

ADOLESCENT GIRLS INITIATIVE - RWANDA

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# AN EVALUATION USING A TRACER STUDY

# We have 3 objectives for today ...

1

To present an overview of the evaluation

2

To share some initial results based on baseline and midline evaluations

3

To briefly present our planning for the endline

# Agenda

1. Overview of evaluation (objectives, methods)

2. Overview of baseline findings (by World Bank)

3. Overview of midline findings (by Laterite)

4. Planning for the endline

# This overall AGI evaluation has three main objectives

## Evaluation objectives

1

**Examine perceived delivery of the program on planned activities**

To achieve this, the evaluation will **engage beneficiaries, trainers, and managers in a participatory process** to elicit their perception program logistics and processes.

2

**Assess the perceived usefulness of the training provided**

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

3

**Measure changes in beneficiary outcomes before and after**

To achieve this, the evaluation will include **surveys** to capture information on a core set of **quantitative indicators** relating to the project's objective of promoting productive work.

The evaluation is following a tracer methodology, which is based on a mix of quantitative and qualitative methods:

**Tracer Methodology:** Following participants before, during, and after an intervention to understand if and why their situation, perceptions, outlook and/or aspirations have changed during the course of the observation period

### Quantitative Survey

- Collect demographic information
- Collect information on key quantitative indicators to measure change over the course of the program

### Focus Group Discussions

- Elicit participatory feedback on the quality and usefulness of classroom teaching
- Include interviews with participants who have dropped out

