



Supporting Survivors of the  
Rwandan Genocide



( From theory )

## YOUTH ENTREPRENEURSHIP TRAINING PROGRAM

PILOT PHASE, MARCH TO JULY 2012

# ACTIVITY REPORT



(To application )

Compiled by :

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Kigali, August 2012

## I. INTRODUCTION/BACKGROUND

The Youth Entrepreneurship Training Program (YETP) was set up as a collaboration between Survivors Fund (SURF) and the Association of Student Genocide Survivors (AERG) with the aim of contributing to the reduction of youth unemployment in Rwanda, focusing on university graduates and technical school leavers.

Its guiding vision is to develop a national centre of excellence in the development of entrepreneurship skills that will contribute to the reduction of unemployment amongst Rwandan youth. The guiding mission is to avail responsive, youth-friendly entrepreneurship training programmes and facilitate the creation of networks and links to develop financial and non-financial support, in order to reduce youth unemployment in Rwanda.

Under its entrepreneurship programme, Education into Employment (EiE) has developed and delivered 60 hours of entrepreneurship training as an alternative solution to young graduates and school leavers with the ambition and spirit to start their own businesses and create decent employment. The 6 month pilot phase started in April 2012 with one hundred and fifty students from nine Universities and higher learning institutes around Kigali, grouped in five entrepreneurship classes with thirty students in each group. This report reviews the entrepreneurship training activity progress for the pilot phase and presents the major accomplishments, challenges and recommendations as well as presenting a way forward.

## II. PROGRESS AGAINST PLANNED ACTIVITIES

**To initiate the program, the designing team developed a plan of action with specific targeted outcomes, outputs and activities. The following section looks at the progress against the planned activities:**

**Outcome 1: Skilled Youth In Entrepreneurship:** One hundred and twenty-four youths have improved their entrepreneurship skills

**Output 1.1: 150 Youths Trained in Youth Entrepreneurship:** One hundred and twenty-four youths have successfully completed sixty hours of entrepreneurship training

**Activity 1: Partnership with Universities:** Nine universities have signed a partnership agreement with five donating training rooms

In March 2012, EiE, through YETP, began initiating partnerships and collaborations with institutions and universities that play host to young graduates and potential beneficiaries of entrepreneurship training. Almost all universities in Kigali were visited and contacted; as a result, nine institutions responded positively and agreed to collaborate with EiE in the process of developing entrepreneurship training amongst graduates. KIE, INILAK, UAAC, RTUC, KTC, SFB, ULK, KIST and TCT all signed a collaboration agreement. Four of the aforementioned

universities have donated training rooms (KTC, INILAK, ULK and KIE), for the duration of the training.

### **Activity 2: Target Group Identification**

To ensure all potential beneficiaries were aware of the program prior to the selection process, EiE worked with student representatives from all universities to communicate training opportunities. The program used the EiE website, which is used frequently by students; this website was also used to receive applications. A workshop gathering all universities with graduates interested in attending entrepreneurship training was organized by EiE and held at KHI with around five hundred participants and potential beneficiaries in attendance. It was also used as a platform for sharing information and expectations of the program.

### **Activity 3: Participant Selection Process: 150 Participants selected**

In order to ensure the success of the program, EiE interacted with all potential beneficiaries and developed basic selection criteria. This was based on the number of potential participants, their backgrounds, expectations, availability and the level of understanding of entrepreneurship training. This process led to the selection of one hundred and fifty of the most promising participants based on the aforementioned criteria, as well as their commitment to the program, ambition to start a business and possible progression after training. The selection process involved equal opportunity to all universities, maximizing gender balance.

### **Activity 4: Course design through assessment with FGD and participants**

After selecting participants, the consultants, along with FGD, went on to gather specific information about the target group's knowledge, challenges, needs and expectations in order to inform the process towards curriculum design and the program as a whole.

Three focus group discussions were conducted with twenty-two youths (representing 14% of the total targeted population)

- 5 female university students
- 10 male university students
- 7 male technical school students

### **Findings:**

As shown in the table below, the majority of university graduates planned to search for jobs directly after graduation, whereas technical school leavers were more likely to start up individual businesses. Findings also showed that the majority of youths selected for training had worked in business at some stage, regardless of the size of the business and whether or not they were working for someone else. The consultants discovered that interest in entrepreneurship training came from the desire to have self control and responsibility, security,

ownership, to develop skills and to eliminate the worry of challenges associated with working as an employee. Other sources of motivation ranged from technical skills from university, land and other assets owned by the participants, the possibility of a friendly business environment and unexploited opportunities. In order to succeed, the participants require support including training and information, access to finance, exposure and a general supportive environment.

### Plans of participants in the next 5 years

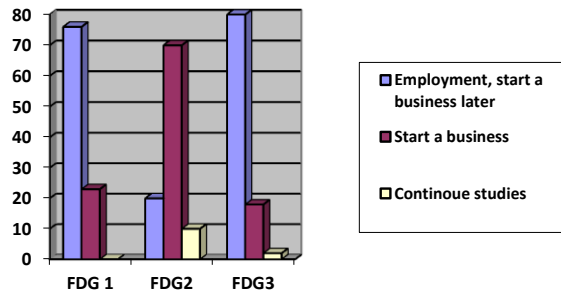


Figure one: Plans of participant in the coming 5 years

**FGD1: female university graduates; FGD2: male technical school graduates; FGD3: male university graduates**

- NOTE: Plans of interviewed youths in the coming five years included searching for employment, starting a business and continuing studies; however, the majority will search for employment

### Business experience of participants

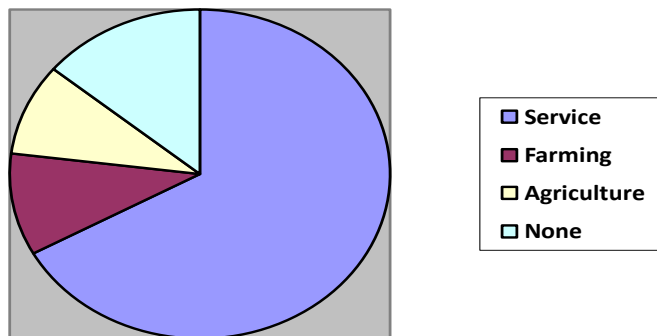


Figure two: Experience of participant in doing business

- NOTE: Of the youths interviewed, 55% have worked in service, 17% in agriculture, 13% in animal husbandry, while 15% have not worked at all

