

LESSONS LEARNED
& FINAL REPORT
from the
STRYDE PROGRAM

2011 – 2019



Empowering Youth in East Africa

Partnerships



Introduction

STRYDE 2.0 used the partnership model to ensure long-term transformation of youth economic engagement ecosystems. The model involved close partnerships with 122 stakeholders to build their capacity to deliver STRYDE training independently. TechnoServe teams carefully selected each partner, provided a suite of supportive tools and services, and engaged government and private sector actors to further scale training and provide new opportunities to entrepreneurs.

The partnership model delivered sustainable impact at a lower cost than the peer-to-peer model, with only slightly lower economic outcomes.

	Partnership	Peer-To-Peer
YOUTH TRAINED	21,001	47,868
PRICE PER PARTICIPANT	\$243 per youth	\$529 per youth
PERCENTAGE OF YOUTH EARNING INCOME AFTER THE PROGRAM	79%	92%
INCOME CHANGE	+69% (\$67 to \$114/mo)	+90% (\$57 to \$108/mo)

Over 30%

of STRYDE youth were trained by partners.

77%

of training partners intend to continue the program. Training partners reported a high level of satisfaction with STRYDE. 94% of partners said they would not change anything about the training content.

Half the Cost

The partnership model cost less than half of peer-to-peer model, on a per-youth basis.

68%

of recent STRYDE partners are continuing to implement the STRYDE curriculum, without TechnoServe's financial support.

Partner Selection & Support



TechnoServe developed distinct selection strategies in each country based on local relationships and context.

Partner institutions worked closely with youth populations and had missions that complemented STRYDE, from preparing prisoners to re-enter society to training youth in marketable vocational skills.

Country	Strategy
KENYA	Initially partnered with 37 government-run vocational schools. When local governments were impressed by the results, they collaborated with STRYDE to expand to a total of 77 institutions, including 4 prisons.
RWANDA	Prioritized partnerships with government districts, as they had implemented the STRYDE 1.0 peer-to-peer model and wanted to make STRYDE a permanent program.
TANZANIA	Experimented with a range of institutions, including a prison, a government outreach program, and local NGOs. STRYDE Tanzania's vocational institutions taught a broader range of subjects, including teacher training and hospitality management, as well as the more traditional trade skills vocations.
UGANDA	Focused on both government-run and private vocational colleges, as STRYDE's entrepreneurship content complements trade skills programs.

TechnoServe worked closely with partners and provided a variety of effective support mechanisms.

At the beginning of the partnership, TechnoServe trained partner staff how to be STRYDE trainers and run the program effectively. The institutions also received funding and capacity building.

Support Mechanism	Description
CATALYTIC FUNDING	TechnoServe provided financial support to partners based on the number of students they trained. Support was reduced over time to encourage institutions to self-fund STRYDE.
MASTER TRAINERS	Partner staff learned how to train more STRYDE trainers, which allows these partners to continuously refresh their supply of qualified trainers.
MONITORING AND EVALUATION TRAINING	Partner staff learned how to collect, report, and analyze data to drive strategic decision making.
PARTNERSHIP ASSISTANTS	TechnoServe staff regularly visited partners to provide customized support to address challenges and ensure accountability.
STAKEHOLDER MEETINGS	Partner leaders met to network and share ideas.
SUSTAINABILITY TOOLKITS	Partners received training and tools on budgeting, marketing, monitoring, and proposal writing.



“All students want to be in STRYDE.
STRYDE opens their eyes to the wider world.”

CASE STUDY

Creating Master Trainers and teaching monitoring and evaluation techniques helped partner staff develop the skills to sustain STRYDE independently.

From the beginning, TechnoServe’s work with partners focused on long-term sustainability. Partnership assistants advised trainers, monitored their performance, and later selected the highest-performing to go on to become Master Trainers, who train new instructors in each institution. Institution staff were trained on a “sustainability toolkit,” which included budgeting, marketing, and monitoring tools designed to attract students and properly budget for STRYDE’s costs.