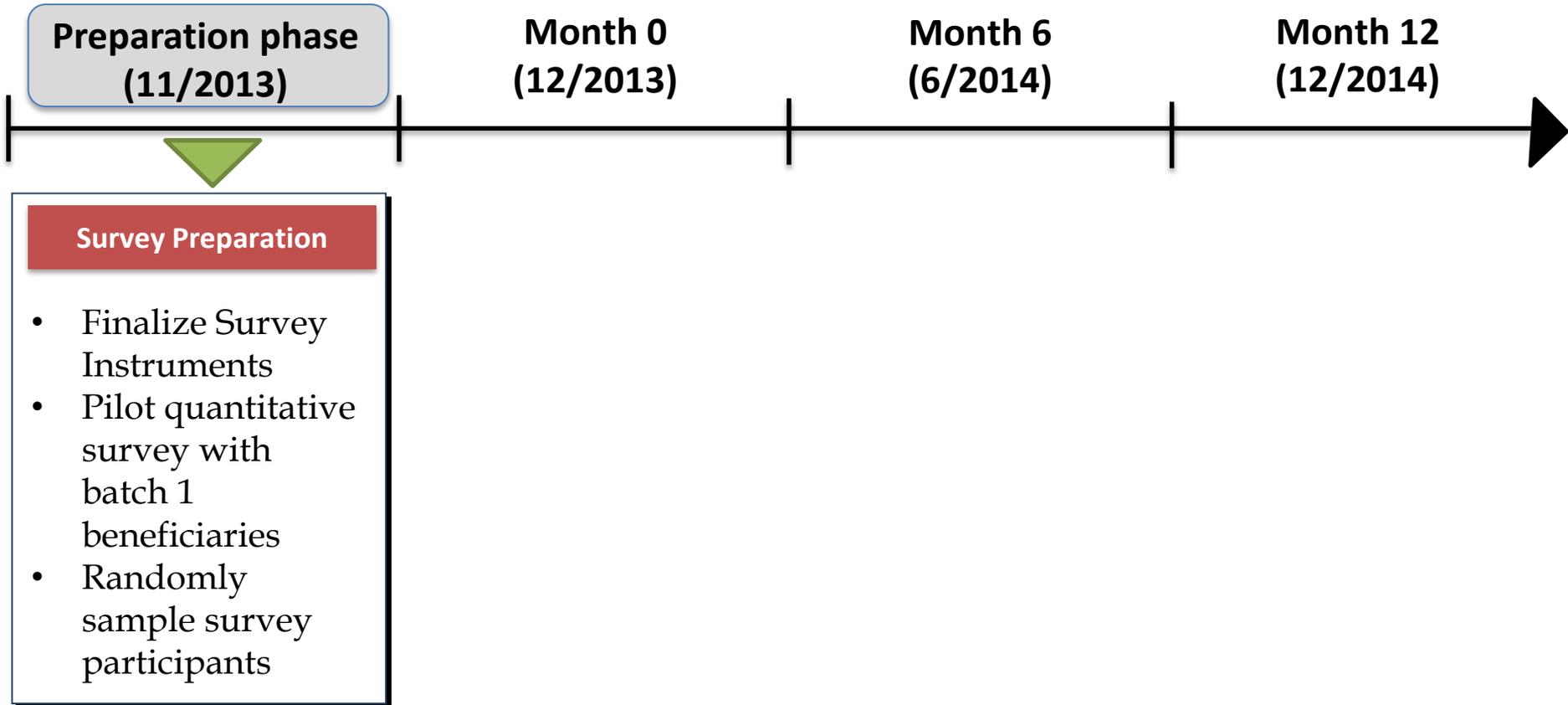
### Semi-Structured Interviews

- One-on-one interviews (plus translator and transcriber) going into as much detail as possible with the interviewee
- Puts information from survey and focus groups into context

### Collect Program Materials

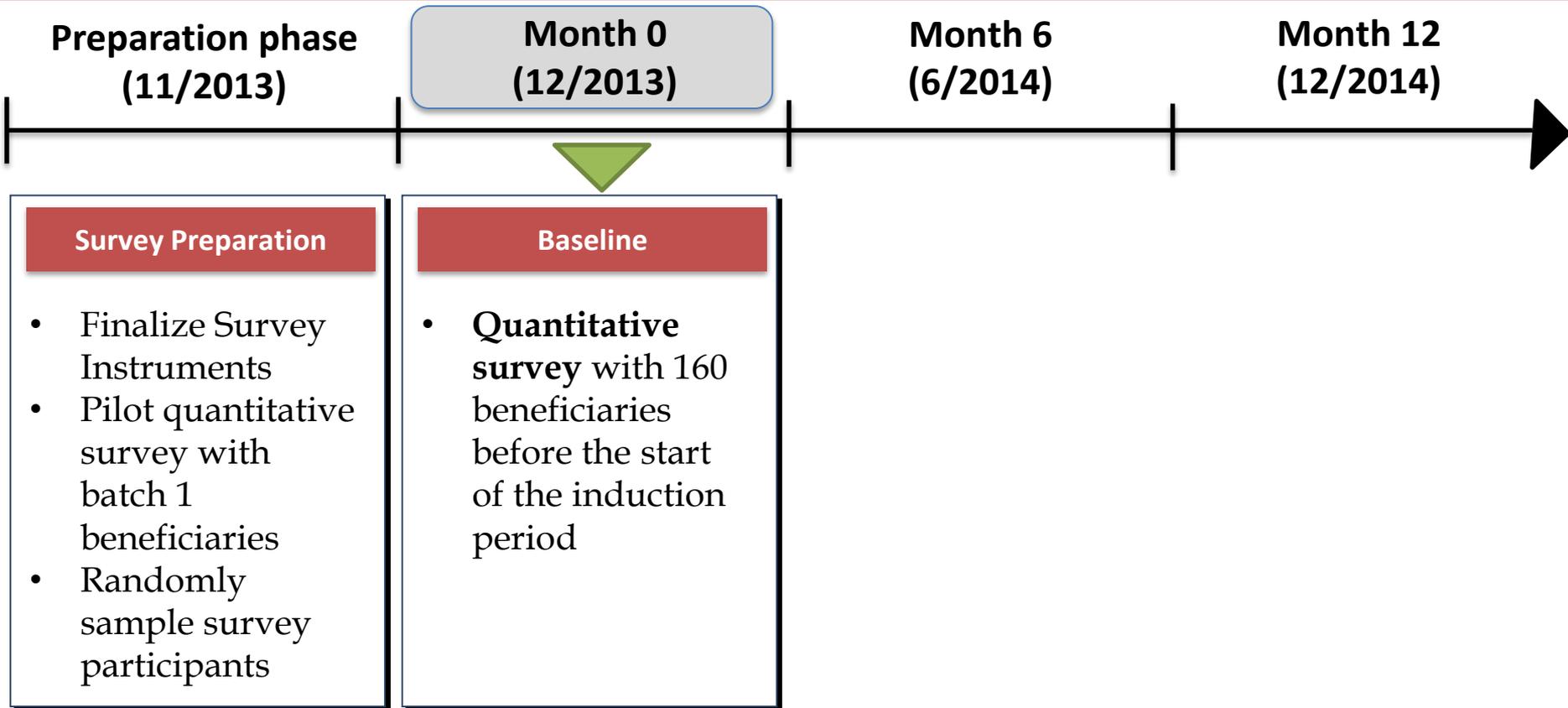
- Training materials
- Collect monitoring and progress reports