### Reasons for joining business

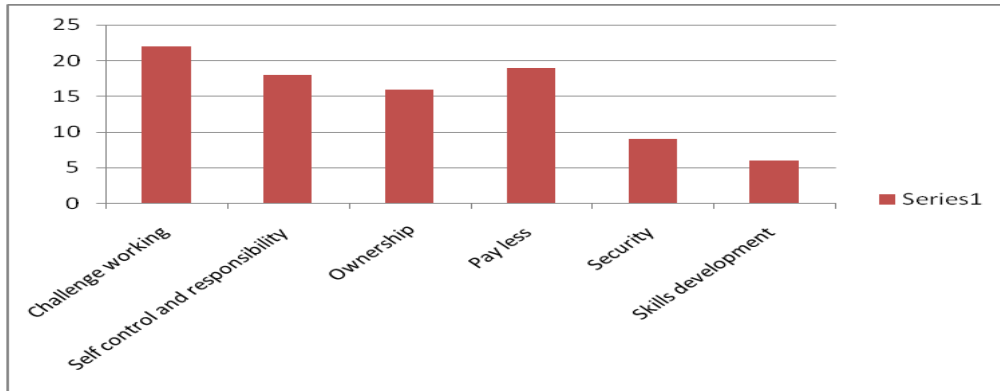


Figure three: Motivation of participants to join business

- NOTE: Reasons included worries about the challenges associated with working for someone, to have self control and responsibility, ownership, pay, security and skills development

### Potential within the group

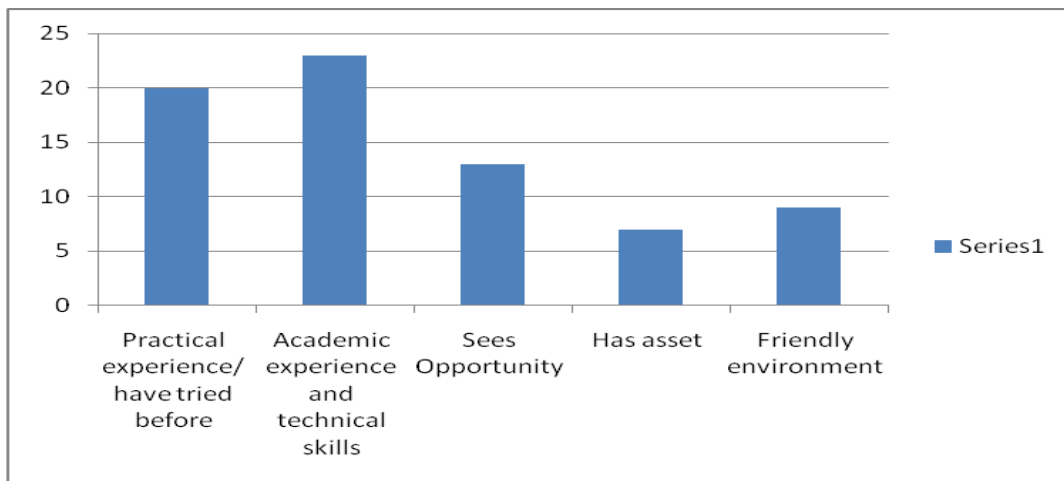


Figure five: strengths of participants

Note: Strengths included technical skills, land and other assets

## Worries and challenges

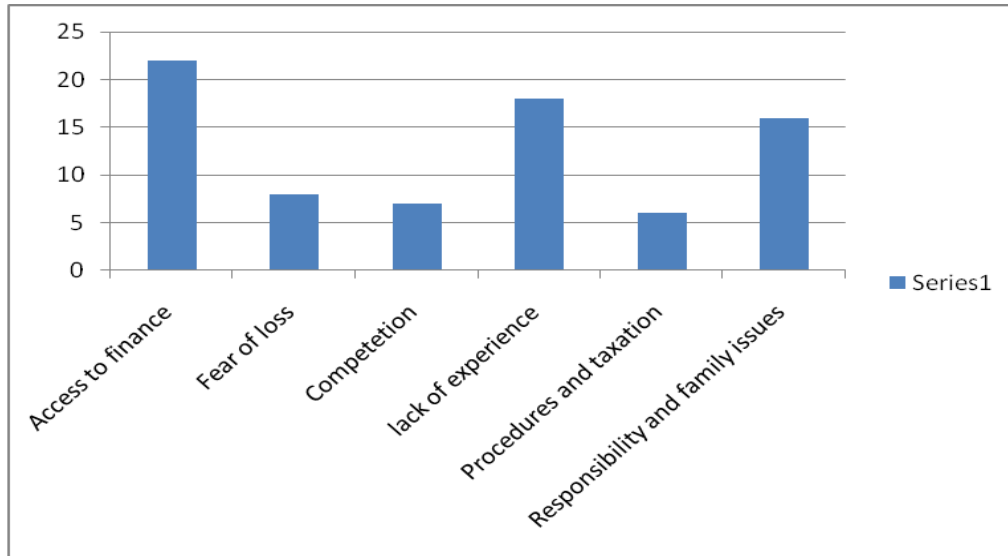


Figure six: Limitations and challenges

- NOTE: Potential challenges included gaining access to finance, fear of loss, fear of competition, limited experience, tackling procedures and taxation and family responsibilities