One of the most innovative support mechanisms was **OneTable**, an online platform for program administration that streamlines and digitizes vital functions like budgeting and data collection.

Stakeholder meetings provided tailored feedback and ideas to address challenges.

Mityana Agrovet Institute is a private vocational college in the central region of Uganda. It specializes in two year agricultural training programs and attracts students from across the country.



The college began implementing STRYDE in 2015 and trained 786 participants. Trainers reported “all students want to be in STRYDE” and the program “opens their eyes to the wider world.” Many graduates have started businesses that employ other youth, and two became STRYDE trainers themselves. Employers also contact Mityana to recruit STRYDE graduates.

The college uses testimonials from past STRYDE graduates in marketing materials, and overall enrollment has doubled since STRYDE began. Leadership plans to sustain STRYDE by charging students a small fee going forward.



Program Elements

1 Partnership approaches should be “right-sized” to align with the long-term financial capabilities of each institution.

Partners reported that the TechnoServe CREATE adult-learning model’s interactive training style and practical content distinguish STRYDE from other programs. However, as we learned over time, partners could not raise the funds needed to directly replicate the resource-intensive peer-to-peer model. Instead, STRYDE worked with the partners to find cost savings to make the program less resource-intensive, but also worked with administrators to raise the funds through small student tuition increases, or advocating to governments or donors to support the program.

2 TechnoServe and partners jointly streamlined the curriculum to fit into busy student calendars.

Early in the program, partners struggled to implement the curriculum as it was designed for four-hour class periods. Many partners, especially educational institutions, needed shorter sessions to fit into their class schedule. TechnoServe used partner feedback to tighten and focus the curriculum content. Partners are satisfied with the new curriculum and recommend it for future programs.

3 Partners’ need for a low-cost, scalable approach inspired innovative ways of delivering training.

While participants used to receive their own personal training manuals, partners struggle to fund the printing costs. In response, the majority of sustainable partners keep a single set of manuals for participants to share. Some partners have experimented with a Powerpoint-based curriculum, using projectors. Future programs could continue using shared manuals, projectors, or experiment with digital distribution of training content.

