Rwanda Youth Program's two primary objectives are to:

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

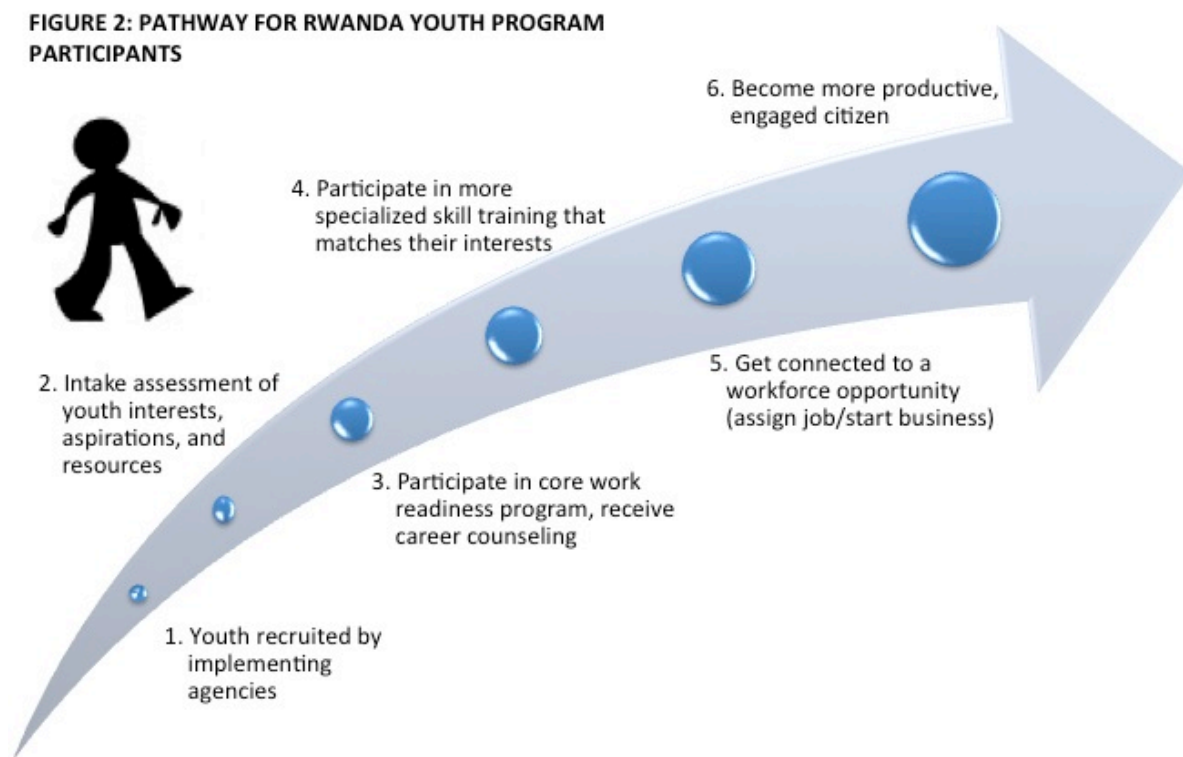
Toward this end, graduates of the Rwanda Youth Program will have the opportunity to pursue a better livelihood by engaging in one or more of the following livelihood pathways: return to formal and/or non-formal education; obtain gainful employment through a job or internship; or, starting a business and entering into further training to advance their livelihood pursuits.

2. *Enable local **institutions** (government, private sector and civil society) to better prepare youth for work, and better connect them to personal development, employment and self-employment opportunities, on an ongoing basis.*

In areas where there are programmatic or management gaps, RYP will add value by building institutional capacity and enabling local organizations to access international best practices that

can help meet local needs. Embedded in this strategy is a *sustainability* goal: RYP aims to assist organizations – networked together – to build capacity to serve youth with livelihood and employability services that will outlast the project.

Implementation strategy:



1.2 Bringing Youth to Services

The Rwanda Youth Project will work with a cadre of youth-serving organizations (local and international) to implement project activities. Implementing institutions will include NGOs, Civil Society Organizations (CSO), government agencies, education and training providers and Private-Sector firms.