## Support needed

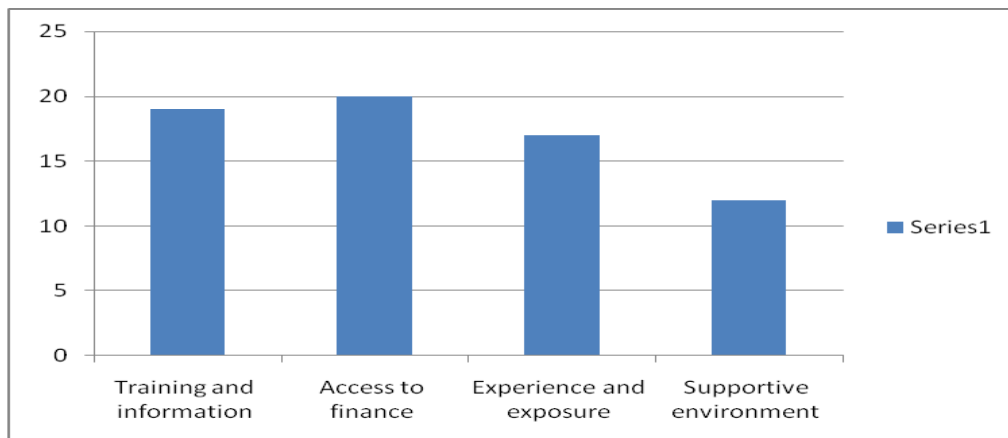


Figure seven: Needed support

Note: Areas in which support is needed include training and information, access to finance, exposure and experience

## Activity 5: Design/adapt AEC curriculum

After collecting information about participants through focus group discussions, the process of developing training materials took off with the following guiding objectives:

- To design a curriculum which provides the student with the foundational skills and knowledge necessary to become a successful entrepreneur, from identifying and assessing a business idea to developing and managing a business plan
- To design a curriculum which responds to specific issues that the targeted youths are facing

**The designing process used:**

- Designer expertise (background in business, academic experience, work experience)
- FGD information (knowledge, challenges, needs and expectations of the target group)
- A review of the existing curriculum (ILO, Know About your Business (KAB), Start and Improve Your Business (SIYB), Women Get Ahead, CEFE and other locally known materials)
- Contextualization

**Methodology:**

- The ‘learning-by-doing’ approach, also known as ‘action learning’ and ‘experimental learning’ (analysis and theory follows rather than precedes practical exercises)
- The training methodology is participatory, involving the participants actively in the process of acquiring new information (participants get excited and motivated through practical exercises)

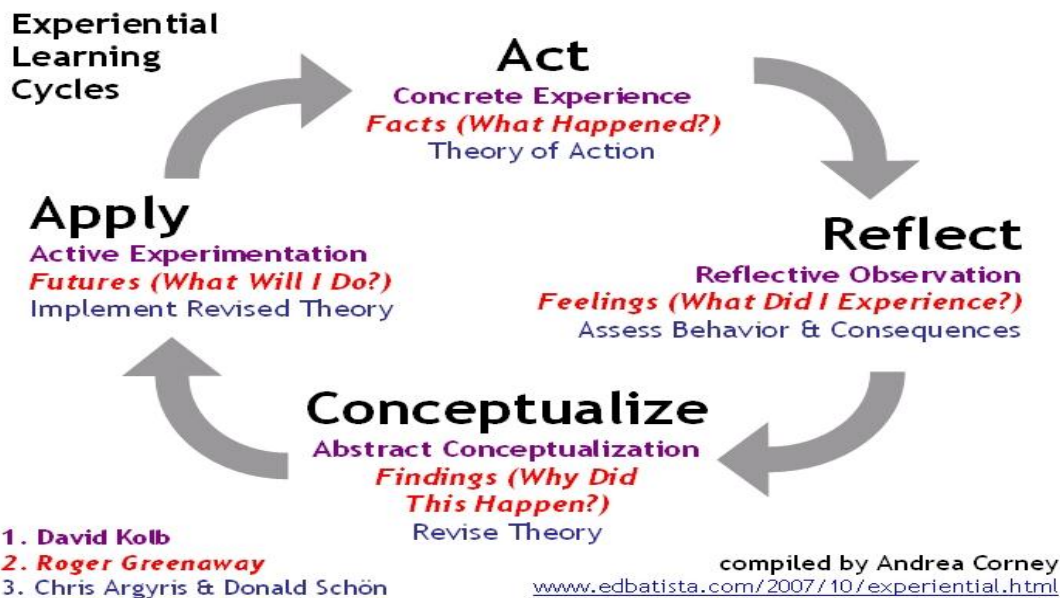


Figure eight: Experiential Learning Cycle

**Techniques**

- Pair share and pair work

- Small and large group discussions, small group work, individual work
- Role plays, case studies/scenarios, games, brainstorming, presentations, panel discussions
- Reflection activities, self-assessment and field visits

**Structure of the module: each module has the following main parts**

- Module Title: indicates the major focus of the module
- Key content: the summary of the content and desired outcome
- Objectives: specifies the expected outcome for the learner
- Topic: indicates the specific aspect of entrepreneurship presented in the module. Each topic will have specific objectives, timing, preparation activities and materials, as well as methodology
- Activities: includes a step-by-step description of how to conduct each activity. Each topic contains transparencies, learner worksheets, a handout and supplementary notes for the facilitator

As well as the trainer manual, the consultant developed a participant hand book or Learner Workbook:

The Learner Workbook, as the title suggests, is intended for the final beneficiaries. It contains the worksheets for all the modules and a glossary explaining economic terminology used in the curriculum, self assessment, homework and parts of the learner's business plan.

**Activity 6: Approval of the curriculum by EiE/AERG/SURF**

After the design and adaptation of the curriculum, a presentation which involved a team of ten people from SURF, EiE and AERG, as well as other entrepreneurship specialists, reviewed and provided feedback on the curriculum design and training materials. The presentation was given by the entrepreneurship trainer/consultant. Participants were satisfied by the work and suggested minor changes prior to training delivery.

**Activity 7: Develop a training calendar with the target group**

As there was only one trainer over five sites (classes) and most participants were in the middle of courses, internships and dissertations, we established a plan to enable every class to get some hours of training per week, convenient for all participants.

