

MAKING VOCATIONAL TRAINING WORK: A Study of Vocational Training in DDR

RWANDA

Dr. Anthony Finn · David Baxter · Murat Onur



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Acronyms

AG	Armed Group
AIDS	Acquired Immune Deficiency Syndrome
BSK	Basic Needs Kit
CAFF	Children Associated with Fighting Forces
CBO	Community-Based Organization
DDR	Disarmament, Demobilization and Reintegration
DDRR	Disarmament, Demobilization, Reinsertion and Reintegration
DRC	Democratic Republic of the Congo
FAR	Forces Armées Rwandaises
GLR	Great Lakes Region
GoR	Government of Rwanda
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDDRS	United Nations Integrated DDR Standards
IGA	Income-Generating Activity
ILO	International Labour Organization
MDRP	Multi-Country Demobilization and Reintegration Program
NGO	Non-Governmental Organization
PIM	Project Implementation Manual
RCD	Rassemblement Congolais pour la Démocratie
RDF	Rwanda Defense Forces
RDRC	Rwanda Demobilization and Reintegration Commission
RDRP	Rwanda Demobilization and Reintegration Programme
RG	Reintegration Grant
RPA	Rwanda Patriotic Front
RSA	Recognition-of-Service Allowance
SEDRP	Second Emergency Demobilization and Reintegration Project
STEL	Standard Training Equipment List
TDRP	Transitional Demobilization and Reintegration Program
ToT	Training of Trainers

TVET	Technical Vocational and Educational Training
VSW	Vulnerability Support Window
VT	Vocational Training
VTC	Vocational Training Center
UN	United Nations
UNDP	United Nations Development Program
WB	World Bank
WDA	Workforce Development Authority
XC	Ex-Combatant

Executive Summary

The very moment soldiers lay down their weapons for the last time signals the beginning of a long and arduous journey. Almost instantaneously, the identity of the individual is transformed from combatant to *ex-combatant*. Up until this point, the soldier's entire being has been molded and influenced almost exclusively by combat training, fellow soldiers and the threat of armed conflict. In many ways, conflict has displaced most other economic, educational and social opportunities.

Work is a powerful thing. It holds the promise of a livelihood from which an individual can potentially earn a living and shape a new identity. Due to years of missed educational and economic opportunities, however, attaining a sustainable income-generating livelihood can seem like an impossible task for a new ex-combatant. Employment is the product of skills and knowledge forged by training and experience which many ex-combatants simply do not possess at the time of reinsertion. Skills training, education and practical experience can propel ex-combatants forward to parity, economically and socially, with their civilian counterparts. Conversely, if Disarmament, Demobilization and Reintegration (DDR) initiatives do not sufficiently recognize and account for key factors that affect training outcomes, there are negative consequences for both the economic and social rehabilitation of some of society's most vulnerable individuals and for society as a whole. For ex-combatants, effective vocational training presents a second chance at a string of missed opportunities; a window to be self-sufficient and provide for their families; it is a chance to begin to shed the negative aspects of the combatant identity for good.

To support social and economic reintegration of former combatants, demobilization and reintegration programs offer vocational training, which is essentially designed to provide the beneficiary with skills and pathways to employment.

What aspects of vocational training programs can boost socio-economic reintegration and ensure sustainable and effective outcomes?

This report details the findings from a research study of outcomes of the vocational training provided to ex-combatant beneficiaries through the Rwanda Demobilization and Reintegration Program.

Context

The civil war and genocide destroyed Rwanda's economic base, impoverished the population, and damaged the country's ability to attract foreign and private investments. Networks of social links in rural and urban areas were damaged either by war or genocide. However, Rwanda has achieved impressive development progress in the last decade. The country is now in the process of consolidating gains in social development and accelerating growth while ensuring that the gains are broadly shared in order to mitigate risks to Rwanda's hard-won political and social stability.

An important aspect of Rwanda's development and stability in the last decade has been the country's national Disarmament, Demobilization, and Reintegration (DDR) program. From the onset, the country's DDR program has been closely linked to economic development and social inclusion efforts which in turn have contributed to economic and social parity between ex-combatants and civilians.

The Rwanda Demobilization and Reintegration Program has been implemented in three major stages: stage I covering the period from 1997 to 2001; stage II covering from 2002 to 2008; and the current stage III which began in 2009. The central objective of RDRP has been to support ex-combatants to reintegrate into social and economic networks of the civilian society. It is in this context Rwanda Demobilization and Reintegration Commission has offered vocational skills training as an integral component of the reintegration effort.

The Research

Implementing DDR programs for more than a decade, Rwanda's reintegration experiences and the country's DDR vocational training framework provide an important opportunity to explore the factors that may influence the sustainability and efficacy of vocational training and reintegration outcomes. It is in this context, from March 2 to 29, 2013, a team of AFTCS/TDRP consultants worked with Rwanda National Demobilization and Reintegration Commission to administer a quantitative and qualitative study of the outcomes of DDR vocational training in Rwanda.

The team surveyed 280 ex-combatants in Southern, Northern and Kigali provinces: 180 who completed vocational training under the Vulnerability Support Window (VSW) (Group A), 50 who completed Apprenticeship training (Group B), and 50 ex-combatants who participated in neither program (Group C). In addition, the team interviewed a number of key stakeholders who were perceived to possess a high level of knowledge of the vocational training program and/or direct involvement with Rwanda Demobilization and Reintegration Program, and visited eight vocational training centers in Southern, Northern and Kigali provinces. By comparing Group A to the other groups, positive socio-economic outcomes of undergoing vocational training are visible as Group A respondents are preferred in the job market not only because they possess vocational skills, but they are seen as confident and determined individuals with strong social and life skills - features that are highly valued among employers. Compared to the other groups, Group A respondents also benefit from collateral outcomes that emerge alongside economic outcomes, which further contribute to the success, sustainability and efficacy of vocational training.

As this research did not intend to evaluate Rwanda's DDR program, the primary focus was to explore the key factors that result in success, sustainability and effectiveness in DDR vocational training. The central objective of this study was, therefore, to ascertain which factors affect DDR vocational training and what measures could be taken to improve the effectiveness and sustainability of training.

Additional questions the study aimed to address include:

What types of factors result in success and what others contribute to sustainability of training outcomes? What kinds of collateral outcomes emerge alongside social and economic outcomes of vocational training? To what extent does entrepreneurship and social skills contribute positively to training outcomes?

Collateral outcomes alongside economic outcomes

The study finds that several *collateral outcomes* emerged alongside economic outcomes including self-confidence and independence, self-employment, sector shifting, and social skills. A key outcome of DDR vocational training program was the increase in *self-confidence and independence* among ex-combatants as well as a *widening of perspective* in terms of their careers and lives. Another notable outcome was the increased rates of *self-reliance* among vocational training participants. In addition to the higher rates of trade-, retail-, and manufacturing-related self-employment indicated by the quantitative survey data, interviews with vocational training center staff and ex-combatant employers described how self-employment factors into the ex-combatant experience and indicates a higher degree of self-reliance. Further, self-employment often signaled a shift away from one's skill area to another sector, but sector-shifting was not unique to the self-employed in Rwanda. The majority of vocational training beneficiaries were found to be working in their area of training. Finally, *increase in social capital* such as improvements in social behavior, life skills, teamwork, networking with colleagues and employers, and community involvement was a key outcome of DDR vocational training.

Factors that result in success

The study identifies a number of factors that result in success and general areas that contribute further to success and sustainability of vocational training outcomes.

- Capacity building of local institutions in tandem with DDR vocational training can reinforce outcomes by providing critical infrastructure for long-term national growth and development. Local capacity has a profound impact on the outcomes of vocational training with regards to creating national buy-in and awareness of the

benefits of formal skills training.

- Labor Market Analysis can inform skills offerings and curriculum as well as reinforce training outcomes.
- Provision of literacy and numeracy training prior to vocational training can help maximize the impact of training on economic and social reintegration.
- Orientation for all vocational training participants can allow beneficiaries to make an informed decision as to which skill is the best choice.
- Providing economic support to ex-combatant participants and their families during training can help mitigate the difficulties faced by trainees with families.
- Post-training follow-ups to identify challenges, offering information counseling and advice, and ensuring that graduates have resources and information can reinforce training outcomes.
- Peace, Economic growth and stability contribute to the economic and social reintegration of ex-combatants as they allow pathways to employment.
- Profile characteristics of ex-combatants: Profile characteristics of ex-combatants (such as age, familial status, education levels, etc.) can inform vocational training programming with regards to developing tailor-made training activities and reinforces training outcomes.
- Community acceptance allows ex-combatants develop social networks which is key to sustainable economic activity.

I. Introduction

The World Bank's Transitional Demobilization and Reintegration Program (TDRP) commissioned this report as a study to explore the efficacy and sustainability of the outcomes from vocational training delivered in DDR programs. Rwanda's successful DDR experience through which thousands of former combatants received reintegration assistance including vocational training present an important opportunity to explore types of factors that may be behind the success and sustainability of DDR vocational training.

The report is divided into six sections:

Section One provides findings from existing literature which covers discussions on DDR vocational training and key lessons learned from past DDR skills training experiences with a particular focus on the experiences of Multi-Country Demobilization and Reintegration Program (MDRP) and Rwanda country context with a focus on reintegration and vocational training aspects of Rwanda Demobilization and Reintegration Program (RDRP).

Section Two presents the purpose of the study and specific study objectives. Section Three provides the overview of the research methodology utilized by the study, covering the study population, sampling size, research setting, and data collection techniques and methods used. Section Four presents the key survey results pertaining to vocation and social capital. Section Five provides the key external and design factors that affected DDR vocational training outcomes in Rwanda.

Section Six provides conclusions and presents the collateral outcomes that emerged alongside economic outcomes from DDR vocational training and summarizes the factors that result in success in DDR in keeping with the objectives of the study. Finally, the Appendix contains the questionnaires and semi-structured interview tools used, quotes from key informant interviews, and analysis of survey results (by demographics, educa-

tion and vocation, disability status and former military affiliation).

1.1 Vocational Training in DDR Programs

DDR programs are implemented to “contribute to security and stability in post-conflict environments so that recovery and development can begin.”¹ DDR is essentially a peacebuilding tool that takes place in complex socio-economic environments marked by disrupted social and economic structures in a society. Reintegration of ex-combatants is a complex process that involves community acceptance of the ex-combatants, their ability to participate in local events and decision making to the same extent as other community members, and the ex-combatants' attainment of a level of well-being that is commensurate with overall community standards.²

The post-conflict context in which DDR programs operate are characterized by weak political, social and economic structures, competition for power, insecurity, reduced productive capacities and livelihoods, destroyed infrastructure and other community services, collapsed markets, high inflation, un- and under employment, and weakened social fabric with little social cohesion remaining.³ Prolonged civil conflict promotes its own economic imperatives with economies distorted and misaligned with their earlier or even later economic outlook.⁴ The UN's Integrated DDR Standards (IDDRS) emphasizes the need to understand the macro and micro economic forces that affect the post-conflict communities where ex-combatants wish to reintegrate.⁵ Macro-economic conditions, structures, and dynamics including the relationship between the formal and informal economies fundamentally shape and constrain the local economy, which in turn affects the opportunities that are available to ex-combatants and to the societies in which former combatants and their families resettle.⁶

The socio-economic reintegration of ex-combatants is challenging in such settings where it is difficult to start an economic activity or find employment. In some cases the combatants that are released are the ones with the worst perspective for reintegration because they possess few marketable skills, lack education, and are experiencing health problems.⁷ Factors such as the availability and accessibility of agricultural land, housing and business space, the limited number of jobs available through existing employers, and the limited number of consumers able to pay for services or products supplied by self-employed ex-combatants also pose a challenge. In addition, ex-combatants often lack professional and social networks and face challenges of acculturation.

Successful socio-economic reintegration of ex-combatants requires the reconciliation of two key factors: addressing the special needs of the ex-combatants and addressing the needs of the communities and economies in which they settle.⁸ Targeted reintegration support to ex-combatants promotes social stability that is necessary for wider community development. Additionally, sustainable reintegration outcomes depend on equal efforts to revive the private sector and the creation of a national enabling environment for job creation through employment promotion policies and strategies.⁹ The informal economic sector remains one of the most important sources of income for conflict-affected and displaced persons as economies in the immediate post-conflict period can only support few formal wage-paying jobs.¹⁰ Increasingly, there is also a focus on understanding the opportunities available in the informal economies with economic reintegration programs geared toward the informal sector where appropriate.¹¹

Guiding principles for economic reintegration include minimizing market distortions and maximizing beneficiary choice, providing assistance that leads to sustainable livelihoods, involving communities of settlement and foster reconciliations, and providing assistance in a way that it benefits the wider community to the extent possible.¹² The common components of economic reintegration support include information, counseling and referral services, micro-project grants, access to vocational training, formal and informal apprenticeship schemes, educational opportunities, employment generation, provision of agricultural starter kits, support

to cooperatives and associations, developing pensions and other forms of service compensation, community based rehabilitation and reconstruction, and facilitation of access to land and/or housing.¹³

Vocational training is at the intersection of economic recovery, education, as well as rehabilitation and reintegration.¹⁴ Without the possibility of generating an income and alternate livelihood, there is little incentive for ex-combatants to demobilize and give up their arms. It is in this context, vocational training is often an integral part of DDR programs' economic reintegration component as a solution to securing jobs and sustainable livelihoods for ex-combatants. Compared to traditional education, vocational training provides ex-combatants with a more rapid entry into the workplace as they may not have the time or incentive to resume or complete formal education.¹⁵ When asked, ex-combatants consistently state that employment is their top priority. In El Salvador, for example, majority of ex-combatants surveyed about their training experiences indicated that they were prepared for their field of work as a result of their training.¹⁶

Vocational training also addresses a psychosocial element by aiding in the reduction of the psychosocial impact of trauma and displacement by allowing people to re-establish some sense of normalcy, gain confidence, security and income generation.¹⁷ Participating in a structured training program can stimulate hope and support social reintegration of ex-combatants by offering an environment of socializing with other beneficiaries, instructors, community members and potential employers. Further, vocational training offered in DDR can contribute to the human capital requirement for national reconstruction and development.¹⁸

1.2 Lessons Learned from Past Experiences

Lessons from past DDR vocational training programs highlight a number of areas that are linked to successful training outcomes. The design of vocational training programs should be representative of the capacities of ex-combatants of different education levels, ages, genders, physical conditions, regions and economic status.¹⁹ While vocational training is primarily about promoting employability of beneficiaries, it also has

a role in social reintegration and supporting social cohesion. Lessons from a vocational training program for Salvadorian ex-combatants, for example, underline the importance of integrating beneficiaries of different social and political backgrounds in vocational courses and including both ex-combatants and community members in the program.²⁰

According to International Labour Organization (ILO), vocational training plays a crucial role in increasing employability of ex-combatants but only if programs are led by market-demand, and lead to employment.²¹ Matching vocational training to local and national economic opportunities, traditions and demand is, therefore, key to ensuring sustainability of training. Labor market surveys and studies of traditional production and service patterns in both formal and informal sectors have been identified as pre-requisite to developing appropriate vocational training options in post-conflict settings with disrupted or rapidly evolving markets.²² While training should ideally focus on the most market and region-appropriate skills, it should also include orientation and informed guidance assistance to beneficiaries on employment options upon completion of training.

Providing the beneficiaries with start-up toolkits that contain the key tools, equipment and supplies can help them function within their chosen field and support their eventual employment options. Focus on hands-on training rather than classroom courses can familiarize the beneficiaries with the tools and equipment required in the job market. With regards to distributing toolkits, past experiences underline that timely design and procurement of tools and supplies in parallel with training activities and market demand is of crucial importance in order to maximize the impact and efficacy of vocational training.

Post-conflict nations often have weak national and local institutional capacity. It is, therefore, important to assess the capacity of local training systems and ensure adequate funding and strategic treatment of institutional capacity building.²³ ILO considers it a best practice to revive local and national institutions in a post-conflict nation rather than build parallel systems.²⁴ Funding existing institutions, rather than establishing new centers dedicated to training ex-combatants only, can promote incorporation of ex-combatants into wider

social and economic networks. This approach can also capitalize on existing training curricula and teaching methodologies and build capacity of national institutions which has the added value of potential positive knock-on effects for the wider community and national development plans.²⁵

The scarcity of trained teachers is another resource constraint of successful vocational training program implementation that results in limited range of courses offered and individualized attention to participants.²⁶ A study of vocational training programs in Northern Uganda states that the difficulty in finding and funding qualified instructors led some programs to cut non-core courses such as entrepreneurship and agriculture, and when instructors fell sick or relocated they were not replaced causing courses to be cut or abandoned.²⁷ The training of trainers is necessary in post-conflict countries and should be incorporated into the project design. Partnerships, particularly with the private sector, are useful to ease pressure on an organization's budget as well as to increase an organization's expertise base but must be preceded by a strong institutional capacity assessment.²⁸ Training existing teachers and instructors, rather than bringing in new or international experts, to carry out training can further promote social reintegration and build national training capacity that has the potential to be utilized for wider national workforce development plans.

Lessons learned from past programs also highlight the need of providing additional training on entrepreneurship skills, social and life skills, basic employment and business skills, as well as job search techniques alongside vocational training activities. By undergoing vocational training, ex-combatants essentially begin their reintegration into society as civilian members. Therefore, providing the beneficiaries with a nationally-recognized certificate of completion that is endorsed or issued by relevant ministries or agencies can give the ex-combatant, for the first time since the conflict, a recognition of his or her civilian status.

In some cases, an Information, Counseling and Referral System (ICRS) have been set up to assist ex-combatants assess their livelihood options and find employment. An evaluation of South Sudan's DDR program, however, finds that counseling on the expectations from the new life after disarmament and demobilization should pref-

erably start when combatants are still in the army.²⁹ The same evaluation also finds that what takes place often is quick profiling and vocational career guidance that is reduced to a process of rapid sorting and matching of candidates with programs rather than a continuous process integrating social psychological assessment, occupational counseling and placement.³⁰ For economic reintegration to be sustainable, therefore, the referral and counseling system should preferably start early in the demobilization phase and continue post economic reintegration interventions such as vocational training, identify viable economic opportunities for ex-combatants, and should be tied to psychosocial counseling to the extent possible.

1.3 Country Context

In October 1990, the Rwandan Patriotic Front consisting of Rwandan refugees invaded Rwanda from Uganda. The fighting continued until the signing of the 1993 Arusha Accords. Implementation of the Accords was hindered, however, by key elements of the governing regime. The death of President Juvénal Habyarimana in April 1994 unleashed a genocide during which at least 800,000 Tutsis and moderate Hutus were killed and three million Rwandans were displaced, majority of whom fled to refugee camps in the Democratic Republic of Congo (DRC).

Hidden in the crowd were many *genocidaires* and former soldiers of the Forces Armées Rwandaises (FAR). Using the refugee camps as staging and recruiting grounds, they launched attacks into Rwanda. This led the Government of Rwanda to pursue the insurgents within DRC. In 1996 the camps were forcibly disbanded and many refugees returned to Rwanda. However, the *genocidaires* and ex-FAR continued to enjoy safe havens in DRC. Following the Lusaka Ceasefire Agreement of July 1999 and the Pretoria Agreement of July 2002, Rwanda completed the withdrawal of its troops from DRC in October 2002 and opened a window for demobilization and reintegration of Rwandan Armed Groups' members who were then operating in DRC.

The civil war and genocide destroyed Rwanda's economic base, impoverished the population, and damaged the country's ability to attract foreign and private investments. Networks of social links in rural and urban areas were damaged either by war or genocide. However,

Rwanda has achieved impressive development progress in the last decade. The country is now in the process of consolidating gains in social development and accelerating growth while ensuring that the gains are broadly shared in order to mitigate risks to Rwanda's hard-won political and social stability.

Central to this goal is to ensure inclusive development and to provide equitable, efficient and effective pro-poor service delivery while promoting local development in an environment of good governance. The country's long-term development goals are embedded in Vision 2020, an initiative which seeks to transform Rwanda from a low-income agriculture-based economy to a knowledge-based, service-oriented economy by 2020. To do so, the country requires a growth rate of seven to eight percent annually that is achievable through reforms in the business environment, investments in infrastructure, increasing agricultural productivity, and investing in skills development needed for economic modernization.

Rwanda has emerged as a top global reformer with regards to the business environment. In two consecutive years of the Doing Business report, Rwanda was the first Sub-Saharan African country to be recognized. While Rwanda has made significant progress in stabilizing and rehabilitating its economy, it still remains an under-developed, agrarian-based economy with around 45 percent of the population living under the poverty line.³¹ Ranked 167th in the 2013 UN Human Development Index, Rwanda's economy is predominantly rural based with around 70 percent of the population engaged in agricultural activity. The country is, however, at peace with a positive economic outlook and one of the most stable on the continent. An important aspect of Rwanda's development and stability in the last decade has been the country's national Disarmament, Demobilization, and Reintegration (DDR) program. From the onset, the country's DDR program has been closely linked to economic development and social inclusion efforts which in turn have contributed to economic and social parity between ex-combatants and civilians.

1.4 Reintegration in RDRP

As of March 2013, a total of 68,523 ex-combatants have been demobilized in Rwanda since 1997. In 1997, the

Rwandan government established the Rwanda Demobilization and Reintegration Commission (RDRC) with the objective of contributing to consolidate peace and foster reconciliation and development by providing support to the demobilization and socio-economic reintegration of ex-combatants through a national DDR program. The Rwanda Demobilization and Reintegration Program (RDRP) has been implemented in three major stages: stage I covering the period from 1997 to 2001 (co-financed by the Government of Rwanda and various donors through a UNDP-administered trust fund, and various UN agencies); stage II covering from 2002 to 2008; and the current stage, Stage III, has started in 2009.

The demobilization of a total of 18,692 ex-combatants and the RDRC's referral of a significant number of ex-combatants to education and employment opportunities are considered the primary achievements of RDRP's first stage. The outcomes of the first stage of RDRP, however, were heavily affected by the security situation in eastern DRC. In addition, the first stage received less than half of the financing originally budgeted which had a negative impact on the overall reintegration component.³² Therefore, when the first stage was completed, there were still a large number of ex-combatants who did not receive full reintegration support. In 2002, with the support of the Multi-country Demobilization and Reintegration Program (MDRP) and the World Bank, RDRP's second stage began and lasted until 2008. The Emergency Demobilization and Reintegration Project (EDRP) demobilized 29,600 ex-combatants and over 43,000 ex-combatants received reinsertion and reintegration support making the project one of the most successful DDR programs implemented in the region.³³

In 2009, the Second Emergency Demobilization and Reintegration Project (SEDRP) was initiated with the objective of contributing to consolidate peace and stability in the Great Lakes Region (especially in Rwanda and DRC) through the completion of the DDR process for the remaining Rwandan armed groups and further reduction in the size of RDF. The SEDRP's overall reintegration objective is to provide socio-economic reintegration support to help ex-combatants establish sustainable livelihoods with a particular focus on the provision of such support to female, child, and disabled ex-combatants. Extended until the end of 2013, SEDRP constitutes the third stage of RDRP and aims to

maintain the capacity required for repatriation, demobilization, reinsertion and reintegration of an estimated 5,500 members of armed groups and 4,000 members of RDF.

1.5 Vocational Training in RDRP

The central objective of RDRC's reintegration efforts has been to support ex-combatants to reintegrate into social and economic networks of the civilian society. The first skills training program offered by RDRC as a part of the formal DDR process was through a vocational training school in 1998. While there were a number of difficulties faced in the first stage of the RDRP, the second and third stages significantly improved the economic and social reintegration assistance components to help ex-combatants establish sustainable livelihoods.

In stage II of RDRP, a Reintegration Grant (RG) equal to FRw 100,000 was paid to ex-combatants within six months after demobilization.³⁴ In stage III, RDF and armed group ex-combatants are eligible to receive an RG of FRw 120,000 within three months after their demobilization. The three-month delay in the provision of this support is to allow ex-combatants to gain an appreciation of civilian life and their local economic environment, enabling them to make more informed decisions. The RG is provided after ex-combatants have received extensive counseling and guidance (including on business development) to help ensure that their choice of reintegration option corresponds to individual circumstances and the local economic opportunity structure. To receive the RG, the ex-combatants are required to demonstrate their intention to use the RG for meaningful economic or social reintegration purposes in the form of sub-projects. These sub-projects include agricultural and non-farm income-generating activities, vocational and apprenticeship training, housing, employment, tools, education and scholarships as well as children's education.

The second sub-component of the reintegration assistance is offered within the Vulnerability Support Window (VSW).³⁵ Through the VSW, the RDRP provide special support to socio-economically vulnerable ex-combatants. The vulnerability criteria are determined on the basis of an individual ex-combatant's ability to establish a sustainable livelihood including access to shelter and land, health status, employment

situation, and household characteristics. In the 2002 Project Implementation Manual (PIM), the criteria to determine vulnerability set by RDRC included: (i) having no shelter, (ii) having no land, (iii) having no livestock, (iv) having no other fixed assets, (v) having no productive capacity, and (vi) having no employment.³⁶ Eligibility for the VSW scheme is decided by local committees comprised of ex-combatant representatives, administrative officials, and RDRC representatives. In 2006, RDRC began scaling up the DDR program's vocational training component.³⁷ All ex-combatants who were not literate and numerate were eligible to receive adult literacy and numeracy teaching. This form of additional assistance specifically targeted ex-combatants who were already active in socio-economic life. While the criteria for VSW eligibility were modified in 2007, there have been no significant changes in the administrative and screening processes in vocational training since 2002.

Screening of beneficiaries is done at the sector level by using the VSW screening criteria. Following screening, ex-combatants are provided with counseling services in order to help them make informed decisions in course selection to pursue with regards to personal abilities, ambitions, and market demand. In terms of accessibility to training centers, ex-combatants are encouraged to enroll in training institutions nearest to their homes as long as their chosen courses are available in the respective institution. Alternatively, they are helped to enroll anywhere else in the country where their chosen course is available.

The selection of Vocational Training Centers (VTC) to provide training is based on a number of factors including institutional and managerial capacity, location, and physical infrastructure (such as having access roads, functioning water and electricity infrastructure and other necessary physical features). The selected training institutions are initially contracted for one cycle (the first intake over six months) and their contracts are extended depending on satisfactory performance as established by evaluation reports.³⁸

It is important to note that the selection and monitoring of VTCs have improved since the government established the Workforce Development Authority (WDA) in 2010 as part of its efforts to improve the country's human capital. Currently, RDRC contracts VTCs that are accredited by WDA which inspects the VTCs to ascertain their capacity. In order to offer a standardized approach, promote common understanding, and develop a curriculum exclusively designed for ex-combatants, the RDRC organizes Training-of-Trainers (ToT) jointly with one lead VTC (currently Amizero). The training is executed in line with existing procedures of school curricula which are developed by central authorities. All skills training offered are delivered through existing VTCs in a maximum period of six months. Following skills training, the RDRC provides the ex-combatants with a standard *toolkit* for each trade area.³⁹ Depending on the trade selected, all trainees are expected to use their *toolkits* to find employment after graduation. Upon completion, all trainees are given certificates of completion endorsed by the training institution, relevant ministries, and WDA.

Apprenticeship training is an alternative scheme made available to ex-combatants who do not go through vocational training. RDRC, in collaboration with local actors such as local governments, civil leaders and private sector representatives, identifies and hires local specialists with the capacity to provide apprenticeship training to ex-combatants. As in the case of vocational training, trainees are provided with a toolkit on completion of the program. The training is shorter than vocational training and on average lasts up to four months. Upon completion of apprenticeships, most ex-combatants continue working with the employers they trained with or are expected to find employment through their apprenticeship employers' business network. RDRC has also encouraged ex-combatants to form cooperatives and associations to improve their economic prospects as cooperatives increase economic activity and contribute to social reintegration between ex-combatants and communities.

2. Purpose of the Study

The purpose of this study is to explore the efficacy and sustainability of the outcomes from vocational training delivered in DDR programs pertaining to (i) issues related to the design and implementation of vocational training and activities, and (ii) issues relating to the external economic and social environment as well as the history and profile of ex-combatants who have undergone vocational training. The outcomes of this study will help develop learning which can inform: (i) future vocational training programming in DDR and stabilization programs, and (ii) areas of learning which might benefit from additional analysis or investigation.

The cessation of hostilities and widespread-armed conflict provide an opportunity for war-torn societies to start restructuring their governments, economies and social structures. Reintegrating ex-combatants is a challenging task in such settings where it is difficult to start an economic activity or find employment. When demobilized, ex-combatants generally possess few social and civilian skills, lack education and often experience physical and psychological problems.⁴⁰ Moreover, factors such as availability and accessibility of agricultural land, housing, business space, the limited number of jobs available, and the low levels of demand to services provided by self-employed ex-combatants all hinder the chances of successful reintegration.

Skills training is often regarded as a general solution to promote employability of ex-combatants. Increasingly, vocational skills programs lay at the core of most DDR programs, promoted as a means best suited to assisting the reintegration of ex-combatants with enough knowledge and capacity to engage in livelihood generating activities. Concurrently, vocational training represents an important amount of financing within DDR programs' reintegration components, which in the GLR region alone have cost more than 200 million USD in the last decade.⁴¹

Empirical evidence shows that chances of successful reintegration are higher if ex-combatants undertake formal vocational training. Vocational training

programs provide ex-combatants with a chance of rapid entry into the workplace as they are designed to open pathways to employment. Structured vocational training also addresses a psychosocial element by promoting socialization, trust and confidence among beneficiaries. Providing beneficiaries with skills and business knowledge serve as a transition from relief to development with vocational training serving as a peace dividend that signals the end of war to communities.⁴² In cases like Rwanda, vocational training actually contributes to the human capital requirement for national reconstruction.⁴³

Nevertheless, there is no clear evidence on which modalities are more effective than others and why some approaches produce better results in generating employment opportunities compared to others. Some studies and evaluations found that, in some cases, ex-combatants are unable to find employment following vocational training even though large amount of funds has been allocated for programming. Evaluations of past DDR programs have cited issues such as lack of participant, community and political buy-in, low quality of training received, training that is too short to effectively learn a trade, failure to deliver the toolkits and capital required to establish a business and earn an income, lack of business enabling environments for small businesses such as economic policies that promote small businesses, weak monitoring and follow up practices, and failure to consider psychosocial issues that might inhibit successful employment.⁴⁴ Therefore, there is a greater need to understand what factors influence the sustainability and efficacy of vocational training offered in DDR programs and to identify what learning can be applied to vocational training programming in fragile and post-conflict situations. It is in this context that this study aims to inform a strategic approach to understanding how best to design and implement vocational training as part of reintegration efforts.

This study was conducted in Rwanda which has successfully implemented a national DDR program, including an important vocational training component that

reached sustainable reintegration outcomes.⁴⁵ Since the country's DDR program started, RDRC has gradually made skills training an important part of the reintegration component of the program. The Rwandan reintegration experiences and its DDR vocational training framework, therefore, represent an important opportunity to explore internal and external factors that may be behind the success and sustainability of vocational training outcomes.

Specifically, this study aims to investigate the impact DDR vocational skills training has had over ex-combatants' success in finding employment, having sustainable livelihoods and reintegrating into mainstream society. Therefore, it examines the performance of the vocational training component of DDR in Rwanda that was delivered to ex-combatants who benefitted from the VSW with a view to ascertain: (i) which and the

degree to which design-related and contextual factors have affected the results of vocational training programming; and (ii) how sustainable the outcomes of vocational training are and what measures could be taken to improve both the effectiveness and the sustainability of the vocational training programs.

