

LESSONS LEARNED
& FINAL REPORT
from the
STRYDE PROGRAM

2011 – 2019



Empowering Youth in East Africa



The STRYDE Model

The STRYDE program reached more than 68,000 youth, bringing technical and soft skills training to rural areas at a critical time in Africa's growth.

Africa is now the youngest continent in the world with a population of 1.2 billion people projected to more than double by 2050. At the crux of these changing demographics is a demand for more income and employment opportunities, as many African countries are faced with challenges of both unemployment and underemployment.

Only 28% of Africa's labor force holds stable wage-paying jobs that are primarily concentrated in urban areas. Many youth migrate to cities to find better education and work opportunities, but 70% of African youth remain in rural areas where jobs are scarce and training opportunities are limited. Despite gains in education access over the past several decades, a technical and soft skills gap remains across the African continent, fueling a need for youth training opportunities. Training is especially critical for youth in rural areas whose livelihoods rely on managing a portfolio of earning activities that require both technical and soft skills.

In 2011, TechnoServe and the Mastercard Foundation partnered to help rural youth in East Africa transition to economic independence through the Strengthening Rural Youth Development through Enterprise (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. 30% of STRYDE 2.0's participants were trained by partner institutions, many of which continue to offer the STRYDE program sustainably, even after TechnoServe's financial support and capacity building has concluded.



STRYDE's Reach and Impact



STRYDE has reached more than 68,000 youth across East Africa through two program models.



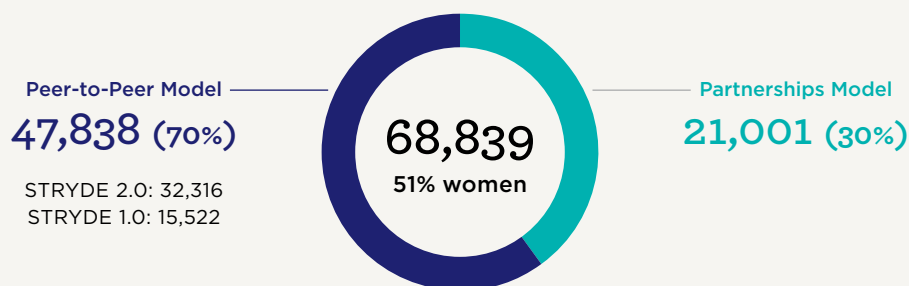
Peer-to-Peer

Youth trained directly by TechnoServe staff hired within the local communities



Partnerships

Youth trained through partnerships with system actors, such as Vocational Training Institutions



Uganda

- 20,001 trained
- 46% women

Rwanda

- 13,778 trained
- 51% women

Kenya

- 19,287 trained
- 46% women

Tanzania

- 15,773 trained
- 61% women



STRYDE Curriculum: Providing Youth with Technical and Soft skills Training

STRYDE equips youth with life skills and technical skills that allow them to start and grow new ventures.



Recruitment

Youth mobilization for each group took place in rural areas and was facilitated by community leaders. Youth were recruited in the month preceding the program through churches, STRYDE Business Counselors (BCs), training partners, and most effectively, by word-of-mouth from successful STRYDE graduates. This approach to recruitment resulted in equal participation by women and men, and in low attrition, with more than 90% of participants graduating the program and seeking new income-earning opportunities.



Training

STRYDE's interdisciplinary curriculum helped youth to develop marketable technical and soft skills. The curriculum was taught using TechnoServe's CREATE model (Connect, Reflect, Engage, Activate, Test, and Encourage), which engaged students using a participant-centered approach. Program participants were able to develop a deep understanding of the curriculum, including technical and soft skills that enabled them to grow financially and on a personal level.



TRAINING MODULES

- Agribusiness
- Entrepreneurship
- Gender
- Personal Finance
- Youth Savings & Business Groups
- Personal Effectiveness
- Professional Effectiveness



Aftercare

Youth participated in a nine-month follow-up program, known as aftercare, which provided critical, long-term support. Aftercare helped youth build upon gains achieved from training through exposure to new opportunities and a network of peer support. Participants were given agency over choosing aftercare activities that would best serve their continued learning, interests, and ambitions.

AFTERCARE OPPORTUNITIES

- Skills Training
- Job Fairs
- Business Plan Competitions
- Financial Clinics
- Field Visits
- Youth Savings & Business Groups
- Mentorship



STRYDE gave youth the confidence needed to launch into meaningful livelihoods

STRYDE modules such as Personal Effectiveness helped motivate participants by enabling them to answer “who am I?” and “what are my goals?”. This module promoted self-esteem, self-confidence, self-representation, and interpersonal communication. Through an exploration of differences in perspective between men and women, STRYDE youth also dismantled stereotypes and cultural stigmas, identified their strengths, overcame their weaknesses, and better related to their peers. These experiences helped participants gain the confidence to start or grow new enterprises and pursue opportunities that many had felt were previously outside of their reach. STRYDE youth left the program empowered and self-aware, with the technical knowledge needed to launch into meaningful livelihoods.



Ndinagwe Mboya

CASE STUDY

When Ndinagwe Mboya decided to build her business skills, the 22-year-old never imagined herself standing in front of a room full of women, teaching them about profit and loss as a business counselor. Yet in late 2015, Ndinagwe joined STRYDE and spent three months building interpersonal and business management skills. “I learned how to believe in myself and my ability to succeed. What woke me up in STRYDE training was personal effectiveness. This made me discover the opportunity I had that I could use to start and grow a business,” she says. Ndinagwe decided to start with what she knew by reviving her ailing father’s egg incubation business. She borrowed some money from her friend to buy two trays of eggs, and was able to repay the loan 45 days later after tripling her returns.

Gaining more confidence from this early success, Ndinagwe wrote a business plan for an aftercare competition and used the prize money to buy her own chickens and eventually expand into raising pigs and rabbits. Ndinagwe went from having no income, to earning more than \$210 a month, which covers all family expenses and her continued education.

Aftercare: Targeted support to help entrepreneurs launch and grow their businesses

Aftercare training helped youth to build skills and launch new ventures through unique opportunities

1 Business Plan Competition (BPC)

BPCs gave youth the opportunity to pitch new business ideas to a panel of mentors and judges. Competitors were eligible to receive a financial reward which could be used to start or enhance a microbusiness. BPC's were one of the most popular aftercare activities and helped youth create structured plans that facilitated goal setting. Preparing a business plan required youth to practically apply all of the knowledge learned during the three-month training phase. The competitions were also important for helping women gain confidence to overcome stigmas around certain activities. On average, women who were part of BPC's were able to increase their microbusiness incomes by over 4 times that of their peers.



BPC WINNER SPOTLIGHT

Lordrick used the winnings from the STRYDE business plan competition to start a multi-activity farm, which now allows him to fully support his single mother.

2 Technical Assistance Funds

Experiential grants encouraged learning among youth business groups focused on business start-up activities and new innovations. The grants provided groups with a safety net to fail and pushed the boundaries of their business knowledge. Grants were provided for unique ideas, or those with higher startup capital costs, such as processing, motor bike spare part sales, and welding businesses.

3 Group Coaching

Business Counselors (BCs) assigned to youth business groups provided mentorship that helped overcome challenges and increase accountability. The group model for coaching was an effective way to expose youth to a broader range of business challenges and solutions as they grew their own enterprises alongside their peers.

4 Skills training

Some youth wanted to try entrepreneurship, but did not have a business idea that they were ready to pursue yet. For those youth, TechnoServe polled participant interests and conducted market scans to identify promising business opportunities with low barriers to entry and then gave short trainings to youth. Examples included making soap, artistic batiks and handcrafts, and certain agricultural inputs. These small businesses served as a platform where youth could practice entrepreneurship, save money, and look for more market opportunities, all without taking on much risk. Many of these youth went on to grow and evolve those businesses, or diversify in other directions.