After consulting all participants the following calendar was drawn up:

- **KIE I** – class to meet eight hours each week: Monday (two hours), Wednesday (two hours) and Sunday (four hours)



- **KIE II** – to meet ten hours each week: Tuesday (three hours), Friday (two hours) Saturday (five hours)
- **INILAC** – to meet seven hours each week: Thursday (three hours), Sunday (four hours)
- **ULK** – to meet six hours each week: Monday (three hours) and Wednesday (three hours)
- **KTC** – to meet eight hours each week: Friday (two hours), Saturday (six hours)

**Activity 8: Training delivery**

**Pre-training assessment:**

As part of the introduction and orientation to the course, all participants took part in a pre-training assessment to determine their knowledge before training. The template used a summary of key topics and skills to be covered in the training.

As presented in the table below, 77% of students had no experience or knowledge about the contents in module one, 70% no experience of module two, 80% of module three, 68% of module four, 77.5% of module five and 92% of module six. A limited number of participants had some knowledge of modules one to six. The same assessment was administered after the training.

**Pre- training Assessment**

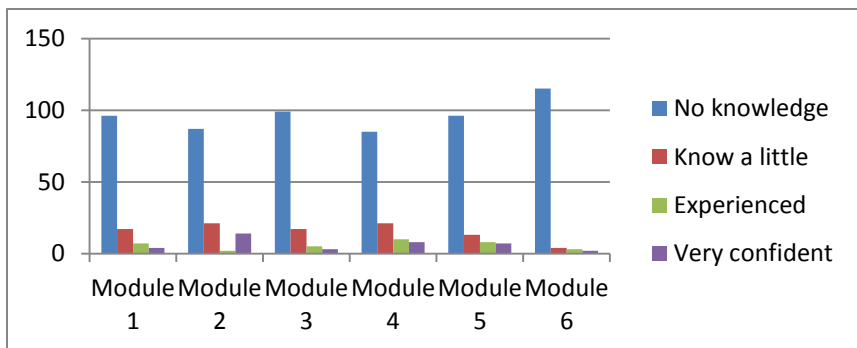


Figure nine: Pre-training assessment

On 7<sup>th</sup> and 8<sup>th</sup> May 2012 the training team worked with all participants to develop a convenient and flexible training calendar which accommodated academic obligations. From 9<sup>th</sup> May through to 6<sup>th</sup> July 2012 all classes covered 60 hours of training.

## Training delivery:



*Participants in the training*

During the week of 9<sup>th</sup> to 13<sup>th</sup> July 2012, a team of five experts from Umubano project (UK) volunteered to work intensively with EiE entrepreneurship training team and participants to sharpen business plans and deepen some of the already-acquired knowledge of business plan development.

The training period focused on five modules (Module I: Orientation, Module II: Basics of Entrepreneurship, Module III: Finding Good Business Idea, Module IV: Establishing a Business and Module V: Organizing and Managing a Business). Participants were organized in five classes; two classes in KIE and one class in INILAK, ULK and KTC with thirty participants in each. During the training, participants had the opportunity to practice some of the skills acquired through games, role play, homework, presentations by business owners and field visits to successful businesses. Participants learnt how to work together in cooperatives, business groups and savings groups and, as a result, the majority of participants developed their businesses in groups. One hundred and twenty-four participants have now successfully completed the training and were able to develop business plans. Some of the business ideas were innovative and full of creativity; others were based on existing opportunities. The businesses developed by participants included **STATIONERY, PAPER RECYCLING, PIG BREEDING, BREAKS AND ROOF TILES MANUFACTURE, MINUTE MARKET, RESTAURANT, CERAMIC PRODUCTS, POULTRY, TREATING OF DOMESTIC ANIMALS (GOATS, COWS), E-COMMERCE, INTERNET CAFÉ, TREATING OF AGRICULTURAL PRODUCTS, WEDDING AND EVENTS MANAGEMENT, TRADING OF SPARE PARTS.**



***UMUBANO Project member in training***

The training week focused on presentations, lecturing and individual and group coaching of one hundred and twenty four participants, divided into three groups. Due to regular academic obligations, the first group could attend the morning session from 9am to 12pm, the second group attended from 2pm to 5pm, while the third attended from 6pm to 8pm. In a detailed, practical and structured manner, participants learnt about their businesses, clients and competitors, which helped them to develop an informed business plan with realistic numbers. Participants used a pre-established business plan template and added their own information for the final presentation. At the end of the course all participants were able to develop a business plan, thirteen of which were very strong and innovative. Around thirty needed additional input and more than forty were weak.

**Post assessment:**

A post assessment was carried out to compare the results of knowledge acquired. The table below presents results of the assessment and indicates the level of confidence acquired. Module 1: 94% of participants were very confident and skilled enough



**Entrepreneurship trainer is delivering**

at the end of the training, Module 2: 83%, Module 3: 89.5% Module 4: 87%, Module 5: 74% and Module 6: 62%. In general, participants acquired significant entrepreneurship skills and business plan development as a result of the training.

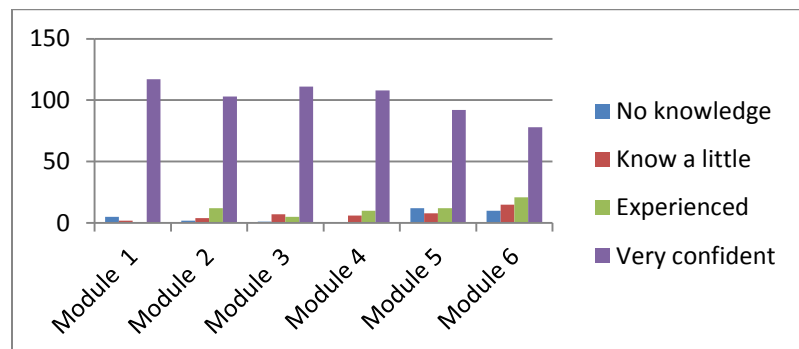


Figure 10: Post-training result

### Output 1.2: 150 youths exposed to doing business through field visits and entrepreneurial presentations

During the training, participants had the opportunity to meet with entrepreneurs and private sector members who are successful in their respective businesses. The visits to the community were organized depending on the type of business that participants wanted to learn about and how they are run (how the owners attract customers/how they manage money/how they keep track of what is sold/how they respond to changes in the market/how they are creative, etc).