We started preparations for the evaluation in November last year, during which Laterite also observed the selection/lottery of participants



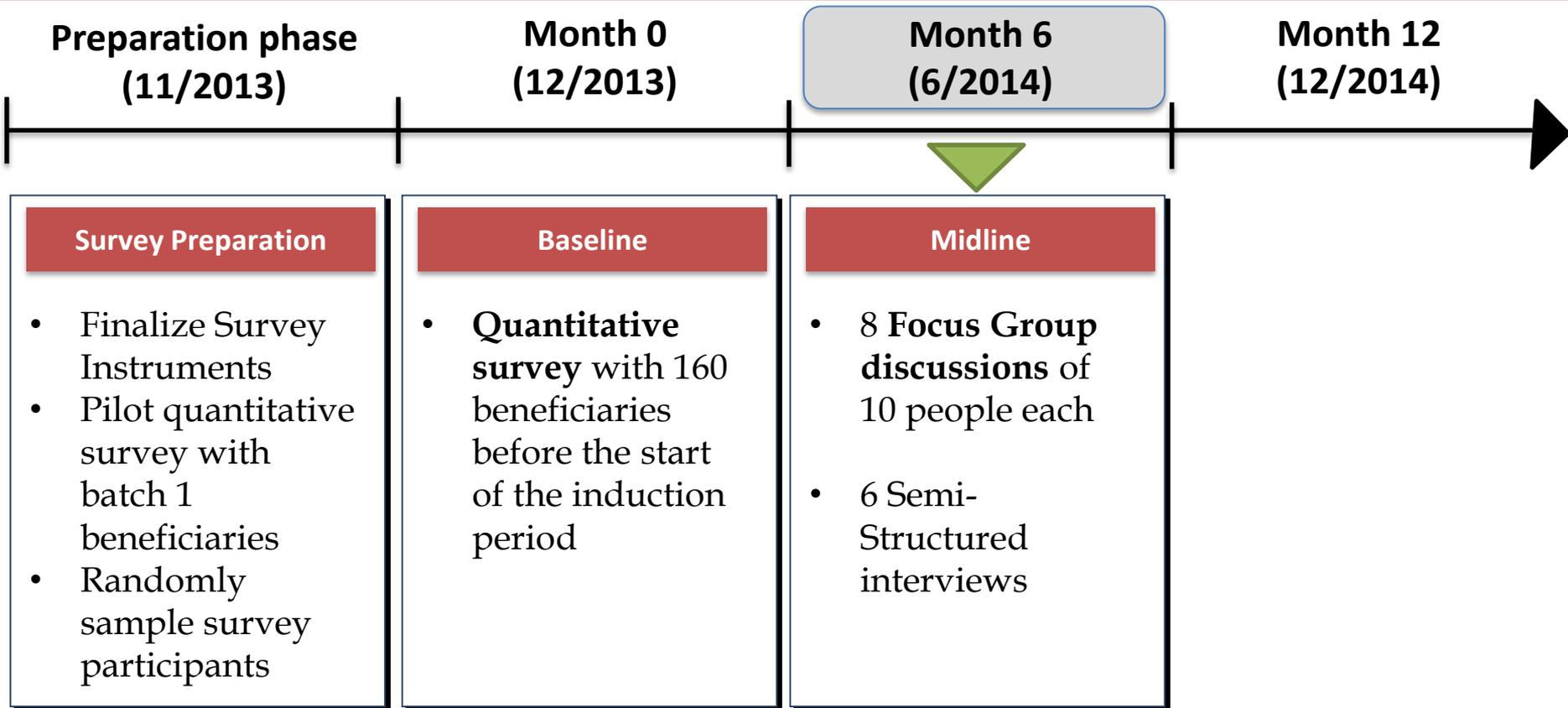
Throughout: collect training materials, monitoring and progress reports, and interviews with administrators and trainers