5 Field Trips

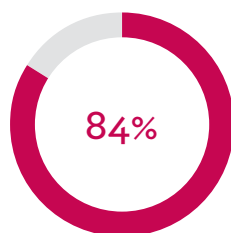
STRYDE participants were given the opportunity to visit and learn about operational businesses like farms, salons, and retail storefronts. Participants were polled on which types of businesses they were most interested in seeing so that connections could be made by the BCs. Those who attended field trips were able to see first-hand how successful small businesses operated in their local areas.

6 Formal Employment Opportunities

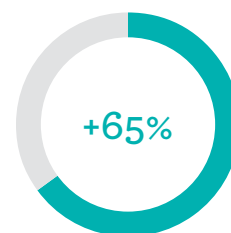
The program worked with partner firms to increase the number of internships and apprenticeships available to rural youth. Participants gained exposure to employers through learning trips and job fairs with companies who offered unique opportunities for professional development.

7 Financial Institution Opportunities

The program worked with financial institutions to run clinics and workshops that helped youth understand how to responsibly utilize financial products. These workshops and other partnerships with microfinance lenders, such as 4G Capital, demonstrate that youth represent an attractive target market for financial products and services.



Percentage of STRYDE respondents who have participated in at least one aftercare activity.



Income difference between youth taking part in aftercare vs. those who did not.

STRYDE's Partnership Model: Engaging the Youth Economic Ecosystem to achieve sustainability

STRYDE 2.0 centered around a “systems” approach to sustainability that involved transferring essential training functions to local partner organizations. Partners included government ministries, vocational training institutes, community-based organizations, and special partners such as prisons. This model, known as the partnership training model, ensured that the STRYDE program will be carried out by local stakeholders in the future and helped address the dual challenges of sustainability and scale in youth programs. TechnoServe worked with each institution to “embed” the STRYDE entrepreneurship curriculum and aftercare approach into each institution’s training syllabus, so that each student would learn entrepreneurship and other soft skills to complement their vocational training. In each country, at least 30% of STRYDE youth were trained by partner organizations, with many partners continuing to offer STRYDE training following TechnoServe support.

STRYDE's partnership model was a sustainable and cost effective approach to training youth at scale

Approach to Partnering with Local Institutions

TechnoServe's capacity building efforts helped to create the systems, tools, and incentives needed to identify local training partners who could map youth needs, develop standards, and carry the curriculum forward indefinitely.

1

Mapping & Onboarding

Potential partners were assessed based on infrastructure, enrollment, and human resource capability. Partners included Vocational Training Institutions, Agricultural Colleges, government agencies and other community based organizations.

2

Catalytic Support

TechnoServe trained partner instructors on the STRYDE model and created a “Master Trainer” certification to ensure that each institution can refresh their supply of qualified trainers. These trainers embedded the STRYDE curriculum into existing institution courses and trainings. TechnoServe paid partners a performance-based financial incentive to cover training costs while convincing partner leadership of the long-term value of funding entrepreneurship training.

3

Transition To Sustainability

Financial support was phased out for each partner, and TechnoServe assisted partners to find other sources for funding STRYDE's costs, especially by building the costs directly into tuition fees.

Partners were provided with a Sustainability Toolkit and additional training:

- Budgeting tools
- Marketing tools
- MIS system for tracking & reporting student progress

TechnoServe partnership staff monitored progress and helped partners address challenges in implementing STRYDE by themselves.

4

Promoting Systems Change

STRYDE Sustainability Committees continue to support local ownership of the program. TechnoServe also engaged local and national governments to highlight the importance of entrepreneurship and soft skills training. TechnoServe supported governments to adopt, adapt, and scale the STRYDE model to other government-run vocational training institutions, with impressive results in Kenya and Uganda.

SPOTLIGHT

Kenyan County Governments Scale STRYDE

Partnerships with the local government have opened doors for the STRYDE program to reach thousands of youth each year in Kenya. Nyeri County adopted the STRYDE program as part of their required vocational training curriculum and funded the training of 56 Master Trainers. Now they train approximately 550 students per year. Leaders in Elgeiyo Marakwet County became convinced of STRYDE's value and incorporated STRYDE training into the county development plan and plan to build two "learning & incubation hubs" where youth will participate in STRYDE training.



The STRYDE Partnership Landscape



Uganda

- 13 Vocational Training Institutes & Agricultural Colleges
- 1 Local Non-governmental organization (NGO)
- Trained: 5,512 youth

Rwanda

- 6 Local Government Training Centers (including four districts)
- 2 Local NGOs
- 1 University Student Organization (five universities)
- Trained: 4,879 Youth

Kenya

- 75 Vocational Training Institutes (71 Public & 4 Private)
- 2 Prisons
- Trained: 6,018 youth

Tanzania

- 8 Vocational Training Centers
- 8 Local NGOs and Community-based organizations (CBO)
- 1 Prison
- 4 Community Development Colleges
- 1 Local Government District Council
- Trained: 4,592 youth





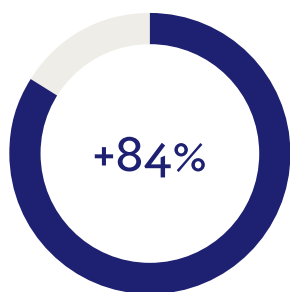
Part One: Youth Livelihoods

Youth are incredibly enterprising, innovative, and driven when provided with an enabling environment of support.

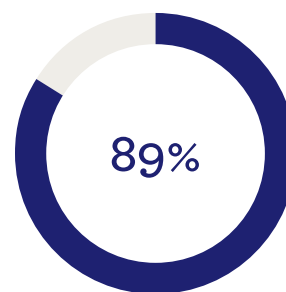
Over 70% of the African youth population remains in rural areas where formal employment opportunities are limited. Despite the promising economic expansion of the East Africa region, many rural youth and their communities have been left behind. New job opportunities and prospects rarely reach rural areas, and for those that do, youth often lack the necessary education, skills, and knowledge to pursue them. Programs seeking to create an enabling environment for youth must focus on and understand the complexities of rural economies and how to prepare program participants with the soft skills and technical skills needed to take advantage of available opportunities.

In the absence of formal employment, youth are required to maintain a portfolio of ventures which focus on agriculture and microenterprise. These ventures are combined into a suite of activities designed to hedge against financial insecurity while also meeting social obligations and responsibilities. Although youth are individually unique in their decision making when it comes to the income activities they choose, we can observe a predictable path toward financial stability that is dictated by the resources and assets available. With the right support, programs such as STRYDE can help youth capitalize on their existing resources and launch with confidence into new phases of growth that create opportunities for meaningful livelihoods.

STRYDE positioned itself to assist in connecting youth to new income-generating activities and the development of life skills. The results and impact of STRYDE help to show that by acknowledging the complexities of rural environments, it is possible to develop youth programs that are scalable, replicable, and effective in any region or context.