Due to the visits, participants were able to anticipate risks associated with their businesses which would otherwise be unseen. They learnt how most businesses start off small and were able to discover some important characteristics that are necessary for an entrepreneur to be successful, including the contribution of Information Communication and Technology.

During the training, microfinance institutions and banks were also invited to discuss with participants opportunities and products available in their sectors for those starting out in business, in particular loans and savings products. In this framework on Friday 25<sup>th</sup> May 2012 Mr. Christian KAMARI, Head of Banking and lending at URWEGO Opportunity Bank (UOB), was invited to address a workshop and debate on loans and savings, discussing their importance and contribution to business starters. One hundred and fifteen participants attended the workshop and had an opportunity to ask various questions.

Participants learnt a lot in terms of the individual and group loans that could be available to them. They were encouraged to work in groups to facilitate access to loans, especially for people with no collateral. Participants discovered some of the factors that bankers consider before offering loans: the so-called "5 Cs" (**Capital** in the business or owner's commitment), **Character**, (competence, integrity, impression), **Capacity** (ability to generate enough money to service the loan, ability to repay), **Conditions** (competitive market environment), **Collateral**

(second source of repayment, movable, immovable, guarantor). UOB invests in agriculture, trading, manufacturing and stationary. Beside UOB, other banks such as COOJAD and Bank of Kigali were also contacted for possible opportunities.

### **Output 1.3: 124 youths have developed a business plan**



Out of one hundred and twenty four businesses, the seven most promising were shortlisted for the final competition. The event took place at LA PALISSE NYANDUNGU HOTEL from 2pm to 6pm on Friday July 19 2012, gathering all participants, staff from SURF and AERG, guests from banks and MFIs such as COOJAG, UOB and Bank of Kigali, as well as representatives from the government, government institutions such as MINICOM, MIFOTRA, MINICYOUTH and ICT, several NGOs, other stakeholders and journalists.

*J.Pierre NIZEYIMANA presenting his business of Good Tasty Tomatoes*

The judges were made up of members of the Umubano Project Team from the United Kingdom (3), all of whom are very experienced entrepreneurs, and the former President of AERG. Seven businesses were briefly presented to the audience (Banana Beer Processing, Tasty Tomato Plantation, Copy and Printing Business, Soya Processing, Poultry, Pig Farming and E-Beans). All contestants gave a ten-minute presentation followed by a Q&A session.

### ***The judges posed for a photo with 7 promising entrepreneurs after the presentations***



After the presentations, judges were given time for analysis and subsequently chose the most promising and potentially successful business. A number of factors led to **Tasty Tomato Plantation** being chosen: no importation, not seasonal, a cooperative, members committed through contributions, a huge

*Judge with 7 best candidates*

market demand for tomatoes and tomato products, a limited number of competitors and members are experienced in the area. Other business ideas did very well but required additional input.

Observers including representatives from banks, the government and UMUBANO Project thanked the collective effort and contribution of trainers and experts from UMUBANO Project. They recommended continuity and ongoing support of the various parties to address unemployment among graduates.

### **III. MAJOR CONSTRAINTS AND RECOMMENDATIONS**

A great deal was achieved during the pilot phase proving the project to be successful and promising, however, some challenges were experienced:

- The timing of the implementation period and the target group of graduates in their final year was challenging due to academic obligations. Almost all participants were either in internship, writing their proposals and dissertations or preparing for graduation. This required participants and trainers to be flexible on dates in order to accommodate student's concerns and priorities. In the future we would recommend selecting participants who are in their third year or students that have graduated.
- Most participants were youths from vulnerable backgrounds, some were orphans or heads of household; the limited budget for transportation affected attendance rate.
- Limited access to assets (those with no assets may end up lacking contribution of equity capital) - participants with no asset were encouraged to work together
- Participants came from different areas which meant there were difficulties in working and forming business groups or cooperatives. The selection process should cater for all the above-mentioned challenges.

### **IV. CONCLUSION , RECOMMENDATION AND THE WAY FORWARD**

Looking at the results presented in various sections of this report, one can confidently confirm the success, fruitfulness and knowledge brought by the entrepreneurship training program phase. Participants and other stakeholders involved have thoroughly enjoyed and recommended the program; however, a lot needs to be done in order to achieve the overall object of reducing unemployment through the development of entrepreneurship skills and

creation of jobs. With these aims in mind, participants need more support towards the implementation of their business plans.

Therefore, the training team will continue to assist participants as follows:

- Improving business plans, especially those that seem to be weak.
- Regular individual coaching and mentoring to all participants trained in entrepreneurship to comply with market needs, new information and feedback from banks and lending institutions
- Formation of business groups and cooperatives, as recommended by banks, MFIs, the judges during the business plan competition. The training team should secure time to coach youths in group business formations and cooperatives; where necessary participants will be trained in cooperative management.
- The team will continuously work to enhance linkages and liaisons with banks and other funding entities, so as to obtain capital for all potential businesses developed.
- The set-up of a Youth Network Forum

## ANNEXE 1

### EIE ENTREPRENEURSHIP TRAINING PROGRAMME

#### PARTICIPANT PRE- AND POST ASSESSMENT

**Note:** There is no right or wrong way to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, we'll take this survey again.