# The quantitative baseline was conducted in December last year



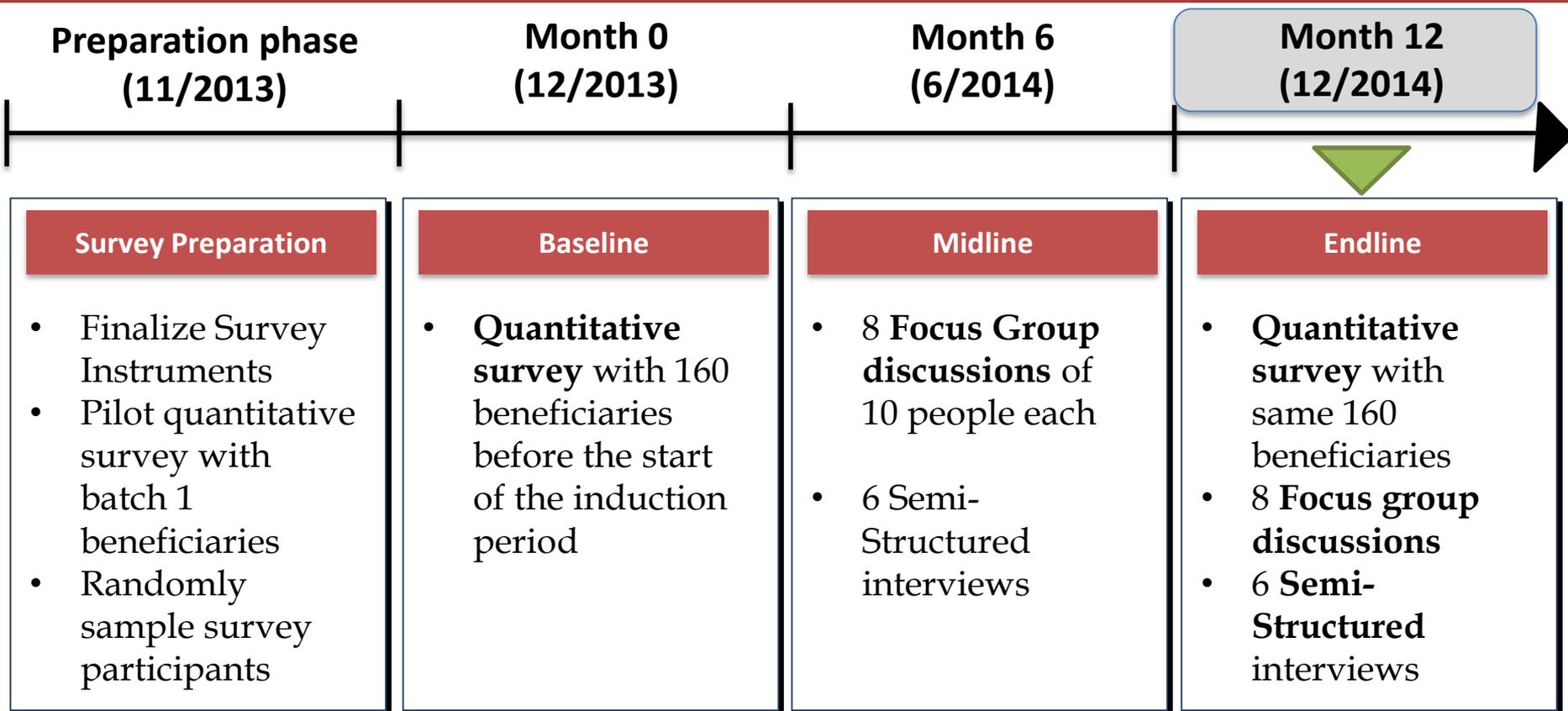
Throughout: collect training materials, monitoring and progress reports, and interviews with administrators and trainers