Overall average increase in income for youth participating in the program (from \$58 to \$107 per month)



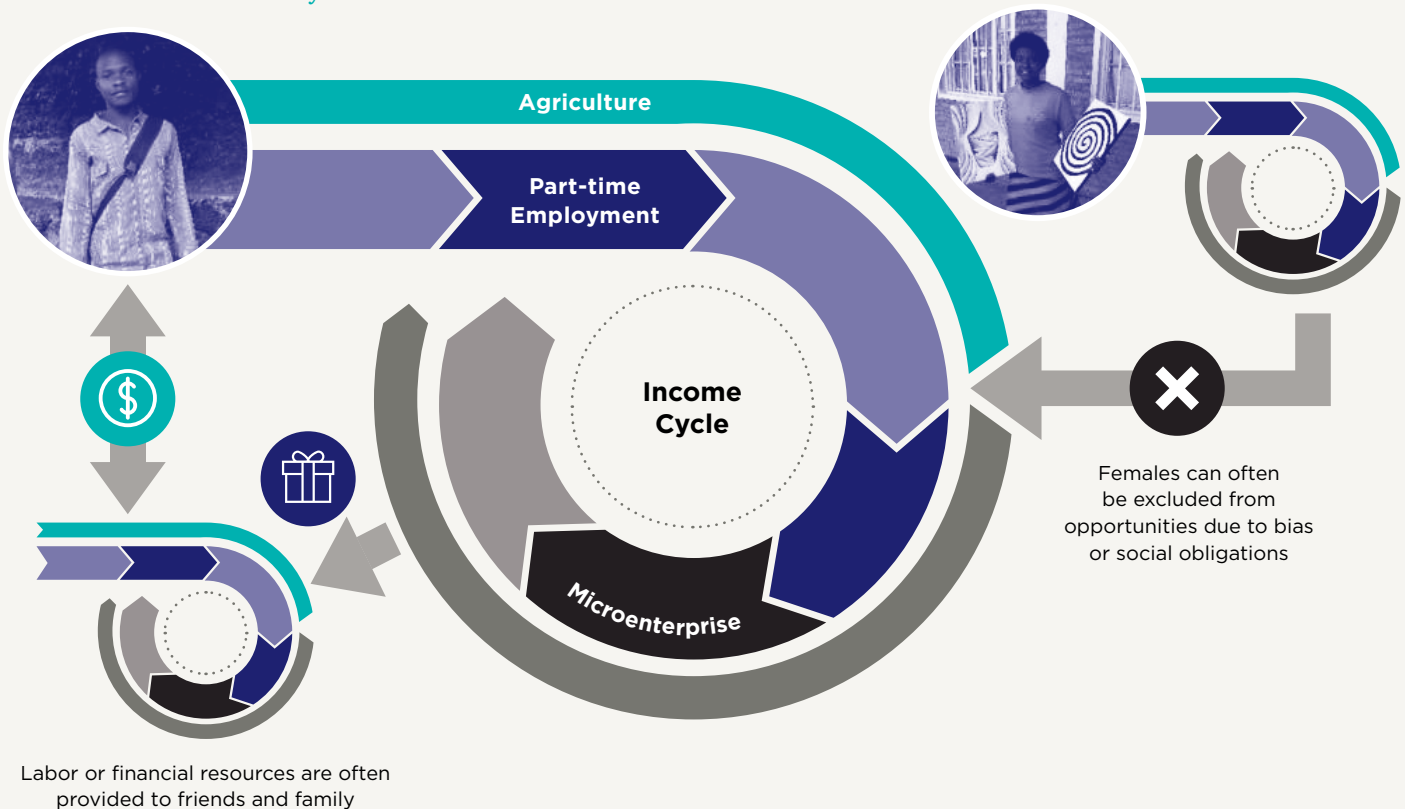
Percent of youth engaged in at least one income earning activity after the program

Youth incomes rely on a portfolio of activities which help to hedge risk in uncertain rural economies.

Very few youth can find formal full-time employment in rural areas. In addition, income earning activities may vary by season or last for only a short time, making it difficult for youth to plan and save. With limited or unstable job opportunities, the majority of youth engage in mixed livelihoods and generate income from a portfolio of diversified activities. Of the 89% of youth who were earning income after the STRYDE program, most maintain 2-3 different sources of income. These activities typically included a strong focus on agricultural production and microenterprise.



The environment of youth income activities



Social Obligation

When not generating income, youth are often involved in a wide range of social activities beyond leisure. Whether contributing unpaid time to peers or family, participating in church activities, or attending to household responsibilities, youth can spend significant amounts of time on activities that do not generate income. Women, in particular, are encumbered by these obligations, including duties for child-rearing. These social obligations are both an advantage and a disadvantage. In some cases, social obligations may require youth to provide funds, labor, and other resources to those in their social network, which can hinder their ability to commit resources toward starting or scaling new enterprises. In other cases, social connections and obligations provide youth with access to valuable resources, such as capital, in the form of personal loans or group savings.



Youth programs in rural areas should emphasize the benefits of microenterprise and provide support for youth to start new businesses.

Youth select income-earning activities by searching for available opportunities and considering which have the highest earning potential and allow for optimal use of their time. Less than 20% of all youth income activities were related to employment (Figure B), including seasonal, part-time, and full-time jobs. Although these employment opportunities offer high wages, they ultimately do not provide the highest overall earning potential (Figure A) due to the limited number of jobs in rural areas. With the right support through programs such as STRYDE, microenterprise offers both the highest rate of income growth and the highest overall earnings.

The importance of entrepreneurship skills training and microenterprise is often overlooked in youth training programs because the nuances of how businesses operate in rural economies is not well understood. Microenterprise affords youth with an ability to create opportunities where they did not previously exist, reduce risk, diversify into new products and offerings, and take control over how they spend their time. For example, a youth who

owns a small storefront or fruit and vegetable kiosk might traditionally be classified as one business. In practice, this shop is much more likely to maintain multiple income earning activities spanning a variety of products and services, such as preparing food for meals, selling airtime, or stocking an assortment of non-perishable commodity items. These activities and income streams are not arbitrary and have been carefully vetted and proven by the youth business owner through iterations and customer feedback. More importantly, multiple services and products ensure that youth can optimize their time across high and low sales periods - for example, focusing on bread and milk in the mornings to capitalize on consumer demands for breakfast, then shifting toward prepared food and a vegetable grocery later in the day. Similarly, many tailors might experience periods of high demand when school uniforms are being made but may focus on other businesses or agriculture during lower demand times of the year. This flexibility and control over both opportunity and time helps microenterprise earnings to outpace other activity types.

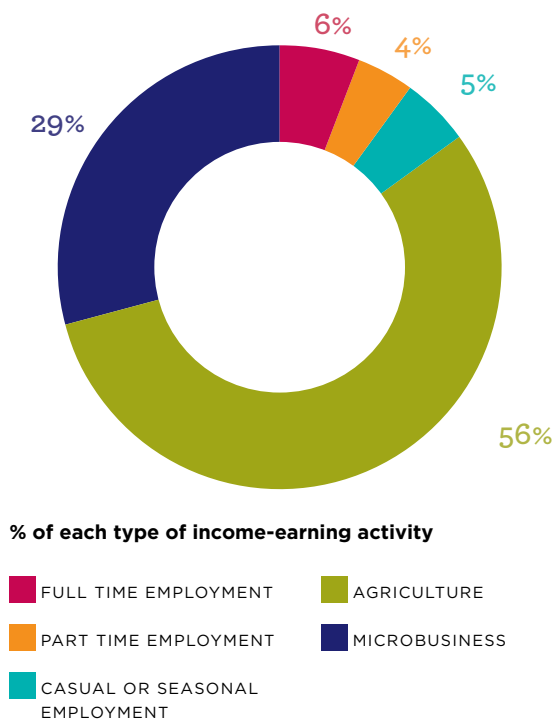
FIGURE A

On average, microenterprise earns more money than employment



FIGURE B

Most youth had at least some agricultural income, while jobs remained scarce



Agriculture is a gateway to higher earnings and an attractive investment that can help grow wealth and stabilize incomes.