The study provides learning that can be translated into (i) general principles regarding the success of DDR vocational training, and (ii) considerations to inform future DDR vocational training programming in other countries. Through this study, the Transitional Demobilization and Reintegration Program (TDRP) is expected to more accurately gauge the influencers on effectiveness and sustainability of DDR vocational training as well as inform the design of future vocational training programs and skills development-related stabilization interventions.

3. Research Methodology

3.1 Document and literature review

The study is informed by a comprehensive document and literature review focused on the nexus of vocational training, DDR programming and the Rwanda country context. Document review included the following categories: project documents, comparative research and evaluation of TDRP countries, and comparative studies across DDR, particularly those pertaining to vocational training programs.

3.2 Mixed-Method Survey of Ex-Combatants

A survey tool incorporating quantitative and qualitative questions was administered to an overall sample of 282 ex-combatant respondents. The primary research sample (Group A) consisted of 165 ex-combatants who completed vocational training under the VSW scheme prior to March 2010, drawn from an overall population of 1,345 ex-combatants (12.27% of the population). The same questionnaire was also administered to two control groups: Group B had 45 ex-combatants who completed apprenticeship training under the VSW (drawn from a population of 1,413); and Group C consisted of 58 ex-combatants who had received neither benefit and had not participated in DDR skills training. Data from 14 additional respondents was also collected but not included in the final analysis as a quality control measure.

The aim of the survey tool was to gauge how and the degree to which DDR vocational training in Rwanda had an impact on general socio-economic reintegration. It surveyed respondents across the following areas: (i) basic demographic indicators, (ii) education, (iii) employment, income generation and cooperatives, (iv) vocation and skills, (v) formal training, and (vi) housing, food security, and social capital.

The sample was drawn from several locations throughout three provinces of focus: Northern Province (71), Southern Province (68), and Kigali Province (129). Surveys were administered over a 10-day period (20th

March 2013 to 29th March 2013) and generally lasted between 30-60 minutes. The interviews were conducted in Kinyarwanda (the most widely spoken language of Rwanda) by researchers who were native speakers of Kinyarwanda.

Table 1 - Sample Region by Sample Group

	Vocational Training Group (A)	Apprenticeship Group (B)	Non-Participant Group (C)
Kigali	87	17	25
North	39	15	17
South	39	13	16
Total	165	45	58

3.3 Semi-Structured Interviews with Key Stakeholders

In addition to structured mixed-methods surveys, semi-structured qualitative interviews were administered to 25 key stakeholders throughout Kigali District, Northern Province and Southern Province in Rwanda. Respondents consisted of (i) vocational training center staff, (ii) employers and trainers of ex-combatants, (iii) community leaders, (iv) ex-combatant associations and cooperatives, (v) RDRP staff, and (vi) World Bank country office staff and researchers.

The aim of the interviews was to inform the contextual foundation of the survey analysis and tease out factors related to the effectiveness and sustainability of DDR vocational training. Semi-structured interviews probed the following subject areas related to ex-combatant training: (i) formal vocational training programs, (ii) employability factors, (ii) collateral benefits of vocational training programs offered in DDR, (iii) market assessment and analysis, (iv) support and follow-up, (v) targeting and mainstreaming, (vi) challenges and obstacles, and (vi) improvements and recommendations.

4. Vocational Training Core Indicators and Outcomes

In this section, the study describes and analyzes survey data related to vocational training outcomes with a focus on and between the three core sub-groups concerning skills training, employability and social capital.⁴⁶

4.1 Skills Training

Survey questions in this section probed vocation selection, program assessment, practical work, information counseling, non-skills education, internal and external support, training outcomes, and skills use.

Of Group A respondents, 86% reported receiving training in their first-choice skills area. Of those who did not receive training in their preferred vocation, the majority (81%) cited unavailability at the training center as the primary reason.⁴⁷

When asked to cite the primary reason for choosing their particular vocational field, 39.5% of Group A responses related to increased income generation and securing stable livelihoods, while 31.8% cited personal interest or passion for a particular vocation.

“I had realized that it’s an occupation with high clientele and its services are always on market [in demand] especially in construction sector.”⁴⁸

Nearly 65% of Group A respondents stated that the orientation received as part of their vocational training helped them make a good decision in choosing a skill area. In addition to the orientation each participant received as part of their training, 67.3% said that they received some form of information counseling covering mostly HIV/AIDS and health issues as well as human rights and gender training. While respondents were asked to choose from four possible responses, they were also encouraged to offer their own unique responses if applicable.

Labor market awareness was not a specific response received for this question, and indeed, the majority

of vocational training center staff interviewed for this study suggested that labor market research was a key area for future improvement. Nevertheless, ten Group A respondents (6.25%) reported labor market awareness as being one of the top three most helpful aspects of the training.

While 75.6% of Group A interviewees predictably identified “improvement in occupational skills” as the most helpful aspect of vocational training in their opinion, 12.5% cited “improvement in business skills,” and 4.4% cited moral and psychological support (though 13.1% chose moral/psycho support as their second choice).

“The most helpful thing about vocational training is that it sharpens one’s mind.”⁴⁹

In terms of business and entrepreneurship skills training, 64% of Group A reported receiving this training to some degree with only 17.7% asserting that the training in this area was sufficient. In addition, 17.7% stated that they had received entrepreneurship training (specified by respondents as business planning, project design, management, marketing and evaluation) from an outside organization. There is a strong indication that business and entrepreneurship skills would have been helpful to these individuals as there were numerous responses centered on desires to work independently or be self-employed, and key stakeholder interviews largely echoed this sentiment. However, only one individual suggested training in entrepreneurship as an area of improvement for vocational training, and a desire for training specifically in this area is conspicuously absent from open-ended response segments throughout the dataset. The dichotomy here could be an issue related to the challenges involved in translating the complex and multi-faceted idea of entrepreneurship, or even the challenges inherent in defining the concept itself.

In terms of practical work, an overwhelming 98.2% of respondents from Group A stated that their program had included some type of hands-on, real world exper-

rience. However, 43.5% of those individuals felt that it had not been enough. Of vocational training beneficiaries, 7.4% mentioned more practical work as the primary area for improvement in vocational training. Far more Group A respondents (30.2%) suggested extending the training period. When asked whether they had been allowed enough time to conduct their own work outside of training, 72.6% indicated “No.” Of the “No” group, 56.6% admitted it would not have made a difference in either case, mostly citing lack of personal time due to course load and practical work requirements. Based on this information, it is doubtful that most training centers could have realistically extended the number of hours of training each day to accommodate additional practical work. The most frequently suggested solution has been to extend the training period. However, given the success of the program and that 71.8% of Group A respondents stated that the training met or exceeded their expectations – 64% specifically citing their personal satisfaction with theory and practice and, subsequently, their level of preparedness – a move to expand on practical training may not be entirely justified.

In response to whether or not trainees had time to conduct work outside of vocational training, 27.4% of Group A answered “Yes,” though it is unclear how much time they had and whether this time met their needs. Of those who answered “No,” only 43.4% confided that it would make a difference if they had time to conduct

their own work, mostly citing inability to support self/family otherwise. At first glance, the number of responses affirming that “being able to work would have made a difference” may appear low but it must be emphasized here that the question posed was not whether the respondent might have preferred time to conduct their own work, (which may very well have yielded a much higher number of positive responses). For those who responded, “No, it would not have made a difference,” most cited reasons related to training interruption and simply not having any time to work if they had wanted to as the reason for their response.

“It was time to study, and so there was no need for doing other activities. So it made no difference.”⁵⁰

Such numbers and sentiment appears to tally with the number of respondents who requested more training time or practical work. Only 2% of Group A suggested being allowed to work during training as an area for improvement.

Based on the responses received, most of Group A respondents appeared to be aware of the advantages that formal vocational training could provide prior to receiving training, and were conscious of the link between structured theoretical and practical work and increased ability to generate income over a sustained period of time. Of those who finished vocational training (Group A), 79.4% responded that they had been aware of the advantages of vocational training prior to training. When asked specifically to list such advantages, 33.9% mentioned that vocational training provides skills for earning a real living or career, 32.2% cited opportunity for higher earning potential, and 10.4% answered that it would expand opportunities for work.

“Yes, I know the advantages of vocational training! You can’t fail to get a job and even if you fail to be employed, you can create your own job due to the skills you possess.”⁵¹

“From experience I knew the importance of skills and I knew vocational training would provide me those skills.”⁵²

“I used to see people who did vocational training gaining money and in a good state of life”⁵³

Group B answered similarly regarding advantages of ap-

Table 2 - Entrepreneurship Skills Training by Sample Group

	Vocational Training Group (A)	Apprenticeship Group (B)
Received <u>right</u> amount of entrepreneurship skills training	17.7%	6.8%
Received <u>limited</u> amount of entrepreneurship skills training	46.3%	29.5%
Did not receive any entrepreneurship skills training	36.0%	63.6%

prenticeship training with 42.9% citing acquiring skills for earning a living and 32.1% citing higher income potential. While this particular question was not posed to Group C, it is worth noting that the most frequently cited factor among this group impacting on their future economic situation was whether or not they would receive vocational training (table 3).

With respect to economic outcomes following training, 48.8% of Group A asserted that their economic situation had improved since vocational training compared to 34.9% of Group B who gave a similar assessment. About 20% of both groups felt their economic situation had neither worsened nor improved. A full 80% of Group A felt they were able to support self/family to an extent after training (30.6% asserting that they were able to provide complete support), while 68.2% of apprenticeship beneficiaries (Group B) felt they were able to provide support (20.5% providing complete support). Those of Group A who were unable to provide any support most frequently cited lack of resources such as tools or capital, while the most frequently cited reason for Group B respondents was that they were not skilled enough after training (46%).

Interestingly, 41.5% of Group A respondents were not currently using their hard-earned and sought-after skills (the unemployment rate within Group A was only 15.8%).

“I have failed to get a job and so I decided to engage in a sector different from my training.”⁵⁴

Further, 12.8% of Group A asserted that they never used their skills at all, mostly citing limited demand for their particular skill. Nevertheless, if just over a quarter of those who completed vocational training were neither currently unemployed nor working in their skill area, then the question is what they were doing instead. One initial hypothesis of the research team was that collateral skills – such as business skills, life skills, and other social support – imparted by vocational training programs empowered the beneficiaries to secure employment in a variety of sectors irrespective of vocational skill and social and economic networks. It was presumed that individuals who did not end up working in their skill area would likely have started some small business. While key informant interviews supported this to an extent, the ex-combatant survey data indicate that, with

Table 3 - Have you worked since demobilization?

	Vocational Training	Apprenticeship	Non-VSW group	Total
yes	78.30%	20.00%	10.00%	48.80%
no	21.70%	80.00%	90.00%	51.20%
Total	100.00%	100.00%	100.00%	100.00%

Table 4 - How would you compare your current economic situation with pre-training?

	Vocational Training	Apprenticeship	Total
Much poorer	2.40%	11.60%	4.30%
Poorer	27.40%	32.60%	28.50%
Stayed the same	21.30%	20.90%	21.30%
Richer	48.80%	34.90%	45.90%
Total	164	43	207
	100.00%	100.00%	100.00%

few exceptions, these individuals (22.1% of actively employed Group A) currently work for private security companies as security guards, a sector with relatively high labor demand in Rwanda. Indeed, this emerged as a notable finding from key stakeholder interviews as well which makes good sense from an economic point of view and certainly in light of the pervasive absence of formal labor market analysis by vocational training institutes in Rwanda (table 4).

In Rwanda, Private security jobs proved a profitable boon for many trainees who were trained in skills areas with little real-world market demand. It should also be noted that the private security phenomenon was not unique to those who completed vocational training, as 21.2% and 34.8% of actively employed respondents from Groups B and C, respectively, were working for private security firms as well. Yet, even in the presence of data indicating that nearly half of vocational training

beneficiaries were not currently using their skills, 84.8% (and 86.7% of apprenticeship respondents) stated that training had improved their overall ability regardless of whether or not they were using their skills. Further, over 86% of both Groups A and B stated that their respective training courses had increased their job competitiveness, and 80% of Group A (along with 90.9% of Group B) asserted that the training received was exactly the type of support they most needed.

In terms of post-training support, only 7.3% of vocational training beneficiaries and 7.0% of apprenticeship beneficiaries received follow-up after training completion, mostly consisting of professional advice and support from VTC staff. Increased follow-up was the third most frequently noted suggestion for improvements (after extending training period and improve quality/quantity of tools used during training). Surveys found, however, that only 9.3% of vocational training beneficiaries ever sought help or advice from the training center for career-related issues after training (15.9% for Group B). Further, tracking down ex-combatant former trainees after vocational training was one of the challenges most often expressed by key stakeholders, mostly attributed to ex-combatants' frequent movement, lack of correspondence with VTCs after training, and the non-existence of a central Management Information System (MIS) (table 5).

In summary, DDR skills training appeared to impact positively on participants with many reporting significant gains from the experience. Most vocational training beneficiaries received training in their area of preference, citing a mandatory orientation as a helpful key factor in skill selection. The majority of graduates also reported receiving generally satisfactory business

and entrepreneurship training to varying degrees. While most Group A respondents reported significant gains in their knowledge, ability and economic situation, nearly half reported not currently using their vocational training skills. On the surface, strong demand in the private security sector appeared to factor heavily in ex-combatants' decisions to leave their skills area but lack of formal labor market research also appeared to be a strong possible underlying factor as well. In terms of criticism, an overwhelming number of Group A respondents reported that they did not have enough time to conduct their own work outside of training but suggestions for addressing this issue such as extending the training period were neither necessarily supported responses in other areas nor viable solutions.

4.2 Social Capital

Training appears to have played a notable role in driving social as well as economic outcomes. Along with improving skills and increasing job competitiveness, 93.3% of vocational training beneficiaries agreed that VSW training increased their overall confidence (compared with 82.2% of apprenticeship beneficiaries). With regards to expanding social and economic networks, a combined 94.3% of Groups A and B also revealed that they met more people since VSW training.

Overall, vocational training beneficiaries rated themselves higher in comparison to other ex-combatants with regard to their socio-economic situation with 21.8% of Group A characterizing their circumstances as better than most other ex-combatants, 52.1% responding "no better, no worse" (compared to 35.6% of Group B and 30.5% of Group C), and only 4.8% asserting that their economic situation was worse than others (compared to 8.9% of Group B and 16.9% of Group C). All three groups answered similarly when asked to compare themselves economically to others in the rest of their community – 65.6% of vocational training beneficiaries (Group A) responded feeling economically average to better than most, compared to 45.5% of apprenticeship beneficiaries (Group B) and 31.1% of non-VSW (Group C) respondents (table 6).⁵⁵

When asked if they thought their economic situation would improve in the future, 86% of Group A replied "Yes," along with 81.8% of Group B and 71.2% of

Table 5 - VSW training has increased my job competitiveness

	Vocational Training	Apprenticeship	Total
Agree	86.60%	86.70%	86.60%
Disagree	13.40%	13.30%	13.40%
Total	164	45	209

Group C. Of those who thought their situations would not improve, the most frequently cited reasons among vocational training beneficiaries were poor job market or economy and insufficient resources; tools (due to the fact that toolkits received during DDR may have become obsolete or insufficient to meet changing market demands) ranked highest for apprenticeship beneficiaries, followed by poor job market; finally, lack of skills eclipsed all other reasons among the non-VSW group (35.3% of “No improvement” responders).⁵⁶ While an array of other less-frequently cited reasons were also offered – such as old age, medical problems, and lack of general support, it is noteworthy that none of the groups mentioned specifically lack of financial support, cash transfers or startup capital, as being a reason for their bleak economic situation. Yet, many of those who felt optimistic about their future economic situation felt compelled to qualify their response with statements such as “...provided I receive additional support” (9.3% of Group A). The most frequently offered reason for an optimistic economic future was “because I am hard-working.” 23.8% of optimistic Group C respondents predicted that their future economic situation would improve, provided that they receive vocational training which was more than double the frequency of any other response for this group.

While only a third of respondents reported involvement in economic cooperatives or associations, any lack of involvement did not appear to be for lack of want. When respondents were asked to choose/rank economic strengthening activities in which they would like to participate (from a list), practical work/ apprenticeship ranked first with 51% of the Group A and B vote (and 71.9% of the non-VSW vote), followed by production cooperative. “Lending Group” and

Table 6 - VSW training has increased my confidence

	Vocational Training	Apprenticeship	Total
Agree	93.30%	82.20%	91.00%
Disagree	6.70%	17.80%	9.00%
Total	165	45	210
	100.00%	100.00%	100.00%

“Savings Group” appeared to be tied for third, while “Cash Transfer” was least preferred among all three groups, especially among Group C who had received no DDR training. The data suggests that in the view of ex-combatants in Rwanda, the value placed on training exceeds the value of cash support which is significant.⁵⁷

“Vocational training is more helpful than cash because it can be used forever.”⁵⁵

In terms of reintegration-related results, training appeared to play a significant role in driving social as well as economic outcomes for vocational training graduates. The vast majority of the vocational training participants reported an increase in personal confidence and expanding social and economic networks while most rated their economic situation at parity or higher in comparison to other ex-combatants and civilians. Those who did not receive skills training generally ranked their situation much more poorly, stating that improvement would be based on accessibility to skills training.

5. Factors that Affected Vocational Training Outcomes

5.1 Design Factors

Selection of beneficiaries

The process and criteria employed in identifying beneficiaries have been a key factor in the success of the vocational training program in Rwanda. While numerous studies exist pointing to the successes of vocational training, skills training may not be suitable for everyone. Interviews with vocational training institutions and other key stakeholders revealed the importance of having participants well suited for training programs, which require a certain degree of self-discipline, motivation and interest in the subject as well as basic literacy and numeracy skills.

As previously described, the selection process in Rwanda began with a vulnerability assessment. Ex-combatants were assessed in four key areas of vulnerability with those meeting or exceeding the score threshold recommended for assistance through VSW. Within the VSW framework, those lacking marketable skills chose between participation in a six month vocational training program or a four month apprenticeship program that required less education. Those with existing skills were given the option of accessing cash grants for specific Income-Generating Activities (IGAs). The principal differences between those VSW ex-combatants who participated in vocational training and those who took the apprenticeship path were primarily education level and regional mobility. Those who possessed a P6 education or higher (along with basic literacy and numeracy skills) and could commit to relocating for six months to an area

which offered vocational training were enrolled in the vocational training program. Those who either lacked the minimum education qualification or could not relocate themselves and/or their families were enrolled in an apprenticeship, pending basic literacy and numeracy training. The aim of the triage process was to pair the appropriate development activity with the ex-combatant who could potentially benefit the most from the activity and help ensure the highest possible success rate at the lowest cost.

According to staff members at VTCs, vocational training participants tended to be slightly older, better educated and more mature than their apprenticeship counterparts. VTC interviews also revealed that VSW participants tended to be better disciplined, more motivated and mature than their civilian counterparts. This may be related, however, to the significantly higher average age of ex-combatant trainees over their civilian counterparts rather than being linked to any part of the selection process. Key stakeholders consistently described this contrast between ex-combatant and civilian



Gako Organic Farming Training Center in Kigali. The Center opened in 2000 and has trained over 60,000 farmers from Rwanda, Burundi and the Democratic Republic of Congo, including Rwandan ex-combatants, on sustainable agriculture and organic farming. (Photo credit: Murat Onur)

trainees, which could be an indication of the importance of age in determining the success of a trainee. According to a staff member at Musanze VTC:

“ex-combatants are more mature compared to others and are more interested in practical work and they don’t want to waste time.”⁵⁸

A construction contractor and employer of ex-combatants in Kigali echoed these sentiments stating:

“On average, ex-combatants are more disciplined and hardworking. When training the employees, we often tell the civilians to emulate the ex-combatant workers because they take their jobs seriously.”⁵⁹

Age and maturity level, therefore, though not specifically driven by the DDR training selection process, appear to be driven indirectly by criteria set forth by DDR commissions through their requirements or parameters that are heavily influenced by age as was the case with Rwanda.

Orientation

The orientation component of training emerged from the study as a critical factor in successful training outcomes. Vocational training orientation was found to positively influence trainee decisions related to selecting an appropriate course of study and training. The orientation’s aim was to introduce the student to the program and provide career counseling for choosing a training track. As discussed previously, the vast majority of trainees reported that orientation helped them make a good decision with regards to choosing an appropriate skills area. As the instructors at a vocational training facility concurred, when the ex-combatants arrive, they are provided with information on different modules of training and the center advises them based on interview prior to the official start of training.⁶⁰

As illustrated by the survey data, ex-combatants entered the program with widely varying levels of expectations. Consequently, aligning hopes and interests with the reality of the training process became another important consideration for VTC staff in the orientation process. Several centers also reported using the orientation as an opportunity to counsel those with mental and physical disabilities in order to better match such individuals to an appropriate skill:

“Most ex-combatants arrive in the center with different expectations. The center’s orientation prior to the start of training directs ex-combatants to make good vocational decisions. Similarly, disabled ex-combatants are channeled to vocational skills courses that take into account their disability status.”⁶¹

Some VTCs also incorporate informal labor market research into the orientation in an effort to further inform the trainee in making a wise skill selection:

“The ex-combatants make their decisions on the trade they want receive training on based on two aspects, first, what he wants to learn and second what the school encourages them to learn based on informal job market information.”⁶²

While orientation was a required component of all VSW vocational training in Rwanda, it was approached by VTCs in a variety of ways by incorporating varying degrees of information counseling designed to inform, align expectations, and guide new trainees into skills courses which suited not only each individual’s desires but ability and prevailing labor market conditions as well. While no aspect of any program can be 100% effective for all beneficiaries, the research indicates that attention to these aspects in the early stages of training was a factor in stemming disappointment and long-term unemployment after the end of training.

Partnering with existing training institutions

One of the most significant factors in the success of Rwanda’s DDR vocational training program was the training centers. The government of Rwanda partnered with approximately 30 existing training institutions active in nine regions throughout the country.⁶³ RDRC considered mostly well-established VTCs and applied stringent criteria in selecting suitable institutions, taking into account potential for capacity development including existing infrastructure as well as reviewing syllabi and modules proposed by each of the candidate VTCs. The preference was given to centers that allowed capacity development such as those with existing basic infrastructure and access roads.

Many of the training centers considered for partnership had been operating since the 1970s. RDRP stated, however, that the majority of VTCs selected required significant investment in capacity building with regards

to syllabi and modules. The Commission hired experts in syllabus and training development to facilitate this process which has been replicated in DDR training programs in other countries.⁶⁴ In addition, the Commission took into account VTCs' recommendations with regards to syllabus and training modules.

While some VTCs currently function under WDA, many function independently under the auspices of INGOs or CBOs. Unlike other DDR programs that have attempted to implement vocational training from the ground-up, partnering with existing VTCs allowed the government of Rwanda to strengthen existing institutions that will likely continue providing skills to all Rwandans well into the future at a much lower cost than implementing the entire program from beginning to end.

Harmonized curriculum and nationally-recognized certification

Early in the process, the RDRC hired experts to consider and evaluate current syllabi and modules from all partner VTCs and apprenticeship providers and design one standard curriculum informed by trainer and stakeholder feedback for each skill area for both vocational training and apprenticeship. The resulting DDR skills training course not only offered an education and skills curriculum harmonized across all VTCs but was also deemed certifiable by relevant national ministries which offered a national certificate upon completion. National recognition and certification assured vocational training graduates that their skills and knowledge

“Those who were trained by the Commission, they do such a good job that other companies that are well-established take them away [from us].”⁶⁵

would be recognized anywhere in the country upon completion and assured employers that such graduates would be sufficiently educated and skilled to perform the work they were hired to do. Employers, association leaders and VTC staff across the board reported high levels of satisfaction with the level of skill and professionalism demonstrated by DDR vocational training graduates.⁶⁵

“I prefer ex-combatants who have passed through vocational training because they received formal

education, they work better, and they have the focus. They are likely to get another job and quit, but I always support them.”⁶⁶

Key stakeholders also agreed that ex-combatant vocational training graduates were highly preferable over non-vocational training ex-combatants due to the harmonized curriculum and national certification of the program:

“One important difference is that those who have gone through vocational training know theory. This helps them adapt to practical work very fast – whereas others take a long time to catch up with the work. Ex-combatants with vocational training also love their jobs.”⁶⁷

As evidenced here, in addition to expanding livelihoods opportunities, national certification in a skill can provide other social and psychological benefits. Being able to attain a national certificate adds assurance and thus builds confidence in the individual. It can also be a powerful mechanism for reintegration, giving the graduate an opportunity to shape a new civilian identity and expand their current networks. The ex-combatant is, for example, now a graduate of a nationally recognized vocational training institution and able to work alongside other civilians at a higher level capacity.

Entrepreneur and basic business skills training

Business and entrepreneurship skills training was a key factor to emerge from the ex-combatant surveys not only in terms of self-employment but overall economic success as well. Key stakeholders interviewed emphasized the importance and impact of such training in the vocational training process and professional career. Business skills courses aimed to raise trainee awareness and knowledge level of the various aspects of business (such as accounting, marketing, management and communication) regardless of whether or not ex-combatants intended on starting their own businesses after training. Some business skills training also aimed to impart life skills such as personal conduct and accountability. A senior staff at a Kigali-area VTC, for example, noted that entrepreneurship training provided to ex-combatants at the end of training helps ex-combatants by:

“raising their [ex-combatants] awareness about the importance of relations with the customers and other businesses.”⁶⁸

According to interviews, methods of delivery for business skills vary by training center.

Some VTCs reported bringing in experts at various intervals to teach specific business skills:

“Business people come and teach the ex-combatants how to start a small business, how to market their goods, etc.”⁶⁹

“Towards the end of the program, an expert provides a four day entrepreneurship course teaching the ex-combatants various business skills and how to find a job.”⁷⁰

Other VTCs reported a more integrated approach in which business skills were imparted throughout the training process:

“Entrepreneurship lessons are incorporated in all trades, so every student receives it.”⁷¹

“We have a full-time entrepreneurship, business skills and accounting teacher. All participants receive this training.”⁷²

While business skills training was not officially incorporated into the national DDR curriculum until 2011 as a requirement of WDA, VTCs have been incorporating entrepreneurship and business skills into their programs in different ways and to varying degrees.⁷³ Both ex-combatant surveys and key stakeholder interviews underscored the importance of including basic business and entrepreneurship skills training which not only enhances employability but can also provide an effective and even lucrative safety net in terms of self-employment.

Provision of start-up tools and supplies

The quality and quantity of essential tools and supplies provided during and after training was another key factor that emerged from both ex-combatant surveys and key stakeholder interviews. Everyone from trainers to trainees, employers to RDRP agreed that whether or not quality tools were provided to ex-combatants had a profound impact on the level of training and prepared-

ness but also on the ability to generate income post-training. While the majority of VTC staff interviewed agreed with the importance of quality tools and toolkits, some pointed alternative approaches with regards to tools distributed to vocational training beneficiaries:

“While basic kits are provided upon completion of training, the ex-combatants need more sophisticated tools, which are generally very expensive. But updating toolkits based on changing technology and market requirements will assist ex-combatants in better utilizing their training.”⁷⁴

A few individuals offered more insights into how vocational training programs might be improved with regards to tools and equipment. They recommended that VTCs put more effort towards better machines and newer equipment.⁷⁵ A hotel employer echoed these sentiments by urging that the situation be improved for hotel trainees who were generally not being taught in modern facilities with the latest equipment which was having an adverse effect on graduates.⁷⁶

Overall, stakeholder interviews and ex-combatant surveys consistently emphasized the importance of providing toolkits in a timely manner to graduates of training programs. Without critically needed tools, skilled graduates may find it quite challenging to be useful and effective in their area of training and employers may pass on hiring such individuals in favor of workers who already possess their own equipment.

5.2 External factors

While the quantitative survey conducted for this study provided important insight into the RDRP’s vocational training program, there are external factors that have influenced the successful outcomes achieved by skills training in Rwanda. These factors have directly or indirectly created or extended the existing pathways to employment for ex-combatants. In the last decade, Rwanda has successfully reinstated socioeconomic structures that were damaged during the conflict. Coupled with steady economic growth, this environment of peace and stability has contributed to the successful outcomes of the country’s DDR vocational training program. Additionally, based on the anecdotes from the key informant interviews and observations, the ex-combatants’ apparent strong social and economic networks through

which employment and business opportunities are shared has also allowed the ex-combatants to benefit from the country's economic and political stability. Further, the government's policy of mainstreaming vocational training within its broader national development vision has contributed to the overall success of DDR skills training. Parallel to the government buy-in and national ownership, there is widespread awareness among employers about the benefits of skills and vocational training and people with skills are valued and preferred in the private sector.

Peace and community acceptance

The level of peace and political stability achieved in Rwanda in the last decade has had a positive impact over reintegration outcomes. As the conflict has ended over a decade ago, Rwanda has successfully reinstated social harmony and repaired socioeconomic structures damaged during the 1990s, leading to an enabling environment for reintegration. Coupled with the government's efforts of fostering peace and stability in the country, this environment has allowed widespread community acceptance of ex-combatants and therefore, helped the RDRC in addressing the impact of social and psychological barriers on reintegrating ex-combatants and fostering social reintegration. Further, this context of peace and stability has allowed ex-combatants to have between five to ten years to reintegrate, and within that time period, to acquire training and establish themselves both economically and socially.

Reintegration is a complex process that involves community acceptance of ex-combatants, their ability to participate in local events and decision-making to the same extent as other community members, and the ex-combatants' attainment of a level of economic and social wellbeing that is commensurate with overall community standards.⁷⁷ Anecdotes from key informant interviews and past surveys indicate visible and wide community acceptance of ex-combatants in Rwanda. A Tracer Study conducted in 2005, for example, found that the ex-combatants had reintegrated well into their communities and had not experienced any discrimination based on their ex-combatant status.⁷⁸ An SEDRP Tracer Study conducted in 2012 also supports the wide acceptance of ex-combatants in Rwandan society.⁷⁹ According to the Study, when asked about whether they

feel accepted or rejected in the community, 77.6% of respondents answered "accepted," followed by "neither acceptor nor rejected" with 18.9%.⁸⁰ Regarding trust in the community, only seven percent of the respondents disagreed with the statement that "most members of the community can be trusted."⁸¹ Further evidence is available from the results of the SEDRP Community Dynamics Survey that was administered in 2012. The Community Dynamics Survey shows an overwhelmingly positive attitude toward the ex-combatants among the community members. According to the Survey, 92.4% of respondents said the community accepts the ex-combatants while the majority saw having ex-combatants in their communities as an asset.⁸² The same study also found that 91% of respondents believed there is mutual trust between ex-combatants and non-ex-combatants in their community and 90.0% indicated they trust ex-combatants.⁸³

Community acceptance of ex-combatants have had a significant impact on the successful outcomes of vocational training. First, community acceptance has led to relatively few and less intense psychological issues often experienced by ex-combatants during reintegration in comparison to other places. This, in turn, has helped RDRC allocate resources for economic activities such as vocational training and apprenticeship programing instead of activities aiming to address challenges stemming from the psychological impact of issues related to non-acceptance and of social reintegration. The Tracer Study conducted in 2012 provides supporting evidence to this assumption. The study found that majority of ex-combatants never had difficulties in concentrating when working (75.2%), never had difficulties with talking with friends (88.1%), never had difficulties with listening to people talking (82.2%), and never had difficulties with their temper (78.4%).⁸⁴ Second, the ex-combatants have established economic relations with the community in Rwanda. For example, the Community Dynamics Survey found that the people in the community and the ex-combatants have no difficulty in working together.⁸⁵ Social acceptance has opened pathways to employment for ex-combatants by helping them start and maintain businesses, build socioeconomic networks, and giving them access to informal credit and social support.