The first round of qualitative interviews were conducted in June 2014, half way through the program (no quantitative data collected)



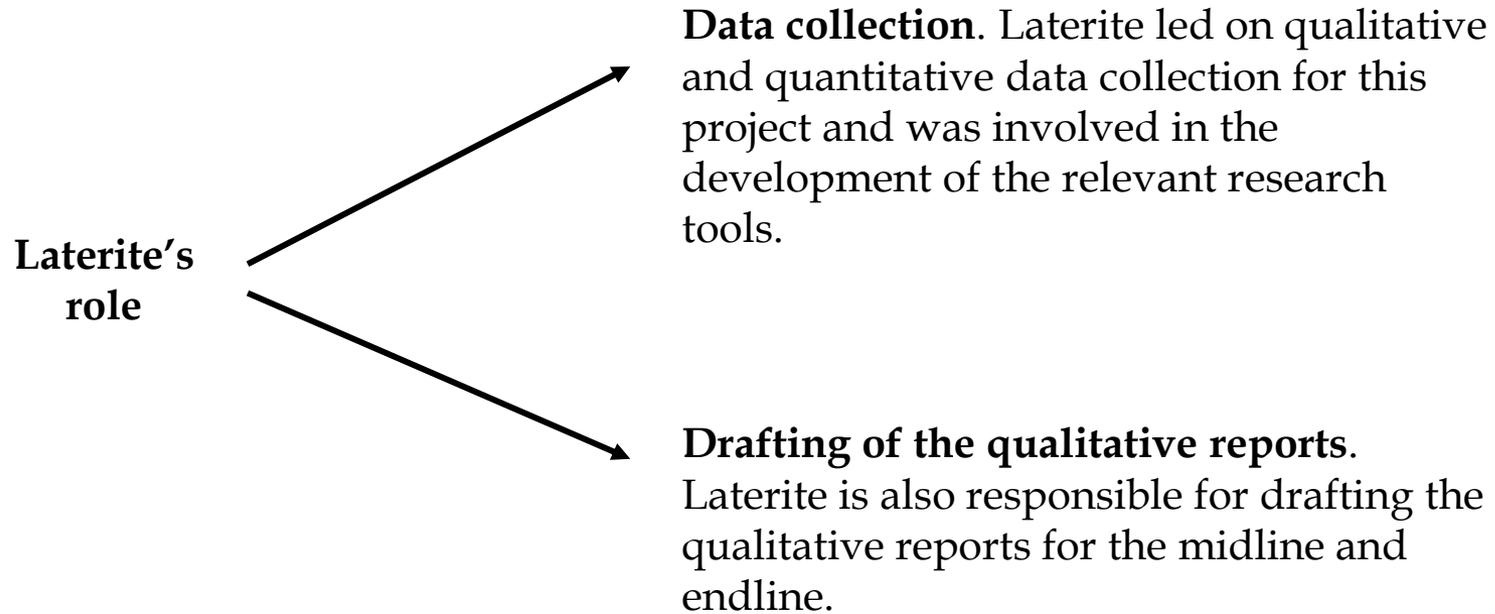
Throughout: collect training materials, monitoring and progress reports, and interviews with administrators and trainers

# In December, we will conduct follow-up quantitative and qualitative interviews



Throughout: collect training materials, monitoring and progress reports, and interviews with administrators and trainers

# Laterite's main responsibilities were to collect both quantitative and qualitative data + draft the qualitative reports at midline and endline



**Quantitative analysis** is being conducted by the World Bank (Sarah Haddock)

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# These are the six main focus areas of the quantitative survey – these are the areas on which change will be measured