The project has two types of implementing partners: (a) *principal partners* who will implement the RYP core training program; and (b) *specialized training partners*, who will implement specialized training and workforce placement activities for sub-groups of participating youth.

1.3 Core Training Program

All participants will receive a modular, 60-hour work readiness training course designed as a core program. This interactive, dynamic curriculum is designed to promote functional literacy and numeracy and common themes will be reinforced throughout the 60 hour course. Upon

successful completion of the program, participants will receive a project-sponsored work readiness certificate. Examples of the curriculum's modules include:

- Personal awareness: knowing our strengths and weaknesses; setting and reaching personal goals; assessing our progress; setting limits; managing time; relying on others; relying on ourselves.
- Communication: speaking and listening; following and giving instructions and feedback; written communication.
- Professional conduct: attitudes; ethics; behavior; dress; presentation; seeking, gaining, keeping employment; confidence building.
- Financial literacy: producers and consumers; value chains; savings, credit and banking; interest; Rwandan economy; basic entrepreneurship.
- Personal health and hygiene: personal hygiene; basic preventive health and sanitation; reproductive health; HIV/AIDS awareness.
- Rights and responsibilities: human; citizen; worker; conflict awareness, prevention, mitigation and resolution.

Complementary specialized training will be determined based on market demand and provided by local institutions. This could for instance include topics such as English and hospitality, advanced entrepreneurship and business plan development and short term specialized technical training.

Beyond training, RYP will work with local partners to increase their capacity in linking the program's youth graduates to sustainable livelihood pathways, either through pursuing formal and non formal education and training or linking them to jobs, internships and/or helping them to start small businesses.

1.4 Partner Capacity Building

Implementing institutions will be asked to participate in a project-sponsored capacity-building program. The capacity building program will be targeted to meet the specific organizational needs of each institution, and to build the capacity of the network as a whole. It will include capacity-building in areas such as: the delivery of workforce education and training services, career counseling and job placement services, understanding labor market demand and working with the private sector, and organization and management.

1.5 Creating a Youth Livelihood-Focused Network

RYP will organize a network that is meant to:

- more effectively leverage the best practices of many different types of youth livelihood development activities currently going on in Rwanda;
- promote greater and more effective partnerships between and among youth-serving organizations working in Rwanda;
- provide a vehicle through which youth can be effectively engaged in project activities;
- provide a means by which program issues can be vetted with local stakeholders.

The network will serve as a means by which local institutions can achieve an important sense of ownership of the Rwanda Youth Program.

1.6 Linkages with the Private Sector

Finally, RYP will work closely with the private sector, which will play a leadership role in the assessment of labor market demand and workforce opportunities, the development of demand-based skills training programs, the provision of jobs, internships, job shadowing experiences, apprenticeships and entrepreneurship opportunities for youth. Linkages with the private sector will be established at the project level as well as the participant level.

Input, advice and direction from the private sector will be instrumental in identifying a lack of specific skills that are creating the gap between skills that employers need and skills that youth possess. These key first steps will give the private sector a proactive role in shaping the skill set of the youth labor pool and be an active participant in the youth network. Each level of interaction will reinforce the other, building an understanding of the needs of youth as workers and also taking on a more positive outlook on what youth have to offer. Participant level engagement with the private sector, whether in the form of a job, internship, volunteer opportunity or a coaching/mentoring role is fundamental to ingrain the skills learned from the Rwanda Youth Program.

Section 2: ACTIVITIES IN 2009-2010 (FY10)

2.1 Office Start-Up

Within the first month of inception, EDC will field the Chief of Party. It is expected that all tasks related to local registration, office set up and recruitment of a minimum staff necessary to operate will be accomplished by October 31, 2009. EDC plans to recruit most of the local staff within 3 months of inception. EDC will also submit a request for waiver of the vehicles and motorcycles it plans on acquiring during this time period.

2.2 Core Work Readiness Curriculum

Within the first four months of inception EDC, in partnership with relevant network members, will develop a modular, 60-hour work readiness training course designed as a core program for all youth participating in RYP. The private sector will be involved in the design of this curriculum, particularly in providing inputs on relevant skills needed and types of potential public-private partnerships that RYP could take advantage of.