4 The partnership model included a simplified, effective version of aftercare that can be further streamlined.

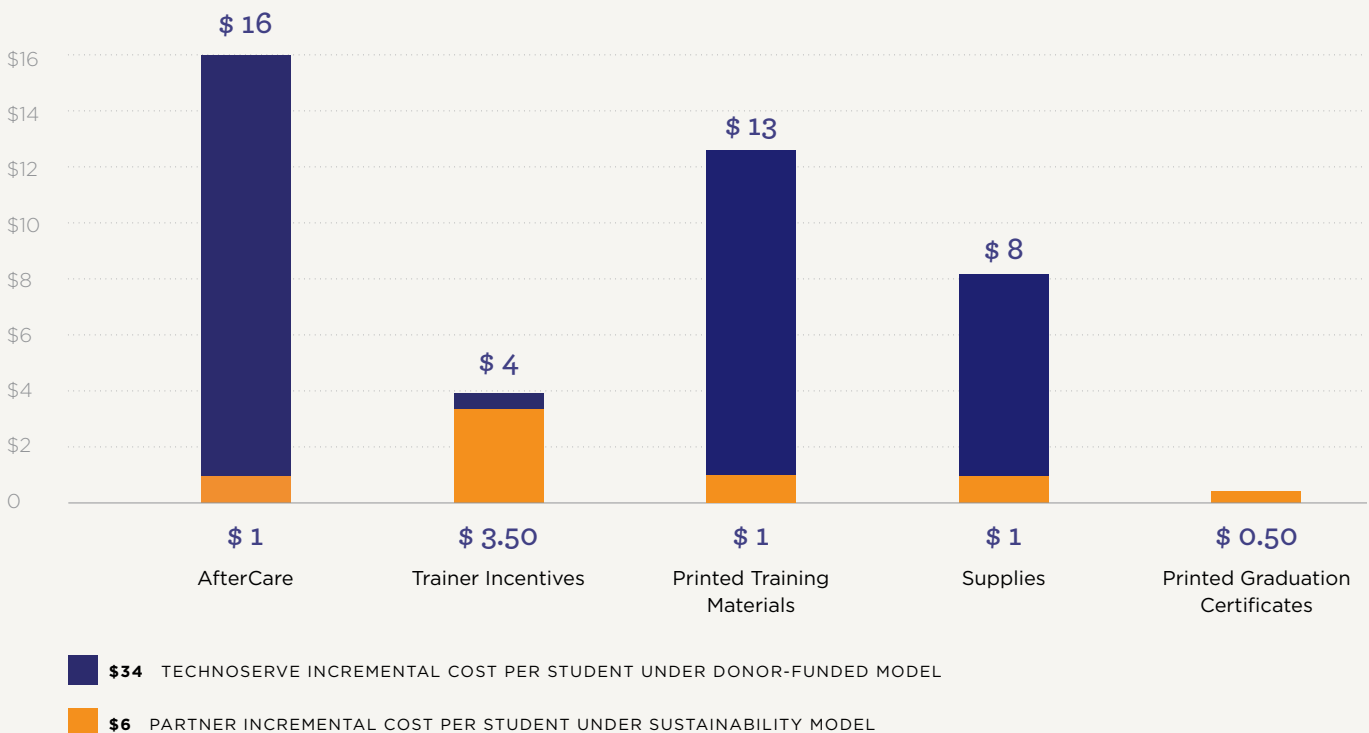
Most graduates participated in one or two aftercare activities immediately after completing the classroom training. This model was impactful, as aftercare participants had experienced a 37% higher income increase than non-participants. However, partners struggle to fund aftercare in its current form, and full-time trainers lack the time to plan complex activities. Some partners successfully implemented Business Plan Competition Funds, which gave winners repayable loans instead of grants. Future programs can further modify these popular activities to require simpler logistics and smaller budgets.

Sustainability & Replication

The partnership model applied a systems approach to sustainability that sought to enhance the broader East African entrepreneurial environment. TechnoServe formed effective partnerships with both the government and private sector that expanded STRYDE's reach and impact beyond the immediate participants. TechnoServe engaged local governments from the first day of the program. The approval of local governments helped STRYDE establish visibility and credibility in new communities, and provided access to potential partners. Local government connections also helped TechnoServe engage with national governments, where there was an opportunity to scale STRYDE via curriculum integration. Finally, multi-level government engagement and innovative private sector partnerships can further transform the rural economic engagement landscape.

Future partnership programs should partner with private & government vocational colleges to deliver a low-resource, high-impact program. These established training institutions have strong incentives to offer a high quality program like STRYDE, and their students learn marketable skills. Under TechnoServe's funding model, TechnoServe incurred an estimated \$34 in incremental costs per student. Partners have since reduced program costs for training manuals and aftercare, and now implement STRYDE for \$6 in incremental costs per student. In many cases, institutions have passed on these costs to their students as increased fees, sustainably funding STRYDE. In other cases, partners have seen the business case for running STRYDE and cover the additional costs through existing budgets.

Incremental costs per student under the TechnoServe-funded model vs. Partner sustainability model



TechnoServe's fully-funded model cost \$34 (incremental) per student, but partners have right-sized the costs down to -\$6 per student. Often this fee is paid by the student.

Instead of printing training manuals, partners loan students the books in a library book model, or they use PowerPoint & projectors

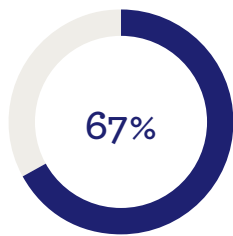
Some partners have successfully developed aftercare loan funds, providing Business Plan Competition repayable loans instead of grants.