- ❑ **Employment:** Does the respondent engage in any activities to earn money? What is the nature of that work (self or wage employment, nature of the enterprise, location of the work)? How many such activities does she have? How much time does she devote to employment?
- ❑ **Earnings:** Does the respondent earn any money or in-kind payments? What are her individual earnings from the various income generating activities? How stable are these earnings? With whom does she share her earnings? Does she have any sources of non-earned income?
- ❑ **Economic assets:** Savings, Debt, Access to credit, Physical assets (e.g., furniture, mobile phone), Productive assets (e.g., sewing machine)
- ❑ **Social assets:** Friends, Mentors, Colleagues, Support from partner, Support from family
- ❑ **Empowerment:** Self-confidence, control over household resources, access to money in an emergency
- ❑ **Child well-being** (if respondent has children): children's educational enrolment, spending on children's education and health, reliance on help from others for child-related expenses

# The sample consists of 182 registered trainees across 11 VTCs in 4 districts

District	Sector (VTC)	Frequency	Percent
Rulindo	Bushoki (Bushoki VTC)	18	9.89%
	Shyorongi (Shyorongi VTC)	27	14.84%
	Kinihira (Kinihira VTC)	18	9.89%
Gicumbi	Rushaki (Rushaki VTC)	15	8.24%
	Rutare (Rutare VTC)	15	8.24%
	Kibali (Byumba VTC)	15	8.24%
Kicukiro	Gikondo (Nyarugunga VTC)	12	6.59%
	Gatenga (Nyarugunga VTC)	12	6.59%
	Masaka (Nyarugunga VTC)	12	6.59%
Gasabo	Remera (Gacuriro VTC)	12	6.59%
	Kinyinya (Gacuriro VTC)	26	14.29%
Totals	All	182	100%

# The main findings of the baseline survey can be captured in 5 points

1. **The AGI project was successful in selecting and recruiting participants that fit the intended beneficiary profile for the project.** The respondents are between 16 and 24 years old, out of school, and have some primary education.
2. **AGI respondents are a diverse group,** representing different age groups, geographic locations, educational attainment and employment status.
3. **AGI respondents are not representative of the general population.** This can be partially attributed to AGI program criteria, self selection into the program and small sample size.
4. **At baseline, a large share – nearly three quarters – of AGI trainees report having at least one Income Generating Activity (IGA).** IGA is currently defined to include household agriculture, wage employment, non-farm businesses and internships or apprenticeships. This is a broad definition.
5. **AGI respondents are highly optimistic about the AGI project.** Respondents report expecting to be in an improved position in life two years from now compared to where they are now.