Design Working Draft of Curriculum

Ongoing work of design and adaptation will take place in October-December, 2009. A local Curriculum Design Specialist will be recruited by the end of October and will work directly with the International curriculum design specialist in developing a first draft of the curriculum's modules.

Incorporate Private Sector Input

In parallel, the COP and RYP local staff will engage representatives of the private sector in a one day workshop followed by individual interviews to discuss core skills to be taught, identify potential specialization training needs, and discuss more concretely how to set up direct partnerships with growing enterprises in need of qualified labor force.

Curriculum Workshop

In the beginning of December, RYP will hold a one week curriculum design workshop to update and finalize an advanced draft of the curriculum. The curriculum will be ready by January for pilot testing.

Pilot Test Work Readiness Curriculum

This curriculum will be pilot tested by 5 to 8 selected local partners with a first total cohort of 400 youth, starting in February/March 2010, for a period of 2-4 months.

Review, Revise and Adapt Curriculum

In April-May, the curriculum will be revised and improved upon, based on lessons learned. Feedback from the private sector enterprises who were previously involved will be gathered on an ongoing basis and new private sector representatives will be involved based on new economic opportunities identified by the project's Network. Role plays and other activities that can enrich the curriculum will be shared on an ongoing basis among implementing partners.

Radio Supplement

Media effects studies have long shown that media can set social agendas (McCombs and Shaw, 1972) and influence people's ideas of social norms (Bandura, 1977) as well as disseminating information. Drama, in particular, with its ability to both reflect real life situations and elicit emotional responses, can be a powerful tool for raising difficult or little known subjects by providing alternative realities that people can relate to and yet stretch boundaries. As a result, development agencies have used television and radio dramas to raise awareness of issues and promote positive behavior. This is particularly common in the area of health, but is being used increasingly in education, democracy development, and conflict resolution. For example, EDC has used drama in civic education programs designed to introduce new concepts such as democracy and women's rights in Sudan. A field experimental study showed that listening to the program not only increased people's understanding of the topics, but also motivated civic participation. Specifically, listeners were more likely than non listeners to volunteer with civil society organizations and to report incidents of corruption. Listeners who had participated in a moderated discussion group showed the most significant learning gains and were the most likely to take action.

We believe that short radio dramas that address work readiness topics such as the importance of good communication; how to resolve conflicts at the workplace; knowing worker rights and responsibilities in Rwanda, etc., can cost effectively provide an important reinforcement of work readiness material to both targeted RYP participants and to the general public. Therefore, as a complement to our ongoing work readiness instruction, EDC will collaborate with Search for Common Ground, an organization already well known for its radio work in Rwanda, to produce monthly, 15-minute radio dramas that bring work readiness topics, issues, information and behaviors to life.

The EDC-SFCG collaboration will (i) leverage the existing work that SFCG is doing on talk shows about youth entrepreneurship and (ii) increase RYP's impact on direct and indirect youth participants. EDC will work with SFCG to develop contents of the show, as well as support promotion efforts to attract more youth to the show. Because SFCG already has budgets available for content development and production, this activity will involve little cost to the RYP project. For its part, building on our experience with radio and with workforce development worldwide, RYP will provide local experts and share international experience in distance learning. Significantly, RYP will monitor and assess the impact of monthly dramas on RYP listener groups to determine whether increased use of radio would bring value added. Impact

assessment methodologies will be described in the RYP performance monitoring plan. EDC expects that impact assessment of radio drama can be easily accommodated through ongoing project monitoring approaches and/or within the existing M&E budget.

2.3 Partner Selection and Capacity Building

Partner selection:

Identifying Potential Partners

RYP project staff in collaboration with USAID will identify specific implementing institutions, which will receive sub-grants to carry out project activities. An initial set of 15-20 organizations will be interviewed in order to assess their capacity (both programmatically and operationally) as potential subgrantees.

Selection Process: Issuing a RFA

An information meeting will be organized with pre-selected organizations in November for 10-15 potential partners. A first RFA will be issued following this meeting in order to identify 5-8 local partners who will serve 400 youth. The goal of this first selection process is to select strong but diversified partners among youth-serving organizations, training institutions, private sector and Rwandan cooperatives. After this first cohort, EDC will issue a second RFA in May-June 2010, to select 5-10 additional partners to serve an additional group of 800 youth.