**1: I don't have any experience doing this. 2: I know a little about this. 3: I have some experience doing this. 4: I am confident in my ability to do this.**

My experience	1	2	3	4
Knowledge, skills and abilities				
1. Identify livelihood activities and businesses in my local community				
2. Understand how businesses benefit each other and the community.				
3. Describe the role of an entrepreneur				
4. Identify the characteristics and traits of an entrepreneur				
5. To identify business goals and produce outputs using quality, quantity and time as criteria.				
6. Set goals for the future – both in life and in business				
7. To experience and understand the difficulties in setting and achieving goals				
8. To understand the relationship between a business and its environment				
9. To be aware of pressure from the environment and ways of dealing with it				
10. To identify key people and organizations who can assist in creating, running and growing their own enterprises				
11. Demonstrate some of the skills needed to assess and evaluate a risk.				
12. Identify and apply the steps in analyzing a risk.				
13. Assess their own characteristics, attitudes and skills related to being an entrepreneur				
14. Awareness of my own creative potential				
15. Apply techniques to think and act creatively/innovatively				



My experience	1	2	3	4
Knowledge, skills and abilities				
16. Understand the importance creativity has in entrepreneurship				
17. Identify changes taking place in Rwanda and how entrepreneurs can respond				
18. Realize the importance of being aware of their environment as entrepreneurs				
19. Identify and use sources of business ideas				
20. Generate business ideas based on their interests, skills, gaps in the market, identified needs, etc.				
21. Observe and begin to analyze small businesses in their community				
22. Identify how a business idea gets turned into a business opportunity				
23. Identify different factors to consider when deciding if a business idea is really a business opportunity				
24. Begin to assess if their business idea is worth pursuing				
25. Awareness of the social, economic and cultural environment in which I (will) operate as entrepreneurs				
26. Analyse opportunities and constraints in their business location				
27. Understand how to stimulate creativity in generating business ideas				
28. Practice brainstorming in developing business ideas				
29. To select 1-3 business ideas for micro-screening				
30. fine-tune and select business idea				
31. Understand and apply the basic elements of marketing				
32. Identify and analyze existing competition				
33. Identify and analyze business location possibilities				
34. Determine how to set a price for their product or service				
35. Develop an annual sales plan				

My experience	1	2	3	4
Knowledge, skills and abilities				
36. Apply the 4 P's to their own business ideas				
37. Develop a marketing plan for my own business				
38. Identify and calculate start-up costs, including both investment capital and working capital				
39. Identify and assess the various sources of capital to start an enterprise				
40. Differentiate between equity capital and credit/debt financing				
41. Identify the different types of business ownership				
42. Identify the advantages, disadvantages and legal requirements of different types of business ownership				
43. To identify and learn how to manage the key inputs in the production of a good or service				
44. Understanding of different steps in a production cycle				
45. To stimulate creativity for product innovation by using the SCAMPER model				
46. To explore the 'market' in a systematic way through interviews with business men and their customers and through observation of businesses				
47. Money management				
48. Apply a hiring process for potential employees				
49. Manage employees in a way that promotes productivity				
50. Identify and apply time management techniques				
51. Identify the characteristics of a successful salesperson				
52. Apply the process of how to sell to customers				
53. Identify and follow the steps a business owner should take when selecting and working with a supplier				
54. Determine appropriate technologies for their businesses				
55. Identify the differences between direct and indirect costs				
56. Categorize costs into categories – staff, material, other and capital				

My experience	1	2	3	4
Knowledge, skills and abilities				
57. Calculate depreciation				
58. Identify the elements of a cost forecast				
59. Developing the cost forecast for my business business				
60. Identify different types of basic records (receipts, cashbook, stock list...)				
61. Develop a cash flow plan based on their sales plan and cost forecast				
62. Identify the elements and importance of a profit and loss statement				
63. Identify current and fixed assets and current and long-term liabilities				
64. Understand the importance and use of the balance sheet				
65. Identify what a business plan is and the purpose of having one				
66. Identify the elements, or different parts, of a business plan				
67. Link the different elements of a business plan to the previous modules				
68. Analyze a business plan to determine if the business should be pursued or not				
69. Write and analyze my own business plan				

## ANNEXE 2

### EIE ENTREPRENEURSHIP TRAINING PROGRAMME

#### PARTICIPANT –TRAINING EVALUATION FORM

We are interested in your assessment of the training provided by EIE , and would like to ask you to complete the form. For each statement, please check if you agree or disagree using a rating scale from “1” to “5”. A rating of “1” indicates that you strongly disagree with the statement and a rating of “5” indicates that you strongly agree and “3” is the level where you neither agree nor disagree.

Categories	Check your response				
	Strongly Disagree – Strongly Agree				
Preparation	1	2	3	4	5
The invitation for the training stated the goals clearly					
I was given enough information to prepare for the training					
Content Delivery	1	2	3	4	5
The goals of the training were clearly defined					
The topics covered were relevant					
Each session stated the objectives clearly					
There was sufficient opportunity for interactive participation					
The format allowed me to get to know the other participants					
The training was too technical and difficult to understand					
The training experience will be useful to start, improve, expand my business					
I got most of my questions answered during the training					

The materials were pitched at the right level					
The materials for the training were helpful					
The schedule for the training provided sufficient time to cover all of the proposed activities					
The handouts provided were helpful					
Would you recommend the course to other graduates					
<b>Facilitator:</b>					
The facilitators were knowledgeable about the topic					
The facilitators were well prepared for the session					
The facilitators encouraged active participation					
The facilitators answered questions in a complete and clear manner					
The facilitators used variety of training methods					
The facilitators were respectful of the different skills and values presented by the participants					
<b>Facility</b>					
The meeting room and related facilities provided a comfortable setting for the training					
The location for the training was convenient for me					
The tools and equipments during the sessions worked well					
The sessions lasted about the right amount of time					

How has his training impacted your life, business?

What additional training would you like to have in the future to start or improve your business?

What could be your plans after the training?

- a) Continue studies ,
- b) Start an income generating activity
- c) Search for employment

Additional Comments:

# ANNEXE 3

## FGD /GUIDING QUESTIONS

### ENTREPRENEURSHIP CURRICULUM DEVELOPMENT

#### Education into Employment

**Introduction:** With the desire of inspiring/ upgrading entrepreneurship skills among 150 fresh graduates from universities, high learning institutions and technical schools, AERG through its EiE program is the process of designing and delivering a 60 hours Advanced entrepreneurship Curriculum. As an entry point EiE needs to collect information about the knowledge, need, Expectation as well as challenges of the target group to be served in as far as practical entrepreneurship skills development is concerned.