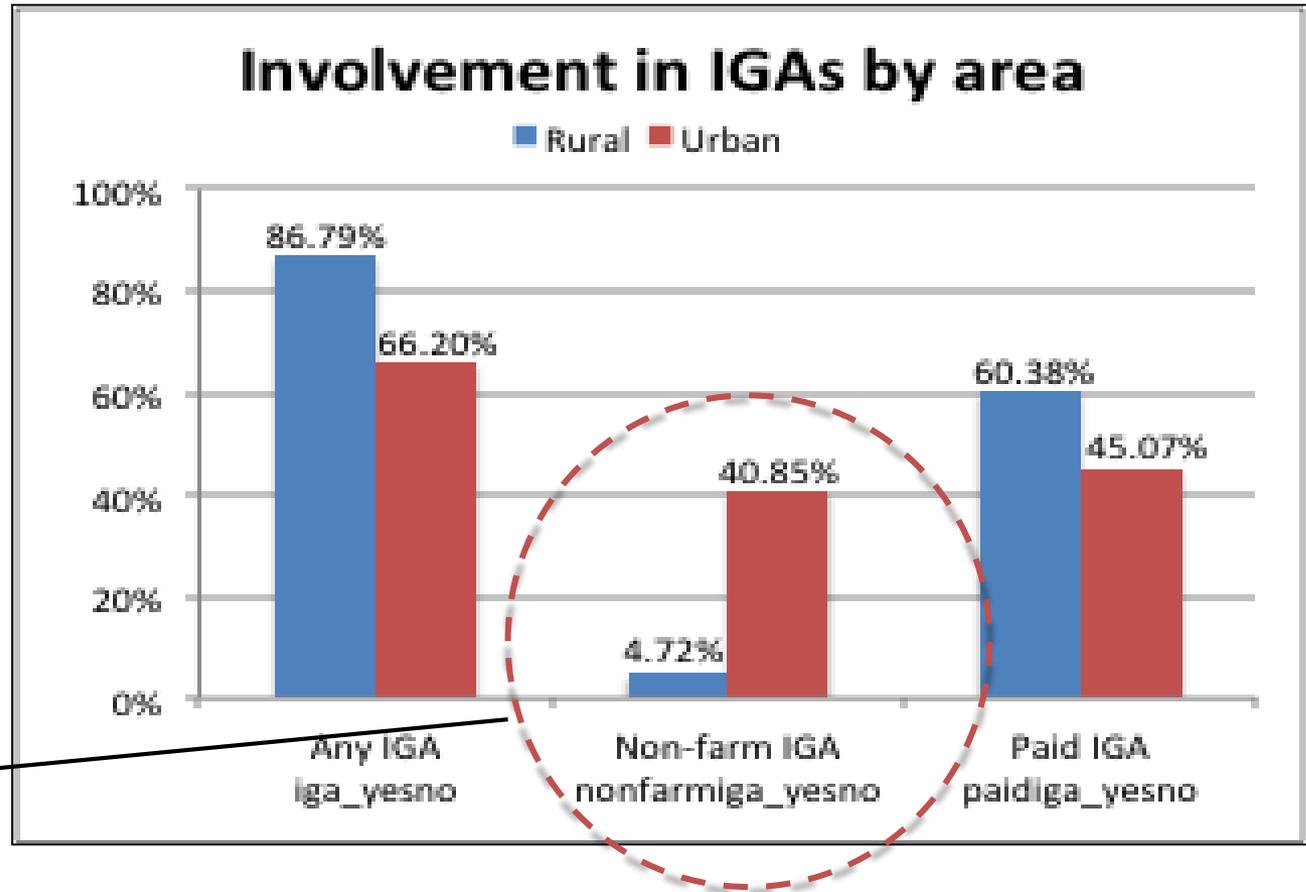
# Some examples from the baseline data: these are the trainees' motivations for joining the program

## Expectations from program

Motivation	Frequency	Percent	Observations
To learn a new skill	83	45.60%	182
To be healthier and have better life	39	21.43%	182
To learn how to run business	28	15.38%	182
To take better care of family	9	4.95%	182
To have more money in savings	4	2.20%	182
To have a better job	3	1.65%	182
To have more self-confidence	2	1.10%	182
To be happier	2	1.10%	182
Other	12	6.59%	182

Some examples from the baseline data: a very high share of girls were already involved in some form of income generating activities

## Income Generating Activities (IGA)



Not the very large difference on this metric, between rural and urban

Some examples from the baseline data: one concern is that some baseline data is too high to detect change, for example on social assets

## Social Assets

Family Support	Frequency	Percent
Respondent feels parents are supportive of:		
Socializing with friends	146	87.95%
Dating	71	46.41%
Vocational Training	155	93.37%
Wage employment	157	94.58%
Self employment	158	95.18%
Respondent feels husband/boyfriend is supportive of:		
Working outside the home	126	91.30%
<b>Community Support</b>		
Respondent has:		
Someone to borrow money from (emergency)	115	63.19%
Someone to stay with if there is a problem	145	79.67%
Someone to assist with harassment	153	84.07%
Somewhere to meet female friends	123	67.58%
Someone to provide legal support	134	73.63%
Mentorship		
Has a mentor	133	73.08%

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The midline had two main objectives, to gain insights into: a) the quality and usefulness of the training provided; and b) implementation processes

**Objectives  
of Midline**

**Assessing the quality and usefulness of the training provided**, based on perceptions from trainees, trainers and school managers

**Evaluating the implementation process and identify areas for potential improvement**

Laterite interviewed a total of 41 trainees, trainers and school managers for the midline in 5 VTC through 5 FGDs and 11 SSIs

Vocational Training Center	Focus Group Discussion	Semi-structured interview
Gaculiro VTC	6 trainees	1 School manager
Rushaki VTC	6 trainees	1 Trainee, 1 drop-out, 1 school manager
Nyaruganga VTC		2 drop-outs, 1 school manager
Bushoki VTC	6 trainees	1 trainee, 1 trainer
Shyorongi VTC	6 trainees	n/a
Gahaya Links + Frontier Great Lakes (contractors)	6 trainees	2 program managers
<b>Totals</b>	<b>30 trainees</b>	<b>11 SSIs</b>