Although agriculture may have a lower overall earning potential (Figure A), it has the advantage of lower upfront capital costs, lower barriers to entry, and (in most cases) does not require full-time attention. For youth who are not yet earning income, agriculture can be an entry point into self-employment. For top earning youth, investments in livestock, land, and crops at a larger scale offers opportunities to grow new income while managing other ventures.

Stigmas around agriculture are known to exist, but contrary to this belief, STRYDE encouraged youth to invest in agriculture as an important component in their livelihoods. Following training, the majority of youth actively pursued agricultural activities regardless of income level. As shown in figure C, youth value agriculture, first and foremost as a pathway to higher earning opportunities and later as investments which stabilize and grow incomes. Youth programs should actively encourage youth involvement in agriculture above a subsistence level as a fundamental aspect of wealth creation and as an important component to Africa's future food security.

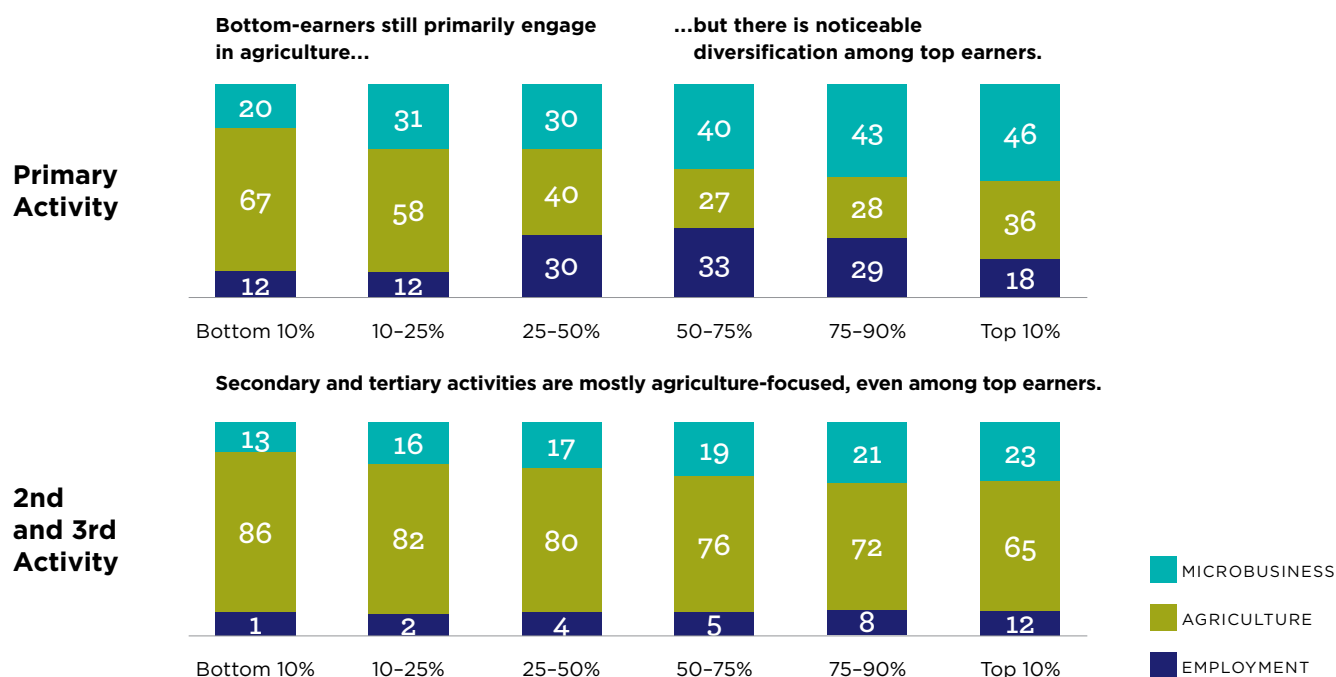
CASE STUDY

Bonny heard about STRYDE while in church and wasted no time signing up for the training with a few of his friends. Today, thanks to the skills learned from STRYDE training, Bonny is a successful tomato farmer. Last season he sold his harvest for \$77 and bought a bull that he uses to plough his farm. "The entire village has noticed that I no longer spend all my time at the shopping centre chatting and playing cards like before," he says. "Now if you want to find me then come to my farm." In the future, Bonny plans to start a small-scale tomato processing plant as a means of adding value to his own tomatoes and those of other farmers in the area.



FIGURE C

Youth prioritize different activities as income grows but agriculture remains important throughout all phases.



Youth who learn multiple skills and diversify into multiple activities grow income faster than those focused on only one job or skill.

Youth can grow income through the expansion of existing activities or through diversification into new activities. Although it is often easier to expand an existing activity than to start a new one, a limit to the rate of expansion may exist within the environment of rural economies where many businesses are commodity-focused. An optimal strategy for income growth should include diversification, where financial stability is achieved by expanding the number of income earning activities that span multiple skills or services, rather than focusing on a singular job or business.

Youth who are diversifying and expanding at the same time are earning the highest income, regardless of whether youth were earning prior to training. These results are encouraging for programs working in rural areas, and indicate that all youth can find meaningful work with the right support and by focusing on growing a portfolio of activities. Youth who are focused on growing a single income activity are limited in their overall growth potential, and programs should be designed around providing the support necessary to help youth diversify as soon as possible.

Youth who are able to diversify into new activities and also expand existing activities earn the highest income



Diversification drives income gains but more importantly provides income stability.

The STRYDE program was designed to help youth create new opportunities and income activities. Throughout training and aftercare, youth added to their portfolios of work, ultimately raising the average number of income streams from 1.7 to 2.3 for all engaged youth after the program (Figure D). This increase in activities contributed to an average overall income increase of 84%.

One important aspect of these results is a recognition that all income activities are not prioritized equally by youth and do not provide equal income. Regardless of demographic characteristics or the percentile of earnings, more than 50% of a youth's total income typically comes from one activity (Figure E). This does not diminish the importance of diversification in stabilizing earnings or hedging against risk. However, Figure E does help to explain why those with higher earnings tend to prioritize microenterprise as their primary activity. Microenterprise has the highest earning potential and when placed as the primary activity, makes the greatest contribution to overall wealth. Youth programs should encourage participants to pursue a focus on microenterprises and invest in other activities, such as agriculture, as a secondary, stabilizing income stream.