Profile characteristics of ex-combatants

The commitment, discipline, and motivation of ex-combatants are often shaped by their age, marital status, and having families or dependents that need their support. Such profile characteristics are crucial in terms of access to social and economic networks, informal credit and financial sources, and social and community support. If their abilities and motivation is harnessed properly, ex-combatants with such backgrounds could play a major role in establishing and maintaining a successful DDR process. It is in this context that the profile of ex-combatants in Rwanda has been an important contextual factor that has contributed to the overall success of vocational training.

Over a decade has passed since the majority of hostilities ceased and a majority of the demobilized ex-combatants are between the ages of 30 and 40 with the average year of demobilization being 2003. Therefore, most ex-combatants received their training between their mid-20s to mid30s. The average age of ex-combatants surveyed in this study was 38, with ages ranging from 22 to 55. These figures match the findings of the 2012 Tracer Study, which showed an average age of 36.⁸⁶ The age profile data is in line with a previous tracer study (2005), which indicated the average age of the ex-combatants, at the time of the study, as 33.

Further, the majority of the ex-combatants reported being married or cohabitating, while on average the ex-combatants had three to four dependents. More than 80% of ex-combatants in Group A reported that they are married (73% in Group B, 70% in Group C respectively). In the 2012 Tracer Study, the percentage of married ex-combatant was 77.1.⁸⁷ The same Tracer Study indicated parallel figures in terms of dependents of ex-combatants.⁸⁸ According to the anecdotes collected from key informants, marriage and having dependents are important social and cultural factors motivating ex-combatants to find employment. A senior staff member at Musanze VTC, for example, stated:

“most ex-combatants are married and have families; they don’t want to waste time after training because they need to take care of their families, they find jobs quickly.”⁸⁹

Moreover, most employers prefer hiring ex-combatants

because they tend to be interested and eager to work because they have families.⁹⁰ A senior member staff member at Nyanza VTC observed:

“Civilian workers tend to stay in the job for shorter terms to study or to find better paying jobs, while ex-combatants, they are older, they have families and they tend to stay longer.”⁹¹

Interestingly, comparing ex-combatants with vocational training and those without any skills training, a construction contractor who employs ex-combatants observed:

“Ex-combatants with vocational training are often not long-term workers because they are more competitive in the market and they find employment in other places. Ex-combatants without vocational training tend to stay longer in this job. While ex-combatants with vocational training can go out and find jobs with well-established construction companies, the others seem to stay longer as they lack skills... Those who have been trained run off and do not stay; those who were trained by the commission, they do such a good job that other companies that are well-established and take them away.”⁹²

The anecdotes from the key informant interviews further indicate that ex-combatants with skills training are well organized in terms of professional networking. They are generally willing to help each other and this is more common among ex-combatants who have done vocational training, mostly because of the time spent in an official school setting with fellow ex-combatants. Therefore, there is strong cooperation among the ex-combatants with regards to job search and employment. When looking for employees, businesses that hire ex-combatants often ask current or former ex-combatant employees to recommend them someone they know or their friends from vocational training centers. Similarly, often ex-combatants utilized the experience of vocational training and the resulting socioeconomic networks to quickly find employment outside the primary area of training.

Generally, the ex-combatants presented a demographic profile that is conducive to being able to capitalize on existing economic opportunities. Therefore, the personal characteristics of individuals (disciplined,

mature, eager to work, willingness to help each other, etc.) and their experience of family (access to social and familial networks) have influenced the outcomes of vocational training and apprenticeships and have given the RDRC some degree of financial, resource and programmatic flexibility.

Economic stability

Interviews and survey results indicate that ex-combatants have benefitted from the economic growth and strong labor market in Rwanda with regards to finding employment. An important external factor, therefore, is the impact of steady economic growth and stability on the success of the overall DDR process. Since the early 2000s, Rwanda has made significant progress in stabilizing and rehabilitating its formal economy, attracting

more investment and developing its private sector. Foreign Direct Investment has picked up over the last five years after a series of regulatory reforms that have been under-

“When they [ex-combatants] come out of school, the market absorbs them quickly because the training adds value to them and gives them competitiveness.”⁹³

taken in various sectors of the economy, enhancing the efficiency of the business environment. In 2012,

for example, the World Bank Doing Business report placed Rwanda as the second easiest country to do business in Africa after Mauritius.⁹⁴ Rwanda’s economy has remained on a strong growth path with the GDP growth rate increasing to 8.8% in 2011 from 7.6% in the previous year.

In the last decade, the country has experienced what most employers and VTCs interviewed for this study call a “construction boom” in reference to the growing construction sector. More importantly, the private sector is playing an increasingly important role in a previously mostly state-funded construction sector. More private real estate developers, therefore, are in business and developing major construction projects on a commercial basis. Particularly in the urban areas, there is a visible construction activity with many housing and large-scale development projects currently underway or planned. According to a National Skills Survey on Construction Sector conducted by the Rwanda Labor Market Information System (LMIS) in 2012, the construction sector is one of the fastest growing sectors in Rwanda’s economy and it is growing in all five provinces. Therefore, there is need in the sector for skilled workers and this seems to benefit ex-combatants with vocational training in finding employment.

Interviews with training centers revealed that a considerable amount of ex-combatants finds employment in a relatively short period of time upon completion of vocational training in construction or related sectors. The representatives from Nyanza, Gacuriro and Apaforme VTCs, for example, all expressed that ex-combatants who receive vocational training on masonry, plumbing, carpentry, metal welding, plastering and painting, and electric installation find employment almost immediately due to the growth in the construction sector.

Additionally, there is a growing demand for private security services in the country to guard the construction sites, gated residential communities, shopping



Kigali Memorial Centre at Gisozi, Kigali. Along agriculture and manufacturing, construction is one of the top three leading sectors in Rwanda. (Photo credit: Arne Hoel)

malls, business centers and office buildings. Most private security companies employ ex-combatants as ex-combatants require less training on security and possess the necessary skills for the job. One member of senior management at Excellent Investments Security, a private security company, expressed that the ex-combatants are preferred in the industry because “they [ex-combatants] already know security matters and have the skills needed for security jobs.”⁹⁵

The high number of available jobs in the private security services sector seems to be related to the economic growth and the subsequent need for private security guards. The demand for security guards has provided ex-combatants with an alternative income, giving ex-combatants financial stability while looking for jobs. In addition, the ex-combatants who are going through formal education and vocational training generally work as security guards at night and weekend shifts to have an extra source of income.

Mainstreaming vocational training

As stated in the Rwandan government’s Vision 2020 strategy, one of the development pillars is the Human Resource Development through the empowerment of individuals by implementing a national skills development policy. It is in this context that the government established WDA - an institutional framework with the task of providing a strategic response to the skills development challenges facing the country across all sectors of the economy. Vocational training is one of the four strategic pillars of WDA’s mission.

The WDA is planning for demand-led and competency-based skills development in the country. The curricula have been developed on a national scale and the programs are designed taking into account consultations with employers concerning skills needs. The WDA is working to align all training centers and establish a collaboration framework with regional and international institutions. Additionally, there are efforts to establish a national standard training equipment list which will help ensure the higher quality and adequacy of equipment, machinery, consumable training materials and infrastructure of physical facilities.

The interviews with employers revealed that there is widespread awareness of the advantages and benefits

of hiring people with vocational training. This is partly due to the efforts of WDA in developing a demand-led skilling scheme for the country’s workforce in close cooperation with the private sector, which, in turn, has created a favorable environment for ex-combatants with skills training. For example, one senior member at Kigali Veterans Cooperative Society observed:

“Without vocational skills, ex-combatants cannot compete in the labor market. When they have access to the skills, when they come out from vocational training school, the market absorbs them because the training adds value to them, gives them the competitiveness... Someone who goes to vocational training is eager to harness the business environment, eager to make use of the activity, to be innovative, and to learn about different issues. They are more exposed and eager than those who have not received training.”⁹⁶

Another senior manager from a Kigali-area private security company explained why ex-combatants with vocational skills training; are preferred by the employers:

“I prefer ex-combatants who have passed through vocational training because they received formal training, they work better, and they have the focus. With those who have gone through vocational training – it’s easier to work with them, and for them, it is easier to communicate with us. The ones who have gone through training, they have the skills, they have the knowledge.”⁹⁷

Further, the vocational training provided to ex-combatants is not different than the one that is provided to civilians. Therefore, when the ex-combatants finish their training, they receive the same type of certificate as the civilian graduates which is nationally-recognized and endorsed by the ministry of education or WDA. In other words, when the ex-combatants complete their training, they obtain a qualification that does not distinguish them from the rest of the country, which is an important step for ex-combatants to step into civilian life. Therefore, the national ownership of vocational training programs has contributed to economic and social inclusion of ex-combatants while fostering the private sector buy-in.

6. Conclusion

DDR is a starting point to enable ex-combatants restart their own personal story in a time of peace with stability and economic reintegration as central to that enabling process. Vocational training is essentially about creating pathways to economic reintegration. From this study focusing on the Rwandan experience, it is clear that external factors have an important role to play in the success of vocational training; but so do design factors. These design factors are likely to be applicable in DDR programming in general and as such will inform any future exploration of the effectiveness and sustainability of DDR vocational training. In addition, this study discovered that alongside the expected social and economic outcomes may emerge collateral outcomes from DDR vocational training.

This study explored how DDR architects and implementers can better gather an understanding of how to foster key outcomes from vocational training, such as *“creativity, innovation and thirst for different issues,”* as one ex-combatant responded. Vocational training can lead to a set of skills or ways of being in the world that link economic and social performance, which consolidate reintegration and are generally desirable in both ex-combatant and non-ex-combatant communities alike. This is undoubtedly a point to take forward for future consideration beyond this Rwanda-focused study.

6.1 Collateral training outcomes

According to interviews, alongside economic outcomes emerged other outcomes from vocational training. These collateral training outcomes are related to self-confidence, independence and independence, self-reliance, sector shifting, and social skills.

Self-confidence and perspective

Most key stakeholders interviewed reported observing an increase in self-confidence and independence as a result of vocational skills training as well as a widening

of perspective in terms of ex-combatants’ careers and their lives. One Kigali Veterans Cooperative senior staff member observed:

*“When the ex-combatants come out of vocational training, most go back to their village where they get jobs and are oriented towards business – in their attitude and in their mindset. As an employer I see that difference. Vocational training gives them confidence that they can compete in the labor market. They feel they have something to offer society. The man who has not gone through vocational training... he has no skills... he lacks creativity, innovation and thirst for different issues. He cannot forecast or plan for himself... it is difficult for him to harness his environment.”*⁹⁸

Staff members at the RDRP echoed this sentiment by underlining that obtaining some specific skillset on a trade and graduating from VTCs increase ex-combatants’ self-esteem and builds confidence in the community.⁹⁹ A senior staff member at a Kigali hotel and an employer of ex-combatants saw self-confidence as the primary distinguishing characteristic separating vocational training graduates from apprenticeship graduates:

*“The main difference is confidence level. Vocational training graduates seem to have higher self-confidence compared to apprenticeship graduates. The apprentices have lower self-confidence.”*¹⁰⁰

Placing vocational training within the context of the ex-combatant experience, a construction contractor offered:

“[Vocational training graduates] do a good job which creates confidence in the community and opens opportunity for more jobs. There are two factors – first the military background gives them discipline. Then, vocational training gives them extra self-confidence

and encouragement. They want to perfect their job to create a new foundation for their lives.”¹⁰¹

Another employer added that vocational training opens ex-combatants minds to new possibilities:

“What I see in vocational training graduates is hope for the future. Others say ‘I’ll be a security guard forever,’ while ex-combatants with training have hope for a better future.”¹⁰²

Self-Reliance

Another notable outcome of vocational training that emerged from the study was increased rates of self-employment among vocational training graduates. In addition to the higher rates of trade-, retail-, and manufacturing-related self-employment indicated by the ex-combatant survey data (compared with apprenticeship and non-VSW ex-combatants), interviews with training center staff and ex-combatant employers also described how self-employment factors into the ex-combatant experience and indicates a higher degree of self-reliance.

Due in large part to business skills training, high level of quality of skills training and increased confidence, staff from several VTCs along with many employers explained how vocational training leads more frequently to self-employment among vocational training ex-combatants.

“Upon completion of the course, the ex-combatants use their skills that they are trained in. Often, however, when their income goes up, they set up another enterprise to earn more income.”¹⁰³

Some key stakeholders described self-employment as a safety net benefit of vocational training for ex-combatants.

“There is a higher chance of employment for [vocational training graduates] – even if a trained person cannot find a job straightaway, he can be self-employed at worst... Vocational training gives the perspective of entrepreneurship and self-employment... even with no capital, they learn that there are other opportunities... it opens their minds. They also tend to be more independent. Ex-combatants without training tend to have the feeling that they need someone’s help.”¹⁰⁴

Interviews and survey results together seem to strongly indicate an increase of self-reliance among graduates of DDR vocational training in Rwanda which is reflected in increased levels of self-confidence and higher likelihood of working independently or setting up a small enterprise.

Skills use and sector-shifting

Self-employment often signaled a shift away from one’s skill area to another sector but sector-shifting was not unique to the self-employed in Rwanda. The majority of vocational training beneficiaries (58.5%) were found to currently be working in their area of training. A sizeable portion of the sample, however, was not working in their respective skill area. It is, however, not entirely clear from the data whether respondents left their skills areas voluntarily or out of economic necessity, and whether the shift was permanent.

The survey data indicates that most vocational training graduates not working in their area of training would have preferred to use their skills suggesting that the shift may have been involuntarily. Key stakeholders were the first to alert the study to the phenomenon, offering a variety of suggestions and theories for factors and reasons that would lead to a vocational training graduate abandoning their hard-earned skills to pursue work in an unrelated field.

“Most [of our ex-combatant employees] continue in the field in which they were trained. But many have problems with setting themselves up or making their own business because they always need capital. It’s not easy, so they move around [from job to job].”¹⁰⁵

“They are attracted by learning something different – it makes them more competitive to learn more aspect. There are those who have been training at the same time as doing security work at security companies – it is up to them to figure out if they keep that employment or use the skills they gain.”¹⁰⁶

As the above excerpts from interviews might suggest, vocational training graduates faced a variety of challenges in a growing; but uncertain economy. It is important to reiterate that Rwanda’s ex-combatants on average are not unattached youth who may survive with a fleeting odd job but rather are older, more experienced indi-

“Even the ex-combatants that do not use their skills – they find employment because [vocational training] opens their eyes and they see that they are still capable of something.”¹⁰⁷

viduals with growing families to support. Even with proper skilling and toolkits, such challenges can make it virtually impossible for a skilled and equipped individual to secure long-term employment that pays enough for supporting a family. It would thus, be much more likely to trade occasional work in their training area for permanent employment in an unrelated area.

Other Social Capital

All of the outcomes mentioned in this section appear to converge on one principal residual outcome: social capital. Employers and trainers were eager to talk about the changes they had observed in social behavior for ex-combatants. This was not difficult to understand given that most key stakeholders interviewed seemed to believe that skills training, income generation and social development all went hand-in-hand, each having a profound impact on the other two:

“Vocational training can be considered a big package of life skills, which allow ex-combatants to develop professionally and socially outside of the military setting and mindset.”¹⁰⁸

Most employers and trainers seemed to agree that skills training alone are not sufficient for long-term reintegration. Socialization, life skills, teamwork and community engagement are also critical for ensuring that vocational training graduates can be productive members of society. Incidentally, they are also skills largely imbued by virtue of the vocational training program and training process:

“Just like anyone who goes to school, the experiences of school, teamwork, classroom environment – all of these contribute. When you are in front of a teacher or trainer, you get to develop expectations and you get inspired.”¹¹⁰

“Some students help their communities during vocational training...building a school or practicing

their skills. In this way, they are able to connect with future employers and the community. In most cases, students who participate in community work continue working with the people they met during vocational training.”¹¹¹

6.2 Factors that result in success in DDR vocational training

Building capacity of local institutions

DDR design should involve prioritizing a focus on capacity building of training institutions in tandem with reintegration. VTCs and workforce development agencies provide critical social, educational and vocational infrastructure for long-term national growth and development. Partnering with existing training institutions from the outset builds technical capacity, saves time and resources, and helps to ensure institutional anchoring for vocational programs into the future.

From a programming standpoint, this finding raises the question of whether a DDR program can be effectively implemented with early stabilization or emergency programming that focuses on institution building, such as in vocational and post-school training institutes. This points to the greater goal of donor programming in fragile and conflict-affected situations, which is to build the infrastructure of the state and consolidate peace while simultaneously fostering national and local ownership in reconstruction and development.

Labor market analysis

Rwanda’s DDR program has benefitted from strong economic growth and the capacity of the labor market to absorb ex-combatants returning to the workforce, which offset the lack of market analysis to inform training programming. In general, the study reiterates the learning that DDR architects should consider incorporating a labor market analysis framework for all vocational training programs in DDR. Regular and ongoing analysis may help ensure that trainees receive skills matching the current demand and tools that are appropriate for the market. Additionally, DDR architects should consider building flexibility into training curriculum and equipment procurement to allow for changes in market dynamics and technology.

Literacy and numeracy training

The study identifies that literacy and numeracy are the cornerstone of economic self-sufficiency. It follows that, in general, DDR should also consider including mandatory literacy and numeracy assessment and training for economically vulnerable ex-combatants prior to selection for training.

Orientation

The study finds that a vocational training framework for DDR must provide an orientation to all incoming trainees including information counseling and labor market data that would allow the trainees to make an informed decision as to which skill is the best choice. The application of such support should continue throughout the implementation of the vocational training sub-component to enable ex-combatants to manage their economic opportunities.

Economic support to vocational training beneficiaries and their families

Previous studies in the region have identified the central role families play in the economic and social reintegration of ex-combatants and in the context of vocational training programming. Therefore, families of ex-combatants and their economic welfare should also be a consideration in DDR. Ideally ex-combatants undergoing training should be enabled to do so without undue negative impact on their families' economic welfare either by prohibiting them from earning an income to support the family or by being conducted at a time which requires ex-combatants to be absent at key times (for example, harvest) from tending arable land.

Provision of 'Start-up Toolkits'

Provision of start-up toolkits that contain key tools and supplies has been an integral part of most DDR programs. When DDR programs do not provide tools and equipment in a timely manner, the consequences can be devastating for the newly trained ex-combatant in terms of lost wages and deterioration of knowledge and skills. The lack of toolkits and delays in distribution can have psychological impacts such as a marked decline in enthusiasm and, perhaps worst of all, a loss in momentum. Failure to provide tools may stall the

reintegration and rehabilitation process, forcing ex-combatants to remain ex-combatants for longer rather than allowing them to transition into a new civilian profession-oriented identity.

Post-training follow-up

Incorporating post-training follow-up into all aspects of DDR with regards to vocational training can contribute to sustainability of the program and more effective results. Such activities should be geared towards identifying and addressing challenges, offering information counseling and advice, and ensuring that graduates have the resources and information they need to be successful. These measures may include incorporating modalities to update tools and equipment for interested beneficiaries, providing labor market information, and giving financing and business management advice.

Peace, Economic growth and stability

In post-conflict situations, instability and existing threats to peace are regarded as serious obstacles to economic growth and development. Stability and peace, on the other hand, help foster economic activity and allow the conditions for socio-economic networks and employment opportunities to develop. While these are external factors which lie outside the scope of DDR programs, they impact heavily on reintegration outcomes. Economic stability and growth have direct impact on the sustainability of vocational training where ex-combatants can find temporary jobs or employment opportunities in a variety of sectors and are not limited to the area of training. Therefore, having an awareness of the dynamics in the economy, growth patterns in key sectors (such as construction and private security) as well as the absorbing capacity of the labor market can inform DDR design.

“Someone who goes to vocational training... he is eager to harness the environment, eager to make use of the activity, to be innovative, and to learn about different issues. [Vocational training] Graduates are more exposed and eager than those who have not received vocational training.”¹⁰⁹

Profile characteristics of beneficiaries

Age, gender, education level, and family status of ex-combatants have direct impact on their motivation, eagerness during and after vocational training, as well as their access to social and economic support. Strong familial structures can give ex-combatants access to informal credit and psychological support. Similarly, education and social skills may foster ex-combatants' return to civilian life. Such factors have significant influence on success and sustainability of DDR vocational training. Profile characteristics of ex-combatants, therefore, can inform vocational training programming with regards to developing tailor-made training activities and reinforces training outcomes.

Community acceptance

Pathways to employment for ex-combatants are wider when there is community acceptance of ex-combatants. Social acceptance helps ex-combatants build socioeconomic networks, grow and maintain business and gives them access to social support. Lack of community acceptance can hamper the impact of even the most advanced vocational training programs. Therefore, an awareness of the existing attitudes towards ex-combatants (acceptance, prejudice, rejection, social stigma, attitudes toward different ex-combatants groups, etc.) in the society can inform DDR design on the type of support or follow-up activities (social skills training, activities involving the community, psychological support, etc.) that would complement vocational training.

Appendix 1 - Survey Tools

TDRP/RDRC Sustainability of Vocational Training Study Field Team Survey Questionnaire 18 March 2013

INSTRUCTIONS FOR FIELD WORKERS	
1) Circle the correct option and write the response in shaded grey space provided.	1) <i>Shyira uruziga ku gisubizo kiricyo cyangwa mu mwanya</i>
2) Write all responses in CAPITAL PRINT and in ENGLISH	2) <i>Andika igisubizo mu nyuguti nkuru</i>
3) Write with a <u>pencil</u>	3) <i>Andikisha ikaramu y'igiti</i>
4) Use the following codes for missing values: -99 DO NOT KNOW -98 NO RESPONSE -97 NOT APPLICABLE	4) <i>Koresha imibare ikurikira kubyaburiwe igisubizo</i> -99 SIMBIZI -98 NTA GISUBIZO -97 NTIBIKORESHWA
5) All grey space/shaded blocks must have a response in the block.	5) <i>Utuzu dusizemo ibara ryijmyeniho wandika igisubizo</i>
6) When respondents have multiple answers for a single question, please rank their choices in the order of importance and follow the routing rules according to their first choice.	6) <i>Iyo ubazwa atanze ibisubizo byinshi ku kibazo, byandike ubukurikiranye nkuko abiguhaye.</i>
7) (RD) = Choices of these questions must be read out loud. For all other questions, please let the respondents offer their own answers first. The interviewer then will fit the response into the best choice available.	7) <i>Ibisubizo bigomba gutorankwamo igisubizo cy'ikibazo bigomba gusomwa uranguruye ijwi. Reka ubazwa yihitiremo igisuzibizo hanyuma umubaza akigaragaze.</i>

1.0	Did you receive vocational training during DDR? Waba warigishijwe imyuga mugihe cyo gusubizwa mubuzima busanzwe?	1.0
	1 = Yes, vocational training / Yego nize imyuga mugihe cy'amezi 6. 2 = Yes, apprenticeship / Yego nize imyuga mugihe cy'amezi 6. 3 = Neither / Ntayo nigeze niga	1 → Survey A 2 → Survey B 3 → Survey C

1. ADMINISTRATION			
1.1	Respondent's name Izina ry'ubazwa	GIVEN NAME Izina rya gikristu	1.1a
		FAMILY NAME Izina ry'Umuryango	1.1b
1.2	Respondent's Demobilization ID number Nomero y'ikarita yogusezerwaho		1.2
1.3	Respondent's year of demobilization Umwaka wasezerewemo	Enter raw number of years	1.3
1.4	How many years did you collectively spend in the military/armed group? Wamaze imyaka ingahe mu gisirikare/mu mutwe witwaje intwari?		1.4
1.5	What category of demobilized soldier are you in? Wari muwuhwe mutwe wagisirikare?		1.5
	1 = Ex-military / Abashubijwe mubuzima busanzwe bavuye mungabo z'igihugu 2 = Ex-Armed Group / Abashubijwe mubuzima busanzwe bitandukanije n'abitwaje intwari		
1.6	Name of Sample point		1.6
	(Write sample point & get code from sample list)		

SURVEY (A) :: VOCATIONAL TRAINING GROUP

2. DEMOGRAPHIC INFORMATION						
2.1	Gender of the demobilized soldier? Igitsina?		2.1			
	1 = Male / Gabo 2 = Female / Gore					
2.2	How old were you on your last birthday? Ufite imyaka ingaha y'amavuko?	Enter raw number of years	2.2			
2.3	Are you disabled? Waba ufite ubumuga?		2.3			
	1 = Yes / yego 2 = No / oya					
2.4	What is your relationship status? Irangamimerere yawe ni iyihe?		2.4			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> 1 = Married / Ndubatse 2 = Co-habiting / Mubana bitemewe n'amategeko 3 = Divorced / Twatandukanye byemewe n'amategeko </td> <td style="width: 50%; border: none; vertical-align: top;"> 4 = Separated / Twatandukanye byemewe n'amategeko 5 = Widowed / Umupfakazi 6 = Never married / Ingaragu </td> </tr> </table>	1 = Married / Ndubatse 2 = Co-habiting / Mubana bitemewe n'amategeko 3 = Divorced / Twatandukanye byemewe n'amategeko	4 = Separated / Twatandukanye byemewe n'amategeko 5 = Widowed / Umupfakazi 6 = Never married / Ingaragu			
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DEPENDENTS (A dependent is any family members including spouse, children (biological or adopted) and other relatives that depend on you) Abagize umuryango barimo umugore, abana (wibyariye cyangwa abo urera) nabandi mufitanye isano bari munshingano zawe.						
2.5	How many dependents do you currently have? Abagukomokaho (wibyariye cyangwa abo urera) nibangahe?	Enter raw number	2.5			
EDUCATION						
2.6	Can you read and/or write? Waba uzi gusoma no kwandika		2.6			
	1 = No 2 = Read only 3 = Read and write					
2.7	What is the highest level of education you have completed? Ni ikihe cyiciro cyo hejuru cy'amashuri ufite?		2.7			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> 0 = none 1 = P1 2 = P2 3 = P3 4 = P4 </td> <td style="width: 33%; border: none; vertical-align: top;"> 5 = P5 6 = P6 7 = S1 8 = S2 9 = S3 </td> <td style="width: 33%; border: none; vertical-align: top;"> 10 = S4 11 = S5 12 = S6 13 = Tertiary 14 = Vocational school </td> </tr> </table>	0 = none 1 = P1 2 = P2 3 = P3 4 = P4	5 = P5 6 = P6 7 = S1 8 = S2 9 = S3	10 = S4 11 = S5 12 = S6 13 = Tertiary 14 = Vocational school		
0 = none 1 = P1 2 = P2 3 = P3 4 = P4	5 = P5 6 = P6 7 = S1 8 = S2 9 = S3	10 = S4 11 = S5 12 = S6 13 = Tertiary 14 = Vocational school				
2.8	(RD) When did you get the above-mentioned education? Niryari warangije ikicro cyavuzwe hejuru?		2.8			
	1 = Before I received my vocational training / Mbere y'Amashuri y'Imyuga 2 = At the same time as my vocational training / mugihe kimwe nicy'amashuri y'Imyuga 3 = After my vocational training / Nyuma y'Amashuri y'Imyuga					
2.9	Are you currently continuing your studies? / Uracyakomeje amasomo?		2.9			
	1 = Yes / yego 2 = No / oya		2 ⇨ Q3.1a			
2.10	If yes, what kind of studies are these? / Niba ari yego, ni ayahe masome?		2.10			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 65%; border: none; vertical-align: top;"> 1 = Formal academic education / Amashuri asanzwe 2 = Vocational training / Amashuri y'Imyuga 3 = Apprenticeship / Ubumenyigiro </td> <td style="width: 35%; border: none; vertical-align: top;"> If not on list, specify the response </td> </tr> </table>	1 = Formal academic education / Amashuri asanzwe 2 = Vocational training / Amashuri y'Imyuga 3 = Apprenticeship / Ubumenyigiro	If not on list, specify the response			
1 = Formal academic education / Amashuri asanzwe 2 = Vocational training / Amashuri y'Imyuga 3 = Apprenticeship / Ubumenyigiro	If not on list, specify the response					
2.11	What agency/institution is providing you with this education or training? Nibande cyangwa ikigo kiquha inkunga yo kwiga?		2.11			
	Specify the response					

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

3. VOCATION		
3.1a	What is your employment status? / Akazi kawe gateye gate? <i>If two or more options better describe the respondent, then add in two or more codes.</i>	3.1a
	1 = Unemployed / ntakazi 2 = Studying/training / ndiga 3 = Housewife/ working in the home / umugore wo mu rugo / umukozi wo mu rugo 4 = Retired (but not economically active) / mu kiruhuko cy'izabukuru 5 = Employed working for employer (agriculture) / umuhinzi wa nyakabyizi 6 = Employed working for employer (private sector) / nkorera ibigo byigenga 7 = Employed working for employer (public sector) / nkorera ibigo bya Leta 8 = Self-employed (agriculture) / ndikorera mu byubuhinzi 9 = Self-employed (fisheries) / ndikorera mu burobyi bw'Amafi 10 = Self-employed –(trade) / Ndikoresha mubucuruzi 11 = Self-employed – (retail) / kudandaza 12 = Self-employed –(manufacture) / ubukorikori 13 = Involved in or reliant on the informal economic sector / Ubucuruzi butanditse 14 = Supplementing income through subsistence activities / Utundi turimo tunyunganira 15 = Other (please specify) / Ibindi, bisobanure	If only 1⇒Q34 If only 2, 3, 4 ⇒4.1 If 8~13 ⇒3.10
3.1b	<i>Other (please specify)</i>	3.1b
3.2	Are you working the whole year through? / Waba ukora umwaka wose? 1 = Yes / yego 2 = No / oya	3.2
3.3	What percentage of the family income do you contribute? Ujanishije, ni amafaranga angaha winjiza mu muryango wawe? <i>Enter raw number of percentage, 100% represents sole breadwinner</i>	3.3
3.4	Have you ever worked in your area of training you received during vocational training? Waba arigeze ukorera akazi muri aka karere cg umurenge wigiramo imyuga ya amezi 6? 1 = Yes / yego 2 = No / oya	3.4
3.5	If yes, for how long (in months) did you work in your area of training before changing occupation Niba ari yego, wakoreye mugihe kingana gute (mu mezi angaha) mbere yuko uhindura ukajya kwiga?	3.5
FOR UNEMPLOYED ONLY (if answers 1 to Q3.0 above)		
3.6	How long (in months) have you been unemployed? / Ni amezi angaha umaze utagira akazi? <i>(If in weeks, round up to nearest month.)</i>	3.6
3.7	Since demobilization, have you ever worked? / Kuva usezerewe, wari wabonaho akazi? 1 = Yes / yego 2 = No / oya	3.7 2 ⇒ Q34.1a
3.8	Was your last job in your area of training you received during vocational training? Akazi wabonye bwanyuma kaba kajyanye n' amashuri y'Imyuga wize? 1 = Yes, area of vocational training / Ibijyanye n' amashuri y'Imyuga. 2 = No, not in area of vocational training / Ntibijyanye n' amashuri y'Imyuga.	3.8
3.9	What do you think are your chances of finding a job in the near future? Utekereza ko amahirwe yawe yo kubona akazi ejo hazaza ameze ate? 1 = Good / Neza 2 = Poor / Nabi	3.9
FOR EMPLOYED & SELF-EMPLOYED ONLY		

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

3.10	In which of the following sectors do you engage in some form of income generation? N'izihe inzira winjirizamo amafaranga muri ubu bukurikira? (Enter as many as is relevant in order of importance beginning with the main area of work and then the subsequent types of work. For example, 4, 1 (that is, mechanic and crop farming).)		3.10
	1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworzi 3 = Fisher / Uburopyi 4 = Mechanic / Ubuganishi 5 = Carpenter / Ubugaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi 11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda	14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/gutegura amafunguro 19 = Private Security / Umutekano usanzwe nko ubuzamu	
	Other specify and rank X= Y= Z=		
FOR SELF-EMPLOYED ONLY			
3.11	How much knowledge would you consider yourself to possess on the following skills? Wiyumvamo ubumenyi bungana iki muri ibi bikurikira? 0 = None / ntabwo , 1 = Little / buke , 2 = Some / hari ibyo nzimo , 3 = A lot / bwinshi		
3.11a	Marketing / Gushaka amasoko	3.11a	
3.11b	Accounting/Budgeting / ibarura ry'Icunga mutungo	3.11b	
3.11c	Communication / Itumanaho	3.11c	
3.11d	Management / imicungire/ubugenzuzi	3.11d	
3.12	What other business skills do you possess and at what level? Ese ni ubuhe bumenyi bundi ufite kumwuga wubucuruzi?		
3.12a	Skill	3.12a	
3.12b	Level 0 = None / ntabwo ; 1 = Little / buke ; 2 = Some / hari ibyo nzimo ; 3 = A lot / bwinshi	3.12b	
3.13	If training on business skills were provided for free, what skills would you like to learn? Ese ubonye ishuri ry'imyuga kubuntu, ni uwuhe mwuga wahitamo kwiga? 0 = None / ntawo 1 = Marketing / Gushaka amasoko 2 = Accounting/Budgeting / ibarura ry'Icunga mutungo 3 = Communication / Itumanaho 4 = Management / imicungire/ubugenzuzi		3.13
	5 = Others. Please specify and rank.		