Planned Rollout of Youth Workforce Readiness Training

| | y1 | y2 | y3 | y4 |
|----------------------|--------------|------|------|------|
| Total Youth per Year | 1200 | 4000 | 4000 | 3300 |
| Total Youth | 12500 | | | |

Linking with the private sector demand

In order to improve the chances for youth to connect with economic opportunities, RYP will look at partner institutions that have the capacity to select and train youth on specific economic opportunities, in demand on the labor markets.

Youth Selection:

Targeting Youth Education Levels

Education levels will also need to be matched based on this demand. For instance, as the construction sector is looking for low skilled entry workers, RYP will partner with institutions, who are able to select, train and prepare low skilled youth for these positions. On the other hand, the IT sector may be looking for higher educated youth.

Selection Criteria and Processes

Youth selection will be made by the NGOs, training institutions, cooperatives and businesses that are provided subawards. The RFA for the sub award process will provide guidance on the required population focus and on how to stipulate the target population in their proposals. After the award is granted, project staff will be monitoring their compliance.

RFA guidance will include the acceptable descriptors, such as male, female, 14- 24; OVCs/non OVCs: orphaned, HIV-AIDS vulnerability, other factors of vulnerability: Kigali neighborhood of residence; education levels [no school, some school, completed primary, secondary, some technical, technical diploma, some university, completed university].

Identifying Youth Who Can Succeed

The RYP will work with selected partners to develop intake assessment tools that gauge the potential participants' likelihood of success in the program. The recruitment process will ensure the youth are motivated, focused and have the minimum skills required to not only succeed but has the potential to make the program a richer experience for others. The RYP team and partner organization will assess what external challenges individuals face and their strategy for overcoming these obstacles. [e.g. has to travel some distance but has a system of getting to training, childcare coverage]. Youth are expected to possess "common sense," appear emotionally stable and present themselves and act in a manner that is consistent with their respectable peers.

After the award notification and before recruitment and intake, selection interviews will be held. Project staff will request the written intake protocol from the sub-awardee and observe samplings of processes during recruitment.

Capacity building:

Implementing institutions will be asked to participate in a capacity-building program. All of them will be requested to describe their sustainability strategy in the RFA.

In year 1, RYP will connect with the MCC civil society project and the Norwegian People Aid (NPA) project with civil organizations, to see if some elements of their programs could directly benefit the capacity building of RYP's local partners. At a minimum the capacity building component will include in this first year of activities:

Financial Management Training

A financial management 2-3 days workshop, followed by regular monitoring and individualized training by RYP's financial team on the partner's offices. The financial management training is provided immediately after the subgrants' finalization.

Training of Trainers for Implementing Partners

A Training of Trainers (ToT) for the Workforce Readiness Curriculum's implementation to be delivered over a period of 10 days to the trainers selected by the local partners (average of one trainer per 25 youth). This will be delivered at the start-up of each round of subgrants. A list of skills and criteria for selection of Trainers will be created by RYP and shared with its implementing partners. RYP will assess the qualifications of the trainers with the implementing partners.

Systems Training for Local Partners

A Communication and M&E training, insisting on branding, external communication and M&E reporting will be organized with each partner's Director to ensure compliance and standardization. This training will be organized within the first month of subgrant's implementation.

Coaching and Mentorship Training

In addition to receiving training on delivering the work readiness curriculum, EDC also will provide implementing partners with ongoing coaching on youth mentorship and career counseling.

At the end of the first year, RYP will review its capacity building component, building on lessons learned and best practices implemented by the Network's members.

2.4 Specialized Training and Support Resource Activities

Identifying Types of Specialized Training

In addition to the core curriculum RYP will provide youth with increased access to a variety of specialized workforce development skills training and resource programs, that will be developed based on the needs of the private sector's skilled workers and youth participants. A specialized training will be selected based on specifically identified needs, either additional support for a specific group such as OVCs or a vulnerable group for HIV/AIDS prevention, or based on clearly identified economic opportunities (such as a company looking to hire a cohort of youth workers) or needs for growing economic sectors.