# These are the trades taught in the selected Vocational Training Centers

Vocational Training Center	Culinary	Food processing	Arts & crafts	Agribusiness
Gaculiro VTC	X	X	X	-
Rushaki VTC	-	X	X	X
Nyaruganga VTC	X	X	X	-
Bushoki VTC	-	X	X	X
Shyorongi VTC	X	X	X	-

# Main findings from the Midline (1)

## 1. Trainee profiles:

- ❑ *Selection of trainees.* Trainers agreed that the focus on vulnerable girls and single mothers was appropriate, but that low levels of education made training difficult.
- ❑ *Selection of trades.* Most girls reported selecting their trade, but some felt that the selection criteria prevented them from doing so.

## 2. Attendance and stipend

- ❑ *Program attendance.* Attendance was high, but drop-outs reported that the transport stipend was insufficient, while urban girls mentioned the time-commitment made it difficult for them to pursue other income generating activities outside class.
- ❑ *Late delivery of stipend.* Both staff and trainees faced delays in receiving their stipend (for trainees up to a month), which affected their ability to attend
- ❑ *Use of stipend.* In urban areas the stipend was used for transports; in rural areas for basic needs.

## 3. Program management

- ❑ *Improvements compared to Cohort 1.* Program staff felt delivery was much more efficient than previously, with better communication between mgt and program staff
- ❑ *Challenges remain.* These included: late delivery of stipends, limited training time, low teacher-student ratio, and logistical issues relating to the overlapping Cohorts 2 & 3

# Main findings from the Midline (2)

## 4. Girl friendliness of VTC

- ❑ *General satisfaction.* Trainees were in general very satisfied with the girl-friendliness of the training centers.
- ❑ *Little awareness about alternative services.* Many reported little awareness or take-up of services such as childcare and counseling.

## 5. Technical training

- ❑ *Main challenge: varying levels of education.* Unequal education levels, made teaching difficult, in particular theory
- ❑ *Adjusting the training curriculum.* Program staff suggested adapting the curriculum was necessary, in order to adjust for varying levels of education
- ❑ *Relevance of trades.* Trainees were happy with trades, but some questioned the whether trades such as food processing/ arts&crafts would enable them to make a living

## 6. Life skills training

- ❑ *Very positive feedback.* Trainees felt this was the most popular and impactful session, in particular in terms of improving their social relations, birth control, having a mentor, and confidence about finding a job, taking loans and starting a business

## 7. Entrepreneurship training

- ❑ *Satisfaction with curriculum.* Trainees were in general satisfied with the curriculum for entrepreneurship training

# Main findings from the Midline (3)

## 8. Post-training phase

- ❑ *Optimistic.* In general girls were very optimistic about the post training phase and felt prepared to embark on starting cooperative initiatives or seeking employment
- ❑ *Potential lack of capital.* Girls that reported not being confident, raised the issue of potential funding gaps for starting their cooperative

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# We target to complete the endline survey next week

District	Training Center	Date	Time
Rulindo	Kinihira	Monday December 1st	10.20 AM to 1.40 PM
	Bushoki	Monday December 1st	3.40 PM to 6.00 PM
	Shyorongi	Tuesday December 2nd	8.00 AM to 12.00 PM
	Nyarugunga	Tuesday December 2nd	1.15 PM to 5.15 PM
Gicumbi	Rushaki	Monday December 1st	10.20 AM to 12.40 PM
	Rutare	Monday December 1st	2.00 PM to 4.20 PM
	Kibali	Tuesday December 2nd	8.00 AM to 10.20 AM
	Gacuriro	Tuesday December 2nd	12.05 PM to 4.35 PM

# We target to complete qualitative data collection in the second week of December

- World Bank is leading on the development of the research tools, with inputs from Laterite
- Interview guidelines will be shared with us and WDA on Wednesday this week
- Interview guidelines will be finalized by week, around December 5<sup>th</sup>
- Data collection will start the week after

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THANK YOU!