CASE STUDY

Partnering with the Ugandan Government

TechnoServe partnered with the Government of Uganda's Directorate of Industrial Training (DIT) after DIT expressed interest in scaling the STRYDE curriculum. TechnoServe and DIT collaborated to adapt the STRYDE approach into an entrepreneurship assessment and training package (ATP) that will be used to train students in non-formal short courses in government vocational schools across Uganda, to equip students with practical skills to set up and run profitable enterprises. DIT & TechnoServe trained 70 instructors from 50 government vocational Institutions across the country who began rolling out the ATP nationally in early 2020. Through this national government partnership, STRYDE's benefits will reach thousands of additional students.



67% of partner colleges reported that STRYDE had a positive impact on enrollment, as new students sought valuable entrepreneurship skills.



Comparing partner types

PRIVATE COLLEGE

20

Partners

Income Change

81% (\$64/mo to \$116/mo)

Sustainability Factors

✓ **PRO: Private colleges had the strongest business case to continue STRYDE** — While private colleges are nonprofit organizations, student tuition fees are their primary sources of revenue, so maintaining high enrollment is critical. They also have to differentiate themselves from less-expensive public colleges, and offering STRYDE allows them to highlight quality programming and attract more students.

✓ **PRO: Private colleges had the most freedom to decide their own activities** — Private colleges decide their own curriculum, manage their budgets, and decide how much tuition to charge. 94% of private college partners have found funds to continue STRYDE, and many private colleges have added a small tuition increase to fund STRYDE.

✗ **CON: Private colleges are more expensive and not as numerous as government colleges** — Usually lacking government subsidies, these institutions charge higher tuitions and are not as accessible to many youth.

Example

Daniel Comboni VTI (Uganda) : Faith-based non-profit private vocational college with 150 students. Offers short-term (3-6 month) courses and two-year diplomas in trade skills including construction, electrical work, and automotive mechanics.

GOVERNMENT COLLEGE

83

Partners

Income Change

66% (\$68/mo to \$113/mo)

Sustainability Factors

✓ **PRO**
Extensive reach through large network of government colleges — Government college systems train large numbers of youth, and the youth usually pay less due to government subsidies. Also, government policy decisions in Kenya and Uganda spread the STRYDE curriculum to a large number of government colleges.

✗ **CON**
Government colleges had less curriculum & budgetary flexibility — they are subject to governmental policy on tuition levels and budget allocations, so they usually have to navigate more bureaucratic challenges before they can invest in supplemental coursework, like the STRYDE curriculum. Still, many government colleges have overcome this challenge and continue to implement STRYDE.

Example

Sergoek Vocational College (Kenya): 400 students earn one-year certificates or two-year diplomas in trade skills including catering, construction, and hairdressing.



NON-GOVERNMENTAL ORGANIZATIONS (NGO) & COMMUNITY-BASED ORGANIZATIONS (CBO)

11

Partners

Income Change

46% (\$101/mo to \$148/mo)

Sustainability Factors

✗ CON: Uncertain funding levels — NGOs and CBOs rarely charged tuition, making them entirely dependent on external donors. While they found STRYDE's impact levels helped them attract donor funding, donor priorities can shift, so it was not guaranteed.

✗ CON: Training infrastructure challenges — Because they provide shorter-term, donor-funded programs, NGOs and CBOs often lack sufficient brick-and-mortar infrastructure and do not have a permanent cadre of instructors. Many STRYDE-trained instructors left those organizations to pursue other jobs, limiting the NGO/CBOs ability to continue STRYDE.

Example

KIWWAUTA NGO (Tanzania): 400 volunteers provide outreach services related to poverty reduction and HIV/AIDS prevention.

GOVERNMENT-RUN NON-COLLEGE PARTNERS

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Partners

Income Change

60% (\$41/mo to \$65/mo)

Sustainability Factors

✗ CON: Uncertain funding levels — Government partners depended on scarce government budgets to implement the program. Once STRYDE financial support stopped, most of the institutions ceased the program.