In-depth Skills Training in Targeted Sectors

Training will be offered either by existing vocational/technical training institutions or by private sector partners themselves. An example is short term specialized construction training as the demand for workforce is identified and needed by COATB for specific construction work to be done in the 3 districts of Kigali. Additional specialized training will be used this year if the curricula already exist. Potential curricula to explore are with the Workforce Development Authority (WDA).

Identified Specialized Training for Youth

In the first year of the project, RYP will launch the following specialized training:

- **Savings and Internal Lending Communities:** CRS will promote savings group development and basic business training for youth in order to overcome the challenges associated with youth accessing microfinance services in Rwanda. (See further below on detailed planned activities).
- **Literacy/numeracy instruction:** While functional literacy and numeracy is imbedded throughout the workforce readiness curriculum, RYP will also propose a 250 hour module that will bring low literate youth to the level needed to handle entry-level positions for low-skilled youth in targeted economic sectors, as well as allow these youth to pursue a more specialized technical training. This literacy and numeracy training will be specifically delivered to the youth selected as part of the Nyamirambo initiative (see below) who have demonstrated a high level of motivation and aptitude to succeed in the program. In Year 1, RYP will review existing curricula in Rwanda and adapt based on identified needs.
- **Youth Entrepreneurship Training:** Advanced entrepreneurship training will be offered to the participants who have a clear plan for a business or cooperative, with a market analysis demonstrating the potential of the business. This training will be accompanied by ongoing coaching. In addition, RYP will work on facilitating access to saving and credit products for business development.
- **English Instruction:** In year 1 of the project, RYP will work with at least one Peace Corps Volunteer and one World Teach Volunteer, to identify existing and/or adapt training curricula and provide English instructions to the RYP participating youth involved in economic opportunities requiring basic and functional English language, especially in the hospitality and services sector. One already existing curriculum that could be used is the one used by the Workforce Development Authority.
- **Additional Training:** Needs will be identified in the first year of the program, including for example: Computer literacy, Preventive and reproductive health services (including HIV/AIDS), Youth mentoring and psychosocial support, Youth Community Service.

2.5 The Organization of Workforce Linkage Activities

The organization of workforce linkage activities is an important component of the Rwanda Youth Project. Our goal is to provide all participating youth with access to workforce linkage opportunities including formal sector jobs and entrepreneurship, further training and other livelihood opportunities. Furthermore, as a demand-driven program, RYP strives to involve the private sector in all levels of development of its activities, while building the capacity of local implementing partner to better link and connect with private sector and economic opportunities for the youth.

- **Connecting Partners with Private Sector**

RYP will look at sharing experiences and reinforcing the capacity of local partners to link with the private sector and create direct short term job and internship opportunities for the youth participants to benefit from hands-on work experience. The RYP team will work directly on facilitating connections between training partners and the private sector. Among the 1200 youth served this year, it is expected that more than 450 will directly gain employment, start/improve their business or access an internship. This represents half of the 75% youth expected to satisfactorily complete the program.

Note: gaining employment or self-employment is only one exit strategy. Additional results such as pursuing further training are detailed in Appendix 2 of this workplan.

- **Building the capacity to link with the private sector**

Program staff will work with network members, and non-network member private sector organizations, to collect information on current and future workforce and livelihood opportunities for youth. On the Frontier (OTF) and Global Relief and Development Partners have offered to partner with the project by information sharing and active referral. RYP team will work with its local partners to link the youth trained to the companies' request by involving the private sector in the design of the workforce readiness curriculum, in responding to their needs for specialized short term training, and in actively following up with the youth employed within these companies.

- **Building the capacity to understand labor demand**

Moreover, RYP will build the local capacity of government and NGOs to understand the demand for a youth workforce in the private sector. In the second quarter of FY2010, RYP will organize a capacity building workshop on market analysis and identifying market opportunities for youth. This workshop will involve private sector representatives from growing economic sectors. This training will then be reinforced by the RYP's team who will work closely with the local implementing partners in coaching the youth as they identify pathways for better livelihoods.