FIGURE D
Changes in youth income activities before and after STRYDE

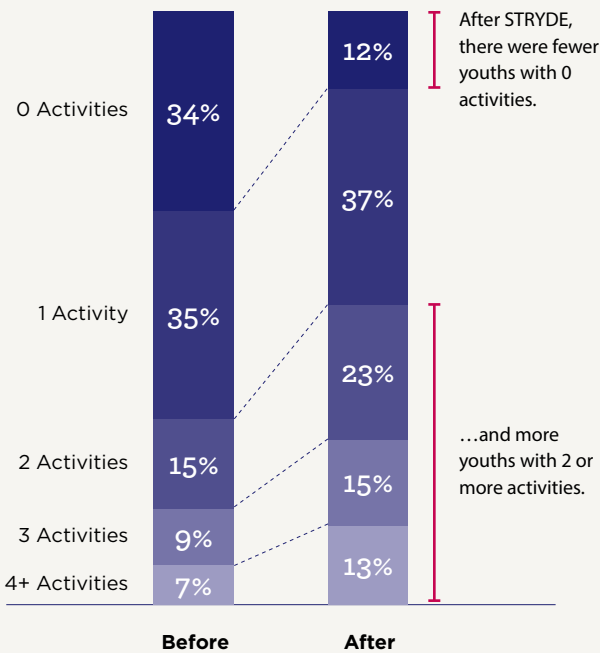
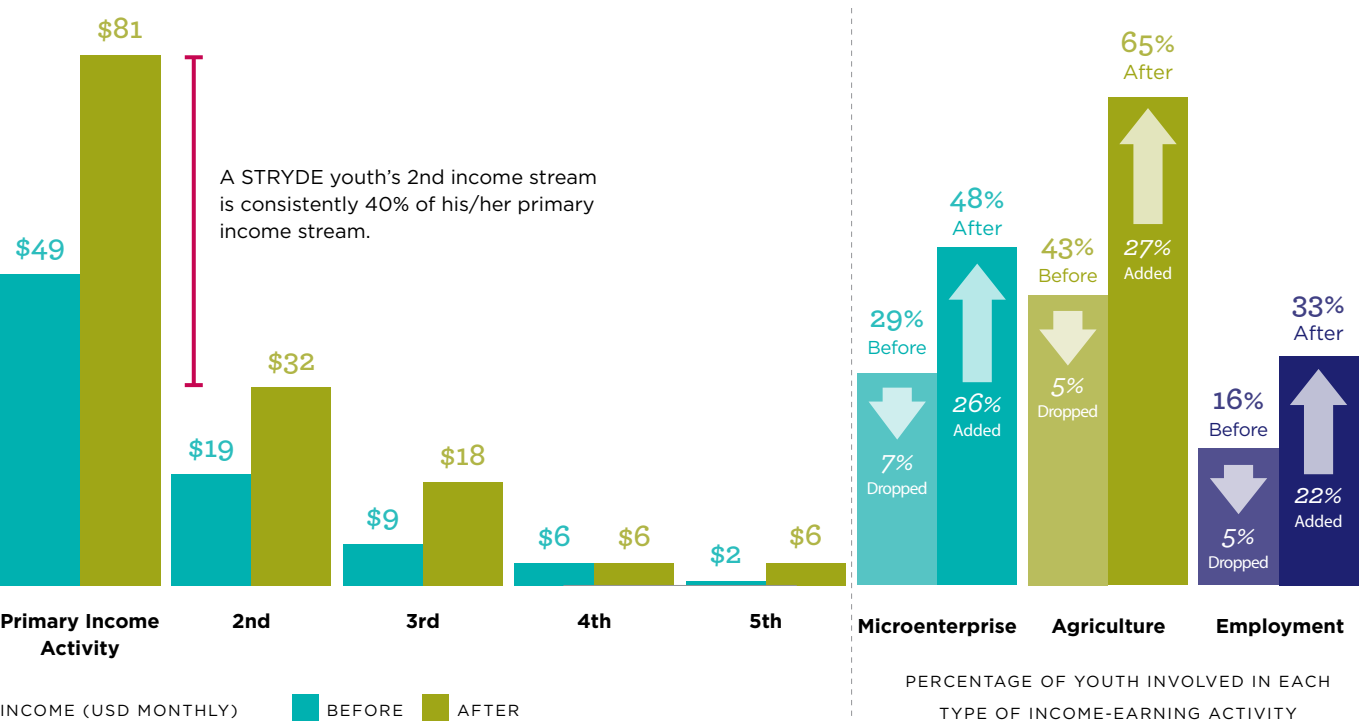


FIGURE E
Youth shifting toward a focus of microenterprise drives income growth, since the primary activity is typically more than 50% of a youth's income



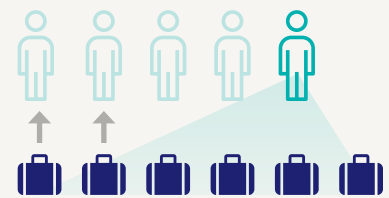
Youth who start new businesses create jobs

Youth are entrepreneurs and job creators when given the resources needed to start new businesses. In the most recent survey of STRYDE participants in all four countries, 7,031 youth who were sampled reported the creation of more than 7,200 new jobs since the end of training.

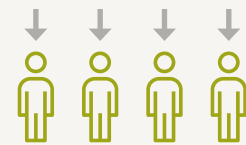
Although the ratio of new jobs is approximately one job created per youth, in practice only 1,402 of the 7031 youth surveyed were job creators. Youth creating new job opportunities employed an average of 6 other people with some reporting they employ as many as 25-50 people.

These results are encouraging because they imply that STRYDE's impact extends to substantially more youth than those who directly participated in training. Job creation as a result of the STRYDE program also speaks to a secondary benefit of encouraging youth to pursue microenterprise and agriculture. Instead of focusing on the supply side of the labor market and training youth in specific skills, encouraging youth to pursue available opportunities in business and agriculture actually increases the demand side of the labor market, thereby helping to solve the challenge of limited employment.

1 in 5 youth are job creators



Creating six jobs, on average



Many of these go to non-STRYDE participants, increasing the programs impact and reach



CASE STUDY

Immaculee Ndagijimana struggled to find work and after considering different career paths, Immaculee decided to become a tailor. However, she was barely making enough money from her business to cover basic costs, and as a single mother, she knew she needed to figure out a better way to provide for her family.

Immaculee joined STRYDE and learned techniques to improve and grow her business. Immaculee's tailor shop is now so successful that she trains 15 to 20 women each week in dressmaking. "After the STRYDE training, I secured a contract to train some of the participants for a small fee of \$70 for six months," she says. The income she generated from these trainings allowed her to expand her shop and buy supplies. "I was also able to improve the condition of my parents' house and pay for my siblings' school fees," she says.



Youth rely on social-based groups for savings and when accessing finance

It is widely understood that a significant barrier to youth engagement in high earning activities, such as microenterprise, is a lack of access to capital and loans. Starting and growing new activities is resource-intensive, especially for youth with new businesses and limited cash flow. Although some progress has been made in improving access to finance (A2F) in rural areas, most youth lack a credit history and are unfortunately still limited in accessing traditional loans. Recognizing these limitations, the STRYDE program focused on helping youth access capital through growth in savings (both personal and community-based), investments in assets such as land and livestock, and through partnerships with lenders such as 4G Capital, who provide short term working capital loans for starting and growing new businesses.

STRYDE youth took on more loans following the program (Figure G), but the vast majority of these loans came from savings groups and social networks, rather than through brick and mortar banks. Youth consistently doubled their savings and assets, helping support the case that mechanisms for A2F which are external to traditional banking are a critical component in creating business opportunities for youth and should be embedded in all youth programs focused on skills training entrepreneurship, and livelihoods.