**Purpose:**

This FGD tool will help gathering and analyzing basic and important information about our target group, these information will inform the process toward adaptation/ designing of a responsive and up-to-date curriculum which respond to the need and expectation of the target group. Inform the program interventions.

**Methodology:**

Prior to the design of the curriculum, four FGD will be conducted of 40 (27% of our target group). In total, Four (4) FGD will be held during this exercise: 2 FGD of student from technical Institution and 2 FGD with student from University in Kigali City. The FGD will be broken up as follows:

- 10 student male from University ( every department represented by at least 2 student )
- 10 student male from University ( every department represented by at least 2 student )
- 10 student from technical school ( Every Trades represented by at least 2 people )
- 10 youth/ student from technical school ( Every Trade represented by at least 2 people )

**Key questions:**

**PART I. Participant's background :**

1. Name : \_\_\_\_\_
2. Education background : \_\_\_\_\_
3. Tel: \_\_\_\_\_
4. E-mail: \_\_\_\_\_
5. District \_\_\_\_\_

**PART II. INFORMATION ABOUT THE TRAINEE/EMPLOYEE:**

1. Where do you see yourself in the next two to five years ( dreams of becoming  
.....  
.....  
.....  
.....

2. Do you have a business or a plan to have one?, What type ( group/ individual),

.....  
.....  
.....  
.....

3. Type of business (idea) (for example, production, service, trade)

.....  
.....  
.....

4. What would be the reasonable average Startup capital for your business ( idea)

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.....  
.....  
.....

5. What is your knowledge & experiences about self employment/ entrepreneurship (practical experience, skills, trainings, family exposure (skills they want to know)

.....  
.....  
.....  
.....

6. What do you see as potentials ( your) toward becoming entrepreneur (Assets, where to get practical experience, connections etc)

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7. What are your worries& challenges to enter private sector

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8. What support do you need to improve/start your business (idea)?

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9. What are you preferred method/ facilitation of learning entrepreneurship ( Interactive, participatory, experiential)



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10. If organized training what could be your availability ( hours per day, )

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11. Any additional comments?( other relevant interventions they wish to see )

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Thank you for your participation. We very much value your opinion

## ANNEXE 4

### Entrepreneurship Training Curriculum overview

Curriculum Module	Topics Covered	Desired Outcomes for Participants
<b>Module 1: Orientation and introduction</b>	<ol style="list-style-type: none"> <li>1. Introduction of participant and expectations</li> <li>2. Goal and overview of the curriculum and Matching Expectations with goal</li> <li>3. Training Agenda , Logistcs and norms</li> <li>4. Trust building Activities</li> </ol>	<p>Participant will get to know each other and raised their expectations about the workshop; through various series of trust building games a collaborative and supportive environment will be created. Participant will become familiar with the structure and the design of the curriculum. Participant will agreed on Workshop agenda, norms and logistics</p>
<b>Module 2: Basics of entrepreneurship</b>	<ol style="list-style-type: none"> <li>1. Livelihood Activities and Businesses in the Community</li> <li>2. Entrepreneur Panel Discussion</li> <li>3. Practicing Personal Entrepreneurial Characteristics</li> <li>4. SMART Self-Assessment</li> <li>5. The Top 10 Traits of Pham (optional)</li> <li>6. Business-Building in your Environment (dealing with pressure)</li> <li>7. The Web of Relations</li> <li>8. Risk Taking, Assessment and Management</li> <li>9. Are you ready for entrepreneurship</li> </ol>	<p>Participants will be able to identify livelihood activities and businesses in their community. They will recognize the characteristics / traits of an entrepreneur and understand what they do. They will be able to identify business goals and produce outputs using quality, quantity and time as criteria, they will experience and identify the Top 10 Traits for business success. Participant will be enabled to set goals for the future – both in life and in business. Participant will understand the relationship between a business and its environment and become aware of pressure from the environment and ways of dealing with it. They will identify key people and organizations that can assist in creating, running and growing their own enterprises. The will be able to improve the existing relationships that they have with such actors and agencies. They will be able to identify and analyze risk. They will be able to assess whether or not they are ready for entrepreneurship and identify what they can do to become more entrepreneurial.</p>

<b>Module 3: Finding a Good Business Idea</b>	<ol style="list-style-type: none"> <li>1. Creativity challenge and response to changes</li> <li>2. Business mapping</li> <li>3. Business Idea Brainstorming</li> <li>4. Micro-Screening of Business Ideas</li> <li>5. Visit to Business Community</li> <li>6. Is your business idea a Business opportunity</li> </ol>	<p>Participants will become more aware of thinking creatively and responding to change creatively, particularly in the business environment. They will also focus specifically on businesses in their communities, identifying sources of business ideas, generating a list of possible business ideas, and exploring the feasibility of these business ideas, they will fine-tune promising ideas (3). They will recognize the difference between a business idea and a business opportunity and know what factors to consider in assessing whether or not a business idea is a real opportunity.</p>
<b>Module 4: Establishing Business</b>	<ol style="list-style-type: none"> <li>1. Introduction to Marketing “The Case of Ms. NZEYIMANA”</li> <li>2. Market Analysis Game</li> <li>3. The 4 P’s: Products and Services, Promotion, Place/Distribution and Price</li> <li>4. Mini Market Study</li> <li>5. Know Your Competitors and Locate Wisely</li> <li>6. Price setting and Annual Sales Projection</li> <li>7. Developing a Marketing Plan</li> <li>8. All it Needs to Create a Product or Service</li> <li>9. More and Better Products: The SCAMPER Model</li> <li>10. Start-Up Costs</li> <li>11. Sources of Financing / Capital</li> <li>12. Forms of Business Ownership</li> </ol>	<p>Participants will be able to identify and analyze the key aspects of the market – products/services, promotion, place/distribution and price. They will be able to identify, observe and analyze their competition and locate their businesses in a way that will maximize their profit. They will be able to identify and learn how to manage the key inputs in the production of a good or service, understand the different steps in a production cycle and to stimulate creativity for product innovation by using the SCAMPER model. Participant will be able to explore the ‘market’ in a systematic way through interviews with business men and their customers and through observation of businesses. They will begin to develop a market plan for their own business ideas. Participants will also identify and calculate start-up costs, identify and analyze sources of financing and become aware of the different categories of business.</p>