- **Assessing the Potential for Youth Career Centers**

In the subsequent years of the project, as the number of youth served increases, EDC will explore with some partners who demonstrated their capacity in linking with the private sector the possibility of creating "Youth Career Centers" in the districts and sectors of Kigali, where youth will receive coaching and "private sector Linkages services".

2.6 Youth SILC groups development

In the first year of the project, CRS will study through different pilot activities the best approach of forming SILC groups with RYP's youth target population. Since the SILC approach is proven to be effective when used with groups of individuals with existing prior relationships, CRS will first work with its principal partner, CARITAS, to directly select 100 youth, who will form SILC

groups based on their existing friendships and relationships. At the same time as they work on SILC, these groups will receive the basic entrepreneurship training, and RYP's workforce readiness curriculum, as a complement to their ongoing participation in Caritas' existing youth activities. This will inform RYP about how the SILC group works if the groups are created in advance of the training, and are formed on the basis of pre existing relationships. CRS will also study other approaches including forming SILC groups with 200 participants from RYP's other principal partners after they have completed the training and forming SILC groups from youth who have met in the program but who may not have prior friendships or relationships. This first year will better inform RYP about the best approaches for forming saving and credit groups among youth in Kigali.

More specifically, activities for this year include: In November, CRS will contact the Director of Caritas Kigali to discuss objectives, implementation strategies and project location. New Caritas SILC field agents will be recruited in January, and a new agreement signed with Caritas Kigali for the RYP project. In November, CRS will meet with EDC COP to discuss CRS and Caritas program models and timing. In particular, they will work together in order to finalize the Action Plan and the budget for year one of the RYP project. Implementing activities will start in February, with a first cohort of 50 youth directly selected by CARITAS to form SILC groups. A second cohort of 50 youth managed by CARITAS will start in May. These youth will also receive the core workforce readiness curriculum as part of the youth services delivered by CARITAS.

In parallel, CRS and CARITAS will work with 1-2 RYP's principal partners to form SILC groups. An additional 200 youth served by RYP principal partners will benefit from the SILC specialized services this year. Starting in May, on-going activities will include sensitization of beneficiaries, training youth in SILC methodology, distribution of materials and saving and lending. The CARITAS SILC Coordinator will visit groups three times a week, and field agents two times a week. SILC field agents will facilitate group savings and loan meetings until the group graduates.

In total, for this first year, CRS will work with 300 youth to implement SILC groups.

2.7 The Nyamirambo Initiative

EDC will implement a targeted initiative within RYP that focuses on reaching and serving lower literate youth through focusing on the densely populated Nyamirambo section of Kigali. Over four years, the *Nyamirambo Initiative* will target a total of 1000 young people – who despite low education demonstrate interest and ambition -- with a more intensive array of services than the majority of youth served by the project as a whole. These services will be fully determined after a Community Youth Mapping aiming at better understanding the needs and assets of these targeted youth, as well as youth service providers for this targeted population.

In year one of the project, RYP will accomplish the following:

- Develop an appropriate curriculum in literacy and numeracy, ToT and assessment approach. RYP will work with the Ministry of Education's non formal education unit and others to achieve these goals
- Implement an initial youth mapping exercise in Nyamirambo with its international partner, AED
- Launch the first two cohorts of 50 youth in an anticipated 6 month training program through 1-2 local partners.

2.8 Setting up RYP's Network, the Rwanda Youth Opportunities Network (RYON)

RYP will organize and support a network of local youth serving organizations ---- the Rwanda Youth Opportunity Network (RYON). RYON will be open to all organizations interested in contributing to and/or benefiting from the project-- government agencies, NGOs, private sector firms, business associations, civil society organizations, and donor agencies.

Stakeholders' Meetings

In the first 6 months of the project, the RYP staff will organize regular stakeholders' meetings to inform them about the project, as well as keep them apprised about the progress and initial results in developing and implementing its workforce development interventions with the first youth cohorts. The meetings will be organized every 1.5 – 2 months.