4. SKILLS AND VOCATIONAL TRAINING

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

4.1a	<p>(RD) Have you ever used/ Are you using the skills you were trained in or the education you received during reintegration? / Waba warigeze gukoresha cyangwa waba ukoresha ubumenyi wahawe mugihe wasubizwaga mu buzima busanzwe?</p> <p>1 = I have used it, but not any more / narabukoresheje ariko sinongeye 2 = I am currently using it / ndabukoresha 3 = No, I never used it after the training / oya sindabukoresha</p>	4.1a			
		If 1 or 2 ⇒ Q 4.2a			
4.1b	<p>If no, please explain / Niba ari oya sobanura</p> <p><i>Specify the response: Issue with the quality of vocational training or supports/tools provided</i></p> <hr/> <p><i>Specify the response: Issue with my interest or availability</i></p> <hr/> <p><i>Specify the response: Issue with the availability of work</i></p> <hr/> <p><i>Specify the response: Other</i></p>	4.1b			
4.2a	<p>Casting your mind back to when you were selecting your preferred option for vocational training, what option did you choose and why? (If multiple, please rank.) / Ni uwuhe mwuqa wahisemo kandi kuki ariwo wahisemo?</p>	4.2a			
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;"> 1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi </td> <td style="width: 33%; border: none; vertical-align: top;"> 11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda 14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora amaphoto/amashusho 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/ gutegura amafunguro </td> <td style="width: 34%; border: none; vertical-align: top;"> 4.2b. Other specify and rank X= Y= Z </td> </tr> </table>	1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi	11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda 14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora amaphoto/amashusho 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/ gutegura amafunguro	4.2b. Other specify and rank X= Y= Z	
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4.2c	Please explain why.	4.2c			
4.3a	<p>Had you been aware of the advantages of vocational training before you registered for the training? Ese wari uzi ibyiza by'Imyuga mbere yukuyiga?</p> <p style="text-align: center;">1 = Yes / yego 2 = No / oya</p>	4.3a			
		If 2 ⇒ Q 4.4			
4.3b	<p>If yes, what kind? Please explain what they were / Niba ari yego ni uwuhe. Gerageza gusobanura.</p>	4.3b			
4.4	<p>(RD) Did the orientation you received help you make a better decision on what kind of vocational training to register for? / Ubusonuro wahawe bwaba bwaragufashije mugufata umwanzuro mwiza kumashuri y'imyuga?</p>	4.4			

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

	0 = I did not receive an orientation / Nta busobanuro nahawe 1 = Yes, it helped me make a good decision / Yego, byaramfashije mugufata umwanzuro mwiza 2 = Yes, it helped to some extent / Yego bifite uko byamfashije 3 = No, it did not help / Oya, ntacyo byamfashije	
4.5a	Were you given vocational training in your first area of choice? Ese wahawe amasomo y'Imyuga mubyo wahisemo? 1 = Yes / yego 2 = No / oya	4.5a
		1 ⇨ Q 4.6a
	If no, please explain. (Why and what type of training did you end up receiving?) niba ari oya, tanga ubusobanuro (ni uwuhe mwuga wigishijwe?)	
4.5b	Reason	4.5b
4.5c	What type	4.5c
4.6a	In what month and year did you respectively start and finish the vocational training? Ni mukuhe kwezi numwaka watangiriyemo amasomo nuwo wasozerejemo?	4.6a
4.6b		4.6b
	Start: Month Year End: Month Year	
4.7	From what organisation did you receive vocational training? Nikihe kigo cyaguhaye amasomo y'Imyuga? 1 = New Hope 7 = Nyanza VTC 13 = Ngarama VTC 2 = Rwabuye VTC 8 = Gako Organic Farming 14 = MPANDA VTC 3 = Karengera VTC 9 = Universal Beauty Academy 15 = SABANA VTC 4 = APAFORME 10 = Samuduha Integrated College 16 = ETEFOP 5 = Gacuriro VTC 11 = St. Joseph Technical Institute 17 = Kibali VTC 6 = Amizero Training 12 = KICUKIRO IPRC	4.7
4.8a	(RD) Was the training what you expected? / Ese amasomo wasanze ajyanye nibyo watekerezaga? 1 = Yes, it was more than what I expected / Yego, birenze uko nabitekerezaga 2 = Yes, it met my expectation / Yego, nabonye ibyo nifuzaga/natekerezaga 3 = No, it disappointed me / Oya, ibyo natekerezaga sibyo nabonye 4 = I didn't have an expectation / Ntabyo natekerezaga	4.8a
4.8b	If yes, please explain what aspect met your expectation. If no, please explain why not: Niba ari yego, sobanura niki cyahuje nibyo watekerezaga. Niba ari oya garaza impamvu	
4.9a	Did you have time to conduct your own work while you were receiving vocational training? Wigeze ubona umwanya wo gukora ibyawe mugihe wigaga mu Ishuri ry'Imyuga? 1 = Yes / yego 2 = No / oya	4.9a
		1 ⇨ 4.10a
4.9b	If no, would it have made any difference if you had been able to work? Niba ari oya, byaba hari itandukaniro byatanze niba warakoraga? 1 = Yes / yego 2 = No / oya	4.9b
4.9c	Please explain why it would or would not have made any difference. Sobanura impamvu yimpinduka wabonye cyangwa utabonye ugereranije nigihe cyo gusubizwa muzima busanzwe	
4.10a	Concurrently with your vocational training did you receive any other form of support from any other organization? / Ese usibye imashuri ry'Imyuga, hari irindi shuri/umwuga waba warabonye iva mu bigo bitandukanye?	4.10a

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

	1 = Yes / <i>yego</i>	2 = No / <i>oya</i>	2⇒Q4.11a
4.10b	What kind of training and what organization provided the support? / <i>ni uwuhe mwuga? Iyi nkunga wayihawe nande?</i>		4.10b
4.11a	(RD) After receiving vocational training could you use that training to support you and your family or generate any income? <i>Nyuma y'amasomo y'imyuga, waba ukoresha ayo masomo/ubumenyi mugufasha umuryango?</i>		4.11a
	1 = Yes, totally / <i>Yego muri byose</i> 2 = Yes, to some extent / <i>Yego, murugero</i> 3 = No / <i>Oya</i>		If 1 or 2 ⇒ Q4.12a
4.11b	If no, please explain why not / <i>Niba ari oya sobanura</i> <i>(If more than one code fits the answer enter all codes)</i>		4.11b
	1 = I was not skilled enough after vocational training / <i>Sinahawe ubumenyi buhagije</i> 2 = There was no opportunity where I lived to use my skill from vocational training / <i>Nta mahirwe nabonye yo gukoresha ubumenyi bw'imyuga qaho nabaga.</i> 3 = I needed cash/capital/tools to use my skill from vocational training / <i>Nari nkeneye igishoro kugira ngo nkoreshe ubumenyi nawe mu myuga</i> 4 = I did not want to use the skill I received through my vocational training / <i>Sinashakaga gukoresha ubumenyi nahawe mu myuga</i> 5 = I was not physically well enough to use the skill I received through my vocational training / <i>Sinari meze neza kumubiri kuburyo nakoresha ubumenye bw'imyuga</i> 6 = Other, please specify in the box below		
4.11c	Please elaborate further if relevant / <i>Sobanura bihagije ibyerekeranye nabyo</i>		4.11c
4.12a	In the time after you completed your vocational training, did you receive any follow-up or assistance from the trainers or the institute where you received your training? <i>Ese kuva urangije amasomo y'imyuga waba arabonye ubufasha cyangwa gukurikiranwa na mwarimo ngo arebe ko ukora?</i>		4.12a
	1 = Yes / <i>yego</i>	2 = No / <i>oya</i>	2⇒Q4.13
4.12b	If yes, please describe the follow-up or additional assistance <i>(Record response below)</i> <i>Niba ari yego, sobanura uburyo yagukurikiranye/wafashijwe</i>		4.12b
4.13	(RD) In comparison to when you started vocational training (during DDR) how would you assess your current economic situation? / <i>Ugereranije nigihe watangiraga imyuga, nikihe kigereranyo urimo muburyo bwubutunzi?</i>		4.13
	1 = Much poorer / <i>Umukene nyakujya</i> 2 = Poorer / <i>Umukene</i>	3 = Stay the same / <i>Ntacyahindutse</i>	4 = Richer / <i>Umukire</i> 5 = Much richer / <i>Umukire cyane</i>
4.14a	(RD) What type of information counseling did you receive during vocational training? <i>Nibuhe bujyanama wahawe igihe cy'amasomo y'imyuga?</i>		4.14a

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

	0 = None / Ntabwo 1 = Human Rights / Uburenganzira bwa muntu 2 = Health / Ubuzima 3 = HIV/AIDS / SIDA 4 = Gender / Uburiganire/Igitsina 5 = Other / Ibindi	4.14b. If 5 (Other) then specify:	
4.15a	What did you find specifically helpful in the vocational training? If multiple, please rank. Niki wasanze ari ingenzi mu masomo y'imyuga? Niba aribyinshi bikurikiranye. 0 = None / ntacyo 1 = Improvement in occupational skills / Ubwiyongere bw'ubumenyi bw'imyuga 2 = Improvement in business skills / Ubwiyongere bw'ubumenyi bubucuruzi 3 = Moral /Psychological support / Impanuro nziza 4 = Improvement in the awareness of the market / Ubwiyonere mubumenyi bw'amasoko 5 = Communication with people of the same vocational interest / kuvugana n'abantu dusangiye umwuga 6 = Other		4.15a
	4.15b. If 6 (Other) then please specify and rank:		4.15b
4.16	What do you think should be improved during the training process? Niki cyavugururwa mugihe cyo gutanga amasomo?		4.16
4.17	(RD) Did your vocational training center provide entrepreneurship courses during the training? Ikigo mwizeho cyaba cyarabahaye amasomo yo Kwihangira umurimo mugihe mwigaga? 0 = No, I didn't receive any / oya, ntanarimwe 1 = Yes, but limited amount / yego, ariko make 2 = Yes, I received the right amount of entrepreneurship course / Yego, narayabonye ahagije		4.17
4.18a	Have you received entrepreneurship training at other institutes after reintegration? If yes, please provide details. Ese hari inyigisho wahawe zo gukora imishinga mukigo icyaricyo cyose nyuma yogusubizwa muzima busanzwe? 0 = No, I have not / oya ntazo nahawe 1 = Yes, I have / yego narazihawe		4.18a
4.18b	What kind? / Ni izihe?		4.18b
4.18c	When? / Ryari?		4.18c
4.18d	Institution? / Mukihe kigo?		4.18d
4.19	(RD) Did your vocational training include practical work? / Ese mu masomo y'imyuga habagaho kwitoza kuyashyira mubikorwa? 0= No / oya 1= Yes, but limited / yego ariko gake 2= Yes, and it was enough / yego, kandi yari hagije		4.19
4.20	When encountering career/business problems after vocational training, would you ask the vocational training center for help? / Ese icyo muhuye n'ikibazo mukazi kajyanye nibyo mwize, mujya musaba ubufasha mubigo mwizemo? 0 = No, not at all / oya nta narimwe 1 = Yes, I would / yego		4.20

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

Do you agree or disagree with the following statement? <i>Uremeranya/Ntiwemeranya nibi bikurikira?</i> (4.21a~4.21f):		
1 = Agree, <i>Turemeranya</i> ; 2 = Disagree, <i>Ntiwemeranya</i>		
4.21a	The vocational training has increased my competitiveness to find a job. Amasomo y'imyuga yanyongereye ubushobozi mugukora neza.	4.21a
4.21b	The vocational training has increased my confidence. Amasomo y'imyuga yanyongereye gushira amanga	4.21b
4.21c	I have obtained more trust from my family after vocational training. Amasomo y'imyuga yanyongereye kugirirwa ikizere mu muryango wanjye.	4.21c
4.21d	I have obtained more trust from my community after vocational training. Amasomo y'imyuga yanyongereye kugirirwa ikizere mubaturagye aho ntuye.	4.21d
4.21e	The vocational training has improved my overall ability regardless of whether I am using the skills in my current job / Amasomo y'imyuga yanyongereye ubushobozi muri byose udashingiye ko naba mbukoresha mukazi kanjye cg ntabukoresha	4.21e
4.21f	I have got to know more people since vocational training. Byampaye kumenya abantu kuva mpawe amasomo yimyuga	4.21f
4.22	Are you in a cooperative? / Waba hari koperative ubarizwamo?	4.22
1 = Yes / <i>yego</i> 2 = No / <i>oya</i>		2 ⇒ Q4.24
4.23	(RD) Do you think being in a cooperative facilitates you using the skills learned and increases your business income? / Utekereza ko kuba muri koperative byagufashije gukoresha ubumenyi wabonye muryuga ndetse bikongera umusaruro mubucuruzi? 0 = No, not at all / <i>oya, nta nakimye</i> 1 = Yes, but it only facilitates me to use the skills / <i>yego, ariko byamfashije mugukoresha ubumenyi</i> 2 = Yes, but it only help to increase my business profit / <i>Yego ariko byamfashije kungera inyungu mubucuruzi</i> 3 = Yes, it facilitates both / <i>yego byaramfashije muri byose.</i>	4.23
4.24	Remembering when you received vocational training, do you think that was the kind of support or training that you most needed or could you have better used some other kind of support instead to help you? Ese uratekereza ko ishuli ry'imyuga wahawe ko ariyo nkunga wari ukeneye cyane cyangwa hari indi nkunga wakoreshije iyiruta? 1 = This was the kind of support I most needed / <i>Iyi niyo nkunga nari nkyeneye cyane</i> 2 = I could have used some other kind of support more / <i>Nari nara koresheje indi nkunga</i>	4.24
4.25	Please elaborate why this is the case including identifying (if relevant) the kind of support you would have preferred and why you didn't get it / Sobanura kandi ugaragaze inkunga wari ukeneye cyane kuruta iyo wabonye kandi uvuge n'impamvu Atariyo wahawe.	4.25
4.26	(RD) If all the activities were available to you, which one would you choose? Please rank. Ese iyo ibikorwa bibonekeye rimwe kuri ibi bikurikira n'ikihe wahitamo? 1 = Apprenticeship/ Vocational training / <i>Imyuga</i> 2 = Savings group / <i>Amatsinda yo kwizigama</i> 3 = Lending group / <i>Amatsinda yo kugurizanya</i> 4 = Cash transfer / <i>Uburyo bwo kohereza no kwakira amafaranga</i> 5 = Production cooperative / <i>koperative ibyara umusaruro</i>	4.26
4.28	In comparison with other ex-combatants, how would you evaluate your economic situation? Ugereranije n'abashubijwe mu buzima busanzwe, ubona ubutunzi bwawe buhagaze gute? 1 = Worse than all the others / <i>Nabi kurusha abandi bose</i> 2 = Worse than most of them / <i>Nabi kurusha benshi muribo</i> 3 = Better than some, worse than some / <i>Neza kurusha bamwe muribo, nabi kurusha bamwe muribo</i> 4 = Better than most of them / <i>Neza kurusha benshi muribo</i> 5 = Better than all of them / <i>Neza kurusha bose</i>	4.28

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (A) :: VOCATIONAL TRAINING GROUP

5. COMPARATIVE SELF-RATINGS			
5.1	<p>(RD) How would you say you are doing economically in comparison to <u>others</u> in your community? <i>Ni muruhe rugero wavuga ko utera imbere mubutunzi/imibereho ugereranije nabandi baturage aho mutuye?</i></p> <p>1 = Worse than all the others / <i>Nabi kurusha abandi bose</i> 2 = Worse than most of them / <i>Nabi kurusha benshi muribo</i> 3 = Better than some, worse than some / <i>Neza kurusha bamwe muribo, nabi kurusha bamwe muribo</i> 4 = Better than most of them / <i>Neza kurusha benshi muribo</i> 5 = Better than all of them / <i>Neza kurusha bose</i></p>		5.1
5.2	<p>Consider a 9-step ladder where on the bottom, the first step, stand the poorest people, and on the 9th step, the top, stand the richest. Which step are you currently at and were you at three years ago on the following aspects? / <i>Ibaze urwego rugizwe n'intambwe 9 ahourambwe rubanza ari ubakene cyane hanyuma urutambwe rwa 9 ari abakire cyane. Ni uruhe rutambwe uriho, kandi uruhe wariho mu myaka itatu ishize?</i></p>	<p>5.2a Food (currently) / <i>Ibiryo (kugeza ubu)</i></p> <p>5.2b Food (3 years ago) / <i>Ibiryo (imyaka 3 ishize)</i></p> <p>5.2c Housing (currently) / <i>Inzu (kugeza ubu)</i></p> <p>5.2d Housing (3 years ago) / <i>Inzu (mu myaka 3 ishize)</i></p> <p>5.2e Clothing (currently) / <i>Kwiyambika (kugeza ubu)</i></p> <p>5.2f Clothing (3 years ago) / <i>Kwiyambika (mumyaka 3 ishize)</i></p> <p>5.2g Money (currently) / <i>Amafaranga (kugeza ubu)</i></p> <p>5.2h Money (3 years ago) / <i>Amafaranga (mumyaka 3 ishize)</i></p> <p>5.2i Health (currently) / <i>Kwita kubuzima (kugeza ubu)</i></p> <p>5.2j Health (3 years ago) / <i>Kwita kubuzima (mumyaka 3 ishize)</i></p>	5.2a
			5.2b
			5.2c
			5.2d
			5.2e
			5.2f
			5.2g
			5.2h
			5.2i
			5.2j
5.3a	<p>Do you think your economic situation will change in the future? <i>Uratekereza ko imitere y'ubukungu bwawe izahinduka neza mugihe kizaza?</i></p> <p style="text-align: center;">1 = Yes / <i>yego</i> 2 = No / <i>oya</i></p>		5.3a
5.3b	Please explain.		5.3b

THANK YOU!

ENUMERATOR'S CODE	SUPERVISOR'S CODE	DATA CODERS CODE	DATA CAPTURER CODE
<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>
Date of interview ___ / ___ / 2013 dd mm	Date of quality control ___ / ___ / 2013 dd mm	Date of quality coding ___ / ___ / 2013 dd mm	Date of data entry ___ / ___ / 2013 dd mm

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

TDRP/RDRC Sustainability of Vocational Training Study Field Team Survey Questionnaire 18 March 2013

INSTRUCTIONS FOR FIELD WORKERS	
<p>1) Circle the correct option and write the response in shaded grey space provided.</p> <p>2) Write all responses in CAPITAL PRINT and in ENGLISH</p> <p>3) Write with a <u>pencil</u></p> <p>4) Use the following codes for missing values: -99 DO NOT KNOW -98 NO RESPONSE -97 NOT APPLICABLE</p> <p>5) All grey space/shaded blocks must have a response in the block.</p> <p>6) When respondents have multiple answers for a single question, please rank their choices in the order of importance and follow the routing rules according to their first choice.</p> <p>7) (RD) = Choices of these questions must be read out loud. For all other questions, please let the respondents offer their own answers first. The interviewer then will fit the response into the best choice available.</p>	<p>1) <i>Shyira uruziga ku gisubizo kiricyo cyangwa mu mwanya</i></p> <p>2) <i>Andika igisubizo mu nyuguti nkuru</i></p> <p>3) <i>Andikisha ikaramu y'igiti</i></p> <p>4) <i>Koresha imibare ikurikira kubyaburiwe igisubizo</i> -99 SIMBIZI -98 NTA GISUBIZO -97 NTIBIKORESHWA</p> <p>5) <i>Utuzu dusizemo ibara ryijmyeniho wandika igisubizo</i></p> <p>6) <i>Iyo ubazwa atanze ibisubizo byinshi ku kibazo, byandike ubikurikiranaye nkuko abiguhaye.</i></p> <p>7) <i>Ibisubizo bigomba gutorankwamo igisubizo cy'ikibazo bigomba gusomwa uranguruye ijwi. Reka ubazwa yihitiremo igisubizo hanyuma umubaza akigaragaze.</i></p>

1.0	Did you receive vocational training during DDR? <i>Waba warigishijwe imyuga mugihe cyo gusubizwa mubuzima busanzwe?</i>	1.0
	1 = Yes, vocational training / <i>Yego nize imyuga mugihe cy'amezi 6.</i> 2 = Yes, apprenticeship / <i>Yego nize imyuga mugihe cy'amezi 6.</i> 3 = Neither / <i>Ntayo nigeze niga</i>	1 → Survey A 2 → Survey B 3 → Survey C

1. ADMINISTRATION													
1.1	Respondent's name <i>Izina ry'ubazwa</i>	GIVEN NAME <i>Izina rya gikristu</i>	1.1a										
		FAMILY NAME <i>Izina ry'Umuryango</i>	1.1b										
1.2	Respondent's Demobilization ID number <i>Nomero y'ikarita yogusezerwaho</i>	<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> </tr> </table>											1.2
1.3	Respondent's year of demobilization <i>Umwaka wasezerewemo</i>	<i>Enter raw number of years</i>	1.3										
1.4	How many years did you collectively spend in the military/armed group? <i>Wamaze imyaka ingaha mu gisirikare/mu mutwe witwaje intwari?</i>		1.4										
1.5	What category of demobilized soldier are you in? <i>Wari muwuhe mutwe wabisirikare?</i> 1 = Ex-military / <i>Abashubijwe mubuzima busanzwe bavuye mungabo z'igihugu</i> 2 = Ex-Armed Group / <i>Abashubijwe mubuzima busanzwe bitandukanije n'abitwaje intwari</i>		1.5										
1.6	Name of Sample point <i>(Write sample point & get code from sample list)</i>		1.6										

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

2. DEMOGRAPHIC INFORMATION																	
2.1	Gender of the demobilized soldier? Igitsina?	2.1															
	1 = Male / Gabo 2 = Female / Gore																
2.2	How old were you on your last birthday? Ufite imyaka ingaha y'amavuko?	2.2															
	<i>Enter raw number of years</i>																
2.3	Are you disabled? Waba ufite ubumuga?	2.3															
	1 = Yes / yego 2 = No / oya																
2.4	What is your relationship status? Irangamimerere yawe ni iyihe?	2.4															
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">1 = Married / Ndubatse</td> <td style="width: 50%; border: none;">4 = Separated / Twatandukanye byemewe n'amategeko</td> </tr> <tr> <td style="border: none;">2 = Co-habiting / Mubana bitemewe n'amategeko</td> <td style="border: none;">5 = Widowed / Umupfakazi</td> </tr> <tr> <td style="border: none;">3 = Divorced / Twatandukanye byemewe n'amategeko</td> <td style="border: none;">6 = Never married / Ingaragu</td> </tr> </table>	1 = Married / Ndubatse	4 = Separated / Twatandukanye byemewe n'amategeko	2 = Co-habiting / Mubana bitemewe n'amategeko	5 = Widowed / Umupfakazi	3 = Divorced / Twatandukanye byemewe n'amategeko	6 = Never married / Ingaragu										
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3 = Divorced / Twatandukanye byemewe n'amategeko	6 = Never married / Ingaragu																
DEPENDENTS (A dependent is any family members including spouse, children (biological or adopted) and other relatives that depend on you) Abagize umuryango barimo umugore, abana (wibyariye cyangwa abo urera) nabandi mufitanye isano bari munshingano zawe.																	
2.5	How many dependents do you currently have? Abagukomokaho (wibyariye cyangwa abo urera) nibangahe?	2.5															
	<i>Enter raw number</i>																
EDUCATION																	
2.6	Can you read and/or write? Waba uzi gusoma no kwandika	2.6															
	1 = No 2 = Read only 3 = Read and write																
2.7	What is the highest level of education you have completed? Ni ikihe cyiciro cyo hejuru cy'amashuri ufite?	2.7															
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">0 = none</td> <td style="width: 33%; border: none;">5 = P5</td> <td style="width: 33%; border: none;">10 = S4</td> </tr> <tr> <td style="border: none;">1 = P1</td> <td style="border: none;">6 = P6</td> <td style="border: none;">11 = S5</td> </tr> <tr> <td style="border: none;">2 = P2</td> <td style="border: none;">7 = S1</td> <td style="border: none;">12 = S6</td> </tr> <tr> <td style="border: none;">3 = P3</td> <td style="border: none;">8 = S2</td> <td style="border: none;">13 = Tertiary</td> </tr> <tr> <td style="border: none;">4 = P4</td> <td style="border: none;">9 = S3</td> <td style="border: none;">14 = Vocational school</td> </tr> </table>	0 = none	5 = P5	10 = S4	1 = P1	6 = P6	11 = S5	2 = P2	7 = S1	12 = S6	3 = P3	8 = S2	13 = Tertiary	4 = P4	9 = S3	14 = Vocational school	
0 = none	5 = P5	10 = S4															
1 = P1	6 = P6	11 = S5															
2 = P2	7 = S1	12 = S6															
3 = P3	8 = S2	13 = Tertiary															
4 = P4	9 = S3	14 = Vocational school															
2.8	(RD) When did you get the above-mentioned education? Niryari warangije ikiciro cyavuzwe hejuru?	2.8															
	1 = Before I completed my apprenticeship / Mbere yuko ndangiza kwiga amashuri y'Imyuga 2 = At the same time as my apprenticeship / Mugihe kimwe nicy'amashuri y'Imyuga 3 = After my apprenticeship / Nyuma yo kurangiza Amashuri y'Imyuga																
2.9	Are you currently continuing your studies? / Uracyakomeje amasomo?	2.9															
	1 = Yes / yego 2 = No / oya	2 ⇨ Q3.1a															
2.10	If yes, what kind of studies are these? / Niba ari yego, ni ayahe masome?	2.10															
	1 = Formal academic education / Amashuri asanzwe 2 = Vocational training / Amashuri y'Imyuga 3 = Apprenticeship / Ubumenyigiro	<i>If not on list, specify the response</i>															
2.11	What agency/institution is providing you with this education or training? Nibande cyangwa ikigo kiguha inkunga yo kwiga?	2.11															
	<i>Specify the response</i>																

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

3. VOCATION		
3.1a	What is your employment status? / Akazi kawe gateye gate? <i>If two or more options better describe the respondent, then add in two or more codes.</i> 1 = Unemployed / ntakazi 2 = Studying/training / ndiga 3 = Housewife/ working in the home / umugore wo mu rugo / umukozi wo mu rugo 4 = Retired (but not economically active) / mu kiruhuko cy'izabukuru 5 = Employed working for employer (agriculture) / umuhinzi wa nyakabyizi 6 = Employed working for employer (private sector) / nkorerwa ibigo byigenga 7 = Employed working for employer (public sector) / nkorerwa ibigo bya leta 8 = Self-employed (agriculture) / ndikorera mu byubuhinzi 9 = Self-employed (fisheries) / ndikorera mu burobyi bw'Amafi 10 = Self-employed –(trade) / Ndikoresha mubucuruzi 11 = Self-employed – (retail) / kudandaza 12 = Self-employed –(manufacture) / ubukorikori 13 = Involved in or reliant on the informal economic sector / Ubucuruzi butanditse 14 = Supplementing income through subsistence activities / Utundi turimo tunyunganira 15 = Other (please specify) / Ibindi, bisobanure	3.1a
3.1b	<i>Other (please specify)</i>	3.1b
3.2	Are you working the whole year through? / Waba ukora umwaka wose? 1 = Yes / yego 2 = No / oya	3.2
3.3	What percentage of the family income do you contribute? Ujanishije, ni amafaranga angaha winjiza mu muryango wawe? <i>Enter raw number of percentage, 100% represents sole breadwinner</i>	3.3
3.4	Have you ever worked in the area of training you received during your apprenticeship? Waba arigeze ukorera akazi muri aka karere cg umurenge wigiramo imyuga ya amezi 4? 1 = Yes / yego 2 = No / oya	3.4
3.5	If yes, for how long (in months) did you work in your area of training? Niba ari yego, wakoreye mugihe kingana gute (mu mezi angaha) mbere yuko uhindura ukajya kwiga?	3.5
FOR UNEMPLOYED ONLY (if answers 1 to Q3.0 above)		
3.6	How long (in months) have you been unemployed? / Ni amezi angaha umaze utagira akazi? <i>(If in weeks, round up to nearest month.)</i>	3.6
3.7	Since demobilization, have you ever worked? / Kuva usezerewe, wari wabonaho akazi? 1 = Yes / yego 2 = No / oya	3.7 2 ⇒ Q 4.1a
3.8	Was your last job in your area of training you received during apprenticeship? Ese akazi uheruka mbere yokwiga kari gaherereye hafi yahoo wigira imyuga? 1 = Yes, area of apprenticeship / yego 2 = No, not in area of apprenticeship / oya	3.8
3.9	What do you think are your chances of finding a job in the near future? Utekerereza ko amahirwe yawe yo kubona akazi ejo hazaza ameze ate? 1 = Good / Neza 2 = Poor / Nabi	3.9

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

FOR EMPLOYED & SELF-EMPLOYED ONLY			
3.10	In which of the following sectors do you engage in some form of income generation? N'izihe inzira winjirizamo amafaranga muri ubu bukurikira? <i>(Enter as many as is relevant in order of importance beginning with the main area of work and then the subsequent types of work. For example, 4, 1 (that is, mechanic and crop farming).)</i>		3.10
	1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi 11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda	14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/gutegura amafunguro 19 = Private Security / Umutekano usanzwe nko ubuzamu	
	Other specify and rank X = Y = Z =		
FOR SELF-EMPLOYED ONLY			
3.11	How much knowledge would you consider yourself to possess on the following skills? Wiyumvamo ubumenyi bungana iki muri ibi bikurikira? 0 = None / ntabwo , 1 = Little / buke , 2 = Some / hari ibyo nzimo , 3 = A lot / bwinshi		
	3.11a	Marketing / Gushaka amasoko	3.11a
	3.11b	Accounting/Budgeting / ibarura ry'lcunga mutungo	3.11b
	3.11c	Communication / Itumanaho	3.11c
	3.11d	Management / imicungire/ubugenzuzi	3.11d
3.12	What other business skills do you possess and at what level? Ese ni ubuhe bumenyi bundi ufite kumwuga wubucuruzi?		
	3.12a	Skill	3.12a
	3.12b	Level 0 = None / ntabwo ; 1 = Little / buke ; 2 = Some / hari ibyo nzimo ; 3 = A lot / bwinshi	3.12b
3.13	If training on business skills were provided for free, what skills would you like to learn? Ese ubonye ishuri ry'imyuga kubuntu, ni uwuhe mwuga wahitamo kwiga? 0 = None / ntawo 1 = Marketing / Gushaka amasoko 2 = Accounting/Budgeting / ibarura ry'lcunga mutungo 3 = Communication / Itumanaho 4 = Management / imicungire/ubugenzuzi		3.13
	5 = Others. Please specify and rank.		