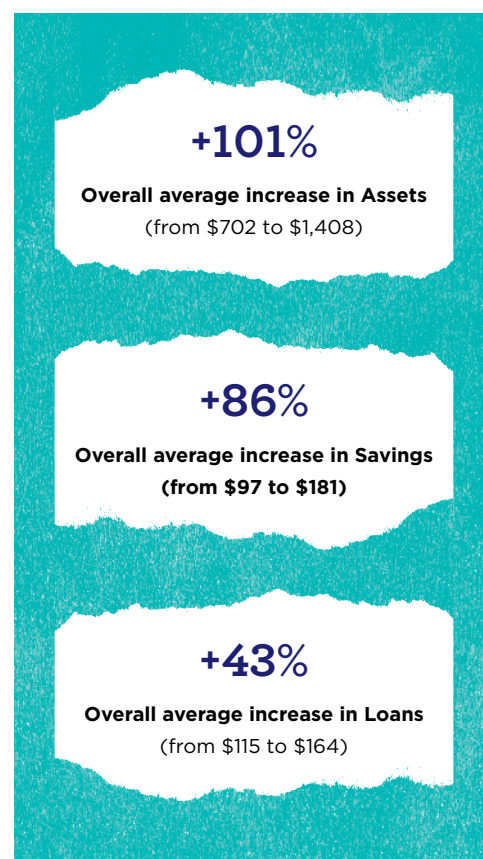


FIGURE F

Participant's intended purpose of their savings following the program

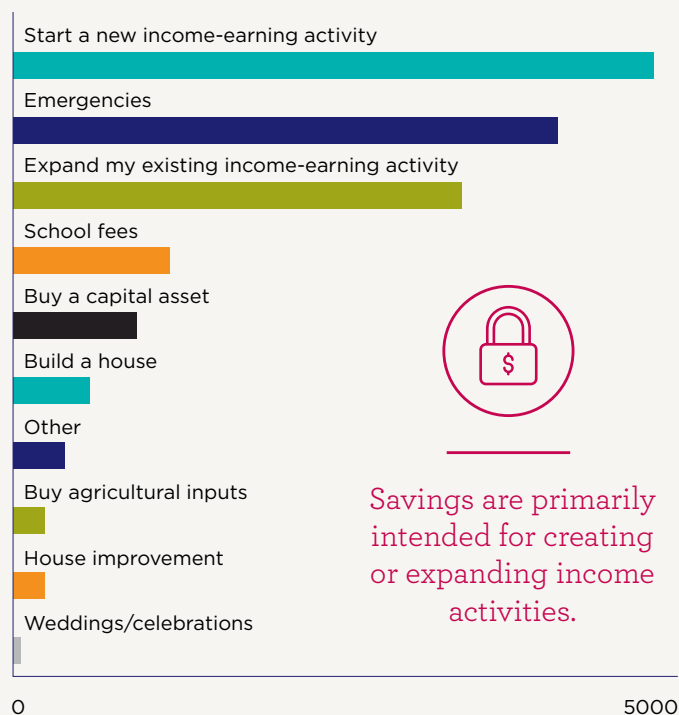
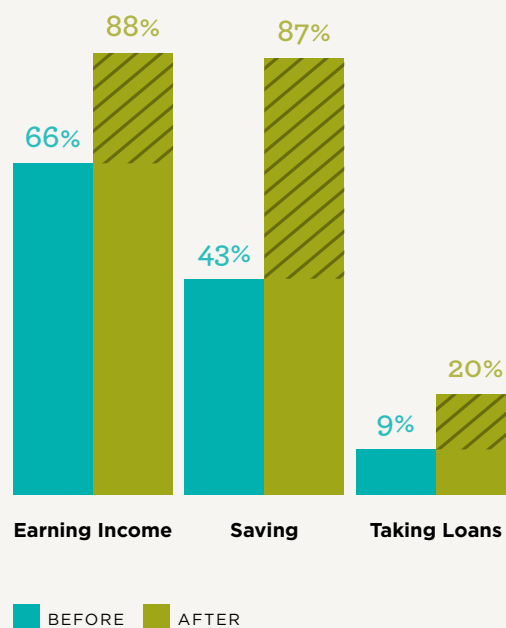


FIGURE G

More youth earned, saved, and took loans



Part Two: Gender & Inclusion

Harnessing Africa's growth potential is dependent on full inclusion of women across the social and economic spheres.

Women are a force for growth in Africa. In fact, Africa is the only region in the world where women make up the majority of those who are entrepreneurs (World Bank, 2019). Despite a high labor force participation, women are typically concentrated in unpaid or vulnerable employment. Unemployment rates for women - especially young women - are also higher than rates faced by men (ILO, 2018).

The specific constraints facing young women stem from their differential access to assets, skills, business services, and underlying cultural norms and institutions. According to the Global Financial Inclusion Database (2017), men in the region are 11 percentage points more likely than women to have an account with a financial institution or mobile money provider, and this gender gap has widened over time. Loans received by women are typically of smaller amounts while they have a greater need to present collateral (World Bank, 2019).

Though women dominate African agriculture, their lower access to finance severely curbs their ability to invest in farm productivity and business (Wachira, 2018). In addition, Sub-Saharan Africa has the largest gender gap in the education of boys and girls in the world, limiting the region's available talent pool and furthering gender disparities among men and women later in life (World Economic Forum, 2017). Expanding women's economic opportunities in the region requires not only building individual capacity of women but also changing mindsets of communities and families, and forging inclusive networks.



Gendered Program Design of STRYDE



STRYDE committed to gender equality by setting ambitious targets and designing an inclusive program.

After exceeding TechnoServe's female participant target of 40% in STRYDE 1.0, STRYDE 2.0 set a target of 50% for women's participation in training, and then exceeded the target. 52% of STRYDE beneficiaries were women. The target was extremely important in placing gender equality at the center of the project. The target meant that staff were responsible for ensuring that women were being included in training. In particular, the STRYDE business counsellors, half of whom were females, played a crucial role in identifying and implementing context-specific strategies for mobilizing women. This led to important lessons about how to reach women effectively, for example, door-to-door mobilization worked better in some cases than sharing the information about the program at a village meeting that mostly men attended. Some business counsellors engaged a helper to assist women with babies in the classroom. The monitoring and evaluation (M&E) system captured sex-disaggregated data to track progress and ensure accountability.

STRYDE built staff capacity and adopted a variety of approaches to encourage young women's participation in the program. STRYDE began with a gender analysis to understand the needs of the project's targeted youth populations. This provided direction on how best to create a learning environment to catalyze equitable behavior change using skilled trainers and a gender-responsive curriculum. As a result of this analysis, women were specifically targeted for recruitment during mobilization; the training format was adjusted to consider gender roles and women's domestic responsibilities; and a gender-focused module "Together We Can Fly" was introduced to help participants explore the existing gender norms that lead to gender inequalities and envision the benefits of equitable gender relations. Trainers were taught how to provide a gender-responsive learning environment and lead conversations on how to challenge harmful gender roles and power relations. Staff also received training on how to identify and address gender inequalities in the local context and were supported by TechnoServe's Global Gender Director.

Key strategies that encouraged women's participation in training included:

- Flexible schedule, convenient location and catch-up classes to encourage women's regular participation;
- Supporting women to bring babies to the classroom, if needed;
- Raising awareness and sensitizing field staff to overcome their own biases and incorporate gender-integrated strategies in mobilization and training;
- Engaging community leaders during mobilization to influence local gender norms that prevent women's participation;
- Direct and early engagement with husbands and parents; and
- Hiring equal numbers of male and female business counselors to deliver the training



Together We Can Fly and Gender Safe Spaces

Together We Can Fly

During a two-hour training module — “Together we Can Fly” — participants explored the impact of gender norms on men’s and women’s lives. Young men and women reflected on their roles and responsibilities, how to make decisions together, and the actions that enable men and women to reach their full potential.

Gender Safe Spaces

While, men and women agreed that the mixed-sex environment of STRYDE enabled greater learning, they did not always feel comfortable sharing their challenges and experiences in front of each other. STRYDE facilitated safe single-sex discussions facilitated by Business Counsellors trained on how to conduct these Safe Space sessions. Two Gender Safe Space sessions, less than an hour each, took place in each three-month training phase. Sessions explored questions such as ‘Why are women not taking up more leadership positions in Group Businesses?’ or “What hinders men/ women from saving, and what are the possible solutions?” which helped youth hold sensitive discussions in an open and non-judgmental environment.