Form Steering Committee and Increase Membership

It is RYP's hope that these regular multi-stakeholder meetings will start attracting various stakeholders from different sectors key to RYP and RYON's success, including the private sector and government agencies. After the first 6 months of activities, the RYP staff will solicit membership and start to officially organize the network, including the constitution of a steering committee.

2.9 Policy Reform

RYP will facilitate efforts to promote policy research, development and/or reform in areas that emerge as relevant for promoting youth livelihood development. Because this topic spans sectors such as education, labor, youth, and economy, RYP will consult with relevant government agencies (e.g. the Ministry of Education and the Ministry of Public Service and Labor, the Ministry of Youth, including the National Youth Council), local policy research organizations, NGOs, donor agencies and youth themselves with the aim of facilitating consensus. Consultation activities will begin during the last quarter of FY 2010; a proposed research agenda will be submitted by the end of Year 1.

2.10 Sustainability

EDC will work closely with the project's stakeholders to develop a sustainability strategy for the approach and activities supported by RYP. As part of this process, we will encourage different stakeholders (private sector, government, NGOs, municipalities, etc.) to consider which aspects of the RYP model should be sustained and how. Determination of the 'how' will likely be based on each sector's comparative advantage, timeframes, and related resources. For example, perhaps growing industry sectors—in need of a qualified labor force—might best take on direct delivery of targeted work readiness curricula and some youth employability services. Alternatively, perhaps the Workforce Development Authority and other government agencies, as well as private sector, USAID and training institutions could develop a plan for implementing a sustainable system of accreditation and continuous quality control for a workforce development system. This workforce development system would include employability training and services, including participation and collaboration between employers and accredited youth training institutions. Also, with regard to the RYP subgrantee partners, as part of the RFA process, each applicant will be asked to spell out their own sustainability strategy. A more detailed sustainability support plan will be developed by the end of FY 2010.

ANNEX

Annex A--RWANDA-- FIRST YEAR IMPLEMENTATION PLAN (MAJOR ACTIVITIES)

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| | Sept '09 | Oct '09 | Nov '09 | Dec '09 | Jan '10 | Feb '10 | Mar '10 | Apr '10 | May '10 | June '10 | July '10 | August '10 |
|--|----------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|------------|
| Start date | | | | | | | | | | | | |
| Implementation of Services to Youth | | | | | | | | | | | | |
| 1.0 Start up | | | | | | | | | | | | |
| COP introduction Meeting with USAID | | | | | | | | | | | | |
| Locate and Set up Project Office in Kigali | | | | | | | | | | | | |
| Recruit and Hire Local Staff | | | | | | | | | | | | |
| Open Bank Accounts | | | | | | | | | | | | |
| COP introduction to Relevant Stakeholders in Gov't | | | | | | | | | | | | |
| EDC registration process | | | | | | | | | | | | |
| 2.0 Core Work Readiness Curriculum | | | | | | | | | | | | |
| Review existing work readiness curriculum in Rwanda | | | | | | | | | | | | |
| Review EQUIP3 work readiness curriculum | | | | | | | | | | | | |
| Develop Rwanda work readiness curriculum | | | | | | | | | | | | |
| Pilot test curriculum with first round of selected partners | | | | | | | | | | | | |
| Revise curriculum based on first round experience | | | | | | | | | | | | |
| 3.0 Partner selection and Capacity Building | | | | | | | | | | | | |
| Meetings with potential local implementers identified during initial assessment phase | | | | | | | | | | | | |
| Meetings with private sector institutions who expressed interest in working with RYP during assessment phase | | | | | | | | | | | | |
| General information meeting for organizations and institutions potentially interested in implementing RYP training program | | | | | | | | | | | | |
| Development of RFA process for local partners' application | | | | | | | | | | | | |