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

4. SKILLS AND APPRENTICESHIP					
4.1a	<p>(RD) Have you ever used/ Are you using the skills you were trained in as part of your apprenticeship? / Waba warigeze gukoresha cyangwa waba ukoresha ubumenyi wahawe mugihe wasubizwaga mu buzima busanzwe?</p> <p>1 = I have used it, but not any more / narabukoresheje ariko sinongeye 2 = I am currently using it / ndabukoresha 3 = No, I never used it after the training / oya sindabukoresha</p>	4.1a			
If 1 or 2 ⇒ Q 4.2a					
4.1b	<p>If no, please explain / Niba ari oya sobanura</p> <p><i>Specify the response: Issue with the quality of apprenticeship or supports/tools provided</i></p> <hr/> <p><i>Specify the response: Issue with my interest or availability</i></p> <hr/> <p><i>Specify the response: Issue with the availability of work</i></p> <hr/> <p><i>Specify the response: Other</i></p>	4.1b			
4.2a	<p>Casting your mind back to when you were selecting your preferred option for apprenticeship, what option did you choose and why? (If multiple, please rank.) / Ushubije nyuma igihe wasangaga uri kurutonde rw'abaziga imyuga, ni uwuhe mwuga wahisemo kandi kuki ariwo wahisemo?</p>	4.2a			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> 1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> 11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda 14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora amaphoto/amashusho 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/gutegura amafunguro </td> <td style="width: 34%; padding: 5px; vertical-align: top;"> 4.2b. Other specify and rank X= Y= Z </td> </tr> </table>		1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi	11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda 14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora amaphoto/amashusho 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/gutegura amafunguro	4.2b. Other specify and rank X= Y= Z	
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4.2c	Please explain why.	4.2c			
4.3a	<p>Had you been aware of the advantages of apprenticeship before you registered for the training? / Ese wari uzi ibyiza by'Imyuga mbere yukuyiga?</p> <p style="text-align: center;">1 = Yes / yego 2 = No / oya</p>	4.3a			
If 2 ⇒ Q 4.4					
4.3b	If yes, what kind? Please explain what they were / Niba ari yego ni uwuhe. Gerageza gusobanura.	4.3b			

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

4.4	<p>(RD) Did the orientation you received help you make a better decision on what kind of apprenticeship to register for? / Ubusonuro wahawe bwaba bwaragufashije mugufata umwanzuro mwiza kumashuri y'imyuga?</p> <p>0 = I did not receive an orientation / Nta busobanuro nahawe 1 = Yes, it helped me make a good decision / Yego, byamfashije mugufata umwanzuro mwiza 2 = Yes, it helped to some extent / Yego bifite uko byamfashije 3 = No, it did not help / Oya, ntacyo byamfashije</p>	4.4
4.5a	<p>Were you given an apprenticeship in your first area of choice? Ese wahawe amasomo y'imyuga mubyo wahisemo?</p> <p style="text-align: center;">1 = Yes / yego 2 = No / oya</p>	4.5a
1 ⇒ Q 4.6a		
<p>If no, please explain. (Why and what type of training did you end up receiving?) niba ari oya, tanga ubusobanuro (ni uwuhe mwuga wigishijwe?)</p>		
4.5b	Reason	4.5b
4.5c	What type	4.5c
4.6a	<p>In what month and year did you respectively start and finish the apprenticeship? Ni mukuhe kwezi numwaka watangiriyemo amasomo nuwo wasozerejemo?</p>	4.6a
4.6b		4.6b
<p>Start: Month Year</p> <p>End: Month Year</p>		
4.8a	<p>(RD) Was the training what you expected? / Ese amasomo wasanze ajyanye nibyo watekerezaga?</p> <p>1 = Yes, it was more than what I expected / Yego, birenze uko nabitekerezaga 2 = Yes, it met my expectation / Yego, nabonye ibyo nifuzaga/natekerezaga 3 = No, it disappointed me / Oya, ibyo natekerezaga sibyo nabonye 4 = I didn't have an expectation / Ntabwo natekerezaga</p>	4.8a
4.8b	<p>If yes, please explain what aspect met your expectation. If no, please explain why not: Niba ari yego, sobanura niki cyahuje nibyo watekerezaga. Niba ari oya garaza impamvu</p>	4.8b
4.9a	<p>Did you have time to conduct your own work while you were participating in the apprenticeship? Wigeze ubona umwanya wo gukora ibyawe mugihe wigaga mu Ishuri ry'Imyuga?</p> <p style="text-align: center;">1 = Yes / yego 2 = No / oya</p>	4.9a
1 ⇒ 4.10a		
4.9b	<p>If no, would it have made any difference if you had been able to work? Niba ari oya, byaba hari itandukaniro byatanze niba warakoraga?</p> <p style="text-align: center;">1 = Yes / yego 2 = No / oya</p>	4.9b
4.9c	<p>Please explain why it would or would not have made any difference. Sobanura impamvu yimpinduka wabonye cyangwa utabonye ugereranije nigihe cyo gusubizwa muzima busanzwe</p>	4.9c

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

4.10a	Concurrently with your apprenticeship did you receive any other form of support from any other organization? / Ese usibye imashuri ry'imyuga, hari irindi shuri/umwuga waba warabonye iva mu bigo bitandukanye?	4.10a
	1 = Yes / yego 2 = No / oya	2⇒Q4.11a
4.10b	What kind of training and what organization provided the support? / ni uwuhe mwuga? Iyi nkunga wayihawe nande?	4.10b
4.11a	(RD) After completing the apprenticeship could you use that training to support you and your family or generate any income? Nyuma y'amasomo y'imyuga, waba ukoresha ayo masomo/ubumenyi mugufasha umuryango?	4.11a
	1 = Yes, totally / Yego muri byose 2 = Yes, to some extent / Yego, murugero 3 = No / Oya	If 1 or 2 ⇒ Q4.12a
4.11b	If no, please explain why not / Niba ari oya sobanura <i>(If more than one code fits the answer enter all codes)</i>	4.11b
	1 = I was not skilled enough after the apprenticeship / Sinahawe ubumenyi buhagije 2 = There was no opportunity where I lived to use my skill from the apprenticeship / Nta mahirwe nabonye yo gukoresha ubumenyi bw'imyuga qaho nabaga. 3 = I needed cash/capital/tools to use my skill from the apprenticeship / Nari nkeneye igishoro kugira ngo nkoreshe ubumenyi nawe mu myuga 4 = I did not want to use the skill I received through my apprenticeship / Sinashakaga gukoresha ubumenyi nahawe mu myuga 5 = I was not physically well enough to use the skill I received through my apprenticeship / Sinari meze neza kumubiri kuburyo nakoresha ubumenye bw'imyuga 6 = Other, <u>please specify in the box below</u>	
4.11c	Please elaborate further if relevant / Sobanura bihagije ibyerekeranye nabyo	4.11c
4.12a	In the time after you completed your apprenticeship, did you receive any follow-up or assistance from the trainers or the institutions which arranged your apprenticeship? Ese kuva urangije amasomo y'imyuga waba arabonye ubufasha cyangwa gukurikiranwa na mwarimo ngo arebe ko ukora?	4.12a
	1 = Yes / yego 2 = No / oya	2⇒Q4.13
4.12b	If yes, please describe the follow-up or additional assistance (<i>Record response below</i>) Niba ari yego, sobanura uburyo yagukurikiranye/wafashijwe	4.12b
4.13	(RD) In comparison to when you started the apprenticeship (during DDR) how would you assess your current economic situation? / Ugereranije nigihe watangiraga imyuga, nikihe kigereranyo urimo muburyo bwubutunzi?	4.13
	1 = Much poorer / Umukene nyakujya 2 = Poorer / Umukene 3 = Stay the same / Ntacyahindutse 4 = Richer / Umukire 5 = Much richer / Umukire cyane	

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

4.14a	<p>(RD) What type of information counseling did you receive during your apprenticeship? Nibuhe bujyanama wahawe igihe cy'amasomo y'imyuga?</p> <p>0 = None / Ntabwo 1 = Human Rights / Uburenganzira bwa muntu 2 = Health / Ubuzima 3 = HIV/AIDS / SIDA 4 = Gender / Uburinganire/Igitsina 5 = Other / Ibindi</p>	4.14a
	<p>4.14b. If 5 (Other) then specify:</p>	
4.15a	<p>What did you find specifically helpful in the apprenticeship? If multiple, please rank. Niki wasanze ari ingenzi mu masomo y'imyuga? Niba aribyinshi bikurikiranye.</p> <p>0 = None / ntacyo 1 = Improvement in occupational skills / Ubwiyongere bw'ubumenyi bw'imyuga 2 = Improvement in business skills / Ubwiyongere bw'ubumenyi bubucuruzi 3 = Moral /Psychological support / Impanuro nziza 4 = Improvement in the awareness of the market / Ubwiyonere mubumenyi bw'amasoko 5 = Communication with people of the same vocational interest / kuvugana n'abantu dusangiye umwuga 6 = Other</p>	4.15a
	<p>4.15b. If 6 (Other) then please specify and rank:</p>	4.15b
4.16	<p>What do you think should be improved during the training process? Niki cyavugururwa mugihe cyo gutanga amasomo?</p>	4.16
4.17	<p>(RD) Did your trainer provide entrepreneurship courses during the training? Ikigo mwizeho cyaba cyarabahaye amasomo yo Kwihangira umurimo mugihe mwigaga?</p> <p>0 = No, I didn't receive any / oya, ntanarimwe 1 = Yes, but limited amount / yego, ariko make 2 = Yes, I received the right amount of entrepreneurship course / Yego, narayabonye ahagije</p>	4.17
4.18a	<p>Have you received entrepreneurship training at other institutes after reintegration? If yes, please provide details. Ese hari inyigisho wahawe zo gukora imishinga mukigo icyaricyo cyose nyuma yogusubizwa muzima busanzwe?</p> <p>0 = No, I have not / / oya ntazo nahawe 1 = Yes, I have / yego narazihawe</p>	4.18a
4.18b	<p>What kind? / Ni izihe?</p>	4.18b
4.18c	<p>When? / Ryari?</p>	4.18c
4.18d	<p>Institution? / Mukihe kigo?</p>	4.18d
4.20	<p>When encountering career/business problems after your apprenticeship, would you ask your trainer for help? / Ese iyo muhuye n'ikibazo mukazi kajyanye nibyo mwize, mujya musaba ubufasha mubigo mwizemo?</p> <p>0 = No, not at all / oya nta narimwe 1 = Yes, I would / yego</p>	4.20

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

Do you agree or disagree with the following statement? <i>Uremeranya/Ntiwemeranya nibi bikurikira?</i> (4.21a~4.21f):		
1 = Agree, <i>Turemeranya</i> ; 2 = Disagree, <i>Ntiwemeranya</i>		
4.21a	The apprenticeship has increased my competitiveness to find a job. Amasomo y'imyuga yanyongereye ubushobozi mugukora neza.	4.21a
4.21b	The apprenticeship has increased my confidence. Amasomo y'imyuga yanyongereye gushira amanga	4.21b
4.21c	I have obtained more trust from my family after the apprenticeship. Amasomo y'imyuga yanyongereye kugirirwa ikizere mu muryango wanjye.	4.21c
4.21d	I have obtained more trust from my community after the apprenticeship. Amasomo y'imyuga yanyongereye kugirirwa ikizere mubaturagye aho ntuye.	4.21d
4.21e	The apprenticeship has improved my overall ability regardless of whether I am using the skills in my current job / Amasomo y'imyuga yanyongereye ubushobozi muri byose udashingiye ko naba mbukoresha mukazi kanjye cg ntabukoresha	4.21e
4.21f	I have got to know more people since my apprenticeship. Byampaye kumenya abantu kuva mpawe amasomo yimyuga	4.21f
4.22	Are you in a cooperative? / Waba hari koperative ubarizwamo?	4.22
	1 = Yes / yego 2 = No / oya	
		2⇒Q4.24
4.23	(RD) Do you think being in a cooperative facilitates you using the skills learned and increases your business income? / Utekereza ko kuba muri koperative byagufashije gukoresha ubumenyi wabonye muryuga ndetse bikongera umusaruro mubucuruzi?	4.23
	0 = No, not at all / oya, nta nakimye 1 = Yes, but it only facilitates me to use the skills / yego, ariko byamfashije mugukoresha ubumenyi 2 = Yes, but it only help to increase my business profit / Yego ariko byamfashije kungera inyungu mubucuruzi 3 = Yes, it facilitates both / yego byaramfashije muri byose.	
4.24	Remembering when you completed your apprenticeship training, do you think that was the kind of support or training that you most needed or could you have better used some other kind of support instead to help you? / Ese uratekereza ko ishuli ry'imyuga wahawe ko ariyo nkunga wari ukeneye cyane cyangwa hari indi nkunga wakoresheje iyiruta?	4.24
	1 = This was the kind of support I most needed / Iyi niyo nkunga nari nkyeneye cyane 2 = I could have used some other kind of support more / Nari nara koresheje indi nkunga	
4.25	Please elaborate why this is the case including identifying (if relevant) the kind of support you would have preferred and why you didn't get it / Sobanura kandi ugaragaze inkunga wari ukeneye cyane kuruta iyo wabonye kandi uvuge n'impamvu Atariyo wahawe.	4.25
4.26	(RD) If all the activities were available to you, which one would you choose? Please rank. Ese iyo ibikorwa bibonekeye rimwe kuri ibi bikurikira n'ikihe wahitamo?	4.26
	1 = Apprenticeship/ Vocational training / Imyuga 2 = Savings group / Amatsinda yo kwizigama 3 = Lending group / Amatsinda yo kugurizanya 4 = Cash transfer / Uburyo bwo kohereza no kwakira amafaranga 5 = Production cooperative / koperative ibyara umusaruro	
4.28	In comparison with other ex-combatants, how would you evaluate your economic situation? / Ugereranije n'abashubijwe mu buzima busanzwe, ubona ubutunzi bwawe buhagaze gute?	4.28
	1 = Worse than all the others / Nabi kurusha abandi bose 2 = Worse than most of them / Nabi kurusha benshi muribo 3 = Better than some, worse than some / Neza kurusha bamwe muribo, nabi kurusha bamwe muribo 4 = Better than most of them / Neza kurusha benshi muribo 5 = Better than all of them / Neza kurusha bose	

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (B) :: APPRENTICESHIP GROUP

5. COMPARATIVE SELF-RATINGS																																
5.1	<p>(RD) How would you say you are doing economically in comparison to others in your community? <i>Ni muruhe rugero wavuga ko utera imbere mubutunzi/imibereho ugereranije nabandi baturage aho mutuye?</i></p> <p>1 = Worse than all the others / <i>Nabi kurusha abandi bose</i> 2 = Worse than most of them / <i>Nabi kurusha benshi muribo</i> 3 = Better than some, worse than some / <i>Neza kurusha bamwe muribo, nabi kurusha bamwe muribo</i> 4 = Better than most of them / <i>Neza kurusha benshi muribo</i> 5 = Better than all of them / <i>Neza kurusha bose</i></p>	5.1																														
5.2	<p>Consider a 9-step ladder where on the bottom, the first step, stand the poorest people, and on the 9th step, the top, stand the richest. Which step are you currently at and were you at three years ago on the following aspects? / <i>Ibaze urwego rugizwe n'intambwe 9 ahoutambwe rubanza ari ubakene cyane hanyuma urutambwe rwa 9 ari abakire cyane. Ni uruhe rutambwe uriho, kandi uruhe wariho mu myaka itatu ishize?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">5.2a</td> <td style="padding: 5px;">Food (currently) / <i>Ibiryo (kugeza ubu)</i></td> <td style="width: 20%; text-align: center; padding: 5px;">5.2a</td> </tr> <tr> <td style="padding: 5px;">5.2b</td> <td style="padding: 5px;">Food (3 years ago) / <i>Ibiryo (imyaka 3 ishize)</i></td> <td style="text-align: center; padding: 5px;">5.2b</td> </tr> <tr> <td style="padding: 5px;">5.2c</td> <td style="padding: 5px;">Housing (currently) / <i>Inzu (kugeza ubu)</i></td> <td style="text-align: center; padding: 5px;">5.2c</td> </tr> <tr> <td style="padding: 5px;">5.2d</td> <td style="padding: 5px;">Housing (3 years ago) / <i>Inzu (mu myaka 3 ishize)</i></td> <td style="text-align: center; padding: 5px;">5.2d</td> </tr> <tr> <td style="padding: 5px;">5.2e</td> <td style="padding: 5px;">Clothing (currently) / <i>Kwiyambika (kugeza ubu)</i></td> <td style="text-align: center; padding: 5px;">5.2e</td> </tr> <tr> <td style="padding: 5px;">5.2f</td> <td style="padding: 5px;">Clothing (3 years ago) / <i>Kwiyambika (mumyaka 3 ishize)</i></td> <td style="text-align: center; padding: 5px;">5.2f</td> </tr> <tr> <td style="padding: 5px;">5.2g</td> <td style="padding: 5px;">Money (currently) / <i>Amafaranga (kugeza ubu)</i></td> <td style="text-align: center; padding: 5px;">5.2g</td> </tr> <tr> <td style="padding: 5px;">5.2h</td> <td style="padding: 5px;">Money (3 years ago) / <i>Amafaranga (mumyaka 3 ishize)</i></td> <td style="text-align: center; padding: 5px;">5.2h</td> </tr> <tr> <td style="padding: 5px;">5.2i</td> <td style="padding: 5px;">Health (currently) / <i>Kwita kubuzima (kugeza ubu)</i></td> <td style="text-align: center; padding: 5px;">5.2i</td> </tr> <tr> <td style="padding: 5px;">5.2j</td> <td style="padding: 5px;">Health (3 years ago) / <i>Kwita kubuzima (mumyaka 3 ishize)</i></td> <td style="text-align: center; padding: 5px;">5.2j</td> </tr> </table>	5.2a	Food (currently) / <i>Ibiryo (kugeza ubu)</i>	5.2a	5.2b	Food (3 years ago) / <i>Ibiryo (imyaka 3 ishize)</i>	5.2b	5.2c	Housing (currently) / <i>Inzu (kugeza ubu)</i>	5.2c	5.2d	Housing (3 years ago) / <i>Inzu (mu myaka 3 ishize)</i>	5.2d	5.2e	Clothing (currently) / <i>Kwiyambika (kugeza ubu)</i>	5.2e	5.2f	Clothing (3 years ago) / <i>Kwiyambika (mumyaka 3 ishize)</i>	5.2f	5.2g	Money (currently) / <i>Amafaranga (kugeza ubu)</i>	5.2g	5.2h	Money (3 years ago) / <i>Amafaranga (mumyaka 3 ishize)</i>	5.2h	5.2i	Health (currently) / <i>Kwita kubuzima (kugeza ubu)</i>	5.2i	5.2j	Health (3 years ago) / <i>Kwita kubuzima (mumyaka 3 ishize)</i>	5.2j
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5.2j	Health (3 years ago) / <i>Kwita kubuzima (mumyaka 3 ishize)</i>	5.2j																														
5.3a	<p>Do you think your economic situation will change in the future? <i>Uratekereza ko imitere y'ubukungu bwawe izahinduka neza mugihe kizaza?</i></p> <p style="text-align: center;">1 = Yes / <i>yego</i> 2 = No / <i>oya</i></p>	5.3a																														
5.3b	Please explain.	5.3b																														

THANK YOU!

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-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

TDRP/RDRC Sustainability of Vocational Training Study Field Team Survey Questionnaire 18 March 2013

INSTRUCTIONS FOR FIELD WORKERS	
<p>1) Circle the correct option and write the response in shaded grey space provided.</p> <p>2) Write all responses in CAPITAL PRINT and in ENGLISH.</p> <p>3) Write with a <u>pencil</u></p> <p>4) Use the following codes for missing values: -99 DO NOT KNOW -98 NO RESPONSE -97 NOT APPLICABLE</p> <p>5) All grey space/shaded blocks must have a response in the block.</p> <p>6) When respondents have multiple answers for a single question, please rank their choices in the order of importance and follow the routing rules according to their first choice.</p> <p>7) (RD) = Choices of these questions must be read out loud. For all other questions, please let the respondents offer their own answers first. The interviewer then will fit the response into the best choice available.</p>	<p>1) <i>Shyira uruziga ku gisubizo kiricyo cyangwa mu mwanya</i></p> <p>2) <i>Andika igisubizo mu nyuguti nkuru</i></p> <p>3) <i>Andikisha ikaramu y'Igiti</i></p> <p>4) <i>Koresha imibare ikurikira kubyaburiwe igisubizo</i> -99 SIMBIZI -98 NTA GISUBIZO -97 NTIBIKORESHWA</p> <p>5) <i>Utuzu dusizemo ibara ryijmyeniho wandika igisubizo</i></p> <p>6) <i>Iyo ubazwa atanze ibisubizo byinshi ku kibazo, byandike ubikurikiranye nkuko abiguhaye.</i></p> <p>7) <i>Ibisubizo bigomba gutorankwamo igisubizo cy'ikibazo bigomba gusomwa uranguruye ijwi. Reka ubazwa yihitiremo igisuzibizo hanyuma umubaza akigaragaze.</i></p>

1.0	Did you receive vocational training during DDR? <i>Waba warigishijwe imyuga mugihe cyo gusubizwa mubuzima busanzwe?</i> 1 = Yes, vocational training / <i>Yego nize imyuga mugihe cy'amezi 6.</i> 2 = Yes, apprenticeship / <i>Yego nize imyuga mugihe cy'amezi 6.</i> 3 = Neither / <i>Ntayo nigeze niga</i>	1.0	
			1 → Survey A 2 → Survey B 3 → Survey C

1. ADMINISTRATION													
1.1	Respondent's name <i>Izina ry'ubazwa</i>	GIVEN NAME <i>Izina rya gikristu</i> FAMILY NAME <i>Izina ry'Umuryango</i>	1.1a 1.1b										
1.2	Respondent's Demobilization ID number <i>Nomero y'ikarita yogusezerwaho</i>	<table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> </tr> </table>											1.2
1.3	Respondent's year of demobilization <i>Umwaka wasezerewemo</i>	Enter raw number of years	1.3										
1.4	How many years did you collectively spend in the military/armed group? <i>Wamaze imyaka ingaha mu gisirikare/mu mutwe witwaje intwaro?</i>		1.4										
1.5	What category of demobilized soldier are you in? <i>Wari muwuhwe mutwe wagisirikare?</i> 1 = Ex-military / <i>Abashubijwe mubuzima busanzwe bavuye mungabo z'igihugu</i> 2 = Ex-Armed Group / <i>Abashubijwe mubuzima busanzwe bitandukanije n'abitwaje intwaro</i>		1.5										
1.6	Name of Sample point (<i>Write sample point & get code from sample list</i>)		1.6										

-99 DO NOT KNOW
-98 NO RESPONSE
-97 NOT APPLICABLE

SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

2. DEMOGRAPHIC INFORMATION			
2.1	Gender of the demobilized soldier? <i>Igitsina?</i>		2.1
	1 = Male / Gabo 2 = Female / Gore		
2.2	How old were you on your last birthday? <i>Ufite imyaka ingaha y'amavuko?</i>	Enter raw number of years	2.2
2.3	Are you disabled? <i>Waba ufite ubumuga?</i>		2.3
	1 = yes / yego 2 = No / oya		
2.4	What is your relationship status? <i>Irangamimerere yawe ni iyihe?</i>		2.4
	1 = Married / Ndubatse 2 = Co-habiting / Mubana bitemewe n'amategeko 3 = Divorced / Twatandukanye byemewe n'amategeko	4 = Separated / Twatandukanye byemewe n'amategeko 5 = Widowed / Umupfakazi 6 = Never married / Ingaragu	
DEPENDENTS (A dependent is any family members including spouse, children (biological or adopted) and other relatives that depend on you) <i>Abagize umuryango barimo umugore, abana (wibyariye cyangwa abo urera) nabandi mufitanye isano bari munshingano zawe.</i>			
2.5	How many dependents do you currently have? <i>Abagukomokaho (wibyariye cyangwa abo urera) nibangahe?</i>	Enter raw number	2.5
EDUCATION			
2.6	Can you read and/or write? <i>Waba uzi gusoma no kwandika</i>		2.6
	1 = No 2 = Read only 3 = Read and write		
2.7	What is the highest level of education you have completed? <i>Ni ikihe cyiciro cyo hejuru cy'amashuri ufite?</i>		2.7
	0 = none 1 = P1 2 = P2 3 = P3 4 = P4	5 = P5 6 = P6 7 = S1 8 = S2 9 = S3	10 = S4 11 = S5 12 = S6 13 = Tertiary 14 = Vocational school
2.8	Are you currently continuing your studies? / <i>Uracyakomeje amasomo?</i>		2.9
	1 = yes / yego 2 = No / oya		2 ⇨ Q 3.1a
2.10	If yes, what kind of studies are these? / <i>Niba ari yego, ni ayahe masome?</i>	If not on list, specify the response	2.10
	1 = Formal academic education / Amashuri asanzwe 2 = Vocational training / Amashuri y'imyuga 3 = Apprenticeship / Ubumenyigiro		
2.11	What agency/institution is providing you with this education or training? <i>Nibande cyangwa ikigo kiguha inkunga yo kwiga?</i> Specify the response		2.11

3. VOCATION

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

3.1a	What is your employment status? / Akazi kawe gateye gate? <i>If two or more options better describe the respondent, then add in two or more codes.</i>	3.1a
	1 = Unemployed / ntakazi 2 = Studying/training / ndiga 3 = Housewife/ working in the home / umugore wo mu rugo / umukozi wo mu rugo 4 = Retired (but not economically active) / mu kiruhuko cy'izabukuru 5 = Employed working for employer (agriculture) / umuhinzi wa nyakabyizi 6 = Employed working for employer (private sector) / nkorerera ibigo byigenga 7 = Employed working for employer (public sector) / nkorerera ibigo bya Leta 8 = Self-employed (agriculture) / ndikorera mu byubuhinzi 9 = Self-employed (fisheries) / ndikorera mu burobyi bw'Amafi 10 = Self-employed –(trade) / Ndikoresha mubucuruzi 11 = Self-employed – (retail) / kudandaza 12 = Self-employed –(manufacture) / ubukorikori 13 = Involved in or reliant on the informal economic sector / Ubucuruzi butanditse 14 = Supplementing income through subsistence activities / Utundi turimo tunyunganira 15 = Other (please specify) / Ibindi, bisobanure	If only 1⇒Q3.6 If only 2, 3, 4 ⇒4.3a If 8~13 ⇒3.10
3.1b	<i>Other (please specify)</i>	3.1b
3.2	Are you working the whole year through? / Waba ukora umwaka wose? <div style="text-align: center;"> 1 = Yes / yego 2 = No / oya </div>	3.2
3.3	What percentage of the family income do you contribute? Ujanishije, ni amafaranga angaha winjiza mu muryango wawe? <i>Enter raw number of percentage, 100% represents sole breadwinner</i>	3.3
FOR UNEMPLOYED ONLY (if answers 1 to Q3.1a above)		
3.6	How long (in months) have you been unemployed? / Ni amezi angaha umaze utagira akazi? <i>(If in weeks, round up to nearest month.)</i>	3.6
3.7	Since demobilization, have you ever worked? / Kuva usezerewe, wari wabonaho akazi? <div style="text-align: center;"> 1 = Yes / yego 2 = No / oya </div>	3.7 2 ⇒ Q4.14a
3.9	What do you think are your chances of finding a job in the near future? Utekereza ko amahirwe yawe yo kubona akazi ejo hazaza ameze ate? <div style="text-align: center;"> 1 = good / Neza 2 = poor / Nabi </div>	3.9
FOR EMPLOYED & SELF-EMPLOYED ONLY		

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

3.10	In which of the following sectors do you engage in some form of income generation? N'izihe inzira winjirizamo amafaranga muri ubu bukurikira? (Enter as many as is relevant in order of importance beginning with the main area of work and then the subsequent types of work. For example, 4, 1 (that is, mechanic and crop farming).)		3.10
	1 = Crop farming / Ubuhinzi 2 = Livestock farming / Ubworozi 3 = Fisher / Uburobyi 4 = Mechanic / Ubukanishi 5 = Carpenter / Ububaji 6 = Welder / Ubusuderi 7 = Shoemaker / Gukora inkweto 8 = Plumbing / Gukora ibijyanye n'amazi 9 = Food processing / gutunganya amafunguro 10 = Hairdressing/salon / Gukora ibijyanye n'imisatsi 11 = Driving / Ubushoferi 12 = Tailoring / Ubudozi 13 = Textile-weaving / Kudoda no gufuma imyenda	14 = Shoe repair / kudoda inkweto 15 = Photo-printing / gukora 16 = Electrician / gukora amashanyarazi 17 = Masonry / ubwubatsi 18 = Catering/hospitality / ubutetsi/gutegura amafunguro 19 = Private Security / umutekano usanzwe nko ubuzamu	
	Other specify and rank X = Y = Z =		
FOR SELF-EMPLOYED ONLY			
3.11	How much knowledge would you consider yourself to possess on the following skills? Wiyumvamo ubumenyi bungana iki muri ibi bikurikira? 0 = None / ntabwo , 1 = Little / buke , 2 = Some / hari ibyo nzimo , 3 = A lot / bwinshi		
3.11a	Marketing / Gushaka amasoko		3.11a
3.11b	Accounting/Budgeting / ibarura ry'icunga mutungo		3.11b
3.11c	Communication / Itumanaho		3.11c
3.11d	Management / imicungire/ubugenzuzi		3.11d
3.12	What other business skills do you possess and at what level? Ese ni ubuhe bumenyi bundi ufite kumwuga wubucuruzi?		
3.12a	Skill		3.12a
3.12b	Level	0 = None / ntabwo ; 1 = Little / buke ; 2 = Some / hari ibyo nzimo ; 3 = A lot / bwinshi	3.12b
3.13	If training on business skills were provided for free, what skills would you like to learn? Ese ubonye ishuri ry'imyuga kubuntu, ni uwuhe mwuga wahitamo kwiga?		3.11
	0 = None / ntawo 1 = Marketing / Gushaka amasoko 2 = Accounting/Budgeting / ibarura ry'icunga mutungo 3 = Communication / Itumanaho 4 = Management / imicungire/ubugenzuzi	5 = Others. Please specify and rank.	