Figure 1: Participants were encouraged to question existing gender relations and practices through activities

Source: Excerpt from STRYDE “Together We Can Fly” module

Biology or Society



Does this woman have cooking duties because of:

Biology _____

Society _____

(tick one)



Are these men discussing and making decisions because of:

Biology _____

Society _____

(tick one)



Is this woman carrying her unborn child because of:

Biology _____

Society _____

(tick one)

Key Outcomes

Both men and women increased their participation in economic activities after STRYDE. Men and women increased their participation in income-generating activities by 18% and 20% respectively within one year of attending STRYDE.

While STRYDE youth engaged in multiple income-earning activities, agriculture was the most important sector for both men and women. About 70% of men and 66% of women report engaging in some kind of agriculture activity for their livelihood. Microbusiness was relatively more important to women than to men. Around 46% of women

compared to 34% of men engaged in microbusinesses.

Young women see profitable businesses as a chance to improve their lives yet their circumstances often lead them to low-margin sectors. Often, women’s businesses are either an extension of their existing agricultural activity, like selling horticulture produce, or they are activities that can be started without much capital and travel away from their homes, like baking or hairdressing. Women’s limited networks also make it difficult for them to enter higher-growth and male-dominated sectors like plumbing,

mechanics, or electrician jobs. Due to social pressures, safety issues, and lack of access to assets, credit or insurance, women perceive risk differently from men, such as the risk of traveling far to urban markets, risk of not being able to take care of a sick family member if needed, or risk of not being able to repay a loan. This results in women's economic activities being concentrated in sectors that are typically low-margin or those considered appropriate for women. For example, typically female-owned businesses like vegetable selling are less profitable than typically male-owned businesses like carpentry. Many men believe that hotel or vegetable businesses are appropriate for women, which may contribute to the high presence of women-owned businesses in these sectors.

These gender-specific constraints prevented women from achieving similar income gains as men. Women participated in STRYDE and graduated at higher rates than men. In the first year after the STRYDE program, women and men increased their economic engagement at similar rates. Despite this, 2-3 years after STRYDE, men's income growth has outpaced women's growth by 29%, creating a gender income gap.

This likely reflects women's lower levels of initial endowments of education, networks, information, and capital assets compared to men. For example, even though female participants grew their asset

holdings of land much more than male participants after completion of training, the average value of their land holdings remained lower. The lower initial endowments could lead to lower business investments and lower profits for women.

Contextual and external factors like social norms, beliefs and perceptions, and legal rights further limit their participation in economic activities. For example, women who traveled to sell their produce to a distant marketplace were seen as bad wives or told to stay at home. Generally, women would need permission from their spouse to attend a training while men did not. Customary laws that determine land and inheritance rights would often limit women's access to land.

TechnoServe envisions several ways to tackle this income gap in future programs.

- Accelerating women toward microbusiness, where they have achieved success
- Identifying and celebrating role model women who are breaking through cultural barriers and succeeding in typically male-dominated activities
- Encourage and track couples participation in training, to improve economic cooperation in households and drive total household income



Successful STRYDE women typically engage in agriculture and microbusiness.

Most STRYDE youth built their livelihoods around several different income-generating activities, which TechnoServe categorized as agriculture, microbusiness, and employment. An analysis of income gains by gender shows that specific combinations of income-generating activities lead to benefits for men and women. Men appear to have an advantage in 'employment' activities, which includes formal and informal employment as well as seasonal and part-time employment. Women who combined agriculture with microbusiness increased their income by \$93/month or 60% more than men.

STRYDE women show a clear comparative advantage in carrying out microbusinesses.

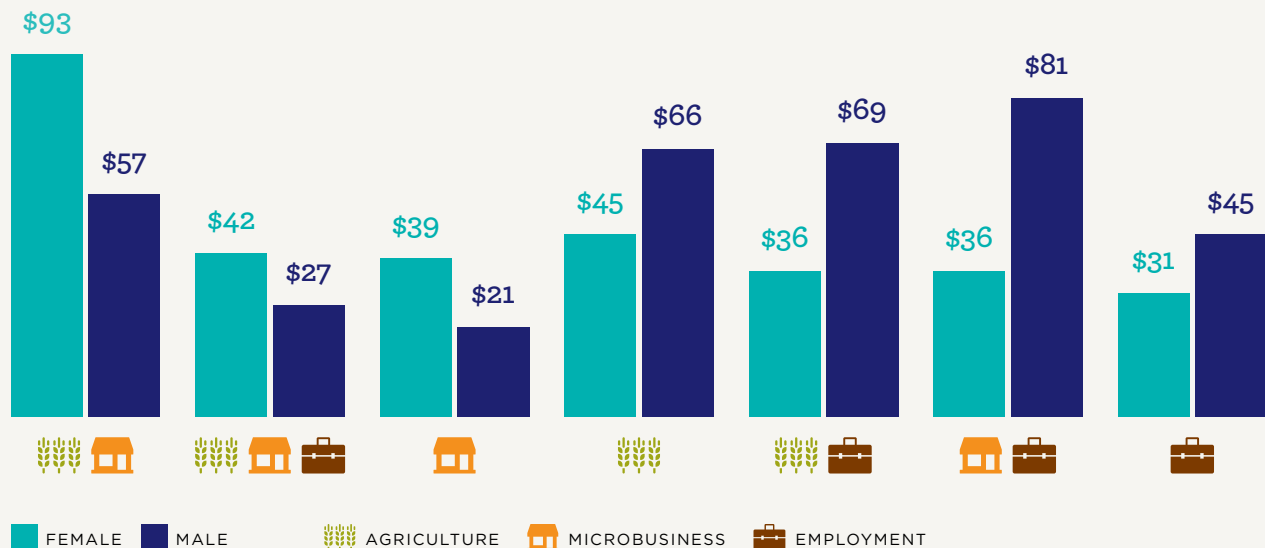
Interestingly, women's income gain was not affected by other factors, including age, marital status, and saving habits.

CASE STUDY

Amida, 21, from Rungwe District in Tanzania, successfully runs multiple businesses. Amida won the Business Plan Competition for her soap-making business idea in 2016. Using the profits from her soap business, she expanded into poultry and horticulture, and started a small restaurant. Amida believes that multiple economic activities add to her income and protect her from risks if one business fails. She currently farms on her parents' land but hopes to buy her own land someday.



Average increase in income after STRYDE by sector for men and women (in USD per month)





Most STRYDE participants in northern Uganda witnessed the decades-long guerilla war first-hand as children or teenagers and know all too well the pain of loss. The majority of those around Gulu had been forced to flee to camps for internally displaced people (IDPs), and some had even been kidnapped by the guerrillas. Behind their cheerful laughter lies wounds, bitterness, and suffering. However, each day is a new opportunity to overcome the tragedies that they have faced and make the best out of their lives.

“STRYDE recognizes the critical role of youth in creating lasting stability and offering protection from future conflicts. Thus at the onset of our implementation in this area, all the trainers underwent an intense psychosocial training to help them identify, counsel, and/or refer victims of the conflict,” says Anthony Kerwegi, STRYDE’s Program Manager for Uganda.

“I was only a child when the war broke out, and nothing prepares you for such an experience,” says 25-year-old Polly Achola. “I stared death in the face multiple times. We used bodies of people we knew — our friends — as shields against the guerilla’s bullets.”

Polly and her husband, Jimmy, attended STRYDE training as a couple, and are now reaping the benefits. “STRYDE taught me that I can start small, and so I started cultivating a small patch of land that used to lie fallow in the swamp. Now I have rented all the neighboring farms for my rice farming,” says Jimmy.

The two also grow maize and vegetables and keep pigs. With sales from their farm, Polly and Jimmy now live a comfortable life and are able to save some money for the future. “Before STRYDE, I was a typical housewife with no engagement. I spent my days sitting under the tree. Thoughts of my rough childhood were always lingering in my mind. Now I have so much to do on the farm that the only thought in my mind is how to make the most out of the training that I received and make more money,” says an enthusiastic Polly.