✗ CON: Staffing structure challenges — These types of institutions depend on local leaders, volunteers, or government staff to conduct training. Sustainability suffers due to substantial turnover in these positions.

Example

Muhanga YEGO Center (Rwanda): Public community center with HIV testing clinic and meeting space for government youth representatives.



Methodology

TechnoServe and Mastercard Foundation pursued this study to better understand the branching pathways that youth take in search of fulfilling and dignified work. The report relied on quantitative and qualitative data, collected through STRYDE's daily operations and separate data collection specific to this study. For the Gender and Partnerships sections, the researchers executed customized surveys with beneficiaries and vocational institution partners. Indicators relating to youth income growth are drawn from Status Tracking Tool (STT) surveys completed across the course of the program. At baseline, STRYDE participants shared demographic and economic details when they enrolled in the program. Approximately two years later, TechnoServe conducted follow-up surveys with a sample of 10-15% of those youth. Where possible, additional surveys took place 3-4 years after baseline. This data was analyzed to produce most quantitative measures in this report. To validate quantitative findings, the research team also conducted key informant interviews and focus group discussions with STRYDE beneficiaries, partners and other stakeholders.

Partners

In 2011, TechnoServe and the Mastercard Foundation partnered to help rural youth in East Africa transition to economic independence through the STRYDE program. The first phase of STRYDE equipped 15,000 rural youth in Kenya, Rwanda, and Uganda with the skills and knowledge necessary to capitalize on new economic opportunities through skills training, aftercare, and mentoring. The second phase of the program, STRYDE 2.0, was based upon the successes and lessons from the first phase. An additional 53,000 youth took part in training, including new geographies in Tanzania and northern Uganda. A key component of STRYDE 2.0 was the program's focus on sustainability and engagement with local partners and training institutions. The program sought to align incentives of system actors, such as Vocational Training Institutions (VTIs), to build capacity and enable critical functions of the STRYDE model to continue indefinitely. Launched in August 2014, STRYDE 2.0 continues to provide training, with nearly 40% of the program's participants trained by partner organizations.



Mastercard Foundation seeks a world where everyone has the opportunity to learn and prosper. Through its Young Africa Works strategy and Canadian EleV program, the Foundation works with partners to ensure that millions of young people, especially young women, access quality education, financial services, and dignified work.

Developed in consultation with young people, policymakers, educators, and entrepreneurs, Young Africa Works aims to enable 30 million young people in Africa over the next 10 years by:

- Improving the quality of education and vocational training so youth are equipped with the skills employers need;
- Leveraging technology to connect employers and job seekers and drive growth; and
- Enabling entrepreneurs and small businesses to expand through access to financial services

For more information and to sign up for the Foundation's newsletter, please visit <http://www.mastercardfdn.org/> Follow the Foundation on Twitter at @MastercardFdn



TechnoServe's approach to international development is based on systemic change rather than quick fixes to address the symptoms of poverty. It is an international nonprofit organization that promotes business solutions to poverty in the developing world. TechnoServe operates in 29 countries worldwide and works with enterprising people to build competitive farms, businesses, and industries by linking people to information, capital, and markets. Since 1968, the organization's work is rooted in the idea that given the opportunity, hard-working men and women from all backgrounds can generate income, jobs, and wealth for their families and communities.

TechnoServe has been a catalyst for youth enterprise in both rural and urban East African settings through its flagship programs: Young Women in Enterprise (YWE), Girls on the Move, Smart Dukas and Strengthening Rural Youth Development through Enterprise (STRYDE). These experiences have given TechnoServe deep expertise in designing and implementing youth empowerment training programs, in addition to an awareness of the need for facilitative models that work through long-term local actors to achieve significant scale and local system change.



For more information on the STRYDE program, please reach out to:
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