4. SKILLS AND TRAINING

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

4.14a	<p>(RD) What type of information counseling have you receive from the RDRC? Nibuhe bujyanama wahawe igihe cy'amasomo y'imyuga?</p> <p>0 = None / Ntabwo 1 = Human Rights / Uburenganzira bwa muntu 2 = Health / Ubuzima 3 = HIV/AIDS / SIDA 4 = Gender / Uburiganire/Igitsina 5 = Other / Ibindi</p>	4.14a
	<p>4.14b. If 5 (Other) then specify:</p>	
4.18a	<p>Have you received entrepreneurship training at other institutes after reintegration? If yes, please provide details. Ese hari inyigisho wahawe zo gukora imishinga mukigo icyaricyo cyose nyuma yogusubizwa muzima busanzwe?</p> <p>0 = No, I have not / oya ntazo nahawe 1 = Yes, I have / yego narazihawe</p>	4.18a
4.18b	What kind? / Ni izihe?	4.18b
4.18c	When? / Ryari?	4.18c
4.18d	Institution? / Mukihe kigo?	4.18d
4.22	<p>Are you in a cooperative? / Waba hari koperative ubarizwamo?</p> <p>1 = Yes / Yego 2 = No / oya</p>	4.22
		2 ⇒ Q4.26
4.23	<p>(RD) Do you think being in a cooperative facilitates you using the skills learned and increases your business income? / Utekereza ko kuba muri koperative byagufashije gukoresha ubumenyi wabonye mumyuga ndetse bikongera umusaruro mubucuruzi?</p> <p>0 = No, not at all / oya, nta nakimye 1 = Yes, but it only facilitates me to use the skills / yego, ariko byamfashije mugukoresha ubumenyi 2 = Yes, but it only help to increase my business profit / Yego ariko byamfashije kungera inyungu mubucuruzi 3 = Yes, it facilitates both / yego byaramfashije muri byose.</p>	4.23
4.26	<p>(RD) If all the activities were available to you, which one would you choose? Please rank. Ese iyo ibikorwa bibonekeye rimwe kuri ibi bikurikira n'ikihe wahitamo?</p> <p>1 = Apprenticeship/ Vocational training / Imyuga 2 = Savings group / Amatsinda yo kwizigama 3 = Lending group / Amatsinda yo kugurizanya 4 = Cash transfer / Uburyo bwo kohereza no kwakira amafaranga 5 = Production cooperative / koperative ibyara umusaruro</p>	4.26
4.28	<p>In comparison with other ex-combatants, how would you evaluate your economic situation? Ugereranije n'abashubijwe mu buzima busanzwe, ubona ubutunzi bwawe buhagaze gute?</p> <p>1 = Worse than all the others / Nabi kurusha abandi bose 2 = Worse than most of them / Nabi kurusha benshi muribo 3 = Better than some, worse than some / Neza kurusha bamwe muribo, nabi kurusha bamwe muribo 4 = Better than most of them / Neza kurusha benshi muribo 5 = Better than all of them / Neza kurusha bose</p>	4.28

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SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

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4.18b	What kind? / Ni izihe?	4.18b
4.18c	When? / Ryari?	4.18c
4.18d	Institution? / Mukihe kigo?	4.18d
4.22	Are you in a cooperative? / Waba hari koperative ubarizwamo?	4.22
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-99 DO NOT KNOW
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SURVEY (C) :: EX-COMBATANT NO-VC NO-APPRENTICESHIP GROUP

5. COMPARATIVE SELF-RATINGS		
5.1	<p>(RD) How would you say you are doing economically in comparison to <u>others</u> in your community? <i>Ni muruhe rugero wavuga ko utera imbere mubutunzi/imibereho ugereranije nabandi baturage aho mutuye?</i></p> <p>1 = Worse than all the others / <i>Nabi kurusha abandi bose</i> 2 = Worse than most of them / <i>Nabi kurusha benshi muribo</i> 3 = Better than some, worse than some / <i>Neza kurusha bamwe muribo, nabi kurusha bamwe muribo</i> 4 = Better than most of them / <i>Neza kurusha benshi muribo</i> 5 = Better than all of them / <i>Neza kurusha bose</i></p>	5.1
5.2	5.2a Food (currently) / <i>Ibiryo (kugeza ubu)</i>	5.2a
	5.2b Food (3 years ago) / <i>Ibiryo (imyaka 3 ishize)</i>	5.2b
	5.2c Housing (currently) / <i>Inzu (kugeza ubu)</i>	5.2c
	5.2d Housing (3 years ago) / <i>Inzu (mu myaka 3 ishize)</i>	5.2d
	5.2e Clothing (currently) / <i>Kwiyambika (kugeza ubu)</i>	5.2e
	5.2f Clothing (3 years ago) / <i>Kwiyambika (mumyaka 3 ishize)</i>	5.2f
	5.2g Money (currently) / <i>Amafanga (kugeza ubu)</i>	5.2g
	5.2h Money (3 years ago) / <i>Amafanga (mumyaka 3 ishize)</i>	5.2h
5.2i	5.2i Health (currently) / <i>Kwita kubuzima (kugeza ubu)</i>	5.2i
	5.2j Health (3 years ago) / <i>Kwita kubuzima (mumyaka 3 ishize)</i>	5.2j
5.3a	<p>Do you think your economic situation will change in the future? <i>Uratekereza ko imitere y'ubukungu bwawe izahinduka neza mugihe kizaza?</i></p> <p style="text-align: center;">1 = Yes / Yego 2 = No / oya</p>	5.3a
5.3b	Please explain.	5.3b

THANK YOU!

ENUMERATOR'S CODE	SUPERVISOR'S CODE	DATA CODERS CODE	DATA CAPTURER CODE																
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Date of interview ___ / ___ / 2013 dd mm	Date of quality control ___ / ___ / 2013 dd mm	Date of quality coding ___ / ___ / 2013 dd mm	Date of data entry ___ / ___ / 2013 dd mm																

-99 DO NOT KNOW
 -98 NO RESPONSE
 -97 NOT APPLICABLE

Appendix 2 – Semi-structured Interview Tools

RWANDA VOCATIONAL TRAINING STUDY

Field Team Key Informant Interview Tool

15-MAR-2013

1. PERSONAL BACKGROUND

1.1 What is your line of work or position in the community?

1.2 How long have you lived in this community?

Note to respondent: ALL questions in the sections below only apply to individuals who fit all three of the following criteria:

- a. Participated in the military or ex-armed group (before a certain year?);
- b. Is personally known to you;
- c. Participated in a government-led vocational training program.

2. LEVEL OF INTERACTION

2.1 How many ex-combatants do you know personally who have participated in such a program?

2.2 In your current position, how frequently do you interact with such individuals? Please describe your typical interaction.

2.3 Briefly describe the nature of such interaction? (eg. Teacher, mentor, business, service provision)

3. EMPLOYMENT

3.1 Drawing on your experience, which of the following best describes the employment status of these individuals? Second best? => Self-employed; => Employed by someone else; => Unemployed; Other (explain)

3.2 In your experience, what effect has vocational training had on ex-combatants' ability to gain employment?

3.3 From your observations, does this employment tend to be short-term or long-term?

3.4 What have you found to be the greatest obstacles for gaining employment for such individuals?

3.5 Do you think that the employment situation we just discussed would have been achieved without vocational training?

4. VOCATIONAL TRAINING PROGRAM AND CENTERS

4.1 Do most of these individuals appear to use the skills they were trained in? If not, why do you think so?

4.2 How well do you feel such programs prepared these ex-combatants to perform the trade they were trained for?

- 4.3 Would you hire one of these individuals to do a job for you? Why or why not?
- 4.4 How well do you think such programs enable ex-combatants to support their family?
- 4.5 In what other ways do you think such programs assist ex-combatants in transitioning to civilian life and reintegrating into their communities?
- 4.6 Would the level of employment or economic productivity of XC in the community have been achieved regardless of VT?
- 4.7 In your opinion, what about vocational training appears to work for these individuals? What doesn't work?

5. TARGETING

- 5.1 Within the group of ex-combatants who participated in vocational training, are you aware of any vulnerable and marginalized sub-groups? Explain.
- 5.2 Has this training made such individuals less vulnerable to adversity? Are they still marginalized regardless of their training? Explain.
- 5.3 In this community, was vocational training offered to any vulnerable ordinary individuals or just ex-combatants? Do you think this was a good or bad decision? Why?
- 5.4 Have the needs of vulnerable ordinary individuals been addressed by any similar poverty programs in this community?
- 5.5 [If unequal service provision] => Has that created any tension between ex-combatants and community members? Is there any resentment in the community of ex-combatants receiving training and material support while other vulnerable groups have not?

RWANDA VOCATIONAL TRAINING STUDY

Field Team Vocational Training Centers Interview Tool

15-MAR-2013

Name of the Vocational Training Center :

Province/City/Town:

Date & Time of Interview:

Name(s) and Title(s) of Interviewee(s):

General

- Q1. When was your organization established?
- Q2. How many ex-combatants have been trained by your organization? How many ex-combatants are currently being trained in your organization?
- Q3. How are the ex-combatants that participate in your organization selected/identified?

Market Assessment

- Q4. Did your organization conduct market research to evaluate whether the skills provided have demand in the economy?
- Q5. Do you think market assessments help your organization make better planning on Vocational Training provided to ex-combatants?
- Q6. Does your organization have informal ways of assessing what is in demand and do you use this information to make adjustments to vocational training?

Vocational Training

- Q7. What type(s) of vocational training activities does your organization provide to ex-combatants?
- Q8. Do you provide orientation prior to the official start of the vocational training program? Please explain.
- Q9. Do you collect feedback from the ex-combatant trainees during vocational training? If not, do you collect feedback informally from ex-combatant trainees?

Additional Support during Vocational Training:

- Q10. Do you provide moral and physiological support and counseling in social and family life to ex-combatant trainees during vocational training?
- Q11. Do you provide entrepreneurship course to XC trainees? If yes, what is the perception of the ex-combatants about entrepreneurship courses?
- Q12. Do you provide life and social skills to ex-combatant trainees? Do you think providing life and social skills would make a difference in ex-combatants' social and economic reintegration?

Q13. Are there any other supporting courses or trainings your organization provides?

Effectiveness and Sustainability:

Q14. Were there any certain types of vocational training turned out to be more effective than others?

Q15. What recommendations can you give to ensure the sustainability and efficiency of vocational training programs for ex-combatants?

Q16. Noting that this is not an evaluation of the training provided by your organization, how do you think we can make sure beneficiaries use their skills in real life?

Challenges and Obstacles:

Q17. What challenges and obstacles did your organization face in providing vocational training to ex-combatants?

Q18. In your opinion, what external factors influence the success of training your organization delivered?

Other Questions and Comments:

Q19. Have there been any impacts on your organization as a result of its role in delivering vocational training? For example, was the capacity of your organization built in anyway? If so, in what ways did your organization's capacity has improved?

Q20. In your opinion, what are the subsidiary impacts of delivering vocational training to ex-combatants through the Disarmament, Demobilization and Reintegration program and do you think vocational training for ex-combatants benefits the community?

Q21. Are there any other comments or recommendations you can think of to ensure sustainability of vocational training provided to ex-combatants?

Appendix 3 – Analysis of Survey Results

It is important to note that this study was not commissioned to evaluate the results of RDRP vocational training. Therefore, the main focus of the researchers was on identifying factors that result in success and developing learning for future DDR vocational training activities in the region and beyond.

This Annex provides the reader with a detailed analysis of survey results by (i) demographics, education, vocation, (ii) disability status, and (iii) former military affiliation.

Results by Demographics, Education and Vocation:

In addition to an overall analysis of the survey data from the entire sample, data analysis was conducted for each of the three main sample sub-groups: Group A – VSW Vocational Training graduates, Group B – VSW Apprenticeship graduates, and Group C – ex-combatant non-participants. Following is an analysis of the survey data related to demographics, education and vocation which compares results between the three primary sub-groups.

Demographics

Demographic data collected on the overall sample varied little between the core sample group (Group A) and the two control groups (Group B and Group C). Of the overall sample, 70.1% of Group A consisted of former Rwanda Defence Forces (RDF), while 29.9% formerly belonged to Armed Groups (AG). Group B and C had similar ratios (66.7%/33.3% and 72.4%/27.6% respectively).

	Vocational Training Group (A)	Apprenticeship Group (B)	Non-Participant Group (B)
Ex-Military (RDF)	115	30	42
Ex-Armed Group	49	15	16

The mean year of demobilization for vocational training respondents (Group A) respondents was 2003, ranging from 1997 to 2009. Group A respondents spent an average of 8.50 years in armed groups while Group B averaged a slightly higher 9.20 years, and Group C averaging the highest with 10.71 years in armed groups. The long average duration since reintegration indicates that respondents have had a long time to reintegrate economically and socially which is likely to be a factor contributing to positive training outcomes.

The mean age of the primary sample group was just over 37 years of age (Group B and C were 38 and 39 respectively). Respondent ages ranged from 22 to 55 years of age. These results were slightly higher than that of the latest tracer study which produced a mean age of 36 from 371 respondents (Rwanda SEDRP Survey 2012/13). The higher mean age of ex-combatants in Rwanda over other TDRP countries could be related to the timeframe and nature of the fighting in Rwanda. Key stakeholders interviewed frequently stated that ex-combatants who had completed vocational training tended to be much older than their apprenticeship or non-participant counterparts. The demographic data collected for this study, however, does not support this claim.

Sex of respondents was distributed similarly across all three groups with a clear majority of the sample (98.9%) being male. Therefore, no meaningful analysis could be conducted on the basis of gender. In general, it can be challenging to perform analysis disaggregated by gender in Rwanda because there are few registered female ex-combatants in comparison to males. According to RDRC statistics, only 425 females have been demobilized to date compared with 67,972 males. Additionally, only 3% of the most recent tracer sample was composed of women.

Of the primary sample group, 81.6% were married, 9.2% had never married, 6.1% were cohabitating but not married, 2.5% were currently separated, and less than 1% were widowed. Much higher percentages of the two control groups responded with “cohabitating,” with 22.2% of Group B and 13.6% of Group C responding in this manner. About 77.1% of the recent tracer was married with 13.2% reporting cohabitation.

Mean number of dependents for all respondents was 4.21. The number of dependents ranged from 0 to 10 across the sample with little variation in average and distribution across the three groups. Tracer respondents averaged a similar 4.66 dependents.

Demographics of the respondents appeared to play a role in vocational training factors, particularly with regards to age, length of time since demobilization, and marriage status. Generally, it seems that more time in terms of reintegration and maturity, relates to better outcomes which will be explored in more detail in later sections.

Education

In Rwanda, an ex-combatant’s eligibility for participation in DDR vocational training and apprenticeship programs was based on eligibility for assistance through VSW. The level of vulnerability of the individual (and thus their VSW eligibility) was determined via criteria outlined in the RDRP “Emergency Demobilization and Reintegration Commission Project Implementation Manual” (2002). Key factors included shelter and land access, possession of marketable skills, valuable assets and dependents, and whether the individual had a permanent disability. Education was not a key factor in determining VSW eligibility. However, all participants of the vocational training program were required to meet basic education prerequisites such as the completion of formal education at the P6 level (completion of primary school) or higher as well as pass basic literacy and numeracy exams. All illiterate but otherwise eligible ex-combatants were requested to attend literacy and numeracy training prior to joining vocational skills training. Such competencies were not prerequisites for participation in the Apprenticeship program.

The VSW criteria above suggest the existence of a compelling contrast in education levels and competencies between vocational training and non-vocational training participants amongst the greater ex-combatant population in Rwanda. While the results of this study indicate some distinction in education levels along these lines, a more pronounced contrast did not materialize as expected. Unsurprisingly, the mode level of education across all groups was Primary 6 (P6), the minimum grade-level qualifier for VSW vocational training. It is surprising, however, that 41.5% of Group B had completed P6 prior to training. While only 31.6% of Group A reported P6 as the highest level completed, the average top grade level completed for that group exceeds Group B by 0.16 percentage points and Group C by 0.41 percentage points.

Of the Group A (vocational training) respondents, 98.8% reported the ability to read and write, while 95.6% of Group B (apprenticeship) and 86.4% of Group C (non-participant) respondents indicated reading and writing abilities. This pattern of distinction between Group A and B was expected but to a much greater extent given the selection criteria for vocational training. Further, the percentage of literate respondents among Group C was anticipated to be much higher given that these individuals were deemed by their exclusion in the VSW to be less “vulnerable.” Nevertheless, as education did not play a key role in VSW selection, this figure might have fluctuated in either direction. When asked whether they were currently continuing their studies, only 3.1% of Group A and 3.4% of Group B responded “yes.” All of Group B respondents responded “no” to this question.

Vocation

Survey questions in this section probed facets of vocation such as income generation, household income, unemployment, work in the area of training, and business skills knowledge.

Of the respondents, 81.5% of Group A, 80% of Group B, and 84% of Group C identified themselves as currently employed in some capacity. About a third of the respondents cited employment in the private sector as their primary

source of income while around 20% of both Group A and Group B said they generate the majority of their income from self-employment related to agriculture. Further, just over 20% of vocational and apprenticeship trainees were found to be self-employed in a vocational trade albeit not necessarily in their area of DDR training. Around 40% of both vocational and apprenticeship trainees affirmed that they have worked in their area of DDR training in the past. Those who cited a secondary source of income most frequently mentioned self-employment in agricultural activities. Possible factors driving self-employment, skills use and sector-shifting are explored in greater detail in later sections.

Of employed respondents, very few described themselves as being reliant on the informal economic sector. These results tally with recent tracer results as well, as only 1.6% of that sample reported generating income from informal sector activities. Around 80% of respondents in each of the three groups reported that they work all year round. Additionally, fewer than 75% of Group A and non-VSW participants alike reported contributing 100% of their household income, while 47.6% of Group B beneficiaries reported being the sole contributor. Such findings stand in stark contrast with the circumstances of ex-combatants in neighboring countries such as Uganda and DRC where large numbers of ex-combatants have frequently generated high percentages of their income from informal livelihoods activities such as street peddling and hustling.

It must be noted here that the economic situation throughout Rwanda differs from other TDRP countries due in large part to significant growth in foreign investment, built on peace and political and economic stability achieved over the last decade. Regardless of the cause of the high numbers reported, the absence of significant variance between respondents who completed DDR skills training and those who did not is notable in itself. While such results could be interpreted negatively with regard to formal training, given that the non-participant Group C received no such formal DDR training and still emerged ahead of the other two groups in terms of current employment rates, alternatively they indicate the success of the VSW in bringing the most economically vulnerable ex-combatants to parity with less vulnerable ex-combatants.

Data pertaining to present and past Income Generating Activities (IGAs) further indicate the success of ex-combatants who have undergone vocational training:

Of those who identified as unemployed, 78.3% of Group A reported having worked since demobilization which contrasted considerably with just 20% of Group B and 10% of Group C respondents reporting having worked since demobilization.

Of Group A, 53.1% reported having generated income from a vocational trade, compared with just 36.5% of Group B and 11.0% of Group C.

In terms of income generation from agricultural activities, 45.7% of Group C respondents and 36.3% of Group B respondents had generated income primarily from crop and livestock farming while such was the case for only 19.5% of Group A.

It is important to keep in mind here that non-participation in the VSW vocational training program is not necessarily an indication of reduced access to skills training or resources, given the Rwanda DDR context and VSW selection criteria. Land access played a central role in assessing vulnerability for VSW selection. Therefore, it was assumed that non-VSW participants would have had greater access to

Table 3 - Income Generation Sector by Sample Group

	Vocational Training Group (A)	Apprenticeship Group (B)	Non-Participant Group (C)
Have generated income from a vocational trade	53.1%	36.5%	11.0%
Have generated income from agriculture activities	19.5%	36.3%	45.7%

land and thus would have been more likely to take advantage of agriculture-associated income-generating opportunities. However, this would likely not have been the case for VSW Groups A and B, and given that less than 2.5% of respondents in both groups received VSW training in agricultural activities.

With regards to employment and vocation, the sample reported similar rates in some areas, though key outcomes were found to vary significantly by training status in other key areas. Across all three groups, there appeared to be little variation in terms of employment rates, job stability and percent of household contribution, signaling that the VSW had likely met its objectives in bringing economically vulnerable ex-combatants up to par with those deemed least vulnerable. Also, very few of the respondents were found to be engaged in the informal economic sector, which is a departure from ex-combatant livelihoods experiences in neighboring DDR countries. In terms of notable variation across groups, vocational training and apprenticeship graduates were found to be self-employed at higher rates than those who did not receive DDR skills training, and vocational training graduates surpassed non-vocational training respondents in the areas of employment since demobilization, generating income from vocational work, and working on non-agriculture related work.

Results by Disability Status

Analysis of the survey results also involved disaggregating Group A data based on whether or not the respondent was disabled. Of vocational training beneficiaries surveyed, 25% (41 respondents) were disabled. Demographics and survey results were comparable across the two sub-groups with the few notable exceptions described in this section. While it was not within the scope of this study to probe type of disability or the extent to which respondents were impaired by their disability in terms of securing employment, identifying and understanding factors impacting specifically on one of the largest vulnerable sub-groups of ex-combatants is crucial for overall understanding of the efficacy and sustainability of service delivery and benefits of vocational training.

In terms of self-employment, more than twice the percentage of non-disabled Group A respondents was currently self-employed (27.6% vs. 12.2% of disabled). The non-disabled group consistently reported higher knowledge levels in skill areas crucial for successful self-employment in the surveys. On a scale of 0 to 3 (“3” being “possessing a lot of knowledge,” and “0” being “possessing no knowledge”), the mean values for non-disabled group responses was 0.83 in marketing, 0.74 in accounting, 0.67 in communication and 0.97 in management. In comparison, mean values for the disabled group were 0.60, 0.51, 0.57, and 0.71 respectively. On average, neither group reported significant levels of knowledge for any of the given subject areas. What is significant is the consistency with which the non-disabled group rated themselves, about 0.2 percentage points higher in every area.

Table 6 - Business Skills Knowledge by Disability Status		
	Disabled	Not Disabled
Marketing	0.60	0.83
Accounting	0.51	0.74
Communication	0.57	0.67
Management	0.71	0.97

Unemployment was slightly higher among the disabled (19.5% vs. 14.6%). Among those who were unemployed, 80% of disabled respondents characterized their chances of finding work in the near future as “poor,” while only 50% of the non-disabled group responded the same. 87.5% of the sub-group with disabilities reported working the whole year through (compared with 74.3% of the sub-group with no disabilities). Results suggest that while it may have been more difficult for disabled ex-combatants to initially secure employment, the livelihoods of their non-disabled counterparts may have been more itinerant in nature due to higher levels of physical ability, mobility or higher threshold for risk. Compared with non-disabled ex-combatants there is little difference in employment sectors: 21.6% of the disabled group were employed in private security, compared with 22.5% of non-disabled; 8.1% of each group was employed as mechanics; and 5.4% of each group as plumbers. The only sector in which there was

a noticeable difference was agriculture where 24.3% of disabled were actively generating income compared to 18% of non-disabled. An analysis of reasons for choosing skills area revealed that physical disability was not a major factor in choosing a training skill (10.5% of disabled respondents).

With regards to economic cooperatives, 47.5% of those with disabilities compared to only 26.0% of non-disabled respondents reported being in a cooperative. Of those who were involved in cooperatives, the largest single sub-group of disabled respondents (40.9%) felt that being in a cooperative facilitated the use of their skills but did not help generate more income whereas the largest single sub-group of non-disabled respondents (36.8%) felt that cooperatives helped them generate more income but did not facilitate the use of their skills.

The equity of data results across both groups for the remainder of survey responses would suggest that disability was not a major factor in training outcomes for the sample. However, results related to business skills, unemployment and cooperative participation suggest areas for further research to determine whether endogenous or exogenous factors are at play and why.

Results by Former Military Affiliation

As part of the data analysis, survey results of Group A were further disaggregated by armed group (ex-military (RDF) and non-military ex-armed group).

As previously stated, 71.1% of Group A was ex-RDF and 29.9% was non-RDF ex-combatant. About half of each armed group was interviewed in Kigali with the remaining respondents distributed throughout the other two survey regions. Ex-RDF respondents were slightly older with an average 38 years of age compared to a mean age of 35 for non-RDF. Average year of demobilization and number of years spent in the armed group was around 2003 and 8-9 years, respectively. A slightly higher percentage of Ex-armed Group identified themselves as “disabled” (30.6% compared to 22.8% of ex-military). Both groups possessed similarly high literacy rates with an overall average of 98.8% of respondents able to read and write.

In terms of vocation, both groups compared quite closely in most areas of the survey with a few notable exceptions. Of unemployed ex-RDF beneficiaries, 86.7% revealed that they had worked in some capacity since demobilization, while 57.1% of unemployed ex-armed group beneficiaries responded similarly. A much higher percentage of ex-armed group beneficiaries are currently using their skills (75.5% vs. 35.1% of ex-military). One explanation for this discrepancy could be linked to private security employment given that income generation from the private security sector was far more frequently mentioned among ex-RDF (28.8% vs. 6.7% of ex-armed groups). Such findings could be related to something as simple as security firm employers seeking a level of solace in hiring those who had received combat training from the national military rather than a “rebel” or fringe group. The key question here is whether the ex-military respondents were using their skills less because of greater access to private security employment or whether they were working in private security in higher numbers because they were as a group less prepared or ill-equipped in their respective skill areas. Reasons provided by respondents for not using their skills offer potential answers. For example, ex-RDF not using their skills most frequently cited lack of resources mainly related to the fact that the toolkits distributed as part of reintegration assistance, even if high quality, were obsolete or do not meet market demand of new and modern

Table 5 - Employment Overview by Former military Affiliation

	Ex-Military (RDF)	Ex-Armed Group	Non-Participant Group (C)
% Employed	84.3%	83.7%	11.0%
R% Currently using skills	35.1%	75.5%	45.7%
% Working in private security	28.8%	6.7%	

tools. No respondents from the “ex-other” group (0.00%) mentioned this as a factor. Further, no ex-RDF respondents (0.00%) cited any responses akin to getting a job in another field (i.e. private security) as the reason for not using their skills.

In terms of business skills knowledge, ex-RDF respondents consistently rated themselves higher in all areas surveyed. In the knowledge areas of marketing, accounting, communication and management, ex-RDF responses averaged between 0.73 and 0.96 on a scale of 0 to 3 (“0” being no knowledge and “3” being “a lot”), while non-RDF responses averaged between 0.43 and 0.73 over the four areas. Yet, these results do not appear to tally with entrepreneurship skills training received during vocational training, as nearly twice as many ex-RDF (40.4%) stated that they received no such training (compared with 26.5% of non-RDF). One hypothesis for explaining this apparent dichotomy could be that ex-RDF acquired the aforementioned skills during their time in the military. Regardless of how these individuals may have acquired such skills, the survey results gave no indication that possessing pre-acquired business skills has had any direct effect on overall economic outcomes. In fact, the ex-armed group overall consistently rated their economic situation higher than ex-military with an average rating of 3.06 on an ordinal scale of 1 to 5 compared to an average rating of 2.85 offered by the ex-military group. Percentage-wise, 31.3% of ex-RDF rated their situation as worse than the majority of other ex-combatants while only 12.2% of ex-armed groups rated themselves the same.

Analysis disaggregated by armed group revealed that ex-military and ex-armed group respondents offered comparable responses with a few notable exceptions. Surveys found that far higher percentages of unemployed ex-RDF beneficiaries had been employed than non-RDF while far higher numbers of non-RDF were currently using their skills. Ex-military respondents generally rated themselves higher in terms of business skills knowledge but it was unclear where such knowledge was acquired given that nearly half of ex-RDF reported not receiving business skills training during vocational training. Further, ex-armed group respondents rated their economic situations and ability to support self/family much higher than their ex-military counterparts.