STRYDE's model catered to women's needs and changed attitudes toward women.

While young women and girls face discriminatory social and cultural norms, young men also face gendered challenges and pressures. For example, men may feel the burden of earning more than their wife and not ask for help. The gender-focused modules “Together We Can fly” and “Gender Safe Spaces” discussions provided men and women an opportunity for introspection and reflection of their own socialization process. The gender-focused modules combined with a mixed-gender learning environment resulted in young men showing openness and perception change after the completion of training.

Engaging couples in training was transformational both within and outside the household. STRYDE was successful in mobilizing married couples, i.e. both husband and wife, in the training. Typically, if only one person in a household can attend the training, it is usually the man. By opening up multiple training cohorts in an area and actively inviting women, STRYDE provided wives, who often worked alongside their husbands in various economic activities, with a greater opportunity to access training. Men who attended STRYDE often became champions for their wives and female household members, encouraging them to attend training. STRYDE couples reported higher marital satisfaction as a result of better communication, increased trust and positive behavior (like sharing information) with their spouse.

STRYDE was particularly impactful for vulnerable subgroups of the population like single mothers and women living in remote areas. Young single mothers are an important group for achieving poverty reduction. Single mothers are particularly disadvantaged; they report less mobility to look for jobs, greater time-poverty, lower assets, and higher school-dropout rates than their married counterparts. Our field research revealed that most skills-development training takes place in town centers or market areas, making it difficult for young mothers living in remote areas to attend. STRYDE made training accessible to these disadvantaged single mothers and provided them with improved economic opportunities by bringing training to their locations and making the schedule work for them.

Programs like STRYDE can facilitate women's economic opportunity by tracking sex-disaggregated data and couples' participation, assessing the gaps between men and women participants, and learning what works to translate women's participation into increased value. Certain subgroups of women (e.g. women engaged in non-traditional sectors and vulnerable women like young mothers) should get extra attention to strengthen their ability to make strategic life choices and put those in action. A deeper understanding of women's income trajectory will help with the development and implementation of constructive and sustainable strategies to support them in their livelihood journeys.



Why men do not want women to attend the training

“A working wife becomes big-headed. She will not care for her family and respect her in-laws.”

“If she goes out of home to work, she will run away with another man.”

“I will need to see if the training is worthwhile, before letting her attend. She needs to ask for my permission first. She will just waste her time.”



Perception change after attending STRYDE

“If we learn and work together, we can share information and make our business grow.”

“After seeing the importance of (STRYDE) training, I would like my wife also to gain skills.”

“A woman can do the tasks that a man can. My wife now contributes to the household income by trading simsim (sesame).”

Source: TechnoServe Research, Uganda and Tanzania (2019)



“Do not be afraid to start something to earn your living and make sure that you have the skills to do it.”

ELMA

Elma, 25, is a single mother running a successful beauty salon in Northern Uganda. When she joined STRYDE in 2015, she knew she was good at braiding hair but was not sure how to develop her skills into a profitable business. “Before the training I did not even know how to use simple marketing tools,” she points to the sign-post outside her buzzing salon. Elma’s business plan won her 500,000 Ugandan Schillings (\$135) to buy necessary equipment for her salon. Her growing business has attracted other young men and women to come to her for training. Elma has already trained several budding hairdressers in the area and employs three women in her salon. She recollects the resistance she faced when she established her business, “If you do well in a business, you will never find a husband,” she was told by her neighbors. However, she emphasizes the importance of her livelihood to send her son to school. Her advice to young girls who she mentors, “Do not be afraid to start something to earn your living and make sure that you have the skills to do it.”



Part Three: Partnerships & Sustainability

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.”

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.

CASE STUDY

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 Mitanya 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.

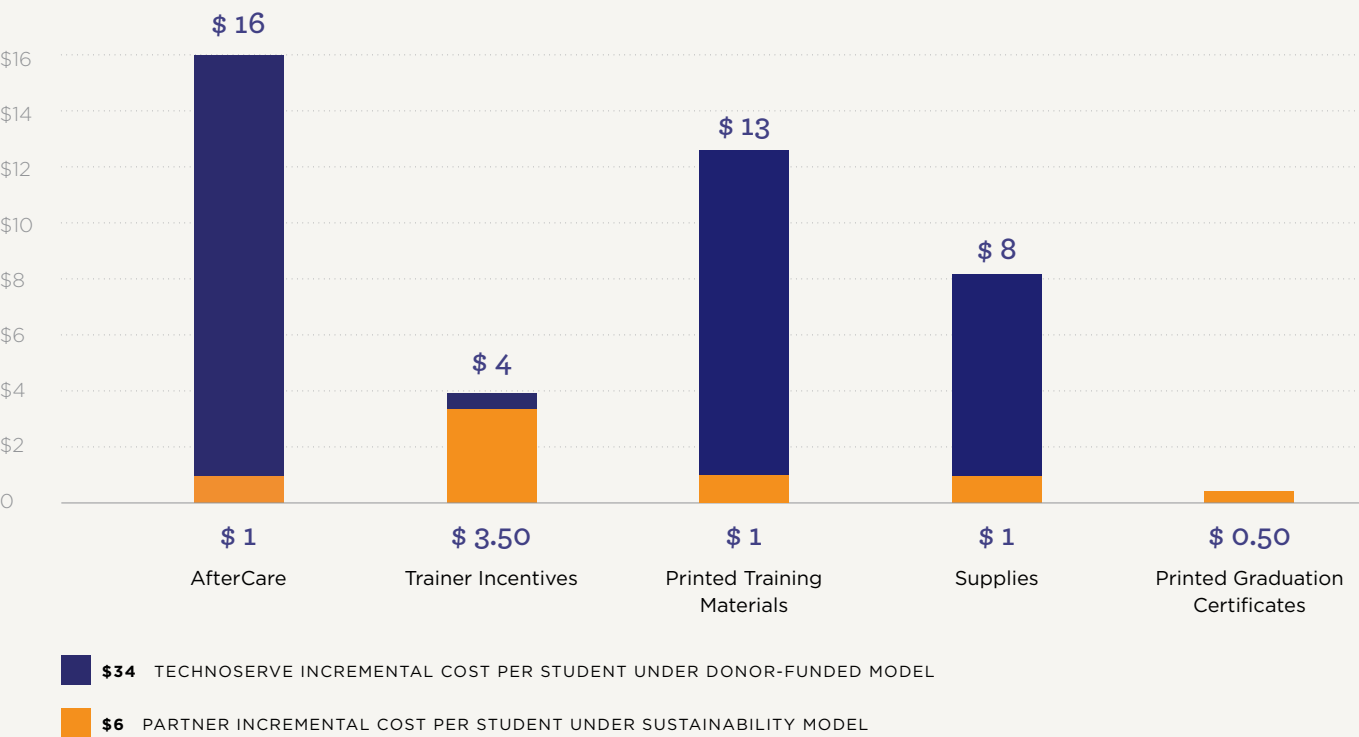
Most graduates participated in one or two aftercare activities immediately after completing the classroom training. This model was impactful, as aftercare participants had experienced a 37% higher income increase than non-participants. However, partners struggle to fund aftercare in its current form, 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

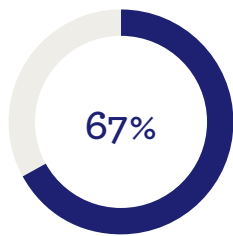
Some partners have successfully developed aftercare loan funds, providing Business Plan Competition repayable loans instead of grants.



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

8

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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