| | Sept '09 | Oct '09 | Nov '09 | Dec '09 | Jan '10 | Feb '10 | Mar '10 | Apr '10 | May '10 | June '10 | July '10 | August '10 |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|------------|
| Call for applications and complete capacity-building assessments of implementing partners | | | | | | | | | | | | |
| Review of applications and selection of first round of partners to test approach and curriculum | | | | | | | | | | | | |
| Conclude subgrant agreements with implementing partners | | | | | | | | | | | | |
| Implementing partners commence project activities | | | | | | | | | | | | |
| RFA issued for additional partners | | | | | | | | | | | | |
| Selection of additional partners | | | | | | | | | | | | |
| New partners start activities | | | | | | | | | | | | |
| Financial management training | | | | | | | | | | | | |
| TOT workforce readiness curriculum | | | | | | | | | | | | |
| Communication and M&E training | | | | | | | | | | | | |
| Training materials and equipment provided to local partners | | | | | | | | | | | | |
| Ongoing monthly coaching and "refresher" meetings | | | | | | | | | | | | |
| 4.0 Specialized Training and Coaching | | | | | | | | | | | | |
| Saving Groups (SILC Youth Initiative): design and implementation | | | | | | | | | | | | |
| Identification of specialized training needs based on local partners' applications | | | | | | | | | | | | |
| Selection of specialized partners | | | | | | | | | | | | |
| Specialized training implementation | | | | | | | | | | | | |
| 5.0 Workforce Linkage Activities | | | | | | | | | | | | |
| Identify workforce opportunities for youth from meetings with private sector by RYP coordination team and labor market assessments by RYP's Network members | | | | | | | | | | | | |
| Disseminate work force opportunity information to network members and youth, and facilitate connection between implementing partners and the private sector | | | | | | | | | | | | |

| | Sept '09 | Oct '09 | Nov '09 | Dec '09 | Jan '10 | Feb '10 | Mar '10 | Apr '10 | May '10 | June '10 | July '10 | August '10 |
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| Training workshop with selected Network's members and pre-identified local partners on labor market assessment for economic opportunities for Youth | | | | | | | | | | | | |
| Conduct labor market assessments in targeted sectors | | | | | | | | | | | | |
| 6.0 Implementation of SILC groups | | | | | | | | | | | | |
| Finalization agreement between EDC and CRS | | | | | | | | | | | | |
| Recruitment field agents | | | | | | | | | | | | |
| First Caritas youth cohort implementation | | | | | | | | | | | | |
| Second Caritas youth cohort implementation | | | | | | | | | | | | |
| Ongoing SILC activities with other RYP partners for an additional 200 youth | | | | | | | | | | | | |
| Review of SILC approach to target groups | | | | | | | | | | | | |
| 7.0 Implementation of Nyamirambo Initiative | | | | | | | | | | | | |
| Community Youth Mapping (AED) | | | | | | | | | | | | |
| Review and finalize design of intervention based on CYM results | | | | | | | | | | | | |
| RFA to identified partner institutions | | | | | | | | | | | | |
| Selection and contract agreement | | | | | | | | | | | | |
| Launch of first Nyamirambo first youth cohort | | | | | | | | | | | | |
| 8.0 Developing a Network | | | | | | | | | | | | |
| Identification of focal points within ministries, city of Kigali and districts | | | | | | | | | | | | |
| Outreach to private sector | | | | | | | | | | | | |
| Regular informational and review meetings on RYP progress | | | | | | | | | | | | |

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| Develop network procedures | | | | | | | | | | | | |
| Recruit network members | | | | | | | | | | | | |
| Identify network Steering Committee | | | | | | | | | | | | |
| Establish network org. structure (e.g., subcommittees, etc.) | | | | | | | | | | | | |
| Commence network activities | | | | | | | | | | | | |
| 9.0 Policy Reform | | | | | | | | | | | | |
| Research agenda discussions | | | | | | | | | | | | |
| Research agenda proposal | | | | | | | | | | | | |
| 10.0 Sustainability | | | | | | | | | | | | |
| Review of local partners sustainability strategies | | | | | | | | | | | | |
| Discussions and review of strategies with private sector on incorporating the model | | | | | | | | | | | | |
| Ongoing discussions with WDA, USAID and key stakeholders | | | | | | | | | | | | |
| Draft plan for sustainability strategy | | | | | | | | | | | | |
| 11.0 Monitoring & Evaluation | | | | | | | | | | | | |
| Finalize performance monitoring plan | | | | | | | | | | | | |
| Design data collection tools | | | | | | | | | | | | |
| Design data base | | | | | | | | | | | | |
| Collect data | | | | | | | | | | | | |