Appendix 4 – Tables: Cross-tabulation by Sample Group

Administration

Q1.5 Type of demobilized soldier by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Ex-military (RDF)	Count	115	30	42	187
	% within group	70.10%	66.70%	72.40%	70.00%
Ex-Armed Group	Count	49	15	16	80
	% within group	29.90%	33.30%	27.60%	30.00%
Total	Count	164	45	58	267
	% within group	100.00%	100.00%	100.00%	100.00%

Q1.5 Type of demobilized soldier by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Kigali	Count	87	17	25	129
	% within group	52.70%	37.80%	43.10%	48.10%
North	Count	39	15	17	71
	% within group	23.60%	33.30%	29.30%	26.50%
South	Count	39	13	16	68
	% within group	23.60%	28.90%	27.60%	25.40%
Total	Count	165	45	58	268
	% within group	100.00%	100.00%	100.00%	100.00%

Demographics

Q2.1 Sex by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Male	Count	164	44	58	266
	% within group	99.40%	97.80%	98.30%	98.90%
Female	Count	1	1	1	3
	% within group	0.60%	2.20%	1.70%	1.10%
Total	Count	165	45	59	269
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.3 Disabled by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Disabled	Count	41	12	18	71
	% within group	25.00%	26.70%	30.50%	26.50%
Not disabled	Count	123	33	41	197
	% within group	75.00%	73.30%	69.50%	73.50%
Total	Count	164	45	59	268
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.4 Relationship Status by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Married	Count	133	33	41	207
	% within group	81.60%	73.30%	69.50%	77.50%
Co-habiting	Count	10	10	8	28
	% within group	6.10%	22.20%	13.60%	10.50%
Separated	Count	4	0	0	4
	% within group	2.50%	0.00%	0.00%	1.50%
Widowed	Count	1	0	2	3
	% within group	0.60%	0.00%	3.40%	1.10%
Never married	Count	15	2	8	25
	% within group	9.20%	4.40%	13.60%	9.40%
Total	Count	163	45	59	267
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.6 Can you read/write? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
No	Count	1	2	4	7
	% within group	0.60%	4.40%	6.80%	2.60%
Read only	Count	1	0	4	5
	% within group	0.60%	0.00%	6.80%	1.90%
Read and Write	Count	161	43	51	255
	% within group	98.80%	95.60%	86.40%	95.50%
Total	Count	163	45	59	267
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.7 Highest level of education completed by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	1	1	4	6
	% within group	0.70%	2.40%	7.00%	2.40%
P1	Count	2	1	0	3
	% within group	1.30%	2.40%	0.00%	1.20%
P2	Count	1	0	2	3
	% within group	0.70%	0.00%	3.50%	1.20%
P3	Count	5	0	3	8
	% within group	3.30%	0.00%	5.30%	3.20%
P4	Count	8	0	4	12
	% within group	5.30%	0.00%	7.00%	4.80%
P5	Count	12	1	1	14
	% within group	7.90%	2.40%	1.80%	5.60%
P6	Count	48	17	12	77
	% within group	31.60%	41.50%	21.10%	30.80%
S1	Count	11	4	4	19
	% within group	7.20%	9.80%	7.00%	7.60%
S2	Count	14	7	9	30
	% within group	9.20%	17.10%	15.80%	12.00%
S3	Count	25	7	9	41
	% within group	16.40%	17.10%	15.80%	16.40%

S4	Count	9	1	4	14
	% within group	5.90%	2.40%	7.00%	5.60%
S5	Count	6	1	2	9
	% within group	3.90%	2.40%	3.50%	3.60%
S6	Count	8	1	2	11
	% within group	5.30%	2.40%	3.50%	4.40%
Tertiary	Count	2	0	1	3
	% within group	1.30%	0.00%	1.80%	1.20%
Total	Count	152	41	57	250
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.8 When did you get the education? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Before I received my VT/ Apprenticeship	Count	152	43	195	129
	% within group	93.30%	97.70%	94.20%	48.10%
At the same time as my VT/ Apprenticeship	Count	5	1	6	71
	% within group	3.10%	2.30%	2.90%	26.50%
After my VT/ Apprenticeship	Count	6	0	6	68
	% within group	3.70%	0.00%	2.90%	25.40%
Total	Count	163	44	207	268
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.9 Are you currently continuing your studies? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes	Count	5	0	2	7
	% within group	3.10%	0.00%	3.40%	2.70%
No	Count	154	43	57	254
	% within group	96.90%	100.00%	96.60%	97.30%
Total	Count	159	43	59	261
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.10 YES--what kind of studies? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Formal academic education	Count	3	1	4	7
	% within group	75.00%	50.00%	66.70%	2.70%
Vocational training	Count	1	1	2	254
	% within group	25.00%	50.00%	33.30%	97.30%
Total	Count	4	2	6	261
	% within group	100.00%	100.00%	100.00%	100.00%

Q2.11 Which agency/institution is providing this education/training? By Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
RDRC	Count	0	1	1	7
	% within group	0.00%	50.00%	25.00%	2.60%
Self	Count	1	1	2	5
	% within group	50.00%	50.00%	50.00%	1.90%
Kigali Institute of Education (KIG)	Count	1	0	1	255
	% within group	50.00%	0.00%	25.00%	95.50%
Total	Count	2	2	4	267
	% within group	100.00%	100.00%	100.00%	100.00%

Vocation

Q3.1-1 Employment Status-1 by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Unemployed	Count	26	9	9	44
	% within group	15.80%	20.00%	15.50%	16.40%
Studying/ Training	Count	0	0	3	3
	% within group	0.00%	0.00%	5.20%	1.10%
Housewife/ Working in the home	Count	1	1	1	3
	% within group	0.60%	2.20%	1.70%	1.10%
Retired (not economically active)	Count	0	1	0	1
	% within group	0.00%	2.20%	0.00%	0.40%

Employed working for employer (private sector)	Count	52	12	25	89
	% within group	31.50%	26.70%	43.10%	33.20%
Employed working for employer (public sector)	Count	6	1	1	8
	% within group	3.60%	2.20%	1.70%	3.00%
Self-employed (agriculture)	Count	22	9	12	43
	% within group	13.30%	20.00%	20.70%	16.00%
Self-employed (vocational trade)	Count	39	9	5	53
	% within group	23.60%	20.00%	8.60%	19.80%
Self-employed (retail)	Count	2	0	0	2
	% within group	1.20%	0.00%	0.00%	0.70%
Self-employed (manufacturing)	Count	10	2	1	13
	% within group	6.10%	4.40%	1.70%	4.90%
Involved in/ reliant on informal economic sector	Count	2	0	1	3
	% within group	1.20%	0.00%	1.70%	1.10%
Supplementing income w/ subsistence activities	Count	5	1	0	6
	% within group	3.00%	2.20%	0.00%	2.20%
Total	Count	165	45	58	268
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.1-2 Employment Status-2 by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Studying/ Training	Count	2	0	0	2
	% within group	8.30%	0.00%	0.00%	6.10%
Employed working for employer (agriculture)	Count	1	0	0	1
	% within group	4.20%	0.00%	0.00%	3.00%
Employed working for employer (private sector)	Count	3	2	1	6
	% within group	12.50%	100.00%	14.30%	18.20%
Self-employed (agriculture)	Count	8	0	5	13
	% within group	33.30%	0.00%	71.40%	39.40%
Self-employed (fisheries)	Count	1	0	0	1
	% within group	4.20%	0.00%	0.00%	3.00%
Self-employed (vocational trade)	Count	7	0	1	8
	% within group	29.20%	0.00%	14.30%	24.20%

Supplementing income w/ subsistence activities	Count	2	0	0	2
	% within group	8.30%	0.00%	0.00%	6.10%
Total	Count	24	2	7	33
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.2 Working the whole year through? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes	Count	74	16	28	118
	% within group	77.90%	80.00%	82.40%	79.20%
No	Count	21	4	6	31
	% within group	22.10%	20.00%	17.60%	20.80%
Total	Count	95	20	34	149
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.4 Have you ever worked in area of training? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Yes	Count	50	11	61
	% within group	42.00%	37.90%	41.20%
No	Count	69	18	87
	% within group	58.00%	62.10%	58.80%
Total	Count	119	29	148
	% within group	100.00%	100.00%	100.00%

Q3.7 UNEMPLOYED--Have you worked since demobilization? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes	Count	18	2	1	21
	% within group	78.30%	20.00%	10.00%	48.80%
No	Count	5	8	9	22
	% within group	21.70%	80.00%	90.00%	51.20%
Total	Count	23	10	10	43
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.8 UNEMPLOYED--Previous job in field of training? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Yes, field of vocational training	Count	10	1	11
	% within group	50.00%	50.00%	50.00%
No, not in field of vocational training	Count	10	1	11
	% within group	50.00%	50.00%	50.00%
Total	Count	20	2	22
	% within group	100.00%	100.00%	100.00%

Q3.9 UNEMPLOYED--Chances of finding a job? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Good	Count	8	0	0	8
	% within group	42.10%	0.00%	0.00%	38.10%
Poor	Count	11	1	1	13
	% within group	57.90%	100.00%	100.00%	61.90%
Total	Count	19	1	1	21
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.10-1 In which sectors do you engage in income generation?-1 by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Crop farming	Count	29	11	21	61
	% within group	19.50%	33.30%	45.70%	26.80%
Livestock farming	Count	0	1	0	1
	% within group	0.00%	3.00%	0.00%	0.40%
Mechanic	Count	12	0	0	12
	% within group	8.10%	0.00%	0.00%	5.30%
Carpenter	Count	4	0	0	4
	% within group	2.70%	0.00%	0.00%	1.80%
Welder	Count	23	2	0	25
	% within group	15.40%	6.10%	0.00%	11.00%
Shoemaker	Count	0	0	1	1
	% within group	0.00%	0.00%	2.20%	0.40%

Plumbing	Count	8	0	0	8
	% within group	5.40%	0.00%	0.00%	3.50%
Food processing	Count	0	0	1	1
	% within group	0.00%	0.00%	2.20%	0.40%
Driving	Count	2	2	1	5
	% within group	1.30%	6.10%	2.20%	2.20%
Tailoring	Count	3	4	0	7
	% within group	2.00%	12.10%	0.00%	3.10%
Textile-weaving	Count	0	0	1	1
	% within group	0.00%	0.00%	2.20%	0.40%
Shoe repair	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
Electrician	Count	4	0	1	5
	% within group	2.70%	0.00%	2.20%	2.20%
Masonry	Count	21	2	1	24
	% within group	14.10%	6.10%	2.20%	10.50%
Catering/ Hospitality	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
Private Security	Count	33	7	16	56
	% within group	22.10%	21.20%	34.80%	24.60%
Trading/ Commerce	Count	1	0	1	2
	% within group	0.70%	0.00%	2.20%	0.90%
Painter	Count	0	2	0	2
	% within group	0.00%	6.10%	0.00%	0.90%
Civil Servant	Count	0	0	1	1
	% within group	0.00%	0.00%	2.20%	0.40%
Private Sector (other)	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
Computers / Electronics	Count	1	1	0	2
	% within group	0.70%	3.00%	0.00%	0.90%
Sales / Retail	Count	1	1	0	2
	% within group	0.70%	3.00%	0.00%	0.90%
Parking Agent/ Attendant	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%

Gardener / Landscaper	Count	0	0	1	1
	% within group	0.00%	0.00%	2.20%	0.40%
Teacher/ Instructor	Count	2	0	0	2
	% within group	1.30%	0.00%	0.00%	0.90%
Government welfare check	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
Total	Count	149	33	46	228
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.11-1 How much knowledge--Marketing? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	61	14	20	95
	% within group	53.50%	51.90%	60.60%	54.60%
Little	Count	25	11	9	45
	% within group	21.90%	40.70%	27.30%	25.90%
Some	Count	21	2	2	25
	% within group	18.40%	7.40%	6.10%	14.40%
A lot	Count	7	0	2	9
	% within group	6.10%	0.00%	6.10%	5.20%
Total	Count	114	27	33	174
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.11-2 How much knowledge--Accounting? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	66	18	16	100
	% within group	58.40%	66.70%	48.50%	57.80%
Little	Count	25	7	11	43
	% within group	22.10%	25.90%	33.30%	24.90%
Some	Count	16	0	5	21
	% within group	14.20%	0.00%	15.20%	12.10%
A lot	Count	6	2	1	9
	% within group	5.30%	7.40%	3.00%	5.20%
Total	Count	113	27	33	173
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.11-3 How much knowledge--Communication? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	62	14	18	94
	% within group	54.40%	51.90%	54.50%	54.00%
Little	Count	34	8	12	54
	% within group	29.80%	29.60%	36.40%	31.00%
Some	Count	16	3	3	22
	% within group	14.00%	11.10%	9.10%	12.60%
A lot	Count	2	2	0	4
	% within group	1.80%	7.40%	0.00%	2.30%
Total	Count	114	27	33	174
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.11-4 How much knowledge--Management? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	54	17	13	84
	% within group	47.80%	63.00%	39.40%	48.60%
Little	Count	27	8	14	49
	% within group	23.90%	29.60%	42.40%	28.30%
Some	Count	23	1	5	29
	% within group	20.40%	3.70%	15.20%	16.80%
A lot	Count	9	1	1	11
	% within group	8.00%	3.70%	3.00%	6.40%
Total	Count	113	27	33	173
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.12-1 Other business skills--Skills? by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Non-VSW group	Total
Trading/ Commerce	Count	6	3	3	12
	% within group	28.60%	75.00%	50.00%	38.70%
Planning/ Project Design	Count	3	0	2	5
	% within group	14.30%	0.00%	33.30%	16.10%
Shop Keeping/ Running a shop	Count	3	0	1	4
	% within group	14.30%	0.00%	16.70%	12.90%

Agriculture-specific business skills	Count	2	0	0	2
	% within group	9.50%	0.00%	0.00%	6.50%
Customer care/ customer service	Count	5	1	0	6
	% within group	23.80%	25.00%	0.00%	19.40%
Forming/ managing cooperatives	Count	1	0	0	1
	% within group	4.80%	0.00%	0.00%	3.20%
Entrepreneurship/ Starting a business	Count	1	0	0	1
	% within group	4.80%	0.00%	0.00%	3.20%
Total	Count	21	4	6	31
	% within group	100.00%	100.00%	100.00%	100.00%

Q3.13-1 What business skills would you like to learn? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
None	Count	13	1	3	17
	% within group	14.30%	4.30%	12.50%	12.30%
Marketing	Count	28	28	7	49
	% within group	30.80%	60.90%	29.20%	35.50%
Accounting/ Budgeting	Count	11	0	1	12
	% within group	12.10%	0.00%	4.20%	8.70%
Communication	Count	16	4	3	23
	% within group	17.60%	17.40%	12.50%	16.70%
Management	Count	17	3	7	27
	% within group	18.70%	13.00%	29.20%	19.60%
Driving	Count	4	0	2	6
	% within group	4.40%	0.00%	8.30%	4.30%
ICT	Count	1	0	1	2
	% within group	1.10%	0.00%	4.20%	1.40%
English/ French Languages	Count	1	1	0	2
	% within group	1.10%	4.30%	0.00%	1.40%
Total	Count	91	23	24	138
	% within group	100.00%	100.00%	100.00%	100.00%

Training and Skills

Q4.1a Have you ever used your skills? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Total
I have used it, but not any more	Count	47	17	64
	% within group	28.70%	37.80%	30.60%
I am currently using it	Count	96	22	118
	% within group	58.50%	48.90%	56.50%
No, I never used it after training	Count	21	6	27
	% within group	12.80%	13.30%	12.90%
Total	Count	164	45	209
	% within group	100.00%	100.00%	100.00%

Q4.1b-1 If No, explain-1 by Q1.0 Sample Group

OPEN-ENDED:		VT Group	Apprenticeship Group	Total
VTC - poor quality of instruction	Count	1	1	2
	% within group	4.80%	20.00%	7.70%
VTC - I wasn't provided with tools	Count	5	2	7
	% within group	23.80%	40.00%	26.90%
Personal - Lack of time/availability	Count	1	0	1
	% within group	4.80%	0.00%	3.80%
VTC - training wasn't long enough	Count	2	0	2
	% within group	9.50%	0.00%	7.70%
RDRC support/ training finished early	Count	1	0	1
	% within group	4.80%	0.00%	3.80%
VTC - Did not offer internship or practical work	Count	2	0	2
	% within group	9.50%	0.00%	7.70%
VTC - No certificate issued after training	Count	1	0	1
	% within group	4.80%	0.00%	3.80%
Personal - resumed studies instead	Count	1	0	1
	% within group	4.80%	0.00%	3.80%
Job required drivers license (did not obtain)	Count	1	0	1
	% within group	4.80%	0.00%	3.80%

Limited market for skills / can't find work	Count	4	0	4
	% within group	19.00%	0.00%	15.40%
My tools were stolen	Count	1	1	2
	% within group	4.80%	20.00%	7.70%
Got a job in another field before I could use skill	Count	1	0	1
	% within group	4.80%	0.00%	3.80%
No English skills to compete	Count	0	1	1
	% within group	0.00%	20.00%	3.80%
Total	Count	21	5	26
	% within group	100.00%	100.00%	100.00%

Q4.2.1-1 Which trade did you choose? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Crop farming	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
Livestock farming	Count	0	1	1
	% within group	0.00%	2.40%	0.50%
Mechanic	Count	25	2	27
	% within group	15.20%	4.80%	13.10%
Carpenter	Count	10	3	13
	% within group	6.10%	7.10%	6.30%
Welder	Count	36	5	41
	% within group	22.00%	11.90%	19.90%
Plumbing	Count	13	5	18
	% within group	7.90%	11.90%	8.70%
Food processing	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
Hairdressing/ Salon	Count	4	0	4
	% within group	2.40%	0.00%	1.90%
Driving	Count	6	4	10
	% within group	3.70%	9.50%	4.90%
Tailoring	Count	15	5	20
	% within group	9.10%	11.90%	9.70%

Textile-weaving	Count	0	1	1
	% within group	0.00%	2.40%	0.50%
Shoe repair	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
Photo-printing	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
Electrician	Count	10	1	11
	% within group	6.10%	2.40%	5.30%
Masonry	Count	29	12	41
	% within group	17.70%	28.60%	19.90%
Catering/ Hospitality	Count	7	0	7
	% within group	4.30%	0.00%	3.40%
Painting	Count	0	2	2
	% within group	0.00%	4.80%	1.00%
ICT	Count	3	0	3
	% within group	1.80%	0.00%	1.50%
Electronics & computer repair	Count	2	1	3
	% within group	1.20%	2.40%	1.50%
Total	Count	164	42	206
	% within group	100.00%	100.00%	100.00%

Q4.2c Reason for choosing skills area by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Want to improve on previous knowledge/experience	Count	10	4	14
	% within group	6.50%	9.50%	7.10%
Market demand is high/ easy to find a job	Count	42	4	46
	% within group	27.30%	9.50%	23.50%
Already owns equipment/ tools	Count	2	0	2
	% within group	1.30%	0.00%	1.00%
Preference based on physical disability	Count	4	2	6
	% within group	2.60%	4.80%	3.10%
I thought this skill would help improve my life	Count	9	3	12
	% within group	5.80%	7.10%	6.10%

Ease of access to resources for using skill	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
Personal interest/ passion for skill area	Count	49	19	68
	% within group	31.80%	45.20%	34.70%
It was the only option available to me	Count	4	3	7
	% within group	2.60%	7.10%	3.60%
I can help my community with this skill	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
I thought it would be easy to learn	Count	6	3	9
	% within group	3.90%	7.10%	4.60%
I thought it would be a stable and reliable source of income	Count	5	1	6
	% within group	3.20%	2.40%	3.10%
Important vocation/ respect	Count	2	0	2
	% within group	1.30%	0.00%	1.00%
The skill allows me to be self-employed/ have my own business/ work solo	Count	4	0	4
	% within group	2.60%	0.00%	2.00%
Already had a job lined up in field	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
I can earn a lot of money quickly with this skill	Count	5	1	6
	% within group	3.20%	2.40%	3.10%
I can use this skill near my family or anywhere	Count	2	2	4
	% within group	1.30%	4.80%	2.00%
Preference based on advanced age	Count	3	0	3
	% within group	1.90%	0.00%	1.50%
Friends/ family made me do it	Count	1	0	1
	% within group	0.60%	0.00%	0.50%
It is a skill I thought I could do	Count	3	0	3
	% within group	1.90%	0.00%	1.50%
Total	Count	154	42	196
	% within group	100.00%	100.00%	100.00%

Q4.3a Had you been aware of the advantages of training?

		VT Group	Apprenticeship Group	Total
Yes	Count	131	29	160
	% within group	79.40%	65.90%	76.60%
No	Count	34	15	49
	% within group	20.60%	34.10%	23.40%
Total	Count	165	44	209
	% within group	100.00%	100.00%	100.00%

Q4.3b-1 YES--What are they? by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Higher income potential	Count	37	9	46
	% within group	32.20%	32.10%	32.20%
Gain respect in community	Count	10	0	10
	% within group	8.70%	0.00%	7.00%
Can be used anywhere	Count	5	2	7
	% within group	4.30%	7.10%	4.90%
Provides skills for earning a real living/ having a career	Count	39	12	51
	% within group	33.90%	42.90%	35.70%
Helps me find work quickly/ more opportunities for work	Count	12	1	13
	% within group	10.40%	3.60%	9.10%
More likely to succeed in self-employment	Count	1	0	1
	% within group	0.90%	0.00%	0.70%
For the sake of gaining knowledge	Count	4	1	5
	% within group	3.50%	3.60%	3.50%
Self-improvement/ satisfaction/ well-being	Count	4	3	7
	% within group	3.50%	10.70%	4.90%
Provides stability for myself/ my family	Count	3	0	3
	% within group	2.60%	0.00%	2.10%
Total	Count	115	28	143
	% within group	100.00%	100.00%	100.00%

Q4.4 Orientation helpful in choosing skill area? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
I did not receive an orientation	Count	26	8	34	84
	% within group	15.80%	17.80%	16.20%	48.60%
Yes, it helped me make a good decision	Count	107	31	138	49
	% within group	64.80%	68.90%	65.70%	28.30%
Yes, it helped to some extent	Count	29	4	33	29
	% within group	17.60%	8.90%	15.70%	16.80%
No, it did not help	Count	3	2	5	11
	% within group	8.00%	3.70%	3.00%	6.40%
Total	Count	113	27	33	173
		100.00%	100.00%	100.00%	100.00%

Q4.5.1 Received VT in first choice? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Yes	Count	141	41	182
	% within group	86.00%	91.10%	87.10%
No	Count	23	4	27
	% within group	14.00%	8.90%	12.90%
Total	Count	164	45	209
	% within group	100.00%	100.00%	100.00%

Q4.5.2-1 NO--Reason by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Non-VSW group	Total
Preferred VT skill was not available	Count	14	2	16	84
	% within group	66.70%	50.00%	64.00%	48.60%
Preferred VT skill class was full	Count	3	0	3	49
	% within group	14.30%	0.00%	12.00%	28.30%
Sent to another type of skills training	Count	2	2	4	29
	% within group	9.50%	50.00%	16.00%	16.80%
Did not meet the qualifications for skill area	Count	1	0	1	11
	% within group	4.80%	0.00%	4.00%	6.40%

Do Not Know	Count	1	0	1	173
	% within group	4.80%	0.00%	4.00%	100.00%
Total	Count	21	4	25	
	% within group	100.00%	100.00%	100.00%	

Q4.5.2-2 NO--What type did you receive? by Sample Group

		VT Group	Apprenticeship Group	Total
Crop farming	Count	1	0	1
	% within group	4.80%	0.00%	4.00%
Mechanic	Count	6	0	6
	% within group	28.60%	0.00%	24.00%
Carpenter	Count	1	0	1
	% within group	4.80%	0.00%	4.00%
Welder	Count	1	0	1
	% within group	4.80%	0.00%	4.00%
Shoemaker	Count	1	0	1
	% within group	4.80%	0.00%	4.00%
Plumbing	Count	1	0	1
	% within group	4.80%	0.00%	4.00%
Driving	Count	2	0	2
	% within group	9.50%	0.00%	8.00%
Tailoring	Count	3	2	5
	% within group	14.30%	50.00%	20.00%
Masonry	Count	5	2	7
	% within group	23.80%	50.00%	28.00%
TOTAL	Count	21	4	25
	% within group	100.00%	100.00%	100.00%

Q4.8.1 Was training what you expected? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes, it was more than what I expected	Count	19	5	24	84
	% within group	11.70%	11.10%	11.50%	48.60%
Yes, it met my expectation	Count	98	29	127	49
	% within group	60.10%	64.40%	61.10%	28.30%
No, it disappointed me	Count	30	6	36	29
	% within group	18.40%	13.30%	17.30%	16.80%
I didn't have an expectation	Count	16	5	21	11
	% within group	9.80%	11.10%	10.10%	6.40%
Total	Count	163	45	208	173
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.8.2-1 Expectations--Aspect by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Curriculum/ course of study	Count	80	21	101
	% within group	80.00%	87.50%	81.50%
Quality of instruction	Count	3	1	4
	% within group	3.00%	4.20%	3.20%
Orientation/ skill area counseling	Count	2	0	2
	% within group	2.00%	0.00%	1.60%
Quality of tools/ equipment	Count	5	0	5
	% within group	5.00%	0.00%	4.00%
Amount of practical training	Count	6	2	8
	% within group	6.00%	8.30%	6.50%
Length of training	Count	4	0	4
	% within group	4.00%	0.00%	3.20%
Generic/ non-descript	Count	100	24	124
	% within group	100.00%	100.00%	100.00%
Total	Count	110	24	134
	% within group	100.00%	100.00%	100.00%

Q4.8.2-2 Expectations--Why by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Satisfied with training, theory & practice	Count	42	14	56
	% within group	36.80%	41.20%	37.80%
Did not receive training in preferred skill area	Count	5	4	9
	% within group	4.40%	11.80%	6.10%
Not detailed/ in-depth enough	Count	5	1	6
	% within group	4.40%	2.90%	4.10%
Previous knowledge/ experience of skill area	Count	11	5	16
	% within group	9.60%	14.70%	10.80%
I have a better life after training	Count	3	0	3
	% within group	2.60%	0.00%	2.00%
Training was shorter than expected	Count	6	3	9
	% within group	5.30%	8.80%	6.10%
Training was not a good fit for me	Count	1	0	1
	% within group	0.90%	0.00%	0.70%
It simply was not what I expected	Count	2	1	3
	% within group	1.80%	2.90%	2.00%
I did not finish the training	Count	2	0	2
	% within group	1.80%	0.00%	1.40%
Training was more difficult than I expected	Count	1	0	1
	% within group	0.90%	0.00%	0.70%
I expected they would teach us English/French language skills	Count	1	0	1
	% within group	0.90%	0.00%	0.70%
VT prepared me well for finding/ doing work in my skill	Count	31	6	37
	% within group	27.20%	17.60%	25.00%
Trainers were poor quality	Count	1	0	1
	% within group	0.90%	0.00%	0.70%
Not able to find permanent employment with skill	Count	3	0	3
	% within group	2.60%	0.00%	2.00%
Total	Count	114	34	148
	% within group	100.00%	100.00%	100.00%

Q4.9.1 Time to conduct own work? by Sample Group

		VT Group	Apprenticeship Group	Total
Yes	Count	45	17	62
	% within group	27.40%	37.80%	29.70%
No	Count	119	28	147
	% within group	72.60%	62.20%	70.30%
Total	Count	164	45	209
	% within group	100.00%	100.00%	100.00%

Q4.9.2 NO TIME--Would it have made a difference if you had been able to work? by Sample Group

		VT Group	Apprenticeship Group	Total
Yes	Count	49	15	64
	% within group	43.40%	57.70%	46.00%
No	Count	64	11	75
	% within group	56.60%	42.30%	54.00%
Total	Count	113	26	139
	% within group	100.00%	100.00%	100.00%

Q4.9.3 YES DIFFERENCE--Why would it have made a difference to be able to work? by Sample Group

<i>OPEN-ENDED</i>		VT Group	Apprenticeship Group	Total
NO-Work would have interrupted training / VT was first priority	Count	22	4	26
	% within group	19.82%	21.10%	22.80%
NO-I had no skills regardless	Count	4	0	4
	% within group	3.60%	42.10%	42.10%
NO-I wouldn't have had any time/energy to work	Count	15	3	18
	% within group	13.51%	0.00%	1.80%
NO-There were no work opportunities in my community/camp regardless	Count	3	1	4
	% within group	2.70%	0.00%	3.50%
NO-I had nothing else to do	Count	5	1	6
	% within group	4.50%	15.80%	15.80%
YES-Unable to support self/ family otherwise	Count	40	8	48
	% within group	36.0% (81.6% of YES)	0.00%	0.90%

YES-I would have improved on my skills	Count	2	0	2
	% within group	1.80%	5.30%	3.50%
YES-I could have developed my current business	Count	1	0	1
	% within group	0.90%	10.50%	3.50%
YES-I would have been able to assist with home duties	Count	2	2	4
	% within group	1.80%	0.00%	0.90%
YES-I could have worked/ improved my crop	Count	1	0	1
	% within group	0.90%	5.30%	5.30%
Did no specify		16		
Total	Count	111	19	114
	% within group	100.00%	100.00%	100.00%

Q4.10.1 Did you receive outside support during VT?

		VT Group	Apprenticeship Group	Total
Yes	Count	17	1	18
	% within group	10.30%	2.30%	8.60%
No	Count	148	43	191
	% within group	89.70%	97.70%	91.40%
Total	Count	165	44	209
	% within group	100.00%	100.00%	100.00%

Q4.10.2-1 OUTSIDE SUPPORT--Type by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Business skills	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Masonry	Count	4	0	4
	% within group	25.00%	0.00%	23.50%
Crop farming	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Mechanics	Count	2	0	2
	% within group	12.50%	0.00%	11.80%

Plumbing	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Driving instruction	Count	2	0	2
	% within group	12.50%	0.00%	11.80%
Hospitality/ catering	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Private security training	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Web/internet training	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Management/ leadership skills	Count	1	1	2
	% within group	6.30%	100.00%	11.80%
Welding	Count	1	0	1
	% within group	6.30%	0.00%	5.90%
Cooperatives information	Count	16	1	17
	% within group	100.00%	100.00%	100.00%
Total	Count	18	1	19
	% within group	100.00%	100.00%	100.00%

Q4.10.2-2 OUTSIDE SUPPORT--Organization by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
GIZ/GTZ	Count	6	0	6
	% within group	40.00%	0.00%	37.50%
Government	Count	1	0	1
	% within group	6.70%	0.00%	6.30%
World Vision	Count	1	0	1
	% within group	6.70%	0.00%	6.30%
CDF	Count	1	0	1
	% within group	6.70%	0.00%	6.30%
JICA	Count	1	1	2
	% within group	6.70%	100.00%	12.50%
Church/ mosque/ worship community	Count	1	0	1
	% within group	6.70%	0.00%	6.30%

TOPSEC (security company training school)	Count	1	0	1
	Count	6.70%	0.00%	6.30%
IGFP	% within group	1	0	1
	Count	6.70%	0.00%	6.30%
TIGO	% within group	1	0	1
	Count	6.70%	0.00%	6.30%
IOM	% within group	1	0	1
	Count	6.70%	0.00%	6.30%
Total	% within group	15	1	16
	Count	100.00%	100.00%	100.00%

Q4.11.1 Able to support self/family after receiving VT? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Total
Yes, completely	Count	49	9	58
	% within group	30.60%	20.50%	28.40%
Yes, to some extent	Count	77	21	98
	% within group	48.10%	47.70%	48.00%
No	Count	34	14	48
	% within group	21.30%	31.80%	23.50%
Total	Count	160	44	204
	% within group	100.00%	100.00%	100.00%

Q4.11.2-1 NO/UNABLE--Why?-1 by Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
I was not skilled enough after VT	Count	5	5	10
	% within group	14.30%	38.50%	20.80%
There was no opportunity where I lived to use my VT skill	Count	9	2	11
	% within group	25.70%	15.40%	22.90%
I needed cash/capital/tools to use my VT skill	Count	14	4	18
	% within group	40.00%	30.80%	37.50%
I was not physically well enough/able to use my VT skill	Count	3	1	4
	% within group	8.60%	7.70%	8.30%

I did not receive a certificate of completion	Count	1	0	1
	% within group	2.90%	0.00%	2.10%
I needed a driver license and was unable to obtain one	Count	1	0	1
	% within group	2.90%	0.00%	2.10%
I continued with my education instead	Count	1	0	1
	% within group	2.90%	0.00%	2.10%
I got a job in another field before I could use my skills	Count	1	1	2
	% within group	2.90%	7.70%	4.20%
Total	Count	35	13	48
	% within group	100.00%	100.00%	100.00%

Q4.11.2-2 NO/UNABLE--Why?-2 by Sample Group

<i>OPEN-ENDED</i>		VT Group	Apprenticeship Group	Total
There was no opportunity where I lived to use my VT skill	Count	3	2	5
	% within group	60.00%	100.00%	71.40%
I needed cash/capital/tools to use my VT skill	Count	2	0	2
	% within group	40.00%	0.00%	28.60%
Total	Count	5	2	7
	% within group	100.00%	100.00%	100.00%

Q4.12.1 Received follow-up after VT? by Sample Group

		VT Group	Apprenticeship Group	Total
Yes	Count	12	3	15
	% within group	7.30%	7.00%	7.20%
No	Count	152	40	192
	% within group	92.70%	93.00%	92.80%
Total	Count	164	43	207
	% within group	100.00%	100.00%	100.00%

Q4.12.2 YES FOLLOW-UP--Describe by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Received materials after training	Count	2	0	2
	% within group	18.20%	0.00%	14.30%
Received advice after training	Count	4	3	7
	% within group	36.40%	100.00%	50.00%
Received recommendation/referral	Count	2	0	2
	% within group	18.20%	0.00%	14.30%
Helped me negotiate a good price for crops at market	Count	1	0	1
	% within group	9.10%	0.00%	7.10%
Staff came to check up on us	Count	2	0	2
	% within group	18.20%	0.00%	14.30%
Total	Count	11	3	14
	% within group	100.00%	100.00%	100.00%