<b>Module 5: Organizing and managing a business</b>	<ol style="list-style-type: none"> <li>1. Managing money</li> <li>2. Hiring and managing people</li> <li>3. Time management techniques</li> <li>4. Sales techniques</li> <li>5. How to Sell with Success</li> <li>6. Doing business with suppliers</li> <li>7. Appropriate technology</li> <li>8. Direct/Indirect costs and cost categories</li> <li>9. Cost forecast</li> <li>10. Record keeping</li> <li>11. Financial management tools – cash flow plan, profit and loss statement, balance sheet</li> </ol>	<p>Participant will learn how to become financially fit by reducing expenses and increasing saving, they get to know how to deal with debt and avoid unnecessary debt. Participants will learn about managing and operating a business. They will gain knowledge and skills in management topics such as managing employees, managing time, using effective sales techniques, working with suppliers and determining appropriate technology for their businesses. They will gain exposure to topics related to operating a business, including types of costs and how to keep good records of business transactions and forecasts. They will be able to analyze the health of their business through the use of financial management tools, including a cash flow plan, profit and loss statement and a balance sheet.</p>
<b>Module 6: Business plan Development</b>	<ol style="list-style-type: none"> <li>1. Purpose of a business plan – what is it and why does one need it?</li> <li>2. Elements of a business plan</li> <li>3. Business plan format</li> <li>4. Sample business plan</li> <li>5. Creating your own business plan</li> </ol>	<p>After learning about the reasons why it is necessary to have a business plan, participants will pull together the various parts of the business plan from the previous modules to create their own business plan.</p>

## ANNEXE 5



### Concept Note

**Project Title:** Graduate with Vision 2Venture

**Promoters:** SURF RWANDA, AERG, EiE

**Programme Category:** Entrepreneurship Program

**Primary and Major Beneficiaries:** 150 Participant University graduates from 10 Universities around Kigali

**Secondary Beneficiary:** Education into Employment, AERG

**Contact Person:** NYIRIBAKWE J.Paul

## 1. About us

The Education into Employment Programme was set up as a collaboration between [Survivors Fund \(SURF\)](#) and [AERG,\( the Association of Student Genocide Survivors\)](#) in March 2010 With aim to contribute in the reduction of youth unemployment among Rwandan youth with focus on university graduate. To empower these young survivors to reach their Potential, create a vision for the future, prepare them to successfully apply for jobs and internships and overcome the challenges faced within the job market EiE provides: - University level English lessons for student survivors, The Rwanda Mentoring programme and website, A careers Magazine (Green light Magazine), IT Programme and Entrepreneurship programme. **Under its entrepreneurship programme, EiE is offering entrepreneurship training as an alternative solution to university completers with ambitious and spirit to start their own business and create decent employment with hope that this will help learners to initiate, organise and control a Small and Medium Enterprise (SME). Our first graduation ceremony named Graduate with Vison2Venture will consist of 150 youth who are part of pilot phase in july 2012.**

## 2. Beneficiaries

The EiE programme's target beneficiaries are the youth from vulnerable background (poor families, 1994 tutsi genocide survivors, orphans of HIV, etc). This target group is particularly vulnerable as many were left either orphans or without the extended family networks needed to support them. As a result many are part of child headed households, are orphans or live in widow headed households, all classed as groups who are least likely to be able to access services and their basic human rights as a result of their poor socio-economic status. Despite graduating from university, young survivors who complete university face greater challenges in accessing employment as they often lack the family networks and support mechanisms that might help them to gain employment and seek guidance when choosing careers. Further, the likelihood of them being from a low socio-economic status means that young survivors are unable to pay for training courses that might facilitate greater access to the job market.

## 3. About the event

**Graduate with Vison2Venture (GV2V)** is a business plan competition organized by Education Into Employmrnt under its Entrepreneurship training program with the support from SURF Rwanda with aims to stimulate and nourish the entrepreneurial spirit in university graduates and seeks to encourage entrepreneurially oriented students to develop and grow new ventures based on their own ideas and technologies developed through three months entrepreneurship training offered to EiE beneficiaries. Due to the availability of funds the programme would initially run for three years with a target of 900 direct beneficiaries, the pilot phase of 6 month started in April and first intake started with 150 students from 8 Universities and higher learning institutes around Kigali grouped in 5 entrepreneurship class with 30 students each group. At the end of each intake business ideas presentation " **Graduate with Vison2Venture (GV2V)** " will be organized to expose graduate to the sponsors and investors who can buy their business ideas and help them to implement their business ideas .The success of this programme required involvement of all actors and led-youth stakeholders.

#### **4. Be involved**

The success of this programme required involvement of different actors and led-youth stakeholders. AERG's Education into Employment programme is looking for partnership in four key ways:

##### **Partnership with financial institutions, such as banks and MFI to:**

- a. Provide youth friendly loans to the bankable business ideas.
- b. Provide awards and recognition to successful business ideas

##### **Partnership from, government institutions,NGO and private sector to:**

- c. Provide judges for the business Ideas presentation
- d. Provide volunteer business mentors from their employees
- e. Increase the existing loan guarantee of 5,000,0000
- f. Provide awards and recognition to successful business ideas

##### **Funding from donor and partner organisations to:**

- a. Provide funding for the administrative and running costs of the programme
- b. To provide in kind donations such as Computers and technical equipment needed for the programme.
- c. Provide awards and recognition to successful business ideas
- d. Partnership with guarantee Fund to pride loan guarantee to the bankable business ideas
- e. Provide awards and recognition to successful business ideas

##### **Contact us**

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