Q4.13 How would you compare your current economic situation with pre-training by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Total
Much poorer	Count	4	5	9
	% within group	2.40%	11.60%	4.30%
Poorer	Count	45	14	59
	% within group	27.40%	32.60%	28.50%
Stayed the same	Count	35	9	44
	% within group	21.30%	20.90%	21.30%
Richer	Count	80	15	95
	% within group	48.80%	34.90%	45.90%
Total	Count	164	43	207
	% within group	100.00%	100.00%	100.00%

Q4.14-1 Information counseling received during training-1

CHOICES READ ALOUD:		VT Group	Apprenticeship Group
None	Count	52	19
	% within group	32.70%	43.20%
Human Rights	Count	34	8
	% within group	21.40%	18.20%
Health	Count	12	7
	% within group	7.50%	15.90%
HIV/AIDS	Count	50	8
	% within group	31.40%	18.20%
Gender	Count	6	2
	% within group	3.80%	4.50%
Business/ Professional life counseling	Count	2	0
	% within group	1.30%	0.00%
Discipline	Count	1	0
	% within group	0.60%	0.00%
Social Skills	Count	1	0
	% within group	0.60%	0.00%
Working in a cooperative after completion	Count	1	0
	% within group	0.60%	0.00%
Total	Count	159	44
	% within group	100.00%	100.00%

Q4.14-2 Information counseling received during training-2

CHOICES READ ALOUD:		VT Group	Apprenticeship Group
Human Rights	Count	4	0
	% within group	7.80%	0.00%
Health	Count	12	3
	% within group	23.50%	30.00%
HIV/AIDS	Count	20	3
	% within group	39.20%	30.00%
Gender	Count	8	3
	% within group	15.70%	30.00%

Business/ Professional life counseling	Count	3	0
	% within group	5.90%	0.00%
Discipline	Count	1	1
	% within group	2.00%	10.00%
Moral Conduct/ Values	Count	1	0
	% within group	2.00%	0.00%
Social Skills	Count	0	0
	% within group	0.00%	0.00%
Family planning	Count	1	0
	% within group	2.00%	0.00%
Leadership	Count	1	0
	% within group	2.00%	0.00%
Total	Count	51	10
	% within group	100.00%	100.00%

Q4.15-1 What did you find helpful in VT?--1 by Q1.0 Sample Group

		VT Group	Apprenticeship Group
None	Count	6	1
	% within group	3.80%	2.30%
Improvement in occupational skills	Count	121	35
	% within group	75.60%	79.50%
Improvement in business skills	Count	20	3
	% within group	12.50%	6.80%
Moral/ Psychological support	Count	7	3
	% within group	4.40%	6.80%
Labor market awareness	Count	1	0
	% within group	0.60%	0.00%
Communication with people of the same vocational interest	Count	4	2
	% within group	2.50%	4.50%
It sharpens one's mind	Count	1	0
	% within group	0.60%	0.00%
Total	Count	160	44
	% within group	100.00%	100.00%

Q4.15-2 What did you find helpful in VT?-2 by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Improvement in occupational skills	Count	8	2	10
	% within group	9.30%	9.50%	9.30%
Improvement in business skills	Count	14	2	16
	% within group	16.30%	9.50%	15.00%
Moral/ Psychological support	Count	21	8	29
	% within group	24.4% (13.1% overall)	38.10%	27.10%
Labor market awareness	Count	5	3	8
	% within group	5.80%	14.30%	7.50%
Communication with people of the same vocational interest	Count	38	6	44
	% within group	44.20%	28.60%	41.10%
Total	Count	86	21	107
	% within group	100.00%	100.00%	100.00%

Q4.15-3 What did you find helpful in VT?-3 by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Improvement in occupational skills	Count	2	0	2
	% within group	6.50%	0.00%	5.30%
Improvement in business skills	Count	2	1	3
	% within group	6.50%	14.30%	7.90%
Moral/ Psychological support	Count	13	1	14
	% within group	41.90%	14.30%	36.80%
Labor market awareness	Count	4	2	6
	% within group	12.90%	28.60%	15.80%
Communication with people of the same vocational interest	Count	10	3	13
	% within group	32.30%	42.90%	34.20%
Total	Count	31	7	38
	% within group	100.00%	100.00%	100.00%

Q4.16-1 VT Improvements?-1 By Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
Extend the training period	Count	45	20	65
	% within group	30.20%	47.60%	34.00%
VTCs should be closer to home/ more accessible	Count	1	1	2
	% within group	0.70%	2.40%	1.00%
Industrial skills training needed	Count	1	1	2
	% within group	0.70%	2.40%	1.00%
More practical work during VT	Count	11	3	14
	% within group	7.40%	7.10%	7.30%
Better labor market research/data on skills training provided	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Increased follow-up by VTCs	Count	14	2	16
	% within group	9.40%	4.80%	8.40%
Nothing/ No improvement necessary	Count	23	2	25
	% within group	15.40%	4.80%	13.10%
Better guidance in forming cooperatives	Count	2	0	2
	% within group	1.30%	0.00%	1.00%
Improved quality/quantity of tools/ equipment during training	Count	15	0	15
	% within group	10.10%	0.00%	7.90%
English/French language training	Count	2	1	3
	% within group	1.30%	2.40%	1.60%
Lodging/meals support	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Better guidance/counseling and attention to students	Count	1	1	2
	% within group	0.70%	2.40%	1.00%
More variety of skills/ expand choices	Count	3	4	7
	% within group	2.00%	9.50%	3.70%
Let students work during VT	Count	3	1	4
	% within group	2.00%	2.40%	2.10%
More emphasis on completion of training	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Must include internship during training	Count	3	0	3
	% within group	2.00%	0.00%	1.60%

Better/ permanent instructors	Count	1	2	3
	% within group	0.70%	4.80%	1.60%
Provide capital after training	Count	2	0	2
	% within group	1.30%	0.00%	1.00%
Provide quality tools after training	Count	2	2	4
	% within group	1.30%	4.80%	2.10%
Increased monitoring by RDRC for quality	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Assistance with finding/ securing employment after	Count	7	2	9
	% within group	4.70%	4.80%	4.70%
More entrepreneurship training/ how to start a business	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Offer multiple training sessions	Count	2	0	2
	% within group	1.30%	0.00%	1.00%
Provide support to our families while we are training	Count	4	0	4
	% within group	2.70%	0.00%	2.10%
Opportunities for internships with large/ established companies	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Higher/ sufficient living allowances	Count	1	0	1
	% within group	0.70%	0.00%	0.50%
Total	Count	149	42	191
	% within group	100.00%	100.00%	100.00%

Q4.17 Did training center provide entrepreneurship courses during training? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Total
No, I didn't receive any	Count	59	28	87
	% within group	36.00%	63.60%	41.80%
Yes, but limited amount	Count	76	13	89
	% within group	46.30%	29.50%	42.80%
Yes, I received the right amount of entrepreneurship courses	Count	29	3	32
	% within group	17.70%	6.80%	15.40%
Total	Count	164	44	208
	% within group	100.00%	100.00%	100.00%

Q4.18a Received entrepreneurship training from other orgs after reintegration by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
No, I have not	Count	130	42	44	216
	% within group	82.30%	93.30%	80.00%	83.70%
Yes, I have	Count	28	3	11	42
	% within group	17.70%	6.70%	20.00%	16.30%
Total	Count	158	45	55	258
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.18b-1 YES--What kind? by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Non-VSW group	Total
Marketing	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Accounting/Budgeting	Count	0	0	1	1
	% within group	0.00%	0.00%	9.10%	2.60%
Management	Count	2	0	0	2
	% within group	7.70%	0.00%	0.00%	5.10%
Business Planning/ Project Design	Count	15	0	6	21
	% within group	57.7% (9.5% of total)	0.00%	54.50%	53.80%
Cooperative Management	Count	2	1	2	5
	% within group	7.70%	50.00%	18.20%	12.80%
Crop farming business skills	Count	3	1	0	4
	% within group	11.50%	50.00%	0.00%	10.30%
Entrepreneurship (general)	Count	2	0	2	4
	% within group	7.70%	0.00%	18.20%	10.30%
Evaluating / assessing your business	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Total	Count	26	2	11	39
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.18b-3 YES--Institution? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
EMAWOS	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
DUTERIMBERE	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
RDB	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
District Government/ Office	Count	2	0	2	4
	% within group	7.70%	0.00%	20.00%	10.50%
GIZ/GTZ	Count	4	0	0	4
	% within group	15.40%	0.00%	0.00%	10.50%
CDF	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
RDRC	Count	7	2	5	14
	% within group	26.90%	100.00%	50.00%	36.80%
Nyanza VTC	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Centre des Leunes de Muhanga	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
DUHA Institute	Count	0	0	1	1
	% within group	0.00%	0.00%	10.00%	2.60%
SAM-Kenya	Count	0	0	1	1
	% within group	0.00%	0.00%	10.00%	2.60%
Mutabo	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
ESCO-Butare	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Sano Motel	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Kinigi Guest House	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%

Ex-Combatant cooperative	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Church / Mosque / worship community	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
Secondary school	Count	1	0	0	1
	% within group	3.80%	0.00%	0.00%	2.60%
RDS Global Fund	Count	0	0	1	1
	% within group	0.00%	0.00%	10.00%	2.60%
Total	Count	26	2	10	38
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.19 Did your training include practical work? by Q1.0 Sample Group

		VT Group
No	Count	3
	% within group	1.80%
Yes, but limited	Count	70
	% within group	42.70%
Yes, and it was enough	Count	91
	% within group	55.50%
Total	Count	164
	% within group	100.00%

Q4.20 When career/business problems after training, would you ask training center for help? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
No, not at all	Count	147	37	184
	% within group	90.70%	84.10%	89.30%
Yes, I would	Count	15	7	22
	% within group	9.30%	15.90%	10.70%
Total	Count	162	44	206
	% within group	100.00%	100.00%	100.00%

Q4.21.1 VSW training has increased my job competitiveness by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Agree	Count	142	39	181
	% within group	86.60%	86.70%	86.60%
Disagree	Count	22	6	28
	% within group	13.40%	13.30%	13.40%
Total	Count	164	45	209
	% within group	100.00%	100.00%	100.00%

Q4.21.2 VSW training has increased my confidence by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Agree	Count	154	37	191
	% within group	93.30%	82.20%	91.00%
Disagree	Count	11	8	19
	% within group	6.70%	17.80%	9.00%
Total	Count	165	45	210
	% within group	100.00%	100.00%	100.00%

Q4.21.3 I have obtained more trust from my family after training by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Agree	Count	152	45	197
	% within group	92.10%	100.00%	93.80%
Disagree	Count	13	0	13
	% within group	7.90%	0.00%	6.20%
Total	Count	165	45	210
	% within group	100.00%	100.00%	100.00%

Q4.21.4 I have obtained more trust from my community after training by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Agree	Count	153	44	197
	% within group	92.70%	97.80%	93.80%

Disagree	Count	12	1	13
	% within group	7.30%	2.20%	6.20%
Total	Count	165	45	210
	% within group	100.00%	100.00%	100.00%

Q4.21.5 VSW training has improved my overall ability regardless of whether I am using the skills in my current job by Q1.0 Sample

		VT Group	Apprenticeship Group	Total
Agree	Count	140	39	179
	% within group	84.80%	86.70%	85.20%
Disagree	Count	25	6	31
	% within group	15.20%	13.30%	14.80%
Total	Count	165	45	210
	% within group	100.00%	100.00%	100.00%

Q4.21.6 I have got to know more people since VSW training by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Total
Agree	Count	156	41	197
	% within group	95.10%	91.10%	94.30%
Disagree	Count	8	4	12
	% within group	4.90%	8.90%	5.70%
Total	Count	164	45	209
	% within group	100.00%	100.00%	100.00%

Q4.22 Are you in a cooperative? by Q1.0 Sample Group

		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes	Count	51	15	23	89
	% within group	31.30%	33.30%	39.00%	33.30%
No	Count	112	30	36	178
	% within group	68.70%	66.70%	61.00%	66.70%
Total	Count	163	45	59	267
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.23 YES--Do you think being in a cooperative facilitates you using skills learned and increases your business income by Q1.0

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
No, not at all	Count	6	1	3	10
	% within group	9.80%	5.60%	15.00%	10.10%
Yes, but it only facilitates me to use the skills	Count	17	5	6	28
	% within group	27.90%	27.80%	30.00%	28.30%
Yes, but it only helps to increase my business profit	Count	20	5	8	33
	% within group	32.80%	27.80%	40.00%	33.30%
Yes, it facilitates both	Count	18	7	3	28
	% within group	29.50%	38.90%	15.00%	28.30%
Total	Count	61	18	20	99
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.24 Do you think VSW training was the kind of support you most needed by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Total
This was the kind of support I most needed	Count	128	40	168
	% within group	80.00%	90.90%	
I could have used some other kind of support more	Count	32	4	36
	% within group	20.00%	9.10%	
Total	Count	160	44	204
	% within group	100.00%	100.00%	100.00%

Q4.25-1 YES--Why appropriate? by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
YES-But I was not given a choice on training type	Count	3	1	4
	% within group	3.80%	7.10%	4.30%
YES-because it was my personal preference	Count	1	0	1
	% within group	1.30%	0.00%	1.10%
YES-because it helps me survive/generate income	Count	9	2	11
	% within group	11.50%	14.30%	12.00%

YES-It helped improve my life	Count	6	1	7
	% within group	7.70%	7.10%	7.60%
YES-because having skills gave me hope	Count	13	2	15
	% within group	16.70%	14.30%	16.30%
YES-because it helps to secure long-term employment	Count	7	0	7
	% within group	9.00%	0.00%	7.60%
YES-I received what I expected from the training	Count	7	2	9
	% within group	9.00%	14.30%	9.80%
YES-I needed something more sustainable than being given a cash grant	Count	2	1	3
	% within group	2.60%	7.10%	3.30%
YES-because I use it every day	Count	1	1	2
	% within group	1.30%	7.10%	2.20%

Q4.25-2 YES--Why appropriate? by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Total
YES-This is the skills training I needed	Count	27	8	35
	% within group	51.90%	72.70%	55.60%

Q4.26-1 If the following activities were available to you, which would you choose-1 by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Apprenticeship	Count	85	23	41	149
	% within group	51.50%	51.10%	71.90%	55.80%
Savings group	Count	15	3	4	22
	% within group	9.10%	6.70%	7.00%	8.20%
Lending group	Count	17	2	3	22
	% within group	10.30%	4.40%	5.30%	8.20%
Cash transfer	Count	0	1	2	3
	% within group	0.00%	2.20%	3.50%	1.10%
Production cooperative	Count	48	16	7	71
	% within group	29.10%	35.60%	12.30%	26.60%
Total	Count	165	45	57	267
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.26-2 If the following activities were available to you, which would you choose-2 by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Apprenticeship	Count	11	4	3	18
	% within group	15.50%	19.00%	13.00%	15.70%
Savings group	Count	9	3	4	16
	% within group	12.70%	14.30%	17.40%	13.90%
Lending group	Count	26	4	8	38
	% within group	36.60%	19.00%	34.80%	33.00%
Cash transfer	Count	7	3	1	11
	% within group	9.90%	14.30%	4.30%	9.60%
Production cooperative	Count	18	7	7	32
	% within group	25.40%	33.30%	30.40%	27.80%
Total	Count	71	21	23	115
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.26-3 If the following activities were available to you, which would you choose-3 by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Apprenticeship	Count	3	1	0	4
	% within group	11.10%	10.00%	0.00%	8.70%
Savings group	Count	14	4	2	20
	% within group	51.90%	40.00%	22.20%	43.50%
Lending group	Count	5	3	3	11
	% within group	18.50%	30.00%	33.30%	23.90%
Cash transfer	Count	2	1	0	3
	% within group	7.40%	10.00%	0.00%	6.50%
Production cooperative	Count	3	1	4	8
	% within group	11.10%	10.00%	44.40%	17.40%
Total	Count	27	10	9	46
	% within group	100.00%	100.00%	100.00%	100.00%

Q4.28 Evaluate your economic situation in comparison with other ex-combatants by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Worse than all the others	Count	8	4	10	22
	% within group	4.80%	8.90%	16.90%	8.20%
Worse than most of them	Count	35	17	20	72
	% within group	21.20%	37.80%	33.90%	26.80%
Better than some, worse than some (average)	Count	86	16	18	120
	% within group	52.10%	35.60%	30.50%	44.60%
Better than most of them	Count	36	8	11	55
	% within group	21.80%	17.80%	18.60%	20.40%
Better than all of them	Count	0	0	0	0
	% within group	0.00%	0.00%	0.00%	0.00%
Total	Count	165	45	59	269
	% within group	100.00%	100.00%	100.00%	100.00%

Comparative Self-Ratings

Q5.1 How would you say you are doing economically in comparison to others in your community by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Worse than all the others	Count	9	6	10	25
	% within group	5.60%	13.60%	17.20%	9.50%
Worse than most of them	Count	46	18	30	94
	% within group	28.80%	40.90%	51.70%	35.90%
Better than some, worse than some (average)	Count	85	15	11	111
	% within group	53.10%	34.10%	19.00%	42.40%
Better than most of them	Count	20	5	7	32
	% within group	12.50%	11.40%	12.10%	12.20%
Better than all of them	Count	0	0	0	0
	% within group	0.00%	0.00%	0.00%	0.00%
Total	Count	160	44	58	262
	% within group	100.00%	100.00%	100.00%	100.00%

Q5.3a Do you think your economic situation will improve in the future? by Q1.0 Sample Group

CHOICES READ ALOUD:		VT Group	Apprenticeship Group	Non-VSW group	Total
Yes	Count	129	36	42	207
	% within group	86.00%	81.80%	71.20%	81.80%
No	Count	21	8	17	46
	% within group	14.00%	18.20%	28.80%	18.20%
Total	Count	150	44	59	253
	% within group	100.00%	100.00%	100.00%	100.00%

Q5.3b YES--Future economic situation--EXPLAIN by Q1.0 Sample Group

OPEN-ENDED		VT Group	Apprenticeship Group	Non-VSW group	Total
YES-I am applying/ will apply for a loan for my business	Count	9	0	2	11
	% within group	6.20%	0.00%	3.40%	4.50%
YES-I have plans for starting a new business	Count	6	3	3	12
	% within group	4.10%	7.30%	5.20%	4.90%
YES-I am in/ planning on joining a cooperative/ lending group	Count	9	0	6	15
	% within group	6.20%	0.00%	10.30%	6.10%
YES-provided I receive additional support	Count	12 (9.3% of 'YES')	3	0	15
	% within group	8.20%	7.30%	0.00%	6.10%
YES-I have a plan for growing my business	Count	6 (4.7% of 'YES')	2	0	8
	% within group	4.10%	4.90%	0.00%	3.30%
YES-provided I do vocational training	Count	1	2	10	13
	% within group	0.70%	4.90%	17.2% (23.8% of YES)	5.30%
YES-provided I secure permanent employment with my skills	Count	7	3	1	11
	% within group	4.80%	7.30%	1.70%	4.50%
YES-provided the economy/ job market improves in my town	Count	4	0	0	4
	% within group	2.70%	0.00%	0.00%	1.60%
YES-because I am hard working	Count	14	6	4	24
	% within group	9.60%	14.60%	6.90%	9.80%
YES-because I can do farming	Count	0	1	1	2
	% within group	0.00%	2.40%	1.70%	0.80%

YES-because I'm going to develop my skills	Count	4	0	0	4
	% within group	2.70%	0.00%	0.00%	1.60%
YES-provided I receive good quality tools	Count	3	2	0	5
	% within group	2.10%	4.90%	0.00%	2.00%
YES-because I have good health/ I'm healthy	Count	3	1	0	4
	% within group	2.10%	2.40%	0.00%	1.60%
YES-because I have skills I can use	Count	11	3	0	14
	% within group	7.50%	7.30%	0.00%	5.70%
YES-provided I gain more experience in my field	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
YES-provided I do additional vocational training	Count	1	1	0	2
	% within group	0.70%	2.40%	0.00%	0.80%
YES-provided I am able to receive a driver license	Count	3	0	0	3
	% within group	2.10%	0.00%	0.00%	1.20%
YES-because I'm doing vocational training	Count	0	0	3	3
	% within group	0.00%	0.00%	5.20%	1.20%
YES-because I have hope/faith/ courage	Count	8	2	4	14
	% within group	5.50%	4.90%	6.90%	5.70%
YES-provided I get startup capital	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
YES-because I also have my crop-farming	Count	3	0	2	5
	% within group	2.10%	0.00%	3.40%	2.00%
YES-because I have lots of market exposure/ I'm attracting many customers	Count	2	0	0	2
	% within group	1.40%	0.00%	0.00%	0.80%
YES-because I am building my own house and won't have to pay rent	Count	3	0	0	3
	% within group	2.10%	0.00%	0.00%	1.20%
YES-because I just got a job/ promotion	Count	2	0	2	4
	% within group	1.40%	0.00%	3.40%	1.60%
YES-because I have friends/ family who have work for me	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
YES-because I plan to save money to raise capital	Count	1	1	1	3
	% within group	0.70%	2.40%	1.70%	1.20%

YES-because I am continuing my education	Count	1	0	0	1
	% within group	0.70%	0.00%	0.00%	0.40%
YES-because things are much better now than in the past	Count	2	1	0	3
	% within group	1.40%	2.40%	0.00%	1.20%
YES-because I'm getting more work these days in my field	Count	6	1	2	9
	% within group	4.10%	2.40%	3.40%	3.70%

Notes

1. <http://www.unddr.org/uploads/documents/Operational%20Guide.pdf>
2. Ibid.
3. International Labour Organization, *Socio-economic Reintegration of Ex-Combatants – Guidelines* (Geneva: ILO, 2009).
4. UNESCO-UNEVOC, *TVET in Situations Post-Conflict and Post-Disaster Report of the UNESCO-UNEVOC Online Conference*, (April 2012).
5. Guy Lamb, *Assessing the Reintegration of Ex-Combatants in the Context of Instability and Informal Economies: The Cases of Central Africa Republic, the Democratic Republic of Congo and South Sudan* (Washington, DC: World Bank/TDRP, 2011).
6. Ibid.
7. Kees Kingma, *Post-war Demobilization and the Re-integration of Ex-combatants into Civilian Life* (Bonn: Bonn International Center for Conversion, 1997).
8. ILO, *Socio-economic Reintegration of Ex-Combatants*.
9. Ibid.
10. International Labour Organization, *Manual on Training and Employment Options for Ex-Combatants* (Geneva: ILO, 1997).
11. Ibid.
12. African Development Bank Group, *Multi-Country Demobilization and Reintegration Transitional Support Program Appraisal Report* (AfDB: undated).
13. Sarah Michael, *MDRP Working Paper No. 1: Reintegration Assistance for Ex-combatants: Good Practices and Lesson Learned for the MDRP* (Washington, DC: MDRP, 2006).
14. The Women's Commission on Refugees and Children, *Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda* (New York: Columbia University SIPA, 2008).
15. Gareth McKibben, *Bridging the Divide: Connecting Training to Jobs in Post-Conflict Settings* (City and Guilds Centre for Skills Development, 2011).
16. Michael, *Reintegration Assistance for Ex-combatants*.
17. Lyle Kane et al., *Discussion Paper Series No.3: Education for Livelihoods and Civic Participation in Post-Conflict Countries* (Bonn: UNESCO-UNEVOC International Center for Technical and Vocational Education and Training, 2007).
18. Ibid.
19. Ibid.
20. Michael, *Reintegration Assistance for Ex-combatants*.
21. ILO, *Socio-economic Reintegration of Ex-Combatants*.
22. Michael, *Reintegration Assistance for Ex-combatants*.
23. Ibid.
24. Ibid.
25. Ibid.
26. The Women's Commission on Refugees and Children, *Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda*.
27. Ibid.
28. McKibben, *Bridging the Divide: Connecting Training to Jobs in Post-Conflict Settings*.
29. Stockholm Policy Group, *South Sudan DDR Programme Review Report* (Stockholm: December 2010).
30. Ibid.
31. <http://www.statistics.gov.rw/indicators/featured>
32. Kees Kingma, *The Rwanda Demobilization and Reintegration Program: Evaluation Report Prepared for the United Nations Development Programme* (Kigali: United Nations Development Programme, 2001), as cited in Lars Waldorf *Transitional Justice and DDR: The Case of Rwanda*.
33. Reinsertion is the first part of the reintegration process. It includes an initial three-month period of assistance to help ex-combatants meet their minimum basic needs from the day of discharge, including a Basic Needs Kit (BNK), and Recognition-of-Service Allowances (RSA) for regular military personnel. Armed Group dependents are also provided with a BNK as well as basic support and rehabilitation services.
34. Of 28,441 ex-combatants demobilized in Stage II of RDRP (2002-2008), 25,981 received Reintegration Grant. According to 2002 PIM, the ex-combatants were provided with a RG of FRw 100,000 six months after demobilization. There were no changes to the time frame and RG amount in a revised PIM dated 2007.
35. The VSW is provided to ex-combatants of stage I and II, who remain vulnerable after having exhausted all their previous benefits. According to RDRC, a total of 35,699 ex-combatants have benefitted from the VSW (as of 2009).
36. The eligibility criteria to receive support through VSW was updated in 2007 and currently, the criteria include the following (i) Lack of shelter, (ii) Lack of land, (iii) Lack of marketable skills/steady income or valuable assets, and having more than five dependents, and (iv) Permanent disability/chronic illness.

37. A GTZ-KfW evaluation of the RDRP noted the added value of the vocational training in terms of scaling-up in 2006.
38. The RDRC and representatives of ex-combatants conduct monitoring of the quality of training provided on a routine basis. In addition, the newly established Workforce Development Authority carries out evaluations which culminate in the issuance of certificates of completion of the training.
39. The RDRC also works with experts for each trade from the VTCs to discuss the content and quality of the toolkits. These experts also verify the quality of the toolkits before they are delivered to the beneficiaries.
40. Kingma, *Post-war Demobilization and the Re-integration of Ex-combatants into Civilian Life*.
41. More than USD 200 million in financing went to reintegration components of MDRP-TDRP supported DDR programs in the last decade (figures in USD): Angola: 88 million, Burundi: 20.9 million, CAR: 8,6 million, Democratic Republic of Congo: USD 45 million, Republic of Congo: 16,5 million, Rwanda: 26,5 million, Uganda: 3,5 million.
42. Ibid.
43. Kane, *Education for Livelihoods and Civic Participation in Post-Conflict Countries*.
44. McKibben, *Bridging the Divide: Connecting Training to Jobs in Post-Conflict Settings*.
45. An evaluation conducted by the GTZ and KfW in 2010 (on the Stage II of EDRP) rated the program and the reintegration component “good” in terms of sustainability.
46. It is important to note that this study was not commissioned to evaluate the results of RDRP vocational training. Therefore the main focus of the researchers was on identifying factors that result in success and developing learning for future DDR vocational training activities. Please see Appendix 4 to see a detailed analysis of survey results by demographics, education, vocation, disability status, and former military affiliation.
47. Unavailability constituted exceeded capacity of courses and absence of skills program, courses or instructors in the preferred skill area.
48. R-142, Q4.2C, Kigali, M, 43.
49. R-235, Q4.1S, Musanze, M, 39.
50. R-276, Q4.9C, Rubavu, M, 31.
51. R-140, Q4.3B, Kigali, M, 45.
52. R-141, Q4.3B, Kigali, M, 37.
53. R-271, Q4.3B, Nyanza, M, 34.
54. R-141, Q4.1, Kigali, M, 37.
55. R-220, Q4.2S, Kicukiro, M, 37.
56. Here, the context behind “toolkits” answer is related to the fact that tools and supplies received during DDR have become obsolete or have lost their applicability in the trade due to changing technology and market demands. It is important to note that all beneficiaries received toolkits and supplies based on the training they received in Rwanda.
57. The value and importance that beneficiaries place on a DDR training program (their buy-in) is a critical factor that resulted in successful outcomes and it is essential that further attention be devoted to understanding what in Rwanda DDR or the social and cultural context is driving such attitudes and beliefs, which is discussed further in the study.
58. Bizimana, interview by authors, Musanze, March 14, 2013.
59. Kunde, interview by authors, Kigali, March 21, 2013.
60. Rusa, interview by authors, Kigali, March 06, 2013.
61. Niyiyegeka, interview by authors, Kigali, March 06, 2013.
62. Mudumiro, interview by authors, Nyanza, March 13, 2013.
63. RDRC official, interview by authors, Kigali, March 05, 2013.
64. RDRC official, interview by authors, Kigali, March 05, 2013.
65. Kunde, interview by authors, Kigali, March 21, 2013.
66. Kareba, interview by authors, Kigali, March 21, 2013.
67. Ndahiro and Gapfizi, interviews by authors, Kigali, March 21, 2013.
68. Niyiyegeka, interview by authors, Kigali, March 06, 2013.
69. Dukuzimana, interview by authors, Rwabuye, March 13, 2013.
70. Rusa, interview by authors, Kigali, March 06, 2013.
71. Mudumiro, interview by authors, Nyanza, March 13, 2013.
72. Bizimana, interview by authors, Musanze, March 14, 2013.
73. This was illustrated by the array of responses captured in the ex-combatant surveys.
74. Rusa, interview by authors, Kigali, March 06, 2013.
75. Bizimana, interview by authors, Musanze, March 14, 2013.

76. Nkunda, interview by authors, Kigali, March 21, 2013.
77. Lamb, *Assessing the Reintegration of Ex-Combatants in the Context of Instability and Informal Economies*.
78. Amanuel Mehreteab, Rwanda Demobilization and Reintegration Program: Tracer Study (Kigali: RDRC, 2005).
79. Further, when respondents were asked if they ever had quarrels with neighbors, more than 92.2 percent reported “No, Never,” while this figure is higher (94.9 percent) when asked if they had quarrel with the local government officials. The 2012 Tracer Study found similar trends with regards to quarrels with family (86.5 percent “No, Never” and friends (93.3 percent “No, Never”). A majority of respondents (70 percent) said they feel close to the people in the community.
80. SEDRP Tracer Study, 2012.
81. Ibid.
82. SEDRP Community Dynamics Survey, 2012.
83. Ibid.
84. SEDRP Tracer Study, 2012.
85. SEDRP Community Dynamics Survey, 2012.
86. SEDRP Tracer Study, 2012.
87. Ibid.
88. Ibid.
89. Bizimana, interview by authors, Musanze, March 14, 2013.
90. According to the anecdotes from the key informant interviews and observations, “having a family,” with respect to ex-combatants, appears to be an indication of maturity and responsibility. Generally, an ex-combatant who has a family is expected to be mature, determined and more eager to work.
91. Mudumiro, interview by authors, Nyanza, March 13, 2013.
92. Kunde, interview by authors, Kigali, March 21, 2013.
93. Godfrey, interview by authors, Kigali, March 22, 2013.
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108. RDRC official, interviews by authors, March 11, 2013.
109. Godfrey, interview by authors, March 22, 2013.
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111. Niyiyegeka, interview by authors, March 06, 2013.
112. All VTCs responded that they “talk to the ex-combatants during training to see how they are doing,” which is kind of a moral support – according to the people we interviewed, at least.

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World Bank

1818 H Street NW
Washington, DC 20433 USA
www.TDRP.net

